



SOKOTO STATE GOVERNMENT



**EASY-TO-USE
MONITORING TOOL FOR
SCHOOL BASED MANAGEMENT
COMMITTEE**



SOKOTO

CAPITAL: SOKOTO



POPULATION

4million
90/km²
[35,000 sq mi]



GDP

\$5billion
Per Capita
\$1,274



CREATED

1976
February
1976



TOTAL AREA

27km
25,973 Km²
[10,028 sq mi]

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FOREWORD

The Sokoto State Government upholds education as a vital instrument for bridging the inequality gap, empowering the people, and also for the development of citizens, the state, and the country at large. Due to its importance the educational sector has attracted a lot of attention in the state, and the Sokoto State Government has placed a lot of emphasis on it through its policies and programs, making it the centre of its activities.

Several measures have been taken by the state government to revamp the sector and to equip it to deliver its mandate. One of the major components of the State of Emergency on Education in the state is the initiation of the Right to Education Bill 2016 to protect the right to education for children in the state. It is a fact that education is the best legacy that governments or parents can bequeath to the populace, and the Sokoto State Government is ever working to that effect.

Another step taken by the state government is the restructuring of its School Based Management Committees (SBMC), which are recognized by the state as an important instrument for achieving better learning outcomes for children.

This manual was developed by ActionAid Nigeria using the Promoting Rights in School (PRS) Framework and will go a long way to ensuring the efficiency and effectiveness of the SBMCs in carrying out their duties, and ultimately, in ensuring the successful monitoring and implementation of the 10 rights of the PRS initiative.

HON. MUHAMMAD JABBI KILGORI

Honourable Commissioner
Ministry of Basic and Secondary Education
Sokoto,
Sokoto State

ACKNOWLEDGEMENTS

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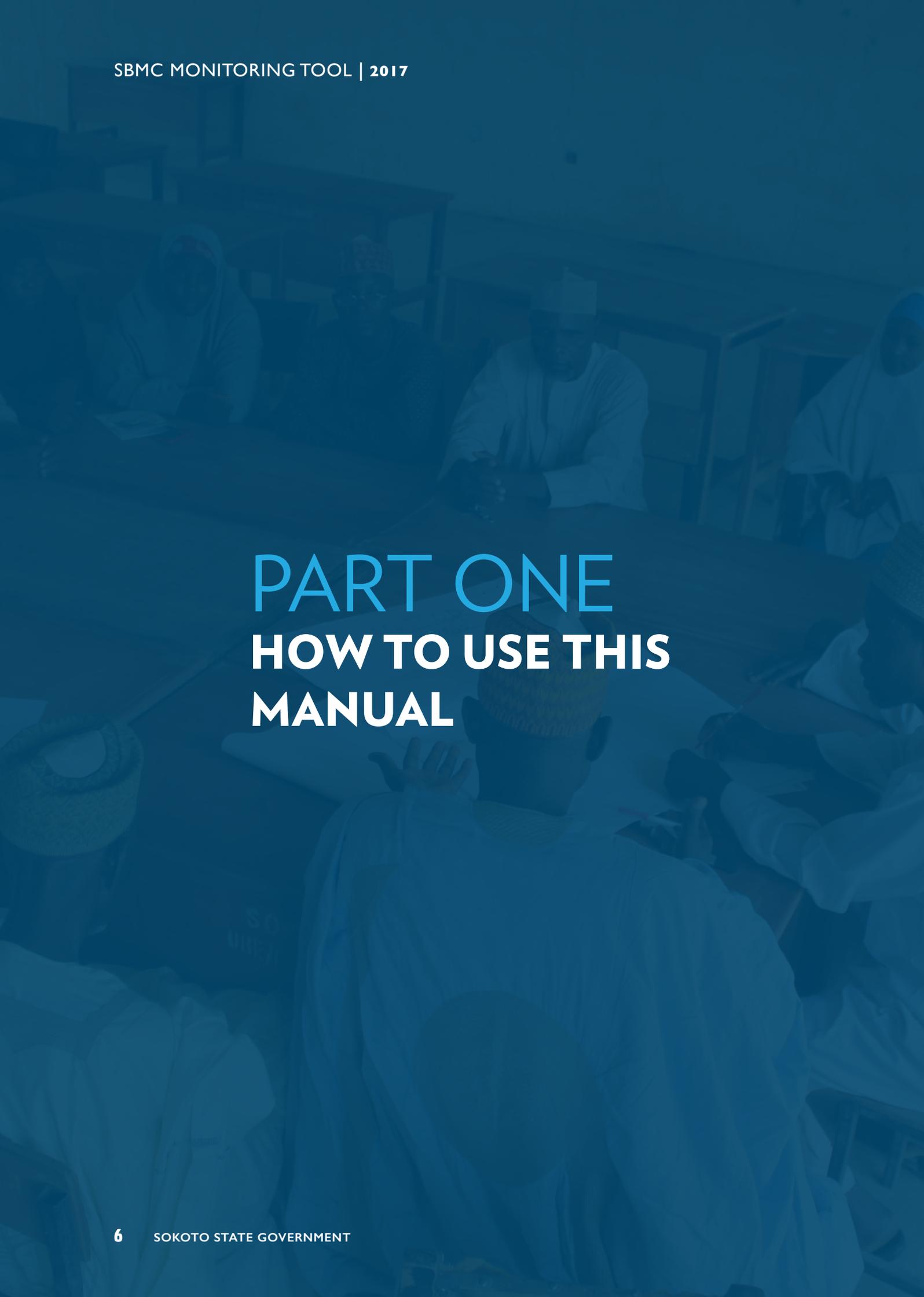
We also say a big thank you to the Ministry of Basic and Secondary Education, the Universal Basic Education Board, the State Agency for Mass Education and Civil Society Collation Education for All (CSCEFA).

Special thanks go to the consultant Dr. Aisha Abdullahi Ibrahim of the Department of Curriculum Studies and Educational Technology at the Usmanu Danfodiyo University, Sokoto, and all ActionAid members of staff who worked round the clock to ensure that this manual has become a reality.

Finally, to the MacArthur Foundation, we will ever remain grateful for the opportunity given to us to make positive change in the lives of those who ordinarily would have been unreachable.

ANDREW MAMEDU

Education Team, ActionAid Nigeria



PART ONE

HOW TO USE THIS MANUAL

CHAPTER ONE

INTRODUCTION

No nation grows beyond the capacity of its educational system. Education is the bedrock of development and progress, both at the individual and the national level. Without sound education, the structure of the society will be one whereby semi-informed individuals are administering the affairs of the society, inducing chaos and inhibiting development. This makes education all the more important for the development of any nation.

Perhaps the most sensitive level in the educational sector is the basic education (primary and junior secondary levels), because a solid foundation sets the course for success and accomplishment. The future lies in hands of children who will one day grow up to become leaders of the society, and are most vulnerable. Therefore, any reformation of education at the basic level is an attempt to carve out a path for the development of a nation. Following this principle, successive governments have come up with various policies and programs in a bid to salvage the educational sector.

One of such policies is the National Policy on Education (NPE), first published in 1977 which is an extensive document serving as a guide for effective and efficient education at all levels. Implementation of such guides necessitates regular supervision to deter derailment. Hence, one of the provisions of the NPE is that of "quality assurance". The various ministries of education at all levels and the federal quality assurance agency shall monitor, supervise and inspect all schools in the level below tertiary education, in a bid to maintain set standards.

In view of the importance of education especially at the basic level, the Universal Basic Education Commission (UBEC), together with the State Universal Basic Education Board (SUBEB), was constituted in 1999. The UBEC has done a great deal in providing greater access to, and ensuring the quality of basic education throughout Nigeria. Despite these efforts, the Nigerian government has not successfully achieved its set task due to its bureaucratic makeup and the paucity of funds.

To compliment the government's efforts, several international organisations like ActionAid, the British Council, UNESCO, and USAID have come up with several projects aimed at fast tracking the developments of the sector. Notable among them are the girl child education initiatives, teacher training programmes, and the Education for All initiative (EFA), which are all geared towards the attainment of the former millennium development goals (MDGs), the new sustainable development goals (SDGs), and other international conventions and protocols.

Adding their own quota to strengthen public education, ActionAid, in collaboration with the Right to Education Project, initiated a framework called Promoting Rights in Schools (PRS) within which they defined 10 rights that best represent the "ideal" school for capacity development. The PRS initiative is inspired by the education and human rights frameworks, UNICEF's global Child-Friendly Schools, and the UK-focused Rights Respecting Schools Awards initiatives. The 10 Rights are extracted from international human rights treaties or conventions, and they focus on the "4As" framework (education should be Available, Accessible, Acceptable, Adaptable) developed by the late Katarina Tomasevski.

The PRS initiative aims to strengthen the capacity of students, children, and all relevant stakeholders to engage in the advocacy for quality education, utilising the 10 Rights as tools. The goals and objectives of the initiative are to be achieved through the School-Based Management Committees (SBMCs), an initiative composed of all relevant stakeholders in the school and in the community. The need for SMBCs was recognised across the federation long before the PRS; however they have not effectively achieved their set purpose.

Towards rejuvenating SMBCs, ActionAid Nigeria has developed this easy-to-use, easy-to-understand how-to manual that will guide the operations of SMBCs in school management and monitoring the rights of children. Because SMBCs are composed of individuals from diverse backgrounds, the manual will be simple and concise, and it will communicate in a tone that can be understood by all.

If the PRS initiative is successfully implemented, it help set education at the basic level on a path to effectiveness and efficiency. It will increase pupil enrolment, retention, attendance, completion, and transition in all levels of basic and post basic education. This will improve the overall school system, increase adherence to standards, and place the system in a position to best serve its purpose.

BACKGROUND/JUSTIFICATION

The School-Based Management Committees serves as a bridge between the school, the community, the government and the pupils. The efficacy of SMBCs has been tested all around the world and its ability to improve quality of education, especially at the basic level, has been repeatedly proven. More so, the SMBC initiative has been identified as an instrument through which the application of the 10 Rights contained in the PRS initiative can be closely monitored and supervised, so as to ensure adherence.

Thus, it is tantamount that a suitable manual to guide the operation of the committee is made available for the efficiency and effectiveness of the SMBC and the success of the PRS initiative. The manual will be a blueprint of the entire operation of the committee and will help increase the capacity of trainers to train the SMBC members and equip them with the necessary skills and knowledge to perform their tasks.

WHAT THE MANUAL IS INTENDED FOR

The manual is intended for the following:

- To increase the capacity of trainers in training and mentoring of SMBC members
- To specify the training package for training the SMBC members
- To guide the operation of the SMBC
- To provide the tools and measures necessary for the SMBC members to perform their tasks

WHAT THE MANUAL ATTEMPTS TO DO

The manual, which is the norm of the SBMC, attempts to coordinate and direct the operations of the committee by speaking directly to every relevant stakeholder in an easy-to-understand way in order to facilitate its success.

WHAT THE MANUAL ATTEMPTS NOT TO DO

- The manual is not aimed at subjecting SMBC members to strict guidelines that will inconvenience them.
- The manual is not intended to sideline the values, customs, beliefs and aspirations of the community members, but rather to facilitate their achievements.
- The manual is not intended to assign roles and responsibilities beyond the capacity of the SMBC and its members.
- The manual is not a government policy; hence, it is not intended to substitute but rather to facilitate their achievement.

CONCLUSION

The SBMC simplified manual is not a rigid document; users have the latitude to use their discretion in an unforeseen situation(s). The fundamental aim of this manual is to serve as an easy-to-understand, easy-to-use document as well as to facilitate the operations of the SBMC and the monitoring of the 10 Rights of children, ensuring that they are honoured by all relevant stakeholders.

CHAPTER TWO

The following are the expected roles of the School-Based Management Committee:

1. The SBMCs are to serve as a bridge between the community and the school concerned in order to foster understanding and cohesion for the overall development of the school
2. Collaborate with the community and the school to ensure accountability, adherence to standards, better school management and ultimately a better quality education for children by performing oversight functions on the school.
3. The SBMCs are expected to perform monitory roles on school infrastructure, buildings, and other government provisions and ensure their regular maintenance.
4. The SBMCs are to perform oversight functions on the finances made available to the school, and they may mobilise funds from the community to finance school activities.
5. The committee must participate in the planning process of the school.
6. Ensure the engagement of qualified teachers and check them against indiscipline.
7. Monitor students' enrolment, retention transition and educational progress.
8. Ensure a high standard for instructional materials, as well as, for the curriculum of instruction administered to students.
9. To foster reporting and accountability by creating an avenue where the government, the community, and all relevant stakeholders can participate in the decision-making that affects the school, as well as promote partnership, participation, and inclusion among all parties.
10. Ensuring the effective participation of women, by fostering their inclusion in the developmental activities of the school.
11. Monitoring and ensuring positive learning achievements.

MEMBERSHIP OF THE SBMC

- | | |
|---|----------|
| 1. Community leader (District/Village or Ward Head) | Chairman |
| 2. Religious leader | Member |
| 3. One male teacher in the school | Member |
| 4. One female teacher in the school | Member |
| 5. Community women's leader | Member |
| 6. One former pupil (male) of the school | Member |
| 7. One former pupil (female) of the school | Member |
| 8. The head boy of the school | Member |
| 9. The head girl of the school | Member |

10. The school's PTA representative	Member
11. Representatives of youth organisations	Member
12. Representatives of civil society organisations	Member
13. A philanthropist	Member
14. Representative of the community artisans	Member
15. An artisan	Member
16. The school's head teacher	Secretary

ROLE OF TECHNICAL WORKING GROUP

TERMS OF REFERENCE

- Finalise the development, piloting and testing of the low literacy manual
- Monitor and ensure the proper implementation of the SBMC's low-literacy manual activities
- Collate and analyse data from the SBMCs in the state
- Liaise with the steering committee in facilitating capacity-building activities
- Identify the training needs of the SBMC in the administration of the manual
- Develop simple tools and checklists
- Liaise with the steering committee in conducting advocacy

PEOPLE WHO CONSTITUTE THE TECHNICAL WORKING GROUP

S/No	From	No of persons	Position
1	Social Mobilisation Director	1	Chairman
2	School Services Director; SUBEB	1	Member
3	Quality Assurance Director (SUBEB)	1	Member
4	Inspectorate Director; MOE	1	Member
5	Planning Director (SUBEB, MOE)	2	Member
6	Agency for Female Education	1	Member
7	Ministry of Women Affairs	1	Member
8	State SBMC Chair	1	Member
9	CSACEFA	1	Member
10	FOMWAN	1	Member
11	Arabic Board	1	Member
12	Christian Board	1	Member
13	Academia	1	Member
14	One Principal	1	Member
15	Human Right Commission	1	Member
16	SBMC Desk officer	1	Secretary
	Total	17	

INFORMATION FLOW CHART
STATE STEERING COMMITTEE



SBMC Issues	Social Mobilisation Dept.
School clubs and societies	School Services
Inspection M & E	Inspectorate SUBEB
	Inspectorate MOE
School Renovation and Construction Needs	Planning Dept., SUBEB
	Planning Dept., MOE
Gender Equity, Quality and Enrolment	Agency for Female Education
Child welfare and child-related issues	Ministry of Women Affairs
SBMC issues	State SBMC
CSO Engagement	CSACEFA
	FOMWAN
Islamic/Christian related issues	Arabic/ Christian Board
Experience	One Principal
Child rights violation	Human Right Commission
Gives Professional Advice	Academia

TECHNICAL WORKING GROUP



LGEA



SCHOOL / COMMUNITY

TIMING OF MEETING

The TWG should meet in the third week of every month (before the monthly meeting of State level steering committee).

DATA COLLECTION

The tools for data collection will be categorized into four types: key informant interviews, focus group discussions, observations and checklists. Each of the 10 Rights will be classified under the appropriate tool to collect information in its right regard.

KEY INFORMANT INTERVIEW;

- Right to free and compulsory education
- Right to participate

FOCUS GROUP DISCUSSION

- Right to non-discrimination
- Right to know your rights
- Right to transparent and accountable schools

OBSERVATION

- Right to quality trained teachers
- Right to a safe and non-violent environment
- Right to relevant education
- Right to quality learning

CHECKLIST

- Right to adequate infrastructure

CHAPTER THREE

TRAINING

The SBMC members will be trained on how to use the manual to effectively monitor the 10 Tights in the PRS. The training will take place during end of term break.

It will be held over the course of seven days. The introduction of the manual and other relevant issues (climate setting, introduction, expectations and concerns, objectives, ground rules) will take place on the first day. The breakdown for the introduction will be as follows:

- i. Getting to know ourselves
- ii. Getting to know the manual, and what it is intended for
- iii. What monitors should monitor, verify, ensure, analyse, and report, as well as where to report, and what to do in case of mishaps

Participants will look into two rights each day for the next five days. The last day will be for observations, matters arising, resolutions and conclusions, and other relevant issues.

When school resumes, the SBMC members will implement and monitor the establishment of the PRS, while at the same time taking reports on the deficiencies of the manual, problems encountered with the school management, parents, the children, and the timeline of responses by relevant stakeholders when issues are forwarded to them. At the end of the break, the trained SBMC members will submit their reports to be worked upon. Arrangements will be made for a meeting inviting all the relevant stakeholders for deliberation on:

1. Issues raised from the monitors' report
2. Possible causes of mishaps in relation to
 - i. Village heads
 - ii. School management
 - iii. Teachers
 - iv. Parents
 - v. PTA
 - vi. Students/pupils
 - vii. Improper manning
 - viii. Interpersonal communication
 - ix. Channels of communication etc
3. Problems encountered in the use of the manual
4. Problems encountered in the analysis of issues

5. Problems encountered contacting relevant stakeholders

Modifications will be effected on the manual if need be, and necessary actions will be taken on reports submitted by the trained SBMC members.

MATERIALS FOR TRAINING

1. Simplified SBMC monitoring module
2. Promoting Rights in School (PRS) manual
3. Matrix form
4. Flipchart
5. Markers
6. Masking tape
7. Writing materials (pens, jotters, etc.)
8. Scissors
9. Cardboard Paper

TRAINING MODULES

The simplified manual is going to be divided into five modules. Each module will treat two rights:

- Module one: Right to free and compulsory education, Right to non-discrimination
- Module Two: Right to adequate infrastructure, Right to quality trained teachers
- Module Three: Right to a safe and non-violent environment, Right to relevant education
- Module Four: Right to know your right, Right to participate
- Module Five: Right to transparent and accountable schools, Right to quality learning

FACILITATION TOOLS

1. White board
2. Marker
3. Eraser
4. Writing materials

KEY TOOLS

Training on FGDs (development FGD guide perform role play, you need a lead facilitator, note taker)

I. Community mapping/house listing (what steps are involved)

For a hitch-free community mapping and listing

- i. The community head should at first be informed and also engaged. Get the community head to fix the date for the mapping and listing. The head should also be part of the community mapping, but has choice to participate in the house listing.

- ii. Inform or invite all the people who will participate in the house listing and coverage
- iii. Get all the facilities needed for house listing as follows:
 - a. Marker/paint
 - b. Transportation
 - c. Food and water
 - d. Praying materials
 - e. Drawn map for the house listing
 - f. Stipulated timing
 - g. Recording tools
 - h. Scissors/cardboard papers/gum

2. KII (Using role play)

This tool is used to obtain information from the child or person that is affected directly. Steps to follow:

- i. Build trust and understanding with the affected student or teacher by being emphatic
- ii. Demonstrate confidentiality and the ability to render help or support
- iii. Listen attentively; don't interrupt or put words into the other person's mouth

4. (Group Work)

This was developed to ease the work of monitors and for easy analysis and conclusion of observed CRC. The red light signifies negative situation and responses. The green light signifies positive responses and situation while the amber colour signifies not bad, but not good enough.

5. Problem Tree (Group Work)

This tool is meant to analyse complex issues that may have root causes and consequences. The trunk of the tree symbolizes the issue in question, and the root of the tree represents the causes of the problems. The branches represent the consequences, the products of the root, and the fruit symbolise possible solutions. The analysis starts from the trunk, which is the issue in question. The outcome of the analysis will be symbolized in the branches of the tree which might be positive or negative.

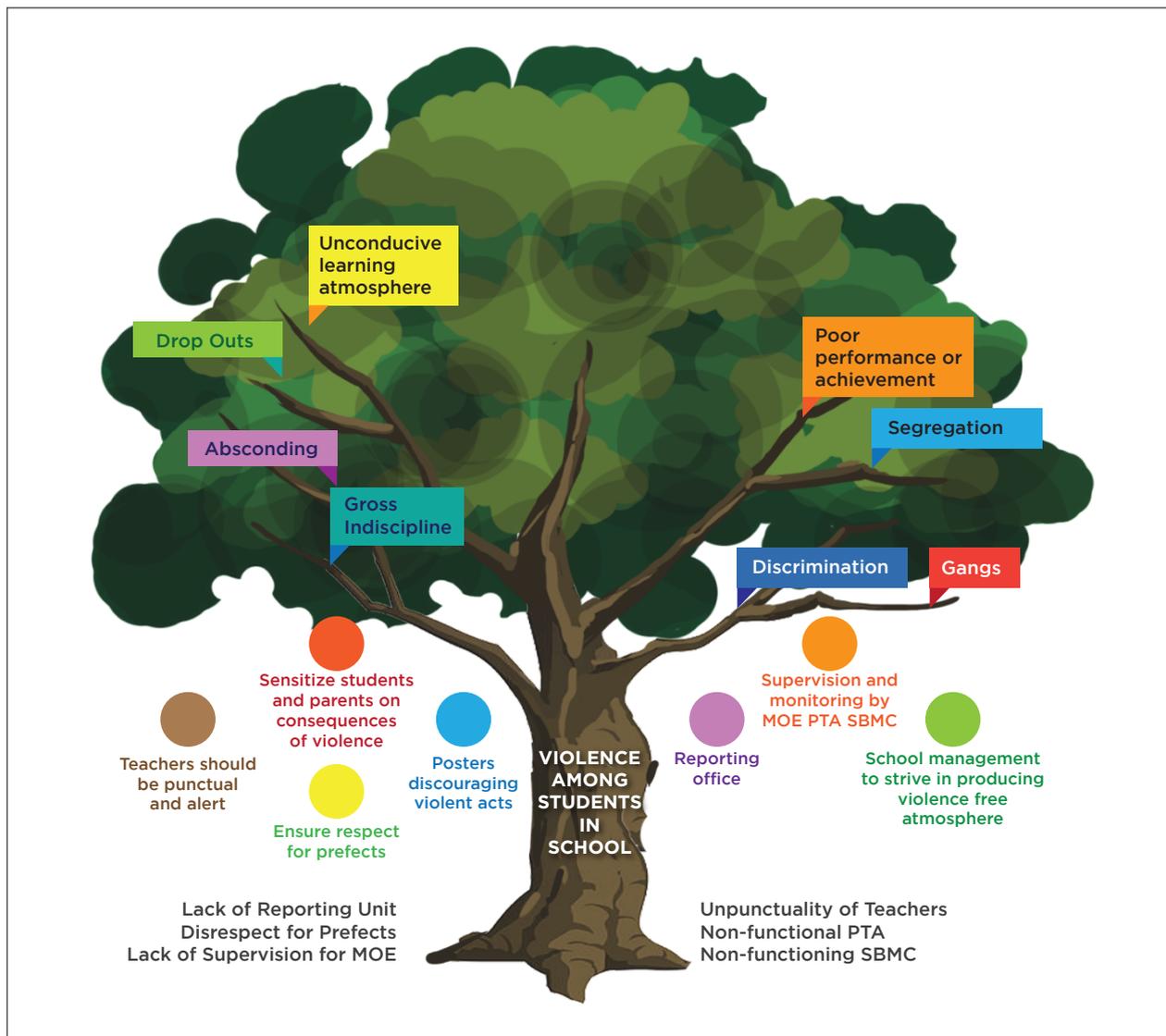
6. Observation (Field Work)

This is done through obtaining information directly. In this method, the observer is able to obtain first-hand information by directly being a witness to the behaviours, objects, situations or events in question. There are two types of observation: participant and non-participant.

7. Ranking

Ranking is done through preparing a scale of preference in order of importance to participants on various issues. This entails ranking problems or issues in accordance with their level of importance to participants.

A pair ranking method can be used for this purpose. It entails participants comparing each variable against all other variables by using a matrix form. At the end of the exercise, the variable with the highest score is declared the most important.



STEPS FOR RANKING

- I. Ask participants to select five or six issues/concerns/desired changes etc. from those emerging from their previous mapping exercises and discussions. Ask participants to write the same issues on new cards twice or to select objects that can represent each of the issues (e.g., a pencil for education)
- II. Ask participants to construct a matrix on the ground, using string or other available materials, or to draw a matrix on a large piece of paper.
- III. Ask participants to give the matrix headings by placing one set of cards or objects along the top of the matrix. They then place the second set of cards with the same headings and in the same order down the left-hand side of the matrix.
- IV. Ask participants to discuss, through comparison, which problems are more important and why. First ask participants to put a line through the boxes that try to compare two things that are the same, e.g. "can we compare drugs with drugs?" Using a stick or piece of string or marking a big cross. They can also put a line through boxes that are repeated (e.g. land/education, education/land) so that half of the boxes in the matrix will be crossed out.
- V. Now ask participants to compare two different things, e.g. drugs and HIV/AIDS. Encourage them to discuss the two issues (or desired changes etc.) and give reasons for why one is more of a

problem/priority than the other is. Make sure that someone is taking notes of the reasons given - the discussions around the creation of a tool are just as important as the tool itself.

- VI. Once participants have finished discussing the two issues, and have agreed which one is more of a problem/priority than the other, ask them to write the selected problem/priority on a piece of card and place it in the matrix.
- VII. Continue in this way until participants have compared all the different issues.
- VIII. When the matrix is complete, ask participants to count how many times each issue/concern etc. appears in the matrix (not including the matrix headings). The issue/concern that appears the most if the one of most priority, the one with the second highest score is the next level of priority and so on.

8. Action Planning

Action planning involves drafting a plan of action or a blueprint of action which lists the steps and resources necessary to move from the current position to the preferred position. It also indicates person or groups who will ensure the action happens and stipulates the timeframe within which the action is expected to happen. Sometimes you may indicate resources required to execute the task.

9. Checklists

This is done through preparing a list of behaviours, objects, situations or events and checking their status by means of investigation. Another method of checklisting is writing a list of behaviours, objects, situations or events and their conditions which are to be compared against a model list. In both of these methods, items found to be satisfactory they will be marked with a tick and if otherwise, they will be crossed off. For example, the availability of sanitary facilities on a checklist would entail checking the availability of hand wash, antiseptics, sanitary pads, toilet paper, constant water supply, and well-cleaned and operational toilets.

10. School Census Form

The school census is an instrument whereby data is collected and maintained about individual students in a school or the school itself. Data collected could include the names of children, their ethnicities, their religious affiliations, health records, parents/guardians' contact details, attendance records, and their academic performance.

PRS' 10 RIGHTS	INSTRUMENTS
Right to Free and Compulsory Education	KII, Observation
Right to Quality Trained Teachers	School Records, KII
Right to a Safe and Non-Violent Environment	FGD, Observation, KII
Right to Quality Learning	Checklist, Observation, KII
Right to Relevant Education	Observation, Checklist
Right to Non-Discrimination	FGD, KII, Observation
Right to Know Your Right	FGD, KII
Right to Transparent and Accountable Schools	Observation, School Records
Right to Participate	School Records, KII
Right to Adequate Infrastructure	Checklist, School Census Form

CHAPTER FOUR

PLANNING THE ACTIVITY

Invite Relevant Stakeholders

All relevant stakeholders are to be invited to the SBMC meeting at two weeks prior. This notice should be sent out to the stakeholders to inform them in good time in order to register their attendance.

Plan the Meeting

- **Logistics**

Logistics includes all the things that are necessary for the success of the meeting. In this regard, it may include making provisions for security, transportation, feeding, lodging, and preparing the meeting venue.

- **Team Formation**

The committee is to be divided into four teams through which the PRS initiative is to be successfully monitored.

- **Define Coverage**

The agenda of the meeting should be clearly stipulated and circulated among the stakeholders prior to the meeting. This will help members prepare and contribute meaningfully during the meetings.

- **Identify Resources Needed**

Required resources for the conduct of the meeting should be made available in proportionate and operational capacity.

Mobilising the Community

- **Identification of Key Contacts**

Influential people in the community should be identified and contacted. Contact should be made through fixing appointments out of consideration of their busy schedules.

- **Visit Village/Community Heads**

Appointments should be secured with village/community heads. As leaders, they should be intimated on activities that are undertaken within their precincts. Moreover, their influence can secure the success of the exercise.

- **Agree on Dates with Community**

A collective decision should be taken concerning date of meetings by all relevant stakeholders. This is to ensure convenience of all and sundry, and also to secure participation of the majority.

- **Community Visit**

A well thought out plan should be made for the community visit. The community should be given prior notice of the visit and be intimated about its intentions, as well as what is expected from them.

Field Visits/Data Collection

Have the picture codes/matrix ready

DATA ANALYSIS

Things to look out for when carrying out the analysis of the data collected:

1. The root cause, the major cause, and the main cause of problems
2. Personal problems, internal problems and external problems

3. Misconceptions, misperceptions, mis-education and mis-learning
4. Personal solutions, external solutions, and external solutions
5. Presence of dogma, religious or traditional conservatives

ACTION PLANNING

Once issues are identified, actions will be defined depending on how the issues are prioritized. To prioritise issues, the pair ranking method can be used.

The actions to be taken on all the issues have been stipulated in the matrix form.

Below is an example of an Action Plan that can be drawn up once the data has been collected and analysed.

Problem / Issues	Key Actions	Timeframe	Responsible Person	Resources Needed	Duty bearer to be advocated to
Violence, bullying of students	Sensitise the students, both the victims and the perpetrators. Inform teachers, prefects, and school management	Beginning of each term	SBMCs	Posters showing forms of violence and punishment attracted by the violent acts. Posters showing places where bullied students can report their cases. Microphone	Teachers and school prefects
Inadequate infrastructure such as insufficient seats, poor lighting and ventilation, bad blackboard and heavily populated classrooms	Snap picture of class situation, get school records for the catchment areas of the school, have FGDs with the school management on the why and what of the situation of the school	Midterm	SBMCs and school management	Checklist, School Census Form and Records	State Ministry of Education
Irrelevant Education Curriculum	Analyse contents of the curriculum and take note of the irrelevant or missing content for possible inclusion	Beginning of each term	SBMCs and school management	Checklist, school curriculum, expert in curriculum analysis	LGEA, SMoE and FMoE

PART TWO

SBMCs PROMOTING RIGHTS IN SCHOOLS INDICATORS

Background Information

THE 10 RIGHTS

The 10 Rights describe what an “ideal” school offering quality education would look like. Derived from international human rights treaties and conventions which state that education should be “Available, Accessible, Acceptable, and Adaptable”, they were adapted as an approach by ActionAid Nigeria and the Right to Education Project as a way to secure free, compulsory, quality public education for all. The state is the core duty bearer responsible for respecting, protecting and fulfilling these 10 education rights. Schools, their governance structures, and the Ministry of Education are the key state institutions that can be held accountable for achieving these goals.

The charts and pictures the 10 Rights presented below are a clear representations of the variables the SBMC should monitor at local and state levels in order to make sure each right is being upheld and enforced.

RIGHT 1

RIGHT TO FREE AND COMPULSORY EDUCATION QUESTION 1.1

Are there direct or indirect costs being charged to parents/guardians and are they compulsory or voluntary?
(This is measuring the impact of levy/fee on learners)

Frequency: Termly (before mid-term)

Resources: FGDs and KIs should be used to obtain responses (This is to find out if money is paid to teachers or to the head of school, and if pupils/students had to bring something from home before obtaining any services rendered by the school.)

Indicators:

RED COLOUR signifies monetary and material involvement

GREEN COLOUR signifies No monetary or material involvement

AMBER COLOUR Signifies Voluntary payments

BLACK COLOUR Signifies penalties for non payment/compliance

BLUE is for compulsory monetary or material demands

Description	Yes	No	Compulsory	Voluntary	How much?	Any penalty for non-payment or compliance?
 <p>Admission Fee</p>						
 <p>PTA Levy</p>						

 <p>ASBMC Fee</p>						
 <p>Textbooks Fee</p>						
 <p>Writing Materials Fee</p>						
 <p>Examination Fee</p>						
 <p>External Examination Fee</p>						

 <p>School Maintenance Fee</p>								
 <p>Teacher Appreciation Gift</p>								
 <p>Festival Fee</p>								
 <p>School Badge Fee</p>								
 <p>School Uniform Fee</p>								

 <p>Home Economics Fee</p>								
 <p>Broom / Bucket Fee</p>								
 <p>Hoe / Cutlass Fee</p>								
 <p>School Bus Fee</p>								
 <p>Send forth party</p>								

 <p>End of the year party</p>									
 <p>Sports Fee</p>									
 <p>Lunch/Break money</p>									
 <p>Laboratory Fee</p>									
 <p>Club / Society Fee</p>									

QUESTION I.2

How many children are estimated or known to be out of school locally? (Out of school = the students are present in class less than one day a week. Locally = in catchment area. The school catchment area map will be key here. Age clusters may vary according to law/policy)

Frequency: Annually (should be done within the first 3 weeks of the third term holiday)

Resources: School and Community Records should be used to obtain responses. (This is done to ascertain the enrolment of all school age children regardless of their physical, mental, citizenship and financial positions in school, and to check the daily attendance of the students to completion and transition to secondary school)

Indicators: Monitors are to indicate numbers in demand. Use:

RED COLOUR to show lack of enrolment by vulnerable and disabled children

GREEN COLOUR to show enrolment

AMBER to show poor enrolment

(**Vulnerable:** Defenceless, exposed to danger or harm; **Disabilities:** Absence of physical and/or intellectual ability)

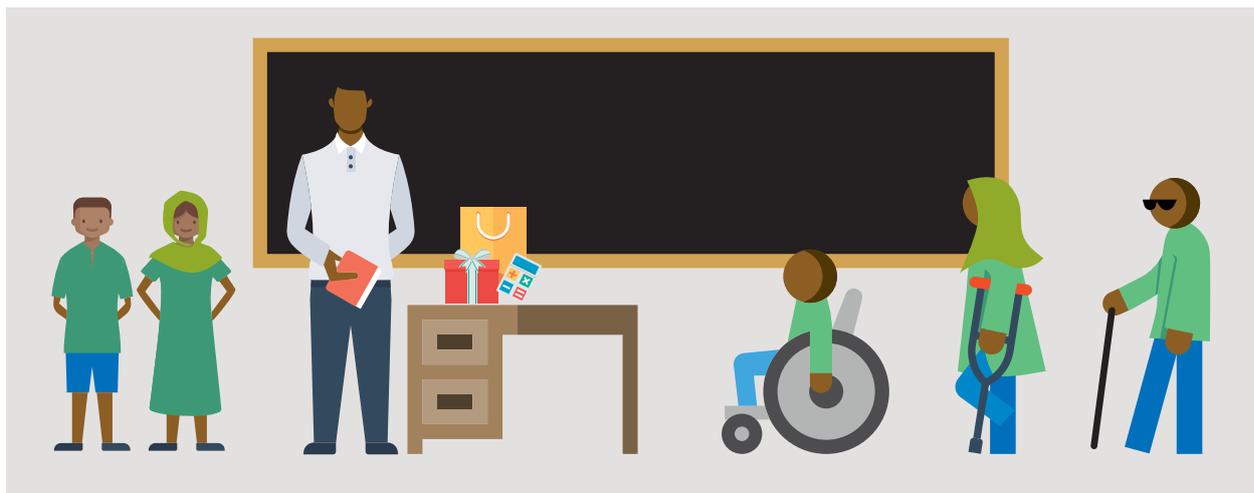
Description	Boys	Boys who are living with disabilities	Other vulnerable boys	Girls	Girls who are living with disabilities	Other vulnerable girls	Total
ECCD-Early Childcare Development							
Primary School							
Junior Secondary School							
Senior Secondary School							
Total							

QUESTION I.3

List the steps taken to encourage children to remain in this school

Example:

1. Provision of free lunch for the pupil/students
2. Visiting parents when their children are not seen in school
3. .
4. .
5. .



Special needs students are defined as being: visually impaired hearing impaired physically or mentally impaired or with multiple disabilities)

Frequency: Annually (after the middle of the first term)

Resources: Community and School Records should be used to obtain responses. (This is to find out if vulnerable school-age boys and girls are allowed to be enrolled in the school alongside other children. It is checking to ensure inclusiveness and non-disparity among all the pupils/students in the school)

Indicators: Monitors should indicate the number recorded and use:

RED COLOUR signifies monetary and material involvement

GREEN COLOUR signifies No monetary or material involvement

AMBER COLOUR Signifies Voluntary payments

(Inclusiveness: Including every child in the community; Disparity: The state of being unequal)

QUESTION 2.1

What is the observed attendance of special needs students?

	Male		Female	
				
	Number of pupil in class with	Special needs	Number of pupil in class with	Special needs
ECCD				
TOTAL ECCD				
Primary1				
Primary2				
Primary3				
Primary4				
Primary5				
Primary6				
TOTAL PRIMARY				
JSS 1				
JSS 2				
JSS 3				
TOTAL JSS				
SSS 1				
SSS 2				
SSS 3				
TOTAL SSS				

QUESTION 2.2

List the steps taken to encourage children with special needs to remain in the school

Example:

1. Children with special needs are appointed as class monitors and prefects
2. Children with special needs participate in extracurricular activities such as: sports and debate
- 3.
- 4.
- 5.



QUESTION 2.3

Number of children with special needs who completed Primary school?

Number who completed JSS I to SS3?.....

QUESTION 2.4

Do children with special needs in school suffer discrimination from:

(a) Other children Yes No

If yes, how? (Ex. bullying during break time, on the way to and from school)

.....

(b) Teachers Yes No

If yes, how? (Ex. punishing them where others are excused)

.....

(c) School authorities Yes No

If yes, by who and how? (Ex. not taking appropriate action when the special children are victimised)

.....

(d) Supporting Staff Yes No

If yes, who and how? (Ex. not rendering required assistance to the students)

.....

(e) SBMC Yes No

If yes, how? (Ex. disregarding their problems)

.....

(f) Others Yes No

If yes, who and how?

QUESTION 2.5

Have there been any positive measures taken to protect the special needs children identified above from discrimination?

Yes No

If so, what?

The school authority should provide records of the event(s) and the action taken. Parents/guardians can also be consulted or asked during PTA and SBMC meetings.

QUESTION 2.6

Are there support strategies in teaching students with special needs?

Yes No

If so, what?

The school authority should provide special care to pupils with special needs by giving them extra attention such as placing them in the best positions for them when setting seating arrangements in their classes.

RIGHT 3

RIGHT TO ADEQUATE INFRASTRUCTURE

There should be a suitable number of classrooms, classroom facilities, and furniture, as well as separate toilet facilities for boys and girls, and other facilities and equipment, all in good condition, to facilitate children's learning. This is checking to see if the children are comfortable while at school which will enhance convenience to learn.

Frequency: Termly

Resources: Checklist

Indicators: Investigators should signify the availability of infrastructures or otherwise using:

RED COLOUR to show inadequacy

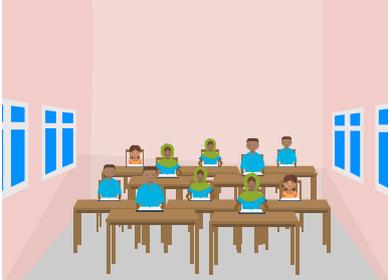
GREEN COLOUR to show adequacy

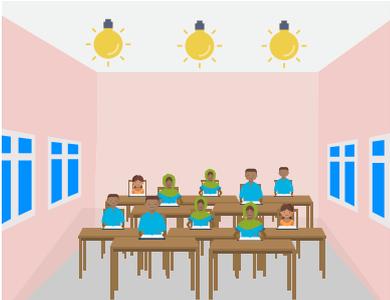
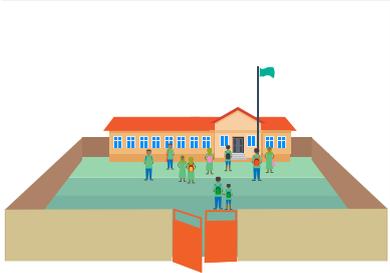
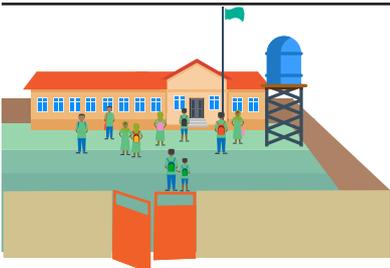
AMBER COLOUR to show an average distribution of infrastructures in the school

BLACK COLOUR shows for the item is not available or there is a total absence

QUESTION 3.1

What is the condition of most classrooms?

Description	Good	Bad	Fair	Please Explain
 <p>Is there a decent roof? (e.g., is it safe, does it leak?)</p>				
 <p>Is there adequate ventilation?</p>				

 <p>Is there electricity?</p>				
 <p>Is there a boundary wall or fence?</p>				
 <p>Is there a playground?</p>				
 <p>Do children have access to safe drinking water?</p>				
<p>Is the school safe from locally common man-made or natural disasters and emergencies (E.g. flood, fire, armed robbery, etc.)?</p>				

QUESTION 3.2

Are there adequate facilities/materials in the classrooms?

	Pupils Chairs / Table	Teachers Chairs/ Table	Blackboard and Duster	Teaching Aids	First Aid Box	Classrooms with welcoming and stimulating posters/décor	Disability Aids/ Access (ramp, technology, tools, and methods)
ECCD							
TOTAL ECCD							
Primary 1							
Primary 2							
Primary 3							
Primary 4							
Primary 5							
Primary 6							
TOTAL PRIMARY							
JSS 1							
JSS 2							
JSS 3							
TOTAL JSS							
SSS 1							
SSS 2							
SSS 3							
TOTAL SSS							

QUESTION 3.3

Are there sick bays? Yes No

QUESTION 3.4

Are sanitation facilities available?

	Availability		Good	Fair	Bad
	Yes	No			
 <p>Are there toilets for teachers?</p>					
 <p>If yes, are they joint toilets?</p>					
 <p>Boys</p>					

 <p>Girls</p>						
 <p>Are there joint toilets for girls and boys?</p>						
 <p>Where there are cleaners</p>						
 <p>Where there refuse disposal points?.</p>						

QUESTION 3.5

Number of students who walk: (Total number of students in school)

Less than 30 minutes to school

More than 30 minutes but less than 1 hour to school.....

More than 1 hour to school

RIGHT 4

RIGHT TO QUALITY TRAINED TEACHERS

There should be an adequate number of trained teachers, with structures put in place for their pre-engagement training and on-the-job training. There should also be a consideration for gender balance among the teachers. This is to make sure that the teachers have the capacity to impart qualitative knowledge onto the children.

Frequency: Termly

Resources: School Records and School Census Forms

Indicators: Investigators should signify the availability or otherwise using:

RED COLOUR to show inadequacy,

GREEN COLOUR to show adequacy and

AMBER COLOUR to show average distribution of trained teachers in the school

BLACK COLOUR to show no teachers available

QUESTION 4.1

What is the Pupil-Teacher Ratio* (PTR)?

	Professional Teachers		Auxiliary Teachers		Volunteer/Community Teachers		Total Professional Teachers	Total Auxiliary Teachers	Total Volunteer/community Teachers	Total by Class
	M	F	M	F	M	F				
Pry 1										
Pry 2										
Pry 3										
Pry 4										
Pry 5										
Pry 6										
Total for Primary										
JSS 1										
JSS 2										
JSS 3										

Total for JSS										
SSS 1										
SSS 2										
SSS 3										
Total for SSS										

*Refer to user manual on how to calculate the ratio (Total number of children/ Total number of teachers)

QUESTION 4.2

How many of these teachers are contracted or paid for by the:

- Federal Government
- State Govt
- Local Government
- The Community

QUESTION 4.3

How many of the teachers are on:

- Permanent
- 1-5 year contracts
- Contracts for a year or less (e.g., NYSC, Teaching Practice Students)

QUESTION 4.4

- How many teachers are currently accessing relevant in-service training/professional development?
- How many have accessed such training in the last two years?
- How many male teachers have accessed this training?
- How many female teachers have accessed this training?

QUESTION 4.5

Do teachers earn the agreed minimum wage?

Yes No

QUESTION 4.6

Are teacher's salaries paid as at when due?

Always Sometimes Never

QUESTION 4.7

Number of teachers with Teacher Registration Certificates

RIGHT 5

RIGHT TO A SAFE AND NON-VIOLENT ENVIRONMENT

This is to make sure that children feel safe in their school environment, which includes the route to school and within the school itself. Measures should be put in place to ensure that children are safe on their way to and from school, and while at school. Platforms should also be created where children can report any form of abuse or violence in confidence. Policies should also be put in place to prevent bullying and abuse from other students, teachers and staff.

Frequency: Termly

Indicators: Monitors should indicate the level of safety using:

RED COLOUR to poor level of safety,

GREEN COLOUR to show safe environment and

AMBER COLOUR to show average safety in the school.

QUESTION 5.1

How common are incidents of violence/abuse?

Fill in with the following score:

Frequently = 1

Occasionally = 2

Never = 3

Victims								
	Physical violence	Sexual abuse	Insult	Bullying	Corporal punishment	Public humiliation	Other (kidnap and other forms of violence)	Total
Girls								
Boys								
Male teachers								
Female teachers								
Other staff								
Others								
Total								

Perpetrators								
	Physical violence	Sexual abuse	Insult	Bullying	Corporal punishment	Public humiliation	Other (kidnap and other forms of violence)	Total
Girls								
Boys								
Male teachers								
Female teachers								
Other staff								
Others								
Total								

QUESTION 5.2

Where do incidents of violence take place?

In the classroom On the playground

In the toilet area Outside school

On the way to and from school

Others

QUESTION 5.3

Is there a confidential reporting system for children who suffer violence/abuse? (i.e., through guidance and counselling/disciplinary committee)

Yes No

QUESTION 5.4

Do monitoring mechanisms exist at the school level for children who suffer from violence/abuse?

Yes No

QUESTION 5.5

Are these monitoring mechanisms being implemented?

Yes No

QUESTION 5.6

In how many cases over the past year has significant action on reported abuse/violence taken place?

.....

Provide an example of a violation and the action taken:

.....
.....

QUESTION 5.7

Is there advocacy/sensitisation to combat bullying/violence/abuses against children?

Yes No

Explain
.....

RIGHT 6

RIGHT TO RELEVANT EDUCATION

The curriculum should not be indifferent to the environmental peculiarities of children and should relate to their social, cultural, economic, linguistic environments. This is to ensure that lessons are made relevant to what the children are conversant with, thus kindling their interest.

Frequency: Annually

Indicators: Monitors should use:

RED COLOUR to show irrelevance of curriculum,

GREEN COLOUR to show relevance of curriculum and

AMBER COLOUR to show average relevance of the curriculum in the school

QUESTION 6.1

Number of teachers (in Primary 1 to 3) who can teach in the language of the immediate environment of the students?

QUESTION 6.2

Are locally-produced materials being used in lesson plan and delivery?

Often Periodically Rarely

QUESTION 6.3

Does the school promote:

	Yes	A bit	No
Respect for other nations			
Tolerance/respect for other racial, ethnic, minority or religious groups			
Awareness of the local environment			
Skills that are relevant for local livelihoods			
Awareness of key health issues			
Awareness of Family Life Health Education (FLHE)			
Quantitative and verbal reasoning			
Creative expression of opinions by children			
Participatory learning			

QUESTION 6.4

Do parents, children and community leaders contribute to defining school curricula?

Yes

No

RIGHT 7

RIGHT TO KNOW YOUR RIGHTS

Children should be taught about their rights - and about human rights in general. They should have access to age-appropriate sexual and reproductive education, beginning from the upper basic level (Junior Secondary School). The aim is to educate children in ways that will enable them to demand and seek for their rights.

Resources: Focus Group Discussions (for teachers/students)

Frequency: Annually

Indicators: Monitors should use

RED COLOUR to show lack of education on rights,

GREEN COLOUR to show existence of education on rights and

AMBER COLOUR to show average education on rights in school

QUESTION 7.1

Are human rights/children’s rights taught in the school?

Yes No Sometimes

If so, from what class?

QUESTION 7.2

Are children taught that they are all equal?

Yes No

QUESTION 7.3

Does the curriculum include topics on:

	Yes	No
Gender equity		
Respect / living with others		
Conflict resolution		
Governance		
The environment		

RIGHT 8

RIGHT TO PARTICIPATE

Children should be allowed to participate in decision-making processes that affect them. Measures should be put in place to stimulate children's active and concrete participation in such activities. This is to enable them to make their voices heard and to learn how to contribute towards making good decisions. Also when children are part of the decision making process, it facilitates their implementation of decisions, preparing them to participate effectively in a free society.

Frequency: Termly

Indicators: Investigators should use:

RED COLOUR to show no participation by children in decision-making

GREEN COLOUR to show strong participation of children and

AMBER COLOUR to show weak participation of children in the school

QUESTION 8.1

Are there opportunities for children to express themselves and participate regularly and meaningfully in:

	Yes	No	Sometimes
Class			
Their own clubs/societies			
Are there separate clubs/societies for girls?			
School governance/decisions			
Decisions on the curriculum			

Please give one example where children's participation/voice has led to positive changes

.....

.....

QUESTION 8.2

Do parents, SBMCs and PTAs ensure or monitor children's participation in the above activities?

Yes

No

Sometimes

QUESTION 8.3

How frequently do parents and teachers meet?

Once in a year

Once in a term

Never

RIGHT 9

RIGHT TO TRANSPARENT AND ACCOUNTABLE SCHOOLS

Provision should be made for the implementation of effective monitoring mechanisms over school activities, governing bodies, management committees and parents' groups. This will allow both members of the community and the children to actively participate in ensuring accountability and transparency of school activities and will help install fairness in school proceedings.

Frequency: Termly

Resources: School Census Form

Indicators: Investigators should use:

GREEN COLOUR to show transparency, accountability and participation

RED COLOUR to show a lack of transparency, accountability and participation and

AMBER COLOUR to show average transparency, accountability and participation

QUESTION 9.1

Is the SBMC body in existence in your school?

Yes No

QUESTION 9.2

Is there any other school committee in existence?

Yes No

QUESTION 9.3

If yes, is it functional? Please explain

.....

.....

QUESTION 9.4

Is the SBMC or other school governing body:

Fully inclusive of all main groups in the community

Fairly broad and diverse

Small and dominated by one group

Dominated by just one or two people

QUESTION 9.5

Number of SBMC members:

Male

Female.....

Total.....

QUESTION 9.6

Is there a School Development Plan (SDP)?

Yes No

QUESTION 9.7

Does the allocated budget arrive at the school?

Yes No

QUESTION 9.8

Does it arrive in a timely manner?

Yes No

QUESTION 9.9

Does the school have records that show how fees, donations, and grants are used?

Yes No

QUESTION 9.10

Are the school budget and expenditure records understood by most people and transparently available to all publicly? (E.g. posted on a wall)

Available to those who want to see it

A mystery to most people

Known only to a few people and controlled by them

QUESTION 9.11

How frequent is the monitoring exercise by the SBMC or oversight body?

Monthly

Termly

Annually

Never

QUESTION 9.12

Do you know how your school is performing academically compared to other schools in your local government/state?

Yes No

If yes, is it:

Above average

Average

Below average

QUESTION 9.13

If yes, how is your performance on the four major core subjects in primary school?

Above average

Average

Below average

How are you performing on the five credits requirement (including Mathematics and English) in external examinations (In case of secondary school)?

Above average

Average

Below average

RIGHT 10

RIGHT TO QUALITY LEARNING

The education received by children must be qualitative, which means having quality teachers, conducive learning environments, and adequate teaching materials and teaching processes. This will enable the children to develop their gifts to their potential and set them on a path to a successful life.

Frequency: Annually

Indicators: Monitors should use:

RED COLOUR to show a lack of quality learning

GREEN COLOUR to show the existence of quality learning and

AMBER COLOUR to show existence of only average quality learning

QUESTION 10.1

Number of children who passed the end-of-session exams?

	Boys			Girls		
	Total no. who sat for the exam	Total no. who passed	Total no. who failed	Total no. who sat for the exam	Total no. who passed	Total no. who failed
ECCD						
Pry 1						
Pry 2						
Pry 3						
Pry 4						
Pry 5						
Pry 6						
Total for Pry						
JSS 1						
JSS 2						
JSS 3						
Total for JSS						

SSS 1						
SSS 2						
SSS 3						
Total for SSS						

QUESTION I0.2

How many students registered in Early Child Care Development?

Boys.....

Girls.....

Total.....

QUESTION I0.3

How many students registered in primary 1-6?

Boys.....

Girls.....

Total.....

QUESTION I0.4

How many students registered in JSS 1?

Boys.....

Girls.....

Total.....

QUESTION I0.5

How many students registered in SSS 1?

Boys.....

Girls.....

Total.....

QUESTION I0.6

What is the level of interest of parents in their children’s learning outcome?

High

Medium

Low

QUESTION 10.7

What is the level of support parents give their children for their school work?

High

Medium

Low

QUESTION 10.8

What is the level of satisfaction of parents with what is taught in school?

High

Medium

Low

QUESTION 10.9

What is the level of satisfaction of children with what is taught in school?

High

Medium

Low

QUESTION 10.10

How many daily break(s) does the school observe?

0 1 2

QUESTION 10.11

What is the total time for break(s) daily?

Less than 30 mins

Between 30-50 mins

Above 50 mins

PART THREE

TOOL MATRIX

S/ NO	Frequency	Question	ISSUE(S)	Analysis of each Issue	Grouping of the Analysis	Response to dealing with each grouping				
						Govt	Teach- ers	SBMC	Parents	Chil- dren
		RIGHT 1: RIGHT TO FREE AND COMPUL- SORY EDUCATION								
1	Termly: Before mid term	Is the impact of levy/fee leading to:								
		children being sent out of school	Yes/ Some- times/No							
		discrimination of children	Yes/ Some- times/No							
		Punishment of defaulting children	Yes/ Some- times/No							
2	Annually (should be done with- in the first 3 weeks of the third term holiday)	How many children are estimated / known to be out of school locally?	High							
			Average							
			Low							
3		List the steps taken to encourage children to remain in this school	Maximum steps taken							
			Average steps taken							
			Minimum steps taken							
		RIGHT 2: RIGHT TO NON DISCRIMINA- TION								
4	Annually (after the middle of the first term)	What is the Observed Attendance	High	> 70%						
			Medium	40%-69%						
			Low	<40 %						
5		List the steps taken to encourage vulnerable children to remain in this school	Adequate							
			Inadequate							
			None							

6		Number of children living with disabilities who completed JSS 3?	High	>70%						
			Medium	40%-69%						
			Low	<40 %						
7		Do vulnerable children in school suffer discrimination from: Other children, teachers, school authority, others	Often							
			Periodically							
			Rarely							
8		Are there any positive measures taken for vulnerable children from discrimination identified above?	Maximum							
			Average							
			Minimum							
		RIGHT 3: RIGHT TO ADEQUATE INFRA-STRUCTURE								
9	Termly	What is the condition of most classrooms?	Good							
			Fair							
			Bad							
10		Are there adequate facilities/materials in the classrooms?	Adequate							
			Inadequate							
			Non							
11		Are sanitation facilities available for:								
		Are there toilets for teachers								
		If yes are they joint								
		Boys	Adequate/ Inadequate/Not available							
		Girls	Adequate/ Inadequate/Not available							
				Refer to Intl benchmarks for toilet facilities in schools						

12		Number of students who walk: less than 30 mins	Most/Some/Few							
		Greater than 30 mins and less than 1 hour	Most/Some/Few							
		Greater than 1 hour	Most/Some/Few							
		RIGHT 4; RIGHT TO QUALITY TRAINED TEACHERS								
13	Termly	What is the Pupil Teacher Ratio (PTR)	High							
			Medium							
			Low							
14		How many of these teachers are contracted / paid for by:	All recruited by Government							
		(compared to the number of students in question above)	Mix of Government and community							
			Majority recruited by community							
15		How many of the teachers are on permanent appointment:	Most / Some/ Few	(Give room for NYSC and teaching prac)						
		How many of the teachers are on 1-5 year contracts	Most / Some/ Few							
		How many of the teachers are on contracts for a year or less (e.g NYSC, teaching practice students)	Most / Some/ Few							
16		How many teachers actively access in-service training / professional development in the last 2 years?	Most							
			Some							
			Few							

17		Do teachers earn the agreed minimum wage?	Yes							
			Sometimes							
			No							
18		Are teacher's salaries paid as at when due?	Most times							
			Sometimes							
			Never							
19		Number of teachers with Teacher Registration Certificate	Most							
			Some							
			Few							
		RIGHT 5: RIGHT TO A SAFE AND NON VIOLENT ENVIRONMENT								
20	Termly	How common are incidents of violence / abuse?	Frequent							
			Occasional							
			Never							
21		Where do incidents of violence take place?								
		In the classroom	Often/ Sometimes/ Rarely							
		In the playground	Often/ Sometimes/ Rarely							
		Toilet area	Often/ Sometimes/ Rarely							
		On the way to school	Often/ Sometimes/ Rarely							
		Outside school	Often/ Sometimes/ Rarely							

22		Is there a confidential reporting system for children who suffer violence/abuse	Yes							
			No							
23		Do monitoring mechanisms exist at the school level for children who suffer from violence/abuse and are they implemented	Mechanism exists and is implemented							
			Mechanism exists but not implemented							
			Does not exist							
24		In how many cases over the past year has significant action on reported abuse / violence taken place?	Several cases							
			Few cases							
			No case							
25		Response to violence and abuse: Is there advocacy/ sensitisation to combat bullying / violence / abuses against children?	Yes							
			Sometimes							
			No							
		RIGHT 6: RIGHT TO RELEVANT EDUCATION								
26	Annually	Number of teachers (in Primary 1 to 3) who can teach in the language of immediate environment of the students?	Most							
			Some							
			Few							
27		Are locally-produced materials being used in lesson plan and delivery ?	Yes							

			Some-times							
			No							
28		Does the school promote:								
		Respect for other nations	Yes/Some-times/No							
		Tolerance / respect for other racial, ethnic, minority or religious groups	Yes/Some-times/No							
		Awareness of the local environment	Yes/Some-times/No							
		Skills that are relevant for local livelihoods	Yes/Some-times/No							
		Awareness of key health issues	Yes/Some-times/No							
		Awareness of Family Life Health Education (FLHE)	Yes/Some-times/No							
		Awareness of HIV and AIDS	Yes/Some-times/No							
		Quantitative and Verbal Reasoning	Yes/Some-times/No							
		Creative expression of opinions by children	Yes/Some-times/No							
		Participatory learning	Yes/Some-times/No							
29		Do parents contribute to defining school curricula?	Yes/Some-times/No							
		Do children contribute to defining school curricula?	Yes/Some-times/No							
		Do community leaders contribute to defining school curricula?	Yes/Some-times/No							
		RIGHT 7: RIGHT TO KNOW YOUR RIGHTS								
30	Annually	Are human rights / children's rights taught in the school?	Yes							
			Some-times							

			No							
31		Are children taught that they are all equal?	Yes							
			Some-times							
			No							
32		Does the curriculum include topics on:								
		Gender equity	Yes/Some-times/No							
		Respect / living with others	Yes/Some-times/No							
		Conflict resolution	Yes/Some-times/No							
		Governance	Yes/Some-times/No							
		The environment	Yes/Some-times/No							
		RIGHT 8: RIGHT TO PARTICIPATE								
33	Termly	Are there opportunities for children to express themselves and participate regularly and meaningfully in:								
		Class	Yes/Some-times/No							
		Their own clubs / societies	Yes/Some-times/No							
		Are there separate clubs/ societies for girls?	Yes/Some-times/No							
		School governance / decisions	Yes/Some-times/No							
		Decisions on the curriculum	Yes/Some-times/No							
34		Please give one example where children's participation / voice has led to positive changes	Provide analysis here							

35		Do parents get involved in: Ensuring or monitoring children's participation in the above activities	Always/ Some- times/ Never							
		Do SBMCs get involved in: Ensuring or monitoring children's participation in the above activities	Always/ Some- times/ Never							
		Do PTAs get involved in: Ensuring or monitoring children's participation in the above activities	Always/ Some- times/ Never							
36		How frequently do parents and teachers meet?	Frequent							
			Occa- sional							
			Never							
		RIGHT 9: RIGHT TO TRANSPARENT AND ACCOUNT-ABLE SCHOOLS								
37	Termly	Is the SBMC / school governance body in Existence	Yes							
			No							
38		If Yes, is it Functional?	Yes							
			No							
39		Is the SBMC / school governing body:								
		Fully inclusive of all main groups in the community	Yes/No							
		Fairly broad and diverse	Yes/No							
		Dominated by one or more groups	Yes/No							
		Dominated by just one or two people	Yes/No							
40		Number of SBMC members that are male?	Most/ Some/ Few							
		Number of SBMC members that are female?	Most/ Some/ Few							
41		Is there a school budget	Yes							

			No							
42		Does the allocated budget arrive at the school?	Yes							
			Some-times							
			No							
43		Does it arrive in a timely manner?	Yes							
			Some-times							
			No							
44		Does the school have records that show how imprest, donations, grants are used	Yes							
			No							
45		Is the school budget and expenditure records understood by most people	Yes							
			No							
46		Is the school budget transparently available to all publicly (e.g. posted on a wall)	Yes							
			Some-times							
			No							
47		How frequent is inspection carried out in the school	Frequent							
			Occa-sional							
			Never							
48		Do you know how your school is performing compared to other schools in your Local Government/ State?	Yes							
			No							

49		If yes, how are you performing in relation to the 5 credit requirement (including Mathematics and English) in external examinations	Above Average							
			Average							
			Below Average							
		RIGHT 10: RIGHT TO QUALITY LEARNING								
50	Annually	Number of children who passed at the end of session exams?	Most							
			Some							
			Few							
51		How many students registered in JSS 1? (Transition)	Most							
			Some							
			Few							
52		How many students registered in SSS 1? (Transition)	Most							
			Some							
			Few							
53		What is the level of interest of parents in their children's learning outcome?	High							
			Medium							
			Low							
54		What is the level of support parents give their children for their school work	High							
			Medium							
			Low							
55		What is the level of satisfaction of parents with what is taught in school?	High							

			Medium							
			Low							
56		What is the level of satisfaction of children with what is taught in school?	High							
			Medium							
			Low							
57		How many daily break(s) does the school observe	0							
			1							
			2							
58		What is the total time for break(s) daily	Above 50 mins							
			Between 30 mins and 50 mins							
			Less than 30 mins							

What is the Observed Attendance	Observed attendance : number of disable and vulnerable children in the school.	Promote inclusion and non-discrimination	Annually (after the middle of the first term)	*	*	*	SBMC Secretary	SBMC	Observation tools and KI	SBMC and Continuous Assessment officer of the school.	SBMC Secretary	SBMC - School /Community LGEA Mobilization Officer/LGA EMIS Officer/CSOs - LGA - Social Mobilization, SBMC, Academia, Planning & Stat - State	Capacity building on Q&A (FGD & KI)
List the steps taken to encourage vulnerable children to remain in this school	Vulnerable: Weak and easily hurt physically or emotionally.	Promote safety and inclusion	Termly	*	*	*	SBMC Secretary	SBMC and Continuous Assessment officer of the school.	Observation tool, Q&A (FGD & KI) & school records	SBMC and Continuous Assessment officer of the school.	SBMC Secretary	SBMC - School /Community LGEA Mobilization Officer/LGA EMIS Officer/CSOs - LGA - Social Mobilization, SBMC, Academia, Planning & Stat - State	Capacity building on Q&A (FGD & KI)
Number of children living with disabilities who completed USS 3 & SSS 3	Disabilities: Physical or mental condition that you cannot use a part of your body completely or cannot learn easily.	Ensure increased enrollment, retention and completion of children living with disabilities.	Annually/termly	*	*	*	SBMC Secretary	SBMC & Examination officer	School records	SBMC & Examination officer	SBMC Secretary	SBMC - School /Community LGEA Mobilization Officer/LGA EMIS Officer/CSOs - LGA - Social Mobilization, SBMC, Academia, School Services, Planning & Stat - State	Capacity building on Sensitization/Mobilization activities.
Do vulnerable children in school suffer discrimination from: Other children, teachers, school authority, others	Discrimination: The practice of excluding and treating somebody or a group of people in a society less fairly than others.	Promote equality and equity for the vulnerable children in School.	termly	*	*	*	SBMC Chairman	SBMC	Observation tools Q&A (FGD & KI) and School records	SBMC	SBMC Chairman	SBMC - School /Community LGEA Mobilization Officer/LGA EMIS Officer/CSOs - LGA - Social Mobilization, SBMC, Academia, Planning & Stat - State	Capacity building on Sensitization/Mobilization activities.

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