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KD 301	Institutional Analysis of Teacher Education Structures in Kaduna State with Particular Focus on Gidan Waya College of Education: Task Specialists Visit 1

KD 302	Institutional Analysis of Teacher Education Structures in Kaduna State with Particular Focus on Gidan Waya College of Education: Task Specialists Visit 2
KD 401	SMBCs in Policy and Practice: Kaduna State State Report
KN 301	Education Institutional Development: Teacher Education Strategy for Kano State, Task Specialists Visit 1
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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. This research into School Based Management Committees (SBMCs) in policy and practice in Kano is a qualitative study based on interviews at State and Local Government Education Authority (LGEA) levels as well as case studies of 2 schools and communities. It was conducted in March – April 2009.

Introduction

Background

2. Kano is one of the 5 Education Sector Support Programme in Education (ESSPIN) states. Others are Jigawa, Kaduna, Kwara and Lagos. The research was conducted by a 3 research member team comprising of a state research consultant, supported by the ESSPIN Access and Equity Specialist, a field researcher and a SUBEB representative.
3. The SBMC research is a piece of qualitative research which seeks to clarify how SBMC policy is understood at different levels of the system, and how it is enacted on the ground with particular attention to implications for gender, poverty and provision of quality education.
4. The research questions were:
 - What are the key policies around SBMCs in Nigeria, and how are they understood by key stakeholders at federal, state, local government, school and community levels?
 - How have these policies been ‘enacted’ at school and community level?
 - What are the implications of the ways in which SBMC policy has been implemented for questions of gender, poverty and school governance?
 - What strategies do the findings suggest for future ESSPIN research and engagement with SBMCs?
5. To response to the above research questions, Semi-structured interviews were conducted with government officials at, State and LGA level. At school community level, a range of tools including Key informant interviews, transect walk, participatory social mapping, Venn diagram and focus group discussions were conducted over a five day period with a range of different stakeholders.

Kano State Background

6. Kano State is located in the North West (NW) geo political zone of Nigeria. It has a population of 9.5 million comprising 51% males and 49% females (2006 National Population Commission, NPC Census figure). It covers a land mass of 20,760 Km²; by far the most densely populated state in the northern part of Nigeria. It has 457 persons per square

kilometer (average population density for Nigeria is 151.54 persons per square kilometer). Kano State population is predominantly rural but about one-quarter lives in urban centres. The predominant tribes are Hausa and Fulani.

7. Kano's population grew from 5.6 to 9.4 million between 1991 and 2006 which translate in to an average annual growth rate of 3.5%. Kano State has one of the highest population growth rates in Nigeria although differences across most states are quite small. Due to this rapid population growth, the size of the school age population grows each year and new school places need to be provided on the annual basis if the proportion of the children enrolled in the school is to stay the same. Because of Kano's high population growth rates, school age population have expanded rapidly in the past and are likely to continue to do so in the future. In 2006, there were 1.7 million children of primary school going age but this is projected to increase by 757,000 children by 2016
8. The state is divided administratively in to 44 LGAs more than any other state in Nigeria. The city of Kano serves as capital for the entire state with a population of 2 million. The city alone has 6 Local Government Areas (LGAs). The vast majority of the population is predominantly Muslim which has a strong influence on the way of life of the people and governance.

Education Enrolment rates in Kano. 2005/06

EMIS	Gross enrolment rates				Net Enrolment rates		
	Male	Female	Total		Male	Female	Total
Primary	112	93	103		83	73	78
JSS	36	21	29		21	12	16
SSS	26	12	19		14	7	11
Secondary	32	17	24		n.a.	n.a	n.a.



Figure 1: Social Resource Mapping exercise in Kano 1 Model Pry Sch.

State and LGA Level Interviews

Background

9. The interviews at the State and Level were conducted from 18 – 20 March 2009. At the State level, two interviews were conducted with Deputy Director Social Mobilization and the Deputy Director Education Services. Both are males are in the neighbourhood of 50 years in age.
10. The Deputy Director Social Mobilization has been in this current position for 3 years. Before his present position he was a teacher at a tertiary institution and has spent greater part of his professional life in teaching starting from 1989. His responsibilities in his present position include: Coordination of departmental activities, mobilization of committees and other stakeholders to support basic education.
11. The Deputy Director Education Services in his current position which he held from 2004 to date is responsible for coordinating all parastatals, non government organisation and special services. In summary he describes the role as taking care of everything that comes from outside within the ambit of education. Before his current position he was a Universal Basic Education (UBE) coordinator and responsible for establishment of SBMCs in Kano State
12. At the LGA level, 2 interviews were also held with the Parent Teachers Association (PTA) /SBMC Coordinators of the Fagge LGA and Kumbotso LGA who are both males. PTA/SBMC Coordinator Fagge is 39 years old while that of Kumbotso is 45 years old.
13. The PTA/SBMC coordinator of Fagge LGA has been in his current position for six years. Before his present position, he was a teacher of a secondary school in the LGA. His present responsibilities include mobilisation of the Head Teachers (HTs) to form PTAs and SBMCs.
14. The PTA/SBMC Coordinator Kumbotso has been in this current position from 2004 to date. He combines this role with that of a village head. Prior to his position as the PTA/SBMC Coordinator, he was the Chairman of Monitoring and Evaluation (M&E), a unit of the LGA. In his current position, his responsibilities include being in charge of PTA/SBMC activities in schools and LGA including ensuring their establishment. He is also responsible for reporting PTA/SBMC activities to the State Universal Basic Education Board (SUBEB) while also feeding back the community with update from SUBEB.
15. From the discussions with the interviewees the following are the key findings

Resources

16. The key informants (KIs) at the state and LGA level did not differ on how funds and resources flow to the schools from different sources even though the two KIs from the SUBEB and LGEA were more elaborate. According to the KI from the SUBEB, funds and material resources flow from within and outside the schools. SBMC, Old Boys Association (OBA) and Parent Teachers Association (PTA) are those refer to “within the school” while communities, individuals, Community Based Organization (CBO), banks and cooperate organizations such as Indomie, Dangote Group are those refer to “outside the school”. Those within the school are directly related to school in terms of day to day management of the school. While those outside the school are concerned with infrastructural development.
17. The KI from the LGEA said resources flow directly from the 2 main sources (SUBEB and LGEA). He explained that funds from the LGEA are divided into about 3 categories namely teachers payment; overhead cost of the units/departments and minor repairs. In terms of the minor repairs he said the LGEA management committee oversees that. The KI also identified other sources as the community, individuals, associations such as “Gidauniya” (Kano Forum), corporate organizations e.g. cocola, NGO such as WOFAN and the donors. In respect to the community, there is PTA levy which is used in the running of the school precisely for the purchase of the instructional materials, uniforms and minor repairs. All other remaining bodies are also identified with similar responsibilities as the community with donors (World Bank SESP) largely identified with infrastructural development and training.
18. However, Government resources are channelled through the established formal channels. Federal Government (FG) UBE intervention funds which has been matched by the State’s grant and largely to do with infrastructure and instructional materials come from the State Government through SUBEB to the Schools. State Government is responsible for recurrent cost of the staff of SUBEB and LGEA. The Local Government Council (LGC) pays the salaries of all the teachers in the primary schools and occasionally intervenes in the areas of infrastructural development and provision of instruction materials and furniture. Communities through PTA levies and contribution of labour, build, maintain and provide funds for consumable items in running the schools. LGA key informant reported that *“Even though resources are flowing to schools, there has been none allocated to the SBMCs. Nevertheless, the PTA Executives in conjunction with the Head Teachers (HTs) have access to the PTA levies”*.

Inclusivity

19. The LGA key informant said if women in the community have a concern about their child’s education who they approach is largely determined by the nature of the problem. According to him various options are engaged and include approaching the school head teachers, LGEA and the village head. The State level also did not differ but illustrated a case on school fees

that attracted concerns from all levels starting from PTA, LGEA and up to the state level with mass media playing a prominent role.

20. According to the KI from the LGEA, concern on child's education by parents goes to the HT. If the issue is beyond the HT it goes to the Ward Head (WH) if it is too serious to handle it finally comes to the LGEA. A case was illustrated by the KI of a teacher who was a drunkard and brought to the LGEA but while the case was on, the teacher died.
21. The KI also elaborated on a concern more specific from the woman about the child and said the women will firstly inform the husband, then the husband will inform the HT and if the HT cannot handle it he informs the WH. In the case of the whole community concern over a child's education the KI said the community will approach the PTA/SBMC Chairman, who in turns informs the HT and then the WH.
22. Both key informants are of the opinion that membership of the SBMC to a very large extent was decided based on the guidelines sent by the SUBEB, Department of Social Mobilization (DSM). Nevertheless, the LGEA KI said, *"membership could also be by representation, track records of individuals in the community or schools as other important consideration."* This to some extent implies adaptations are being made to the guidelines.

Communication

23. The LGEA KI explained that the decisions reached at LGEA level are communicated to the schools through the PTA/SBMC coordinators, Area Supervisors and Messengers. While the decisions reached from the community is communicated through the HT to the PTA/SBMC Chair then the LGEA (PTA/SBMC Coordinator or ES). At times if a group is required the PTA Exco including the PTA/SBMC Chair is delegated. He further provided insight on the LGEA being also represented by a committee to resolve some community level issues with an example of one time conflict in PTA leadership.
24. While the state level informant from SUBEB said communication channel to SBMC is through the DSM SUBEB via the PTA/SBMC Coordinators at the LGEA. The LGEA informant narrated that up to the time of this research, information from SBMC to the LGEA has bordered on more knowledge about the expected role and workings of the SBMC and clarification in terms of their role with PTAs. He further added that the means by which the SBMC communicate its issues to the LGEA are through visitation and making a verbal enquiry even though this has not been often.
25. At both state and LGA level it is a common opinion that communications have solved potential conflicts and misunderstanding over roles and responsibilities between SBMC and PTAs were at the early introduction of the SBMC policy. According to the State level informants *"the shared understanding now is that the PTA and SBMC are separate identities but interrelated or bind by a common purpose. In other words, SBMC establishment is meant to compliment the activities of the PTA"*.

26. The LGA informant said “Decisions from the community are communicated to the HT, then PTA/SBMC Chair. At times a group is delegated involving the PTA/SBMC Chair to the LGEA. Likewise at the LGEA level a committee is delegated to deal some sensitive and important issues of the school or community e.g. conflict in PTA leadership”.
27. According to the State and LGA level informants, knowledge about the SBMC policy exists at the state and LGEA level which were obtained through workshops attended and Memos. SUBEB, DSM anchored the dissemination and establishment of the SBMCs through zonal workshops for the Zonal Coordinators and workshops for the PTA/SBMC Coordinators at the LGEA level. Posters have been printed and distributed at the community level while guidelines for establishing the SBMC including membership were all communicated.
28. The State informant said “SBMCs are being piloted to serve as models for other schools. 10 zonal officers have been established to be in charge of 10 zones. The PTA/SBMC Coordinators have used different approaches to reach out to the community on the policy”. Nevertheless, it is evident from this research that the knowledge about the SBMC is more with the HT and some of his colleagues than the community members.

Influence and Accountability

29. From the perspective of the KI from the SUBEB, influence and accountability can be understood from the functional relationships that exist between different actors. For example the issues of influence starts from the top beginning from UBEC which is one of the implementing organs of the Federal Ministry of Education (FMoE) then flows down to the Ministry of Education then SUBEB, LGEA and finally schools. The KI further elaborated that while the Federal and the State Ministries are in charge of the UBE programmes, the parastatals (UBEC and SUBEB) are in charge of the technical aspect of the implementation. The Local Government Council (LGC) pays salaries of the teachers under SUBEB while the SBMC alerts the LGEA about the happenings in the school. The SBMC also renovates and takes decision within the school but is limited to certain decisions such as transfer of teachers. In-terms of accountability, SBMC are accountability to the community which appoints them while LGEA is accountability to SUBEB and SUBEB is accountability to the SMOE.
30. From the perspectives of all the KI from the LGEA, SBMC is accountable to the Community. Nevertheless clarity has to be made on what type of decision it is. For example, the KI (LGEA) said *“if it is the issue of touching the school’s property LGEA has to approve”* LGEA is accountable to SUBEB and LGA. KI explained that monitoring of decisions reached is by the HT and PTA Chair and others (Treasurer and auditor).
31. The KI from the LGEA further provided insights that State Ministry of Education (SMoE) influence is viewed from the angle of school curricular and Syllabuses development. SUBEB influence is analysed from its involvement in infrastructural development, provision of

instructional materials, and training. The influence of the LGEA is seen from their supervisory role in ensuring school standards are maintained. Influence of old Boys Association (OBA) is recognised in the provision of instructional materials.

32. Individuals' role and influence are recognised through their contribution in the provision of instructional materials, uniforms and minor repairs in the schools. Likewise, associations such as Kano Forum, NGOs (e.g. Women Farmers Association of Nigeria, WOFAN) and corporate companies such as CoCola play similar role. Donors or developmental partners are influential too in the role they play. Examples given were World Bank and Department For international Development (DFID) supported schools' interventions in the areas of capacity building and infrastructural development.
33. However, SBMC is largely perceived to be accountable to the community because it is assumed to be a community based structure and members are chosen by the community. However, using the illustration of the PTA which is more functional, the LGA level informant provided the following insights:

"A decision about spending some money which is part of PTA levy does not require the involvement of the whole community rather the executive. Hence, decisions on minor school expenses are taking by the small kitchen cabinet involving the PTA Chair, Treasurer and Financial Secretary. They will spend the money and later in form the community members through the PTA meetings. However, issue of touching the school property is responsibility of the LGEA and requires its knowledge and approval."

34. According to the LGA key informant the community influence is understood from the perspective of enrolment, provision of school uniforms moral instruction to the child, payment of levy and instructional materials. He further explained that only urban resided schools pay PTA levies because awareness and appreciation of the importance of education is still a concern in some places.
35. From all that has been gathered in the research it is apparent that a link between the DSM at UBEC and SUBEB level and SBMC at school level has not been established from the accountability point of view. *"While SBMC influence can take decision and renovate the school, they will have no powers to effect decisions such as the transfer of teachers to another school."* Said the KI from the SUBEB
36. Role of SBMC is understood as creating awareness of community ownership, increase support of school and for every parent to understand that he or she has responsibility to the school while PTA role include supporting education development, and promoting understanding between the parents and the school. Others defined role of the SBMC as coordination, mobilisation of communities to support schools, providing viable child, ensure that the schools are really doing what they are supposed to do.

37. As explained, the difference between the SBMC and the PTA is that the SBMC has a broader mandate and membership and will therefore be more useful in achieving a greater support for the school. In case of the role of women, it is assumed they will do well in SBMC as they have demonstrated in PTA even though SBMCs are relatively new to assess their role. As narrated, children's role is key in SBMC because it is for their interest and essence of bringing them to SBMC is to hear their voice.

Other SBMC issues

38. Related to the Conflict areas, KI from the SUBEB, there was an initial conflict between the PTA and the SBMC with the establishment of the SBMC as attention was shifted to the SBMC but that has now been resolved and everything is returning to the status quo. According to the KI there is need to identify each of the body as an entity but inter related.
39. Regarding the SBMC Policy, he said he learnt about the SBMC policy in his capacity as "director" as well through workshops he had attended two years ago. While in his response to the role of SBMC he said he expects SBMC to ensure that the schools are really functioning, coordination of the school activities, mobilization of the community to support the school while also ensuring that the school is really doing what is suppose to do (providing a viable child). In terms of the role of women in SBMC, the KI perception is that mothers are the closest persons to the child and see their role as that of ensuring that the child goes to school. Regarding the role of a child, The KI said since there is paradigm shift to pupil centred learning, the child has a voice and should be heard after all SBMC is all about participation
40. The position of the KI in terms of how to strengthen the SBMC includes having a motto which is "education for morality" and there should be action plan developed to actualise this motto.
41. Whether the KI is currently satisfied with the establishment and development in SBMC, he said officially yes but personally not because awareness has not gone that very well and the concept of SBMC implementation has not been given full commitments at levels.
42. In terms of whether the SBMC have followed the guidelines in establishment, his response was yes but that the SBMCs are more actualised in the pilot schools which are under SESP. *"For example in this schools impacts are beginning to show as LGAs are being mobilised by the SBMCs in the areas of providing water sources, temporary shelter (Wudil) while in Kunchi, there has been a renovation of a block of classroom and provision of teaching materials, the only they are not able to do is influencing the training if the teachers"*
43. In respect to girls' enrolment, the KI said there has not been documented evidence that the SBMC has been able to influenced girls enrolment so there is a need for a research. The KI further explained that the SBMC do come to ask questions but very often and their enquiries are largely based on issues that require awareness creation. His vision for the establishment

of SBMC *“is seeing a legislation that supports everything to school comes through the SBMC. Extra incentives are provided to schools where SBMC is functioning as part of the awareness campaign.”* Advocacy to the policy makers, politicians, relevant institutions and intensive monitoring and evaluation of their activities are all paramount to the success of the SBMCs.

44. The LGEA KI confirmed that areas of tension exist in managing the schools as he gave the examples of delay in bureaucratic procedure in the LGEA, private school against the authority and PTA interest against PTA Chairman and finally private school against community interest.
45. Regarding who first told him about the SBMC, he said he knew about the SBMC since 2007 at the SUBEB and believes that the origin of the SBMC is from the UBEC as a policy thrust.
46. The KI ascribe role of the SBMC to include awareness about community ownership of the school, increase support of the school and ensuring that every one understand that he or she has responsibility while the role of PTA is supporting the education and ensuring understanding between the parents and schools. He went further to say that the SBMC has a broader mandate and a broader membership as well. The KI agrees that the establishment of the SBMC is useful because it involves everyone and mobilizing people to increase support to the school.
47. In terms of his own role in the establishment of the SBMC, the KI from the LGEA recall his contributions in calling of the SBMC meetings and enlightenment. The KI could not identify the role played by women in SBMC as he said it is just newly established but is optimistic that they will also do well as they are doing well in PTA.
48. Regarding children’s role in SBMC, the answer is positive. According to him the SBMC is established for their interest and also the essence of bringing them into the SBMC is to hear their voice
49. The LGEA recalled the efforts of the LGEA in SBMC implementation as establishment of the SBMC leadership in the LGA even though a single meeting has not been held since they are formed in 2006 as understanding is poor about the SBMC. Nevertheless, one of the LGEA efforts also was in the sharing of the SBMC guidelines in the schools. Whether the KI from the LGEA has been satisfied with the implementation of the SBMC, the response was positive as he is quoted *“yes, I’m satisfied with the awareness creation and establishment procedure but how are they functioning still required some efforts, furthermore, since the first mention of SBMC there was break and also there were early frustrations of non involvement of the ES because the HT always depend on instructions from the ES”*
50. Although the KI is contended with the SBMC establishment because the awareness would have been okay from the social mobilization department of the SUBEB and also the health atmosphere between the SBMC and the PTA not same opinion was given as to impact of

SBMC on girl child enrolment and education, more so that research has not been done to provide evidence.

51. The KI also provided insights on the curious nature of some SBMC on the differences that exist between the PTA and SBMC, more information about the SBMC but a lot is about expectations of resources from the top. In respect to how to improve the implementation of the SBMC in the school, the KI said there is a need to involve ES for their support because if they are not giving the support they will not support. Therefore there will be a need to involve in workshops, conferences. Also there will be a need to involve other associations to e.g. Kano Education Forum, Cocacola.

Kano 1 Model Primary School Kano

Background

52. Kano 1 Model Primary School is one of the model primary schools established in Kano State. It is located at the centre city of the Kano town which is densely populated and surrounded by the government and private institutions and structures. It is located in a very busy road where help of the teachers are involved in the control of the traffic to make crossing of the pupils possible and safely. The school operates a single shift with a total population of 1047 (608 boys; 529 girls), 16 classrooms and 30 teachers (23M: 7F)
53. The SBMC has been established in this school. The SBMC Chair who is also the PTA chair is in his 70s. He has been on the throne for 4 years and currently a pensioner. Although the researcher were made to know about his position as the SBMC, interview with him reveals that he came to know about the SBMC on 2 months to out coming. Since the establishment of the SBMC there has been 2 HTs. The current HT is about 1 year old.
54. The research conducted at Kano 1 Model Primary School was from 23 – 27 March 2009. Interviews were held with women leader, community leader, PTA and SBMC Chair, HT, and PTA/SBMC Coordinator. Social mapping of the school was done with the teachers as well as institutional mapping that also involving some SBMC members. Transect walk and school profile were also activities carried out by the research team

Resources

55. From the school profile exercise, the school has a total population of 1047 with male and female almost in equal proportion. There are 16 classes with pupils including ECC. The LGC currently supports the construction of the additional classrooms. Generally, the buildings are in the state of begging for repairs. There are 30 staff and mostly posses the required teaching qualification. There is a 3 seater type furniture but grossly inadequate as half of the class seat on the floor. Also text books were found with the pupils but not all. There is also First Aid box

56. From the social resource and institutional mapping with the teachers, it was gathered that there has been a borehole from RUWASA which is largely through the effort of School Management Committee (SMC) and 9 toilets. Five of the toilets are for the boys and girls, 2 for the female staff and the remaining 2 for the male staff. Teaching aids and learning materials are sighted and in use even though inadequate. Teaching aids are displayed on the wall as well as the time table. There is a First Aid box in the school as well. Visitor's book exists and the last visit by the PTA Coordinator was on 20-03-09.
57. Interview with the HT provided insights in to school's plan of bringing to use the four computers provided to the school by the SUBEB.
58. From the transect walk with 2 of the teachers, it was revealed that the school was originally created from an older primary school, the space for the school is somewhat small and may be responsible for the absence of the sport field. There are supports to the school from Kano Forum, Rotary club in the provision of the instructional and learning materials. An organisation known as RUWASSA provided the school with borehole

Inclusivity

59. The composition of the SBMC was according to the set up SBMC composition guidelines and includes women and pupils.
60. The KI from the LGEA sees the role of women from the angle of promoting active participation in the SBMC while that of the children as representing the remaining kids in terms of voice.
61. On how selection and composition of the PTA/ABMC, the KI (LGEA) said PTA has a constitution for nominating its new members and if that does not happen an election is conducted. In the case of SBMC his view is that it either through selection or election.
62. Interview with the women leader reveals that women have not been participating in the PTA or SBMC and therefore little about the school. Although women are not active as they should, the HT said they have shown concern with the children more than the fathers.

Communication

63. There is little or no knowledge about the SBMC policy among the women, children and parents. Nevertheless, the knowledge is with the HT and other teachers.
64. Interview with the HT reveals that communication about school to parents is achieved through other members, report cards, and student's file and during speech and prize given day.
65. Interview with the PTA/SBMC Chair reveals that the role of PTA relates to the parents and teachers while that of the SBMC is to increase support to the PTA. He apparently said the

SBMC has not commenced and therefore the composition of the members is not known to him.

66. According to the PTA/SBMC Coordinator, his role is that of mobilization, explaining to HTs about the SBMC, enlightenment, collect report from the SBMC and submit to the SUBEB.
67. The PTA/SBMC Coordinator said he knew about the SBMC since 2006 through a circular from the SUBEB. He perceived the origin of the SBMC to be from the Federal Government to SUBEB down to LGEA. In-terms what the SBMC is all about he said SBMC emphasises ownership of the school, mobilize community to develop the school. In disguising the PTA from the SBMC, he said PTA is about the association of parents and teachers in the school while SBMC all members. According to him SBMC is useful in improving the school. Regarding the role of pupils in the SBMC, he said the pupils have been given a chance to explain their needs and worries.
68. In terms of flow of information or communication The KI (LGEA) said “SBMC listens to the people views, they take decisions and then take the decisions to the LGEA for advice after which they go ahead to carry out implementation”

Accountability and Influence

69. According to the HT, School Management Committee (SMC) exists and responsible for managing the budget of the school. This committee also take key management decisions. PTA Executive exists whose current chair is also that of the SBMC. The chair is in his late 60s or early 70s and a pensioner as well.
70. Interview with the SBMC Chair reveals that PTA Executive is active. The PTA role includes enhancing enrolment and attendance as well conduct of the speech and price given day.
71. The KI from the LGEA sees the influence from the perspective of top down that is from the SUBEB then LGEA and finally the School and also the accountability more from the reverse order. For example the KI said for the sake of accountability, the SBMC writes to the LGEA. He went further to cite an example of Kurna Primary School SBMC who came with an action plan regarding the construction of toilets for his advice. Nevertheless, at another instance, the PTA Coordinator said the SBMC are more accountable to the community.
72. LGEA KI perceives the role of the SBMC as making emphasis on community ownership, assisting in the effective running of schools, mobilising the community to participate in education of the children. He distinguished PTA from the SBMC as that which is meant for only the parents with children in the school. He also sees their role in improving teaching and learning through the provision of teaching materials and provision of water supply.

73. Through Social Resource Mapping with the teachers, it was gathered that Kano Forum has impacted so much on the school in the provision of instructional material follow by Rotary Club. RUWASA is the next having assisted the school with a borehole and finally the PTA.
74. Also from the institutional mapping with a mix group (teachers and SBMC), LGC, Old Boys Association and Rotary Club were highly rated in terms of their contribution to the school.
75. According to the HT, the influence of the community is in the provision of support in cash and kind through a Community Development Funds
76. The PTA/SBMC Coordinator described his responsibilities as mobilization of HTs to form PTA. He explained that SBMC is accountable to the community particularly the community leader.

Other SBMC issues school findings

77. SBMC meeting was reported by the HT to be in June 2008 even though the SBMC Chair claimed knowledge of the SBMC only recently. Although communication about the SBMC policy could not be established, communication of information about the school to the parents and other community members is generally done through the pupils' report card, pupils' personal files, speech and price given day.
78. SBMC has been formed evidence from record available; meeting was only held one in 2008 bringing to question the issue of its functionality. According to the KI from the LGEA, the SBMC and PTA have been in a harmonious working relationship and has made some impact citing example of AU Ventures who provided seats and an individual who provided teaching and learning materials on birth day. The two examples were said to be influenced by the SBMC/PTA.
79. The KI from the LGEA recalled his role in establishing SBMC from the view point of providing information on the importance of SBMC, distribution of posters, pamphlets on SBMC as well SBMC guidelines were distributed to schools and which were further explained to the Area Supervisors so that they can also explain further down the line.
80. School register exists in the school for staffs and pupils. Although on the fateful of the research only 71 pupils were in attendance against 76 in the register in class 4B while in class 2B only 84 were in attendance against 93 in the register. Out of 30 staff up to 29 have the minimum teaching qualifications.
81. Majority of the pupils are within a walking distance to the school. The pupils wear uniform and most are in good use. There has not been a sport field in the school
82. Ways to strengthen the SBMC have been suggested and include:
 - From the view point of the teachers/SBMC members after the conclusion of the Venn diagram ways to strengthen the SBMC includes: print and disseminate SBMC posters

beyond the immediate school community; include SBMC logo in the books, carry out advocacy with the community leaders, review the mission of the SBMC and replicate PTA structure for SBMC (LGA, State and National chapters)

- The KI (LGEA) suggested award of certificates to the performing SBMC for motivational purposes.

Kano 2 Primary School

Background

83. Kano 2 Primary School is a public primary school established about 20 years ago. Although it is in Kumbutso LGA with LGEA Headquarter (HQ) located in a semi urban area, the Kano 2 community including its primary school are located in Kano town. The school serves up to 5 political wards. This possible inform the pupils' population which 2, 751 (M: 1437 and F: 1247)
84. Although the school is fenced, it harbours a secondary school and a health care post. There has been little or relationship between the health post and the secondary school particularly as the health post is always out of stock with medicine. There is a police station just behind the school which has also contributed to the security of the school.
85. The school runs double shift including Early Child Care (ECC) because of high pupil population and inadequate classrooms (10 classrooms). Virtually resources of the school (toilets, water points, teachers, classrooms, furniture have been overstretched by the population.
86. Biazam Nursery and Primary School which is private primary is adjacent to the school. Also, outside the school, there is supermarket patronised by the pupils. At the back of the school, is a tailor whose remarkable contribution is in the area of mending pupils' clothes for free when they are torn by the pupils in the course of fighting.
87. The research was conducted from 30 March – 3 April, 2009 using a combination of participatory tools. For example, Transect Walk, School Profile, and Venn diagram with men's group and women's group, examination of SBMC papers and meetings records were done. Likewise interviews were held with SBMC Chair, PTA Chair, Female Teacher, Community leader and Women' group leader and SBMC meeting were held. The findings are as stated below.

Resources

88. SBMC is relatively new in this school. According to HT, "there are 20 SBMC membership (10 men and 10 women) whose Chair's background is engineering and Director in the civil service with a track record of contributions in the area of educational, community and

human development”. PTA has been fully established and active. According to the HT, “the PTA Chair in this school is as old as the school and has remained unchanged because of his performance and acceptability to the community and the school”. The PTA Chair admitted to this assertion by the HT during the interview with him. From the school profile exercise and transect walk, a classroom has been built by the PTA with the direct labour of the community leader.

89. The school has received support from UBE self help project i.e. construction of 6 seater toilets. The interview with SBMC Chair and the PTA Chair reveals that the school has no first Aid kit to serve the immediate health care need of the pupils. Also, the health post located within the school is out of stock with medicine. *“Being a dominated Muslim community, a mosque is cited in the school where prayer congregations are observed by the pupils and teachers at an appropriate time”* said the PTA Chair.
90. From the transect walk, there are 24 toilets in the school with the teachers and pupils toilets designated but all located in the same position. Possible owing to water that does not run adequately the toilets are not well kept. There are 10 classes and as earlier mentioned, one was built by the PTA involving the direct labour of the village head.
91. As the population is 2751, 250 – 300 pupils are cramped in class. Although there is furniture in the school, the research team observed that they are grossly inadequate as the only classes 6A and 6B have the furniture. Over 95% of the pupils seat on the floor. There are 3 water points which are grossly inadequate and their running is sporadic. There are 40 teachers (20/shift)

Inclusivity

92. Although the SBMC Chair said he was yet to see the policy guidance notes for the SBMC, he admitted seeing the SBMC composition guidelines sent by the SUBEB which has been in possession of the HT. He has expressed satisfaction with the composition of 20 memberships (10M: 10F).
93. According to the PTA Chair and the SBMC Chair, both sexes (girls and boys) are enrolled in the school and are attending classes regularly. It is revealed that most of the support to the school comes from the low middle income owners and not the rich. Reasons suggested are that the rich men have their kids outside the school community.
94. About the children’s role in SBMC, the Chair said it is to represents their children interest so that the right decision is taken on their behalf while with the regards the role of women, he said the women understand problems of females since there are girls as pupils also include aspect of moral upbringing of the child as part of their role.

Communications

95. From the interview with the PTA and SBMC Chairs the difference between the PTA and the SBMC is that the PTA is concerned with parents and teachers while the SBMC concerns the whole area, management of the school, assistance can be drawn from the people living in the area even if they are not parents. They also pointed out that there has not been conflict in roles.
96. When the SBMC Chair was asked about his role, he said he was unsure because he did not know whether SBMC Chair's role has been spelt out in the policy guidance note. This could imply that the SBMC Chair has not actually seen the policy guidance notes for SBMC. Nevertheless, the SBMC Chair suggested his role to be overseeing the school management and mobilizing support for the school. The PTA Chair sees his role in terms of concern for the welfare to the children and repairs of the school. The SBMC Chair sees his vision for the school in terms of having adequate classrooms through the efforts of government, NGOs/CBOs and PTA. He also concern with having enough teachers, a library as well as information centre with up to 20 computers to make the children computer literate. The PTA Chair also concurred with the SBMC Chair in his dream for the school.
97. During the institutional mapping, it was admitted that there had not been conflict between bodies or institutions. The question on whether SBMC communicates its decision, the question was found to be non applicable as the SBMC was just relatively new.
98. The interpretation of the differences between the PTA and SBMC include:
 - (i) PTA is concerned with dealing with the aspect of the relation between the parents and the teachers. They also oversee the teachers in terms of teaching, solving minor problems of the school and have built a classroom in the past. The SBMC is all encompassing, and involved in the management of the school.
 - (ii) Assistance towards school can be obtained from people living in the area even if they are not the parents. As there is understanding of the relationship between the SBMC and the PTA, tension or conflict does not arise.
 - (iii) The interpretations of the children's role in SBMC include: representing the children's interest so that the right decisions on their behalf are taking, the Head Girl (HG) and Head Boy (HB) oversee other pupils and provide link between the SBMC and other children
 - (iv) The interpretations of the role of the women are:
 - Providing moral upbringing and articulating needs of the pupils (girls) are some of the roles of the women in SBMC that have been articulated by the women leader.
 - They are also useful because the women have associations and they can reach out to them for school support.
99. The SBMC Chair's role is unclear as the SBMC policy did not specify any specific roles for the position even though the SBMC Chair admitted not to have seen the guidelines. Nevertheless, suggestions include overseeing the school management, and mobilising the

support. The PTA chair role includes seeing welfare of the children and overseeing to the minor repairs of the school. The PTA Chair further expatiated that decisions about major repairs in the school are communicated to the LGEA while minor repairs are communicated to the PTA and handled by them

100. According to the Village head he only comes to know about the SBMC in 2008 around October when the HT intimated about the circular to establish SBMC. The HT asked of his advice and he invited all the associations including the women association for deliberations.

101. During interview with the PTA Chair he admitted to have organised PTA meeting on 14/02/09 where issues of chairs, classrooms and enrolment were discussed while the SBMC Chair admitted that SBMC has only held a meeting on 25/03/09 coinciding with the period of this research.

Influence and Accountability

102. There is a strong traditional structure influence in the school as the village head is committed to the development of the school. This is the opinion of the men during the institutional mapping. According to the Community Leader during the institutional mapping, *“the role of this institution is in-terms of overseeing the school, tackling all difficult issues including conflicts relating to the school and others. Other community associations such as butchers association, Barbers’ Association, Market Women Association, Carpentry Association, are not all that influential because of their little or no impact”*. In the same institutional mapping also LGEA influence was established in the area of supervision of teachers, relationship with the associations and groups even though their role or impact had not been felt like the PTA and the traditional institution. The participants said during the institutional mapping *“ we realise all the your roles but we have come to play your role better than you and more so as LGEA staff you are paid but we are doing selfless service”*



Figure 2: Institutional mapping session with men in Kano 2 Pry Sch

103. The LGC is admitted to be the institution that is most powerful by the men while the associations are less powerful. The LGC is said to pay the salaries of the teachers and also

involve in the infrastructural development. The associations are less powerful because their impact on the school is yet felt. The women admitted SUBEB to be most influential followed by the PTA then the LGEA and the LGC and lastly the teachers. It is the perception of the women that SUBEB is involved in construction of classes, provision of furniture and instructional materials. The PTA has been involved in the supply of water, equipment and general repairs. The LGEA is said to provide teaching and learning materials, first aid drugs, and financial support to students to further education. The LEA/LGC pays teachers' salary, instructional materials and promotion of teachers. The teachers are said to provide support in either cash or kind.

104. Who is SBMC accountable to or who is the school accountable to? or who is the LGEA accountable to, the men were unanimous with their answer as the Executive of the SBMC. When asked about if the roof of the school was blown whose responsibility would be, the response was that for small repairs, the PTA would be responsible while for the major repairs, the LGC is responsible.
105. Also the men from the institutional mapping, who to be held responsible in the event of the child's poor performance could be argued from many perspectives. These are from the child if he is not punctual and serious with school activities, parents, if they care less about the education of the child. However, if all the 2 scenarios are not applicable, then the teacher can be held responsible.
106. School budget which is largely the PTA levy is controlled and managed by the PTA Executive. The same applied to the funds coming from the government. The impression at the men's interview comprising the village, representatives of the associations is that PTA executives should continue to manage the school budget and not the SBMC. Nevertheless, it is expected that PTA and SBMC will work hand in hand as they have a common goal. Although it was admitted that the establishment of the SBMC in the near future may be more strategic. Also from the Venn diagram exercise, PTA, traditional institution and LGA were rated highly because of their contributions to the school. LGEA was rated low and SUBEB medium. Elders' forum exists in the community and may be a useful structure for future consultation and influence.
107. According to the men during the institutional mapping, *"LGEA provides teachers with salary and support Monitoring and Evaluation (M&E) while SUBEB contribution is in terms of building and instructional materials"*.

Issues

108. At the time of the research, very few children were absent (2 boys and 1 girl) from Class 2 when the register was compared with the actual attendance. As at the time of this research also, the school was busy with revision for an English Examination and only very few could read. Majority of the pupils come from places within the distance of 1 – 2 Km

Discussion & analysis

109. **The abolition of the PTA levy (in 4 of the States) has led to decline in activity of PTA's, a shortage of funding at school level and pressure on SBMC members to dig in to their own pocket.** PTA levy exist in the 2 case study schools in Kano State. The PTA levy is used for a variety of issues in that affect day to day running of the schools. In broad term the schools define these efforts as minor and depend on the LGC/LGA for major issues affecting the schools. PTA do not find the PTA levy sufficient to effect major repairs and therefore depends on the LGA/LGC. In Kano 1 Model primary School, a School Development Fund of N500/parent exist but not compulsory. The HT teacher said *"we have School Development Fund which the parents are expected to contribute N500 but it is not compulsory. Parents that do not pay are not sanctioned"* There is strong probability that since the SBMC in the 2 schools have no alternate sources of funds, pressure will be up to dig in to their own pockets or lean on the existing PTA levy.
110. **Inadequate conceptualised and articulated SBMC policy has resulted in lack of clarity in roles, relationships, communication and management among stakeholders (PTA's government structures, and civil society groups).** There were tension and conflict at the introduction of SBMC in the 2 schools because roles, expectations and relationships among the stakeholders were unclear. This was more evident with the PTA and SBMC. Nevertheless, this was doused off after several enlightenments by the PTA/SBMC Coordinators.
111. In all the two schools and across all those interviewed, there were different perceptions of roles across all the stakeholder groups. In Kano 2 the SBMC admitted to being unsure of his role as he was not sure if it had been spelt out in the SBMC policy guidance notes which he had not seen up to the time of this research. The SBMC policy is short of clarifying roles, relationships, communication and management lines of various stakeholder groups except those of SBMC and for this reason, all the stakeholders interviewed in this research were left to provide guesses to their roles.
112. Lastly, although SBMC guidelines stimulate roles for the SBMC which are major departure from the traditional roles of the PTA, roles of the PTA and SBMC were not easily differentiated by the stakeholders in the two schools. Rather than stating the roles as in the policy guidance notes, the stakeholders resolved to describe some features or elements to distinguish the roles of the SBMC from the PTA. It could be said with high degree of confidence that majority of the roles stipulated in the SBMC policy guidance notes could neither be stated by neither the SBMC nor other stakeholder groups. Absence of the policy guidance notes in the 2 schools would have contributed to this development.
113. **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.** In the 2 schools there were policy guidelines to guide

the SBMC composition. SBMC composition from the reports on the SBMC composition showed that the SBMC compositions were uniform and adhered to same guidelines provided by SUBEB to a very extent. It is only the Kano 2 Primary School that SBMC was slightly adapted where the role of the HT as the Secretary was swapped with the role of Public Relation Officer (PRO). The role of the Secretary was given to a CSO resident in the community and providing basic adult literacy. Nevertheless, the SBMC Chair is positive with the adaptation as the lady given the role of the Secretary is not only perceived to be competent but she is a graduate of law.

114. In the two schools the decision process as well selection process of its membership could have differed as well as timing for the establishment of the SBMC. Lack of clarity and incomprehensive process to arrive at the selection and nomination in the as contained in the policy guidance notes would have been responsible. Poor knowledge of the composition guidelines among the stakeholder groups other than the HT might be another contributing factor.
115. **Expected roles of SBMC as articulated in the policy guidelines require a minimum capacity, hence an implication for current SBMC composition.** Expected roles of SBMC as articulated in the policy guidelines require a minimum capacity, hence an implication for current SBMC composition. Some of the roles stimulated for the SBMCs are ‘academy’ such as “rendering annual statement of account, income and expenditure; ”supporting HT in innovative leadership; “monitoring staff with regards to attendance at school and effectiveness in curriculum delivery”; “assisting in drawing up action plan for effective participation of all stakeholders in UBE programme and monitoring of the school physical facilities with TOR ensuring their proper maintenance”. These roles set standards in terms of minimum capacity for SBMC with implications for the current composition. This explains why an Engineer and at the director level of civil service and graduate of law are made the chair and the secretary respectively of the SBMC in Kano 2 Primary School. Nevertheless, this was not the case with Kano 1 Model Primary School where a pensioner who is also a retired teacher selected as the SBMC Chair.
116. **SBMC’s have no financial resources. Lack of funding and financial support for SBMC.** In the 2 schools, SBMCs have no financial resources and lack financial support from the community as well as the government. This situation is further compounded as the policy guidelines did not articulate how funding of the SBMC is to be made. Neither has it articulated how resources are going to be mobilised.
117. **Governance: Most community members are unaware about what SBMC is and its activities.** In the 2 communities where the 2 schools are, most community members are unaware about what SBMC is and its activities until the period of research. This was because there was disconnect in communication between the coordinating policy agency (UBEC/FMoE) with state and the communities since the SBMCs guidelines were provided for

the establishment of the SBMC in all the schools. Other reasons include absence of the policy in the school and the community as well as absence or ineffective dissemination of the policy at the community level. Nevertheless, this situation does not apply at the level of the state and LGEA as LGEA and Zonal level training regarding the establishment of the SBMC were organised by the SUBEB.

118. Community and context: 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.

119. **There** are various associations, networks and individuals contributing to school development such as Banks, Kano Forum, Indomie, Dangote Group, WOFAN. Nevertheless, these aforementioned names are making contributions to the schools in form of donation, provision of learning and instructional material but yet unaware of the existence of the SBMC, thus working in isolation. Nevertheless, The PTA/SBMC Coordinator (Kumbotso) has made a strong recommendation to bring them on board.

120. Even though SBMC guidance notes emphasise children's membership in the SBMC, in most school communities, children are not recognised as having nay key role to play in the SBMC. In most schools/communities, women's roles role and participation in the SBMC appears to be constrained

121. Even though the SBMC guidance notes emphasise children's membership in the SBMC, in most school communities, and children and women's role are recognised, they have not been able to make any impact. The reasons are largely caused by the non functionality of the SBMC since formation and absence of clearly stipulated roles of children and women in SBMC.

122. Opinions about women and children's roles in SBMC vary while stating relationships among the stakeholders from the perspectives of management school budget, accountability and reporting also brought diverse opinions especially in terms who's the SBMCs are accountability to and who manages the school budget. While some interviewees indicated that the PTA manages the school budget through their executive and report to the community members afterwards others indicated that HT, LGEA and School Management Committee have responsibility of managing the school budget. In addition, the current SBMC policy has not articulated or differentiated roles and responsibilities in line with reporting, communication and accountability among SBMC and other stakeholders even though it has stimulated regular reporting of developments in the school to the LGEA while to a large extent has included roles which are currently perform by the PTA such as mobilization of parents, resources, sensitisation as collaborative efforts.

123. **Standard of teaching and learning and availability of instructional materials are so inadequate that SBMC alone cannot realistically provide solutions.** Standards of teaching and learning, availability of instructional materials and dilapidated infrastructure are huge challenges that SBMC alone cannot realistically provide solutions. With the current composition of the SBMC and absence of prerequisite skills to current roles and the absence of the resources or funding sources, it is unlikely that SBMC only will be able to confront these challenges. Although opportunities exist for collaboration with the corporate private companies such as banks, CocaCola, Indomie, Dangote, Kano Forum and Civil Society organizations, SBMCs are yet awake to such responsibility.



Figure 3: Some classrooms in Kano 2 Pry Sch



Figure 4: A classroom in Kano 2 with average of 250/class with a majority sitting on the floor

124. **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.** The two Schools as focused of this research are not SESP Schools. SBMCs at SESP schools are more in Kano State are more active as confirmed by the Deputy Director Social Mobilization who is quoted as saying *"SBMCs are more actualised in the pilot schools which are under SESP, for example in this schools impacts are beginning to show as LGAs are being mobilised by the SBMCs in the areas of providing water sources, temporary shelter (Wudil) while in Kunchi, there has been a renovation of a block of classroom and provision of teaching materials, the only they are not able to do is influencing the training of the teachers"*