

**KWARA STATE EDUCATION SECTOR PROJECT**

# **TRAINING REPORT**

**By**

**Dr. AbdulRaheem Yusuf (SP)**

**&**

**Mrs. Habibat Muazu (LSS)**

**School Development Scheme**

**Training of SBMC members**

**Held on 12<sup>th</sup> to 16<sup>th</sup> October 2009, at Kpada Cluster Training Centre**

## **INTRODUCTION**

The School Development Scheme (SDS) is one of the components of the Kwara State Education Reform Project called State Education Sector Project. The project is aimed at reforming the education sector and it is consistent with the commitment of the Kwara State Government to improve the quality of Education especially the Universal Basic Education.

## **OBJECTIVE**

The objective of this training is in line with the intended learning outcome which include the training of SBMC members to recognise the importance of school Development Planning; Identify the stages in school Development Planning undertake a school review in order to identify development needs.

## **TARGET PARTICIPANTS**

The training workshop was organised to equip participant with required skills necessary for the attainment of the intended learning outcome. The participants were specifically,

The 40 SBMC members of 8 selected schools.

## **Date**

The training started on Monday 12<sup>th</sup> to 16<sup>th</sup> October, 2009.

## **Venue**

The cluster training centre was Kpada Central School.

## **Arrival and Registration of Participants**

All the participants arrived at the cluster training centre on the 12<sup>th</sup> and were registered.

## **Methodology**

The Local School Supervisor interpreted in Nupe to enable the members who do not understand English Language to effectively participate. The workshop also employed co-operative and participatory approach for the training. In addition discussions, learning by experience and doing were used to enhance effective learning. Learning materials were also used by the facilitators namely Dr. A. Yusuf- S.P; and Mrs Muazu Habibat (L. S. S)

## **Working Events.**

The working took three (5) days as follows:

DAY 1: Monday 12<sup>th</sup> October, 2009

## **Opening Ceremony**

The service provider opened the workshop by welcoming the participants

## **Opening Prayer**

The activities started with a prayer by two (2) participants representing the Muslims and the Christians.

The participants were welcomed into the 5-day workshop the participants were advised to see their participation as service to the various communities they were representing. The participants were told to use the knowledge for the development of their schools.

## **Activity 1**

Title: Introduction to the workshop

Speaker: Dr. A. Yusuf

Dr. A. Yusuf introduced the participants to SDS which is being financed by the World Bank, in form of grant.

The participants were shown the intended learning outcomes pasted on the wall. They were told that the extent to which the participant would achieve the objectives depended on a number of factors which include punctuality, level of participation and activities in the

workshop. The participants were therefore, advised to put in their best and that everybody was there to learn.

Activity 2:

Title: Introduction of participants

Speaker: Dr. A.Yusuf and Mrs Muazu Habibat

In this activity, the participants were made to know each other using pairing technique. The participants were given 3 minutes each to introduce their partners.

Activity 3:

Title: Ground Rules

Speaker: Dr. A.Yusuf and Interpreted by Mrs Muazu Habibat (L. S. S)

The participants were asked to set rules which they thought would make the workshop to run smoothly.

The ground rules were as follow:

- (a) All participants should be punctual
- (b) Participant should not come late
- (c) Participants should not cause any distraction
- (d) No participant is allowed to engage in unnecessary movement.
- (e) Participant should obtain permission before moving or leaving their seat.
- (f) Phones should be switch off
- (g) Respect for others peoples views

The participants suggested sanctions for breaking the rules and were adopted.

Activity 4:

Title: How can SDS help my school

Speaker: Dr. A.Yusuf and Mrs Muazu Habibat (L. S. S)

Dr. A.Yusuf started with a brief discussion on school Development after which he pasted on the board an uncompleted sentence i.e school can developed by----

The participants now in their various groups were made to complete in many ways as possible they could.

The objectives of the school Development scheme were highlighted as follows:

- (i)Empower and support SBMCS to plan for and improve teaching and learning and participation their schools, especially for girls and the poor.
- (ii)Provide grants to the SBMC to help them achieve their improvement plans.

At this level, the facilitators gave the participants the method of calculation how much each of the selected schools would obtain.

Activity 5:

Title: An introduction to the planning cycle

Speakers: Dr. A.Yusuf and Mrs Muazu Habibat (L. S. S)

The facilitator informed the participants that before development could occur, there was need for planning. In planning, there were five questions to ask

- (1) Where do we want to go?
- (2) Where are we now?
- (3) How are we getting there?
- (4) How do we know we are getting there?
- (5) How do we know we have arrived?

Five participants were invited to hold the 5 questions as written on the flash card.

The participants were asked to rearrange the questions and know that there was no end in a cycle

Activity 6:

Title: who is involved in school for planning?  
Speaker: Dr A. Yusuf and Mrs Muazu Habibat (L. S. S)

Participants were asked to think of the thousand who have interest in the school and its activities.

Teachers, Pupils (Boys/Girls) parents (Fathers & Mothers), Government.

Participants were called out to show different levels of involvement using string to form web of involvement.

Activity 7:

Title: Developing a vision of a good school

Speaker: Dr. A. Yusuf.

The participants were told what a vision is all about. Here, 5 different aspect of school development were shown to the participants

- (1) A safe secure and welcoming environment
- (2) Conducive classroom.
- (3) A strong and shared school management
- (4) Adequate teaching and learning resources
- (5) Effective teachers.

In developing vision, it must reflect the views of all state holders, it must be realistic, measurable and achievable. Examples of vision statement were given e.g. I want my school to be a safe place.

Working in group, participants were asked to draft vision statement and peer review of the drafts was conducted.

Activity 8:

Title: Summary of the Day

All participants in a cycle were asked to say what they remember from the training day in only five (5) words.

Day 2

Opening prayer was offered by two participants who were a Muslim and a Christian.

The participants were welcome backs and the previous day activities were reviewed as the days activities were introduced.

Where are we now?

Here the participant were informed that this Here the participant were informed that they would require information and that they would do more of consultation (interview) to get the information sources f information. At school level, the report card would be used.

The participant were told that they would require all the stakeholder to provide their information listening skill, questioning skill and consultation skill were required to be able to conduct interview.

Activity1

Title: Improving listening skill

An exercise was conducted to make every one consider his value of contribution and also encourage a listening attitude in discussion

Every member is given the same number of matches and that a stock of the matches should be put in the centre of his group.

Step 2

Here the participants were tested on their listening behaviour. They were to draw as instructed.

Activity 2

Whose story matter?

Speaker: Dr. A. Yusuf and Mrs Muazu Habibat (L. S. S)

To show that people see things differently, copies of a picture of the duck/rabbit was given to all the participants.

Activity 8

Step 1

The participants were made to give reasons for questioning and that some questions lead to good discussion. Examples of questions were given to participants to critique.

Step 2

Here, the participants were informed that asking the right question is half the battle won when gathering data. Exercise on how questions were asked how to listen was done using cards A, B, and C.

Day 3: Conducting a Consultation

Step 1

The participants were divided into the various interest groups namely, boys, girls, father, mother and teacher. From each group, select interviewer and a recorder.

The participants were told to answer the questions from the perspective of the group they were representing.

Step 2

List of questions to be used were given the groups as shown in the school level manual.

Activity 4: Analysing Data

Step 1

At this stage the participants were told that the data they obtained from the interview were raw data that needed to be sorted out into strengths and weaknesses on different areas.

Step 2

Once the data has been sorted around strengths and weaknesses, the participants were asked to change the weaknesses to needs.

Step 3: How do we get there?

Title: Prioritising, target and activities

Speaker: Dr. A. Yusuf and Mrs Muazu Habibat (L. S. S)

Using the lists developed, the participants were made to prioritise the needs in each area using dot voting having three votes. This is also done across the 5 areas.

Activity 3:

Here the participants start to build their plan by describing what action they will take in order to achieve their goals. Participants will probably find this section difficult at first, so you will need to take them through the process carefully giving time to checking their progress and understanding.

Step 1

Participants were referred to the school Manual. Here the priority “**we need to improve the teaching of maths,**” has been redefined as a clear objective of what the school will do over the coming year to address the priority.

Step 2

Participants were made to set the objective, actions which need to be taken to meet that objective need to be agreed upon. The best way to do this is by brainstorming.

### Step 3

The next stage in the process is to develop indicators. Indicators are measures (signs) which tell us whether we are achieving our objective or not. Depending on the objective, you may list one or several indicators, which would show if the objective is being met.

### Step 4

The facilitator worked through the example with the class, each group was asked to complete the proforma for each of their priorities.

Working with each group, checking that they are clear on what they have to do. After the groups have completed their proforma, ask each group to present their results for one of their priorities to the whole class.

## Day 4: Costing activities and completing the plan

Identifying resources to meet priorities (Costing activities and completion of the plan)

To complete the plan, the resources for each activity need to be identified. Some of these activities will need financing. This is where the SBMC needs to take decisions on how that grants fund will be used and to produce estimated costing for funded activities.

### Step 1

The participants were taken through the example given in the Manual. The facilitator made sure to point out how each of the proformas links to each other as shown in the example above.

### Step 2

Ask each group to complete the proforma (planning sheet) for each of their priorities. Go around to each group and provide support where necessary.

### Step 3

The participants were told that once the groups have completed the proformas for each of their priorities they have now completed their plan. To endorse their completion, the sheets are signed off by the school head and chairpersons of the SBMC and the PTA.

## Monitoring and Evaluation

The participants were informed of the various levels of monitoring and evaluation to keep regular check on the activities of the SBMC against targets set. These include internal and external. The participants were informed that the SBMC is responsible for the day to day running of the programme, the LSS would ensure strict compliance of the implementation. Members were told that at the end of the year, consultation with the stake holders of the school to determine the impact of their development activities. The SBMC role played the activities by using interview

Day 5: The members reviewed the workshop by identifying challenges they may face in their schools. They also evaluated the workshop.

## OBSERVATION

It was observed that all the members were interested in the programme. All the members were favourably disposed and showed great eagerness to learn.

The high level of reception and hospitality to the service provider and the LSS were observed. However there is the need for increased transport allowance as it was also observed that the transport cost from Ilorin to Pategi and from there to Kpada was high. In essence the transport allowance provided by the firm was not commensurate with the cost and the risk involved.

Many schools were left with no teacher to teach the pupils. This happened due to the fact that many of the schools had only one teacher who participated in the programme.

In view of this, there is the need to employ more teachers for the reform to have impact on the pupils.

From the feedback of evaluation, the SBMC members, both male and female participants exhibited high performance and showed willingness to learn, especially the those who could be called the illiterates.

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## **School Development Scheme**

### **Training of SBMC members**

**Held on 26<sup>th</sup> to 30<sup>th</sup> October, 2009 at Lata Cluster Training Centre**

#### **INTRODUCTION**

The School Development Scheme (SDS) is one the components of the Kwara State Education Reform Project called State Education Sector Project. The project is aimed at reforming the education sector and it is consistent with the commitment of the Kwara State Government to improve the quality of Education especially the Universal Basic Education.

#### **OBJECTIVE**

The objective of this training is in line with the intended learning outcome which include the training of SBMC members to recognise the importance of school Development Planning; Identify the stages in school Development Planning undertake a school review in order to identify development needs.

#### **TARGET PARTICIPANTS**

The training workshop was organised to equip participant with required skills necessary for the attained of the intended learning outcome. The participants were specifically.

The SBMC members of 6 selected schools.

#### **Date**

The training started on Monday 26<sup>th</sup> to 30<sup>th</sup> October, 2009.

#### **Venue**

The cluster training centre was Lata Central School.

#### **Arrival and Registration of Participants**

All the participants arrived at the cluster training centre on the 26<sup>th</sup> and were registered.

#### **Methodology**

The workshop employed co-operative and participatory approach for the training. In addition discussions, learning by experience and doing were used to enhance effective learning.

Learning materials were also used by the facilitators namely Dr. A. Yusuf- S.P; and Mrs Muazu Habibat (L. S. S)

### **Working Events.**

The working took five days as follows:

DAY 1: Monday 26<sup>th</sup> June, 2008

### **Opening Ceremony**

#### **Prayer:**

The activities started with a prayer by two (2) participants:

The service provider opened the workshop by welcoming the participants

The participants were welcome into the 5-day workshop the participants were advised to see their participation as service to the various communities they were representing. The participants were told to use the knowledge for the development of their schools.

#### Activity 1

Title: Introduction to the workshop

Speaker: Dr. A.Yusuf and Mrs Muazu Habibat

Dr. A.Yusuf introduced the participants to SDS which is a component among the many components that make up State Education Sector Project (SESP) which is 4-years project aimed at revolutionising education in Kwara State. The project is being financed by the World Bank in form of grant.

The participants were shown the intended learning outcomes pasted on the wall. They were told that the extent to which the participant would achieve the objective depended on a number of factors which include punctuality, level of participation and activities in the workshop. The participants were therefore, advised to put in their best and that everybody was there to learn.

#### Activity 2:

Title: Calling to know each other

Speaker: Dr. A.Yusuf and Mrs Muazu Habibat

In this activity, the participants were made to know each other using pairing technique. These participants were given 3 minutes each to introduce their partners.

#### Activity 3:

Title: Rules and Boundaries

Speaker: Dr. A.Yusuf and Mrs Muazu Habibat

The participants were asked to set rules which they thought would make the workshop to run smoothly.

The ground rules were as follow:

- (h) No sleeping
- (i) All participants should be punctual
- (j) Participant should not come late
- (k) Participants should not cause any distraction
- (l) No participant is allowed to engage in unnecessary movement.
- (m) Participant should obtain permission before moving or leaving their seat.
- (n) Respect for others peoples views

The participants suggested sanctions for breaking the rules and were adopted.

#### Activity 4:

Title: How can SDS help my school?

Speaker: Dr. A.Yusuf and Mrs Muazu Habibat

A brief discussion on School Development was done after which on the board a flip chart with uncompleted sentence was pasted i.e school can developed by----

The participants now in their various groups were made to complete in many ways as possible they could.

The objectives of the school Development scheme were highlighted as follows:

(i) Empower and support SBMCS to plan for and improve teaching and learning and participation their schools, especially for girls and the poor.

(ii) Provide grants to the SBMC to help them achieve their improvement plans.

At this level, the facilitators gave the participants the method of calculation how much each of the selected schools would obtain.

#### Activity 5:

Title: Summary of the Day

All participants in a cycle were asked to say what they remember from the training day in only five (5) words.

#### Day 2

Opening prayer was offered by two participants who were a Muslim and a Christian.

The Dr. A.Yusuf and Mrs Muazu Habibat welcome back participants and the previous day activities were reviewed as the day activities were introduced.

Title: An introduction to the planning cycle

Speakers: Dr. A.Yusuf and Mrs Muazu Habibat

The facilitators informed the participants that before development could occur, there was need for planning. In planning, there were five questions to ask

(6) Where do we want to go?

(7) Where are we now?

(8) How are we getting there?

(9) How do we know we are getting there?

(10)How do we know we have arrived?

Five participants were invited to hold the 5 questions as written on the flash-cards.

The participants were asked to rearrange the questions and know that there was no end in a cycle

#### Activity 6:

Title: who is involved in school for planning?

Speaker: Dr. A.Yusuf and Mrs Muazu Habibat

Participants were asked to think of those who have interest in the school and its activities.

Teachers, Pupils (Boys/Girls) parents (Fathers & Mothers), Government.

Participants were called out to show different levels of involvement using string to form web of involvement.

#### Activity 7:

Title: Developing a vision of a good school

Speaker: Dr. A. Yusuf.

The participants were told what a vision is all about. Here, 5 different aspect of school development were shown to the participants

(6) A safe secure and welcoming environment

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In developing vision, it must reflect the views of all stake holders; it must be realistic, measurable and achievable. Examples of vision statement were given e.g. I want my school to be a safe place.

Working in group, participants were asked to draft vision statement and peer review of the drafts was conducted.

Where are we now?

Here the participant were informed that this Here the participant were informed that they would require information and that they would do more of consultation (interview) to get the information. The sources of information at school level consisted of the students' report card and teachers report.

The participants were told that they would require all the stakeholders to provide their information. Listening skill, questioning skill and consultation skill were required to be able to conduct interview.

Activity1

Title: Improving listening skill

An exercise was conducted to make every one consider his value of contribution and also encourage a listening attitude in discussion

Every member is given the same number of matches and that a stock of the matches should be put in the centre of his group.

Step 2

Here the participants were tested on their listening behaviour. They were to draw as instructed.

Activity 2

Whose story matter?

Speaker: Dr. A. Yusuf and Mr. Irogun M.A

To show that people see thing differently, copies of a picture of the duck/rabbit was given to all the participants.

Activity 8

Step 1

The participants were made to give reasons for questioning and that some questions lead to good discussion. Examples of questions were given to participants to critique.

Step 2

Here, the participants were informed that asking the right question is half the battle won when gathering data. Exercise on how questions were asked how to listen was done using cards A, B. and C.

Summary of the Day

All participants in a cycle were asked to say what they remember from the training day in only five (5) words.

Day 3

Opening prayer was offered by two participants who were a Muslim and a Christian.

The participants were welcome back and the previous day activities were reviewed.

Activity 3: Conducting a Consultation

Step 1

The participants were divided into the various interest groups namely, boys, girls, father, mother and teacher. From each group, select interviewer and a recorder.

The participants were told to answer the questions from the perspective of the group they were representing.

#### Step 2

List of questions to be used were given the groups as shown in the school level manual.

#### Activity 4: Analysing Data

##### Step 1

At this stage the participants were told that the data they obtained from the interview were raw data that needed to be sorted out in to strengths and weaknesses on different areas.

##### Step 2

Once the data has been sorted around strengths and weaknesses, the participants were asked to change the weaknesses to needs.

How do we get there?

Title: Prioritising, target and activities

Speaker: Dr. A. Yusuf and Mr. Irogun M.A

Using the lists developed, the participants were made to prioritise the needs in each area using dot voting having three votes. This is also done across the 5 areas.

#### Activity 3:

Here the participants start to build their plan by describing what action they will take in order to achieve their goals. Participants will probably find this section difficult at first, so you will need to take them through the process carefully giving time to checking their progress and understanding.

##### Step 1

Participants were referred to the school Manual. Here the priority “**we need to improve the teaching of maths,**” has been redefined as a clear objective of what the school will do over the coming year to address the priority.

##### Step 2

Participants were made to set the objective, actions which need to be taken to meet that objective need to be agreed upon. The best way to do this is by brainstorming.

##### Step 3

The next stage in the process is to develop indicators. Indicators are measures (signs) which tell us whether we are achieving our objective or not. Depending on the objective, you may list one or several indicators, which would show if the objective is being met.

##### Step 4

The facilitator worked through the example with the class, each group was asked to complete the proforma for each of their priorities.

Working with each group, checking that they are clear on what they have to do. After the groups have completed their proforma, ask each group to present their results for one of their priorities to the whole class.

Summary of the Day

The participants were asked to say what they remember from the training day in only five (5) words.

Day 4:

Opening prayer was offered by two participants who were a Muslim and a Christian.

The participants were welcome back and the previous day activities were reviewed.

### **Costing activities and completing the plan**

Identifying resources to meet priorities (Costing activities and completion of the plan)

To complete the plan, the resources for each activity need to be identified. Some of these activities will need financing. This is where the SBMC needs to take decisions on how that grants fund will be used and to produce estimated costing for funded activities.

Step 1

The participants were taken through the example given in the Manual. The facilitator made sure to point out how each of the proformas links to each other as shown in the example above.

Step 2

Ask each group to complete the proforma (planning sheet) for each of their priorities. Go around to each group and provide support where necessary.

Step 3

The participants were told that once the groups have completed the proformas for each of their priorities they have now completed their plan. To endorse their completion, the sheets are signed off by the school head and chairpersons of the SBMC and the PTA.

### **Monitoring and Evaluation**

The participants were informed of the various levels of monitoring and evaluation to keep regular check on the activities of the SBMC against targets set. These include internal and external. The participants were informed that the SBMC is responsible for the day to day running of the programme, the LSS would ensure strict compliance of the implementation.

Members were told that at the end of the year, consultation with the stake holders of the school to determine the impact of their development activities. The SBMC role played the activities by using interview

Day 5: The members reviewed the workshop by identifying challenges they may face in their schools. They also evaluated the workshop.

### **OBSERVATION**

It was observed that all the members were enthused with the programme. All the members were favourably disposed and should great willingness to learn. Many of the members arrived the training centre as early as 8.00 a.m. from far distance. Two member sustained minor injury from motor bike accident while coming for the programme from their village.

The ES also exhibited high level of reception and hospitality to the service provider.

1. From the feedback of evaluation, the SBMC members showed willingness to learn. Both male and female participants exhibited fairly good performance.

### **SUGGESTION**

It is suggested that transport allowance should be increased to ten thousand naira/trip