

Education Sector Support Programme in Nigeria (ESSPIN)

Assignment report

School Based Management Committees (SBMCs)

in Policy and Practice

Volume 2

Guidance and Tools for SBMCs Research

Report Number: ESSPIN 404

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March 2009

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Report Title: School Based Management Committees (SBMCs) in Policy and Practice, Volume 2: Guidance and Tools for SBMC research

Report No: ESSPIN 404

Rev No*	Date of issue	Originators	Checker	Approver	Scope of checking
1	October 2009	Helen Poulsen	Fatima Aboki	Steve Baines	Formatting/Content

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Date: _____

Researcher(s): _____

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Date: _____

Researcher(s): _____

Introduction

1. 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 the provision of quality education.
2. The research questions are:

- (i) 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?
 - (ii) How have these policies been 'enacted' at school and community level?
 - (iii) What are the implications of the ways in which SBMC policy has been implemented for questions of gender, poverty and school governance?
 - (iv) What strategies do the findings suggest for future ESSPIN research and engagement with SBMCs?
3. This manual contains instructions, background information, and the tools. Before you start the research, please make sure that:
 - All members of the team have read through the final version of the tools, as there have been some changes and additions since piloting;
 - You note any questions and issues and contact Helen or Fatima for clarification;
 - You develop a shared approach with your team, particularly to translating key concepts and questions where necessary.
4. Please note that prompts appear in italics after some main questions; please make sure that you cover the issues raised.

Date: _____

Researcher(s): _____

Day-by-day plan

Day 1	Travel to states	STATE
Day 2	Preparation, planning & logistics (A&E specialists in Abuja)	
Day 3	Tool 1: State interviews (A&E specialists in Abuja)	
Day 4	Tool 2: LGEA interviews (first community) (A&E specialists travel to states)	
Day 5	Tool 2: LGEA interviews (second community)	
Day 6	Preliminary analysis & write-up	
Day 7	Tool 3a: Transect walk Tool 3b: Social resource mapping Tool 4: School profile. Gather school data from school registers on enrolment, attendance. Examine SBMC papers & meeting records.	COMMUNITY1
Day 8	Tool 5a: SBMC Chair interview Tool 5b: Headteacher interview Tool 5c: Female teacher interview (NOT an SBMC member if possible) Tool 5d: Community leader Tool 5e: Women's group leader	
Day 9	Tool 6: SBMC group meeting Tool 7: Student activity	
Day 10	Tool 8: FGD/venn diagram activity with parents: one men's group, one women's group	
Day 11	Tool 9: Group feedback meeting	
Day 12	Preliminary analysis & write-up	
Day 13	Tool 3a: Transect walk Tool 3b: Social resource mapping Tool 4: School profile. Gather school data from school registers on enrolment, attendance. Examine SBMC papers & meeting records.	COMMUNITY2
Day 14	Tool 5a: SBMC Chair interview Tool 5b: Headteacher interview Tool 5c: Female teacher interview (NOT an SBMC member if possible) Tool 5d: Community leader Tool 5e: Women's group leader	
Day 15	Tool 6: SBMC group meeting Tool 7: Student activity	
Day 16	Tool 8: FGD/venn diagram activity with parents: one men's group, one women's group	
Day 17	Tool 9: Group feedback meeting	
Day 18	Preliminary analysis & write-up	

Date: _____

Researcher(s): _____

Resources

- (i) Digital camera
- (ii) Biro(s) (red, blue and black)
- (iii) Pencils
- (iv) 3 packs marker pens different colours
- (v) 1 roll flip chart paper
- (vi) 1 roll masking tape (good quality)
- (vii) 1 pair scissors
- (viii) 6 large sheets of coloured paper (different colours)
- (ix) Good quality lined notebooks
- (x) Plastic folders
- (xi) Dice
- (xii) Counters (e.g. bottle tops)
- (xiii) Post-it notes

Ethics

5. Before you begin each interview or activity, explain:
 - The purpose of the research (see below)
 - How long the interview or activity will take
 - That participants/interviews are free to leave at any time
 - That what is said will be anonymously recorded
 - That what is said will remain confidential (i.e. you will not tell anyone else what they have said)
 - For school/community level interviews get verbal consent, i.e. ask “do you agree to participate in this interview/activity?”
 - For LG/EA/State Interviews get written consent, using the information sheets and consent forms provided.

Date: _____

Researcher(s): _____

Purpose

6. “We are here for the purpose of conducting research on SBMCs for the Education Sector Support Programme in Nigeria (ESSPIN), a programme of the Nigerian government, supported by the British government.
7. We are interested to know about how different communities support their schools.
8. We will hold a meeting and tell you about what we have found on... (give day).
9. The information that you give us may be included in a report, and will help us to develop future plans.”

Entry to the community

10. When you arrive the Community, go to the designated school and meet the Head Teacher [who should have received a letter informing him of your visit. A similar letter should have gone to the Community Leader as well.] The Head Teacher leads the team to the Community Head. Allow the Head Teacher to make the initial introduction of the team.
11. The Lead Researcher then explains the purpose of the research and the number of days you will be working in his community. Promise to give a feedback on findings to the Community leader and his team after the research.

Recording

12. Record your daily field notes in 2 stages:
 - (i) While in the field
 - Background information (e.g. location of interview, how many people are present, their gender)
 - Key points (both expected and unexpected). Be specific.
 - Who says what
 - Whether there is consensus or conflict
 - Quotations (short phrases that people actually said, in their own words, indicated by quotation marks)
 - Observations
 - Non-verbal communication
 - (ii) Reflection
 - Reflections
 - Preliminary interpretations
 - Questions for further probing

Date: _____

Researcher(s): _____

Reporting

13. State research consultants should come to the analysis workshop in April with:
- (i) a completed research manual for each community (either hard copy or electronic). It is very important for the purposes of Helen's doctoral research that you bring this.
 - (ii) signed consent forms for LGEA & State interviews
 - (iii) analysis papers (see below)
 - (iv) a prepared preliminary case study presentation (see reporting format – Annex 3).

Preliminary analysis

14. Some suggestions:
- For each case, put up a flip chart paper for each element of the reporting format (see Annex 3)
 - Go through your interview notes and highlight each place where that element arises.
 - Write a note on the flip chart summarising the finding, taking care to reference the source (the source could be a direct quote, reported speech, observation, reflection, or other data)
 - When you have gone through all your notes in this way, observe and discuss themes and issues that are arising for each point, including any contradictions, or gaps.
 - Write up your case study based on these discussions, taking care to reference your sources carefully with question no./page no.

Example:

PECKHAM PRIMARY SCHOOL

3.5 Motivation & reward

"I do this job because I want to contribute something to the people in my community" (SBMC Chair, interview notes, 5a.1.2; p.17)

SBMC chair seemed ill at ease when asked this question (SBMC interview, researcher reflection, 5a.4.3; p. 18)

Members of the group commented that the SBMC chair, who owns a construction company, wants only to enrich himself through his position, and gave the example of how he pressed for the construction of a new classroom block to be one of the priorities in the recent SDP planning meeting. (fathers' group interview notes, 8.5, p.23)

Etc...

Date: _____

Researcher(s): _____

TOOL 1: STATE INTERVIEW

Conduct two interviews in total, selected from the following, depending on who is most involved with SBMCs:

- (i) MoE: Director PRS
- (ii) SUBEB: Director PRS, Director Social Mobilisation
- (iii) Other: State Chair PTA, CSACEFA representative, NUT representative.

In addition, you may wish to pay a courtesy call to the Permanent Secretary.

Location: State offices

Resources: Flip chart paper, marker pens.

Recording: Record discussions & interactions.

Section 1: Personal information

1.1.1 Gender:

1.1.2 Age/DOB:

1.1.3 Position:

1.1.4 How long have you held this position?

1.1.5 What jobs did you do before this one?

1.1.6 Describe your main responsibilities

Date: _____

Researcher(s): _____

Section 2: Understandings of SBMC

The purpose of this exercise is to establish how the interviewee understands actual relationships between SBMC & other institutions – not to discuss how it should be.

Ask your interviewee to draw a diagram to represent the relationship between community, school, SBMC, PTA, LGEA, state and federal levels.

Use the diagram to explore these relationships in relation to the following issues:

1.2.1 Resources

Probe: How do funds flow between the different institutions? How does the state allocate resources to the different levels? How are decisions taken? How are these decisions reported? To whom?

1.2.2 Inclusivity

Probe: If women in the community have a concern about their child's education, who do they approach? If people in the community have a problem paying levies, who do they approach? Whose responsibility is it to ensure that their concerns are heard and acted on? How do women participate in SBMCs?

1.2.3 Communication

Probe: how are policy decisions at State level communicated to LGEA, school and community levels? How are SBMC decisions communicated to other levels? What information from SBMC is communicated to the state? How?

1.2.4 Influence

Probe: to whom is the state and LGEA accountable? To whom is the SBMC accountable? Why? Who monitors SBMC decisions? Who monitors school quality & how? Where are the conflicts and tensions in the system and why?

Date: _____

Researcher(s): _____

Section 3: SBMC policy

1.3.1 Who first told you about SBMCs, and when?

1.3.2 Where do you think that the idea of SBMCs originated from?

1.3.3 In your opinion, what is the most important role of SBMCs?

1.3.4 What is the role of women on the SBMC?

1.3.5 What is the role of children on the SBMC?

Date: _____

Researcher(s): _____

Section 4: SBMC Implementation

1.4.1 What specific action did you take in order to implement SBMCs in this State?

1.4.2 Specifically, what action have you taken to disseminate the SBMC guidance notes?

1.4.3 How satisfied are you with the implementation of SBMCs in your state? Why?

Probe: what challenges did you face? How did you overcome them?

1.4.4 To what extent do you feel that SBMCs have been constituted according to the guidance notes in your state? Why?

1.4.5 What changes have you seen in schools as a result of the introduction of SBMCs? Give concrete examples.

Date: _____

Researcher(s): _____

Probe: in relation to girls' education; in relation to improvement of teaching and learning; enrolment, retention; in relation to children whose parents have problems paying for textbooks/levies/other school-related costs.

1.4.6 Do SBMC representatives ever approach you with requests? Give an example. What action did you take as a result?

1.4.7 How do you think SBMCs could be improved? Explain your answer.

Thank the interviewee for his or her time. Note your comments below on:

Whether anyone else was present

Quality of the interview (was it open and frank? Or otherwise)

Reflections

Areas for further questioning

Date: _____

Researcher(s): _____

TOOL 2: LGA/LGEA INTERVIEW

Conduct interviews with:

- (i) **Education Secretary**
- (ii) **One of: Director PRS, Director School Services, LGEA Social Mobilisation Officer, SBMC/PTA coordinators (whoever is most involved with SBMCs)**

Location: LGEA offices/school.

Resources: Flip chart, marker pens.

Recording: Record discussions & interactions.

Section 1: Personal information

2.1.1 Gender:

2.1.2 Age/DOB:

2.1.3 Position:

2.1.4 How long have you held this position?

2.1.5 What jobs did you do before this one?

2.1.6 Describe your main responsibilities

Date: _____

Researcher(s): _____

Section 2: Understandings of SBMC

The purpose of this exercise is to establish how the interviewee understands actual relationships between SBMC & other institutions – not to discuss how it should be.

Ask your interviewee to draw a diagram to represent the relationship between community, school, SBMC, PTA, LGEA, state and federal levels.

Use the diagram to explore these relationships in relation to the following issues:

2.2.1 Resources

Probe: How do funds flow between the different institutions? How does the LGEA allocate resources to schools and SBMCs? How are decisions taken? How are these decisions reported? To whom?

2.2.2 Inclusivity

Probe: If women in the community have a concern about their child's education, who do they approach? If people in the community have a problem paying levies, who do they approach? Whose responsibility is it to ensure that their concerns are heard and acted on? Who decides SBMC membership?

2.2.3 Communication

Probe: how are decisions taken at LGEA level communicated to school, SBMC and communities? How are SBMC decisions communicated to the LGEA? What information from SBMCs is communicated to the LGEA? How?

2.2.4 Influence

Probe: to whom is the LGEA accountable? To whom is the SBMC accountable? Why? Who monitors SBMC decisions? Who monitors school quality & how? Where are the conflicts and tensions in the system and why?

Date: _____

Researcher(s): _____

Follow-up questions:

Who first told you about SBMCs, and when?

Where do you think that the idea of SBMCs originated from? What is the main role of SBMCs?

What is the role of PTA, and how does it differ to SBMC? How useful are SBMCs? Why?

What is your particular role in relation to formation and support of SBMCs? What is the role of women on the SBMC?

What is the role of children on the SBMC?

Date: _____

Researcher(s): _____

Section 3: SBMC Implementation

2.3.1 What specific action did you take in order to implement SBMCs in this LGA?

2.3.2 Specifically, what action did you take to disseminate the SBMC guidance notes?

2.3.3 How satisfied are you with the implementation of SBMCs in your LGA? Why?

Probe: what challenges do you face? How have you resolved them?

2.3.4 To what extent do you feel that SBMCs have been constituted according to the guidance notes in your state? Why?

2.3.5 What changes have you seen as a result of the introduction of SBMCs? Give concrete examples.

Probe: in relation to girls' education; in relation to improvement of teaching and learning; enrolment, retention; in relation to children whose parents have problems paying for textbooks/levies/other school-related costs.

Date: _____

Researcher(s): _____

2.3.6 Do SBMC representatives ever approach you with requests? Give an example. What action did you take as a result?

2.3.7 How do you think SBMCs could be improved? Explain your answer.

Section 4: SBMCs in the study schools (ask these questions only to the LGEA official who is most knowledgeable about SBMCs at the case study schools)

2.4.1 Tell me about _____ school.

Is it a good school? Why? Is the community supportive? How? Does it have an SBMC? How were members selected? How functional is it? Why? Who calls meetings & draws up the agenda? Does it have a school development plan? If yes, who monitors the implementation?

How is reporting structure coordinated? How does the school plan feed into LGEA plans?

Date: _____

Researcher(s): _____

Thank the interviewee for his or her time. Note your comments below on:

Whether anyone else was present

Quality of the interview (was it open and frank? Or otherwise)

Reflections

Areas for further questioning

Date: _____

Researcher(s): _____

TOOL 3a: SOCIAL AND RESOURCE MAPPING

Location: Outside the school grounds (so as not to interrupt the school day)

Resources: Ash, sticks, ropes, leaves, stones, sand, seeds etc

Recording: Copy map below. Record discussions & interactions.

Instructions:

- (i) Conduct this activity with a mixed group of people – members of the school and members of the community. The exercise is open and anyone may join in. There is no need to call a formal meeting.
- (ii) Introduce yourselves and the research.
- (iii) Introduce the activity and set ground rules (e.g. no stepping inside the boundary).
- (iv) Scene setting: invite members to create boundary, key features (roads, buildings, rivers, institutions)
- (v) Deepening: ask further questions
 - Social groups: What different ethnic, linguistic, religious groups are represented? Are they found in certain areas? Is there a part of the village where poorer/landless people are concentrated?
 - Schools: Are there any other schools or education institutions in the area? Which children go to which schools? Do parents have a choice? Do children come from beyond this catchment to the school, or go from this catchment to other schools? Why? Are there many out-of-school children? Girls or boys? Where do they live? Why?
 - Community groups: which community groups, CBOs, NGOs & other civil society organisations are active within the area (include SBMC, PTA as appropriate)? Indicate houses of SBMC members.
- (vi) Agree subsequent field work agenda
- (vii) Thanks and close.

Date: _____

Researcher(s): _____

TOOL 3b: TRANSECT WALK

Purpose: to learn more about the social, economic and educational resources in the community.

Instructions:

- (i) Take a walk around the area with 1 or 2 key informants.
- (ii) While on the walk, ask questions about landmarks, activities, and other points of interest.

Further questions:

- What are the major activities, services & infrastructure in the area?
- What educational services are there?
- What projects/interventions have been working in the area?

Date: _____

Researcher(s): _____

TOOL 4: SCHOOL PROFILE

Purpose: to observe key features of the school

Location: in and around the school

Recording: Make a brief descriptive comment on the areas below. because it might cause offence initially, don't take too many notes while entering building, write later when going round with HT

Instructions:

- (i) Walk around the school & observe its layout, buildings & facilities with a teacher or Headteacher.
- (ii) If permitted, take some photographs (inside a classroom, office, grounds)
- (iii) Arrange to look at the school statistics and registers

Section 1: General

4.1.1 Single/double shift?

4.1.2 Has the school received support from any charitable organisations, projects, individuals, LGFA, LGA, State, SUBEB, or other? If so, what?

4.1.3 Record of total school enrolment

Class	Boys	Girls	Total
1			
2			
3			
4			
5			
6			
TOTAL			

4.1.4 Register:

Available? Filled in? Absenteeism? Drop outs?

Date: _____

Researcher(s): _____

4.1.5 No of teachers (M/F)

Qualified/unqualified?

4.1.6 Teacher attendance

Is there a staff register? Is the number of teachers present in school the same as the number shown on the register for today ?

Section 2: Children & classrooms

4.2.1 In two classes only, one of class 2 and one of class 4:

1. Count all the boys present in class
2. Count all the girls present in class
3. Compare with the register.

4.2.2 Go into a class 6 classroom.

Observe what children are doing & talk to some of the children. Check if they understand what is written on the blackboard or in their books.

4.2.3 Are any children in or out of class without a teacher present?

4.2.4 Distance children have to go to get to school

4.2.5 Uniforms.

Are they used? In good condition?

Date: _____

Researcher(s): _____

Section 3: Buildings & facilities

4.3.1 Environment

Is it unsanitary, are there dangerous roads, rivers, etc near the school

4.3.2 Grounds

Is there any space outside for games?

4.3.3 Buildings

Number of classrooms, state of repair, size of rooms, floors, windows, lighting, roofs

4.3.4 Seats and desks

Are there any? Type? Are there enough for each child to have one?

4.3.5 Water

Drinking water/ washing water on the premises?

4.3.6 Toilets

Are there any? Girls/boys/staff? Are they clean? Are they locked up? If none, where do children go?

Date: _____

Researcher(s): _____

4.3.7 Construction

Is there any construction on-going? For what? Funded by whom?

Section 4: Teaching & learning materials

4.4.1 For teachers

Are there any in use in class? In HT's office?

4.4.2 For students

Text books/exercise books/pens/pencils. Are there any in use in class? In HT's office?

4.4.3 Wall display

Are Timetables on display? Is there anything else displayed ?

Section 5: SBMC records

4.5.1 Examine SBMC meeting records. Note down:

Date of last meeting.

Agenda.

Issues discussed.

Decisions taken.

Date: _____

Researcher(s): _____

Section 6: Other

4.6.1 First aid – is there a first aid box ?

4.6.2 Is there a visitor book? If yes note down the last visit from LGA official/other, with what purpose.

Date: _____

Researcher(s): _____

TOOL 5a: INTERVIEW SBMC CHAIR

Location: In school or SBMC Chair's house

Resources: Copy of 'Guidance notes for SBMCs' (see annex)

Recording: Record discussions & interactions.

Section 1: Personal information

5a.1.1 Gender:

5a.1.2 Age/DOB:

5a.1.3 How long have you been SBMC Chair?

5a.1.4 Occupation/professional background:

Section 2: SBMC policy

5a.2.1 Who first told you about SBMCs, and when?

5a.2.2 What is the main role of the SBMC?

5a.2.3 Have you seen a copy of the SBMC guidelines?

If yes, do you use the guidelines? How?

If not, who defines your roles and activities? How?

Date: _____

Researcher(s): _____

Section 3: SBMC chair role

5a.3.1 What are your main duties as SBMC chair?

5a.3.2 How did you come to be SBMC chair?

Appointed? If so by whom? Elected? If so how?

5a.3.3 What personal qualities does SBMC Chair need?

5a.3.4 What are the advantages of being SBMC chair?

5a.3.5 What are the disadvantages of being SBMC chair?

5a.3.6 If you were invited to be Chair again, would you accept? Why?

Date: _____

Researcher(s): _____

Section 4: SBMC profile & activities

5a.4.1 When was the SBMC established?

5a.4.2 Who are the members of the SBMC?

List members & their category of membership. Compare with the SBMC guidance notes (annex). Ask about any discrepancies.

5a.4.3 How were the members appointed?

5a.4.4 Are there any women members of the SBMC?

If no, ask why.

If there are women members: to what extent do they contribute in decision making?

5a.4.5 What training, capacity building & support activities have SBMC members had?

If any, how useful were they?

5a.4.6 Does the SBMC have any subcommittees? If so, what?

Date: _____

Researcher(s): _____

5a.4.7 Does your SBMC have a bank account? If yes, who are the signatories?

5a.4.8 How frequently are SBMC meetings held?

5a.4.9 What was the date of the last SBMC meeting?

5a.4.10 What were the main issues discussed at that meeting?

5a.4.11 Name one decision taken at the last meeting. Was this decision communicated further? To whom? How?

5a.4.12 When is the next scheduled meeting?

5a.4.13 To date, what activities has the SBMC undertaken?

Probe: in relation to girls' education; in relation to improvement of teaching and learning; in relation to children whose parents have problems paying for textbooks & other school-related costs.

Date: _____

Researcher(s): _____

5a.4.14 What changes have you seen in the school or community as a result of the SBMC's activities? Give concrete examples.

Probe: in relation to girls' education; in relation to improvement of teaching and learning; in relation to children whose parents have problems paying for textbooks & other school-related costs.

5a.4.15 What are the main challenges faced by the SBMC? Why?

Probe: have there been any conflicts? If so why? How were they resolved?

5a.4.16 How do you think the SBMC could be improved? Explain your answer.

5a.4.17 Is there a School Development Plan? If yes, go on to Section 3. If no, end the interview.

Section 5: Additional questions for SBMCs with a School Development Plan

5a.5.1 Describe how the plan was developed.

Role of SBMC. Role of community. Role of LGA. Role of women.

5a.5.2 What are the key elements of the plan?

Date: _____

Researcher(s): _____

5a.5.3 Where is the plan kept?

Thank the interviewee for his or her time. Note your comments below on:

Whether anyone else was present

Quality of the interview (was it open and frank? Or otherwise)

Reflections

Areas for further questioning

Date: _____

Researcher(s): _____

TOOL 5b: HEADTEACHER INTERVIEW

Location: In school

Recording: Record discussions & interactions.

Section 1: Personal information

5b.1.1 Gender:

5b.1.2 Age/DOB:

5b.1.3 How long have you been Headteacher at this school?

5b.1.4 Highest teaching qualification

Section 2: Community – school links

5b.2.1 Tell us about the children who come to your school.

Where do they come from? What do their parents do? Would you say that they are able to pay for the costs of schooling (textbooks, uniforms, levies) easily/not very easily/mixed?

5b.2.2 What do members of the local community do to support the school?

How often do they visit? Do they donate money or resources? Many people, or just a few, influential people?

Date: _____

Researcher(s): _____

5b.2.3 Do you communicate information about the school (e.g. exam results, achievements) to parents and other members of the community?

If yes, how often? Give an example. If

no, why not?

5b.2.4 Are there any local organisations that support the school? If so which?

For each organisation mentioned, find out its main activities, membership and support to the school.

5b.2.5 Is there a PTA at your school? If yes, what is the main role of the PTA?

5b.2.6 Is there an SBMC at your school? If yes, go to section 3. If no, go to section 4.

Section 3: SBMC

5b.3.1 Who first informed you about the SBMC, and how?

By letter? In person? Radio? newspaper?

5b.3.2 What did you do in order to establish the SBMC?

Date: _____

Researcher(s): _____

5b.3.3 What is the main role of the SBMC?

5b.3.4 What is your role on the SBMC?

5b.3.5 What is the role of women members on the SBMC?

If there are no women members, ask why.

5b.3.6 What is the role of student members of the SBMC?

If there are no student members, ask why.

5b.3.7 Have you seen the SBMC guidance notes?

If yes, do you use it? How?

5b.3.8 What is the main difference between PTA and SBMC?

Date: _____

Researcher(s): _____

5b.3.9 How do the PTA and SBMC work together?

Probe: have there been any conflicts? If so why? How were they resolved?

5b.3.10 How do you think the SBMC could be improved? Explain your answer.

5b.3.11 Is there a School Development Plan? If yes, go on to Section 4. If no, go on to Section 5.

Section 4: Additional questions for schools with a School Development Plan

5b.4.1 Describe how the plan was developed.

Role of SBMC. Role of community. Role of LGA.

5b.4.2 What are the key elements of the plan?

5b.4.3 Where is the plan kept?

Section 5: Roles & responsibilities

5b.5.1 Whose responsibility is it to repair the roof if it blows off? Explain.

Date: _____

Researcher(s): _____

5b.5.2 Whose responsibility is it if a child in class 6 cannot read? Explain.

5b.5.3 Who is responsible for making decisions about the school budget? Explain.

5b.5.4 Whose responsibility is it to prepare and implement a school development plan? Explain.

Thank the interviewee for his or her time. Note your comments below on:

Whether anyone else was present

Quality of the interview (was it open and frank? Or otherwise)

Reflections

Areas for further questioning

Date: _____

Researcher(s): _____

TOOL 5c: FEMALE TEACHER INTERVIEW

The female teacher should not be an SBMC member, if possible. If no female teacher is available, interview a male teacher who is not an SBMC member.

Location: In school

Recording: Note key points and include some quotations (clearly indicated with quotation marks)

Section 1: Personal information

5c.1.1 Gender:

5c.1.2 Age/DOB:

5c.1.3 How long have you been a teacher at this school?

5c.1.4 Highest teaching qualification

Section 2: Girls' education

5c.2.1 Tell us about the children that you teach.

Where do they come from? What do their parents do? Would you say that they are able to pay for the costs of schooling (textbooks, uniforms, levies) easily/not very easily/mixed?

5c.2.2 Refer to the school register and the numbers of boys and girls enrolled. Ask the teacher to explain any discrepancy, e.g. why are there more boys than girls enrolled? What are the barriers to girls enrolling, participating and achieving at school?

Date: _____

Researcher(s): _____

Section 3: Community support for education

5c.3.1 What do members of the local community do to support you?

Do they visit regularly? Donate money or resources? Many people, or just a few, influential people?

5c.3.2 Are there any local organisations that support you? If so which?

For each organisation mentioned, find out its main activities and membership.

5c.3.3 Is there a PTA at your school?

5c.3.4 What is the main role of the PTA?

5c.3.5 Have you heard of an SBMC at your school? If yes, go to section 4. If no, go to section 5.

Section 4: SBMC

5c.4.1 Who first informed you about SBMC, and how?

Date: _____

Researcher(s): _____

5c.4.2 What is the main role of the SBMC?

5c.4.3 Are you an SBMC member?

If yes: how were you appointed? what is your role on the SBMC? How do you communicate SBMC decisions to your fellow teachers?

If no: can you name any members?

5c.4.4 What is the role of women members on the SBMC?

If there are no women members, ask why.

5c.4.5 What is the role of student members of the SBMC?

If there are no student members, ask why.

5c.4.6 How does the PTA work with the SBMC?

Probe: have there been any conflicts? If so why? How were they resolved?

Date: _____

Researcher(s): _____

5c.4.7 What changes have you seen in the school or community as a result of the SBMC's activities? Give concrete examples.

Probe: in relation to girls' education; in relation to improvement of teaching and learning; in relation to children whose parents have problems paying for textbooks & other school-related costs.

5c.4.8 How do you think the SBMC could be improved? Explain your answer.

5c.4.9 Is there a School Development Plan? If yes, go on to Section 5. If no, go on to Section 6.

Section 5: Additional questions for schools with a School Development Plan

5c.5.1 Describe how the plan was developed.

Role of SBMC. Role of community. Role of LGA. Role of women.

5c.5.2 What are the key elements of the plan?

Date: _____

Researcher(s): _____

5c.5.3 Where is the plan kept?

Section 6: Roles & responsibilities

5c.6.1 Whose responsibility is it to repair the roof if it blows off? Explain.

5c.6.2 Whose responsibility is it if a child in class 6 cannot read? Explain.

5c.6.3 Who is responsible for making decisions about the school budget? Explain.

5c.6.4 Whose responsibility is it to prepare a school development plan? Explain.

Thank the interviewee for his or her time. Note your comments below on:

Whether anyone else was present

Quality of the interview (was it open and frank? Or

otherwise) Reflections

Areas for further questioning

Date: _____

Researcher(s): _____

TOOL 5d: COMMUNITY LEADER INTERVIEW

Location: At community leader's home

Recording: Record discussions & interactions.

Section 1: Personal information

5d.1.1 Gender:

5d.1.2 Age/DOB:

5d.1.3 Occupation/professional background

Section 2: Community – school links

5d.2.1 Tell us about education in your community.

*What are the different schools? Are you satisfied with them? Do most children attend school?
What about girls?*

5d.2.2 What do members of the local community do to support the school?

*Do they visit regularly? Donate money or resources? Many people, or just a few,
influential people?*

5d.2.3 Are there any local organisations that support the school? If so which?

For each organisation mentioned, find out its main activities and membership.

Date: _____

Researcher(s): _____

5d.2.4 Is there a PTA at your school?

5d.2.5 What is the main role of the PTA?

5d.2.6 Is there an SBMC at your school? If yes, go to section 3. If no, go to section 4.

Section 3: SBMC

5d.3.1 Who first informed you about SBMC, and how?

By letter? In person? Poster? Radio or TV?

5d.3.2 What did you do in order to establish the SBMC?

5d.3.3 What is the main role of the SBMC?

5d.3.4 What is your role on the SBMC?

5d.3.5 What is the role of women members on the SBMC?

If there are no women members, ask why.

Date: _____

Researcher(s): _____

5d.3.6 What is the role of student members of the SBMC?

If there are no student members, ask why.

5d.3.7 How does the PTA work with the SBMC?

Probe: are there any areas of conflict? If so what? How resolved? Any areas of joint work (e.g. resource mobilisation, utilisation and accounting, developing a plan)?

5d.3.8 What changes have you seen in the school or community as a result of the SBMC's activities? Give concrete examples.

Probe: in relation to girls' education; in relation to improvement of teaching and learning; in relation to children whose parents have problems paying for textbooks & other school- related costs.

5d.3.9 How do you think the SBMC could be improved? Explain your answer.

5d.3.10 Is there a School Development Plan? If yes, go on to Section 4. If no, go on to Section 5.

Date: _____

Researcher(s): _____

Section 4: Additional questions for schools with a School Development Plan

5d.4.1 Describe how the plan was developed.

Role of SBMC. Role of community. Role of LGA. Role of women. Role of PTA.

5d.4.2 What are the key elements of the plan?

5d.4.3 Where is the plan kept?

Section 5: Roles & responsibilities

5d.5.1 Whose responsibility is it to repair the roof if it blows off? Explain.

5d.5.2 Whose responsibility is it if a child in class 6 cannot read? Explain.

5d.5.3 Who is responsible for making decisions about the school budget? Explain.

Date: _____

Researcher(s): _____

5d.5.4 Whose responsibility is it to prepare a school development plan? Explain.

Thank the interviewee for his or her time. Note your comments below on:

Whether anyone else was present

Quality of the interview (was it open and frank? Or otherwise)

Reflections

Areas for further questioning

Date: _____

Researcher(s): _____

TOOL 5e: WOMEN'S GROUP LEADER

If there is no women's group select a male CBO/NGO representative who is NOT an SBMC member.

Location: At home

Recording: Record discussions & interactions.

Section 1: Personal information

5e.1.1 Gender:

5e.1.2 Age/DOB:

5e.1.3 Occupation/professional background

5e.1.4 Position

Section 2: Community – school links

5e.2.1 Tell us about your organisation.

Aims, membership, activities

5e.2.2 Tell us about education in your community.

Are you satisfied with the schools? Why? Do most children attend school? What about girls?

Are there any barriers to girls attending, participating & achieving & school? What are they and why?

Date: _____

Researcher(s): _____

5e.2.3 Which school do members of your group send their children to? Why?

5e.2.4 What do members of your group do if they have a problem with their child's education?

5e.2.5 Is there a PTA at your school?

5e.2.6 What is the main role of the PTA?

5e.2.7 Is there an SBMC at your school? If yes, go to section 3. If no, go to section 4.

Section 3: SBMC

5e.3.1 Who first informed you about SBMC, and how?

By letter? In person? Radio? Newspaper?

5e.3.2 What is the main role of the SBMC?

5e.3.3 What is the role of women members on the SBMC?

Date: _____

Researcher(s): _____

If there are no women members, ask why.

5e.3.4 Has the SBMC done anything to promote education for girls? If yes, what? With what effect?

5e.3.5 What is the role of student members of the SBMC?

If there are no student members, ask why.

5e.3.6 How does the PTA work with the SBMC?

5e.3.7 What changes have you seen in the school or community as a result of the SBMC's activities? Give concrete examples.

Probe: in relation to girls' education; in relation to improvement of teaching and learning; in relation to children whose parents have problems paying for textbooks & other school- related costs.

Date: _____

Researcher(s): _____

5e.3.7 How do you think the SBMC could be improved? Explain your answer.

5e.3.8 Is there a School Development Plan? If yes, go on to Section 4. If no, go on to Section 5.

Section 4: Additional questions for schools with a School Development Plan

5e.4.1 Describe how the plan was developed.

Role of SBMC. Role of community. Role of LGA. Role of women.

5e.4.2 What are the key elements of the plan?

5e.4.3 Where is the plan kept?

Section 5: Roles & responsibilities

5e.5.1 Whose responsibility is it to repair the roof if it blows off? Explain.

5e.5.2 Whose responsibility is it if a child in class 6 cannot read? Explain.

Date: _____

Researcher(s): _____

5e.5.3 Who is responsible for making decisions about the school budget? Explain.

5e.5.4 Whose responsibility is it to prepare a school development plan? Explain.

Thank the interviewee for his or her time. Note your comments below on:

Whether anyone else was present

Quality of the interview (was it open and frank? Or otherwise)

Reflections

Areas for further questioning

Date: _____

Researcher(s): _____

TOOL 6: SBMC FOCUS GROUP DISCUSSION

Gather as many members of SBMC together as possible. The Headteacher need not attend as you will already have interviewed him/her.

Location:	Outside the school grounds (so as not to interrupt the school day)
Resources:	Flip chart paper, selection of coloured paper circles (small, medium and large), marker pens, masking tape.
Recording:	Take a digital photo of venn diagrams if possible, or copy the diagram below. Record discussions & interactions

Instructions:

- (i) Put a coloured circle in the middle of the flipchart to represent the SBMC. Ask participants which other institutions and individuals they relate with, both within & outside the community.
- (ii) Next, ask them to decide which organisation deserves a small, medium or large circle, according to its relative importance. Write the name on each circle.
- (iii) Ask which institutions work together or have overlapping memberships & place them as follows:
 - Separate circles = no contact
 - Touching circles = information passes between organisations
 - Small overlap = some co-operation in decision-making
 - Large overlap = a lot of co-operation in decision making

(Prompt to ensure school, PTA & LGEA are included)

Date: _____

Researcher(s): _____

Further questions

6.1 Relationships: Can you briefly describe the relationships between these institutions.

What are the challenges? Have there been any conflicts or crises in the relationships? If so, how were they resolved?

6.2 Communication: How does the SBMC communicate its decisions to the other institutions?

To whom? How frequently? How does the SBMC communicate information (e.g. on decisions, plans, activities) to the wider community?

6.3 Communication: how does information from the LGEA (eg UBE, resources, decisions, school development plans/budget, implementation) get communicated to the SBMC?

6.4 Power & influence: which institutions are more/less powerful?

Who takes decisions on eg resources, teachers, students, learning issues?

6.4 Accountability: who is the SBMC accountable to? Who is the school accountable to?
Who is the LGEA accountable to?

Date: _____

Researcher(s): _____

6.5 If the roof of the school were to blow off, what would be the role of the SBMC in mending it?

6.6 If a student in class 6 is unable to read and write, whose responsibility is it?

6.7 Whose responsibility is it to make decisions about the school budget (i.e. what the budget is to be spent on?)

6.8 What power does the SBMC have over school budget, teachers, monitoring pupils' performance?

Date: _____

Researcher(s): _____

TOOL 7: STUDENT ACTIVITY

Select 6 students from Primary 6 (3 boys and 3 girls), including the head boy and head girl if possible.

Location: Classroom

Resources: Cards with questions written on them, dice, counters (e.g. bottle tops).

Recording: Record discussions & interactions.

Instructions:

- (i) Prepare in advance cards with questions & a game board on flip chart paper.
- (ii) Ask the questions as part of a game where if the child lands on a certain square, or throws a certain number, he or she gets a question.
- (iii) Include some unrelated, 'fun' questions too.

Questions:

7.1 What do you know about any committee in your school?

SBMC or any other committee

7.2 What do they do?

7.3 How does this help the school?

7.4 Do you know name of the chairperson of the SBMC?

7.5 Do you know the name of anybody else who is a member?

Date: _____

Researcher(s): _____

7.6 Are there any children from your school who are members of SBMC?

7.7 Can you name them?

7.8 What do children in your school who are on the SBMC tell other pupils?

Date: _____

Researcher(s): _____

TOOL 8: GROUP DISCUSSION WITH FATHERS/MOTHERS

Location:	Outside the school grounds (so as not to interrupt the school day)
Resources:	flip chart paper, selection of coloured paper circles (small medium and large), marker pens, masking tape.
Recording:	Copy/photograph diagram below. Record discussions & interactions.

Instructions:

- (i) Do this exercise once with a group of FATHERS of children in the school, once with a group of MOTHERS. Each group should comprise 6-8 people, a mixture of ages and backgrounds. Try to discourage authority figures – Headteacher, LGEA officials, from attending, so that you get a different perspective.
- (ii) Introduce yourselves and the research.
- (iii) Overview and purpose of the activity.
- (iv) Ask participants to list the local groups and organisations and outside institutions that are most important to them.
- (v) Next, ask them to decide which organisation deserves a small, medium or large circle, according to its relative importance. Write the name on each circle.
- (vi) Ask which institutions work together or have overlapping memberships & place them as follows:
 - Separate circles = no contact
 - Touching circles = information passes between organisations
 - Small overlap = some co-operation in decision-making
 - Large overlap = a lot of co-operation in decision making

(Prompt to ensure school, SBMC & LGA are included)

Date: _____

Researcher(s): _____

Further questions

8.1 Relationships: how are relationships between these institutions? Has there ever been any conflict or crisis? If yes, what, and how was it resolved?

8.2 Communication: does the SBMC communicate its decisions to you? If so how? How frequently?

8.3 Communication: If you have a problem with your child's education, who do you go to?

8.4 Power & influence: which institutions are more/less powerful? Who makes decisions?

8.5 Accountability: who is the SBMC accountable to? Who is the school accountable to? Who is the LG EA accountable to?

Date: _____

Researcher(s): _____

8.6 If the roof of the school were to blow off, whose responsibility is it?

8.7 If a student in class 6 is unable to read and write, whose responsibility is it?

8.8 Whose responsibility is it to make decisions about the school budget (i.e. what the budget is to be spent on?)

Date: _____

Researcher(s): _____

TOOL 9: GROUP FEEDBACK MEETING

Location:	Outside the school grounds (so as not to interrupt the school day)
Resources:	flip chart paper, selection of coloured paper circles (small medium and large), marker pens, masking tape. List of key learning points from the week for feedback.
Recording:	Record discussions & interactions.

Instructions

- A. Prepare key learning points
- B. Hold a planning meeting with key individuals, including SBMC Chair, Headteacher, Community leader. Agree on the agenda, facilitation of the meeting.
- C. Suggested agenda:
 - Introduction to the research (research team)
 - Objectives of the meeting (community leader)
 - Research feedback (research team)
 - Response (community members)
 - SBMC feedback (SBMC chair)
 - Questions
- D. Wrap up with thanks.

Date: _____

Researcher(s): _____

Annex 1: Research Outline

School Based Management Committees (SBMCs) in policy and practice in Nigeria

Background

Rationale

The problems of Nigeria's education system are well documented. There is poor access to education, particularly for girls and the poorest citizens. Net primary school attendance was only 64% for boys and 57% for girls in 2003. In the north in particular, the situation is worse – only 34% of girls attend school¹. For those who do have access, the quality of education is poor².

School Management Committees are promoted in international and national development policy as a way to improve the quality of education provision and to promote democracy at the local level. International experience suggests that SBMCs can, in certain conditions, be linked to improvements but the evidence is limited and in some cases contradictory.

In Nigeria, recent changes in education policy have sought to introduce School Based Management Committees (SBMCs) across the country. A number of different programmes and initiatives have been supporting the establishment and functioning of SBMCs (e.g. GEP, ActionAid, CSACEFA, CAPP projects). There is, however, a lack of research on whether and how SBMC policy is being implemented on the ground, and what effect SBMCs are having on communities and on schools.

The DfID-supported Education Sector Support Programme in Nigeria (ESSPIN) project provides an important opportunity to review what has been done so far and what shape future support to SBMCs might take. This research, therefore, seeks to clarify how this 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 the provision of quality education.

Brief overview of the literature

Recent years have seen an increased focus on community participation in education in international development policy and practice. Bray³ suggests that this increase should be seen in the context of a worldwide shift by the 1980s towards privatisation in the public sector, including education, because government operations were seen as inefficient and unresponsive to changing circumstances. One of the reasons why the trend towards community-based solutions was attractive to governments was that it meant parents, communities and civil society taking on some of the financial and other burdens of education. In terms of outcomes, Bray notes positive

¹ World Bank. (2005). *Empowering people by transforming institutions: Social development in World Bank operations*.

² Federal Government of Nigeria. (2004). *Nigeria: National Economic Empowerment and Development Strategy*. Abuja, Nigeria: National Planning Commission.

³ Bray, M. (2000). *Community Partnerships in Education: Dimensions, Variations and Implications*. EFA thematic study. Dakar.

Date: _____

Researcher(s): _____

results in terms of recruitment, retention and attendance of pupils, and improved learning outcomes. However, his findings indicate that there are aspects of school effectiveness where community impact is limited, for example in supply and training of teachers. He further notes that community participation can increase geographical and social disparities between communities, 'because the groups that are already advantaged are in a better position to help themselves than the disadvantaged groups'.

Rose's⁴ study of the impact that community participation has had on improving gender equity in educational outcomes in sub-Saharan Africa indicates a mixed picture. There is evidence that *under the right conditions* community participation can contribute to increased rates of enrolment for girls. However, there is limited evidence for improved achievement and transition. Indeed, 'As an end in itself, community participation in schooling appears to have resulted in an entrenchment and reinforcement of gender relations, rather than empowering those traditionally excluded from more genuine aspects of participation'.

Burde⁵ notes that approaches to community participation in education are often not well implemented and have unrealistic aims and objectives. It is 'a complex tool that can be manipulated in multiple ways to varying effect... To the extent that it works to increase the efficiency and quality of social services, participation may provide a patchwork solution to systemic problems, veiling more profound and contentious issues of structural change and political representation'. Burde therefore argues that community participation should complement and check the state, not replace it. In summary, the evidence from these selected sources suggests that the impact of community participation as a strategy is mixed, with a strong indication of the need to retain a focus on understanding the communities as unique and differentiated, if school management committees and other community participation initiatives are to be successful. The other indication is that community participation strategies are not the solution to educational problems; but they might be useful as part of a range of strategies to tackling complex problems. A more comprehensive review of the national and international literature will be required to confirm these early conclusions.

The theoretical approach of this study draws on critical policy analysis, gender theory and critical approaches to community. For example, it will employ the concept of recontextualisation⁶: that is, the ways in which policies change when they interact with new contexts. Crucial to this is an analysis of 'fields of contest', that is, the disputes and conflicts that take place at national, local and institutional levels, their changing relationships and their inter-penetration⁷. It is also informed by literature on gender and development which views an understanding of the gendered power relations as crucial to analysing and understanding institutions. In addition the research is informed by a critical approach to the concept of community; that is, one that questions a unitary and homogeneous view of community.

⁴ Rose, P. (2003). Communities, gender and education: Evidence from sub-Saharan Africa. Background paper for 2003 UNESCO Global Monitoring Report.

⁵ Burde, D. (2004). "Weak state, strong community? Promoting community participation in post-conflict countries." Current issues in comparative education 6(2).

⁶ See e.g. Bernstein, B. (1990). The structuring of pedagogic discourse. London, Routledge.

⁷ Ball, S. (1998). Big Policies/Small World: An Introduction to International Perspectives in Education Policy. Comparative Education, 34(2).

Date: _____

Researcher(s): _____

Research questions

- 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?

Methodology

Phase 1: Literature review

A review of the literature on the impact and effectiveness of community participation initiatives, including SBMCs, in Nigeria will be conducted. This review will feed into the Situational Analysis of Basic Education Service Delivery in Nigeria, to be conducted as part of the research strategy for the inception phase.⁸

Phase 2: Setting up the research.

During this preliminary phase, TORs for the field researchers will be developed, and field and state researchers will be recruited; detailed methodology and tools will be developed, researchers will be trained and tools will be piloted. Training and piloting will take place in one of the study states.

Phase 3: Field research

Field research will be conducted in Jigawa, Kaduna, Kano, Kwara and Lagos states. This will be a qualitative piece of research because it seeks to explore what is happening and why at school community level in relation to SBMCs. In-depth case studies will be conducted in two communities in each of the four study states – 10 case studies in total. These case studies will use a mixture of methodological approaches including interviews, observation and participatory research to develop a detailed SBMC, school and community profiles. These profiles will help to clarify questions about who SBMC members are, what kind of activities they are involved in and why, how they see their roles, and what relationships exist between SBMC members, different community members, teachers, parents and others. We envisage the development of a SBMC profiling 'tool' which could be used more broadly and/or used to revisit these communities over a period of time to track changes.

A crucial element of this research will be the opportunity it presents for capacity building within state ministries of education and Local Government Authorities (LGAs). The research will therefore be conducted by one state/LGA official (state researcher) and one field researcher, supported by State Consultants in each of the five states. Researchers will work in state-based pairs. Each pair will spend 5 days in each community, 3 days interviewing LGA & state officials, plus 2 days writing up time – i.e. 15 working days in each state.

⁸ Akyeampong, K. (2009). *Education Sector Support Programme in Nigeria (ESSPIN). Research strategy for inception phase*. Abuja: ESSPIN. See Annex A for draft literature review questions.

Date: _____

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At federal, state and local government level, semi-structured interviews will be conducted with government officials and representatives of NGOs and donor organisations to explore understandings of SBMC policy.

Phase 4: Analysis

Analysis will be conducted collaboratively over a 2-week period by the full research team. This is based on the belief that research findings with a large team of researchers working in diverse contexts are best discussed collaboratively at the initial stage of analysis in order to make best use of the data.

Phase 5: Writing up

The writing of the final report will be led by the lead researcher, with assistance from the rest of the research team. A full report and summary report will be produced.

Phase 6: Dissemination & design/planning of follow up

The following outputs are planned:

- A presentation of preliminary findings will be made after the analysis phase in mid April, timed to feed into the inception report of ESSPIN.
- A full and summary report will be produced by end of July.
- A conference paper will be developed for UKFIET 2009 – effect of EFA on communities theme – to be lead by CR with support of LR. This may also be developed into a journal paper.

There will be options to extend the research so that it can feed into ESSPIN research strategy & ESSPIN monitoring.

Date: _____

Researcher(s): _____

Annex 2: Guidance Notes for SBMCs

A. OBJECTIVES OF THE SCHOOL BASED MANAGEMENT COMMITTEE (SBMC):

- ☐ engender community's interest in schools in their localities with a view to their assuming ownership of their schools
- ☐ provide mechanism for more effective management at school level
- ☐ provide the head-teacher with various forms of support to enhance the administration of schools
- ☐ provide a platform on which the community and schools pool resources together to enrich schools management
- ☐ provide communities and LGEAs with a new mechanism through which they can demand accountability from school managers (i.e. school head)
- ☐ help the school in the formulation of its mission statement and articulation of its vision
- ☐ provide a legal framework for involving all stakeholders in the planning monitoring and evaluation of education at the school level
- ☐ provide and update a school development plan on an annual and longer term basis.

B. EXPECTED OUTCOME OF THE SCHOOL BASED MANAGEMENT COMMITTEES:

- ☐ increased committee participation in education delivery and ownership of basic education institutions as their schools
- ☐ strengthened school management mechanisms
- ☐ enhanced school head support for effective school administration
- ☐ enriched school management resource pool
- ☐ an accountable school management system
- ☐ reliable capacity for action planning, policy formulation and school administration
- ☐ an inclusive and acceptable framework for stakeholders' involvement in programme implementation
- ☐ timely (short term and long term) school development plans
- ☐ enhanced whole school development strategy put in place.

C. GUIDELINES FOR CONSTITUTION OF COMMITTEE:

In constituting a School Based Management committee (SBMC), members should be drawn from the following categories:

- ☐ one member of the traditional council
- ☐ two representatives of the community development body (1 male and 1 female)

Date: _____

Researcher(s): _____

- ☐ the school head
- ☐ two other teachers (1 male and 1 female)
- ☐ two representatives of the student body (head boy and head girl)
- ☐ one representative of women's organizations
- ☐ two representatives of appropriate faith-based organizations (1 male and 1 female)
- ☐ two representatives of the old pupils' association (1 male and 1 female)
- ☐ representatives of artisans/ professional bodies (1 male and 1 female)
- ☐ two representatives of the PTA (1 male and 1 female)
- ☐ representative of youth groups
- ☐ representative of civil society organizations.

D. MODE OF CONSTITUTING THE SBMC

On the basis of categorization for composition of the SBMC, some members such as the PTA, Old Pupils' Association and the community development Associations would be nominated by their bodies while others would be selected

E. TENURE OF THE SBMC

The committee members shall serve a term of one to two years in the first instance but this is renewable and a member can be eligible for one further term only. It should be noted that the chairman/ person of the SBMC committee should be literate and have a passion for improving the quality (standard) of education in the community. However it is also important that parents are not barred from membership in the committees where literacy is low.

F. FREQUENCY OF THE COMMITTEE MEETINGS

The SBMC shall meet twice a term except in emergency situations.

G. TERMS OF REFERENCE FOR SCHOOL BASED MANAGEMENT COMMITTEES

School Based Management Committees (SBMCs) are envisaged as central to community involvement and partnership for quality basic education delivery. In recognition of the crucial role of stakeholders in basic education within host communities, the setting up and proper functioning of SBMCs is central to the attainment of an all inclusive process of basic education administration and management and the successful implementation of Universal Basic Education programme in Nigeria. Upon establishment the committee is to discharge/ undertake the following activities:

- ☐ draw up an action plan to ensure result oriented approach to the administration of the local school and the effective participation of all stakeholders in the UBE programme
- ☐ identify basic education delivery targets to be reached and suggest possible methods of achieving them

Date: _____

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- ☐ draw up modalities for involving strategic community organizations, NGOs, the media, PTAs, Teacher unions, civil society organizations etc. towards providing professional inputs to enhance the attainment of all school goals
- ☐ provide strategies for translating related state and LGEA Education Action plans into effective tools for advocacy and mobilization to tackling issues affecting the school specific community educational challenges
- ☐ draw up strategies that may lead to better community understanding of the implications of social, cultural and legislative reforms that will aid the attainment of quality basic education in the school with a view to enhancing the whole school development
- ☐ suggest ways to address other issues affecting the attainment of quality basic education as well as enhance the full involvement of all stakeholders in pursuit of redressing the negative trends and provide any other such advisory roles that may be crucial to rendering effective basic education programmes within the school
- ☐ co-ordinate in liaison with the community the setting up of sub-communities to handle school improvement projects, e.g. Self help, School Feeding Programme, provision of water, health and hygiene facilities and maintenance of existing facilities. Draw up strategies that can promote new sets of attitudes and culture for the attainment of the goals and objectives of the UBE programme within the community/ school
- ☐ initiate contacts towards establishing functional networks with other schools, LGEAs and other relevant agencies to establish acceptable means of motivating teachers, improving and ensuring friendly atmosphere in the school
- ☐ suggest any other issue that will enhance the general attainment of quality basic education delivery and sustainable school management.

H. SPECIFIC ROLES AND RESPONSIBILITIES:

- ☐ collaborating with PTA in the sensitisation and mobilization of parents on enrolment, attendance and retention of their children or wards in schools
- ☐ monitoring staff with regards to attendance at school and effectiveness in curriculum delivery
- ☐ supporting the head teacher in innovative leadership and effective management of schools
- ☐ monitoring of the school physical facilities with a TOR ensuring their proper maintenance
- ☐ assisting in the procurement of teaching/ learning materials and resources
- ☐ reporting to the LGEA on a regular basis on developments in the school
- ☐ serving as medium of transmission of skills, knowledge, values and traditions of the community
- ☐ assisting the head teacher in treating discipline problems in the school
- ☐ ensuring adequate security for human and material resources in the school
- ☐ rendering annual statement of account, income and expenditure
- ☐ identifying staff requirement

Date: _____

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- ☐ assisting in drawing up action plan for effective participation of all stakeholders in UBE programme
- ☐ initiate contact for functional network with other schools, LGEAs and other relevant agencies so as to motivate teachers, improved facilities and ensure learner friendly atmosphere
- ☐ collaborate with school authority to set up sub-committees to handle school improvement projects e.g. Self-Help, HGSFHP etc
- ☐ any other issues that can lead to attainment of quality basic education delivery.

Date: _____

Researcher(s): _____

Annex 3: Reporting Format

1 Introduction

Introduction to the school & the community

2 Community-based institutions that support the school

SBMC, PTA, others – background

3 Resources 3.1 Financial & other material resources 3.2 Skills & capacity 3.3 Training and support 3.4 Networks 3.5 Motivation & reward	4 Inclusivity 4.1 Membership 4.2 Processes of formation 4.3 Role of women 4.4 Role of poor 4.5 Role of children
5 Communication 5.1 Profile & presence of SBMC 5.2 Communication of SBMC decisions to the wider community 5.3 Communication between school and SBMC 5.4 Communication between LGEA & SBMC 5.5 Tensions & conflict	6 Influence 6.1 Accountability 6.2 Within the SBMC, who makes the decisions 6.3 SBMC power and influence in relation to school and other local institutions (horizontal) 6.4 SBMC power and influence in relation to LGA (vertical) 6.5 Possibilities for promoting collective action for change

7 Improving education

7.1 How do the organisations that you have observed contribute towards improved education?

Access? Equity? Quality?

7.2 What works in this context? Why?

BE SPECIFIC GIVE EXAMPLES

Date: _____

Researcher(s): _____

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