

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

## **Assignment Report**

### **SBMCs in Policy and Practice: Kwara State Report**

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## Acronyms and Abbreviations

|        |  |
|--------|--|
| DFID   | Department for International Development               |
| ESP    | Education Sector Plan                                  |
| EPSSim | Education Policy and Strategy Simulation               |
| ESSPIN | Education Sector Support in Nigeria                    |
| GEP    | Girl Education Project                                 |
| HT     | Head Teacher   |
| LGEA   | Local Government Education Authority's                 |
| M&E    | Monitoring and Evaluation                              |
| MDA    | Ministry, Departments and Agencies                     |
| MEPB   | Ministry of Economic Planning and Budget               |
| MOE    | Ministry of Education                                  |
| MOF    | Ministry of Finance                                    |
| MOEST  | Ministry of Education, Science and Technology          |
| MTSS   | Medium-term Sector Strategies                          |
| NEEDS  | National Economic Empowerment and Development Strategy |
| PTA    | Parents, Teachers Association                          |
| SDP    | School Development Plan                                |
| SEEDS  | State Economic Empowerment and Development Strategy    |
| SMBC   | School Based Management Committee                      |
| STL    | State Team Leader                                      |
| SUBEB  | State Universal Basic Education Board                  |
| TNA    | Training Need Analysis                                 |
| TOR    | Terms of Reference                                     |

## Abstract

1. In Kwara State, School Based Management Committees have been set up in all schools following a directive from the State Ministry of Education through the Kwara State Universal Basic Education to all public primary and junior secondary schools in 2006. This is a report of research conducted in March – April 2009 which sought to explore the implications of SBMC policy, with particular focus on questions of gender, poverty and school governance through case studies of selected schools and communities as well as interviews at the Local Government Education Authority (LGEA) levels.

## Introduction

### Kwara State

2. Kwara State is one of the North Central States in Nigeria. Along with several State Government Ministries Departments and Agencies are the State Ministry of Education and Kwara State Universal Basic Education Board. These institutions are charged with education delivery in the State. There are 15 Local Government Areas in Kwara State. Six out of these are currently receiving funds for Whole School Development under the State Education Sector Programme [SESP], which is a World Bank intervention.

### Education in Kwara State

3. In Kwara State, School Based Management Committees have been set up in all schools following a directive from the State Ministry of Education through the Kwara State Universal Basic Education to all public primary and junior secondary schools in 2006. State officials were informed of SBMCs by the Federal Ministry of Education. Kwara State is currently embarking on a major Education reform with a notion that 'Every Child Counts', having bench marks for every child from primaries 1 to 6. As a guide these benchmarks are displayed in classrooms in some schools to guide both teachers and pupils on meeting the State government's expectation for every class in primary school.
4. At Local Government level, all schools under the SESP intervention have functional SBMCs and several members of the committees have received series of trainings to enable effective understanding and management. In none SESP LGAs, only the Education secretaries, SBMC Coordinators have had the opportunity of SBMC trainings. As no funds have been allocated to the implementation of this process in these Local Government Education Authorities, there seem to be little or no step down trainings. Head teachers and Local School supervisors were informed of the outcome of such trainings and guidelines for setting up were given to them with directives of strict compliance.

5. There is political will at State level and top Education managers are keen to see change happen. Kwara State Ministry of Education is leading the process of implementing School Based Management particularly in the SESP assisted schools. Though new, the effect of SBMCs' presence is already generating results at community level with high reduction in teacher and pupil truancy and successful implementation of action plans produced by members of the SBMCs. For example, during the study, the team met one of the State officials at Asa Local Education Authourity, where she was chairing a meeting of SBMC members in from 20 communities in Asa Local Government Area. It was observed that the SBMC members were happy to be part of the school system. The meeting was participatory and members brought photographs of their projects as evidence of work done so far. Women participants/SBMC members were vocal as they made their views known, reporting the various monitoring strategies they have adopted to check excesses in their local schools. Observing the school Assembly in the morning is one, reporting pupils that roam the streets is another. They also ask to be part of the procurement committee to ensure prudent spending of the school grant.
6. The Local Government Education Authority, in each Local Government Area is responsible for direct supervision of all the primary schools in its jurisdiction. There is a good structure in place that can monitor the activities of the SBMCs if well harnessed. However, gaps still exist in the communication system. Communities do not have adequate knowledge of the existence of SBMCs, they know about Parents Teachers Association [PTA].
7. At inception, there had been conflict over the introduction of SBMCs as many PTA executives particularly at State level protested the seeming usurpation of their roles and responsibility by the SBMCs. This was resolved by State and Local Education Authority officials, dispelling their fears. It is important to note the heavy dependence of the LGEA on PTA levies. The State is currently planning to fund more LGEAs [schools] in developing their School Based Management Committees.

## State and LGEA level findings

### Background

8. The Kwara State Ministry of Education is in charge of the planning and implementation of the School Based Management Committees [SBMC]. The State Universal Basic Education Board works closely with the State Ministry of Education in the implementation and supervision of School Based Management Committees. In Kwara State, officials in charge of School Based Management Committees are conversant with the system of administration that obtains in the civil service and relate with other colleagues on that basis.

## Resources:

9. Funds for the management of the SBMC process flow from the Federal Government to the State Universal Basic Education Board. This fund is also meant for other basic education matters including staff salaries and the development of schools' infrastructures. The IDA credit is the resource base of the State Education Sector Programme in Nigeria and Kwara State is one of the States of intervention. The State generally depends on Federal fund allocation from which the Ministry of Education and its parastatals get their annual budgetary allocations. Decisions are taken in a participatory manner and reported through memos and circulars. Sometimes stakeholders meetings are called for the purpose of information dissemination. It was noted that 'nothing can be done without the Ministry of Education'.

## Inclusivity:

10. Women in Kwara show concern about their children's education and welfare. They contribute to the funding of their children's education. If people have concerns over paying the levies of their children they approach the Head Teacher. SBMCs ensure that the concerns of parents are heard. However, PTA levies are jointly agreed upon by both parents and teachers.

## Communication:

11. Policy issues are communicated through meetings with the State Universal Basic Education Board [SUBEB] to the Local Government Education Authorities and all other relevant parastatals. SBMCs communicate with government through meetings as a whole group and sometimes in clusters, for example, views, findings, issues and emerging concerns and suggestions are made at workshops such as the grant completion workshop that is regularly organized by the State Ministry of Education for stakeholders both in government and the communities in an LGEA [had the opportunity of observing one of such meetings].

## Influence:

12. The State Ministry of Education and the State Universal Basic Education Board are accountable to the State Governor and his Executive Council through the Commissioner of Education. The Local Government Education Authority is accountable to the State Universal Basic Education Board [SUBEB]. The State Ministry of Education has a state Core Team that monitors the affairs of SBMCs along with the inspectorate division of the Ministry. This team gives detailed feedback to the Commissioner of Education and the Permanent secretary on a regular basis. At Local Government level, officials claim that the SBMC is accountable to the LGA as SBMC decisions are monitored by LGEA. Monitoring of school quality is a joint effort of SBMC and LGEA staff.

13. At State and Local Government Levels, it was noted that conflicts between SBMCs and PTAs do not exist. This is attributed to a lot of sensitization and advocacies on the relationship that should exist between SBMCs and PTAs as indicated in the SBMC guidelines.
14. State officials were informed of SBMCs by the Federal Government in 2006. They all were of the opinion that the idea of SBMC originated from developed countries and the Federal Ministry of Education. The SBMCs are expected to see to the smooth running of the schools. They are also to assume ownership of the school and provide platform on which the school can generate funds and provide more mechanism for effective management of the schools. Women play supportive roles on the SBMCs, they ensure their children go to school punctually, contribute to the management of the schools and ensure monitoring and evaluation of the schools. Some officials at State level indicated that children are said to give useful suggestions at meetings, while others indicated that they are passive participants and some cases are not part of the committee at all..

### Implementing SBMC

15. All public primary schools and junior secondary schools have been given the SBMC guidelines. Though there are varying guidelines in schools. It was noted that sensitization and training sessions have been conducted in an in-depth manner in the six SESP Local Government Areas by the State Ministry of Education, while all other LGAs only received basic trainings. The State is currently planning to produce jingles to be aired on State radio and television for awareness raising. Guidance notes have been distributed to schools though State officials are not satisfied with the implementation as SBMCs are not implemented in all other LGAs. In addition to this frustration is the inadequate mobility for monitoring purposes [Sometimes personal vehicles or public transport are used by monitoring officers]. Constitution of the SBMC was not strictly followed by some schools, through monitoring and supervision strict compliance is enforced but only in the SESP LGA.
16. At State level, the SBMC was constituted according to stipulated guidelines but in SESP LGAs. This was rated as being between 80% and 100% amongst different Stakeholders at both State and LGAs. There is significant increase in enrolment and reduction in truancy of both teachers and pupils. Pupils that are truants are picked and forced to go to school. There is no problem of parental preference to what child is sent to school [boy or girl].
17. SBMC representatives make requests of both State and LGEAs levels. Most of their requests are related to seeking more funds for their activities. In SUBEB, LGEA with laudable requests are told to submit their proposals in writing. [Some of such requests and proposals were properly filed for action -as seen in Kaiama LGEA office] At both State and Local Government levels, sitting allowance or some form of stipend is suggested for possible appreciation of the contribution of SBMC's time. It was noted that there will be significant improvement of the process if more workshops and sensitization programmes are in place with all Local Government Areas involved.

## Other features

18. It is important to note that in all this, the involvement of organized civil society is minimal in Kwara State. According to a member of the Civil Society Action Coalition on Education for All [CSACEFA] Kwara, the knowledge he and other members have of SBMC was through personal contacts and the coalition National office in Abuja. He expressed the fact SBMC is a good idea and practice which is likely to lead to having positive results in the school system. It was observed that the weak link between the Civil Society and Government is greatly reflected in the non involvement of Civil Society in the formation of SBMCs in Kwara State. Whereas their involvement could add value to the sustenance of community participation in school development through the School Based Management Committees, the State is yet to tap the potential in partnering with civil society.

## Kwara 2 Central Primary School, Kaiama

### Background

19. Kwara 2 Local Government Education Authority Central Primary School is located in Kaiama Local Government Area of Kwara State. The LGA represents the study location outside the IDA funding or SESP Intervention. It was also classified as the rural LGA in the study. The KLEA Central primary school is the oldest school in Borgu; set up in 1924 and started in its present location, currently sharing a fence with the Emir's palace and directly opposite the Emirate Council office. It is the oldest Educational institution in Kaiama Local Government Area. Central Primary school has 7 blocks of 13 classrooms with 2 blocks of 6 toilets. The toilets were all locked up with probing revealing that they are not in use. Pupils still use the surrounding rocks and bush as toilets.
20. Kwara 2 is a predominantly an agrarian community, with yam farming being the main cash crop. Over the years, the community has developed as a 'fast' growing modern community, though it still has a very bad road link with other major communities and Local Government Areas in Kwara State. Though an LGA in Kwara State, the closest major cities are Kishi in Oyo State and Kainji in Niger States. It also has a border link with the Republic of Benin.
21. The Local Government Area has ten wards. There are 5 public primary schools and 8 private nursery/primary schools in Kwara 2. Also in each of the ten wards there is a junior secondary school. Apart from these basic education institutions, Kwara 2 has some senior secondary schools but only one tertiary opportunity in the Long Distant Learning programme. This provides adult workers opportunity to take higher education courses. There is electricity, several borehole facilities in different strategic points within Kwara 2 and the major roads within Kwara 2 are tarred. There are two markets that operate weekly but in different locations with one dealing in livestock.

## Enrolment

22. The total enrolment of pupils in the school is 829 [460 boys and 369 girls]. There are 53 teachers with an average of 33 being in regular attendance, 8 seconded to secondary schools and others on training programmes.

## Early Child Care Development Education

23. Within the school premises is a block of two classrooms built with the support of the Local Government Area and supervision of the SBMC and PTA. Though there are two classrooms only one was in use with 200 children cramped in one classroom. There were three care givers in the classroom attending to the children.

## Inclusivity

24. The participation of girls in school activity is good; there are adequate number of girls and boys in school, though the pupils are not represented on the School Based Management Committees [SBMCs]. The SBMC has been set up in the Central Primary school using the given outline. An interesting feature of the SBMC in the school is the fact that though they have not received any financial support from either the State or the World Bank, they have been able to embark on successful projects such as the construction of classrooms. They also have the support of the Kwara 2 Busenonu Association and the National Association of Kwara 2 Students. The Parents Teachers Association in the school is quite active and they work in harmony with the SBMC.
25. In the community, most parents, women and men do not have any knowledge of the SBMC but are very conversant with the PTA.

## Communication

26. There is free flow of communication between the Local Government Education Authority [LGEA] office and the school on a reciprocal basis. As impressive as the activities of the SBMC in the school are, there is no effective communication from the school to the community on the existence and activities of the SBMC. A very high percentage of the community members claim ignorance of the existence of SBMC.

## Influence

27. It was gathered that in Kwara 2 there are some institutions that have a high/great level of influence on the Educational Structure of Kwara 2 community. Such institutions are PTA, LGEA, LGA, SUBEB, The Emirate Council, Political groups, ethnic associations and student bodies such as the National Association of Kwara 2 Students. Women interviewed mentioned the woman politician representing Kaiama at the House of Representative as the most influential.

## Conclusion

28. It is important to note that though Kaiama Local Government is not one of the SESP LGAs in Kwara State, SBMC has been formed in all their schools. With the performance of SBMC in Kwara 2 Central Primary school. It is believed that if given monetary assistance, the SBMC in Kaiama LGA will carry out developmental projects within their various schools that will bring about efficiency and effectiveness in the school system.

## Summary of research

29. The Social Resource Mapping in Kwara 2 clearly showed the extent to which the people of Kwara 2 relate to their institutions and their knowledge of such institutions. It took place under a large tree of historic significance to the people of Kwara 2. The tree is right opposite the Emir's palace which is a three minute walk from the Kwara 2 Central Primary School. Though guided, the social mapping was facilitated by community members. Drawing the map on the ground participant identified the four major roads in Kwara 2 leading to the roundabout in Central Kwara 2.
30. On each road are several institutions. Main institutions identified were the Emir's palace, a police station, a High Court, a Magistrate Court, Two filling stations, a cattle market, a Unity Secondary School, a Methodist Church Clinic, Ministry of Works complex, a shopping complex, private nursery and primary school an abandoned post office, the National Park office, a civil Defense office, Youth Corpers Lodge a new Cyber Café, the elubo [yam flour] market, a garri [cassava paste] processing industry, a bread Baking industry, the Local Government Secretariat and the Local Government Education Authority secretariat among other smaller institutions mentioned.
31. The various tribes that reside in Kwara 2 and where they reside were also discussed. Prominent among them are the Busonenu tribe, who are the original settlers/indigenes, the Hausas, Fulanis, Yorubas, Ibos, Igbiras and Nupes. This in essence shows the knowledge base of a cross section of the people and institutions of Kwara 2. Most of the participants except the school teachers knew little about what transpired in the Kwara 2 Central School. Most of them were hearing about SBMC for the first time but knew about Parents Teachers Association [PTA].
32. Most of the children in the community go to school and their parents have a choice of sending their children to a public or private schools. There are out of school children in Kwara 2 but very few. The School children come from the catchment area, so they do not have problems of distance to and from school; this is the case for primary school pupils but the secondary schools are located at a long distance from the community.

## Community Groups

33. The most prominent community group in Kwara 2 is the Bokobaro Progressive Union and the National Association of Kwara 2 Students [NAKS]. Others are the WAI Brigade, Kwara 2 Development



Association, the Parents Teachers Association and the Vigilantes. Participants were quick to mention that they have a woman representing Kwara 2 at the House of Representatives in the National Assembly, Abuja. When asked about SBMCs, only participants from the school knew what it meant. When asked about houses of members, there was no response.

34. In conclusion, a cross section of stakeholders in Kwara 2 have good insight into what obtains and exist in their community though the concept of School Based Management Committee is new to most of them.

### *Transect Walk*

35. Kwara 2 community, though rural and remote, is regarded as a fast growing town by its inhabitants. Though over 70% of their working populations are farmers, there are civil servants, artisans and traders. Most of the women are farmers and traders of farm products such as 'Elubo' that is yam flour.
36. During the transect walk, some observations were made and information gathered from some contacts made. Highlights of some of these are the following; There are quite a few Local and State government institutions in Kwara 2 like the local government secretariat, the LGEA secretariat, a police station, two health centres with one close to the Emir's palace, a newly built internet browsing centre, four large shopping complexes, two market places with one operating daily and the other weekly for the sale of farm produce. There are several satellite poles installed in strategic locations in Kwara 2. The community has several clusters of houses and they get water from borehole/hand pump sited in each cluster. Towards the KLEA Central school is the Emirate Council office, a huge refuse dump and behind the school are huge rocks.

### *School Profile*

37. KLEA Central Primary school is the oldest educational institution in Borgu. It has 7 blocks of 13 classrooms. The classrooms have broken floors and windows, though the class sizes are okay. The Local Government Area through the SBMC built a block of 2 classrooms, the State Universal Basic Education Board [SUBEB] gave text books to the school, the Busonenu Women group gave Desks and benches and a female politician gave tables and chairs for the use of the pupils.

| Class | Boys | Girls | Total |
|-------|------|-------|-------|
| 1     | 70   | 62    | 132   |
| 2     | 43   | 62    | 105   |
| 3     | 55   | 41    | 96    |
| 4     | 45   | 68    | 113   |
| 5     | 50   | 44    | 94    |
| 6     | 56   | 52    | 108   |
| Total | 460  | 369   | 829   |

*School Population in KWARA 2 Central School 2009*

38. There are school registers and they are well filled. There are 50 teachers in the school, 22 males and 28 females. There is also a staff register. The number of teachers present in school is the same as indicated on the register for the day.
39. Talking to some of the children in primary six, it was observed that they all have aspirations for further education, testing their ability to read, they had difficulty reading what was written on the blackboard or their books. There were teachers in all the classrooms. Even in some, particularly primaries 5 and 6, two teachers were in each class.

| S/n | Qualification                           | Number of Teachers |
|-----|---|--------------------|
| 1   | B.ED                                    | 4                  |
| 2   | National Certificate in Education [NCE] | 27                 |
| 3   | Higher National Diploma [HND]           | 1                  |
| 4   | National Diploma                        | 5                  |
| 5   | Grade 2 Pass                            | 7                  |
| 6   | Higher Islamic Studies                  | 5                  |

40. The children live very close to the school, so the distance from home is not far. Many of the children go home during break time for breakfast or mid day meal. All the children had school uniform though only some are in good condition.
41. The school environment is very filthy so is the town. There is a huge refuse dump by the school where the community dumps their refuse. They also stool all around the school. There are six toilets but they are not in use. The toilets were meant for both teachers and pupils. Three of the six toilets are reserved for teachers and the other three for pupils, though they all locked up.
42. There are wooden seats and desks. On the average, four pupils sit on a bench. There is a well in the school that is used for all purposes. This is the only source of water in the school though Kwara 2 Water reservoir is located next to the school.
43. There is a newly completed block of two classrooms used for pupils in the Early Child Care Development programme and an old classroom is under renovation by the PTA. Only one of the two classrooms was in use with about 200 children packed in one classroom with 3 care givers.

### *Teaching and Learning Materials*

44. There are only charts in the classes and they are all the same from primaries one to six. Most of the pupils had only exercise books, only few had text books. The textbooks given by government are yet to be distributed. They are in the Head Teacher's office for stamping before distribution.
45. Timetables are displayed on the walls. There are also charts on time, alphabets and fruits on display in all classes. In the Head teacher's office there is display of members of the SBMCs, members of staff and the school population.
46. There is a visitor's book in the school kept in the Head teacher's office. LGEA officials visited the school last on 12<sup>th</sup> March for supervision.
47. There is also a well equipped library with all books intact and not in use. At a closer look, most of the books are not relevant to children's need in primary school.

### *Head Teacher*

48. The Head teacher of KWARA 2 Central Primary School is a 49 year old male with a Bachelors Degree in Education. The school is located in a central place in Kaiaama town and pupils in the school are from the neighborhood. Over 70% of their parents are farmers. Others are traders and civil servants. Some parents are not able to pay PTA levies or buy textbooks for their children. Though some members of the community visit the school for Parents Teachers Association meetings, they do not donate money outside the PTA levies they pay for their children. Even the levies are not paid by all.
49. The head teacher informs the local community of school information particularly about the achievement of their children during speech and prize giving days. There are local organizations that support the school, some of these are the Busonenu Women Group and the National Association of Kwara 2 Students who bought chairs and tables for the school at different times. There is a vibrant PTA just as in most schools in Kwara State. The PTA assist the school in different areas when the need arises for example, the ongoing renovation is by PTA. The Head teacher also indicated that there exists the School Based Management Committee in Kwara 2 Central Primary School. He was informed about this by SUBEB through a letter inviting him to an SBMC workshop.
50. He claimed to have informed members of his staff and stepped down the knowledge gathered from the workshop to staff of the school and members of the local community. He gave the main roles of SBMC as monitoring all that goes on in the school and giving support to the school when the need arises. He is the secretary of the committee and informs the SBMC of all the problems in the school. He said that the women on the SBMC play a very active role.
51. There are no students on the SBMC, this he said is as a result of ignorance on his own part. The Head teacher has never seen the guidance notes. He however explained the difference between PTA and

SBMC. The PTA comprise of parents and teachers, while the SBMC comprise of representatives of members of the local community. The PTA and the SBMC work together particularly in the area of project management as the PTA provide funds for such projects. There were initial fears on the part of the PTA who saw the introduction of SBMC as a plot to usurp their power in the school system. For effective implementation of SBMC, the head teacher suggested that grants be given to SBMC for project implementation and sitting allowance be given to members.

52. When the school roof blows off, the head teacher feels it is the responsibility of the PTA and SBMC to repair the damage except its cost is beyond this level of funding, then the LGEA could take responsibility. If a child in primary 6 cannot read, the head teacher feels it is the responsibility of the society, teachers and parents. He is responsible for the preparation of the school budget but passes it on to the LGEA office where decisions are taken. He does not know about the preparation and implementation of a school development plan.

### Reflections

53. There was no one present at the interview session and to a great extent the interview was frank and open. Though SBMC has been established the Kwara 2 Central Primary school, the head teacher does not seem to have an in-depth knowledge of the management of SBMC. For instance, he doesn't have knowledge of what a school development plan is. This is probably because he had not had intensive training on SBMC practices, since the LGA is not one of the SESP funded locations. Triangulating information from all stakeholders, there seem to be some contradictions on claims of step down trainings conducted for staff as most members of the school community claimed ignorance of SBMC practices. However, the head teacher had a detailed record of minutes taken at the last SBMC meeting in November 2008. [Please see minute as attached.]

### Chairman of SBMC

54. The Chairman of the School Based Management Committee in Kwara 2 Central Primary school is a 55 years old male who is a teacher by profession. The Chairman has held the position for 3 years. He was informed about the SBMC by the LGEA office in 2006. He gave the main role of SBMC as assisting in improving the teaching and learning at the primary school level. He claimed to have seen the SBMC guideline and used it in the proper formation of SBMC. He gave the Chairman's duties as ensuring that stakeholders work in harmony in achieving set goals, encouraging members to participate actively in the development of primary education and resolution of conflicts arising in the school system.
55. According to the Chairman, he was elected by community members at an SBMC conference/meeting in Kwara 2. He indicated that the SBMC chair should be educated, tolerant and influential and that the advantage of holding this position is its command for respect and recognition and opportunity to develop and display leadership qualities. The main disadvantage is related to politics as membership

could be infiltrated by politicians. If invited to be Chair he would like to hold the position again as it will provide opportunity of serving his community in the area of primary education development. SBMC was established in KWARA 2 Central primary school in 2007, the chairman could only mention names of three members including himself.

56. Members were appointed through ballot system and there are women amongst them. He informed that women on the SBMC contribute to a very large extent to decision making. Some members have had the opportunity of training workshops at the State capital, Ilorin. The workshops were useful in further informing members of the mode of implementing the SBMCs.
57. According to him meetings are held once a term [thrice a year] and the last meeting held on 18<sup>th</sup> November 2008. The issue of poor performance of teachers, inadequate instructional materials and poor enrolment of pupils was discussed. One main decision taken was on the need to expose teachers to staff development programmes. This was reported to the education secretary through verbal discussions. The next meeting was scheduled for April 2009. SBMC has undertaken the following activities;

### *Monitoring teaching and learning*

#### ***The construction of a block of 2 classrooms through Local government assistance***

58. As a result of the SBMC, there has been increase in enrolment, improved teaching and learning activities, increased level of commitment by parents through the monitoring of school activities. The main challenge to SBMC has been funding, assistance has been solicited from the local government and the response seems positive. SBMC can be improved drastically if lots of sensitization and advocacy including workshops and roundtable meetings are systematically embarked on by Local government for representatives of SBMCs across the LGA.

### Reflections

59. The SBMC chairman is quite knowledgeable and committed. This attributes did not translate to bringing those outside the committee on board through information dissemination and communication of what goes on at SBMC meetings. For further improvement, he requested for more sensitization through workshops, seminar, media coverage. He requested for help from State, Local Government and International Development Partners and possible sitting allowance for SBMC members.

### *Community Leader*

60. The community leader interviewed is a 52 year male and secretary to the Kwara 2 Emirate Council. He is a teacher by profession but left teaching to work in his current capacity in the Emirate Council which is a highly respected religious and traditional institution in Kwara 2. He gave some vivid insight into how Kwara 2 people relate with others in their community. He said that Kwara 2 is a closed

community 'If you offend one, you offend all'. Bokobaro people are inter-related with other ethnic groups in its surroundings.

61. All schools in Kwara 2 are co-educational; there is no religious distinction in schools. He is satisfied with school system. Most children of school age in Kwara 2 go to school and parents do not discriminate over what child to send to school.
62. Community members through PTA assist in enrolment drive. They visit schools particularly when their children are truants to report their excesses. Most parents attend the PTA meetings and make donations when it is needed. He stressed that the donation of poorer members of the community is usually greater than that of the so called influential. He did not know any other organization that supports the school apart from the PTA. He is not aware of the existence of SBMC in the school but knows that PTA exists to assist the school, listen to their complaints and help proffer solutions.
63. In his opinion, it is the responsibility of the State Government to repair the roof of a school if it blows off, but sometimes the local government and the community take immediate action before government intervention. The quality of teaching and learning is the responsibility of the school. So teachers should be held responsible in a child in class 6 cannot read.
64. On decision making in respect of the school budget, he said that government makes decisions on both the budget and expenditure even on the PTA funds/levies as well. Commenting on trainings and workshops attended by teachers and others in the education sector, he said, *'most programmes are just formality to most of our people. They just attend it and don't follow up or internalize it'*. He further complained that interference in schools could be referred to as *'witch hunting'*; *for example, if there are two political parties and the ruling party is working with the school, those in opposing political parties will be seen as intruders if they come asking questions in the school. 'Anybody that is useful to the community is afraid to talk because of politics'*.

### Reflections

65. The community leader does not have much knowledge of what is going on in the school, yet his office is so close to the school premises. He expressed dissatisfaction over the ineffective information flow between the school and the community. He seldom visits the school for political reasons. He is aware of the existence of PTA but knows less of the school budgeting system.

### **Female Teacher [Outside SBMC]**

66. The 37 year old female teacher interviewed has been working in KWARA 2 Central Primary school, Kwara 2 for three years. She is not a member of the School Based Management Committee. She is conversant with the institutions and ethnic groups in Kwara 2. In an interview with her, she revealed that most of the children in her class and other pupils in the school come from the surrounding neighbourhoods, close to the Emir's palace. These are Gbesare, Tisimusutu, Kibefandi quarters. 65%

of their parents are farmers while others are traders and civil servants. Even the traders and civil servants have their own farms for domestic use. Most parents are able to pay the cost of their children's schooling. Women particularly, as they are rich and would not want the polygamous setting to affect or truncate their children's education. [Men sometimes four children of favorite wives]

67. Enrolment and population of the school is almost 50% boys and 50% girls, there is no barrier to getting girls into schools. Girls participate as much as boys in the school. Though parents attend PTA meetings, they don't visit the school regularly. They do not donate money outside the PTA levies except for the intervention of few influential people in the community. The teacher is unaware of any institution or local organizations that have given support to the school except for gestures from student union members in the local secondary schools.
68. According to her, there is a PTA in the school and their main role is to tax pupils by collecting N210.00 from primary school pupils and N50.00 from children in the nursery section. She is aware of an SBMC in her school and got the information at a meeting called by the head teacher on arrival from an SBMC training workshop.
69. Apart from this meeting, there had been no other communication on what transpired at the subsequent SBMC meetings. In her opinion, it is the responsibility of the Local Government to repair a blown off roof in the school. On learning achievement of pupils, if a primary 6 pupil cannot read, she blamed not the teacher alone but teachers, parents and pupils themselves and that they all have responsibility towards ensuring quality education delivery. The head teacher and the Education secretary is responsible for budget decisions.

### Reflections

70. There is limited communication on outcome of SBMC meetings. Other staffs within the school system are unhappy about this; those outside the SBMC have limited knowledge of SBMC and its composition. It can be deduced that SBMC has been set up in Kwara 2 Central Primary school, but it is a closed committee and the choice of members was not participatory. The participation of pupils sounded strange to the teacher as she was hearing of its essence for the first time.

### **Woman Leader**

71. The woman leader on the SBMC is a 45 year old business woman and politician; she is a member of People Democratic Party [PDP]. She indicated her satisfaction with the school stressing that the teachers and head teacher are hardworking, giving exception to the fact that the pupils are very playful. She said that parents in Kwara 2 send their children, girls as well as boys to school. So there is no gender discrimination when it comes to schooling.

72. Some members of her group send their children to private schools though majority of them send their children to public schools. One of the reasons many send their children to public schools is because the teachers are better qualified. If members of her group have a problem with their child's education, they first report to the Woman leader who goes into the school to report to the school management.
73. There is a PTA in the school and their role is to help in taking care of the needs of the school in terms of repair of school structures.. She got to know about SBMC through a friend. The role of SBMC is to ensure efficiency and effectiveness in the school. Women on the SBMC are meant to contribute all they can to the existence and functionality of SBMC, they are to disseminate information to other women in the community. She indicated that there are five women on the SBMC and stressed the fact that girls education is not a problem in Kwara 2, so there has not been any need for further advocacy on the issue as parents know the essence of educating their girls as well as boys. She gave the role of students on the SBMC as acquainting the SBMC with problems of other students.
74. She also indicated that the PTA works jointly with the SBMC in terms of providing funds for some of the projects of SBMC. So far , the existence of SBMC has led to increased enrolment, improved teaching and learning activities, provision of more classrooms and more dedication to duty by teachers.
75. For an improved SBMC, she suggested that government release money for SBMC towards the development of the school and that sitting and transport allowance be given to members of the SBMC.
76. She is not aware of the school Development Plan. She feels that the PTA and the local government are responsible for the repair of a blown off roof in school. If a primary 6 pupil cannot read, parents and teachers are to blame. She said that parents are supposed to check and monitor their children's activities in the school regularly and teachers are expected to ensure that children are exposed to the appropriate learning activities.
77. She said that the Head teacher is responsible for making budgetary plans and decisions but passes it on to the Education secretary.. She does not know who prepares the School Development plan.

#### Reflections:

78. No one was present with the woman leader, though the interview was open, it cannot be said to be very frank, for example, she claimed to be disseminating information to other women in the community [triangulating], women claimed to be completely ignorant of the concept and existence of SBMC. She also stated that 12 pupils were on the SBMC which is contradictory to what was gathered from the head teacher who said he did not include pupils in the membership of the SBMC. Summarily, the woman leader seem to be a politician who has little time for school activities.



### *Discussions with pupils [boys and girls]*

79. To have effective discussion with the pupils, their questions were written out on cards numbered 1-6 and they had to throw a die each in turn. It was observed that the pupils had no knowledge of SBMCs. The head boy and head girl were not aware of their membership of any meeting as they had never been informed. They were asked other questions to enable them enjoy the interactions with the researchers. The new questions centred on their family, other children of school age not in school and their aspirations for the future. The pupils were drawn from primaries 5 and 6; they all understood English language and could speak to some extent. Most of them do not have time for extra studies when they close from school, they assist with household chores and help out in their parents' store. Both boys and girls knew of children of school age out of school but they could not say why these children are not in school.
80. All the children knew of the Parents Teachers Association, they are also aware of the new projects in the school and knew that it was their PTA funds that were used for the ongoing renovation in school. They all knew how much their parents paid as PTA levy [First term N210.00, second term N180.00, third term N180.00] and the fact that it was shared amongst their school, LGEA and SUBEB.

### *SBMC Group Discussion*

81. The discussion with members of the SBMC took place in a class room with the blackboard used to demonstrate relationships using Venn Diagram. Though there was less argument over the various institutions and their relationship with the school, there was diverse opinion over whom to hold responsible for the inability of a primary 6 pupil to read. Community members on the committee mentioned the teacher and head teacher while some teachers felt it was all stakeholders that had issues in this direction that is teachers, parents and pupils themselves.
82. Members identified various institutions but felt that the following play important roles in the development of the primary school, SBMC, PTA, LGEA, Kwara 2 Busonenu Association, the Busonenu Women Association, the National Association of Kwara 2 Students, traditional and religious leaders, political organizations and the various ethnic communities. Most of them overlap at different points with the SBMC and PTA. They all agreed that all the institutions work for a common goal which is the enhancement of educational development of Kwara 2 land. During discussions, the challenges were elicited with poor enrolment and inadequate infrastructural facilities as main concerns. Though they did not give much attention to the issue of communication, it was a challenge, not all members had information about some of the activities embarked upon by SBMC. There is however no conflict between PTA and SBMC as this had been envisaged prior to the trainings, it was therefore addressed

and much sensitization had been done amongst the executives of the two organizations, with fears usurpation allayed.

83. When members were asked about accountability, they unanimously agreed that SBMC is accountable to the community, LGEA is accountable to the SUBEB and the school is accountable to the community and the LGEA, as the LGEA pay teacher's salaries and have the responsibility to monitor schools' activities and discipline airing teachers and non teaching staff.
84. When asked if the roof were to blow off what would the role of SBMC be, a member mentioned that a similar situation had happened in the past. The PTA was contacted and then a letter was written to the LGEA informing officials of the incident. The PTA gave support but this was insufficient to resolve the problems so they had to wait for the LGEA intervention to complete the repair. This clearly shows the power and influence of the PTA in responding to emergency issues that require financial support.
85. On budgetary matters, they indicated that the head teacher works with his management team and get directives and approval from the Local Education authority. They are yet to get trained on Whole School Development plans. SBMC members are currently not involved in developing school budgets though with the PTA they can determine what projects can be executed with the PTA levies meant for the school. The members of SBMC concluded by saying that they monitor the school programmes very closely.
86. This exercise showed clearly that SBMC is still very weak in the KWARA 2 Central school, though some form of SBMC has been set up, it still requires more training and direction for effective implementation.

### *Venn diagram with men*

87. Present for the exercise with fathers were 13 men with two others joining as the discussions progressed. After participants who are all fathers of pupils in the study school were informed of the purpose of the discussions, they were introduced to the use of the circles [cut in colorful cardboards]. The circles enabled them identify and indicate who does what in the community and who the most influential in the society is.
88. It was observed that men were conversant with institutions in Kwara 2 who contribute to the development of the education system in Kwara 2 community. They argued at some point over where some stakeholders should be placed. PTA, LGEA, Emirate Council were allotted bigger circles depicting their importance to the people of Kwara 2 and their contribution to education development in the community. The next set of medium circles were allotted to SUBEB, Kwara 2 Busonenu Association, National Association of Kwara 2 Students, the LGA Chairman, politicians, civil defense and vigilante while the smallest circles were allotted to tailors, farmers, Kwara 2 progressive

associations and the SBMCs. Some of them were of the opinion that though farmers are in majority in Kwara 2 they do not have any direct contact with the school so could not be allotted positions that they do not occupy in terms of schools development. They argued over where SBMC should be and finally all agreed that because they do not have knowledge of its existence it should be placed to stand alone.

89. What this showed clearly was that people in Kwara 2 whose children are in the Central Primary school know little about SBMC and possibly any new initiatives that come into the school system. There was clear enthusiasm towards knowledge and participation. Participants were happy that the SBMC initiative is on but would like to know more and be part of the process.

### *Venn diagram with women*

90. The 8 mothers that participated in this discussion were illiterates; they also were not responsive to learning the process of discussing the issues using the Venn diagram. Responding to questions on their knowledge of SBMC and PTA, they have absolutely no knowledge about what is going on in the school system. They are aware of PTA levies which they sometimes but were not aware of the contributions that the Busonenu women make to the development of the school. The women visit the head teacher anytime they have problems with their children's education. When asked about the most influential institution in Kwara 2 and its contribution to the development of the school, they all mentioned '**No Shaking**'; probing further they explained that this is the political name of the woman who represents Kwara 2/Borgu district at the House of Representatives, Nigeria's National Assembly. As far as they were concerned, they will relate to her as she shows the women in Kwara 2 concern on most of their social and financial needs whenever she visits her constituency.

### *Feedback Meeting in Kwara 2*

91. The feedback meeting in Kwara 2 held at the Kaiama Local Government Education Authority Hall, with about 45 persons in attendance. Amongst them were representatives of pupils from Kwara 2 Central primary school and another primary school in Kwara 2, women and men in the community. A brief outcome of the study was presented after all the introductory remarks by the chairman of SBMC.

## Kwara 1 Primary School, Ilorin West LGA, Ilorin

### Background

92. Ilorin West Local Government Area [LGA] is one of the two Local Government Areas chosen for the SBMC research in Kwara State. The LGA represents the study location enjoying the IDA funding or SESP Intervention. It was also classified as the urban LGA in the study.
93. Ilorin West Local Government Area is located in the heart of Ilorin town with part of it being the ancient part of the city. The Local Government Area has nine wards with 60 primary schools and 29 junior secondary schools. It is a community comprising of people belonging to different professions, ranging from civil servants to artisans such as carpenters, mechanics, bricklayers etc. Also within the local government are teachers and people engaging in various businesses. Though inhabited mainly by indigenes of Ilorin, there are people from other local government areas within the state and even from other states, living in the local government area.
94. There are different infrastructural facilities in the Local Government Area such as electricity, several borehole facilities in different strategic points, different hospitals and health centres and the major roads within Ilorin West Local Government area are tarred. There are also different markets that operate on daily basis in different parts of the local government area.
95. Though Kwara 1 community has many features of an urban settlement, most of its inhabitants are low income earners. According to the head teacher, many of the children are not well fed. Many parents give their children five naira to school for feeding. This can hardly buy any meaningful food. [A child fainted on one of the days we spent in the school environment; he was taken to a nearby health centre by one of the teachers and the chairman of PTA]
96. In **Ilorin West LGA, Kwara 1 LGEA Primary School, Ilorin** was chosen for the research. This school is located in the centre of Kwara 1 community which is on a road that is directly linked to the emir's palace and the Central mosque of the city. It is one of the oldest Educational institutions in Ilorin, with its establishment being in 1934. The school is known to have been attended by prominent sons and daughters of the emirate. Kwara 1 LGEA Primary school has 7 blocks of 14 classrooms with 2 blocks of toilets, one for the teachers and the other one for the pupils. The toilets are all put into use by members of the school community. The school has a fence and a gate. At the back of the school premises it shares the same fence with another primary school, Kwara 1 'B' LGEA Primary school. There is also a mosque under construction by the school gate within the school premises. This is being built by the Muslim community in Kwara 1 as a donation to the school.

## Enrolment

97. The total enrolment of pupils in the school is 791 [434 boys and 357 girls]. There are 46 teachers, one head teacher with two assistant head teachers in the school.

## Early Child Care Development Education

98. Within the school premises is a block of two classrooms built with the support and intervention of an association of Old students called the “third Estate”. The two classes are equipped with modern facilities such as fan and very good tables and chairs for the kids therein. Each class had 3 care givers in charge of the children.

## Inclusivity

99. The participation of girls in school activity is very good; there are adequate number of girls and boys in school, and the pupils are represented on the School Based Management Committee [SBMC]. The SBMC has been set up in the Central Primary school using the given outline. An interesting feature of the SBMC in the school is the fact that the school has received intervention from the World Bank and has been able to complete the first phase of her school development with 100% completion. The SBMC in the school embarked on successful projects such as complete renovation of classrooms, purchase of teacher guides, the construction of toilets etc. They also have the support of the old students living both at home and abroad. The Parents Teachers Association in the school is quite active and they work in harmony with the SBMC. However, it was noted that as vibrant as the SBMC is in the school, most parents, women and men do not have any knowledge of the SBMC but are very conversant with the PTA. As part of the active participation of the female pupils in the school is the fact that the school band is made up of girls who beat drums and other musical instruments on assembly ground every day. It is also worthy of note that the pupils in primary six at Kwara 1 LGEA could read and write and also speak English language very fluently.

## Communication

100. There is free flow of communication between the Local Government Education Authority [LGEA] office and the school on a reciprocal basis. It should however be noted that as impressive as the activities of the SBMC in the school are, there is no effective communication from the school to the community on the existence and activities of the SBMC. A very high percentage of the community members claim ignorance of the existence of SBMC and even some of the school teachers. Most of those who claim ignorance of the existence in the school feel that all the projects done in the school are done by the PTA.

## Influence

101. It was gathered that in Ilorin West Local Government Area, there are some institutions that have a high/great level of influence on the Educational Structure of the people. Such institutions are PTA, LGEA, LGA. SUBEB, Ilorin Descendants Progressive Union, The Kwara 1 Muslim community, NURTW, Alada Development Association etc.

## Conclusion

102. It is important to note that Ilorin West Local Government is one of the SESP LGAs in Kwara State, and Kwara 1 LGEA primary school being one of the beneficiaries, has been able to firmly establish her SBMC following the stipulated guidelines and has also successfully carried out some projects with the funds provided. However, there is still much to be done in terms of disseminating information to members of the community concerning the existence and activities of the SBMC, so that with time, community members will see the governance and management of the schools in their communities as part of their responsibility. With the performance of SBMC in Kwara 1 LGEA primary school so far, it is believed that the members of the SBMC are people of integrity who are ready to serve at all times and within a very short time from now, the school will be completely transformed from what it used to be and this will bring about efficiency and effectiveness in the school system.

## Summary of research

### *Social Resource Mapping*

103. Kwara 1 is a densely populated Ilorin suburb in Ilorin West Local Government Area. The resource mapping shows that there is a major road that runs through Kwara 1, with a major roundabout at one end an Ilorin West Local Government Area at the other end; located next to the palace of the Emir of Ilorin. Along this major road are several Ilorin traditional communities. Participants at the mapping exercise were only willing to discuss their immediate environment.
104. The primary school being the main feature, it was noted as the central theme from which other institutions will be discussed. Opposite the school is a mosque, to the right standing at the school gate are offices of the motor cycle association, association of electricians, a hair dressing saloon. Toward the roundabout, is the home of the PTA chairman and another prominent personality who donated borehole to the school [he is a member of the SBMC]. There is a storey building owned by the Ilorin indigene Association and the main market place in Kwara 1 by the roundabout.
105. In most of the residential houses around the school are weaving centres. There are two private nursery and primary schools and two public primary schools. There is also a koranic school behind Kwara 1 primary school. There is a private clinic, a police station and a prison towards the Emir's Palace.

106. Parents who stopped by to participate mentioned that they have knowledge of the existence of PTA and that they pay the levies requested by the school. Participants knew about PTA but SBMC was new to majority of them, they were mostly artisans per profession. They would like to be invited to SBMC meetings.
107. Reflecting on the discussions and arguments of participants, residents could be said to know their environment. It was clear that most young people in Kwara 1 are self employed as there were many cottage industries referred to during the discussions.

### *Transect Walk*

108. Kwara 1 is a suburb within Ilorin city. It is one of the main densely populated communities feeding into cosmopolitan Ilorin, the capital of Kwara State. It is located in Ilorin West Local Government Area. Kwara 1 is inhabited mainly by Ilorin indigenes. Next to Kwara 1 primary school is another government Primary school. There is also a koranic school behind the schools.
109. There are so many artisans living in the community with small shops, workshops and offices of various artisan associations along the street by the school. Opposite the school is a mosque, there is a main market by the major round about leading to the school. There is electricity and water in the community though the supply of electricity is very epileptic. There is a gari [cassava] processing plant in Kwara 1. Many of the small scale businesses are powered by generators as electricity supply is highly unreliable.

### *School Profile*

110. Kwara 1 LGEA School, Ilorin West set up in 1934 and runs a single shift. It is one of the schools receiving support from the State Education Sector Programme [SESP]. The school population is 713 with 378 boys and 335 girls [please see details below] There are class and school registers in the school but some of these books are not well kept. Some teachers mark the registers at random. For example, in one of the arms of primary 2, the number of children in class was less than the number marked as present.

| CLASS | BOYS | GIRLS | TOTAL |
|-------|------|-------|-------|
| 1     | 81   | 55    | 136   |
| 2     | 50   | 58    | 108   |
| 3     | 74   | 70    | 144   |
| 4     | 56   | 57    | 113   |
| 5     | 55   | 54    | 109   |
| 6     | 62   | 41    | 109   |
| TOTAL | 378  | 335   | 713   |

*Record of total school enrolment LGEA Kwara 1 Primary School*

111. A teacher's register is well maintained. The number of teachers present in the school is the same as shown on the register. Those not around are either on study or maternity leave and this is well indicated on the register. There are 49 teachers in the school, 21 males and 28 females. There are 8 graduates, 33 NCE holders and 8 diploma holders.

| S/N   | QUALIFICATION | NUMBER OF TEACHERS |
|-------|---------------|--------------------|
| 1     | B.ED          | 8                  |
| 2     | NCE           | 33                 |
| 3     | DIPLOMA       | 8                  |
| TOTAL |               | 49                 |

112. Children in primary 6 understood what was on the blackboard. They can read and write very well in English language. Children in the school seem to be well behaved. They were all settled in their various classes. Most of the children live in the neighbourhood so they do not have to walk a long distance to get to school. All the pupils had their uniforms on, though a few of them looked untidy.
113. The school environment is safe and secured for the children, though cramped with little or no space for children to play. The children go to the next school compound to play. The school has 6 blocks of 14 classrooms. Many of these are conducive for learning except 4 classrooms that require renovation. There are seats and desks in the classes but inadequate as 4 children still share a desk and chair meant for two pupils.
114. There is drinking water in the school compound. The facility was constructed and donated by a parent who is a member of the School Based Management Committee [SBMC]. There are two separate blocks of toilets, one with 9 holes for the pupils and the other with 4 toilets two for the female teachers and two for the male teachers.
115. There is only one ongoing construction in the school premise. This is of a mosque funded by the PTA, though during the Social Resource Mapping, some of the men claimed that it was been constructed by the Muslim Association in Kwara 1.

### *Teaching and learning*

116. There are teaching materials in use by the teachers in their various classes. Most of their children had no textbooks only a few of them could present their text books. Displayed on the walls of all the classes were class indicators, national anthem, national pledge, animals and fruit charts.



### **SBMC records**

117. The date of the last meeting was 13<sup>th</sup> March 2009 and the main agenda was discussion on the next project to embark upon. Their discussions centered on next project and regular attendance of members. One of the main decision taken is to renovate a block of 2 classrooms as the next project.
118. There is a first aid box in the school. For example, a child fainted in the school by mid day, before taking him to the hospital he was given treatment by one of the teachers and the first aid box was brought out for use.
119. The school has a visitor's book and the last visit from the LGA office was on 4<sup>th</sup> March 2009 for routine supervision.

### Reflection

120. Kwara 1 LGEA Primary school, established in 1934, is an old school with some very old blocks of classrooms and some newly built ones by old students of the school and SBMC/PTA with support from LGEA. The old students association gives different forms of assistance to the school. The school enrolment is on the high side with no disparity in male and female children attending school. The teachers seem committed and that finds expression in the ability of the pupils in primaries 5 and 6 to read fluently. Though attendance registers are kept by all teachers, some were not appropriately filled. They appeared to be marked at random.

### **SBMC Chairman**

121. The 65 years old SBMC Chairman of Kwara 1 LGEA Primary school, a retired Police Officer and a contractor. He was informed of SBMC by the Headmistress of the school but later attended training sessions organized by Kwara State Ministry of Education and the State Universal Basic Education Board [SUBEB] in 2008
122. He gave the main role of SBMC as, making school a conducive place for learning, working to promote increased enrolment and to work towards efficiency and effectiveness in the school. An SBMC guideline was given to him during the training he attended.
123. His duties as SBMC chairman, were given as; ensuring regular meetings, see that all projects of SBMC are done appropriately and ensure that SBMC funds are judiciously spent. He was unanimously appointed by communities' members because of his past records of showing interest in all that concerns the school. To work more effectively, the SBMC chair must have the following attributes and personal qualities; knowledge about projects, experience and knowledge about building civil works, contentment, must know how to show love and be ready to serve the community.
124. Praises from SUBEB and community members and a good legacy for his children and family members were given as the advantages he derives from the position. The only disadvantage he gave was that

he could be called upon at anytime without prior notice. If invited to chair again he would accept because of his readiness to serve his community.

125. SBMC in Kwara 1 was set up a year ago [2008] using the stipulated guidelines, with the head mistress as the secretary, the selection was participatory and there are women on the committee. These women play active roles at meetings. The training that has been given so far focused on leadership, school development plan, school grants proposals and retiring of funds. These trainings are very useful in the activities of SBMC Project coordination. The SBMC has a Project sub Committee and it runs a bank account with the Chairman, Treasurer and Head Mistress as signatories.
126. The SBMC, meets fortnightly and the last meeting was held on 15<sup>th</sup> March 2009. The main issues discussed at the meeting were;
  - Retirement of remaining fund.
  - Regular attendance of members
  - Deliberation on the next project
127. One main decision taken at the last meeting was the renovation of a block of 2 classrooms. The next meeting was scheduled for 5<sup>th</sup> April 2009. According to the Chairman of SBMC, 2 classrooms have been renovated, construction of a block of 3 toilets with 10 holes, construction of 30 desks and benches, sensitization of community members on the education of their female children and purchase of instructional materials for teachers.
128. Since the SBMC started its activities faced by SBMC, the chairman has observed improved teaching and learning, the attitude of children to school activities is now impressive and teachers are more dedicated to their duties.
129. Inadequate funding is the main challenge, he requested for regular funding and a possible sitting allowance including transport allowance. There is a school development plan which was developed by all SBMC members. The main elements of the plan are safe and secured environment, effective teaching and learning, and the provision of instructional materials. The School Development Plan is kept in the Head mistress' office.
130. The Chairman of PTA was present at the interview, he works closely with the Chairman of SBMC and no conflict had been recorded since this new accord started. The interview was frank and the chairman of SBMC seem very selfless, full of enthusiasm and showed a lot of zeal and willingness to serve the committee at anytime he is called upon. From his responses he seems to know so much about SBMC. Though a contractor, he did not personally handle any of the construction projects embarked upon by SBMC but only played a supervisory role.

### Head Teacher

131. The Head teacher of LGEA Kwara 1 primary school is a 54 years old female with a Bachelors degree in Education, she is also an active member of the Nigeria Union of Teachers Kwara State branch. She has been working in Kwara 1 for two years. In her two years in the school, she has a good knowledge of her school environment. Children in her school live in the neighbourhood. Their parents are mostly petty traders, cloth weavers and artisans. During PTA meetings parents contribute the little they can afford. They also donate money whenever any project is embarked upon. Parents are informed about the progress of their children through report cards and on speech days.
132. Several organizations support the school in different ways, for example, The 3<sup>rd</sup> Estate and Kwarans living abroad [KSANG] who gave exercise books, textbooks to pupils in each class. They have also promised to give computers to the school though there is no room to house them yet. The 3<sup>rd</sup> Estate built a block of 2 classrooms for Child Development Centre with electricity, and promised to continue to support the school for six years. Youths in Kwara 1 also coach pupils during holidays.
133. There is PTA in Kwara 1 primary school, they ensure the effective teaching and learning of pupils. There is also an SBMC and she was informed of the SBMC by the Ilorin West Local Government Education Authority y letter. To establish the SBMC, she called the PTA and passed on the information educating them on the guideline for membership. A general meeting of the community was also called and they were briefed. The community later came up with the list of those to represent them on SBMC.
134. She gave the role of SBMC as; oversee the running of the school and helping to solve the problems therein. They also supervise. She is the secretary of SBMC, she also informs the committee of problems confronting the school. Women are on the SBMC in Kwara 1, they contribute their quota as mothers. They contribute in discussions and give useful suggestions. Students are also members of the committee, they inform the SBMC of their problems and they give useful suggestions.
135. The Head teacher has seen the SBMC guidance notes and it is used to guide all SBMC activities. She gave the main differences between PTA and SBMC as follows; PTA supervises and collects levies and executes projects that are meant for the regular hours while SBMC supervise or execute projects meant for the sector. PTA and SBMC work in harmony, PTA passes on information to the SBMC who disseminates information to others. There has not been any conflict between them.
136. To improve the SBMCs she requested that sitting allowance be given to them so they can be motivated. She asked for increase in membership and asked that the head teacher be allowed to have input in the selection of active members.
137. There is School Development plan in Kwara 1 primary school, which was developed in a participatory manner. The key elements of the plan are effective teaching and learning, conducive classroom,

instructional materials, safe and welcoming environment and school community relationship. The plan is kept in the Head Teacher's office. The PTA she says is responsible for the repair of a blown off roof but if the damage is a major one the LGEA takes it over if informed.

138. If a primary 6 pupil cannot read, the head teacher puts the responsibility on teachers, parents and government. The teacher should be able to build a solid foundation from primaries 1 – 6. At times, parents do not provide their children with good food and school needs. All have roles to play.
139. On budgetary matters, the PTA and SBMC make decisions according to the Head teacher, she also said that it is the responsibility of the SBMC to prepare and implement the school development plan.

### Reflections

140. Though the responses from the head teacher seemed frank, there were lots of contradictions particularly in responding to decision making and planning and budgetary responsibilities.

### ***Female Teacher [Not a member of SBMC]***

141. The Female teacher interviewed is not a member of the SBMC. She is 50 years old and has been teaching in Kwara 1 primary school for 5 years. She holds a National Certificate in Education [NCE]. In her response she further revealed the economic status of parents of children in the school. It was gathered that most of the pupils are children of low income earners and they all live in Kwara 1 neighbourhood. Their parents are mostly traders, cloth weavers who produce 'Aso Oke' – a typical Yoruba traditional woven fabric. Only few of them are able to pay levies and buy books and uniform. Some cannot afford notebooks.
142. No significant disparity was noted in the class register, as parents in Kwara 1 do not discriminate over who to send to school. All their children [boys and girls] are enrolled to go to school. Parents do not come to school except invited, they do not make donations apart from the PTA levies which some of them pay with much stress. She agreed that some local organizations support the school; old students donated English and Mathematics textbooks, exercise books and promised to also supply computers to the school.
143. There is a PTA in the school. Their role is to check if there is any problem, they also plan what the PTA funds is used for, particularly constructions. She is aware of the existence of SBMC and was first informed by the Head Teacher at a meeting where she informed all staff. According to her, the main role of the SBMC is to insure that schools infrastructures are adequate; they also make sure school security is assured. They sometimes supply textbooks and provide some school charts that are now placed in all the classrooms. Apart from the Head Teacher, she named two other members, the Treasurer and Chairman.

144. There are women on the SBMC, they play same role as men, monitoring the work of artisans on the construction site within the school premises and joining the team for purchase of materials. The children on the committee are the head boy and the head girl also joins the SBMC team in all their monitoring activities. The PTA Chairman and the SBMC Chairman work together. There is no conflict amongst them because of transparency and accountability.
145. According to the teacher interviewed; due to the existence of SBMC, toilets have been provided in the school, there has been increase in enrolment and children are doing well because teachers are striving to be more effective. SBMCs are mainly concerned with the supply of teacher's guide. [When pupils in primaries 5 and 6 were asked to read their social studies and English language text books, they were able to read them fluently and confidently]. These pupils were chosen at random
146. According to her, members should step up their supervision for effective utilization of resources. Members of SBMC should inform the larger school community of their decisions and plans. She knew of the existence of a school development plan but had never seen it.

### Reflections

147. There was another teacher present at the interview though only for the earlier part of the interview. His presence did not intimidate the female teacher. She would want to be informed of outcome of SBMC meetings held in her school. For example, she does not know how the school renovations came about, she only saw workers in the school premises. No information is passed on to other members of the school community outside the SBMC.
148. In spite of the above, Kwara 1 primary school has a vibrant SBMC. It is also good school in terms of learning achievement of pupils. The interview with this teacher shows that there is no communication between the SBMC and other stakeholders that they represent. Teachers outside the SBMC are not formerly informed of development and plans of the SBMCs. The school's development plan is in the head teacher's office but not on display. Teachers outside the SBMC only know the Chairman,, the head teacher, another teacher who is their colleague as members of the committee. They do not know the guidelines that inform the constitution of the SBMC.

### **Community leader**

149. The community leader interviewed is an 83 years old retired Psychologist, an old student of Kwara 1 primary school. He is one of the title holders in Ilorin Emirate Council. There are 3 private schools and 5 public primary schools in his community and he is satisfied with the schools. Most children [boys and girls] attend school in his domain.
150. When the school community asks for assistance parents give though the parents go to school only when the need arises. FOMWAN [Federation of Muslim Women in Nigeria] is the only local organization that the community leader is aware of. He knows about the existence of PTA and SBMC.

He was informed of SBMC by the Chairman in March 2009. If a roof blows off, he is of the opinion that the community should repair but the community does not want to spend its money on repair of schools because they do not see it as their responsibility. There is nothing bad in the community contributing this to the development of the public school.

151. The community leader would blame teachers and the recruiting board for the inability of a primary 6 pupil to read. He further stressed that teachers who are not qualified are recruited. Also he faulted the method of teaching in most Nigerian schools. The Ministry of Education and the head teacher are responsible for budgetary decisions while the head teacher is responsible for the preparation of the school development plan.

### Reflections

152. While being interviewed, the secretary to the community leader and two other aides were present. The responses of the community leader were open and frank. Though he believed in active community participation in the governance and management of the school, he is ignorant of the concept and management of SBMC in schools within his community. According to him, except the school authority approaches him for assistance, they hardly relate, as going into the schools without being invited gives an impression of prying into what does not concern him.
153. He stated that SBMC is a good concept that should be well harnessed towards ensuring efficiency and effectiveness in all schools within the state. He called for quick sensitization of all stakeholders in the school system about the SBMC.

### *Women's Group Leader*

154. The woman leader interviewed is a 46 year old teacher turned politician. She is a member of the People's Democratic Party. As an active party member, they hold meetings regularly; go to rallies, visit hospitals, prisons; to reach out to the poor, sick and needy. There 8 cluster [political party] groups of women. [She taught in another school in Ilorin before joining politics. She is now a full time politician.]
155. She is satisfied with the school because the school environment is now safe [connotes lack of safety in the past], welcoming and secured. They also have a leader who is caring and so there are basic facilities in the school. Girls attend the school without problems. Most members of her group send their children to public schools as only a few can afford to pay fees at the private schools. Members of her group report issues that concern the children to their party leader.
156. There is a PTA in Kwara 1, they assist the school in terms of funds provision. There is an SBMC in the school and got to know through a letter from the head teacher. The role of the SBMC is to assist in improving the standard of education in schools. She gave the role of women on the SBMC as awareness raising in the community. She is aware of many projects in that have been completed in

the school, some are, the construction of toilets, total reduction of truancy among pupils and increased girls enrolment. All these she attributed the existence of SBMC in the school. She feels children's participation is to represent the interest of other pupils and be exposed to the process of management on the SBMC.

157. According to her, SBMC and PTA work as collaborators, the PTA is informed of all that goes on in the School Based Management Committee. Since the introduction of the committee, the school structures are now beautiful, there is improved enrolment particularly of girls and teaching and learning has improved.

158. To improve the SBMC, she requested for more grants and sitting allowance for members whenever they meet. She is aware of a school development plan because she participated in developing one for the school. The key elements of the plan are;

- Safe and welcoming environment
- Conducive classrooms
- Effective teaching and learning
- Purchase of more instructional materials
- Developing school community relationship

159. In her own opinion, the community should repair a blown off school roof. She blames parents more if a primary 6 pupil cannot read. She complained that parents do not give their children enough time to study after school because of household chores. She said that the responsibility for making budgetary decisions lies with the LGEA while the SBMC members are responsible for the preparation of a school development plan.

### Reflections

160. The woman leaders seemed a very active member of the SBMC who has undergone training on SBMC practices. The active role being played by her is demonstrated in the quality of responses given, which indicated a vast knowledge about the practices of SBMC from which questions were raised. Also she appeared to be a leader who disseminates information to other members of her organization on the activities of SBMC.

### ***SBMC Focus Group Discussion***

161. "School is not the same anymore. The community was fully involved in the past, now most people feel isolated from the happenings at school level. People believe that the school is now the solely government responsibility, which should not be so". Alhaji Safi Alagoa –Community leader/Member SBMC. The Focused Group Discussion started on a good note with discussions around small and large circles which had been arranged by members present. This was disrupted by the announcement that a pupil had fainted. The PTA Chairman and the representative of the artisans left the group to address the

emergency by taking the child [a primary 2 pupil] to hospital in accompanied by one of the school teachers.

162. The discussion continued thereafter. The main features of the observed are; the fact that all institutions that have stake in the school system work together but in varying degrees, the PTA and the SBMC work together to ensure development in the school and there was good sensitization of the PTA executive on the roles and responsibilities of SBMCs. This averted conflict amongst the leadership. Whenever projects are decided SBMCs inform the faith based organizations, the old students associations through their representatives on the SBMC.
163. There is good communication flow between the school and the LGEA. The LGEA sends information and directives through memo, circulars, and calls for meetings with head teachers who subsequently informs the committee. All members present at the FGD felt that the PTA, the office of the Head Teacher and the LGEA are more powerful, while the community associations and the State Universal Basic Education Board were regarded as less powerful. They all agreed that SBMC is accountable to the school community; the school is accountable to the LGEA and LGEA to SUBEB.
164. If a school roof blows off, SBMC will work with PTA executives and the head teacher to make a decision on the extent of to which they should intervene, take quick remedial steps and advice the head teacher to inform the Local Government Education Authority. The teacher, parents and pupils were all mentioned by almost all the SBMC members, as they felt that the responsibility of failure of a pupil to perform effectively in school cannot be placed on the teachers alone. One member mentioned the Education system for inadequate monitoring of schools.
165. They said that the Head teacher and the LGEA are responsible for the school budget, while the SBMC contribute to the final buget plan presented to them by the head teacher. The SBMC monitors teachers and pupils to check truancy though not much has been done to monitor pupil's performance.

### Reflections

166. The FGD with SBMC members was interesting. Though the SBMC is working closely with the PTA and have a good relationship with the school's management, a lot still need to be done in the area of communication with other institutions in the community and the people in Kwara 1 in general. Some of the members present were very vocal and obviously contribute to discussions and decisions at meetings; they all have strong inclinations towards PTA and its leadership. As the FGD was rounding up, those who took the pupil to the hospital came back with him looking better. The head teacher had sent for his parents who came to take him home.



### *Student Activity*

167. 12 pupils, 8 boys and 4 girls including the head boy and head girl participated in the exercise. They were pupils from primaries 5 and 6. A child was to throw a dice and pick a card with the number on the dice [1-6]. The pupil then answer's the then question. An interesting feature of this people was that they all could read out the questions. Not all could answer the questions. New set of questions were asked around their family and aspirations.
168. They all knew about PTA but only some knew about SBMC. They all also knew that the head boy and head girl were members of the SBMC. They also know that the PTA collects levies from them/parents and feel that this is necessary to help the school with repairs and renovation of chairs and classrooms respectively. Their representatives on the SBMC do not tell other children anything about the outcome of their meetings. The head boy and the head girl said they did not know they were expected to inform others of the outcome of their meetings.
169. The pupils were all aware of the World Bank project, they saw the team of WB officials that came to inspect the State Education Sector Programme [SESP] in their school. They all like school and most of the pupils like their English and Health Education teachers. The children on the SBMC seem not to be active participants on the SBMC further probing confirmed that they are encouraged to contribute to the discussions.
170. The children confirmed they live in the neighbourhood, one of the girls said that her father is a taxi driver and her mother sells food stuff by their house. This further confirm living standard as mentioned by the Head teacher and the teacher. The children are happy and smart. They all have high aspirations far from their current expositions at home.

### *Group Discussion with Fathers [Venn diagram]*

171. The focus group discussion took place with men outside the school premises. All the men had their children in Kwara 1 primary school and some of them are old students of the school. There were no teachers or staff from the school to intimidate the respondents, the discussion stress free.
172. The group of fathers was given an overview of the research and purpose of the activity after the researchers were introduced. They were asked to list all the organizations important to them. Everyone wanted institutions they are associated with to be regarded as such, so a good number of organizations and institutions were listed. For the benefit of close relationship with the school, they then focused on only four main institutions along with SUBEB, LGEA, PTA, SBMC. The following are the institutions/organizations they mentioned; Kwara 1 Muslim Community, NURTW-Motor Cycle branch, Kwara Technician Union, Irepodun Orelope Club, Alada Development Association, P.T.A.,HISMAD – A faith based organization and Ilorin Descendant Association.

173. The participants indicated that most of the organizations work together though the National Union of Road Transport Union works closely with the various community associations. The Alada Association and Kwara 1 Muslim Community work closely with PTA. They know that SUBEB and LGEA work together and they see the two organizations as being in charge of basic education in their community. They are not aware of any conflict in the school system or their education community.
174. There is no communication between SBMC and the men in the community according to the fathers, they were all hearing of SBMC for the first time. If they have any problem with their children on schooling matters, the class teacher will be their first point of call though one of them felt he would go to the head teacher before any other person within the school. If a class 6 pupil is unable to read, participants said that teachers should be held responsible. One suggested that teachers should not be promoted if they cannot deliver appropriately. Some also felt that parents should be held responsible. "Only one teacher in class with many pupils, parents should then be involved in checking their children".
175. When asked about decisions about the school budget, one of them responded saying, 'we do not expect government to do everything. It is expected that community would be interested in making decisions or checking decisions on schools budgetary matters'.

#### *Group Discussion with Mothers [Venn diagram]*

176. Only five of the women invited by the head teacher were present for the focused group. Of these women one has a head dressing saloon, another a teacher from another school but on leave, two others are housewives and a grandmother. They all know about PTA and pay their levies. They could not relate to the use of the venn diagram but were willing to respond to questions. The most important institution they relate with is the PTA. They know there is an LGEA but only the teacher knew its relationship with the school and its importance.
177. There is no communication between the mothers and SBMC. If there is a problem with the education of their children, the women said they would come to school to see their class teacher, if necessary the Head Teacher. If the school roof blows off, the repair should be the responsibility of government, which is the local government. There is also the money paid as PTA levy, they expect that the school should also be able to take from the PTA levy instead of levying parents again.
178. The women said they would blame the teacher for negligence. The older woman whose grand children are in the school, said she cannot read nor write and this is the reason she encouraged her children to send her grand children to school. She comes to school regularly but she cannot determine what is being thought or the rate of assimilation of the children. She believes the teacher has the professional competence to do that and that is the reason teachers are being paid. She would blame the teacher if pupils in primary six cannot read. The teacher in their midst differed, she

explained to the others that pupils are expected to review what they learnt from school at home and parents are supposed to check with teachers from time to time.

179. The mothers mentioned PTA as the most influential school institution, they are interested in knowing more about the School Based Management Committee in Kwara 1 primary school. They mentioned the head teacher as the person responsible for budget and planning for the school. They were all appreciated for their time and were invited to the feedback session. The discussion with mothers took place in the school premises.

## Feed Back Session

180. The feedback meeting was well attended with members of the community that participated in the various consultations present. Below is the presentation of the outcome as given below;

## Feedback Meeting in Ilorin West Government Area

### Introduction:

181. Ilorin West Local Government Area is one of the two Local Government Areas chosen for the SBMC research in Kwara State. The LGA represents the study location enjoying the IDA funding or SESP Intervention. It was also classified as the urban LGA in the study. Ilorin West Local Government Area is located in the heart of Ilorin town with part of it being the ancient part of the city. The Local Government Area has nine wards with 60 primary schools and 29 junior secondary schools. It is a community comprising of people belonging to different professions, ranging from civil servants to artisans such as carpenters, mechanics, bricklayers etc. Also within the local government are teachers and people engaging in various businesses. Though inhabited mainly by indigenes of Ilorin, there are people from other local government areas within the state and even from other states, living in the local government area.
182. There are different infrastructural facilities in the Local Government Area such as electricity, several borehole facilities in different strategic points, different hospitals and health centres and the major roads within Ilorin West Local Government area are tarred. There are also different markets that operate on daily basis in different parts of the local government area.
183. **In Ilorin West LGA, Kwara 1 LGEA Primary School, Ilorin** was chosen for the research. This school is located in the centre of Kwara 1 community which is on a road that is directly linked to the emir's palace and the Central mosque of the city. It is one of the oldest Educational institutions in Ilorin West Local Government Area, since with its establishment being in 1934. The school is known to have been attended by prominent sons and daughters of the emirate. Kwara 1 LGEA Primary school has 7 blocks of 14 classrooms with 2 blocks of toilets, one for the teachers and the other one for the pupils. The toilets are all put into use by members of the school community

## Enrolment

184. The total enrolment of pupils in the school is 791 [434 boys and 357 girls]. There are 46 teachers, one head teacher with two assistant head teachers in the school.
185. **Early Child Care Development Education:** Within the school premises is a block of two classrooms built with the support and intervention of an association of Old students called the “third Estate”. The two classes are equipped with modern facilities such as fan and very good tables and chairs for the kids therein.

## Inclusivity

186. The participation of girls in school activity is very good; there are adequate number of girls and boys in school, and the pupils are represented on the School Based Management Committee [SBMC]. The SBMC has been set up in the Central Primary school using the given outline. An interesting feature of the SBMC in the school is the fact that the school has received intervention from the World Bank and has been able to complete the first phase of her school development with 100% completion. The SBMC in the school embarked on successful projects such as complete renovation of classrooms, purchase of teacher guides, the construction of toilets etc. They also have the support of the old students living both at home and abroad. The Parents Teachers Association in the school is quite active and they work in harmony with the SBMC. However, it was noted that as vibrant as the SBMC is in the school, most parents, women and men do not have any knowledge of the SBMC but are very conversant with the PTA. As part of the active participation of the female pupils in the school is the fact that the school band is made up of girls who beat drums and other musical instruments on assembly ground every day. It is also worthy of note that the pupils in primary six at Kwara 1 LGEA could read and write and also speak English language very fluently.

## Communication

187. There is free flow of communication between the Local Government Education Authority [LGEA] office and the school on a reciprocal basis. It should however be noted that as impressive as the activities of the SBMC in the school are, there is no effective communication from the school to the community on the existence and activities of the SBMC. A very high percentage of the community members claim ignorance of the existence of SBMC and even some of the school teachers. Most of those who claim ignorance of the existence in the school feel that all the projects done in the school are done by the PTA.

## Influence

188. It was gathered that in Ilorin West Local Government Area, there are some institutions that have a high/great level of influence on the Educational Structure of the people. Such institutions are PTA,

LGEA, LGA. SUBEB, Ilorin Descendants Progressive Union, The Kwara 1 Muslim community, NURTW, Alada Development Association etc.

## Conclusion

189. It is important to note that Ilorin West Local Government is one of the SESP LGAs in Kwara State, and Kwara 1 LGEA primary school being one of the beneficiaries, has been able to firmly establish her SBMC following the stipulated guidelines and has also successfully carried out some projects with the funds provided. However, there is still much to be done in terms of disseminating information to members of the community concerning the existence and activities of the SBMC, so that with time, community members will see the governance and management of the schools in their communities as part of their responsibility. With the performance of SBMC in Kwara 1 LGEA primary school so far, it is believed that the members of the SBMC are people of integrity who are ready to serve at all times and within a very short time from now, the school will be completely transformed from what it used to be and this will bring about efficiency and effectiveness in the school system.
190. In responding to the above presentation Kwara 1, during the feedback session, many stakeholders were satisfied with the findings and they promised to work with committee to enable equitable development in schools. The head teacher did not agree with the views of some stakeholders particularly on the issue of communication, she also felt that the SBMC in her school has done so much. This turned into heated discussion, which was addressed promptly. All participants were further informed about SBMC and its guidelines, they were all urged to work together for the development of the school.

## Discussion & analysis

191. This section is based on a series of statements developed by the research team (in bold). The response to the statements reflects the extent to which Kwara cases support or contradict the statements, in order to avoid the pitfall of generalising from the case studies.

### PTA

192. The **abolition of the PTA levy (in 4 of the states) has led to a decline in activity of PTA's, a shortage of funding at school level and pressure on SBMC members to dig into their own pockets.** Parents still pay PTA levies in Kwara State, Schools depend on these levies for the daily running of the school. Though SBMC exist in Central Primary school, Kwara 2, the PTA is well known and all stakeholders including pupils know the amount paid by their parents and what this money is spent on. Not all of them know the number of institutions that benefit from this levy. The SBMC only play supervisory role in the implementation of projects funded by PTA. In Kwara 1 LEA Primary school, The PTA and

SBMC work together, they make decisions together but work more effectively due to funds disbursements from the State Education Sector Plan [SESP].

## SBMC Policy

193. **Inadequate conceptualized and articulated SBMC policy has resulted in lack of clarity in roles, relationships, communication and management among stakeholders (PTA's government structures, development partners and civil society groups). The existence of many versions of policy guidelines and the absence in some cases has contributed to variations in SBMC composition, decision making process as well as the selection process of its membership. Composition of SBMC's in clusters in some cases with unclear motives and benefits as this limits awareness of SBMC's in cluster schools. Expected roles of SBMC as articulated in the policy guidelines require a minimum capacity, hence an implication for current SBMC composition.**
194. The political will expressed by the government of Kwara State on institutionalizing SBMC should find expression in activities at the local government level and further trickle down to the schools. The diverse guidelines that various agencies adopted affected the setting up of SBMC in Kwara 2 Central School. The head teacher had a different guideline while the Education Secretary had another. The situation was different in Ilorin West Local Government, where Kwara 1, had one guideline and some SBMC members had undergone training several times.

## SBMC implementation

- **SBMC activities include checking truancy among pupils and teachers and encouraging pupils' learning via incentives: biscuits, writing materials. SBMC's have the power to effect substantial change.**
  - **SBMC's have the power to effect substantial change. The formation of the SBMC reduces the amount of representation by community members, most especially for residents who are 'foreigners'. It tends to favour the elite.**
  - **SBMC members are usually selected according to variable criteria that tend to favour elite/prominent individuals. SBMC members hope to gain power and status from their positions.**
  - **SBMC's have no financial resources. Lack of funding and financial support for SBMC.**
195. In kwara State it was clear that Local Governments that had SESP intervention got support for the SBMC school development plan, they had opportunity of several trainings and feedback sessions with government. The non SESP LGEA had fewer training opportunities, though they tried to implement but not in n effective manner. The trainings they attended were not well consolidated. There were no adequate steps to cascade the training to other members of the SBMC. Funding was the main challenge.

## Governance

196. **Most community members are unaware about what SBMC is and its activities. SBMC's are seen as an instrument of the state, accountable to government rather than community. There is very poor flow of information from communities and schools upwards. LGEA and state government are keen to influence SBMCs.** The communication gap that exists between the community and the school administration hierarchy deepens further if concerted effort is not given to information dissemination and communication between the state and the people. In the two schools of study in Kwara State, all stakeholders in the community complained about lack of adequate communication between the school and community. Similarly, the study shows that parents do not pay regular visits to the schools. In LEA Kwara 1 primary school parents showed willingness to lend their voice to school development but some were still wary about the sincerity in the whole process. From the study, fathers in Kwara State understand the way information flows from government to the school in the various communities and the fact that most institutions are willing to work together, they expressed their resentments on government's ability to truncate this process.

## Community and context

197. **There are various associations, networks and individuals contributing to school development. Some of them currently work in isolation of SBMC out of ignorance of its existence. Nigeria is large and diverse and the issues in SBMC implementation vary with context.** In both Kaiama and Ilorin West Local Government, the community leaders were weary to go into schools as they do not want to be seen interfering in the politics of school governance. They both recognized the essence of community participation and are happy that the SBMC is re-awakening the concept.

## Other interventions

- **Organizations rooted in the community make contributions that may have more sustainable effect, e.g. Islamiya Schools.**
- **Contributions from local 'big men' on the other hand make a big impression on the minds of community members out of all proportion to the benefits gained, and may disempower communities. Commercial companies also donate large sums and use this as an opportunity to advertise products which may have negative effects on both.**

198. Interventions at school, community or Government level have brought about some changes in schools but changes in Government policy along with posting of teachers away from the target community have brought project sustainability into question. SBMC's are more active in GEP and SESP schools.

199. In Kwara 1 parents would rather a more participatory and inclusive setting. They just want to be informed of what is going on and what is expected of them. In Kwara 2, an Islamiya school that was

set up by the community and later handed over to the LGEA was found to have a thriving SBMC even with no intervention from the State.

## Inclusion

200. **Even though the SBMC guidance notes emphasize children's membership in the SBMC, in most school communities, children are not recognized as having any key role to play in the SBMC. In most school/communities, women's role and participation in the SBMC appears to be constrained by many factors.** All parents interviewed except the SBMC members were not aware of the existence of SBMC in their children's school. In all the schools teachers outside the SBMC were not aware of how it was set up and had no knowledge of what transpired at SBMC meetings. . It is important to note an interesting feature of Kwara 1 primary school, the head boy and the head girl are members of the SBMC and they attend meetings and are encouraged to contribute to discussions.

## Teaching and Learning.

201. **Standards of teaching and learning and availability of instructional materials are so inadequate that SBMC alone cannot realistically provide solutions.** The study reveals that adequate teaching and learning s still lacking in school. SBMC cannot possibly address this issue alone. There is need for political will at all level of governance for effective teaching and learning to take place in any given school. However in Kwara 1 primary school, the pupils in primaries 5 and 6 could read and write effectively. All the children that participated in the study, read their questions understood them though had no answers for some. The area is densely populated, most families in Kwara 1re low income earners [artisans and petty traders] yet the pupils are smart and intelligent pupils. The Head teacher and 90% of her teachers are qualified educationists; this may be the reason for the effectiveness found in the pupils.



## Recommendations

202. The political will to move the policy and implementation of SBMC forward is more pronounced at the State Ministry of Education level. This is partly because the officer in charge of this process is highly committed and knowledgeable having been exposed to series of training programmes at Federal level, she is also a top management staff with lots of experience. This level of expertise is required at the local Government level for positive results.
203. However, at local government level, there is need for more training targeting teachers and head teachers. The focus should be advocacy, communication, monitoring and evaluation and the essence of inclusivity. There is also need for the Head Teacher to give regular up date to all their teachers on activities going on in the school community.
204. The high dependence on PTA levies in Kwara State is risky for many reasons, If there is a consistent drive for access to basic education and parents release their children to school, these levies could become hindrances to some families especially poor families, orphans and vulnerable children. While the PTA currently a good platform for engagement for parents and teachers, strategies to lay less emphasis on monetary contributions by parents should be worked out by SBMCs.
205. There is need for an effective communication strategy that will involve training of Head Teachers and other key stakeholders of the SBMCs. By its composition, the members the SBMCs including pupils are expected to represent the interest of the groups they represent on the committee. The case studies clearly revealed that there is little or no communication taking place between SBMC members and the community groups they represent. This may be due to lack of capacity on the part of the committee. Training for SBMC members and sensitization programmes for raising the awareness of the larger community needs to be in place for effectiveness and sustainability.
206. The passive participation of women and children on School Based Management Committee came up clearly in the two case studies. There is need for advocacy to community leaders informing them formally and wooing their commitment to further encouraging husbands to allow their wives to be active in school activities that will benefit their children.
207. The role of organized civil society cannot be overemphasized in institutionalizing SBMC, the government of Kwara State should be encouraged to work closely with Civil society groups working in the education sector.