

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

**Support to Universal Basic Education Commission
(UBEC) on School Based Management (SBM) system
development nationwide**

Report Number: ESSPIN 422

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Acronyms and Abbreviations

AAN	Action Aid Nigeria
AOPSHON	Association of Primary Schools Head teachers of Nigeria
CELP	Community Engagement and Learner Participation
CGP	Civil Society –Government Partnership
CSACEFA	Civil Society Action Coalition on Education For All
CSOs	Civil Society Organisations
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
FCT	Federal Capital Territory
FME	Federal Ministry of Education
MOU	Memorandum of Understanding
NIEPA	National Institute for Educational Planning and Administration
SBM	School Based Management
SBMC	School Based Management Committee
SMD	Social Mobilisation Department
SMoE	State Ministry of Education
STT	State Task Team
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TOT	Training of Trainers
UBEC	Universal Basic Education Commission
UBE-IF	Universal Basic Education Intervention Fund
UEP	UBEC-ESSPIN Partnership

Abstract

1. ESSPIN supported the Universal Basic Education Commission (UBEC) to conduct 6-Day Training-of-Trainers workshops on replicating School Based Management best practices for senior government officials in the education sector and Civil Society Organisation (CSOs) from 19 states of the federation and the Federal Capital Territory. Feedback from the participants showed improved knowledge and skills and better attitude towards SBM development and training. Each participating state prepared an Action Plan for the SBMC roll out in their respective states.

Executive Summary

2. The ESSPIN National Programme Manager led a 3-person team on an advocacy and sensitisation mission to the 4th Quarterly meeting of UBEC and SUBEB Chairs which was held in Jalingo, Taraba, between 13th and 17th November, 2011. It was aimed at sensitising SUBEB Chairs nationwide on the new UBEC-ESSPIN Partnership in rolling out best practices in SBMC implementation.
3. Consequent upon the advocacy meeting, the Executive Secretary of UBEC was to table for discussion with the SUBEB Chairs the sourcing of funds from the Universal Basic Education Intervention Fund (UBE-IF). He also indicated that an Official Circular would be issued out to guide SUBEBs in fund mobilisation for the SBM roll-out
4. ESSPIN supported the Universal Basic Education Commission (UBEC) to conduct 6-Day Training-of-Trainers workshops on replicating School Based Management (SBM) best practices at two locations (Kaduna and Ilorin) between December 2011 and January 2012.
5. The objectives of the workshops were to: (i) promote the understanding of the revised guidelines for the development of SBMCs; (ii) develop strategies for the domestication of the National Guidelines on the implementation of SBMCs and (iii) develop the skills of participants as Master Trainers in the development of SBMCs in schools across the country.
6. In all, a total of 94 persons were in attendance from 17 states of the federation, the Federal Capital (FCT), Civil Society Organisations (CSOs), Federal Ministry of Education (FME) and UBEC at both centres. There were more male (63%) participants than there were female (37%).
7. Each state was represented by the Director of Social Mobilisation of the State Universal Basic Education Board (SUBEB), the SUBEB's Desk Officer responsible for

SBMC/Social Mobilisation activities and the Chairperson of the newly constituted School Based Management Committee (SBMC) State Task Team (STT).

8. In most cases, the Chairpersons of the STTs, who were appointed by State's Commissioners of Education, were not SUBEB officials but belong to other parastatals or agencies of the State Ministry of Education (SMoE). Meanwhile, the large number of SUBEB officials was understandable as the agency is responsible for implementing the SBM Policy.
9. The Universal Basic Education Commission was represented by 23 persons who included both the Executive Secretary and the Director of Social Mobilisation of UBEC. It is significant to note that such executive presence, support and participation are essential elements for the success of any reform process.
10. At the Kaduna workshop centre, for instance, the Executive Secretary not only made commitments on supporting SUBEBs' works plans on SBM roll-out but also indicated that SUBEBs which do not have functional SBMCs may not be able to benefit from UBEC's "Self-Help" project funds.
11. Given that UBEC will be taking the lead in the replication process, the large number of its personnel may be justified. However, in both centres, only few of these officials participated actively in the group works and plenary discussions
12. We, therefore, recommend that UBEC should establish a core team of not more than ten persons (including its Zonal Office staff) who will undergo further capacity development exercises to prepare them adequately for the leadership role in the nation-wide SBM roll-out programme
13. Having participants worked in small groups, promoted effective participation built atmosphere of friendliness, confidence and team spirit. On the other hand, the plenary sessions enabled the participants to improve their presentation and facilitation skills. The use of role plays added fun to the sessions contributed to participants' relaxation, simulated situations in reality and provided hand-on-training, which enabled better team work and communication.
14. A typical Kirkpatrick's Level 1 Reaction Sheet was used to capture the participants' reactions to the training workshop. In all, the trainings received strong approval from participants in the two centres although the participants in the Ilorin centre gave the training higher (80-100%) ratings than their Kaduna counterparts (69-88%).
15. Participants' positive reactions are critical factors for the success of the training programme and SBMC implementation itself. The responses also offer ways in which a future trainings can be improved upon and establish the basis for further

trainings, as the participants' reactions serve as pointers as to whether learning is possible or not in such Training of Trainers (TOT) workshops

16. Feedbacks from the participants showed positive attitudes towards the training. The overwhelming number of participants (more than 80% in both centres) enjoyed the presentations and indicated that they have learnt the new concept of the process approach to SBM Development. Almost all the participants were confident that the information and knowledge acquired at the training sessions will impact positively on their work.
17. Participants' rating of their facilitation skill after the training workshops indicated that they needed further capacity development in facilitation. On the other hand, the participants' self-assessment on their advocacy skill showed that; (i) the training has improved their knowledge and advocacy skills and (ii) they required additional capacity development in advocacy skills. In almost all cases, a majority of participants at the Ilorin Centre more (60-75%) than those at the Kaduna Centre (49-63%) indicated that the training had positive effect on them.
18. The five main skills identified by the participants as areas where they need further capacity development as Master Trainers are: (i) advocacy, (ii) communication, (iii) facilitation, (iv) team building and (v) time management
19. Each participating state prepared an Action Plan for the SBM roll-out process in their respective states. They are also to undertake a step-down training for the entire STT membership for the subsequent activities of the roll-out programme.
20. The following sequence of activities are expected to be undertaken by the various SUBEBs before the commencement of the Second Level Training
 - a. State-wide information sharing on the new UBEC initiative on SBM development
 - b. Finalising the Development of State SBM Action Plan
 - c. Organising the State and Community Level Visioning Meetings towards the domestication of the National Guidelines on the establishment and implementation of the School Based Management Committees (SBMCs)
 - d. Producing the State-specific SBMC Policy and Guidebook

Purpose of the Consultancy

21. The main objective of this consultancy was for ESSPIN to continue with its support to the Universal Basic Education Commission (UBEC) in developing the School Based Management (SBM) system nationwide by (i) undertaking advocacy to SUBEB Chairs nationwide for the buy-in of the ESSPIN approach to SBM system development and (ii) providing UBEC with technical support to enable it commence the roll out the SBM system across the country in general and in two selected training centres in particular.

Specifically, the input visits were to:

- i. Make a presentation at the 4th Quarterly UBEC Management meeting with the SUBEB Chairs nationwide in Taraba state as an advocacy strategy for the buy-in of the ESSPIN approach to SBM system development;
- ii. Plan and co-facilitate the delivery of preparatory sessions for all supporting consultants based on the developed SBMC training materials;
- iii. Plan and facilitate trainings in two location of Kwara and Kaduna states as well as provide structured Technical Assistance (TA) support (including monitoring) to states that showed interest in the SBMC replication process as agreed, and
- iv. Prepare a progress and end of TA report and submit in ESSPIN format as agreed with ESSPIN Lead Specialist Community Engagement and Learner Participation (CELP).

Achievement of the terms of reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
<p>Make a presentation at the 4th Quarterly UBEC Management meeting with the SUBEB Chairs nationwide in Taraba state as an advocacy strategy for the buy-in of the ESSPIN approach to SBM system development</p>	<ul style="list-style-type: none"> • A 3-Person team led by the ESSPIN National Programme Manager made a presentation on “Developing Functional School-Based management Committees (SBMCs) in Nigeria: Replicating Best Practices” at the 4th Quarterly meeting of UBEC and SUBEB Chairs (Held in Jalingo, Taraba, 13-17th November, 2011). It was aimed at sensitising SUBEB Chairs nationwide on the new UBEC-ESSPIN Partnership in rolling out best practices in SBMC implementation. • Follow-up discussions on the sequence of activities for the roll-out (Replication Flow diagram) were also made. These presentations generated extensive debate on procedures for the SBMC roll-out • ESSPIN National Programme Manager also held discussions with UBEC’s Executive Secretary on the funding plans of the roll-out. 	<ul style="list-style-type: none"> • Issues on procedure for nationwide SBMC Best Practices would be clarified at the 6-Day Workshop for SUBEBs scheduled for December 2011. • UBEC to discuss with the SUBEB Chairs the sourcing of funds from the Universal Basic Education Intervention Fund (UBE-IF) and proceed to issue out a Official Circular to guide SUBEBs in fund mobilisation for the roll-out.

<p>Plan and co-facilitate the delivery of preparatory sessions for all supporting consultants based on the developed SBMC training materials</p>	<ul style="list-style-type: none"> • The two Lead Consultants (SA & MB) responsible for co-ordinating the four training centres across the country co-facilitated a 2-day preparatory sessions in Kaduna (13-14th December, 2011) for the two other Consultants (OA & EO). Discussion points were on: (i) ESSPIN SBMC Development Framework, (ii) The Process Approach adopted in the SBM development, (iii) Materials developed as outputs from the process (iv) CSO-Government Partnership (CGP) and its implications for the roll-out and (v) Lessons Learnt and Best Practices that ensued from the implementation of SBMCs in the 6 ESSPIN supported states. • The objectives of the workshops were : <ul style="list-style-type: none"> -<u>Long Term Objective</u>: To disseminate and institutionalise best practices in the implementation of SBMC; and -<u>Immediate Objectives</u> of the workshops were: <ol style="list-style-type: none"> 1. To promote the understanding of the revised guidelines for the development of SBMCs 2. To develop strategies for the 	<p>COMPLETED</p>
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	<p>domestication of the National Guidelines on the implementation of SBMCs</p> <p>3. To develop the skills of participants as Master Trainers in the development of SBMCs in schools across the country</p> <ul style="list-style-type: none"> • Time tabling for the 6-Day Workshops were jointly agreed by the four consultants 	
Plan and facilitate (i) trainings in two locations of Kwara and Kaduna states as well as (ii) provide structured TA support (including monitoring) to states that showed interest in the SBMC replication process as agreed	<ul style="list-style-type: none"> • <u>Planning & Facilitating 6-Day workshops</u>: Two Consultants (SA & OA) planned and facilitated the workshop in Kaduna Centre while the three (SA, OA & EO) facilitated that of Kwara (Ilorin) Centre with 46 participants at each of the two training centres (see Annexes 1 and 2). Resource materials used included the State-specific SBMC Policy documents of the 6 ESSPIN-supported states and their SBMC Guidebooks as well as the newly developed UBEC “Revised Guideline for the development of SBMC” and “Developing SBMCs Trainers’ Manual. • The day-day activities (see Annex 3) are 	<ul style="list-style-type: none"> • Structured TA support will be provided as at when states make request subsequent to the completion of the 6-Day Training workshops

	<p>summarised as follows:</p> <p><u>-DAY1:</u></p> <p>(a) The Kaduna Centre was the location for the National Flag-off of the First Level Training of Trainers (TOT) Workshops held on 15th December, 2011. The Opening Ceremony was attended by senior Government officials from Kaduna State Ministry of Education (SMOE), Kaduna State Universal Basic Education Board (SUBEB) and the Universal Basic Education Commission (UBEC). The Executive Secretary of UBEC, Dr. Ahmed Modibbo Mohammed (see Figure 1), re-iterated the Commission's commitment to the successfully implementation of the nationwide roll-out of the SBMC. He also indicated that UBEC would support and approve SUBEBs' work plans on the roll-out process.</p> <p>(b) In both centres, there were plenary presentations and discussions on Participants' Expectations, Workshop objectives and Assessments</p> <p>(c) Power Point Presentations, group works and discussions were on: (i) SBM concepts: Principles, Practise and Challenges; (ii) SBMC</p>	
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	<p>Experience sharing; (iii) The Process approach in the 6 ESSPIN-supported states; and (iv) Concept Notes for the National Development of SBM System</p> <p><u>-DAY 2</u> was spent on:</p> <p>(a) Plenary presentations and participants' familiarisation with the "Revised Guideline for SBMC Development", (b) Training Resources, (c) Approach to domestication of the National Guidelines on SBMC implementation and (d) Participants' familiarisation with the developed state-specific SBMC Policy documents of the 6 ESSPIN-supported states</p> <p><u>-DAY 3</u> was devoted to:</p> <p>(a) Group discussions on SBMC Guide Books developed for the ESSPIN-supported states and (b) Plenary presentations on Advocacy Skills for Buy-in to SBM development process.</p> <p><u>-DAYs 4 & 5</u> were for:</p> <p>(a) Small Group works and subsequent plenary presentations on (i) New UBEC SBMC Trainers' Manual and (ii) Fundamental Skills for Facilitation and Participatory Training techniques</p>	
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	<p><u>-DAY 6</u> was for :</p> <p>(a) CSO experience sharing on the CSO-Government Partnership. The discussions were on: (i) “How and Why” the Partnership worked and (ii) Possible challenges to expect in such a partnership.</p> <p>(b) State Action planning on the roll-out of the SBM process.</p>	
Preparation of an input visit report for the consultancy	Input Report prepared and submitted	COMPLETED

Background

22. The Universal Basic Education Commission (UBEC) and DFID-ESSPIN established a partnership through a Memorandum of Understanding (MoU) in May 2011 “to strengthen the collaboration between UBEC and ESSPIN in the interests of accelerated achievement of improved access to and quality of education, through the establishment of functional School Based Management Committees (SBMCs) and of school development funding mechanisms nationwide”¹.
23. Subsequently, ESSPIN supported UBEC to develop its SBMC Work Plan using a participatory approach that involved senior officials of UBEC’s Social Mobilisation Department (SMD). The Work plan’s objectives were to: (i) strengthen the capacity of UBEC in directing the implementation of the SBMC guidelines, (ii) strengthen the capacity of SMOE and SUBEB in implementing SBMC guidelines in schools and (iii) strengthen the capacity of SBMC Trainers in providing effective training to SBMC in schools.
24. A Concept Paper for the National Development of School-Based Management (SBM) was agreed to by both UBEC and ESSPIN for the replication of SBMC best practices across the country. The Concept Paper outlined amongst others: (i) Approach to developing SBMC used by ESSPIN, (ii) Flow-chart showing the stages of the SBMC replication/roll out process, (iii) Roles and responsibilities of UBEC, State Task Teams (STTs) on SBMC, and SUBEBs, (iv) Technical Assistance (TA) to be provided by ESSPIN and (v) Funding arrangements for the establishment of SBMCs.
25. ESSPIN provided technical support for a UBEC-organised workshop held in Kaduna (May 18-20, 2011) which streamlined existing national SBMC materials. Participants at the 3-day technical workshop which was declared open by the UBEC Executive Secretary included officials from the Federal Ministry of Education (FME), State Universal Basic Education Boards (SUBEBs), Association of Primary Schools Head teachers in Nigeria (AOPSOHN), National Institute for Educational Planning and Administration (NIEPA), Action Aid Nigeria (AAN), Civil Society Action Coalition on Education for All (CSACEFA), as well as those from UBEC and ESSPIN.
26. Arising from the deliberations of the Kaduna meeting, ESSPIN supported UBEC in producing, the following two key resources for the nationwide replication of the SBM process: (i) “Revised Guidelines for the Development of School-Based Management Committees” and (ii) “Developing School-Based Management Committees (SBMCs) Trainers’ Manual “,

¹ UBEC-ESSPIN Letter of Agreement on partnership to establish effective SBMCs nationwide (May, 17, 2011)

Findings and Issues Arising

Advocacy and sensitisation meeting with SUBEB Chairs

27. Consequent upon the advocacy and sensitisation meeting held by ESSPIN with the SUBEB Chairs at their Taraba 4th Quarterly Meeting in November 2011, UBEC agreed to discuss the issue of direct funding to schools with the SUBEBs. This is aimed at promoting the functionality of SBMCs. The Executive Secretary of UBEC, Dr. Ahmed Modibbo Mohammed also agreed to issue out Official Circulars to enable SUBEBs source funds for the SBM roll-out.

Preparation for the 6-Day Workshop

28. Prior to the commencement of the 6-Day workshops, the two Lead Consultants responsible for co-ordinating the four training centres across the country co-facilitated a 2-day preparatory sessions in Kaduna (13-14th December, 2011) for the two other new Consultants. This was to ensure that a common approach is adopted by ESSPIN's consultants in rendering technical support to UBEC and SUBEBs during the SBM roll out nationwide.
29. Discussion points at the 2-day meeting were on: (i) ESSPIN SBMC Development Framework, (ii) The Process Approach adopted in the SBM development, (iii) Materials developed as outputs from the process (iv) CSO-Government Partnership (CGP) and its implications for the roll-out and (v) Lessons Learnt and Best Practices that ensued from the implementation of SBMCs in the 6 ESSPIN supported states

Attendance and participation at 6-Day workshops

30. A total number of 94 persons were in attendance at the 6-Day-workshops at both the Kaduna and Ilorin Centres with more male (63%) than female (37%). The participants were from 17 states of the federation, the Federal Capital (FCT), Civil Society Organisations (CSOs), Federal Ministry of Education (FME) and UBEC (see Annexes 1 and 2, and Figure 2).
31. Each of the participating states was expected to be represented by its SUBEB's Director of Social Mobilisation and Desk Officer responsible for SBMC/Social Mobilisation activities and the Chairperson of the newly constituted State task Team (STT). However, two of the states (Niger and Ogun) and FCT were represented by only two persons.
32. The Universal Basic Education Commission (UBEC) was represented by 23 persons at both venues This included the UBEC Executive Secretary, Dr. Ahmed Modibbo Mohammed and UBEC Director of Social Mobilisation, Mallam Ibrahim Suleiman. The

significance of the support, presence and participation of an organisation's executive at such reform programme cannot be overemphasised.

33. For instance, at the Kaduna workshop centre, Dr. Mohammed announced that UBEC would be supporting SUBEBs' work plans which place priorities on SBM development and that the establishment of functional SBMCs would now be a pre-requisite for SUBEBs that want to benefit from UBEC's funds on "Self-Help" projects.
34. Given that UBEC will be taking the lead in the replication process, the large number of its personnel may be justified. However, in both centres, only few of these officials participated actively in the group works and plenary discussions. It is difficult to see how such officials would be in position to successfully lead the subsequent state level trainings.



Figure 1: Dr. Ahmed Modibbo Mohammed, UBEC Executive Secretary, at the Kaduna Centre during the national Flag Off of the First Level Training of trainers workshop for establishing SBMCs nation-wide

35. We recommend that UBEC should establish a core team of not more than ten persons (including its Zonal Office staff) who will undertake further capacity development workshop to prepare them adequately to undertake the leadership role in the roll-out programme



Figure 2: Workshop participants at the Ilorin Centre for the 6-Day First Level TOT Workshop, 23rd-29th January, 2012

Effective participation

36. Participants worked in small groups (Figure 3), a strategy which assisted and encouraged individual participant to participate effectively in the discussions and learning to “speak out”. It also helped in building of an atmosphere of friendliness, confidence and team spirit.
37. The plenary sessions were inclusive and interactive as they enabled the participants to improve their presentation and facilitation skills. The use of role plays added fun to the sessions contributed to participants’ relaxation, simulated situations in reality and provided hand-on-training, which enabled better team work and communication (Figure 4 and Photo Gallery).
38. At the end of the 6-day TOT workshops, we administered a Kirkpatrick’s Level 1 Reaction Sheet² to capture the participants’ reactions to the training workshop³.

² See Sulleiman Adediran (2010) SBMC Development: progress Report-8, ESSPIN Input Report Series

³ The Level 1 Reaction Sheet measures the interest, attention and motivation of the participants which are critical to the success of any training process. (<http://www.nwlink.com/~donclark/hrd/isd/kirkpatrick.html>)



Figure 3: Small group discussions assisted and encouraged individuals to learn “to speak out” and build confidence



Figure 4: Plenary sessions provided hands-on-training and improved participants’ delivery and communication skills

Workshop Evaluation

39. The reactions of the participants to the training workshops at both the Kaduna and Ilorin training centres are summarised in Figure 5 below. The details of the Likert-type responses of each of the centres are presented in Annex 4.

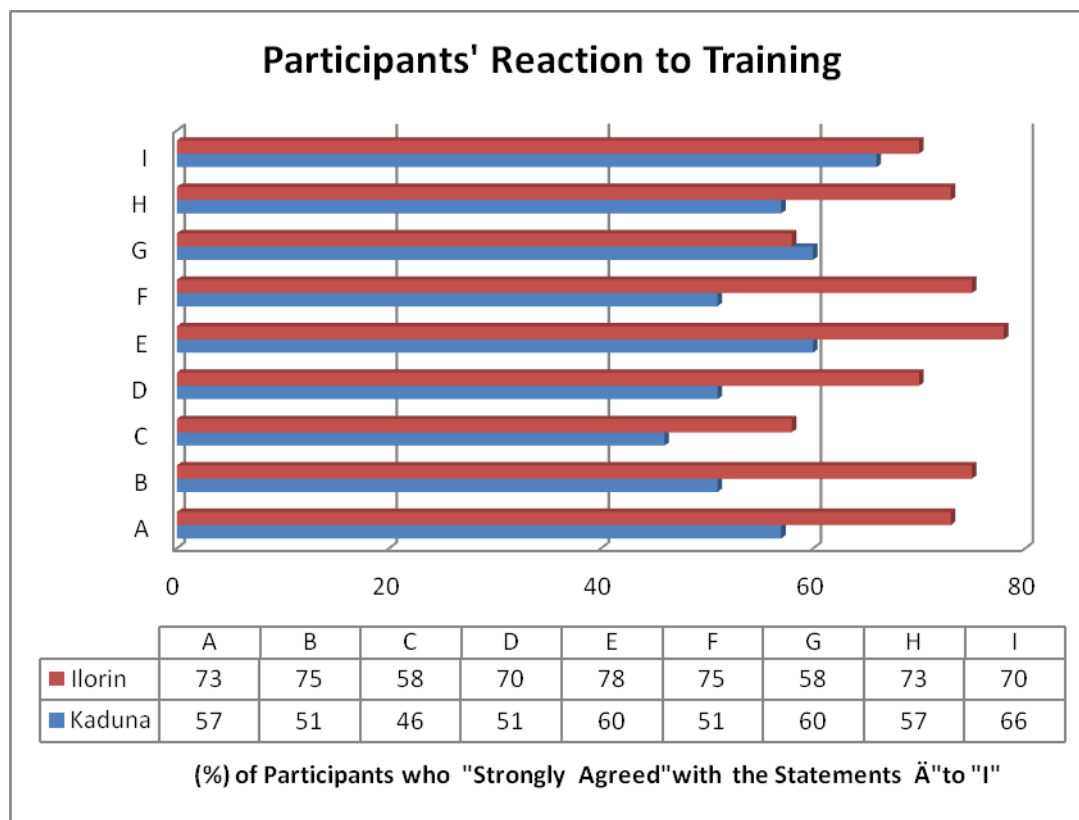


Figure 5: Trainees' reactions to the Training Programme

KEY TO MEASURED ITEMS

ITEMS	DESCRIPTION
A	Overall, my impression of the Training Programme was very good
B	The objectives of the programme were clearly stated
C	The workshop met the defined objectives
D	The workshop materials were both useful and easy to follow
E	The facilitators demonstrated thorough knowledge and understanding of the topics discussed
F	The facilitators presented the information in clear, understandable and professional manner
G	The training programme is related directly to my current job assignments
H	The training was participatory
I	The training will help me perform better as SBMC Trainer

40. The trainings received strong approval from participants in the two centres (Figure 5). However, many more participants in the Ilorin than the Kaduna Centre rated the training higher on all but one test item (see also Annex 4). The participants' positive

reactions are critical factors for the success of the training programme and the SBMC implementation itself. The responses also offer ways in which a future SBMC trainers' programme can be improved upon and establish the basis for further trainings, as the participants' reactions serve as pointers as to whether learning is possible or not in such TOT workshops.

41. The percentage of participants who showed positive attitudes towards the training (feelings on the training, likely application of the new knowledge acquired, expectations on learning transfer and effect on performance) are shown in Figure 6. The details of the Likert-type responses for each of the two centres are presented in Annex 5.

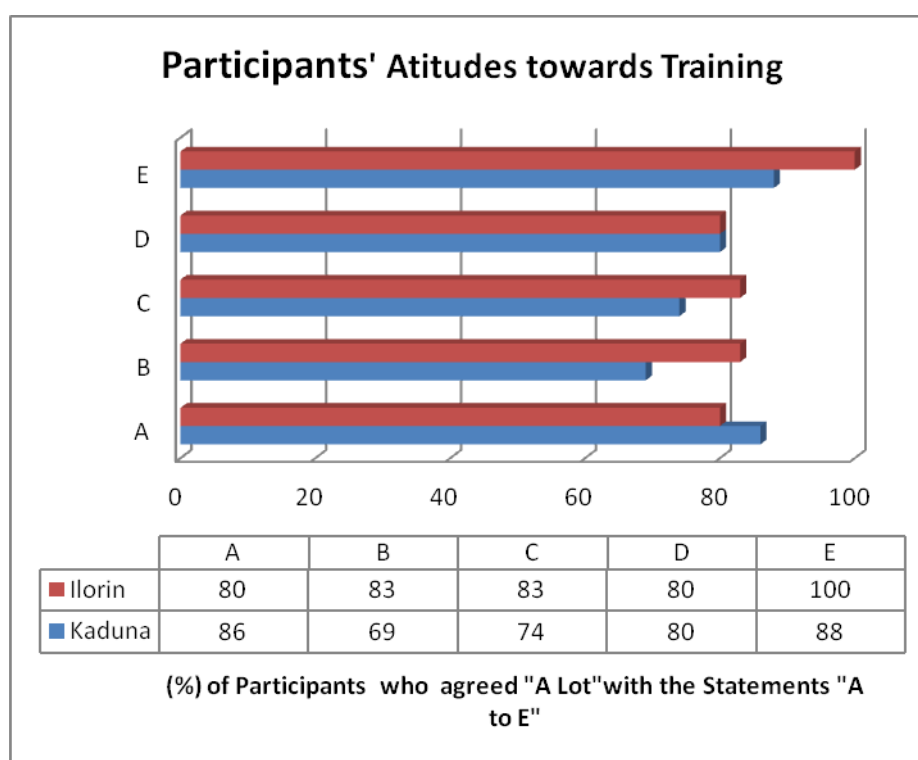


Figure 6: Trainees' Attitude (feelings, knowledge and expectations) to the Workshop Trainings

KEY TO MEASURED ITEMS

ITEMS	DESCRIPTION
A	Enjoyment: Did I enjoy the training programme?
B	New knowledge and ideas: Did I learn what I needed to?
C	New knowledge and ideas: Did I get some new ideas?
D	Applying the learning: Will I use the information and ideas?
E	Effect on results: Do I think that the ideas and information will improve my effectiveness and my outputs?

42. Did the participants acquired new knowledge and will it be useful? Clearly, the overwhelming number of participants (more than 80% in both centres) enjoyed the presentations and indicated that they have learnt the new concept of process approach to SBM development espoused during the TOT. Almost all the participants were confident that the information and knowledge acquired at the training sessions will impact positively on their work, although more so for the participants in the Ilorin than the Kaduna centre (see Item E in Figure 6 and Annex 5)
43. Figure 7 and Annex 6 show the participants' rating of their facilitation skills after the training workshops. For most of the test items, a majority of the participants were of the view that there was room for improvement in their facilitation skills (see item H in Figure 7 and Annex 6). We therefore recommend further capacity development in facilitation skills for the participants.

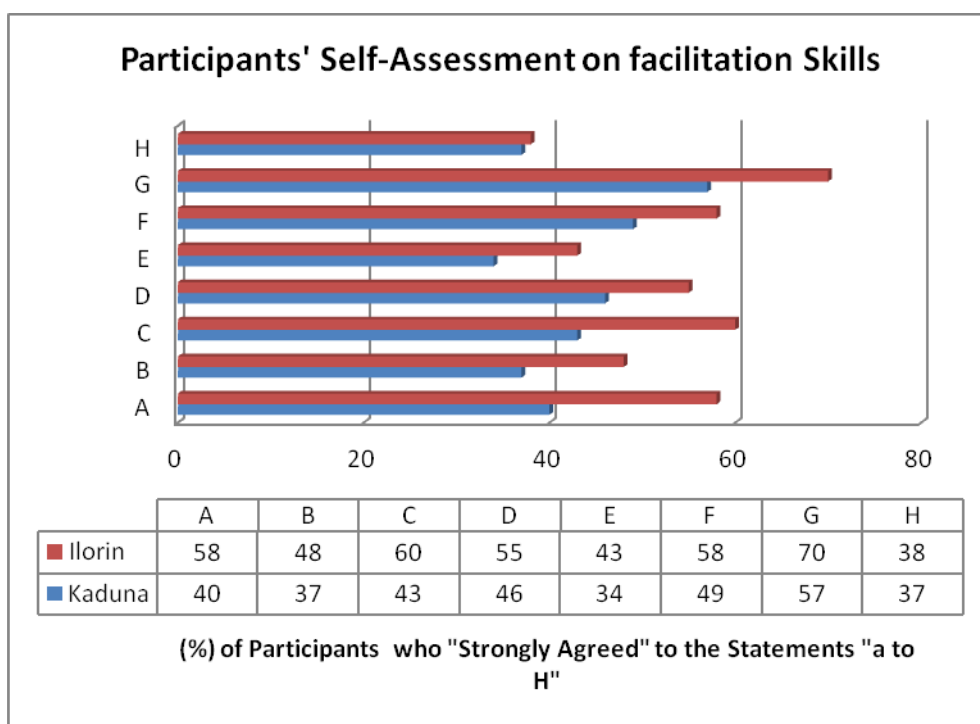


Figure 7: Participants' rating of their facilitation skill post workshop training

KEY TO MEASURED ITEMS

ITEMS	DESCRIPTION
A	My Team management ability has improved considerably
B	My ability to manage Time during sessions has improved
C	I am now confident in providing participants with necessary guidance
D	I am now better placed to elicit comments from participants during group presentations
E	My pedagogical abilities (audibility and class management) has improved
F	My ability to engage participants throughout the period of my facilitation has improved

G	The Section on “Roles of Effective Facilitators” contributed to the improvement of my facilitation skills
H	I will NOT need additional capacity development in facilitation skills

44. The participants’ self-assessment on their advocacy skills showed that; (i) the training has improved their knowledge and advocacy skills (high ratings for Items A, B and D of Figure 8 and Annex 7) and (ii) they required additional capacity development in advocacy skills (see Item E). In almost all cases (except for Item C), a higher percentage of participants at the Ilorin Centre more than those at the Kaduna Centre indicated that the training had positive effect on them. It is however, difficult to ascribe this observation to any know factor.

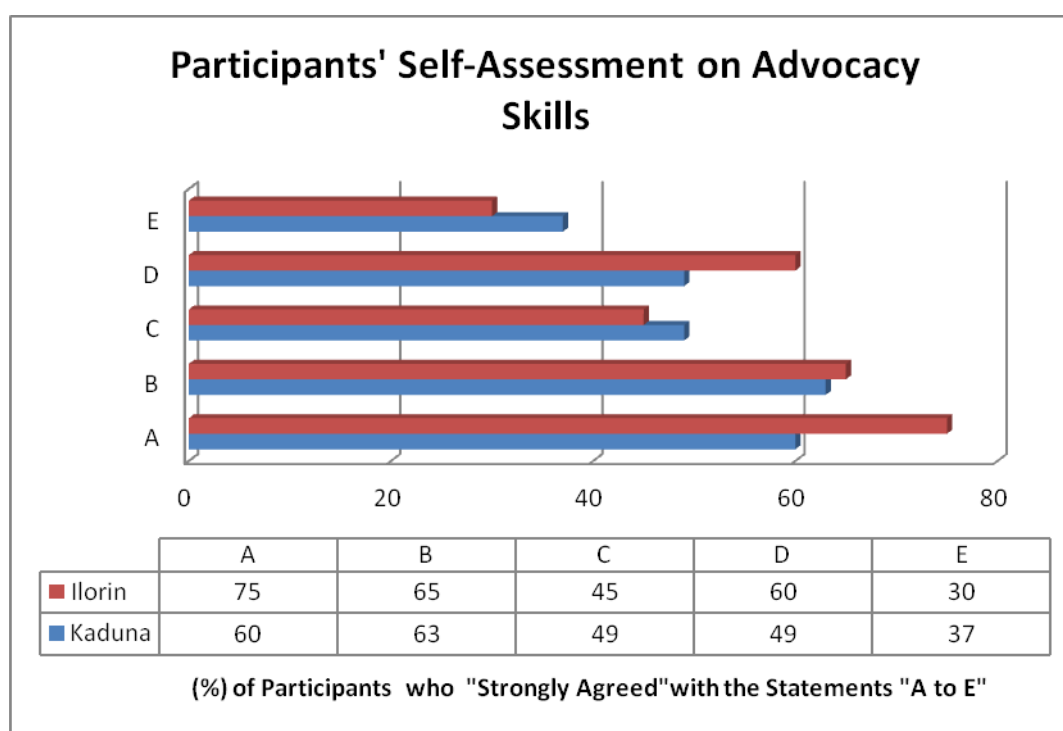


Figure 8: Participants’ rating of their advocacy skill post workshop training

KEY TO MEASURED ITEMS

ITEMS	DESCRIPTION
A	The main objective of Advocacy is now clearer to me as a result of my involvement in this workshop
B	This 6-Day workshop has exposed me to various methodologies involved in the conduct of an effective advocacy
C	I can now develop an advocacy framework based on the knowledge that I acquired at this workshop
D	The workshop has improved my ability to conduct an effective advocacy process
E	I will NOT need additional capacity development in advocacy skills

Additional Capacity Development Skills required

45. The five main skills identified by the participants as areas needing further capacity development as master trainers at each of the two centres are: (i) advocacy, (ii) communication, (iii) facilitation, (iv) team building and (v) time management. Overall, the participants in the two centres were more inclined towards having more capacity development in advocacy (30%), communication (25%), time management (18%), facilitation (15%) and team building (12%) skills in descending order (see Figure 9).

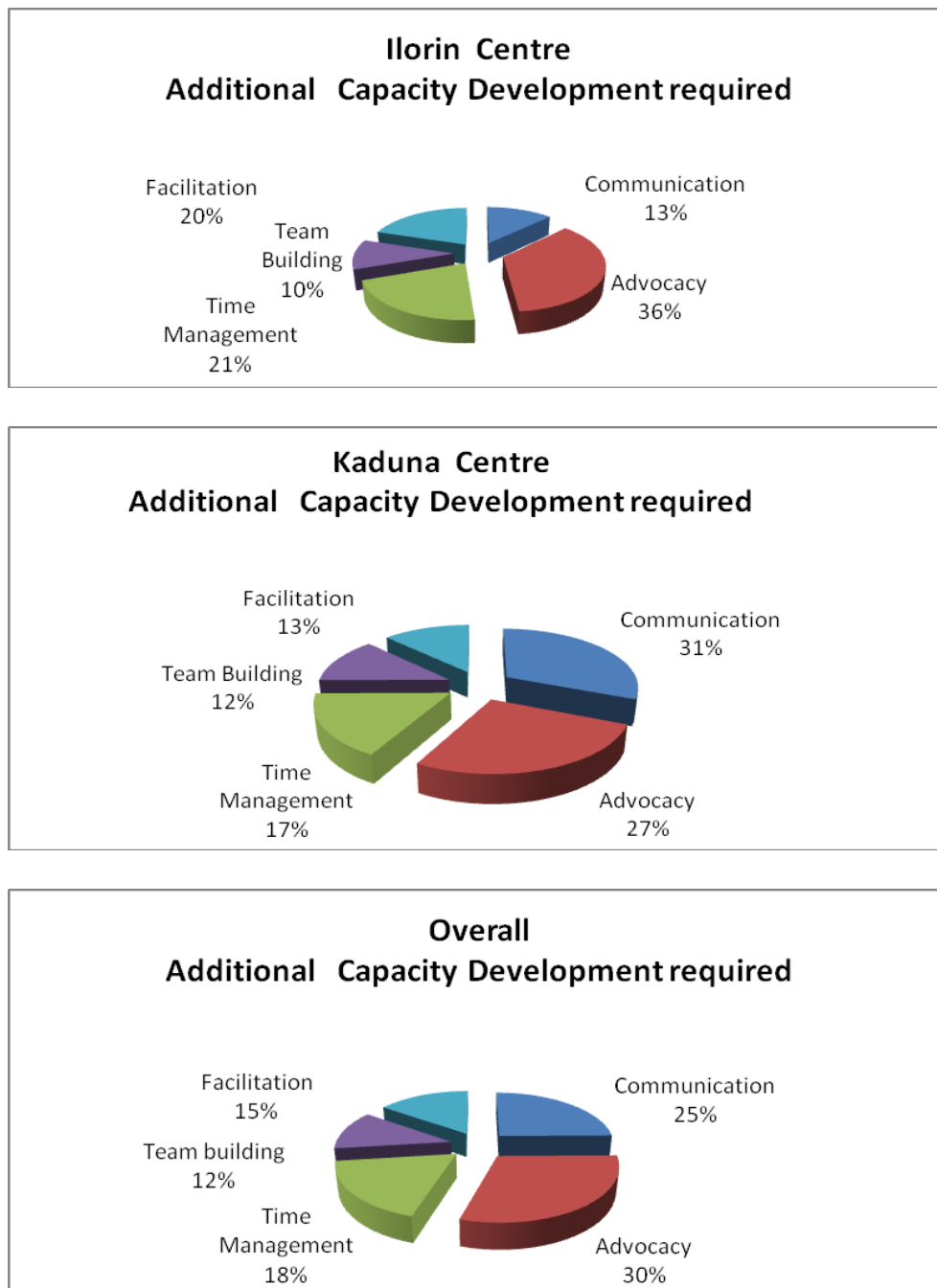


Figure 9: Skills that the participants would want to be further developed

States' Action Plans on SBM Roll out

46. Each participating state prepared an Action Plan for the SBM roll-out process in their respective states and was also advised to undertake a step-down training for the remaining members (15-16) of the STT in order to prepare the entire STT membership for the subsequent activities of the roll-out programme.

Options and next steps

47. The Universal Basic Education Commission (UBEC) is to set up a core team of Social Mobilisation Officers (drawn from its National Headquarters, Abuja and the Zonal offices) to undergo a 5-Day capacity development programme aimed at preparing the team for the SBM development programme nationwide.
48. The following sequence of activities are expected to be undertaken by the various SUBEBs before the commencement of the Second Level Training (see Annex 8 for the Flow-Chart of tasks to be undertaken in the new UBEC initiative on the development of SBM nationwide
 - a. State-wide Information sharing on the new UBEC initiative on SBM development nationwide
 - b. Finalising the Development of State SBM Action Plan
 - c. Organising the State and Community Level Visioning Meetings towards the domestication of the National Guidelines on the establishment and implementation of the School Based Management Committees (SBMCs)
 - d. Producing the State-specific SBMC Policy and Guidebook
49. The details of activities listed above (a-d) are provided in Table 1 below.

Table1. Activities to be undertaken by SUBEB before Second Level Training

S/N	Sequence of Activities before the Second Level Training	Details of Tasks
1.	State-wide information sharing on the new UBEC initiative on SBM development nationwide	<ul style="list-style-type: none"> The 3-Person Team that attended the workshop are to de-brief the SUBEB Management on the outcome of the Workshop on the new national development of School Based Management (SBM) systems SUBEB Executive Chairman to brief Hon. Commissioner of Education on the new UBEC initiative for SBM development nationwide on the new UBEC SBM initiative SUBEB's Directorate of Social Mobilisation to organise a 1-Day workshop for all its state and LGEAs SBMC Desk officers SUBEB to sensitize all LGEAs Meeting of the State Task Team (STT): <ol style="list-style-type: none"> The Team that attended the workshop is to present a report on the outcome of the Workshop to the entire STT membership, SUBEB Director of Social Mobilisation to lead the discussion on the UBEC Revised Guideline for the development of SBMCs and STTs to deliberate on the roles and responsibilities of the UBEC/SUBEB/STT/Social mobilisation Department in the implementation of the SBM system in general and the domestication of the Revised Guideline in particular.
2	Finalising the Development of State SBM Action Plan	<ul style="list-style-type: none"> The STT is expected to meet and review the draft Action Plan developed by the 3-Person team at the 6-day Workshop The Action Plan developed will be submitted to SUBEB for approval by the Director of Social Mobilisation of SUBEB
3	Organising the State and Community Level Visioning Meetings towards the domestication of the National Guidelines on the establishment and implementation of the School Based Management Committees (SBMCs)	<p>State Level Visioning (SLV) Meeting</p> <ol style="list-style-type: none"> Pre-SLV Meeting: SUBEB/STT to sensitize and mobilise state level stakeholders on the planned SLV Meeting. This will include Hon Commissioner of Education, Members of the State House of assembly (especially, members of the House Committee on Education), SMOE/SUBEB – Directors of PRS and School Services, Agencies for Nomadic Education & Mass Mobilisation, State NUT, State PTA & SBMC Chairs, State Chapter of Christian & Muslim Organisations, State Chapter of CSACEFA, State based- CSOs, NGOs, CBOs, and other state-based groups as may be appropriate for the state). A 3-Day SLV meeting will be organised by SUBEB and attended by State-based Stakeholders, UBEC and ESSPIN. In preparation for the meeting, the STT in consultation and with the support of ESSPIN Consultants and UBEC staff would have identified factors facilitating and/or hindering the successful implementation of SBMCs in the state. These will form the themes for the workshop.

		<p>c. <u>Day 1</u> of the Meeting will be devoted to a meeting between the STT and the UBEC/ESSPIN Team to prepare the STT for the SLV and CLV meetings.</p> <p>d. <u>Day 2</u> of the meeting will be an advocacy visit/meeting with the Hon Commissioner of Education and SUBEB Chair. This will be led by the UBEC/ ESSPIN Team and to be accompanied by the STT Chair.</p> <p>e. <u>Day 3</u> of the SLV meeting will be the enlarged meeting of all state-level stakeholders and deliberations will be on the 'Type of SBMCs' that the state wishes to have in place. This will be facilitated by the STT with the Technical support of UBEC and ESSPIN</p> <hr/> <p><u>Community Level Visioning (CLV) Meeting</u></p> <p>a. The 1-CLV Meeting will be organised by SUBEB and facilitated by the STT.</p> <p>b. The details of the methodology to be adopted will be discussed during Day 1 of the SLV Meeting</p> <p>c. To be effective, the SUBEB is strongly advised to choose a maximum of 6 LGEAs or fewer (3 LGEAs) [i.e., 2 or 1 per Senatorial District] for the Roll – out of the SBM using the new UBEC-ESSPIN approach.</p> <p>d. Scaling-up to the other LGEAs would then follow later (For instance, Kano State, with 44 LGEAs started the domestication process in 2009 with only 3 LGEAs.)</p> <p>e. From experience the number of participants at a CLV meeting should not be more than 50 for effective participation of all participants.</p> <p>f. Participants should include the representatives of diverse groups/stakeholders in the school-community set-up. This means that the following groups should participate in the CLV meeting: (i) <u>School</u> (Head Teachers, teachers, pupils, parents/guardians, old-pupils' Association), (ii) <u>Community</u> (Religious, traditional and opinion leaders), (iii) <u>Relevant Groups</u> (SBMC & PTA Chairs, Women Groups, CSOs/CBOs/CDAs/FBOs, LGA Education Supervisory Councillors, LGEA Secretaries/LGEA Social Mobilisation Desk Officers, Youth Organisations)</p> <hr/> <p><u>Harmonisation Process of SLV and CLV outcomes</u></p> <p>a. <u>Pre-Harmonisation Meeting</u>: A day's meeting for the STT and UBE-ESSPIN Team to discuss the methodologies to adopt at the Harmonisation Process meeting</p> <p>b. The 1-Day Harmonisation Meeting for state policy makers and school-community representatives will be to align the different perspectives of stakeholders on "Functional Taraba State SBMCs" will be facilitated by the STT with the Technical Support of UBEC/ESSPIN.</p>
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4	Producing the State-specific SBMC Policy and Guidebook	<ul style="list-style-type: none"> • SUBEB's Social Mobilisation Department along with the STT will produce a draft State SBMC Policy document with the Technical support of ESSPIN using the outcomes from the SLV-CLV harmonisation meeting. The document will be submitted to the State Government for approval by SUBEB Management as the State SBMC Policy guidelines. • SUBEB will make funds available for the production and printing of both the State SBMC Policy document and the State-specific SBMC Guidebook
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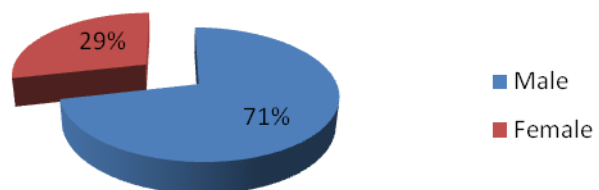
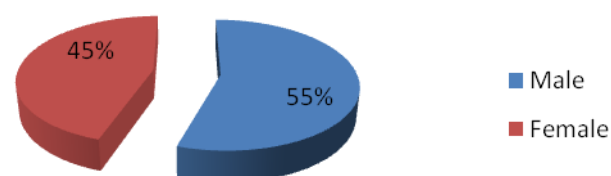
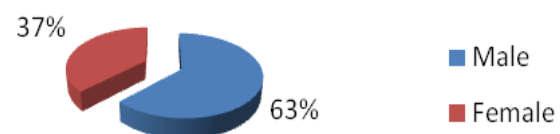
Annex 1: Participants at 6-Day Workshop

Kaduna Centre

S/N	Name	State	Designation	Phone No.
1	Garba B. Gambo	FCT	DSM, SUBEB	08037879014
2	Musa Abbas		D/O (SM), SUBEB	07038878382
3	Fonchor O. Paula		CSO-CSACEFA	08023042409
4	Faith E. Irowa		CSO-Action Aid-Nigeria	08036531221
5	Balarabe A. Yusuf	Jigawa	D/DSM, SUBEB	07030607061
6	Mahmoud Surajo		D/O SBMC, SUBEB	08027802635
7	Halima Isyaku		MOES & T, STT Chair	08036959379
8	Nasir Bala		CSO-KAHDEV Coordinator	08067044677
9	Abbas Bala Ismail		CSO-KAHDEV	08036184272
10	Ishaya D Akau	Kaduna	Chairman, SUBEB	08033146655
11	John Woye Bagu		Perm. Sec. SMOE	08026515006
12	Shuaib M. Dabo		DSM, SUBEB	08037865581
13	Hauwa Suleiman		D/DSM, SUBEB	08037861644
14	Musa Ibrahim Aboki		PSMO, A&E, SUBEB	08027992916
15	Abubakar D. Umar		SUBEB official	08034502380
16	Tanimu Mohammed		SUBEB official	08033341845
17	Ibrahim A		SUBEB official	08034511034
18	Rabiu Y. Alhaji	Kano	SMoE, STT Chair	08023340425
19	Musa A. Wada		D/DSM, SUBEB	08096201217
20	Baturia Wada		AD SM, SUBEB	08036415685
21	Hassan Abdulkadir	Katsina	DSM, SUBEB	08036213507
22	Yahaya Shuaibu M.		D/O, SUBEB	08036304721
23	Alh Bello A. Ehirouf		C/NW SBMC	08060957224
24	Gani Gele	Kebbi	DSM, SUBEB	08080372815
25	Sani Yakubu Aliero		DDSM, SUBEB	08082734367
26	Isa A. Umar		Dir SUBEB	08036219398
27	Tanko Kaura Zhidazo (JP)	Nasarawa	DSM, SUBEB	08077266219
28	James Engom		DO, SBMC, SUBEB	08065555400
29	Aliyu Usman Suleiman		HOS, SM, SUBEB	08181703799
30	Hon. Chika Umar	Sokoto	PM 1, SUBEB	08030431035
31	Junaidu Umar Jabo		DSM, SUBEB	08023046550
32	Shehu Haruna Gidadawi		DO, SBMC, SUBEB	08032122255
33	Kabiru Abdullahi	Zamfara	STT Chair	08065291337
34	Lawal Ibrahim Kaura		DSM, SUBEB	08033759949
35	Amina BM Audu		DO, SUBEB	08034505203
36	Ifeoma Joy Ojukwe	FME	PEO 1	08037870814
37	Doyin Orugun	UBEC	AD, SM	08034516977
38	Aliyu M. Kardi		NW Zonal Coordinator	08035606171
39	Bishen E.S		CSMO	08033497442
40	Porbeni Bouwene		SMO	08036761193
41	Iberi Agada		SMO II	08038966309
42	Abdul Mumuni		SSMO	08066042540
43	Jakes Jiya		SMO II	08032885699
44	Patricia Oche		SSMO	08169571550
45	Donald Anagande		SMO II	08032570197
46	Eloho Sokon		SO II	08032880464
47	Ibrahim Suleiman		Director Social Mobilisation	
48	Dr Ahmed Modibbo		Executive Secretary	

Kwara Centre

S/N	Name	State	Designation	Phone No.
1	Bolaji Olayinka	CSO, Kwara		07031867278
2	Dunmade VB			08035678660
3	Kolawole, Adebayo			08055912576
4	Erinle MT			07060848871
5	Ajayi, O. Mike			08053147645
6	Lyke Kimemewha	CSO, Lagos		08023142064
7	Jos Akhigbe Alemoh	Edo	SBMC Chair	08059414145
8	Oghedegbe Juliana E.		DSM, SUBEB	08035012259
9	Ogbeboiz Erhabor E		DO, SUBEB	08055167134
10	Alh Lawal AB	Ekiti	SBMC Chair	07043655022
11	Biodun Faokunla		DSM, SUBEB	08062294197
12	Ajasin, M.E.		DO, SUBEB	08062878378
13	Osheidu, Folorunsho RK	Kogi	DSM, SUBEB	08037168341
14	Joseph Kayode		STT Chair	08062333775
15	Joel Roseline Ebun		DO, SUBEB	08036691280
16	Oyawoye, FY	Kwara	STT Chair	08037137153
17	Ajide, Mary A		DSM, SUBEB	08033942673
18	Alh Olesin, BS		DO, SUBEB	07030831487
19	Yusuf R.A		MOE HCD, STT	08056519334
20	Olaoye, Mercy	Lagos	STT Chair	08023108577
21	Adefuye, Olatunji		DSM, SUBEB	08023213343
22	Balogun, Fortune		DO, SUBEB	
23	Idris Abdulkadir	Niger	DSM, SUBEB	08032864902
24	Kangiwa Halidu Baba		DO, SUBEB	08038716047
25	Alhaja Labode BJ	Ogun	DO, SUBEB	08034393727
26	Agoyan MA		PEO, SO, SUBEB	
27	Busari FI	Ondo	DSM, SUBEB	08033502141
28	Adeniyi, T		DO, SUBEB	08060169463
29	Adebayo O.R		Chair SBMC	08036593894
30	Bello, SO	Osun	DSM, SMOE	08034044990
31	Buraimoh		DSM, SUBEB	
32	Olawale AT		SEO, SUBEB	08032123868
33	Asuni, IO	Oyo	DSM, SUBEB	08037158321
34	Awolola, RO		STT Chair	08023841967
35	Ogunsina, O.A		Desk Officer SUBEB	08033625513
36	Doyin Orugun	UBEC	AD,SM	08034516977
37	Fatima Usman		P Mobiliser	08033110643
38	Onwuzurike Chijioke J		SSMO	08033316110
39	Tolulope Faokunla		SMO II	08065086194
40	Donald Anagande		SMO II	08032570197
41	Zulai s. Musa		SMO II	08066879412
42	Porbeni Bouwe		SMO II	08036761193
43	Dr JO. Olakulehin		ZC, SW	08033053585
44	Mansir Idris		ZC, NC	08036139724
45	Abdul Aisha		SC	08060144788
46	Kaseem Sidi Yusuf		SMO II	08066667755

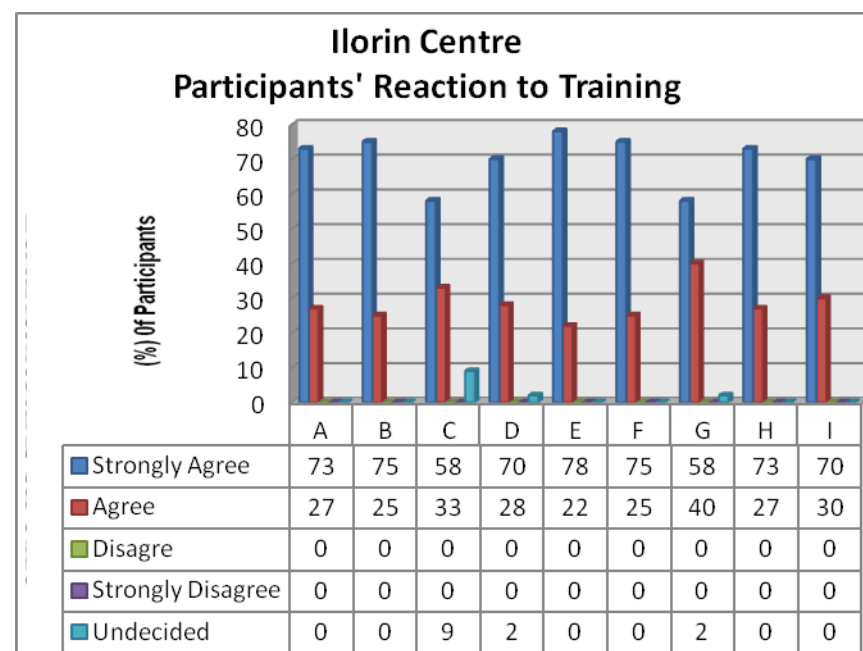
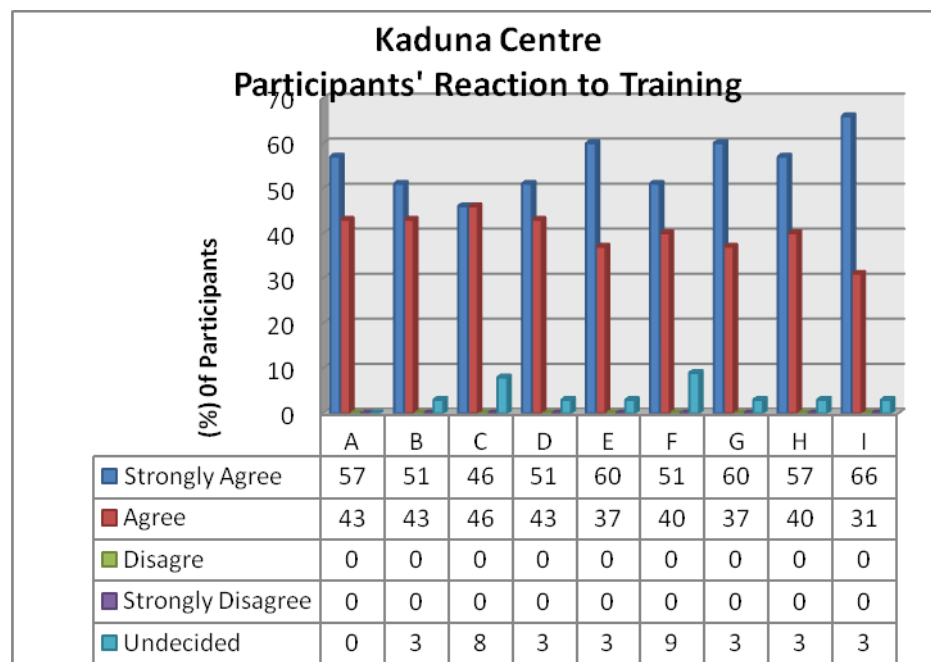
Annex 2: Gender Distribution at 6-Day Training of Trainers Workshops**Kaduna Centre
Gender Distribution****Ilorin Centre
Gender Distribution****Overall Gender
Distribution**

Annex 3: Time table - national development of School Based Management (SBM) System

6-Day Programme for the Training of Master Trainers for SBMC Roll-Out across Nigeria (December 2011-January 2012)

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8.30 – 9.00am	Registration	Daily Recap				
9.00 – 9.30am	<ul style="list-style-type: none"> Opening Prayers Opening Remarks Introduction 	Revised Guideline for SBMC Development Content - Plenary	Familiarisation with State Specific SBMC Policy Documents – Group Discussions	Advocacy Skills for Buy-in into SBM Development Process	Fundamental Skills for Developing SBMCs – 1. Facilitation Techniques	Fundamental Skills for Developing SBMCs – 3. Monitoring and Mentoring
9.30 – 10.00am	<ul style="list-style-type: none"> Participants' Expectations & Concerns Workshop Objectives 	Familiarisation with Revised Guideline for SBMC Development – Group Discussions	Plenary Discussions	Advocacy Skills for Buy-in into SBM Development Process	Fundamental Skills for Developing SBMCs – 1. Facilitation Techniques	Fundamental Skills for Developing SBMCs – 3. Monitoring and Mentoring
10.00 – 10.30am	TEA BREAK					
10.30 – 11.00am	SBM Concepts: Principles/Practice/Challenges	Familiarisation with Revised Guideline for SBMC Development – Group Discussions	Familiarization with State Specific SBMC Guidebook – Small Group Discussions	Familiarisation with New UBEC SBMC Trainers' Manual – Small Group Discussions	Fundamental Skills for Developing SBMCs – 1. Facilitation Techniques	CSO-Government Partnership (CGP) Experience sharing -How & Why it has worked? - Possible challenges to expect
11.00 – 11.30am	Plenary Discussions					
11.30 – 12.30pm	SBMC: Experience sharing on current status of SBMCs across the country -What has worked? & Why? -What has not worked? & Why?	Plenary Discussions	Familiarization with State Specific SBMC Guidebook – Small Group Discussions	Familiarisation with New UBEC SBMC Trainers' Manual – Small Group Discussions	Fundamental Skills for Developing SBMCs – 1. Facilitation Techniques	CSO-Government Partnership (CGP) Experience sharing -How & Why it has worked? - Possible challenges to expect
12.30 – 1.00pm	SBMC: The Process Approach in the 6 ESSPIN- supported States in Nigeria	Approach to Domestication of National Guidelines on SBMC Implementation	Plenary Discussions	Familiarisation with New UBEC SBMC Trainers' Manual – Small Group Discussions	Fundamental Skills for Developing SBMCs – 2. Participatory Training Methods	States' Action Planning on SBM Roll out
1.00 – 2.00pm	LUNCH & PRAYERS					
2.00 – 3.00pm	SBMC: The Process approach in 6 ESSPIN-supported states	Expected Outputs of Domestication Process -SBMC Policy -SBMC Guidebook	Plenary Discussions	Familiarisation with New UBEC SBMC Trainers' Manual – Small Group Discussions	Fundamental Skills for Developing SBMCs – 2. Participatory Training Methods	States' Action Planning on SBM Roll out-Group Work
3.00 – 3.30pm		Plenary Discussions	Advocacy Skills for Buy-in into SBM Development Process	Familiarisation with New UBEC SBMC Trainers' Manual – Small Group Discussions	Fundamental Skills for Developing SBMCs – 2. Participatory Training Methods	Plenary Presentation of States' Action Plans on SBM Roll out
3.30 – 4.00pm	TEA BREAK & PRAYERS					
4.00 – 5.00pm	Concept Note for the National Development of SBM Systems	Familiarisation with State Specific SBMC Policy Documents – Group Discussions	Advocacy Skills for Buy-in into SBM Development Process	Plenary Discussions	Fundamental Skills for Developing SBMCs – 3. Monitoring and Mentoring	<ul style="list-style-type: none"> Training Evaluation Closing Remarks Group Photograph
5.00 – 5.30pm	WRAP UP AND CLOSING PRAYERS					

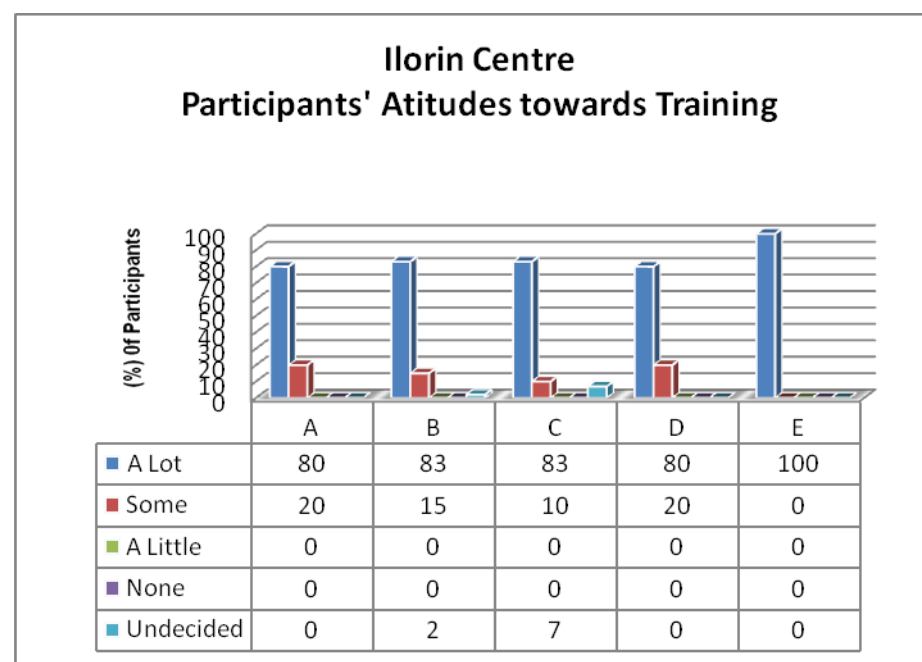
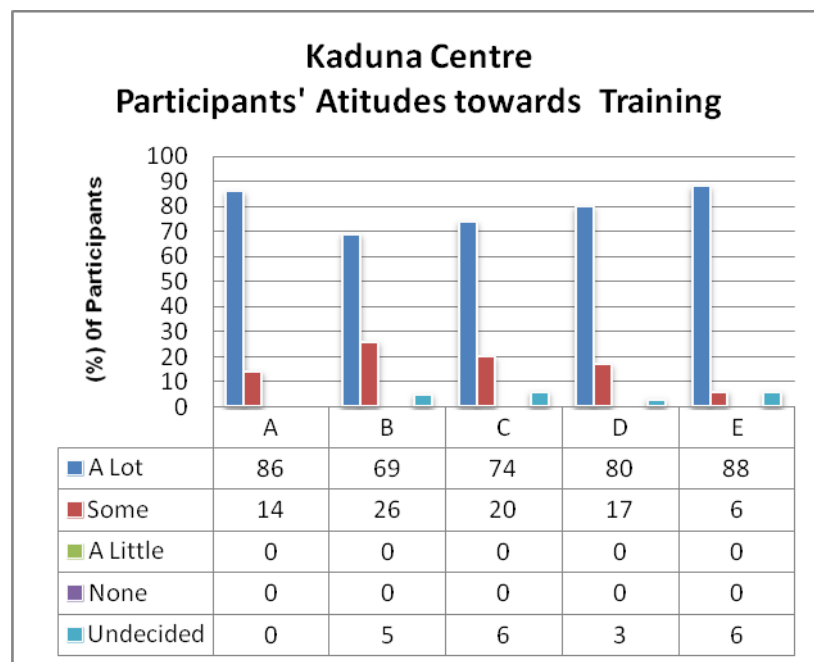
Annex 4: Participants' Reaction to Training



KEY TO MEASURED ITEMS

ITEMS	DESCRIPTION
A	Overall, my impression of the Training Programme was very good
B	The objectives of the programme were clearly stated
C	The workshop met the defined objectives
D	The workshop materials were both useful and easy to follow
E	The facilitators demonstrated thorough knowledge and understanding of the topics discussed
F	The facilitators presented the information in clear, understandable and professional manner
G	The training programme is related directly to my current job assignments
H	The training was participatory
I	The training will help me perform better as SBMC Trainer

Annex 5: Participants' Attitudes towards Training

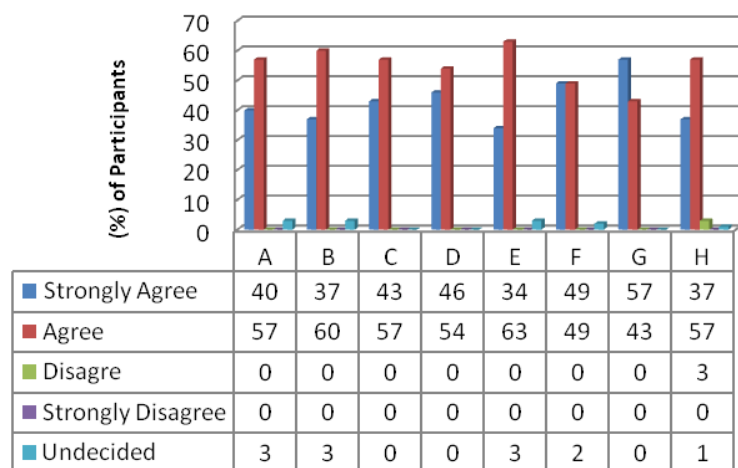


KEY TO MEASURED ITEMS

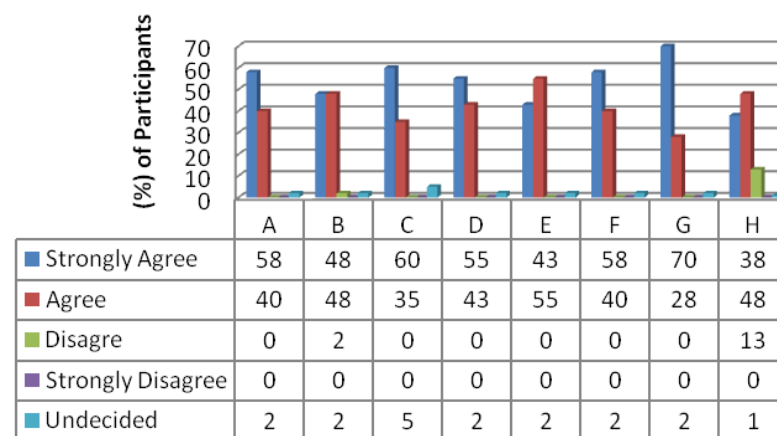
ITEMS	DESCRIPTION
A	Enjoyment: Did I enjoy the training programme?
B	New knowledge and ideas: Did I learn what I needed to?
C	New knowledge and ideas: Did I get some new ideas?
D	Applying the learning: Will I use the information and ideas?
E	Effect on results: Do I think that the ideas and information will improve my effectiveness and my outputs?

Annex 6: Participants' Self-Assessment of Facilitation Skills

Kaduna Centre
Participants' Self-Assessment on Facilitation Skills



Ilorin Centre
Participants' Self-Assessment on Facilitation Skills

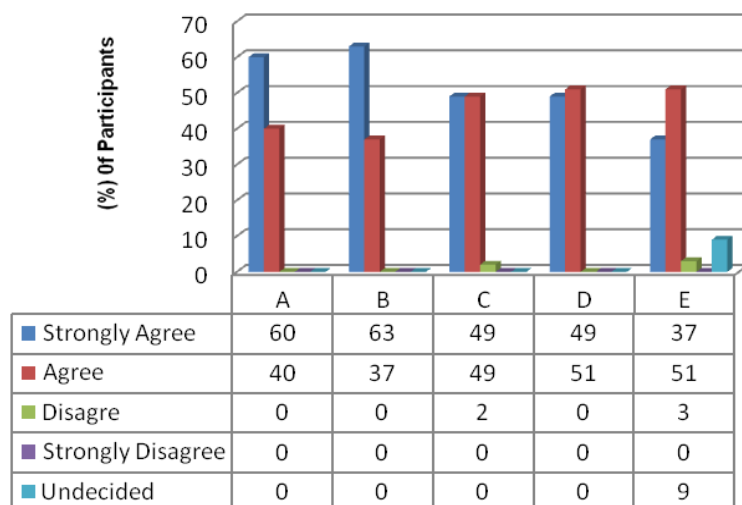


KEY TO MEASURED ITEM

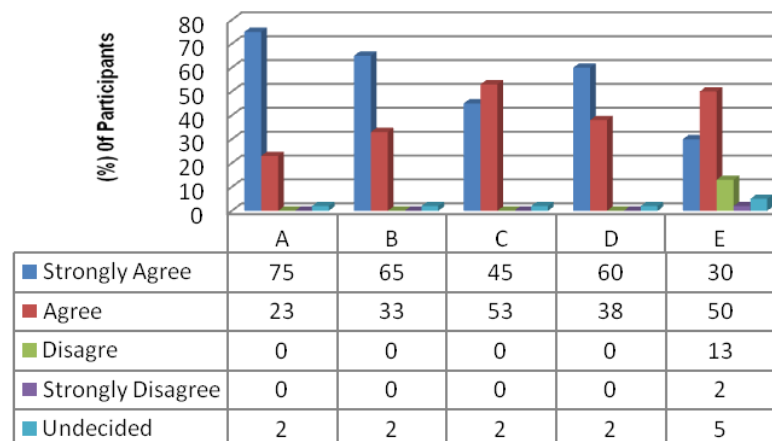
ITEMS	DESCRIPTION
A	My Team management ability has improved considerably
B	My ability to manage Time during sessions has improved
C	I am now confident in providing participants with necessary guidance
D	I am now better placed to elicit comments from participants during group presentations
E	My pedagogical abilities (audibility and class management) has improved
F	My ability to engage participants throughout the period of my facilitation has improved
G	The Section on “Roles of Effective Facilitators” contributed to the improvement of my facilitation skills
H	I will NOT need additional capacity development in facilitation skills

Annex 7: Participants' Self-Assessment of Advocacy Skills

Kaduna Centre
Participants' Self-Assessment on Advocacy Skills



Ilorin Centre
Participants' Self-Assessment on Advocacy Skills



KEY TO MEASURED ITEMS

ITEMS	DESCRIPTION
A	The main objective of Advocacy is now clearer to me as a result of my involvement in this workshop
B	This 6-Day workshop has exposed me to various methodologies involved in the conduct of an effective advocacy
C	I can now develop an advocacy framework based on the knowledge that I acquired at this workshop
D	The workshop has improved my ability to conduct an effective advocacy process
E	I will NOT need additional capacity development in advocacy skills

Annex 8: Flow-Chart of Tasks to be undertaken by SUBEBs in the Development of School Based Management (SBM) System

STAGE	DESCRIPTION OF TASKS	ADDITIONAL REMARKS
1	First Level Training of Master Trainers for SBMCs	Already carried out by UBEC with Technical Support of ESSPIN
2	a. State Level Visioning (SLV), Community Level Visioning (CLV) Meetings and the Harmonisation of results from SLV and CLV Meetings b. Domestication of the revised UBEC guideline into state-specific policy on SBMC c. Production of State-specific SBMC Guidebook	<ul style="list-style-type: none"> • Steps (a) to (c) are to be carried out by SUBEB with the Directorate of Social Mobilisation being responsible for each of the activities • The State Task Team (STT) will lead the SLV, CLV & the harmonisation meetings • UBEC will be monitoring the implementation of the activities • ESSPIN will provide Technical Support to (i)SLV, (ii)Harmonisation of SLV & CLV and (iii) domestication of the revised UBEC guidelines leading to the establishment of a state-specific policy document on SBMC and production of a state-specific SBMC Guidebook
3	a. Second Level training of CSOs and Social Mobilisation Desk officers at SUBEB and LGEA Levels. b. The CSOs and SUBEB Social Mobilisation Officers will be working in partnership throughout the implementation of the SBM system. This partnership is tagged CSO-Government Partnership (CGP)	<ul style="list-style-type: none"> • To be carried out by the Master Trainers. • UBEC would be monitoring and ESSPIN & NIEPA would provide Technical Support
4	a. Community Mobilisation; SBMC Activation b. Third Level Training of SBMCs in clusters of schools	<ul style="list-style-type: none"> • (a) to be carried out by CGP with supervision by STTs • (b) UBEC Monitoring; ESSPIN/NIEPA with Technical Support on CLV process format and reporting guidelines
5	Fourth Level Training for SBMC Desk Officers and CSOs on (i) Monitoring and (ii) Methodologies of providing Mentoring Support	<ul style="list-style-type: none"> • CGP to carry out Monitoring & Mentoring with Technical support by ESSPIN • Monitoring by STT & UBEC
6	Review, documentation of Lessons Learnt & Best Practices and their dissemination and eventual scale-up to other LGEAS	<ul style="list-style-type: none"> • UBEC & SUBEB with Technical Support by ESSPIN

Annex 9: Photo Gallery



Activities at the Kaduna Centre - 6-Day Workshop on School Based Management (SBM) Development 15-20 December 2011



Activities at the Ilorin Centre - 6-Day Workshop on School Based Management (SBM) Development 23-28 January 2012