



Universal Basic Education Commission (UBEC)

Developing School Based Management Committees (SBMCs)

Trainers' Manual

September 2011



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Preface

Global experience shows that encouraging the communities around schools to get involved in improving and running their school can make a big difference. It can help make a school more efficient, more welcoming and more relevant to what parents, children and the whole community need from education.

School Based Management Committees (SBMCs), which are now common features in education reform all over the world, serve as the linkage between the government, the school and the community. They are the channel for bringing resources from the community into the school, and a way of getting a better flow of government resources to schools. SBMCs have become the “voice” of the community in school governance.

Capacity development of all key players in the School Based Management system (pupils, teachers, parents, community members, NGOs and government) is crucial. For SBMCs to work well, SBMC members will need initial training and subsequent support from local government and civil society. This should help SBMC members listen to everyone from their community; be fair and accountable in decision-making; and enthuse and mobilise those who can improve children’s education.

Several capacity development models exist for SBMCs in and outside Nigeria. This training manual is based on a successful SBMC capacity development process used by the Education Sector Support Programme in Nigeria (ESSPIN) in six states between 2009 and 2011. The approach starts with a process of community entry and sensitization for the activation of SBMCs in schools, training for SBMC members in clusters, which is delivered by LGEA Social Mobilisation Desk Officers alongside staff from Civil Society Organisations (CSOs). These trainers continue to advise, support and mentor local SBMCs, providing further training when needed. A CSO staff member works closely with each Desk Officer to help them do this.

This manual contains comprehensive guidance for trainers of SBMCs. It should first be used by Master trainers, who should train Desk Officers and CSO staff in how to train SBMCs to take up their roles. The manual is also the guide for Desk Officers and CSO staff to use when they deliver training to SBMC members. The SBMC members who are trained should receive an SBMC Guidebook for them to keep and refer to.

This manual has been produced as part of a UBEC-ESSPIN Partnership, which replicates best practices on SBMCs to schools within the basic education programme of UBEC and SUBEBs. It is hoped that the manual will provide a useful resource for others involved in supporting SBMCs across the country.

Dr. Ahmed Modibbo Mohammed

*Executive Secretary
UBE Commission, Abuja,
September 1 2011*

Acknowledgement

Many people have contributed to the process of developing, writing and editing of this SBMC trainers manual. The adoption of this ESSPIN's manual during a three day workshop organized by Universal Basic Education Commission (UBEC), to harmonize School-Based Management Committees (SBMC), materials in Nigeria was a key landmark to community participation in education and in school improvement.

We sincerely thank the Executive Secretary of the Commission, Dr Mohammed Ahmed Modibo and his management team for his unfaltering support in the development of SBMC's across the nation and the adoption of this manual.

Thanks are also due to the staff of UBEC, Department of Social Mobilisation who organized and actively participated during the harmonization workshop. This include; Mallam Dauda Alhassan; Doyin Orugun (Mrs); Bishen E. S.; Chijioke Onwuzurike (Mrs); Abive Okwah, Mrs; Porbeni Bouwene Mrs; and Tolulope Faokunla.

Personnel from several educational agencies and institutions participated in the 3-day harmonization workshop in Kaduna between 18th and 20th May 2011 and in part the adoption of this SBMC Trainers' Manual. We sincerely appreciate the cogent advice and inputs of the following: Ogukwe, I.J (Mrs)-(Federal Ministry of Education) ; James Fadokun, (National Institute for Educational Planning and Administration) ;; Oyeleye, Aro, (Action Aid Nigeria); Chioma Osuji, (Civil Society Action Coalition on Education for All); Oladoku, S.O., (Oyo State Universal Basic Education Board); Shuaib M. Dabo, Magaji Mohammed and Musa Ibrahim Aboki, (Kaduna State Universal Basic Education Board); Lawal Mahmud, (President Association of Primary School Headteachers of Nigeria); Hajia Hafsat Aminu, (Head teacher, D.S.C Doka, Kaduna State) and, Dr Sulleiman Adediran (Workshop Consultant). In particular, we would like to recognize Hajia Fatima Aboki, (Education Sector Support Programme in Nigeria - ESSPIN) for her lead role and unwavering support and guidance on SBM development.

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Mallam Ibrahim Suleiman

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Acronyms and Abbreviations

CBO	Community Based Organisation
CGP	Civil Society-Government Partnership
CSO	Civil Society Organisation
DFID	Department for International Development of the United Kingdom
ESSPIN	Education Sector Support Programme in Nigeria
FME	Federal Ministry of Education
LGA	Local Government Authority
LGEA	Local Government Education Authority
MDGs	Millennium Development Goals
NGO	Non Governmental Organisation
NIEPA	National Institute for Educational Planning and Administration
PTA	Parent Teacher Association
SBM	School Based Management
SBMC	School Based Management Committee
SDP	School Development Plan
SMoE	State Ministry of Education
SM	Social Mobilisation
STT	State Task Team
SUBEB	State Universal Basic Education Board
TOT	Training of Trainers
UBEC	Universal Basic Education Commission
UBE-IF	Universal Basic Education – Intervention Fund

My SBMC Trainers' manual

Name.....

Affiliation.....

Position.....

Date.....

My SBMCs

My Schools/Communities

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My LGEAs

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Introduction

How this training manual was developed

This manual was developed on the basis of a School-Based Management (SBM) policy development process carried out in the five ESSPIN-supported states of Jigawa, Kaduna, Kano, Kwara and Lagos States between July 2009 and March 2010. Learning from international and national best practice was used to develop the training manual, incorporating previous work done to develop SBMC manuals in Nigeria and the concerns that emerged from a state based approach. SBMC training was delivered to 996 school communities in the five states, and followed up by mentoring and short further training. The ESSPIN manual was then adopted after a review process at a three-day workshop for the harmonisation of SBMC operational guidelines and training manuals, organised by UBEC in May 2011 in Kaduna.


Developing a state policy as a foundation for SBMCs

An important foundation for successful SBMCs in states is developing a clear School Based Management policy, within national guidelines. Each state government wishing to activate SBMCs should know how it wants schools to be managed, and what the role of SBMCs should be in supporting this. SBMCs can then be activated, trained and mentored to deliver on this policy. The state level SBM policy should be based both on the priorities of state government and on the aspirations of local communities for school improvement.

ESSPIN's support to SBM policy development processes involved a three-phase visioning process which helped each state government interpret the National Guidelines for SBMCs. The stages are shown below:

STAGE 1

State level
visioning



A meeting at which major state policy makers discussed and identify the type and structure of school-based management which they would like to see developed in their states.

STAGE 2


Community
level visioning



Meetings in a sample of local communities where views of education stakeholders (head teachers, teachers, pupils, parents, existing SBMCs, PTAs, community, religious, traditional leaders etc.) on School Based Management Committees (SBMCs) are captured.

STAGE 3

Harmonise
outcomes of state
and community
level visioning



A meeting of state policy makers and stakeholders from the school communities, which harmonised the views and perspectives arising from the earlier state level debate and the community level debates. This meeting produces a set of state-specific SBMC policy guidelines for each state.

This policy development process was led by State Task Teams (STTs), formed of representatives from SMOE, SUBEB, Social Mobilisation (SM) Departments. Once the guidelines had been agreed as to how school based management and SBMCs should work in each state, ESSPIN supported the production of a trainers 'manual and a state-specific SBMC guidebook, derived from the state SBMC Policy. These guidebooks were translated by states into the main local language, and were given to each SBMC which received training. It is recommended that a similar process be followed where possible in other areas of Nigeria wishing to support SBMC activation and development.

What is the objective and content of this manual?

The purpose of the training for which this manual is designed is for first and second level trainers (see diagram below) to increase the delivery capacity of the trainers who will then train SBMCs. It is expected that at the end of the training, the participants will have;

- (i) better understanding of school based management concepts,
- (ii) enhanced facilitation and training skills,
- (iii) improved capacity for the preparation and use of training resources,
- (iv) better appreciation of the School Development Planning (SDP) process,
- (v) increased understanding of resource mobilisation and usage for school improvement,
- (v) more practical knowledge on the concept of community monitoring, and
- (vi) skills to promote the participation of commonly excluded groups, especially women and children, in SBMC decision making.

Outline of the training package and approach

This training package is to be managed and delivered by government. However, the package also draws on the strengths of Civil Society Organisations (CSOs), working in partnership with government, to deliver participatory capacity building to community members. The training package is designed for CSO staff to work alongside government staff as trainers, strengthening government staff to take up greater support to SBMCs. CSOs are contracted to support the SBMC development process through a Civil Society-Government Partnership (CGP) framework, fostering greater collaboration between state and non state actors.

It is expected that by the end of the First Level training, Master Trainers made up of State Task Team members will be able to conduct the Second Level training for officials of the SM Departments and Units at the SUBEBs and LGEAs as well as their counterpart trainees selected from the CSOs.

The CSOs will deliver the initial awareness raising and mobilisation of SBMCs in the community, ensuring that everyone understands that there is a new state policy guideline on SBMCs and that women and children are included in SBMC membership. CSOs will then work with the LGEA and LGA to set up the first SBMC trainings. This Third Level of training of SBMC members is to be conducted by the officials of SUBEB/LGEA SM Departments/Units along with their CSO colleagues (CGP), and should be seen as the initial training to SBMC members.

To enable SBMCs to become fully functional, a Fourth Level training of Master trainers for continued follow-up support to SBMC members should be established as part of a similar process. The follow-up support takes a mentoring approach, with a minimum of 8 visits by CGPs to SBMCs to strengthen their implementation of the SBMC training, and further develop capacity on SBMC roles and responsibilities.

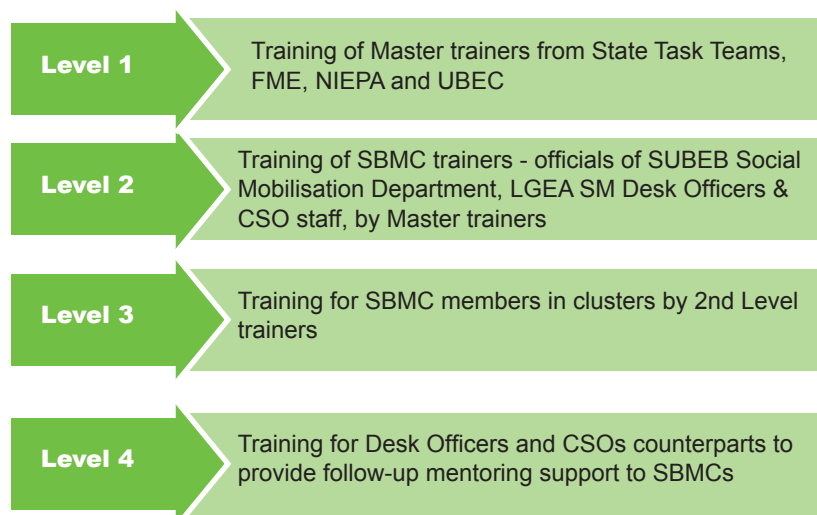


Diagram: Outline plan for cascading SBMC training

Level 1 Training: The Master trainers will undergo a series of capacity development workshops covering the following: (i) skill acquisitions in Facilitation techniques, advocacy methods and monitoring procedures; (ii) training on the revised UBEC National Guidelines on SBMC Implementation, the SBMC Trainers' Manual and the SBMC Guidebook and (iii) Lessons Learned /Best Practices and Case Studies in SBMC Implementation both within and outside Nigeria.

Level 2 Training: This set of training for the Level 2 Trainees is comprised of two workshops. Most of the activities in this training manual should form the basis of the training of SBMC members which will be delivered after the Level 2 workshops. The training package starts with an introduction to facilitation and training techniques to boost trainers' skills and gives the Level 2 trainers the skills to undertake introductory workshops and more indepth task-focused workshops for capacity development of SBMC members

Level 3 Training: The training the level 2 trainers receive enable them to train the SBMC members. The SBMC members should receive their own SBMC Guidebooks when they are being trained.

Level 4 Training: The fourth level training involves – first the Master trainers being trained and then in turn training the SUBEB and LGEA Desk Officers and CSOs (CGPs) to deliver on mentoring and monitoring support of SBMCs in school communities. The training content at this level builds on and further develops the initial SBMC Training (Levels 1-3) while focusing on particular areas to support SBMCs to be more effective in their school environment. The focus areas include the participation of women and children in SBMCs, child welfare and protection in the school and community, resource

mobilisation, inclusive education and gender, and communications and relationship management. The training enables the SUBEB/ LGEA Desk Officers and CSOs (CGPs) to conduct an extended period of mentoring and monitoring support directly to SBMCs over a period of 9-12 months. The outline of the mentoring programmes is shown in Annex 3.

Beyond the mentoring visits, there are a myriad of possibilities for further support to SBMCs by government and civil society, providing relevant information, capacity development at school and community level, and the opportunity for community voice to be heard on education issues.

Training for SBMC members should be delivered by a pair of trainers (LGEA Desk Officer and CSO official). These pairs should plan who will lead in facilitating each activity and who will support or “shadow”. Each should get a good balance of leading and supporting, although the least confident partner should be allowed to start gradually and work up to more of a direct role. The trainer who is not facilitating should monitor the group, distribute materials, and record any plenary discussions on flipchart. For group activities, both trainers should monitor groups’ work, clarify instructions, help with difficulties and encourage timely completion of tasks.

What does this manual cover?

There are three modules in this manual:

Module One of this manual covers the first sessions on facilitation training for Levels 1 and 2 trainees. This introduces the trainees to key ideas and practices needed to work effectively as trainers, and discusses facilitation techniques, other training methods and resources for training.

Module Two covers the second sessions of the TOT workshop. This module can be used as a step by step manual for delivering the introductory training workshop for SBMC members. Module Two covers building relationships and communication between SBMC members, and introducing them to the key purposes and roles of an SBMC. Trainers of SBMCs can refer to this module which is in line with the SBMC Guidebook which is the document SBMC members should have during the training and keep.

Module Three also contains content for training SBMC members. It uses more detailed scenarios, assisting SBMC members to prepare for core tasks that they will need to tackle. In addition, participants will be introduced to strategies for overcoming challenges and unexpected situations.

Annex 3 of this document contains the Overview of the follow on training that Trainers will provide to SBMC members once they have been activated and running for some time. While providing a brief recap of the previous modules, this follow-up mentoring support will focus on particular areas that functional SBMCs should further develop to be more effective in supporting school improvement.

Who will use the manual?

This manual is a useful training resource and reference material for both Level 1 trainees (Master trainers) and Level 2 trainees (SBMC trainers). The Level 2 trainees are expected to use this manual along with the SBMC Guidebook during the training of SBMC members in schools.

How to use this manual

This manual can be used as a step by step instruction book for delivering basic training to Levels 1 (Master trainers) and 2 (SBMC trainers) and SBMCs themselves. Instructions are relatively detailed to ensure that less experienced trainers are able to deliver the SBMC training. The contents of the manual have been tailored in line with the main themes of the national SBMC Guidelines and state level SBMC Guide Books to be used by SBMC members. The manual should also be used as a useful reference guide for key messages and activities for SBMCs.

The three modules use activities and messages which demonstrate and mainstream the values and skills considered essential for SBMCs to function well on behalf of their communities. These values include:

Transparency

Accountability

Equity

Valuing difference and diversity

Consensual leadership & conflict resolution

Participatory problem solving

Communication

Listening

Also, to ensure that training of SBMC members is appropriate for its target audience of local people from a range of backgrounds, the training should be delivered on the basis of the following key principles:

Everything in plain, understandable local language

Minimal reliance on writing

Simple supplementary materials

Maximum verbal & visual communication

Friendly, welcoming style

Module One:

General Principles & Skills for SBMC Trainers

Day 1

Note For All Trainers

This training manual is divided into two parts. Module One gives instructions to master trainers to deliver the first part of the SBMC Training of trainers workshop, which takes two days. These two days will be spent giving SBMC trainers practice in facilitation skills and what they will need to run their own SBMC training workshops. Many of the activities will also be useful for SBMC trainers to use with SBMC members.

Note For SBMC Trainers:

This activity can also be used as an introduction activity at the beginning of your training for SBMC members.

When using this activity with SBMC members, be particularly positive, friendly and welcoming to set the tone. Keep control on the use of time and encourage them to stick to the information requested.

If there are too many people to introduce everyone publicly within 25 minutes, explain that you will take a selection and ask a few people to introduce each other to the wider group.

Thank everyone who introduces someone.

Make a note of both shy and talkative people. This will help you manage the group later on.

Activity 1.1: Ice Breaker

Objectives:

At the end of this activity, participants will:

Have got used to interacting with others in the group

Know more about everyone in the group

Be more relaxed and motivated about the training to come.

Duration:

35 minutes

Materials:

pen and paper

blank name tags, labels or masking tape

coloured markers

flip chart and paper.

Tasks:

Make sure that everyone is seated at tables with marker pens, biro pens and notepaper before you start the task:

Get everyone's attention.

Introduce yourselves as the trainers.

Tell the group your name, what your position is, where you come from, and your favourite food.

Tell participants that you would like them to introduce the person next to them to the group in the same way as the trainer did.

Ask participants to spend two minutes talking to the person next to them to find out more about that person, their name, where they are from, their favourite food, their likes and dislikes. Inform them that they will be introducing their partners to everyone else with this information. Give 5 minutes for this activity.

Ask everyone to introduce his/her partner, and ask people to make a name label and put it on once they have been introduced. Allow a total of 25 minutes for this.

Thank the group for introducing each other.

Encourage participants to give a round of applause.

Note For SBMC Trainers:

This activity should also be used to introduce the purpose of the beginning of your training for SBMC members.

When people express their expectations from the training workshop, check that you understood them correctly and tell them whether it will be possible for this workshop to meet their expectations. At the end of the training, check with participants whether their main expectations were met.

Key Messages To Give SBMC Members When You Use This Activity:

This workshop is being organised to give you the main skills you need to set up a School Based Management Committee, and start an active and functional SBMC in the community to improve education.

You will need to try to pass on the skills and knowledge you learn here to others, particularly any SBMC members who could not attend.

Activity 1.2: Introduction to The Workshop

Objectives:

At end of the activity, participants will:

Understand the relevance of the workshop

Be motivated about the training processes

Know what to expect from the training.

Duration:

30 minutes

Materials:

flipchart sheet showing the workshop timetable on the wall;

Blank flipchart on stand;

pen and paper;

blank name tags, labels or masking tape;

coloured markers , flip chart and paper .

Tasks:

Ask participants to talk to the participants sitting next to them about:

Why they think they are attending the workshop

Their expectations of the workshop

if they have any fears or worries about the training.

After 10 minutes, ask up to 10 people to share their thoughts. Make sure that at least 5 are women. Make a note of their main points on the flipchart. Ask the main group if anyone has other important expectations, and write a few of these on the flipchart.

Explain:

why the workshop is being organised and the expected outcomes;

What follow-up support is available for participants

The duration and dates of both Module One and Two of the training workshops

The workshop logistics (tea breaks, toilet arrangements, drinks, lunch, prayer times, etc.).

Ask if there are any urgent problems or questions. Respond to any that you can; promise to find out about those you can't, and get back to people by the end of the workshop or an agreed date.

Activity 1.3: Roles of Effective Facilitators

(This activity is taken from Facilitation 101: Roles of Effective Facilitators-Bonner Curriculum)¹

Objectives:

At the end of the activity the SBMC trainers will be able to:

Explain the meaning of facilitation

Describe various facilitation techniques

Identify roles a facilitator plays

List at least four things a facilitator should and should not do.

Materials:

Flipchart,

handout

biros, markers and paper;

blank name tags, labels or masking tape,

coloured markers

flip chart and paper.

Duration:

1 hour, 25 minutes

Tasks:

Part 1: Brief Warm Up

Suggested time: 15 minutes

As a facilitator, reintroduce yourself, setting a tone for the session. You may want to include your role/position, goals and hopes for the session and anything else relevant to the session about yourself. It is good to reintroduce yourself, so that people are sure to remember your name and are comfortable asking you questions. Here's an example:

"Now that we know some people and something about one another, let's move on with the workshop. Again, I welcome you all to this "Roles of an Effective Facilitator" session. My name is Sulleiman Kudu, and I'll be your lead facilitator for the session and my co-facilitator is Mohammed Adebayo. Please feel free to ask questions or stop me during the workshop if you have any concerns."

You may then also want to introduce an energiser such as a story, games, a song, some jokes: keeping in mind that you want an upbeat, warm tone.

¹BonnerCurriculum, Facilitation 101: Roles of Effective Facilitators Overview: http://www.bonner.org/resources/modules/modules_pdf/BonCurFacilitation101.pdf

Part 2: Introduction

Suggested time: 10 minutes

Have everyone sit in a circle or other way that allows them to see and hear one another.

Stand in the circle with a marker and a flip chart ready to write on. Welcome everyone to the circle.

Begin a conversation and dialogue with the participants. As you ask questions, the co-facilitator writes the participants' answers and pertinent comments on the flip chart.

Ask 'Who is a facilitator?'

Take responses from participants, using a co-facilitator to help you note them on flip chart paper.

Try to model effective note taking techniques, such as writing with large and alternating marker colours.

As ideas are recorded, repeat them to the audience to make sure everyone has heard.

Use attentive body language (such as nodding, smiling) to be supportive of the participants.

Encourage their brainstorming with positive comments (such as "yes, that's interesting good point. Is there anything else anyone could add?")

After at least half the group has said something, suggest a definition of a facilitator based on what they have said. Present the definition slowly and clearly and write it on the flipchart.

Ask if the group agrees or if there should be important modifications.

Now introduce this definition of "facilitator":

A "Facilitator" is: One who helps participants learn from an activity. The literal meaning of facilitator is "one who makes things easy." Explain that a facilitator may also be called a trainer.

Define further using the following points:

The facilitator serves as a coordinator and organizer of small groups, and ensures everyone is participating and staying on the task.

It is critical for the facilitator to develop mutual respect within the group in order to maximize learning.

You must be willing to take risks and work hard.

The facilitator guides the participants. People will tend to view facilitators as experts in the topic they are facilitating. Make sure you are reasonably knowledgeable about the topic and feel comfortable with people asking you questions. If you don't know an answer, offer to find out more.

Share this advice for facilitators on managing a room of people:

Walk around the room, perhaps between the participants. Keep eye contact with the audience.

As the facilitator, lead by example: Be energetic and get involved in each point.

An effective facilitator gets the audience involved in their subjects. Observe your participants for clues that they are listening and responding to what you are saying. Watch to see if they maintain eye contact with you and respond with their body language, nodding their heads, etc.

Respond to those people who are listening well, while also making eye contact with and speaking to those who do not appear to be listening or interested.

Part 3: Behaviour of a facilitator

Suggested time: 40 minutes

Start acting out some scenarios. Tell the group that role plays are a great way of getting people involved with the subject material. The more activity you incorporate into the workshop, the more engaged your participants will be, and they will learn more as a result. You should get ready for the role plays by following the steps below:

Have a co-facilitator ready to help act out 'demonstration' role plays.

Facilitators should take turns taking major roles in the role plays. For example, one facilitator may act, and the other discusses the role play with the audience.

The first role play should exemplify things that a facilitator should not do.

From the list below, choose five topics that both of the facilitators feel comfortable with and are easy to act out.

Begin the role plays:

Explain to participants that they are about to watch some role plays. (This is the transition that you are making from the facilitation definition [Part 2] to facilitation behaviours [Part 3].)

Keep your audience engaged in the role play by telling them that you are going to act out something, and afterward you will ask them to guess what you were doing.

Tell your audience that the role play's title is "Things a Facilitator should never do."

One facilitator will act, and after he or she demonstrates that behaviour, the other facilitator should call out "Freeze!"

**Summary:
Things Facilitators
Should Not Do:**

Downplay people's ideas.

Push personal agendas and opinions as the "right" answer.

Dominate the group.

Say "umm," or "aahh" often

Read from a manuscript

Tell inappropriate or offensive stories

Make up an answer to questions they don't know (lie).

Allow people to bully others in the group

Take a particular attitude to one section of the group

Tell too much about your personal experience and life

Assume things about the background or personalities of the group (based on appearance)

Speak too fast

Use words or acronyms that not everyone in the group knows well.

Effective facilitation behaviours include:

Knowing the material before doing the workshop.

Exuding confidence: Be clear, enthusiastic, breathe!

Using humour, stories, and examples that directly relate to their work.

Selecting an appropriate activity that will meet the needs of your group and having lots of fun energizers/icebreakers

Ask the participants what the facilitator was doing wrong. This part should be a little humorous and can involve the audience. Ask your participants, "How should the facilitator have behaved?" Ask them to be creative with their suggestions.

Examples of suggested role plays topics could include:

Reading from a manuscript

Telling inappropriate or offensive stories by actually going off with a story that is not related to the workshop

Saying umm, aahh repeatedly (saying umm and aahh and act really nervous.)

Talking too much (effective facilitators try to follow the 80/20 rule of talking only 20 percent of the overall conversation in the room)

Dominating the process with your opinions(ask a participant a question and cut them off with your answer before they can speak)

Telling too much about your personal experience and life (Tell an irrelevant story.)

Downplaying people's ideas (ask someone for their opinion and disagree with them in an amusing way).

Write each scenario on the flip chart after participants respond as to what they observed. In the end you should have 5-8 different issues listed on the flip chart.

After you are done with the role plays, ask what other things a facilitator should not do.

Write these on the flip chart as well.

If you don't see the things listed below you can add them to the list.

Engage and reaffirm participants' contributions, telling them things such as:"You all have done a good job in guessing what the facilitator should not do. Now let's talk about some tips that a facilitator should follow to be effective."

Again, use role plays to act out facilitator behaviours - this time, effective ones. Use scenarios that incorporate what a facilitator should do. Try not to talk a lot. Try to be creative.

Exude confidence-be clear, enthusiastic, breathe! Show confidence and show that you are breathing.

Have lots of visually appealing handouts and flip charts - they help add the practical material the participants leave your workshop with. Show that you have a flip chart and handouts.

Take note of individuals who are not participating. Try to engage the participants who are not participating, or ask them in a reassuring way of their opinion.

on hand. Do not expect anyone to concentrate for longer than 20 minutes without a change in activity.

Having lots of visually appealing handouts and flip charts: they help add to the practical material the participants leave your workshop with.

Determining needed supplies, room requirements, seating arrangement.

Thinking through the exercise and visualize potential problems and pitfalls: one of the biggest is not allotting enough time for activities. If this happens, find a way to cut less essential parts of the agenda.

Clearly explaining activity directions and being prepared for questions.

Observing individual participation and involvement during exercises.

Being aware of individuals that may be experiencing discomfort or are not participating.

Following up the exercise with discussion.

Processing with participants, allowing them to reveal thoughts and feelings as appropriate.

Being available to talk/debrief with participants during break times and before/after the training.

Evaluating group needs, especially at the end of the day, to see what you can change for next day.

Evaluating the experience and writing down notes for future trainings.

Responsibilities of A Good Facilitator:

Facilitators set the direction of the discussion

Facilitators must stay focused and alert, interested in the discussion and the learning that is taking place. They set and maintain the tone of discussion, by example and by setting ground rules. Facilitators should make eye contact with all participants, listen closely, and encourage everyone to contribute to the discussion, especially those who may not be used to speaking, like women or children.

Facilitators make the workshop environment a priority

The facilitator is responsible for gauging the physical environment of the training and how the environment relates to the theme of the workshop ensuring everything from how the chairs are set up, food and drink, quotes on the wall, location of restrooms, and many other logistical items.

Facilitators are time conscious.

It is easy to over-schedule activities and not give enough time for the participants. Avoid planning intensive activities directly before or after a meal. Always realise that some activities can take longer than the scheduled time.

Facilitators are responsible for articulating the purpose of the discussion and its significance.

It is important to clearly state the goal and purpose of each activity and section of the training, in a way which is appropriate to the group. Also, let the group know the expected time that will be spent on each activity.

Facilitators make use of various techniques/tools to keep the discussion relevant.

The facilitator uses various techniques and tools to keep theme of the discussion in focus and douse tension when it arises. Sometimes this means addressing the cause of the tension with a constructive discussion; at other times it will mean moving on to another activity, perhaps agreeing to postpone a difficult issue for consideration later on.

Facilitators are responsible for paying attention to group behaviours.

Be observant of verbal and non-verbal cues from the group. You can encourage people to explain their behaviours during check-in periods; although bear in mind that people may not be willing to do this.

Facilitators should be relaxed and have a sense of humour to make discussions enjoyable and educational.

Group discussions can often take a very serious turn and become intense. It is important to remember we do not have to be fired-up or uptight to have effective discussions. Laughter, recognising difference as positive, and a relaxed environment, can be the greatest methods for a good discussion.

Determine needed supplies, room requirements, chair set-up. Act out what you need and show that you are making sure chairs are set-up and you have all the supplies.

Know the material before doing the workshop. Show that you are preparing for the training.

After you are done with the role plays, ask the group what other things a facilitator should do. Write these on the flip chart as well. If you don't see the things listed below you can add them to the list.

Part 4: Review the Responsibilities of a Facilitator

Suggested time: 10 minutes

Moving from role play and discussion of effective behaviours to discussion of facilitator responsibilities

You can use a question like:

“Now that we have reviewed effective behaviours of facilitators, let’s consider responsibilities. What do you all think are the responsibilities of facilitators?”

As people suggest responsibilities on the list, write them on the flip chart.

Then, draw connections between these ideas and the list below. You can make direct connections or ask additional questions to pull out ideas. Present the list as a summary.

Part 4: Wrap Up

Suggested time: 10 minutes

Wrap up with a summary and reflection, involving participants in sharing what they have learnt and whether it is different to their previous opinion about being a trainer or facilitator.

Remind participants that facilitators should always remember this Chinese proverb; “What I hear, I may easily forget, what I see, I may easily remember and what I do, I will easily understand”. Ask the group to discuss what it might mean.

Activity 1.4: Types of Training Methods

Objectives:

At the end of this activity, the participants will be better able to:

List at least four training methods

Explain at least two training methods

Duration: 2 hours 30 minutes

Materials:

Flipchart,

whiteboard/chalkboard,

Laptop,

PowerPoint projector

Tasks: (10 minutes)

Begin by asking the participants which training methods they are familiar with.

Capture their responses on flipchart or whiteboard.

Responses might include brainstorming, games, question and answer techniques, role-play, trainer demonstration, trainee practice, simulation, case study, bomb blast and presentation. For each training method mentioned, request for an explanation of it s.

Inform the participants that these methods are many, and during the course of the activity not more than four will be elaborated upon in detail. However, opportunities will come up to try others in the course of the training.

Examples of Training Methods

Brainstorming (15 minutes)

Start by explaining to the participants the ground rules and tips for a facilitator, using a brainstorming approach. Write the following ground rules for brainstorming on flip chart and present to the participants:

In the course of brainstorming every contribution is worthwhile,

Even weird, strange ideas

Even confusing ideas

Especially silly ideas –these are often fresh and vital

Suspend judgement

We won't evaluate each other's ideas at this point

We won't censor our ideas

We will save these ideas for later discussion

Conclude the introduction of the ground rules by explaining that these ground rules can be modified only at the beginning or at the end, but not during the brainstorming session.

Start a brainstorming activity and allow 15 minutes for it. To start the brainstorming, ask participants for 'tips on being a good facilitator'.

Once the ideas of the group are recorded on flipchart, go through them with the participants and ask for feedback on whether they are all relevant and useful. If the following tips don't come up, suggest them also:

Keep interruptions as minimal as possible

Don't say we have got the answer

Don't say Ooh, good one

Don't favour the best thinkers

Don't give up the first time the group gets stuck

Avoid simultaneously being the leader, facilitator, and the chart writer

Don't start the process without clearly setting the time limit

Don't rush the group. Silence means that people are thinking

Don't use frowns, raise eyebrows or other nonverbal gestures that signal disapproval

Question and Answer technique

Introduction:(5 minutes)

Tell the participants that they will learn reasons for the question and answer method, and how to handle it.

Explain that it is the most widely used and most important training method. It involves direct communication between the trainer and the trainees.

Guidelines (15 minutes)

Use the brainstorming technique to ask the participants why the use of question and answer is useful for training.

Write the responses on the flipchart, whiteboard or chalkboard.

These responses may include:

Gain attention

Increase motivation and interest

Stimulate group and individual participation

Test trainees' knowledge and understanding

Bring out participants' own experiences and opinions

Encourage feedback about the effectiveness of the training

Draw out quiet people

Open a discussion

Reinforce and clarify ideas and facts

Develop understanding and reasoning

Revise and recall previous information.

How to handle answers (15 minutes)

Through question and answer, ask participants what can happen when you ask a question.

The responses may include the following, which should be captured on a flip chart, white board or chalk board:

No immediate answer

Manage the silence

Wait for someone to respond

If there is no response, repeat the question in a different way, or give further explanation

Right answer but not the answer you wanted

Be careful to distinguish between a wrong answer and a right answer when it is not the one you are expecting.

Find what is most relevant in the answer, recognise it and ask for additional ideas.

Wrong or irrelevant answers

Thank the person and explain why you were looking for something different

Rephrase the question.

Allow 15 minutes for the next session:

Tell participants that now that they have covered what responses are likely when one asks a question, you will consider how to handle an answer that is incorrect or irrelevant.

Ask participants whether it matters or not how an incorrect answer is handled by a trainer. Get responses on flip chart.

Present the following responses as additional suggestions:

If the answer relates to something outside the scope of the discussion, put aside either for discussion later in the training, or for clarification outside the training. Write it up on a separate flipchart.

Ask the rest of the group for the correct information.

If there is different opinions, ask the group who agrees with who, and why. Taking different people's positions into account, explain what you think is the correct view, and why. Make sure you understand the issue.

If there is still disagreement or tension, offer to conduct an extra session on the issue to help participants discuss it further.

Role Play (30 minutes)

Explain that role play is a technique for representing and exploring people's attitudes and reactions to a particular situation or set of events, often in a dramatic and entertaining way.

Explain that the group needs a framework for the exercise which includes:

Place – where the events are taking place

Time – when they are meeting

People – who are the people involved

Relationships – how do they interact with each other

Problem – what events or situation are they dealing with

Explain that setting up a role play involves planning, assembling the necessary materials and techniques to be used and starting up the play itself, as described below.

Setting up a Role Play Exercise

Planning: You will need to consider the following information about your target group:

Numbers

Age

Gender

Background

What have they been doing?

What are they doing next?

What attitudes have they got?

What will interest them?

What benefits do you want them to get from the role play?

It is easier to use the role play with a group that you know well as you can take into account the character of individuals and the dynamic of the group. Thus, you will think about:

How will they react to role play?

Who might be embarrassed/keen/slow/quite/dominating?

How will they work together?

Will they be able to allocate roles in the group, or will you need to allocate roles?

What are the strengths and weaknesses of the group?

Consider what your aims for the session are. You may wish to discuss issues that are of importance in the training course, or that the group will have to deal with in their future work. The emphasis of the exercise may be on the development of social skills, e.g. listening to others with respect, or developing coherent arguments; or showing people the consequences of certain actions.

Starting role play

Know what you are going to do and what you hope to achieve

Be positive to yourself and reassure them – it is important that they feel safe with the work and that they trust you as a trainer.

Make sure that there is enough information to start and that you have given instructions on how everyone is to be involved

Give them a period of time in which to prepare themselves

Link the exercise with the theme of the training.

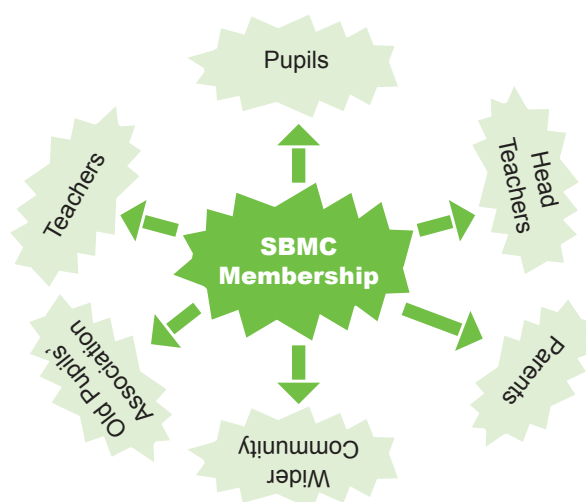
Prepare a briefing for the group which should give them just enough background to prepare and practise a role play activity. The exercise should be close to a real life situation and should allow participants to show behaviour that will help illustrate an important issue.

Prepare role cards which give each individual enough information to play the character assigned to them. The task should be clear, brief and explicit to prevent role conflict. Decide what verbal instructions will be given to the group. It is important they are clear about the exercise and what they have to do. Role play can be threatening to some groups, particularly if it is the first time they are doing it, while some individuals will find it more difficult than others.

Bomb Blast (15 minutes)

Explain to the participants that this is another type of training method that can be employed to generate ideas in a training session, using a diagram on a flipchart as below. Responses are generated as fast as possible from participants during the session, and captured on the 'blast' diagram. The arrows in the diagram below indicate the different ideas generated on, say: who should be included in SBMC membership—responses would probably include:

- (a) Parents,
- (b) Headteachers,
- (c) Wider Community,
- (e) Pupils,
- (f) Teachers,
- (g) Old Pupils' Association, etc.



Wrap up

Thank the participants and link to the next session.

Activity 1.5: Types, Preparation and Use of Training Resources

Objectives:

At the end of the activity, participants will be better able to:

Identify types of training resources

Explain principles guiding their use

Demonstrate/simulate their use in training

Duration:

1 Hour 30 minutes

Materials:

Flip Charts and Markers,

Chalk board/Whiteboard,

Handouts

Tasks:

Allow 5 minutes to introduce the session:

Welcome the participants to the session on training resources.

Ask the participants if they are familiar with training resources that could be used to train SBMCs or other members of their community.

Capture the responses on the flipchart or chalkboard.

Inform the participants that training resources may include the use of flip charts, chalkboard, charts, posters, handouts.

Tell the participants that for the purpose of this session, the emphasis will be on flip chart and chalk board, since these are likely to be most common in the community.

Flipchart(35 minutes)

Begin with the flipchart and tell the participants you will discuss the best ways to use lettering, colouring, and symbols and layouts. Present the issues below and where possible demonstrate what you mean on the flipchart.

Lettering:

Letters must be legible and visible. Uniform letters are easier to read.

Write straight up and down

Close your letters

Make thick lined letters

Use plain and block letters

Colour:

People read faster, retain more and have a longer concentration span when the text is written in two or three colours, so alternate colours frequently

Use soft colours such as blue, brown, purple and green for text

Use HOT colours for highlighting e.g. orange, yellow, red and pink.

Symbols:

Symbols may include bullets, stars, borders, circles, arrows to identify or emphasise different information.

Layout:

Be mindful of the following

Visible and consistent letter size

Margins

Keeping space between lines

Indenting

Underlining

Don't crowd the bottom of the page

Try not to let lines slope

Flipchart writing in action

Sentences are easy to read

Use standard abbreviations that you are sure people already know

Title every page

Always put the lid back on your markers

Roll up the papers together and label them at the end

Secure the papers with rubber bands and keep the charts safe for subsequent use.

Practice (25 minutes)

Get the participants to practice flipchart writing (ask them to choose a topic) in small groups.

Let them present to one another in their groups for feedback.

Take one or two examples from participants for demonstration and discussion as a group.

Chalkboard/Whiteboard (10 minutes)

Introduce both chalkboard and whiteboard as other training resources, although chalkboard is more likely to be found in the communities. However, the basic rules for use are almost the same.

Discuss and illustrate preparations and use as described in the box below.

Chalkboard/Whiteboard

Don't talk to the board – write and then turn round to talk.

Don't expect people to be able to read through you

Always check what you have written for legibility and mistakes

Get to know what size of lettering should be used to be seen at the back of the room

Use strong colours (black/white as appropriate, blue, red)

Too many colours are distracting, so try to limit yourself to three

Keep to consistent letter shapes and lines, as with flipcharts

Always clean off what is no longer needed.

Practice (15 minutes)

Get participants to practice chalkboard writing. Ask them to feed back on each other constructively.

Conclude the session with the message that subsequent sessions will offer time for more practice.

Wrap up

Thank the participants and link to the next session.

Day 2

Recap Day One Activities:

Ask participants to recap the previous day with a fun activity, such as throwing a ball to someone and asking them to say one thing they found useful, and then getting them to throw a ball to another person to do the same.

Activity 2.1: Trainee Practice & Presentations

Objectives:

At the end of the trainee practice and presentation activity, participants will be able to:

Prepare a training session plan based on a chosen activity from this manual

Prepare training resources

Facilitate a delivery of a session plan

Appreciate self evaluation and constructive feedback.

Materials:

samples of session plans,

copies of contents page from this SBMC trainers' manual,

A4 paper,

flipchart and paper

Duration:

Whole day

Tasks:

Introduction (20 minutes)

Welcome participants to their trainee practice and presentation session.

Inform the participants about the objectives of the session and assure them that they will have opportunity to put into practice all the activities of the previous day in this session.

Ask if any participants know what a session plan is, and to describe its content or elements.

Capture their comments on a flipchart or ask participants to illustrate an example on a flipchart.

The participants may describe the following:

Title of the session or activity

Aims and objectives

Training resources or materials

Training methods

Timing of each sub activity.

Wrap up this section by circulating samples of one or two session plans for all participants to read. Ask them for feedback on the plans.

Encourage participants to form a habit of planning their sessions or activities in advance, as it will enable them to think through the session in more creative and imaginative ways that will ensure effective delivery.

Session planning (2 hours)

Divide the participants into pairs and give them the following tasks, written on flipchart:

Choose any topic from the SBMC trainers' manual contents list;

Prepare a session plan to deliver a 20-minute training session on that topic as a partnership, using the techniques you have learned so far. Change over leadership of the session halfway through.

Prepare training resources and materials to support the session plan;

Prepare an icebreaker to start your session off with (a fun game; a physical exercise; a song).

Rehearse the delivery of the session in preparation for presenting your session in plenary.

Encourage participants to find spots around the venue to prepare in privacy.

Session presentations (4-5 hours)

Each pair will be allowed not more than 20 minutes during the plenary presentation, plus two minutes for their icebreaker.

At the plenary presentation session, allow participants to simulate the delivery of their session plans in pairs, one acting as a lead facilitator and the other as co-facilitator with the role interchanged half way into the activity.

Give everyone a break halfway through.

At the end of each presentation, the pairs should be asked to sit in front of their colleagues to self evaluate their performance, after which their colleagues should be asked to give constructive feedback - first, what did they like, and then, what could be improved?

Wrap up

Each presentation and feedback session should be no more than 30 minutes.

Thank the participants and link to the next session.

Day 3

Module Two:

Important Principles for SBMCs

Note For All Trainers

This is the second part of your first training workshop. You should use this Module Two to deliver SBMC members' first three-day training, applying the skills you learned in Module One.

You should start your training of SBMC members with Activities 1.1 and 1.2 as a warm-up and introduction.

You can then start Activity 3.1 below, explaining that for the next three days, we be learning together the main things that SBMC members need to know for running a strong and effective SBMC.

Statements

You can have either Western or Islamic education, not both

Boys and girls have equal rights to education

Disabled people don't have the right to education

The government has to pay for all education costs

Parents have to pay for all education costs

Once a girl or woman is married, she doesn't have the right to education

You need education to make sure you're not cheated

Education helps make you healthy

Educated children benefit their families

Educated children will always make their families richer.

Activity 3.1: Our Rights To Education

Objectives:

At end of this activity, participants will be better able to:

Appreciate that everyone has the same rights to education

Recognise the overall responsibilities of government and communities in providing education.

Duration:

30 minutes

Materials:

Pre-prepared cards, each with one of the statements below

Tasks:

Pre-prepare statements on cards and put them around the walls.

Read each statement out. Then ask everyone to walk around and take a closer look. Tell them to take a pen tick against each statement they think is true. If some people cannot read, in a subtle way encourage others in their group to walk round with them and read out the cards.

Get the group sitting again and review the ticked answers.

Go through each statement and read out the answers below.

Afterwards, ask participants if they are surprised about anything, and clarify any misunderstandings.

Wrap up

Thank the participants and link to the next session.

Activity 3.2: Awareness-Raising on The Benefits of Education

Objectives:

At the end of the session, participants will be able to:

Relate rights abuse with presence or absence of education

Analyse similar situations of right abuses

Identify ways to raise community awareness on the benefits of education

Duration:

45 minutes

Materials:

Flip charts,

Markers

Tasks:

The trainer should start the session with warm greetings to the participants and inform the participants about the activity and objectives written on a flip chart. About 5 minutes should be given for this introduction.

The trainer introduces the case scenario to the participants on a flip chart, spending about 10 minutes to ensure that all participants understand it.

Case Study

On one market day, someone from a village travelled to a nearby city, leading a goat to take to market. As he crossed a zebra crossing with the goat, a city guy saw him, came over and accused him of breaking city laws and tried to fine him 2000 Naira. The village fellow bargained him down to 700 Naira.

ASK:

Why did the village fellow offer the city guy N700?

What could have led to the village fellow to agree to a fine?

Why do you think he was a victim of this type of scenario?

Divide the participants into groups to discuss the case scenario for 15 minutes and respond to the questions.

Ask the participants to present their feedback, noting the similarities and dissimilarities between what each group says. Spend about 5 minutes on each group.

Conclude the session by thanking the participants and relating the key message for the activity:

Inform them that:

Education enables you to know your rights so that you are not easily manipulated or cheated.

Then present the key messages below:

SBMCs can carry out awareness raising to help people see the benefits of education.

SBMC members can encourage parents to send their children to school by visiting parents, and resolving disputes by working with traditional rulers or leaders.

Ask each SBMC group to discuss how SBMCs can work with others in the community to raise awareness on the benefits of education, and sending all children to school.

After 10 minutes get feedback from each group. If not mentioned, add the following messages:

Awareness raising examples include:

women SBMC committee members can go from house to house talking to other women to persuade them to send their children to school

women SBMC members should be enabled to serve as role models – talking confidently, being very active in the SBMC, etc.

SBMCs can ask Imams and leaders at traditional ceremonies (e.g. traditional naming and marriage ceremonies, prayer ceremonies) to implore people to send their children, especially girls, to school. SBMC members, men and women, can also speak out at these events. . Also these events are a good opportunity to consult with people.

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

Wrap up

Thank the participants and link to the next session.

Activity 3.3: What Is A School For?

Objectives:

At the end of the activity, participants will be able to:
identify their views on the purpose and values of a school
explain other purposes for schools and basic education.

Duration:

30 minutes

Materials:

pens and notepaper for participants

Tasks

Give each participant a number from 1-5 by counting round the room, and ask them to remember the number.

Get everyone who is a '1' to stand in one corner of the room. '2's in another corner, and so on.

Ask them to sit down in these new groups.

Ask the groups to think of reasons why we need schools, and agree on the three most important. Give 5 minutes for this. Then ask, 'Was it easy for your group to reach agreement on this?' and get some feedback.

Then ask each group to complete the sentence, 'If there were no schools, then....' – clarify that they can include several things in this sentence. Give 5 minutes for this.

Ask each group to feed back their sentence or sentences.

Wrap up

Facilitator ask two participants to recap key learning from the session and link to next session.

SBMCs can be involved in:

school governance (monitoring and supervising schools)

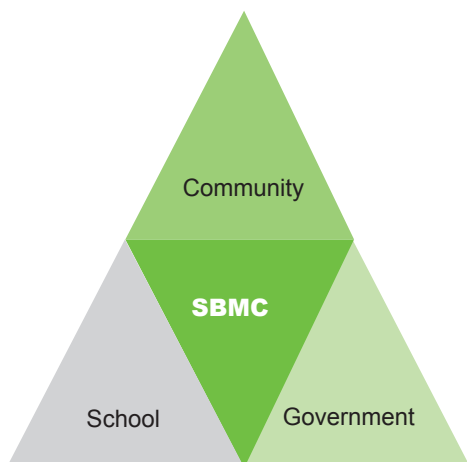
stimulating community and government interest to support school improvement

creating more voice for communities in education improvement

monitoring, and communicating issues to the community and to local/state governments.

SBMCs should particularly focus on helping girls get education; finding support for the poor and most vulnerable children to go to school; contribute to improvements in teachers' work; encourage children's attendance, and encourage the promotion of children through to higher classes.

This will often involve listening to people in the community for problems affecting children's education; suggesting ideas to solve problems; planning activities; encouraging and organising everyone to help; and making sure that people's time and money is utilised well. This will involve updating the community on what is planned and what has been done. SBMC members can make their own direct contributions to improve schools if they wish, but this is not essential.



Activity 3.4: The Purpose And Role Of SBMCs

Objective:

At end of this activity, participants will be able to express their understanding of what SBMCs are for

state clearly what the state government intends SBMCs to do

Duration:

45 minutes

Materials:

Flipchart;

SBMC Guidelines messages in box below written on flipchart in advance

Tasks

Ask people to ask the person sitting next to them what they think an SBMC is for, and what it should do.

Let them discuss this for 10 minutes.

Ask everyone in the room for their ideas.

Write them on the flipchart without challenging them.

Hopefully, people will say similar things to this:

Find out what people in the community want from education

Monitor what happens in the school

encourage teachers to work better

encourage children to attend and take part

encourage parents to support their children's education

Organise people within the community to help improve the school

Seek government support to improve the school

Seek support from business to help improve the school

Then explain that there is a new state policy on SBMCs. Give the group the main messages from your state level policy. You will need to get these in advance from the organisers of the overall training process. If there is no state SBM or SBMC policy, use the national SBMC guidelines.

Put these messages on the wall for people to look at, or give them these pages as a handout:

SBMCs are voluntary, non-party-political organisations that represent

SBMC Trainers' Note:

During this and other discussion exercises, make sure that the feedback includes a range of contributions from different people. Involve everyone - especially women and younger people. You can say things like, 'thank you, that was very useful, and now I want to ask some people who haven't spoken yet. (Name), what do you think?' Make sure to ask different people for input in different exercises.

the community in decision making at the school level. They meet regularly and organise activities to improve the way schools operate and support the government's responsibility of ensuring quality education for all. Monitoring, and communicating education issues to the community and to local government, are key roles for SBMC members.

We can therefore say that SBMCs connect the school, community and government as shown in the diagram on the left of the page:

Ask people to discuss with their partner whether they agree there is anything about the SBMC policy they have seen that is surprising or difficult.

Allow 5 minutes for this, and then ask for feedback.

If anyone expresses any difficulties with the policy messages, record them on a separate piece of flipchart and say that you will find out more about their concerns and get back to them.

Make a note of these concerns to follow up with SMU for clarification.

To finish, explain the following message:

Different views on the role of an SBMC are OK. The main policy represents a harmonised, collective view based on input from communities and the state policy actors. There is more detail in the state level policy, which may answer any questions that people have. As long as SBMCs are fulfilling their overall purpose, there can be variation in what roles SBMCs prioritise. However, we know from experience and research that, those SBMCs which work in a way the whole community wants are much more likely to be successful, because people will be supportive and will get involved.

Wrap up

Recap and link to the next session.

Activity 3.5: What Can SBMCs Achieve?

Objectives:

At the end of the session participants will be able to:

Recognise potential contributions of SBMCs

Describe different types of contributions SBMCs can make towards school improvement

Explain what could happen in schools without SBMCs

Initiate plans to address some of the schools/ community's education problems

Duration:

45 minutes

Materials:

Flip charts,

Note books, sheets of paper and biros

Tasks:

The trainer should inform the participants that he/she is going to tell them about interesting stories of what SBMCs can achieve. Try to spend about 15 minutes on this.

The story should be written on a flip chart and placed where all participants can see it.

In one LGA the girls are deprived of access to education due to cultural and religious beliefs. An advocacy visit was paid by SBMC members with LGEA staff to the overall traditional leader (Emir, Oba), with all the subjects from the various districts in attendance. The essence of girls' education was explained and an appeal was made to encourage girls' education. The traditional ruler gave the order to his subjects to go back to their districts and ensure girls' education.

Then the group visited the villages and talked to the leaders. In one remote village, a man had withdrawn his daughter from school. A report had come to the village head about this. The village leader called the man there immediately, and made him promise to put his daughter back into school – failing which the leader would take him to the traditional ruler. He agreed to put his daughter back into school immediately.

After the story, divide the participants in to small groups to discuss the story in 10 minutes while responding to the following questions on either a flip chart or an A4 sheet:

What lessons can be learnt from what the SBMC did?

What would have been the situation with education in the community if the SBMC had not done anything?

What other ways could SBMC address similar situations in future?

Present the following messages:

An active SBMC can bring about some major changes in education for the community, which may not be case with an inactive SBMC.

The SBMC can play a vital role in championing education, through encouraging local leaders to talk supportively about education and the need for everybody to take part in education.

Ask each SBMC group to prepare a five-minute role play to perform about the SBMC taking action to solve a problem in their community with education. Some people should take the roles of SBMC members; others parents, traditional leaders, government staff or children, as relevant.

Allow 20 minutes to prepare.

Call for plenary presentation and ensure that each group does not take more than 5 minutes (2 minutes for presentation and another 3 minutes for comments from the rest of the group).

Wrap up

Recap, thank the participants and then link to the next session.

SBMC Trainers' Note:

During this and other discussion exercises, make sure that the feedback includes a range of contributions from different people. Involve everyone - especially women and younger people. You can say things like, 'thank you, that was very useful, and now I want to ask some people who haven't spoken yet. (Name), what do you think?' Make sure to ask different people for input in different exercises.

Activity 3.6: What Would Be Missing If There Were No SBMCs?

Objective:

At the end of this activity, participants will be able to:

Analyse why SBMCs are needed

Explain why SBMCs are needed

Duration:

30 minutes

Materials:

Chairs in a circle

Task:

Fishbowl exercise/fruit salad.

Group chairs in a central circle, with a trainer standing in the middle. Make sure there is one chair fewer than the number of people.

The trainer should give one of three fruit names: count out (for example) 'mango, banana, pineapple'. The trainer should give him/herself one of the fruit names also.

Test everyone by asking the mangoes to put their hands up, then the bananas, then the pineapples.

The trainer should then say that when your fruit is called out, you have to get up and find another seat – but one person will be left over. The trainer then shouts out the name of his/her fruit. Everyone with that name gets up and change seats, and the trainer makes sure to take one of the seats. (Does a practice run; if necessary).

Ask the person left standing in the middle to give an example of what problems there are with education when there are no SBMCs.

Then the trainer should shout the name of another fruit, and go through the game again. Then, the person left standing in the middle should be asked to give more examples of what problems there are likely to be if there are no SBMCs.

Repeat the process again for the third fruit. Then ask the group if they can think of any other examples. Then go back to the main seating arrangement.

Wrap up

Thank the participants and link to the next session.

Activity 3.7: How To Form An SBMC

Objective:

At the end of this activity, participants will be:

familiar with State SBMC guidelines on formation of SBMCs, who should join an SBMC, and how long they should stay in the Committee.

familiar with what the State SBMC guidelines say about the participation of women and children in SBMCs, and the need to set up women's and children's SBMC committees to enhance participation

aware of the State SBMC Guidelines and mechanisms that will be put in place by the State government to support SBMCs' activities.

Duration:

30 minutes

Materials:

Copies of State Guidelines on SBMCs (or national guidelines if state guidelines do not yet exist)

Task:

Divide the participants into small groups and give each participant a copy of the State Guideline on SBMCs.

Give each group a different theme from the chapter :“IMPLEMENTATION”, including the section on women's and children's participation in SBMCs, in the State SBMC Guideline.

Inform each group that they will be required to summarise the theme and identify possible challenges that might be involved in trying to make this part of the guidelines work in practice.

Ask each group to make a presentation of what they found out.

Wrap up

Thank the participants and link to the next session.

Activity 3.8: How The SBMC Relates to Others

Objective:

At the end of this activity, participants will be able to:
 identify the key contacts whose supports are needed for school improvement

Familiarise with communication channels in reaching out

Identify communication challenges and possible solutions

Duration:

40 minutes

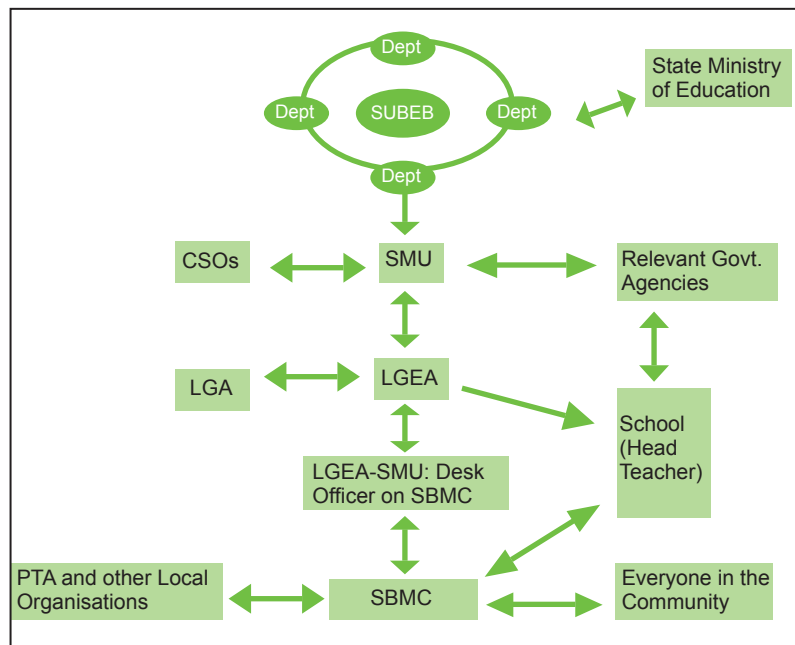
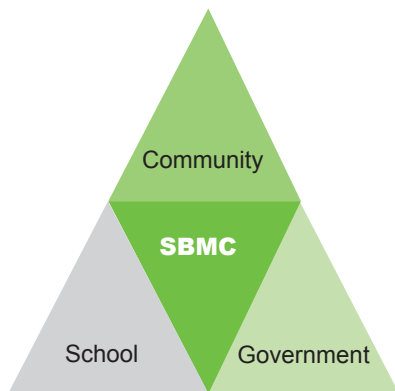
Materials:

Diagrams; flipchart; marker pens

Task:

Explain that, in order for the SBMC to help solve education problems as considered yesterday, it will need to know who should be asked for what support. The SBMC links a lot of different people together to improve education.

Present the following diagram of how the SBMC links to the community, the school, and the government on school improvement (draw on a flipchart)



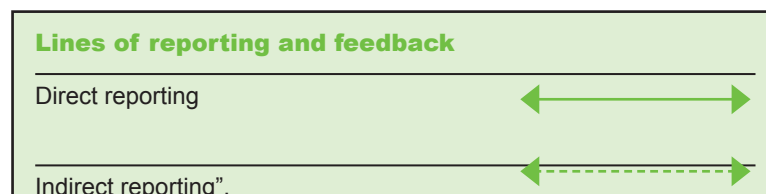
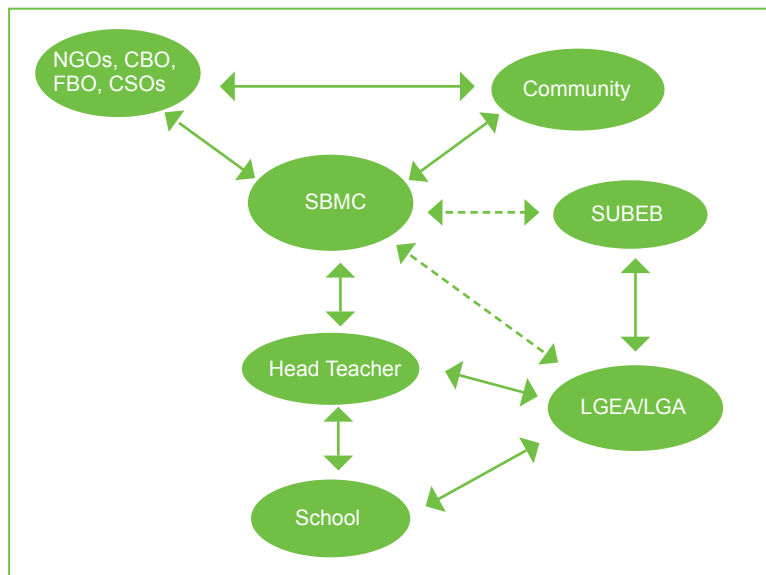
Then present the following diagram of who SBMC members are likely to be in communication with (either through drawing it on a flipchart or providing photocopies):

Ask which individuals in these different bodies will the SBMC be in contact with most often. Emphasise that the Head Teacher and then the SBMC Desk Officer should be contacted first about anything to do with government).

Present and discuss the diagram below to all. It shows who should communicate with each other about education at local level. Explain that this has been agreed as part of State guidelines on SBMCs.

Ask participants for possible problems that might take place with communicating about education in the ways shown in the diagram. Ask what solutions could be tried. Record on flipchart.

Explain that more work on communication with these different people will be done at a later stage.



Wrap up

Thank the participants and link to the next session.

Day 4

Activity 4.1: How SBMCs Can Help Children Get An Education

Recap

Ask participants to recap the previous day with a fun activity, such as throwing a ball to someone and asking them to say one thing they found useful, and then getting them to throw a ball to another person to do the same, and so on.

Objectives:

At end of this activity, participants will be able to:

Recognise why some people face bigger difficulties than others in getting education

Appreciate that children have their own views on education

Give more detailed examples of what SBMCs can do to address barriers to children going to school

Duration:

40 minutes

Materials:

Flipchart and paper;

marker pens

Tasks:

Ask everyone to discuss with the person sitting next to them whether some children in their communities don't go to school as often as other children, and who these children often are and why they don't go to school.

Ask for some examples from different people in the group, particularly women and younger people. (For example, people might mention poorer children, or girls, or children who are sick or disabled).

Capture some of the reasons why children don't go to school and put it on a flipchart. (5 minutes)

Ask each SBMC group to discuss what problems stop girls going to school? And what problems stop boys going to school? Allow 5 minutes for this.

Then ask groups to present the reasons why boys don't go to school and why girls don't go to school.

Ask the wider group to share what reasons children themselves might give for not going to school, and get some suggestions (again, try to ask women and younger people particularly, as they might have better knowledge of these issues). (5 minutes).

Tell the group this key message:

A very important part of the SBMC's role is to help and encourage all children to go to school and make progress in education. This means SBMC members need to find out why any children in the local area don't go to school, and try to find ways to help solve the problems that stop children attending school. Children not in school often include the poorest, children with disabilities, girls, or members of ethnic groups who are minorities.

Ask the members of each SBMC group to tell each other about their knowledge:

Has anything been done to help out-of-school children in your community go to school?

Which children? What was the reason why they weren't in school?

What was done to help?

How successful was it?

Write the questions on the flipchart as a reminder. Allow 10 minutes for this.

Afterwards, tell this story to the participants of how children's access to school has been improved :

Most girls in a village in one LGA do not go to school because they are expected to spend the early mornings hawking as well as attending market days. This clashed with school times. The SBMC asked the community elders to talk about the issue. They did this, and the elders resolved that children should not be seen hawking during school hours. This was implemented and it meant that many children, especially girls, came back to school.

After each story, ask the question: Why do you think people agreed to change?

Wrap up

Thank the participants and link to the next session.

Activity 4.2 What Skills Do SBMCs Need?

Objectives:

At end of this activity, participants will:

be introduced to the range of skills that will help an SBMC become strong and effective

have understood that these skills can be developed over time

have understood that different people in the SBMC have different strengths to contribute

Duration:

30 minutes

Materials:

The messages below, should be written out and displayed on the wall

Tasks:

Ask the group to remind you what SBMCs are for and what type of thing they do. If people have no suggestions, give them reminders from previous sessions.

Then ask them to discuss with their partner what SBMCs might need to be good at doing, in order to make sure the SBMC is very strong.

Allow 10 minutes for this and then get feedback from several pairs.

Then put the messages below on the wall and present them – these are what a strong SBMC should be good at doing:

Over time, an SBMC will need to build up the skills to:

consult with all sections of the community on what they would like to improve in education

find out information on which children do not come to school and why

find out whether some children are having problems taking part in learning, and why

listen to each other and think of ideas to improve education locally for all

set priorities and activities for improving education locally

encourage and organise people to take part in activities to help education

manage funds for improving schools and helping children come to school

report on funds to the community and the government

monitor the school structures and facilities

monitor teacher attendance and performance
organise better security for the school buildings
ask government for help
ask businesses for help
record and report on decisions taken
record and report on needs, plans, and what has been done
review activities
update priorities and activities; make new plans.
This involves these types of skills:
communication
listening
investigation
prioritising
Participatory decision making
Setting standards
financial knowledge
conflict resolution
recording information

Explain that SBMC members might have a lot of these skills already. Some other skills will take time to build up. It is likely that there will be support to help SBMC members build on the right skills. This training aims to give everyone an introduction to the main skills needed to get started with SBMC work.

Wrap up

Thank the participants and link to the next session.

Activity 4.3: Listening And Communication Skills

Objectives:

At the end of the session, participants will be able to:

Identify features of listening skills

Identify features of communication skills

Practice listening and communication skills

Duration:

1 hour 30 minutes

Materials:

Flip Chart and paper,

Markers,

A4 paper,

small pieces of card,

matches

Tasks:

Activity: Improving your listening skills (30 minutes)

Tell everyone that they are going to do a little exercise for 10 minutes to make everyone consider the value of their contributions and encourage a listening attitude in discussion.

Give each person the same number of matches and tell them that every time someone speaks, he or she must put one of their matches in the centre of their group.

Tell everyone to take note of when their matches have been used up (towards the beginning, middle or end of the group discussion), or if they still have tokens left by the end of the discussion.

Now tell participants to discuss problems to do with girls' education in their community, and give them 10 minutes.

Get participants to respond to the following questions:

Whose matches finished first

How many people had their matches used up before 10 minutes

Ask participants who had their matches finished sooner than others to reflect on whether they did more of listening than talking. Ask them to recall key highlights of the other discussants

Ask those that still have some of their matches not used up to also recall key highlights of other discussants

Compare which category (those that used up their matches before the close of discussion and those that still have some) could recall key highlights of other discussants

Wrap up the session by saying that if you do more of talking you are not likely to do more of listening to others.

Activity: Chinese Whispers – Promoting listening and communication skills (45 minutes)

Arrange the participants in a circle, and tell them they are going to have two scenarios of the exercise you are going to introduce to them

First scenario: The trainer will pass a message which he/she has written down from one end of participants to be received at the other end of the participants. The message should be passed on orally; no question is to be asked by the receiver until it gets to the other end. The trainer should also not show the written message. The message received at the end needs to be written somewhere

Second scenario: The trainer will pass the same message as in the first scenario which he/she has written down from one end of participants to be received at the other end of the participants. The message should be passed on orally; questioning is allowed by the receivers, the trainer should also show the written message to the receiver and the receivers can also illustrate same as they pass on the message. The message received at the end needs to be written somewhere and compare with the first scenario.

The trainer asks participants whether there are differences in the messages from the first and second scenario, why are the message not the same? What could improve our communication?

Wrap up

At the end of the exercise, the trainer should thank the participants for their active participation and encourage them to always improve on their listening and communication skills while consulting with one another and the wider members of the community

Activity 4.4: Working Through SBMC Meetings

Objectives:

At the end of the session, the participants will be able to

Identify good practices during the conduct of a meeting

Reflect on the bad practices of meetings

Agree on key learning and action points to improve on their subsequent meetings

Duration:

2 hours 30 minutes, plus break

(decide when is best to place the break).

Materials:

Note books and pens;

Flipchart

Tasks:

Select 7 volunteers to play the drama below, and give them the following instructions written down:

Role Play (good practices for SBMC meetings)

The play requires 7 volunteers; chair person, secretary, women representative, artisan, PTA chair, old boy/girl, and the Head girl or boy. They can be identified with name tags

Scene 1:

Meeting commences with the Chair person welcoming members but there is no agenda for the meeting. He asks the secretary for the previous meeting.

The secretary cannot remember what deliberations took place as minutes were not recorded

Women leader raised issue of digging a well in the school as there was no water supply around the school

The artisan cuts in, asking her not to speak where men were present and yet to comment

While the chair was suggesting closing the meeting, the old boy/girl comes in (very late) and sends the head boy or girl on errand.

Meeting closes

Scene 2:

Meeting commences with Chair person welcoming members, shares a short agenda and asks secretary for the minutes of the last meeting

Secretary reads last minutes

Chair asks for adoption of minutes and agenda in the absence of any observation

Women representatives suggests deliberation on lack of water in the school

Members ask head boy or girl how they get water in school

Head girl says “they trek very long distances from school to get water or go back home”

Artisan suggests digging a well

All agreed, a date was fixed

Meeting closed

After the two role plays the trainer will ask pairs to discuss:

What practices don't you like in meetings and why?

What practices do you like in the meetings role played and why?

Ask for several suggestions from a range of people.

Then present the following ideas on flipchart as suggested elements of every SBMC meeting:

At the meeting:

The Chair should start the meeting within 10 minutes of the agreed starting time. Don't wait for a quorum, to discourage late coming.

The Secretary (ideally a teacher) should record notes from every meeting in one notebook that is available to all to review. These notes, or minutes, should be signed by the Chair to show that they are accurate.

Recommended sections for the meeting:

(a) Reviewing the previous meeting

Chair asks the Secretary read through the notes of the previous meeting and check that all the follow-ups from the last meeting were done. If something hasn't been done, the Chair should ask why not, the group should decide what to do about it, and the secretary should be asked to record why it hasn't been done and what will be done about it.

(b) Reviewing progress on any action plans or planned activities (biggest part of the meeting)

who has done what; what successes; any unexpected challenges or delays; decide what to do about problems, what needs to be done in the next period. Include an update from the Treasurer on what money has come in and been banked; what money has been withdrawn from the bank; and what has been spent.

(c) .Ask all SBMC members to say if any issues have been brought to them since the last meeting (either from school, community or government)

what the SBMC members have done so far about these, and what they then plan to do in response

suggest if the SBMC needs to do more

(d) Report from children or children's group. This could be focused on one particular issue at a time. Women members of the SBMC could help children prepare a presentation before the meeting. For example, for one meeting children could be asked to attend and tell the group whether they have noticed teachers turning up for class regularly and punctually in recent times For another meeting children could be asked which children are out of school. Try to make sure that several children are asked for this input, to get a range of their views. Children often feel much more comfortable presenting in a group.

(e) time to discuss any other issues that members would like to raise

(f) Fix date and time of the next meeting.

Ask each SBMC group to decide whether they would like to adopt this structure; how often they would like to meet; and whether they would like to make any other meeting practices to ensure that they have successful SBMC meetings.

Ask each group to feed back the main things they decided.

Remind everyone that they will need to go back to their other SBMC colleagues and check whether they, too, are happy with this approach to meetings, and if not, agree on a solution.

Present the following task:

You have 30 minutes for your SBMC meeting. Please take your activity plan from the first training session and use it to discuss in your meeting. Please work through the meeting agenda as you have agreed, and appoint a Secretary to record the minutes of the meeting in a notebook. Say that the notebook will be checked at the end.

Ask each group to have their meeting, giving them 10 minutes to prepare. While the meetings are happening, go round the room and monitor how each group is doing and help them with any problems or advice they might need.

At end of the meetings,, ask each group to pass the minutes to notebook to the group on their left to read.

Wrap up

Afterwards, ask everyone to say how they felt about how their meeting went, and whether they learned anything from looking at another group's notebook and link to the next session.

Activity 4.5: Consulting The Community

Objectives:

At the end of the session, the participants will be able to:

List those groups that should be consulted on educational matters in the community

Identify why wide consultation is necessary on educational matters

Identify ways to promote wide and regular consultations on educational matters

Duration:

1 hour

Materials:

A4 paper and Pens,

Flip Chart and Markers,

Chalk Board and Chalk

Tasks:

Start off the session on a cheerful note and ask participants what their mood is like. Ask them why it is a good idea to find out from plenty of people what problems are happening with education. Ask who needs to be consulted in the community about issues bordering on education of their children. You may spend about 10 minutes doing this stage setting. Ask whether any members of the community have been missed, and why it might be important to consult them also.

Based on the guidance of who needs to be consulted, divide them into groups based on their identity. Group women with women; young people with young people; head teachers with head teachers; and so on. Ask each group to identify 3 key issues on education in their community. Give 15 minutes for this exercise.

Ask the groups to make presentation, discuss similarities and dissimilarities in views. Allow 10 minutes for this. Discuss what would have been missed out if discussions were done without any of the groups. Discuss ways to promote wide consultations on educational matters in the community. 15 minutes would be about right for this discussion.

Thank the participants and relay the key message of the activity:

As views could be diverse, wide consultations offer the best chance for problem identification and lasting solutions. Often people from a particular situation will have different understandings of what causes problems, and what should be done to solve problems.

As we consult, it helps us understand what people think about education what they like and dislike what they want to improve. It also brings about buy in and enable us see how education fits with the big issues/ challenges in the lives of people. As women and children are often close to education, it makes sense to always ask them for their views and take what they say seriously.

Recap

Ask participants to recap the previous day with a fun activity, such as throwing a ball to someone and asking them to say one thing they found useful, and then getting them to throw a ball to another person to do the same, and so on. Vary these activities each day if you can.

Activity 5.1: Recognising Good Leadership

Objective:

At the end of the session, the participants will be able to identify participatory leadership skills that valuable for SBMCs

Duration:

30 minutes

Tasks:

Say:

One of the important things to get right in the SBMC is leadership. This means that everyone needs to understand what type of leadership is appropriate for an SBMC, and what it looks like.

One of the trainers should tell the group that he/she is going to play the role of the chair of an SBMC, trying to get the group to agree on whether to spend money that has been collected on support for poor children or on a new library for the school. Ask the wider group to observe the meeting and look out for how the 'chair' handled it.

Select four people and give each a card with a secret instruction, which they must not reveal – one is to be very shy and quiet the other is to disagree or raise problems a lot; the other is to talk as much as possible and try to dominate and the last to demonstrate adequate support for the chair in the conduct of the meeting ensuring that there are both sexes represented in the role play.

First, the trainer chairing should role-play the meeting for 10 minutes, showing poor skills on how to handle the people and trying to dominate.

The trainer chairing should role-play the meeting for another 10 minutes, showing good skills on how to handle the challenges thrown up by the other people.

Each person will tell the audience what their secret instruction was.

Facilitate a discussion on how the trainer chaired the meeting and what he did well. What kind of leadership worked best? Use another 10 minutes for this.

Wrap up

Thank the participants and link to the next session.

Activity 5.2: Understanding Good School Leadership

Objectives:

At the end of the session, the participants will be able to:

Develop some skills at encouraging SBMC members to get used to assessing head teacher performance

Distinguish attributes of good and bad school leadership.

Duration:

30 minutes

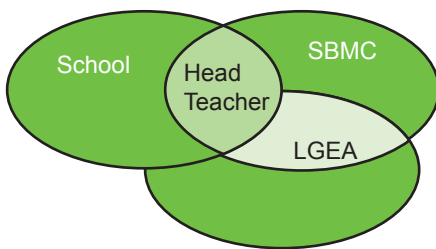
Materials:

Flipchart, marker pens

Tasks:

For the SBMC to help the community get the best out of the head teacher and the school, it helps to have a good understanding of the head teacher's role.

Headteacher as link between School, SBMC and LGEA



The head teacher of a school is an important part of an SBMC, as he or she can contribute a great deal to school improvement. The head teacher also needs to listen and respond to the issues that the SBMC rises on behalf of the community. At the same time the head teacher is employed by the school system, and will have instructions he or she needs to follow from higher authority, usually in government. SBMCs can help request support for head teachers from government and the community.

Show or draw this diagram: The Head Teacher: a vital part of the school, SBMC and LGEA/SUBEB

Spend 15 minutes for this.

Group participants by their positions – head teachers together, SBMC Chairs together, etc.

Ask participants to discuss in their groups what a good head teacher does. How does a good head teacher behave? Give them 5 minutes for this.

Get answers and suggestions from the whole group discussion, and write them on flipchart. Review them with the group and check to see if everyone agrees on the qualities of a good head teacher.

Ask: how can you know that your head teacher is doing an efficient and effective job? How do you think children would decide whether the head teacher is good? How can the SBMC help the head teacher do a better job?

Ask the other groups to feed back, with the head teachers' group presenting last. Discuss whether there are any differences between the head teachers' views and others' views.

Say that SBMCs can use the list of good head teacher qualities developed here to monitor whether any parts of a head teacher's role need strengthening.

(30 minutes)

Wrap up

Thank the participants and link to the next session.

Activity 5.3: Overview of School Development Planning

Objectives:

At the end of this session, participants will be able to:

Develop understanding of school development processes as a series of small steps

Outline the responsibilities of the SBMC and the Headteacher at each step

Indicate the SBMC's further training needs

Duration:

45 minutes

Materials:

Flipchart, marker pens

Tasks

Plenary Presentation and Discussions

Share this information with participants through discussion:

What is a school development plan?

School development plans help schools to get from where they are now to where they want to be in the future. They are plans to make schools better places for children to learn. A plan is based on a sound understanding of where the school is now – its strengths and its weaknesses

Why do we need a school development plan?

It is widely understood by community members, parents, teachers and pupils that schools need to improve. At present few schools are achieving their purpose of producing literate, numerate pupils with the necessary skills to become self-reliant contributors to the social, religious and economic life of the nation

What is the role of the SBMC in school development planning?

As part of its strategic function, the SBMC has a responsibility to use its collective knowledge, skills and experience to help the school develop its SDP. As part of a second of the SBMC's roles - its accountability role - it has a responsibility to assess how well the school is doing and report on this to the wider community. A key activity here for the SBMC will be keeping the SDP under review.

Who is involved in school development planning?

Successful schools need the involvement of a range of stakeholders. Stakeholders are both young and old, men and women, rich and poor, those who are enrolled in the school and those who should be but are not. At the very heart of SDP is the idea that everyone involved with the community can and should contribute to the school; and that many types of contribution are welcome.

Who will lead school development planning?

The process is led by the Head Teacher; but he or she should work in close cooperation with the SBMC (of which he or she will be a member). The SBMC have a clear role at every step, and this is described in detail in this chapter.

Explain the six steps involved in School Development Planning as shown in the diagram below.

(a) Step 1: Agreeing on our goal:-Setting the improvement agenda

Before starting school development planning all stakeholders need to be informed about its purpose and structure, their role in it and why it is necessary

(b) Step 2: Where are we now?:-Analysing the school's current situation

The next step is for the main stakeholders to agree what the school's needs are. To do this they need to understand the school's strengths and weaknesses. This information is provided by the school self evaluation, which presents a picture of where the school is on a few key issues.

(c) Step 3: Prioritising needs:-Deciding what to tackle first

Once the school has an idea of its strengths and weaknesses it can begin to decide on its priorities for improvement and development.

All needs cannot be addressed simultaneously and some will take longer to deal with than others. Some weaknesses, such as inadequate lesson planning, will be best worked on by the Headteacher and the teaching staff, monitored by the SBMC. Some are beyond the scope of a single SBMC to deal with, so collaboration may be needed.

(d) Step 4: Making Plans:-This step is made up of two parts.

The first part: Where are we going? Developing outline plans. Having agreed on the priorities for the year, the next step is to develop an outline plan. This will identify some broad strategies, for each of the prioritized needs.

There will be a range of possible strategies that could address each prioritized need, and that several small activities added together are likely to be combined into a more effective strategy than simply just trying one thing.



The second part: How will we get to where we want to be?
Developing action plans; making resource decisions and share responsibilities

The next step is to look at the detail, making simple action plans for each activity. Each action plan should describe:

what exactly will be done

the resources needed

any cost which is involved (and if so, the possible source of funds)

when the activity will be carried out

who will be responsible for carrying it out

who will be responsible for monitoring its implementation and its effect

(e) Step 5: Monitoring:-How do we know we are getting there?

The plan should be a useful guide to activities aimed at meeting important needs, so it should be frequently referred to and updated, to make sure that it is being put into practice.

The whole school community will be interested in what progress is being made – regular updates by the SBMC, reporting to the community on which parts of the plan have been delivered, will be needed.

(f) Step 6: Evaluating Impact:- How do we know what we have arrived?

At the end of the year, the whole school community will want to know what happened and the extent to which this has matched the plan. There are two aspects that they will be interested in:

what did we manage to do? This will include the activities that were actually carried out, together with the resources, including the financial resources that were used.

what difference did all this make to children - did more go to school? Did they attend more often? Did their achievement in school improve? (**what was the impact?**).

Wrap up

School development planning is a continuous cycle of planning and implementation, so once one year's plan has been implemented and the funds accounted for, consultation and planning can start for the next year.

Thank the participants and link to the next session.

Activity 5.4: Our School Vision

Objectives:

At the end of the activity, participants will...

have worked together as a team

have discussed each others' views on good and bad things about their schools

have practised visioning

Duration:

1 hour: 2 x 20 minutes to produce and discuss pictures; 15 minutes for gallery walk; 5 minutes closing the session.

Materials:

2 flipchart sheets per SBMC group;
coloured markers & crayons;
masking tape

Tasks

Explain that, as an important part of a SBMC's role is to help schools get better, it is important for SBMC members to work out what they value in a school, and what could be improved in their school. Then SBMC members can ask the rest of the community this question.

Tell each SBMC group they will have 10 minutes to draw a picture of what their school is like now. Everyone should put something on the picture, and it should include representations of how the people in the school are, how it feels to be there, and what happens in the school, as well as the physical state of the school. Explain that if there are any different ideas in the group, these should all be added to the picture – because everyone's views of what the school is like are valid.

Ask each group to discuss its picture – what's good and not so good about education in their community? Are there any big differences between group members' opinions?

Ask the group to take 15 minutes to draw what they would like the school to be like in 15 years' time. Using the same approach. Remind them that everyone's ideas should be included, even if they differ.

Ask the groups to discuss what has changed, and what has improved during those 15 years.

Ask the groups to display their pictures on the walls, and ask them to allocate someone to stand by the picture so they can explain it to others. All the other group members should walk around and look at the other pictures. Encourage them to ask questions and compare the pictures.

Wrap up

Close the session by congratulating everyone. Feedback briefly what you have observed about different groups' pictures – what common features do they have? Emphasise how valuable it is to have different ideas about how to improve a school, so that the school can meet everybody's expectation.

Activity 5.5: Turning Problems Into Actions

Objective:

At the end of the activity, participants will have had some practice in problem analysis and activity planning

Duration:

2 hours 15 minutes

Materials:

Flip chart, marker pens, pre-prepared large tree drawing

Tasks:

Ask groups to bring out the original school picture that they drew in Activity 5.4.

Ask them to list what the biggest challenges identified in the picture.

Say that it is useful to find out what is really causing the problem, and how serious it is.

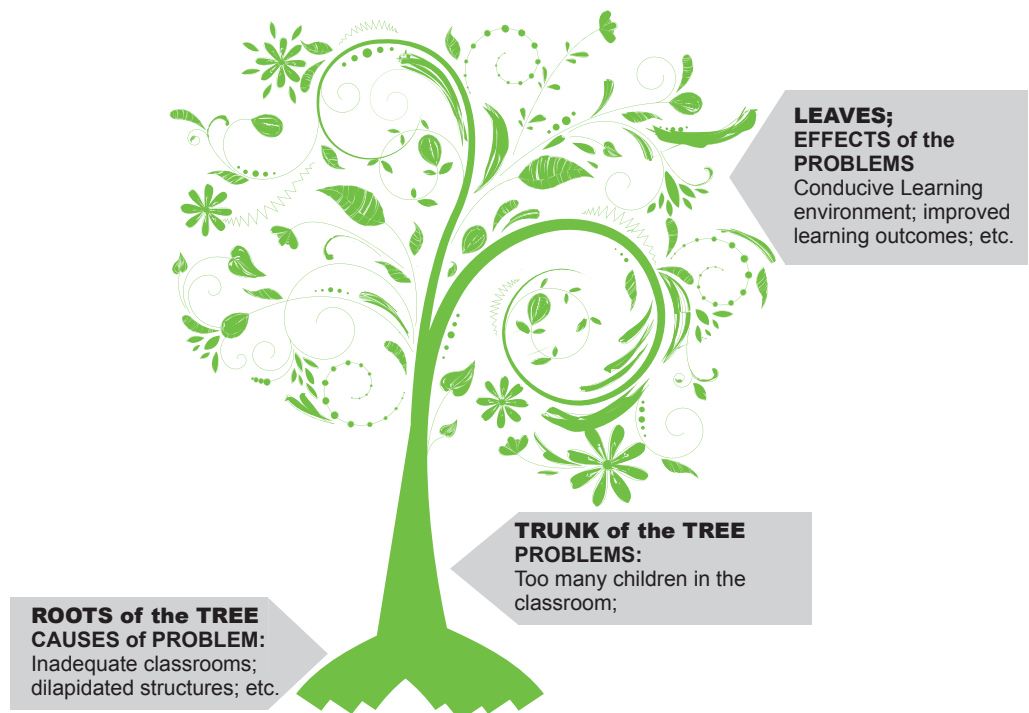
Introduce a problem tree to the participants.

Show a large drawing of a tree, with a problem written on the trunk (for example 'there are too many children in the classroom').

Say that the roots of the tree are the causes of the problem.

Ask the group what causes there might be for a crowded classroom. Write these on the roots.

Ask the group what the effects of the problem might be (e.g. children not coming to school, children fighting, teacher can't control the class, too much noise for children to learn well). Write these on the leaves. Make more serious effects as larger leaves.



Say that knowing the causes clearly helps with finding solutions.

Say that when a problem tree has a lot of leaves, or very large leaves, you know that it is a serious problem.

Ask each group to take three problems with education in their community that they found from their school picture, and make a problem tree with flipchart paper for each one.

Allow 20 minutes for this, and then ask the groups to display their problems on the walls and walk round and look at each others'.

Explain to the group that a problem tree is a very useful way of communicating a problem quickly and easily to the community.

Ask each group to identify what solutions would solve the problems. There will probably be several solutions needed for each problem. These should be listed by the groups on flipchart. Allow 20 minutes for this.

Then ask each group to discuss which solutions would make the biggest difference to the problem.

After a short break, bring the group back together.

Ask each group to choose 4 of the most important solutions. Allow 10 minutes for this.

On flipchart, or through distributing photocopies, show the format overleaf as a useful way to work out decide what can be done to make these solutions happen.

Ask each group to fill out the format. Allow 30 minutes for this

Ask groups to display what they have done on the walls and look at each other's work.

Explain that:

Having such a record of who could do what to help is the first step to making a plan for the SBMC. The SBMC's role will mainly be to co-ordinate and encourage others to help do the things in the plan, as well as doing what they can to help individually.

It will be important to share these ideas with the rest of the SBMC and a range of other people, to check that these are the right solutions, and that it will be possible to ask the people identified for help

Wrap up

Thank the participants and link to the next session.

Problem:

Solution	Who can help in solving this problem? Put the names and titles of individual people where possible.								
1									
2									
3									
4									

Person/group	What the SBMC can ask them to do

Activity 5.6: Planning And Timetabling Activities

Objective:

At the end of the activity, participants will have had some experience in turning prioritised activities into an activity schedule.

Duration:

2 - 2.5 hours

Materials:

Flip chart, marker pens, crayons

Tasks:

Participants will act as SBMC members and work in groups..

Ask each SBMC group to bring out their planning sheets from the previous day.

Ask them to look at the people they have identified who can help, and, looking at the list of contacts that has just been presented, whether they might have to ask other people to get them involved. (Use one of their examples – such as, if a problem involves children not going to school because the roof leaks, it might be that the Chair of SUBEB has to allocate extra funding for the roof. However, the SBMC would need to contact the SBMC Desk Officer to ask them to get the extra funding authorised.)

Ask each group to produce a diagram on flipchart of who they should contact first of all to get help with the problems they have identified – who will be able to get someone else to do something helpful?(30 minutes).

Then ask them to decide which member of the SBMC should do what to get people to help. Emphasise that all SBMC members should share this task as much as possible.

But also ask : Which people from the SBMC would be best to talk to mothers? Which would be best to talk to the LGEA?

Ask the groups to write up a list of who in the SBMC should talk to whom to get help. (10 minutes)

Then ask? : Which of these activities should be done first? How do you decide what to do first?

In plenary try to gather answers such as, plan activities first that need to be done urgently; that make a big difference to the problem; that SBMC members have the time to do at various points, etc. (10 minutes)

Ask each group to produce a list of which SBMC members will do what to help get other people involved in solving each of the four problems they identified earlier. (30 minutes)

Ask each group to present their action plan and applaud each of them. Ask them to recognise that they now have a strong initial activity plan.

Ask each of them to keep a record of the activities that they have agreed to do, and when. Ask them to decide who will keep the overall flipchart record of the plan (40 minutes).

Wrap Up

Ask each pair of participants to make a 'next steps' plan of the two or three things they will do to help get the SBMC active when they get back.

Ask each person to think about the biggest thing that they have learned from the workshops. Give people 2 minutes to think.

Then ask each person in turn to say what the biggest thing they have learned is.

Explain when and where the second part of the initial SBMC training is expected to take place.

Close by summarising the main things that have been covered in the three-day training; thank everyone for their hard work and active involvement; and do a fun activity to finish off.

Recap

This module will be delivered at a later date than Module Two. Get participants to reconnect with each other and recap the previous training course using a fun activity.

Module Three:

Preparing SBMCs for Managing Money and Community Relations

Activity 1.1: Introduction To SBMC Financial Resourcing And Management

Objectives:

At the end of this activity, participants will:

have got used to interacting with others in the group

Know more about everyone in the group

Be more relaxed and motivated about the training to come.

Duration:

35 minutes

Materials:

At the end of the activity, participants will be able to:

Identify sources of school funds according to SBMC Guidelines

Relate sources of funds to priorities articulated in school development plans

Duration: 45 minutes

Materials:

State SBMC Guidelines;

State SBMC Guide Book;

Blank flipchart on stand

NOTE: If the SBMC Guide Book does not yet exist for your state, get a copy of another state's guidebook in advance.

Tasks:

Spend 15 minutes to explain to participants that as part of the governance role of SBMCs in schools, the SBMCs have responsibility for monitoring and checking the school finances. All SBMCs should work directly with the headteacher in managing the school account.

Explain to them that the State Guideline on SBMCs has identified that SBMCs should help find and mobilise extra funding. Possible sources of funding for school improvement include the following:

Sources of funding for school improvement

Direct funding from the State government in the form of a grant or per-student allowance

SBMC members' contributions

money from community members

donations from individuals and philanthropists

grants from corporate organizations and donors

fundraising events.

Ask participants to break into two groups and each group is to come up with priorities which school funds can be used for. Ask them to think about how more children can be helped to go to school, and how all children's learning could be improved. Allow 15 minutes for this exercise.

After the presentations by the two groups, explain to participants that generally, most of the funds will be allocated according to activities outlined in the school's development plan. Allow 15 minutes for this.

List examples of such activities:

minor repairs in schools

provision of teaching/learning materials

procurement of first aid kits for schools

supply of clean drinkable water to the school

repair of broken school furniture

purchase of sporting facilities

supporting educational excursions

provision of additional security for the school.

supporting the ability of children with special needs to come to school and learn (for example, children affected by poverty, disability, ill health, family breakdown, early marriage and so on)

extra training of SBMC members on any other important activity deemed important by the SBMC and the community.

Wrap up

Thank the participants and link to the next session.

Activity 1.2: Resource Mobilisation

Objectives:

At the end of this session, participants will be able to:

Relate stories about raising funds to their own situations

Identify ways they can raise resources to assist the school and their children

Develop other stories that will stimulate members of community to generate their own resources

Reflect on situations where the community has looked inward than depending on external help to solve its educational problems

Reflect on roles and responsibilities of parents in relation to education.

Duration:

1 hour

Materials:

FlipCharts and Markers,

Chalk Board and Chalk

Tasks:

Start the session with greetings. Inform the participants about the objectives of the activity and then present the story below either written or orally. You will need 10 minutes for this.

Story 1

In one village, the only primary school within the community was about to collapse due to lack of enrolment and attendance by children. This happened as a result of lack of awareness and poverty among the people. With the establishment of an SBMC and their constant meetings and enlightenment campaign, things began to improve. The SBMC members decided to encourage the women's group to form a strong women's co-operative society. The society established a small groundnut oil processing mill. They agreed to use part of the profit to assist their children and support those who could not afford to purchase school uniforms, books and other materials to improve enrolment, attendance and retention in school. This led to unity, growth and development within the community.

Ask the participants through a question and answer session to find similarities with their own situation.

Divide the participants into manageable groups to discuss the following topics for 30 minutes:

Ways to mobilise resources within the community for school improvement –

What kind of contributions can be made in terms of time, money, labour and materials?

Who in the community can give?

Who in government can give?

Stories similar to their situations that can be used to encourage of time and money within the community to be used for the school

Should everyone in the community be expected to contribute? What might prevent some from contributing money or time?

What forms of recognition or appreciation will those who contribute expect?

Wrap up

Get feedback from the groups in plenary and encourage participants to ask and comments on the presentation. At the conclusion relay the key message of this activity. The plenary session can last up to 20 minutes, allocating about 5 minutes to each group.

Key messages:

Many problems can be solved by the community without depending on external help. Sometimes resources are available from government, but usually it will be expected that communities will make contributions first to their school and then government may be able to provide further support.
Having a clear plan and estimates of how much things will cost in the plan it will be very important to get trust and support for raising more funds.

Activity 1.3: Managing Resources

Objectives:

At the end of the activity, participants will be able to:

Give reasons for misuse of funds

Explain key principles of financial management

Describe basic measures that would ensure that school funds are used judiciously

Have a better understanding of managing resources that would be available for school improvement, including materials and people's time.

Duration:

2 hours 30 minutes

Materials:

State SBMC Guidelines;

State SBMC Guide Book;

flipchart on stand;

handouts

Tasks:

Ask the group for examples of how gifts of materials, time given by people, and money, can help improve education.

Ask participants why it is essential that money and materials given for education, no matter from which source, must be managed properly.

Divide participants into two groups and ask one group to identify some reasons how and why school funds can be misappropriated - taken for personal use.

Ask the other group to identify how money or materials meant for school improvement could be used in the wrong way.

Ask each group to make a presentation. Allow 20 minutes for these exercises in total.

Explain to participants that school funds do not belong to any one individual, they belong to the school and great care needs to be taken in order to ensure that they are kept securely, spent wisely and recorded properly.

Ask the participants to break into two groups and ask each group to identify measures which could be put in place to ensure that school funds would be spent judiciously and accounted for. Allow 25 minutes for the group discussion and presentations

Present the guiding principles of financial management using the box below:

Key Guiding Principles of Financial Management for Schools

Stewardship. Authority to handle funds brings with it special responsibilities. The head teacher and SBMC members looking after school funds should make a distinction between their personal finances and school funds and should never mix the two.

Efficiency and value for money. There is a responsibility to make the best use of the funds that are available.

Transparency. Information about the school budget and plans of expenditure should be made open and be available to the wider community. Accurate accounts should be kept and publicized.

Accountability. There should be clarity on who has financial authority, what limits are set and who does what. Individuals responsible for planning the use of the funds, accessing bank accounts, holding the cash should be specified, spending the money, recording the transactions and reporting the accounts. The responsible individuals should follow basic accounting rules, maintain clear, unambiguous records and ensure that their actions are open to outside scrutiny.

Separation of financial authority. Wherever possible, more than one person should be involved in any transaction.

Timeliness and accuracy of financial reporting. Recording of transactions should be done as they are made, to avoid mix-ups and inaccuracies.

After the presentations highlight the points in the boxes below to participants. Give out copies of the templates provided in Annex 1 (translated into local language), and let participants practice filling them in in pairs. Allow 30 minutes.

Give everyone a copy of the boxes below as a handout, translated into local language.

Procedures for managing money

1. Recording money that comes in: (use the templates in Annex 1)

Every time money is given to anyone in the SBMC, that person should be given a receipt (see Annex 1.1): a piece of paper showing how much was given, by whom, when, and what the money is intended for. A copy of the receipt should be kept by the person receiving the money, and both the giver and the receiver should check both copies of the receipts.

Then the money should be given to the SBMC Treasurer (who should not be the same person as the Secretary or the Chair). The Treasurer should record each amount of money that comes in separately in a Cash Book (see Annex 1.2). This can be any notebook, but there

must only be one Cash Book in use at a time. In the SBMC member's presence, and using the receipt for information, the Treasurer must fill in the cashbook.

Every month the treasurer should add up the amounts given that month, and put a total at the end of the page. Then start a new page for the following month.

The Cash Book must be available at every SBMC and community meeting for people to review if they wish. At every meeting the Treasurer should say how much has been collected that month, and give a total of how much has been collected so far.

It would also be a good idea to record non-cash contributions to the SBMC's work in the same way. For example, if someone promises labour or building materials, write a receipt for him/her and enter the contribution in a record book. Then everyone will know what has been promised.

2. Putting money into the bank: (Use the Templates in Annex 2)

If an SBMC is handling money, it should always have a bank account. This will keep the money safe and ensure trust in the SBMC.

The bank account should be in the name of the school and not in the name of any one individual (for example not the head teacher or the SBMC Chair)

If it is absolutely impossible to find a bank, ask the LGEA for advice on how to store money.

Make sure that the bank account is set up with at least two signatories – meaning two people in the SBMC must go to take money out, and must sign to show that it has been taken out.

To set up a bank account: the two signatories must visit the bank to set up an account. They must take with them the minutes of the SBMC meeting where they decided to open an account. The minutes should state which particular branch has been chosen. The minutes must be signed by the chair. Also take pictures of the signatories. Most importantly, you will need a letter or written instruction from SUBEB via the LGEA, saying that SBMCs will be established and that all SBMCs must open an account. This has probably already been issued; the SBMC Desk Officer should help.

The Treasurer should pay money into the bank account as soon as it has been received, or at least once in any week where money is received.

Every time that money is put into the bank, it should be recorded by the Treasurer in a separate notebook – the bank record book. This should show the amount put in the bank; what date and time; and should be signed by the Treasurer.

Give all participants these boxes as handouts, translated into local language, and talk through them.

Records of money put into and taken out of the account, with the current balance can be found in a bank statement which the bank will provide on a regular basis (See Annex 2.1)

3. Spending Money

The School Development Plan or SBMC action plan should show when it has been decided that money will be spent; what for; and how much. This should also be recorded in the minutes of the meeting in which the decision was made.

No money should be spent unless it fits within a plan agreed by the SBMC. Any changes to the plan should be agreed by the whole SBMC if money is involved.

One person should never be the only person to spend SBMC money.

Large amounts of money should never be carried to or from the bank by one person, in order not to attract thieves..

On returning to the community the first thing they must do is to visit the treasurer to enter the details of the withdrawal in the bank record book.

The SBMC should agree where items purchased should be stored, and when they should be used.

For large amounts, the person spending the money should ask for three quotations and ask the Treasurer to record what they were. The SBMC should decide what amount of money should involve three quotations.

4. Checking and reporting how money is used

Every month the SBMC Chair should meet with the treasurer to check the cash book and the bank record book, and make sure that the totals in both books add up correctly.

Any problems should be discussed at the next SBMC meeting.

At the next SBMC meeting the person entrusted with spending the money must report back on what they have done, and must bring receipts for the money to give to the treasurer. If there are no receipts the Treasurer must note the reason why, and must discuss it with the Chair.

If the money has been spent differently to what was planned, this must be discussed at the SBMC meeting and the reason recorded. If necessary, a solution must be agreed.

When the SBMC meets with the community and government, it should always share an update on the total amount of money it has handled that year, what money has been spent on; and how much is left in the bank account.

At the end of the school year funds should be retired. This means an end-of-year statement summary of all spending against different activities should be produced. The statement should be signed off by the school head and the chair of the SBMC to show that it is correct and then be submitted to the LGEA before presenting to the parents and wider community.

Dealing with money problems – Role play activity

Explain that it's useful to think about problems that may arise with money, so that you can avoid them.

The trainer should find a volunteer and act out a role play with him or her.

Tell everyone that the volunteer is the treasurer, and they have been trying to take a large amount of money (give an amount) to the bank, but they haven't yet done it.

The trainer, in the character of a village person, comes and knocks on the Treasurer's door. He says that his child is desperately ill and he really needs to borrow money, but he promises to return it within a week. The Treasurer should agree.

Then the trainer comes back and says how sorry he is, but he was robbed a few days ago and he has lost all the money.

Stop the role play there.

Ask the Treasurer how he/she feels.

Ask the audience what might happen to the Treasurer now.

Ask the audience what should happen now – what should the Treasurer do? What should the SBMC members do?

Then, say you are going to play it again, but this time you want the audience to help the Treasurer.

Play it again, but stop just after asking for money.

Ask the audience, 'what should the Treasurer do?'

The treasurer then has to do as the audience says. If there are several suggestions, act all of them out and ask the audience to decide which the best solution was.

Wrap up

Thank the participants and link to the next session.

Recap

Ask participants to recap the previous day with a fun activity.

Activity 2.1 SBMCs And Monitoring

Objectives:

At the end of this activity, participants will:

Understand what monitoring is

What should the SBMC monitor? and why?

How to monitor.

Duration: 30 minutes

Materials:

Flipchart, markers

Tasks:

Greet the participants and begin the session by asking participants to explain what sort of preparations they had before coming for this training.

Identify some aspects of monitoring activities from their suggestions in explaining the concept of monitoring [e.g. (a) Someone may say that before I came I checked on the date, venue of the training; (b) Before I came I repeatedly watched my time] Reinforce to the participants that all they had done could be referred to as monitoring - checking to make things work better.

Ask participants to work in groups of 6-8 and identify why SBMCs should monitor things to do with schools, and why. Allow 15 minutes

Ask each group to make quick presentations and have volunteer write them out on the flipchart.

Wrap up

Summarise some of the key areas that the SBMCs could be involved in monitoring.

Thank the participants and link to the next session.

Key messages

Everyone does monitoring from personal, community to project level to ensure success.

Monitoring means “checking on something” One can monitor by feeling, seeing/observing, tasting, smelling and listening. However, documentation, learning, sharing and reporting from what you monitor is paramount in keeping everyone on track.

SBMCs have an important role in monitoring the progress of the school Development Plan, why children are not enrolled in school, why children are dropping out of school, the quality of school infrastructure, teachers’ attendance, pupils attendance, etc.

Activity 2.2 Community Education Monitoring

Objectives:

At the end of this activity, participants will be able to:

State reasons why the community needs to be involved in monitoring of educational activities and projects

Develop a checklist of what to monitor in a school community.

Duration:

40 Minutes

Materials:

A4 paper and pens,

Flipchart and paper

Tasks:

Ask participants to recall what monitoring is. Then ask them why SBMCs would need to be involved in monitoring how the school works.

Ask the participants to work in pairs and identify what communities could monitor about the school to help improve how it works.

Get feedback from the participants on the flip chart and explain that what they have just provided can be a checklist of what they can monitor when they go back home.

Share the following messages:

An important part of an SBMC's role is to monitor what happens in and around the school, and use monitoring information to get improvements. SBMCs also need to monitor their own work, to show what have achieved with the community.

State SBMC guidelines means that SBMCs may need to monitor the following things:

which children are enrolled and not enrolled in school?, and why?

which children are not staying on through school?, and why?

school security – is there a risk of theft or damage? Are teachers and children safe?

school supplies – are there enough books and materials?

maintenance of school buildings – what repairs or improvements are needed?

teaching and learning – Are teachers in class and teaching? Which teaching approaches help children learn?

The SBMC needs to produce evidence of the situation for these things now, and then agree targets for improvement with people who can make changes.

Then the SBMCs will need to encourage people to make those improvements, and will need to update everyone on what progress has been made.

Now ask the participants to discuss in small groups how monitoring of teachers, pupils, school environment, school projects could be done in their community. Who should check what? How should they record information? How often should they do this? Allow 20 minutes.

Ask how children can be encouraged to tell the SBMC what they see happening in the school, particularly with teachers. Allow 10 minutes.

Group the participants into their SBMC groups.

Get one person from each SBMC Group to agree to write down all the most useful suggestions to use for monitoring back in their community. Allow 10 minutes to do this.

Finally ask each SBMC Group to produce a 5-minute role-play which shows the SBMC telling the rest of the community about what problems they have found through monitoring, and what successes they have achieved and monitored. Ask them to make sure the role play shows how to deal with the following issues:

How often should this sharing of monitoring be done and why?

What information or evidence is needed for people to believe you?

How would they deal with people being unhappy about the results of monitoring?

Allow 20 minutes to prepare and practice the role-play. Then ask each group to perform their role play, and discuss the results.

Wrap up

Thank the participants and link to the next session.

Activity 2.3 Observing The School Environment

Objectives:

At the end of this activity, participants will:

Practice physical observation skills and analysis

Set standards for the school environment to monitor against.

Duration:

1 hour

Materials:

Notepads and pens

Tasks:

Ask the group:

What do you like to see around you when you go into the school?

What don't you like to see? Why?

What things do you think children would like to see around them in school?

Ask each person to note these good and bad things down that they would and would not like to see at school. (15 minutes)

Then divide the group into mixed groups of five people.

Tell them to take a tour of the school where the training is taking place, lasting not more than 30 minutes. They are to take their notebooks with them and record whether they see any of the good and bad things they identified. They should also record in their notebooks whether they see anything else good or bad in the school environment.

On returning, each group should share what they saw and say what aspects of the school they were happy with, what not happy with, and why.

Ask what the SBMC for this school could do to make it better.

Explain:

Keeping a record of the school environment is useful for persuading people about what needs to be improved upon. It would be useful for the SBMC to report to the head teacher, the LGEA and the community regularly about the physical condition of the school. It can be useful to check whether buildings and construction work are safe; whether toilets can be used by all children; whether there is enough clean water to drink and wash in; whether there are enough learning materials, and whether children can use them; and many other important things.

Activity 2.4: Getting The Best Out of Teachers

Objectives:

At the end of this activity, participants will be able to:

Establish where it can be useful for SBMCs to monitor teachers

How SBMCs can constructively work to improve teachers' performance

Duration:

45 minutes

Materials:

Flipchart, markers.

Tasks:

Explain this message:

Teachers may need to make improvements to make sure that children learn well. The SBMC can make sure teachers understand what behaviour and standards the community would like them to follow. The SBMC can help teachers understand what type of education parents and children would like. The SBMC can also help teachers get the support they need to come to school and teach in a way that the community values, by consulting with them and requesting outside support to improve teachers' training etc. The SBMC can build understanding and support between teachers and the rest of the community.

Group participants as 'identity' groups – young people; SBMC Chairs, and so on.

Ask each group to list what they consider to be the qualities of a good teacher.

How does a good teacher behave?

How would you know if a teacher was trying their best to do a good job?

What might children say if you asked them how a good teacher behaves?

Each group should present their views on flipchart, briefly.

Ask, how can the SBMC encourage teachers to reach these standards? Take various suggestions.

Then explain the following message:

If teachers feel they are part of the community, feel welcome, and understand what the community wants, they are more likely to perform well .

Ask the group, how can SBMCs get support from the community to make teachers feel welcome? Get suggestions and list them on flipchart.

Point out that children are in the best position to know how teachers behave. Ask why this is.

Ask the group what questions they would want to ask children to find out whether teachers are meeting their standards. How regularly would they ask children? Would they always ask the same children? Why?

List these ideas on flipchart.

Ask the group what the SBMC could do if they found that teachers were not coming to class.

Share this case study:

In 2010, a newly trained SBMC in Kaduna State found that many teachers at their school had been absent for several weeks, and kept taking leave. The SBMC called a meeting with the teachers and head teacher to ask why this was, and to request the teachers to come to class every day. The teachers said that they had to go away for training. The SBMC decided to ask for evidence of this. They asked the teachers to show their letters from SUBEB confirming that they had to go away for training. The teachers were unable to produce these letters. When this happened, the head teacher apologised to the SBMC and the community, and promised that the teachers would attend regularly.

Wrap up

Ask the group to record what has been suggested and add it to their plans for starting SBMC work.

Thank everybody and link to the next session.

Activity 2.5: Using Evidence To Get Support

Objectives:

At the end of this activity, participants will be able to:

Identify why some past community or school efforts regarding education have been successful or unsuccessful

Identify ways to increase success of community efforts with the use of evidence and sustained follow up.

Methods:

Case study, small group and plenary discussions

Duration:

30 minutes

Materials:

Flip charts,

notebooks, pens and markers

Tasks:

Present the following case study, verbally and written on a flip chart:

During an official visit to a school at Ijeda during the 2009 Tree Planting Exercise, it was discovered that the office of the Head teacher and five classrooms had been razed by wildfire a few weeks ago – so the Head teacher had to sit under a tree to manage the school.

The Head teacher had sent a letter to SUBEB asking for support to repair the damage through the LGEA. However, he had not followed up and the letter never got to SUBEB. The Head teacher was advised by the visitors to take photographs and re-present his case directly to SUBEB the following day. He did so.

When the report got to the Executive Chair of SUBEB, she directed the Project Department to go to the school and assess the situation. When the report of the visit was presented to her at the end of the week, the Chair gave an executive directive that the school be provided with a six-classroom block with all facilities. The school has since been completed and put back into use.

Divide participants into groups. Ask them to identify lessons from this case study.

Ask groups to brainstorm on opportunities to use evidence to convince government or others to support their schools.

Close the session by thanking the participants and let them that when you tell people something, they may not easily be convinced - but when you tell them something and support it with evidence, they will more easily be convinced.

Activity 2.6: Starting Active SBMCs

Objectives:

At the end of this activity, participants will be able to:

recall key points of their training

plan concrete steps to take in activating their SBMCs.

Duration:

1 hour 30 minutes

Tasks:

Ask each pair of participants to make a 'next steps' plan for what they will do to help their SBMC.

Ask groups to get into their SBMC groups and agree and write down five things they will do to get the SBMC working, ; who will do what? and when? Allow 20 minutes for this.

Ask them to say when they would like their first visit from the SBMC Desk Officer at the LGEA. Make sure they know who this is and have the contact details of their Desk Officer.

Each group should then present their next steps. (40 minutes total)

Applaud everyone's presentations.

Ask each person to think about the biggest thing that they have learned from the workshops. Give people 2 minutes to think.

Then ask each person in turn to say what the biggest thing they have learnt. Applaud everyone for their learning.

Explain that more help and support can be provided to them through their Desk Officer.

Wrap up

Summarise the main things that have been covered in the training; thank everyone for their hard work and active involvement; and wish them luck in their work as SBMCs transforming education in their communities.

Annex 3

Table showing mentoring support to SBMCs with associated capacity development for SBMC trainers

Mentoring Visit	1	2	3	4	5	6	7	8	Training/Visit Content
Prior to Mentoring Visit 1: Level 4 Training/Orientation 1 for SBMC trainers (to support mentoring visits 1 - 4)				Introduction to Mentoring and Monitoring <hr/> Participation and SBMCs – Women’s and Children’s Committees <hr/> SBMCs, Child Welfare, Protection and Education <hr/> SBMCs and Resource Mobilisation					
Mentoring Visit 1									Introduction to mentoring and monitoring support for SBMCs
Visit 2									Reinforcement of SBMC roles and responsibilities, women’s and children’s SBMC committees
Visit 3									SBMCs, child welfare, protection and education
Visit 4									SBMCs and resource mobilization
Prior to Mentoring Visit 5: Level 4 Training/Orientation 2 for SBMC trainers (to support mentoring visits 5 – 8)				SBMCs and Communication and Relationships Management <hr/> Inclusive Education and Gender <hr/> Managing Change and Resistance					
Visit 5									SBMCs Communication and Relationship Management
Visit 6									Inclusive Education and Gender
Visit 7									SBMCs and Managing Change
Visit 8									Review of mentoring support and way forward for SBMC support

The content delivered to SBMCs by SBMC trainers during the period of mentoring support is derived from the SBMC Guidelines, and is based on the concept of SBMCs as bodies which are representative of the wider community in ensuring that all children access improved quality of education. Maintaining this strong emphasis on inclusion and equity over an extended period of time is critical if SBMCs are to play a truly representational role in school governance. Training of trainers materials developed for SBMC mentoring are available from ESSPIN and SBMC State Task Teams.

Annex 1

1.1 Receipt Sample blank

Receipt Sample Filled

Receipt Number:	Receipt Number: 3210000
Name:	Name: WAZOBIA Stationers
Date:	Date: October 11th 2011
Received from:	Received from: WZB Primary School
The sum of:	The sum of: N 20,000
In payment for:	In payment for: 30 Primary 1 English books

1.2 Single Cash Book Template

Date	Funds in	Funds out	Balance	Description	Development Area

Annex 2

a. Bank Record Book Sample

2.2 Bank Statement Sample

Bank Statement				
AX Bank ASA Branch Sort Code: 60-04-03 WZB Primary School Account 6234568 Date: September 2009				
Date	Description	Debit	Credit	Balance
03.09	Opening balance			350,000
06.09	Cheque 000001	20,000		330,000
	Wazobia Stationers			318,000
06.09	Cheque 000002	12,000		271,000
06.09	Wazobia stationers	47,000		
08.09	Cash			271,000
	Deposit		2,000	273,000
15.09	Cheque 000003	60,000		213,000
	Alibert Furniture			



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from the Department for
International Development