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(ESSPIN)**

**Input Visit Report**

**School Based Management Committee Development:  
Progress Report – 2**

**Report Number: ESSPIN 406**

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## Acronyms and Abbreviations

A &E	Access & Equity
ANCOPSS	All Nigeria Conference of Principals of Secondary Schools
AME	Agency for Mass Education
AML	Agency for Mass Literacy
CBO	Community-Based Organisation
CGS	Condition Grant Scheme
CKM	Communication and Knowledge Management
CLVP	Community Level Visioning Process
COPSHON	Conference of Primary Schools Head teachers of Nigeria
CSOs	Civil Society Organisations
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
FME	Federal Ministry of Education
HOS	Head of Section
LGA	Local Government Area
LGC	Local Government Council
LSS	Local School Supervisor
MDAs	Ministries, Department and Agencies
MDGs	Millennium Development Goals
MoEST	Ministry of Education, Science & Technology
NCE	National Council on Education
NGOs	Non Governmental Organisations
PS	Permanent Secretary
PTA	Parent Teacher Association
SAME	State Agency for Mass Education
SBM	School -Based Management
SBMC	School- Based Management Committee
SDP	School Development Plan
SLVP	State Level Visioning Process
SMoE	State Ministry of Education
SMU	Social Mobilisation Unit
SSIT	State School Improvement Team
STL	State Team Leader
STT	State Task Team
SUBEB	State Universal Basic Education Board
UBE	Universal Basic Education
UNICEF	United Nations Children's Fund

## Abstract

1. State Level Visioning Process workshops on School-Based Management Committees (SBMCs) were conducted in Jigawa, Kaduna, Kano, Kwara and Lagos states between July 27<sup>th</sup> and August 28<sup>th</sup> 2009. Senior government officials actively participated in the workshops articulating their respective government's policy directions on the school-based management structure.

## Executive Summary

2. The first stage of the State Level Visioning Process (SLVP-1) workshops were conducted in Jigawa, Kaduna, Kano, Kwara and Lagos states between July 27<sup>th</sup> and August 28<sup>th</sup> 2009 with the following objectives; (a) to share with state participants issues arising from the School-Based Management Committee (SBMC) research and develop common understanding and implication of the issues, (b) to improve the awareness of Ministries, Department and Agencies (MDAs) on the School-Based Management (SBM) concept, (c) to provide the forum for participants to articulate what governments' perspective and commitment to the SBM's programme should be and (d) to place the state governments' position in context of the Federal Government's Guidelines on SBMC.
3. Two hundred and thirty nine persons who were mostly officials of the State Ministries of Education (SMoEs), State Universal Basic Education Boards (SUBEBs), Agency for Mass Education (AME) and State Houses of Assembly (SHAs) participated in the 2-day discussions. Civil Society Organisations (CSOs), former State Commissioners for Education, former SUBEB Chairs, members of the academia who are experts on SBM and other individuals outside government also played constructive roles at the workshop.
4. The presence and participation of very senior government officials (including Honourable Commissioners of Education, Chairman of Education Committee of State House of Assembly, SUBEB Chair/Executive Secretary and Education Secretaries of Local Government Education Authority (LGEA)) at the workshops indicated the premium that the state governments placed on the establishment of functional and sustainable SBMCs. Furthermore, such executive support and participation are crucial elements for the success of any reform programme
5. Based on the SBMC research findings and discussions at the workshops, each state team identified thematic areas for the formulation of the SBM policy. As well, these formed the basis for the states' articulated position on the SBMC structures. The states differed on SBMC issues such as (i) roles and responsibilities, (ii) relationships and communications, (iii) composition and tenure, (iv) resourcing, (v) capacity building and (vi) existing structures.

6. A State Task Team (STT) on SBMCs is to be established for the three states which currently do not have a working group on SBMC. The STTs are expected to be involved in advocacy and raising awareness on SBMCs.
7. The next step will be a 2-day intensive workshop for the STT aimed at (i) establishing better understanding of the SBM process, (ii) reviewing and clarifying State Government's position on the SBMC structure, (iii) establishing roles for STT; Social Mobilisation Units (SMUs) of SMOE, SUBEB, LGEAs; CSOs and (iv) planning for the Community Level Visioning Process (CLVP) and the second stage of the State Level Visioning Process (SLVP-2).

### Purpose of the Consultancy

8. The main purpose of this aspect of the current SBMC development work is to commence a process of engaging all stakeholders in the formulation of the policy on state specific SBM structure which will ensure ownership and guarantee sustainability. The activities that were undertaken in order to achieve the said objectives included:
  - Organising and facilitating workshops in each of the five states to:
    - present and discuss the SBMC research findings,
    - identify emerging/thematic issues and
    - brief senior government officials on the objectives of the visioning process
  - Holding SBMC visioning workshops in each of the states and the federal levels with key actors to develop state specific SBMC initiatives in line with the practicalities of current SBMC guidelines while at the same time acknowledging local diversity and taking into cognizance lessons learnt from existing SBMC practices and documentations.
  - Identifying critical SBMC capacity gaps that need strengthening and development, in order to facilitate effective, inclusive, and sustainable community involvement in education delivery. Developing strategies for addressing these gaps and integrating such throughout the SBMC development plan.
  - Documenting and submitting a process report in ESSPIN format for the second phase of the work and outlining the next steps

### Achievement of the terms of reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Organising and facilitating workshops in each of the five states to: -present and discuss the SBMC research findings, -identify emerging issues, and -brief senior government officials on the objectives of the visioning process	<ul style="list-style-type: none"> <li>Received very encouraging support from key government officials (Honourable Commissioners, Permanent Secretaries, and SUBEB Chairs/Executive Secretaries.</li> <li>Some of these key government officials chaired the SLVP on Day 2</li> <li>State Task Teams (STT) on SBMC are to be formed where similar bodies did not exist</li> </ul>	<ul style="list-style-type: none"> <li>Membership of STT and Terms of Reference (TOR) to be approved by State Honourable Commissioners of Education</li> <li>ESSPIN to organise additional workshop for STT before the Community Level Visioning Process (CLVP) takes off.</li> </ul>
Holding SBMC visioning workshops in each of the states and the federal levels with key actors to develop state specific SBMC initiatives in line with the practicalities of current guidelines while at the same time acknowledging local diversity and taking into cognizance lessons learnt from existing SBMC practices and documentations	<ul style="list-style-type: none"> <li>Finding from the research conducted on the existing SBMCs and discussions during the visioning process formed the basis for thematic areas for deliberations</li> <li>Syndicate Groups at each SLVP outlined the state proposals for SBMC structures to include: (i) roles/responsibilities, (ii) relationships, (iii) composition/tenure, (iv) capacity building, etc.</li> <li>The visioning process at the federal level will take place when the state level and community level visioning processes have been completed.</li> </ul>	<ul style="list-style-type: none"> <li>STT to be assisted by ESSPIN to fine tune proposals on SBMC before CLVP;</li> <li>ESSPIN Access and Equity (A&amp;E) Specialists and ESSPIN Communication and Knowledge Management (CKM) Officers to provide technical support to STT</li> </ul>



<ul style="list-style-type: none"> <li>• Identify critical SBMC capacity gaps that need strengthening and development, in order to facilitate effective, inclusive, and sustainable community involvement in education delivery.</li> <li>• Develop strategies for addressing these gaps, integrated throughout the SBMC support plan</li> </ul>	<p>(i) <u>Understanding of the SBM Concept</u></p> <ul style="list-style-type: none"> <li>• SBM Concept explained and examples of SBM models from West African countries discussed during SLVP to ensure shared understanding of the SBMC structure by state policy makers</li> </ul> <p>(ii) <u>Community participation</u></p> <ul style="list-style-type: none"> <li>• State policy makers understood the need to ensure that communities are involved in the design and implementation of the SBMC structure</li> </ul> <p>(iii) <u>Capacity building &amp; Monitoring of SBMCs</u></p> <ul style="list-style-type: none"> <li>• SBMC Research findings and discussions at SLVP highlighted the gap in capacity of policy makers, policy implementers as well</li> </ul>	<ul style="list-style-type: none"> <li>• STTs to mobilise and support major stakeholders understanding the structure and functions of SBMCs</li> <li>• STT to work along with Social Mobilisation Units of SUBEB and SMoE. CSOs, Local School Supervisors (LSS) to ensure continuous community participation in SBMC activities</li> <li>• CSOs, SMUs and STT to be involved in designing and implementing strategies for enhancing community participation.</li> <li>• ESSPIN A &amp; E Specialists and CKM Officers to provide technical support</li> <li>• Capacity building component of SBMC development must be considered as high priority by government</li> <li>• Vast experiences of CSOs and existing local associations will be needed in areas of</li> </ul>
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	as the school-community systems.	<p>capacity building, monitoring and mentoring of SBMCs.</p> <ul style="list-style-type: none"> <li>• STTs, CSOs, SMUs and LSS should be considered as master trainers as part of the SBMC training schedules</li> </ul>
Document and submit a process report in ESSPIN format for the second phase and next steps	Completed	<p>Next steps:</p> <p>A- 2day workshop to be organised by ESPPIN for STTs to:</p> <ul style="list-style-type: none"> <li>• create a better understanding of the SBM process</li> <li>• review and clarify the State Government's position on the operation of SBMCs during the State Level Visioning Process (SLVP-1)</li> <li>• establish the composition and TOR for the State Task Team (STT) on SBMC</li> <li>• establish roles for STT; Social Mobilisation Units (SMUs) of SMOE, SUBEB, LGEAs; CSOs etc</li> <li>• plan for Community Level Visioning Process (CLVP) and SLVP-2</li> </ul>

## Background

9. The 2005 National Council on Education (NCE) guidelines on School-Based Management Committees (SBMCs) contains provisions for the establishment of SBMCs. These include; (i) modes for constituting the SBMCs, (ii) tenure, (iii) terms of reference, (iv) frequency of meetings and (v) specific roles and responsibilities expected of the SBMCs. Training manuals have also been produced by various projects to aid the implementation of the SBMC structure.
10. However, as reported in '[SBMC Development: Progress Report-1](#)', the NCE guidelines and existing training manuals were based on specified roles and responsibilities which were not negotiated by all stakeholders. Furthermore, the guidelines did not choose a particular model of school-based management but assumed a uniform model regardless of the peculiarities of the states in the federation. These shortcomings imposed limitations on the operations of the existing SBMCs
11. In order to overcome some of the challenges identified above, the '[SBMC Development: Progress Report-1](#)' recommended a participatory approach in formulating the policy on school-based management. Such an approach involves policy makers at the state level and other stakeholders at the local and community levels to engage in discussions and reach consensus on key elements of the SBMC arrangement. The discussions at the visioning process, (state level phase) are presented in this report.

## Findings and Issues Arising

### Introduction

12. The objectives of the 2-day workshop were:
  - a. to share with state participants issues arising from the School-Based Management Committee (SBMC) research findings and develop common understanding and implication of the issues,
  - b. to improve the awareness of Ministries, Department and Agencies (MDAs) on the School-Based Management (SBM) concept ,
  - c. to enable the articulation of government's perspective and commitment to the SBM programme, and
  - d. to place the state government's position in context of the Federal Government's Guidelines on SBMC .
13. Two hundred and thirty nine participants including the most senior officials in the State Ministries of Education (SMoEs) and State Universal Basic Education Boards (SUBEBs) in the five ESSPIN- supporting states actively participated in the 2-day workshop. In Kwara, Kaduna and Lagos state, the Commissioner for Education, Executive Chairman of SUBEB

and the Senior Special Assistant to the Governor, respectively chaired their state's sessions on drafting the framework policy for the school-based management structure.

14. This to a large extent underlines the premium the state governments place on the visioning process in order to achieve a sustainable SBMC structure. It is also important to note that such executive support and participation are essential element for the success of any reform process.
15. In each state, emerging issues from the state's SBMC research findings (see '[SBMC Development: Progress Report-1](#)' for details) and other concerns raised on the SBMCs were grouped into thematic areas for discussions at syndicate group level deliberations. Each group presented its finding at plenary for further discussions resulting in the preliminary state draft policy framework on the SBMC structure.
16. We present below the preliminary ideas on what should be contained in each state's SBMC guidelines from the perspectives of state policy makers. These views will be harmonised with those of other stakeholders after the community level visioning process. This report highlights (i) the level of participation of the key policy makers in the visioning process, (ii) information obtained from Key Informant Interviews and (ii) the decisions reached on key thematic areas.
17. Jigawa and Kwara states have Working Groups on SBMCs. The other three states are to establish similar bodies and it was agreed that the bodies will be known as State Task Teams (STT) on SBMCs. The State Task Teams will be engaged in advocacy and creating awareness on school-based management systems in the five states. It was suggested to the states that the membership of the STT should be broad enough to ensure that their activities have impact at the state, local and community levels. Each state was required to have the composition and terms of reference of its' STT approved by the Honourable Commissioner of Education.

## 1. Kano State

18. Forty six persons participated in the 2-day at the Kano State Level Visioning Process workshop. The Honourable Commissioner of Education, Permanent Secretary, and directors in the State Ministry of Education stressed the importance the State Government places on community participation in the delivery of basic education. The Commissioner stressed the need for responsibilities to be shared in the management of over 1460 primary schools in Kano state through the establishment of functional SBMCs. The Commissioner was of the view that there is the urgent need for better understanding of the school-based management concept and this should start at the SMOE which must be undertaken by the State Task Team on SBMC.

19. Participants at the enlarged State Level Visioning Process included a former State Commissioner for Education, a former SUBEB Executive Chairman, an expert on School-Based Management from the Bayero University, Kano, SMOE and SUBEB directors, LGEA Education Secretaries and NGOs. The list of participants is shown in Annex 1a.
20. The thematic areas upon which discussion at the syndicate group discussions were based are shown in the box below.

***Kano State Thematic Areas***

- a) What should be the composition, selection criteria and tenure of the SBMC structure in Kano State?
- b) What are the roles and responsibilities for Kano State SBMCs? What type of Capacity Building programmes must be put in place for the SBMCs?
- c) What degree of responsibility on resources will the higher authority (State Govt, SMOE, SUBEB, and LGEAs) be willing to give to SBMCs? What measures will put in place for accountability & Transparency?
- d) What legislation will be needed?

***SBMC composition, selection and tenure***

21. The following positions were taken with respect to Kano State SBMC composition, selection and tenure:

Composition

- a. Retain the composition as is in the NCE guidelines.
- b. The members of SBMCs are to be appointed by the LGAs based on the recommendations of the community/traditional leaders: An appointed SBMC member must:
- c. Be morally up right (honest and transparent).
- d. Have good records on community support on educational development.
- e. Have ability to attract support from other Networks.
- f. Be ready to sacrifice time for the educational development of her/his community.
- g. Be socially inclined.

The Chairperson and Treasurer should have a minimum of secondary education (Must display ability to read, write and understand simple calculations).

Tenure

- a. The tenure of SBMC members should be for 2 years.
- b. Where the community is satisfied with their performance, they can be allowed a second and last term.
- c. Tenure renewal should be based on acceptable level of performance

### *SBMC roles and responsibilities*

22. The SBMCs in the state are to be assigned the following roles and responsibilities. They are to:

- a. Ensure active involvement of all stakeholders in the education of all children.
- b. Plan school budget.
- c. Monitor the delivery of educational activities, particularly the execution of projects
- d. Lobby for more teachers at the LGEA and schools.
- e. Support the provision and utilization of teaching and learning materials.
- f. Seek additional support funds to address school needs.
- g. Maintain existing Infrastructure and see to the addition of more structures.
- h. Support enrolment and retention drives.
- i. Ensure that the teaching / learning process is conducted in conducive environments.
- j. Have a say in the hiring and firing of teachers and other staff of the school
- k. Ensure harmonious working relationship between the school and community

### *Capacity Building*

23. SBMCs would need more training and skills in the following areas:

- a. Records keeping.
- b. Financial management.
- c. Proposal writing and School Development Plan.
- d. Advocacy techniques
- e. Networking systems
- f. Campaign strategies.
- g. Maintenance culture

### *Sources of funding*

24. The following sources of funding have been identified for school development

- a. UBE Intervention Fund from the Federal Government
- b. State and Local Governments to supplement the UBE intervention Fund by 30%.and 20% respectively.
- c. Private Sector support.
- d. Donations / contributions from the communities.
- e. Old Student Associations / CBOs contributions.
- f. Conditional Grants Scheme(CGS) under MDG

### *Accountability and Transparency*

25. In order to institute the principles of accountability and transparency, the following measures are proposed:

- a. Roles and responsibilities of SBMCs should be clearly spelt out.
- b. Culture of proper records keeping must be entrenched.
- c. Strict adherence to financial regulations in procurement and other spending must be insisted upon.

- d. Community must monitor school activities, in particular, projects and financial transactions of schools.

#### *Legislation and Existing policy and guidelines on SBMC*

- 26. The following should be given consideration in order to have a sustainable SBMC policy and model for Kano State
  - a. Reviewing the existing legal framework and policies to accommodate the views, culture and traditional values of the host community.
  - b. Creating and sustaining community awareness on SBMC policy.
  - c. Ensuring active community participation so that few individuals will not dominate SBMC activities.
  - d. Setting aside some budgetary allocation from the UBE intervention funds for School development plans

#### *Way forward for SBMC development and survival*

- 27. Steps which could be taken to guarantee the sustainability of the school-based management structure through:
  - a. Legislation – formalise the establishment of the SBMCs.
  - b. Establishment of guaranteed funding structure for the SBMCs.
  - c. Devolution of some SUBEB, LGEA and LG powers to SBMCs
  - d. Depoliticising the appointment of Education Secretaries

## **2. Jigawa State**

- 28. Forty six persons participated in the Jigawa State Visioning Process. This included the Permanent Secretary (PS) of the State Ministry of Education, Science and Technology (MoEST), the Secretary of SUBEB as well directors from MoEST and SUBEB. The State's Honourable Commissioner of Education was represented by a director of the ministry who declared the workshop opened. The list of participants is shown in Annex 1b.
- 29. Discussions with state officials point the Jigawa State Government's commitments to education. Highlights of these include the following:
  - Jigawa State Government allocated 27% of its total budget to the education sub-sector this year
  - Over one billion naira has been expended on the purchase secondary school textbooks.
  - The State Governor is very keen to promote community participation in education
  - 2700 SBMCs were launched in Jigawa last year. SBMCs in the state 's senior secondary schools are managed by MoEST while those in primary and junior secondary schools are under SUBEB
  - SBMC development committee was set up in July but their operations were delayed till after ESSPIN completes its Visioning Process

30. The Permanent Secretary emphasised that the SBMC policy development process should recognise and build on the strengths of groups and individuals already working on education at local level, such as PTAs and CBOs. He was also keen that active members of SBMCs be involved in the local consultation process of ESSPIN's Visioning Process. The Director Special Duties at MoEST explained that the state government established SBMCs to manage all school activities, with the exceptions of teacher salaries and costs of building. However, she indicated that the SBMCs have raised their own funds in order to undertake various projects.
31. The Secretary to SUBEB explained the position of SUBEB on the existing SBMCs indicating that:
- SBMCs have been inaugurated at state, district and school levels.
  - SUBEB has allocated UBE Intervention Funds to SBMCs for self-help projects.
  - Existing SBMCs consists of the head teacher, community leader/chairman, business representative, two teachers, two ex-students, head boy, head girl, and two women.
  - SUBEB is keen to involve ex-teachers and those who had retired from education in the administration of SBMCs in the state.
  - SUBEB is also keen to have communities take on more active roles in monitoring schools.
32. The thematic areas upon which discussion at the syndicate group discussions were based are shown in the box below.

*Jigawa State thematic areas*

- a) Should SBMCs function with grant funding? What will the grants be used for? Who will be held accountable?
- b) SBMC Capacity Building: What type and form of capacity building would be useful for SBMCs? (ii) SBMC guidelines and manual: what form should it take?
- c) SBMC membership: selection, tenure, definition of roles and responsibilities
- d) SBMC and Community Development Associations/PTAs (functions, structures)

*On Funding SBMC structure*

33. SBMC Funds would be used for various line items depending on how long the SBMC structure has been established :
- a. Short term (2-3years):
    - (i) Special vote to be allocated for the management and functioning of SBMCs in the state's annual budget.
    - (ii) Special vote to be used for (i) SBMC sensitisation, (ii) capacity building
  - b. Medium term (3-5 years):



- c. Increased budgetary allocation to cover:
  - (i) school renovations,
  - (ii) execution of minor projects,
  - (iii) procurement of furniture, educational materials and delivery of minor improvements to the school infrastructure (e.g. toilets, boreholes etc)
- d. Long term (10 years):
  - (i) Additional resources to be provided to enable the recruitment of teachers by LGEAs and SBMCs.
  - (ii) There should also be resource allocated to LGEAs to enable them conduct local level for training and retraining of teachers.
  - (iii) Funding should also be allocated for school inspection, which should be carried out both by the LGEAs and SBMCs

34. Where will the funds come from and who will control the budget?

The funds for financing the SBMCs should come from the State Government. However, in terms of which body controls the funds, it was proposed that budget control should be as follows:

- a. Short Term: State Government
- b. Medium Term: 50/50 split between State and LGEA
- c. Long Term: LGEA and SSBMC

35. It was also noted that;

- The recommended financing structure would require investment in capacity building of operators of the system in order to effectively monitor fund allocated to local levels, as well as reporting on local level contribution of funds.
- Devolution of resourcing should be in stages and must depend on SBMC performance.
- The key principle behind SBMC funding should not be on the basis of overtaxing those involved

*Capacity Building needs of SBMCs*

36. It was noted that government's support for SBMC capacity has been minimal so far.

Therefore, the following measures should be adopted:

- SBMCs need immediate workshops on sensitisation and clarifying their roles and responsibilities (using local drama).
- In the medium term, SBMCs will need capacity building in leadership and group dynamics.
- Training on school development planning will be needed
- Similarly, there is the need for training on budgeting, monitoring of projects and financial tracking.
- Training programmes should be conducted in small groups to enhance impact.

***On SBMC Guidelines and Training Manual:***

37. There is the need to modify the existing SBMC guideline as follows:

- a. It should be tailored towards the state's peculiarities.
- b. There is the need to consider the issue of children on SBMCs.
- c. In the short term, it is important to reinvigorate the composition of SBMC every two years.
- d. SBMC guidelines should be translated into local languages
- e. State government must harmonise the SBMC linkages between the MoEST and SUBEB
- f. Support to develop a two-way feedback mechanism (between the local community and LGEA/SUBEB/MoEST) must be provided by the state government.
- g. SBMCs need support to organise periodic meetings

***SBMC Membership: selection, tenure, roles and responsibilities of stakeholders***

***(i) SBMC Membership***

38. At LGA level,

- It is proposed that a local assembly of SBMCs under the LGEA be set up to discuss issues pertinent to education, which could then be raised the state level.
- However, since Senior Secondary Schools are not under the LGEAs, their SBMCs will not be expected to be under the LGEAs. Therefore if this proposal were to be accepted, then all SBMCs should operate under the same agency (MoEST or SUBEB)

***(ii) Roles and Responsibilities***

39. SBMCs' roles and responsibilities should include the following:

- holding head teachers accountable
- ensuring harmony between community and school/teachers
- enabling children to participate in school decision making
- improving enrolment, attendance and achievement of children
- supervising and monitoring school staff
- ensuring that school facilities and infrastructures are maintained
- linking and harmonising with PTAs, and other community development bodies where they are active
- hold service providers accountable for delivering actions; and feed back to communities on their own actions and on education services – need feedback mechanisms

### Should SBMC be involved in monitoring?

40. The technical aspect of school inspection should be distinguished from the non-technical components as follows:

- SBMCs should not have responsibility for inspection in as far as technical aspects of education are involved.
- SBMCs could assist the inspectors in understanding issues at the school level
- Retired teachers can be engaged in both monitoring and inspection even if it is on part-time basis.
- SBMC members should be involved in monitoring quality of projects, inspection of infrastructure, etc., based on their knowledge and expertises.
- Some CSOs have capacity for monitoring and evaluation and their expertise can be utilised

### ***On how to get the other bodies (Community Development Associations/PTAs, CSOs, etc) to work with the SBMC...***

#### I-Short Term Strategy

(a) Membership of SBMCs

41. A workable strategy would be to identify competent and committed members of local development associations and PTA to join the SBMC. These individuals should show commitment to the SBMC causes, must be honest but not necessarily literate in English language.

(b) Capacity building for SBMC

42. The following stakeholders should be involved in SBMC Capacity Building programme

- a. traditional rulers
- b. religious leaders
- c. women's groups
- d. teachers, male and female
- e. old boys
- f. PTAs
- g. civil society in locality
- h. artisans
- i. security personnel
- j. retired educationists
- k. students, especially in boarding schools – (for protection issues, disciplinary measures)

#### II-Medium Term Strategy

43. SBMCs should be mainly involved in the identification of problems confronting the educational set-up in their localities, prioritising them and addressing these problems in a step by step fashion according to their capabilities.

### III-Long Term Strategy

44. A long term strategy will be to bring other organisations to work hand in hand with the SBMCs to ensure the effective implementation of school activities. The organisations should then be engaged in the continuous assessment of the functions and challenges confronting the SBMCs.

### **3. Kwara State**

45. Sixty three participants took part in the 2-day Kwara State Visioning Process. All senior government officials of the state who are involved in the administration of education participated in the workshop. They included the Honourable Commissioner of Education, Permanent Secretary, Chairman of the Kwara State Assembly Committee on Education, Executive Secretary of SUBEB, all Permanent Members of SUBEB, Executive Director of Agency for Mass Education (AME), Directors of MoEST, SUBEB and AME and LGEA Secretaries. This list of participants is shown in Annex 1c
46. It is significant to note that all the above mentioned state policy makers were present during the Day 2 enlarged SLVP workshop which was also chaired by the Honourable Commissioner of Education. Executive support and participation which have been amply demonstrative during the SLVP meeting constitute powerful driving force for any reform to succeed and to a large extent demonstrated the commitment of the state to education in general and the establishment of a functional SBMC structure in particular.
47. The Honourable Commissioner reiterated the state government's commitment to education as a contract between the government and the people. This he said informed the state's policy of 'Every Child Counts'. He was of the view that the provision and maintenance of school infrastructure should be the purview of government, but community should contribute in terms of ensuring quality control and holding duty bearers accountable for education delivery. Communities, he believes should be in a position to monitor resource allocation and utilisation at the school level, participate in enrolment drives and check truancy and absenteeism among pupils and teachers respectively.
48. The syndicate groups at the workshop discussed the school-based management policy framework based on the following thematic areas:

### *Kwara State Thematic Areas*

- a) Devolution of Power to SBMCs: (i) what are the roles and responsibilities of SBMCs? (iii) What will be the relationships between SBMCs, LSSs, PTAs, and CSOs? (iii) What type of capacity building will be required?
- b) Composition of SBMC: What is the composition of SBMCs) (ii) who appoints SBMC members? (iii) What will be the tenure?
- c) Funding SBMC: What should be source of funds to SBMCs? What should it be used for? Who will be accountable for the funds?
- d) What will be the communication lines between SBMCs, LGEAs, SUBEB, Community and LGAs?

### *Devolution of Power to SBMCs*

#### (i) Roles and responsibilities of SBMC

49. The SBMCs should be empowered to engage in the following activities:

- a. Planning and budgeting for school activities.
- b. Monitoring of school administration, teaching and learning activities.
- c. Raising funds for school projects.
- d. Engaged in community mobilization and enrolments drive
- e. Procurement of teaching and learning materials e.g. Chalk, Textbooks etc.
- f. Accountable to the LGEAs.
- g. Link with other stakeholders and other groups with interest in education.
- h. Rendering annual statement of account.
- i. Monitoring pupils and teachers welfares.
- j. Employment of Part-time teachers

#### (ii) Working relationships between SBMCs and other groups

50. SBMCs will be working with other bodies with similar interests. These include Local School Supervisor (LSS). Parent Teachers Association (PTA), LGEAs, CBOs, etc. The specific schedules and interests of these bodies which will have bearing on SBMC's activities are:

##### (i) LSS

- Visits schools regularly,.
- Supports managers and staff through interaction with manager/staff to identify problems.
- Compiles report on school for LGEAs.

##### (ii) LGEA

- Guides schools in the formation of SBMC.
- Carries out monitoring and evaluation activities
- Appraises school activities.
- Involves in planning and budgeting.

## (iii) PTA

- Ensures harmony between pupils, teachers, and parents
- Engages in the provision of school infrastructures
- Promotes sports in school
- Liaises with government on behalf of schools

## (iv) CSOs (NGOs, CBOs....)

- Establish physical infrastructures in the communities based on needs.
- Carry out capacity building activities.
- Align with SBMC and PTA to improve the tone of the schools
- Carry out community sensitisation and mobilisation activities
- Engage communities using the local language which facilitates and promotes group dynamics

(iii) Capacity requirements

51. SBMC capacity building activities will be required in the following areas

- Advocacy
- Roles and basic responsibilities
- School Development Planning (SDP)
- Financial management
- Leadership training

**Composition SBMCs**(i) Composition of SBMCs

52. SBMCs should be composed of 15 members as follows:

<b>SBMC Membership</b>	<b>No of Rep</b>
Rep. of Traditional Rulers	1
FBOs	2
Women Group	1
Artisans	1
Youth Leader	1
PTA Rep	2
LSS	1
Head Teacher	1
Teachers	2
Head Boy and Head Girl	2
Old Pupil of School	1

(ii) Criteria for SBMC membership

53. The following criteria will be used in selecting SBMC

- Residency
- Integrity
- Reliability
- Commitment to the improvement of education in the community
- Willingness to serve

### ***Funding SBMCs***

#### ***(i) What should be the source of fund to SBMCs?***

54. Funding to SBMCs should come from a variety of sources including:

- SUBEB allocation from UBE intervention Fund (similar to funds used for self-help projects)
- Funds raised within the community
- Individual philanthropists
- Assistance from International Donors (e.g., ESSPIN)

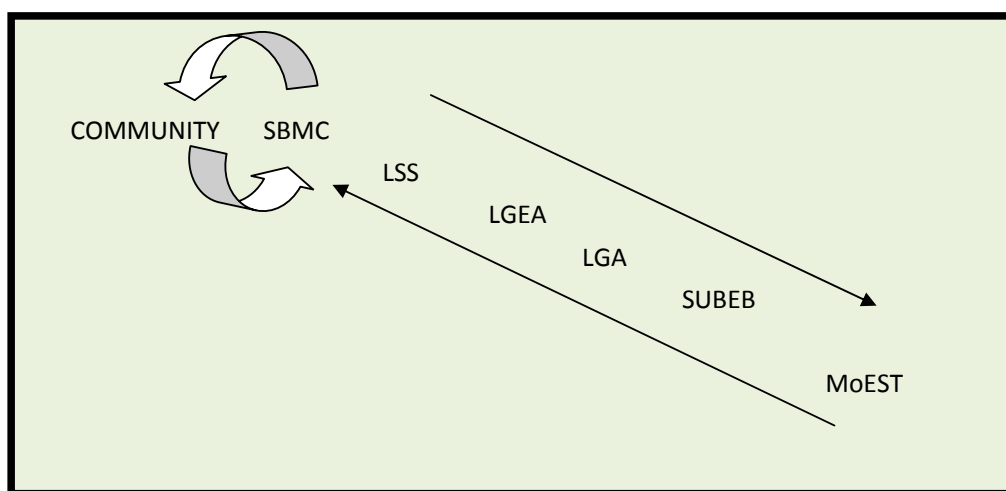
55. SBMC funds should be used for school improvements and some parts reserved for serving SBMC meetings (e.g., token for as travelling allowance, )

56. SBMCs should be accountable to the community and LGEAs should scrutinise their accounts annually

### ***Communication lines between SBMCs and other bodies***

57. The following strategies will be adopted to strengthen the SBMC structure in the community; (a) creating awareness about SBMC activities, (b) SBMCs holding regular meetings, keeping minutes of such meetings, (c) establishing a feedback mechanism to enable the community to know what is going on in schools (d) SBMCs engaging in regular monitoring of schools

58. The lines of communication (Figure 1 below) should be as follows: The SBMCs will interact with their communities on all matters affecting the school-community before reporting to the LSS who will in turn report to the LGEA and down the line to MoEST. Similarly information/decisions to SBMC/Community will be channelled in the reverse order. These will ensure transparency and accountability within the education system.



**Figure 1: Lines of communications between SBMCs and other bodies in Kwara State**

#### 4. Lagos State

59. Forty five persons including senior government officials participated in the Lagos State Visioning Process. The high ranking policy makers included the Honourable Commissioner of Education who was represented by the Special Adviser to the Deputy Governor, Senior Special Assistant to the Governor on SUBEB, Secretary to SUBEB, Director of SMOE and SUBEB and LGEA Education Secretaries and UNICEF Education Specialist. The list of participants at the 2-day meeting is presented as Annex 1d.

##### *Lagos State Thematic Areas*

- a) SBM: Purpose and Objectives
- b) SBMC C: Structure, roles and responsibilities of the stakeholders
- c) SBMC Capacity Building
- d) SBMC Funding: Should SBMCs function with grant funding? What will the grants be used for? Who will be held accountable?
- e) Role of CSOs

##### *SBMC: Purpose and Objectives*

60. For the effective decentralization of education from the state to the community level, the following will be the stated objectives of the SBMCs in Lagos State:
- i. To engender community interest in schools management
  - ii. To provide support for the schools managers to enhance administration of the schools
  - iii. To provide common platform for all stakeholders to pool resources together to enrich school management
  - iv. To help schools formulate their vision and mission statement
  - v. To provide legal and policy framework that will involve all stakeholders in planning monitoring and evaluation of education at community level
  - vi. To enhance transparency in the management of schools
  - vii. To enable the community to determine the appropriate education policies peculiar to their local realities and peculiar needs

##### *SBMC C: Structure, roles and responsibilities of the stakeholders*

61. Clustering of schools as units of SBMCs for the administration of SBMCs, an innovation of the state government, has proved challenging. The following issues have been cited as challenges that must be resolved if the clustering of schools as units of SBMC of structure must be retained.
- a) The distance among schools that form the clusters of SBMCs
  - b) Needs assessment of individual schools vary
  - c) There are leadership tussles between members of SBMCs in the different schools in a cluster



- d) Lack of commitment by the SBMC members as they cannot identify the SBMC with their school

62. The roles of the existing SBMCs in the state include; advisory role , perceived as agents of government, sourcing for funds, monitoring schools and serving as the effective linkage between the school and the community.

63. The following roles are proposed for the different stakeholders in terms of short, medium and long terms.

#### *Capacity building for SBMC*

	<b>SHORT-TERM</b>	<b>MEDIUM TERM</b>	<b>LONG TERM</b>
Govt.	<ul style="list-style-type: none"> <li>• Capacity building</li> <li>• Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of infrastructures</li> <li>• Monitoring funding utilisation</li> <li>• Monitoring of supervision</li> </ul>	Policy formulation & implementation
CSOs	Monitoring	<ul style="list-style-type: none"> <li>• Capacity building</li> <li>• Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building</li> <li>• Monitoring</li> </ul>
SBMC	<ul style="list-style-type: none"> <li>• Advisory roles</li> <li>• Monitoring of projects</li> <li>• Identifying schools problems and proffering solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Source for funds to run schools</li> <li>• Execute project</li> </ul>	Run schools independently using the schools heads as leader
Private Sector	Provide funds for educational projects	<ul style="list-style-type: none"> <li>• Provide funds to execute project</li> <li>• Adopt schools</li> </ul>	Partner with state in execution of school projects

64. Capacity building for the SBMCs will be provided in the following areas:

- School development planning
- Financial management
- Management of school grants
- Leadership training
- Campaign strategies.
- Monitoring and evaluation

#### *Sources of funding for School development*

65. Funding for school development through the SBMCs will come from the following sources:

- Government,
- Old Students Association of the schools
- Community Leaders/Philanthropists
- NGOs & CBOs

- e. Fund Raising Activities (e.g., Launching e.g. Old Silver Jubilee)
- f. Multinational Companies' Social Corporate Responsibility (SCR) Funds
- g. Religious Bodies
- h. Developmental Partners(Eko Project, UNICEF, ESSPIN, MDG etc)

#### *Usage of the funds*

66. Funds for school development will be used for:

- School rehabilitation (repair of roofs, fence etc),
- Provision of basic facilities (toilets, boreholes, and security),
- Maintenance of school furniture and use for immediate needs (Falling roof, Gatemen, Neighbourhood watch)

#### *Role of CSOs*

67. The CSOs will focus on the following:

- advocacy for implementation of SBMC guidelines
- awareness raising for communities mobilisation
- monitoring the use of funds
- capacity building
- resource mobilisation

### **5. Kaduna State**

68. Thirty nine persons participated in the Kaduna State Level Visioning Process. Participants at the 2-day meeting included the Permanent Secretary, SMOE, Executive Chairman and Permanent Members of SUBEB, Directors of SMOE, SUBEB, AME and Nomadic Education, Principal, Kaduna Capital School, Project Coordinator of SESP, a former Kaduna State Honourable Commissioner of Education and UNICEF Education Specialist. The Executive Chairman of SUBEB chaired the enlarged meeting of policy makers on Day 2 of the SLVP workshop. The list of participants is shown in Annex 1d.

69. The Permanent Secretary welcomed the move to reinvigorate the SBMCs as functional SBMC structures would add value to the education set-up. She indicated that the operators of SBMCs will have a lot to learn from the workings of the 10 Kaduna State Government Colleges with Management Boards which have proved to be good examples of the partnership between government and communities within the vicinities of schools.

70. The SUBEB Management indicated that even though 3,875 SBMCs have been established in the state in accordance with the NCE guidelines, yet very few are functional due mainly to lack of financial resources. The Management was of the view that there is the need to provide some incentive for the SBMC membership. Furthermore, there is an urgent need for capacity building programmes so as to ensure that SBMCs and other stakeholders will better understand their individual and collective roles. These will minimise conflicts such as exists now between some SBMCs and PTAs.

**Kaduna State College Management Boards**

71. Kaduna State has 10 State Colleges with Management Boards. The Boards were established in accordance with the State Law Number 6 of 2004. According to the Principal, Capital School Kaduna, a new 17-member Management Board has just been inaugurated (July, 2009) and its composition is as follows:

<b>Representations on Management Board of Kaduna Capital School (KCS)</b>	<b>No. of Rep</b>
Principal, KCS	1
Vice Principal, KCS	1
Rep. of Staff of KCS	1
Old Students of KCS	2
SMoE Representative	1
LGA Chairman, Kaduna North (Location of KCS)	1
PTA	1
Headteacher of a Primary School in Kaduna North, LGA	1
Principal of a Post-Primary School in Kaduna North, LGA	1
Representatives of Seven LGAs in the State Appointed by the State Government	7

72. The Management Boards receive direct subventions from the State Government for capital projects and each one of them is permitted to levy their students. The Kaduna Capital School, for instance, charges students in its primary and secondary sections N7, 850 and N10, 850 respectively for an academic session.. The College's budget is prepared by its Funds Allocation Committee (Chairman of Management Board, Principal of College, Staff representative and Vice Principal of the College) and approved by the entire Management Board.
73. The Management Board submits its account to the office of the State Honourable Commissioner of Education on a monthly basis and a copy is sent to the office of the Commissioner of Finance and Economic Planning while external auditors appointed by the State Auditor-General audits the Board's accounts annually.
74. The College has a PTA whose chairperson is also a member of the Management Board. The PTA elects its officers (Chairman, Treasurer, and Secretary) every 2 years and all members of the PTA must have children in the College.
75. The PTA receives N50/year/student from the generated by the College's internally generated revenue. The PTA uses its fund for construction of staff quarters, furniture for classroom, college's staff welfare and awards to deserving students and teachers during the College's Annual Speech & Prize Day.

76. The Management Boards in Kaduna State may provide a model for the state's school-based management committees at the basic education level. The State Government could commit some resources to the SBMCs (similar to capitation grants given to the 10 management boards); task the SBMC's to raise additional resources (cash or kind) to supplement the government's grant; ensure accountability of resources (LGA auditors could be charged with this responsibility) and ensure that other bodies (PTAs, Community Development Associations) co-exist with SBMCs just as is with the Management Boards.
77. The thematic areas upon which discussion at the syndicate group discussions were based are shown below.

#### *Kaduna State Thematic Areas*

- a) What should be the composition, selection criteria and tenure of the SBMC structure in Kaduna State?
- b) What should be the roles and responsibilities of SBMCs in the state?
- c) What model of SBMC does Kaduna want to adopt in the short, medium and long term?
- d) What type of Capacity Building programmes must be put in place for the SBMCs?

#### *Composition, selection criteria and tenure of SBMCs*

##### (i) Composition of SBMCs

78. SBMCs should be composed of 15 members as follows:

<b>SBMC Membership</b>	<b>No of Rep</b>
Traditional Ruler	1
PTA (Male & Female)	2
Teacher s (Male & Female)	2
Headteacher (Secretary of SBMC)	1
Students' Rep (Male & Female)	2
Artisans	1
Youth Leader	1
CBO	1
Religious Groups	2
Rep. of Community members	2
Old Pupil of School	1

##### (ii) Selection criteria

79. Members of SBMCs should ultimately be by election through nomination. However, in the short term and until the SBMC structure is firmly on ground, members can be selected by the LGAs but care must be taken that those selected are interested in the educational development of the community and are people of integrity.

##### (iii) Tenure

80. The tenure of the SBMC membership shall be 3 years and can be renewed

### *Roles and responsibilities of SBMCs*

81. The SBMC roles and responsibilities will include the following tasks:

- a. Fund raising for execution of identified projects in the school
- b. Supervision and evaluation of projects in the school
- c. Management of disciplinary cases in the school
- d. Ensuring conducive teaching and learning environment
- e. Hiring of contract teachers if it becomes necessary
- f. Ensuring gender equality in all school activities
- g. Holding the school accountable for allocated resources
- h. Planning School development

### *Autonomy for SBMCs (Short, Medium and Long Term devolution of Power*

82. State Government through SUBEB and LGEAs should consider giving the SBMCs responsibilities in the administration of schools. But this devolution of authority should be gradual. It could be phased as follows:

(i) Short Term (2-3 years)

- Promotion and discipline of teachers through monitoring and evaluation
- Engagement of part time teachers and support staff.
- School development plans and budgeting
- Supervision of projects
- Receiving grants from the government
- Awareness raising on government policies

(ii) Medium Term (4-5 years)

- Plan, budget and execute
- Procurement of instructional materials
- Appointment of staff to duty post

(iii) Long Term (10 years)

- Recruitment, redeployment and retirement of teachers
- Capital projects (infrastructure)
- Recommend the establishment of new schools

### *Capacity Building*

83. SBMCs will need capacity building programmes in the following areas:

- a. Roles and basic responsibilities
- b. Shared understand of the Functions of SBMCs
- c. School development planning
- d. Financial management
- e. Management of school grants
- f. Leadership training

## Options and next steps

### 2-Day Workshop for STTs

84. The completions of Stages 1-4 of the SBMC Development (Annex 2) have created the desired awareness of major stakeholders in the education industry for the establishment of functional SBMC. The level of participation in the debate on viable and sustainable SBM structure can be sustained with better understanding of the SBM concept.
85. The state level visioning process has brought up a wide variety of modalities for restructuring the SBMCs. The next step in the process is the planned community and local views on the school-based management structure. However, an important issued which emerged during the SLVP-1 is the dearth of knowledge on the SBM concept even among policy makers at the state level.
86. Arising from this deficiency, the immediate next in the SBMC Development work (Stage 5:SBMC Development-Annex 2) will be organising a 2-day intensive workshop for the STTs aimed at (i) establishing better understanding of the SBM process, (ii) reviewing and clarifying State Government's position on the SBMC structure, (iii) establishing roles for STT; Social Mobilisation Units (SMUs) of SMOE, SUBEB, LGEAs; CSOs and (iv) planning for the Community Level Visioning Process (CLVP) and the second stage of the State Level Visioning Process (SLVP-2).
87. The visioning processes (CLVP and SLVP-2) should lead, ideally, to clear state-specific policy framework reflecting both state and local priorities. However, it will be possible to start responding to the state level visioning processes immediately (before CLVP and SLVP-2) by focusing on key emerging issues from SLVP-1 in the states and 'match' them to components in the proposed training package. That is, commencing preliminary work on SBMC Training Manual Development (Stage 9: Annex 2) even before the completion of Stages 6, 7 and 8 (CLVP, SLVP-2 and National Workshop on SBMC: see Annex 2).

## Annex 1: Participations at the State Level Visioning Process (SLVP) for School-Based Management Committees (SBMCs)

### Annex 1a: Kano State

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30	Lawan Yakubu	PTA/SBMC	08023666629
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35	Wada Ilu	NGO	08028378269
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38	Aminu Yakubu	SMOE,	07041761355
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### Annex 1b: Jigawa State

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35	Ibrahim Uba Yar gaba	Ag. EDU, SEC – Miga, LGEA	08036186729
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38	Salisu Muhammad Birniwa	EDU, SEC – Dutse, LGEA	08020732608
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40	Talatu Yahaya	ANCOPSS – Chair	08035016264
41	Muhammad Nuhu Babura	D/D -Schools- MOES&T	08038300007
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43	Muhd. Yahaya Jabo	D/D - Planning – AME	08036830021
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### Annex 1: Kwara State

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7	Alh. Aliyu Mohammed	Executive Secretary,, SUBEB	08033849698
8	Elder D Bamidele	Permanent Member II, SUBEB	08035531379
9	M.S.Dadi	Permanent Member III, SUBEB	08036386181
10	M. Ojo	Director, PRS, SUBEB	08057978340
11	J Afolagboye	Director, Social Mob, SUBEB	08058746802
12	Olaleru, L.O	Ag. Director, Admin, SUBEB	08038516199
13	Alhaji Likofu	Asst Dir, Sch Services, SUBEB	07037502141
14	Abubakar S.T	Chief Social Mob. , SUBEB	08033586162
15	A.A Abdulsalam	Asst. Chief Soc. Mob., SUBEB	08051402627
16	Aboyaji S.A	Asst. Chief Soc. Mob., SUBEB	08038041971
17	Idris Suleiman	Snr Social Mob. Off, SUBEB	07057934300
18	B.S. Olesin	Social Mob. Officer, SUBEB	08053661039
19	Amole R. Nike	PRO, SUBEB	08036430043
20	James Gana	Executive Director, (AME)	08074522518
21	Elizabeth .Idowu	HOD, WE & Voc, AME	08058761086
22	Babtunde Alade	Asst Dir, AME	08055522984
23	A.S. Salihu	AME	08056549425
24	Mrs. F.Y Oyawoye	Chairperson, STT	08037137153
25	Imam Ibrahim	HOS, School Services, Il/West	08064264201
26	Saka A Abiodun	LSS	08060263153
27	Amos A.A	SSIT	08022129303
28	Sheriff M.R	SSIT	08032212907
29	Jimoh S.A	HOS, Social Mob Isin LGEA	08074384633
30	Alh. S. Alao	Desk Office, (SDS), Ilorin West	08034411839

31	Raheem Baba	HO S. Services, Ifelodun LGEA	08056679944
32	A.K. Faminu	HOS, Soc Mob . Oyun LGEA	08072049891
33	Akunshola O.G	HOS, Soc Mob. Il/East, LGEA	08056679976
34	Lawal Hafsat A.	LSS, Ilorin West	08062622375
35	Fati Yakubu	HOS, Soc Mob., Kaiama LGEA	07030908795
36	Muh. A. Alfa	HOS Soc. Mob. Patigi LGEA	08035148234
37	Sulyman S. Duro	HOS, Soc. Mob. Moro LGEA	08060161644
38	J.S. Ayanda	HOS, Soc Mob. Asa LGEA	08033257335
39	Shehu Babatunde	HOS, Soc Mob Ifelodun LGEA	08058761171
40	Moh'd B. Lafiagi	HOS, Soc Mob, Edu LGEA	08065330596
41	Hajia I.B. Ajetunmobi	HOS, Soc. Mob Il/South LGEA	08033788599
42	Abubakar S. Alaya	HOS, Soc. Mob.II/West LGEA	07031102361
43	J.B. Akani	HOS, Soc Mob. Oke-Ero LGEA	08032332301
44	R.O. Olani	HOS Sch Serv Oke-Ero LGEA	08062276987
45	A Salami	HOS Sch. Services Isin LGEA	08057899582
46	Salisu	Bursar, Irepodun LGEA	07055388418
47	Isiaka T Adesina	HOS, Sch Services, Asa LGEA	07062878512
48	Kolapo S	Desk Officer (SDS) Asa	08035394576
49	Atere B.S.	Desk Officer PRS Asa	08030706882
50	A.R.Lawal	PTA Chair, Il/West	08063975158
51	Akinyemi J.F.	HOS Soc Mob Oyun LGEA	08038366307
52	Popoola A. I	HOS, Soc Mob Ekiti LGEA	08036495561
53	Hon. Ajayi Olufemi	Chairman, SBMC, Ekiti LGEA	08084149571
54	Baba Yerima I	HOS, Soc Mob Baruten LGEA	08075137511
55	Babalola A.M	Quality Assurance Bureau	08030832493
56	Olasunmbare	HOS Sch Services, Offa LGEA	08032108004
57	Akano A.O	LSS, Offa LGEA	08056723718
58	Ajetomobi O	LSS, Offa LGEA	08053454105
59	Ajibade R.A	Desk Officer (SDS) Offa	08053048851
60	Usman N.M	HOS Soc Mob, Offa LGEA	08054183988
61	Fawoye A.W.O	Ag. Educ Sec. Offa, LGEA	08055347965
62	Babatunde Shehu	SBMC Chairman, Il/West	08039170379
63	Alhaji Abdulganiyu H.A	HOS Soc Mob, Irepodun LGEA	08030640681

### Annex 1 d: Lagos State

S/N	Name of Participant	Designation/Body Rep.	Phone
1	Abisola E. Olatunji	SSA to Governor on BE. SUBEB	0802 541 0207
2	Ronke Azeez	SA to DG	08035861589
3	Mrs. Olaogun	Dir. Basic Educ. Service	08023187673
4	Mrs Osuntuyi	Dir. SMoE	08033277594
5	Mr. Adebisi O.O	Dir. SUBEB	07038616943
6	Mr. Adefuye O.A	Asst Dir.SUBEB	08023213343
7	Obanubi Felix	SPM, SAVI	08037176842
8	Taiye Alagbe	CKM Officer	08068990284
9	Adebisi B. B. (Mr.)	Director, AML	0702 524 8656
10	Awonbiowo A. K.	Asst. Director, SMoE	0802 340 5727
11	Adebisi O. O. (Mr.)	Director, SUBEB	0703 861 6943

12	Adelaja I. O. (Mrs.)	SEC CLU5 VI, Kosofe	0803 847 1243
13	Adenike Ijeoma (Mrs.)	NGO	0803 306 2671
14	Adeola Telufusi	SEO (Information), SMOE	0802 334 0111
15	Adetoyese Olusi (Mrs.)	Super Education, Lagos Island	0808 694 6375
16	Adeyanju H. A. A. (Alhaja)	Treasurer, COPSHON,	0803 406 4374
17	Adeyemo Bunmi I.	SEO (Information), SUBEB	0805 246 5288
18	Adigun M. O. (Mrs.)	Deputy Director, SMOE,	0802 388 0804
19	Akanni E. O. (Mrs.)	Educ Secretary, Agege LGEA	0802 310 7718
20	Akin-Osho Thomas A. O. (Mrs.)	ACIO, SUBEB	0806 139 8171
21	Alh. T. Jimoh	Educ Secretary, Ojo LGEA	0703 627 4581
22	Alhaja R. B. Shittu	Educ Secretary, Ikeja LGEA	0802 340 9344
23	Amore A. O. (Mrs.)	Deputy Director, A ML	0802 306 2113
24	Ayodele Oyesanya	Educ Secretary, Kosofe LGEA	0802 342 7744
25	Babamboni Adekunle Festus	Principal, ANCOPSS,	0806 244 4508
26	Bimbola Olagbaiye	Head Teacher, COPSHON,	0803 350 4897
27	Busola Babalola	NGO	0805 306 0701
28	Dare K. O.	PEO (PRO), SUBEB	0802 370 8830
29	Debo Adeniran	NGO	0803 719 4969
30	Giwa Sarat Tejumola	Educ Secretary, Isolo LGEA	0802 313 1787
31	Hon. Ajisafe Simeon	Super Education, Ikeja LGEA	0802 346 4310
32	Julie D. Okupa (Mrs.)	NGO	0805 461 3311
33	Mr. A. I. Ajagunna	Educ Secretary, Surulere LGEA	0803 333 9163
34	Mr. O. A. Onilude	Educ Secretary, Badagry LGEA	0803 470 3471
35	Ogunleye B. O. (Mrs.)	CEO (SM), LGEA Ikorodu	0803 386 6738
36	Okotola G. O. (Mr.)	Social Mob Officer ,	0808 524 6240
37	Olatunji A. Adefuye	Deputy Director, SUBEB	0802 321 3343
38	Olawuyi Ibidunni Olapeju	Deputy Director, Principal	0802 306 6345
39	Oluseye I. T. (Mrs.)	Board Secretary	0802 318 7574
40	Onifade Justina	UNICEF Education Specialist	0805 535 1004
41	Otunba Bayo Adeyemi	SBMC Chair	0803 715 9738
42	Rev. S. O. Adeyemi	SBMC Chair	0802 815 7540
43	Ronke Eseka (Mrs.)	NGO	0803 330 7130
44	Sadok E. O. (Mrs.)	ADE	0803 475 6261
45	Thomas Ibukun A.	A. D.	0802 322 0794

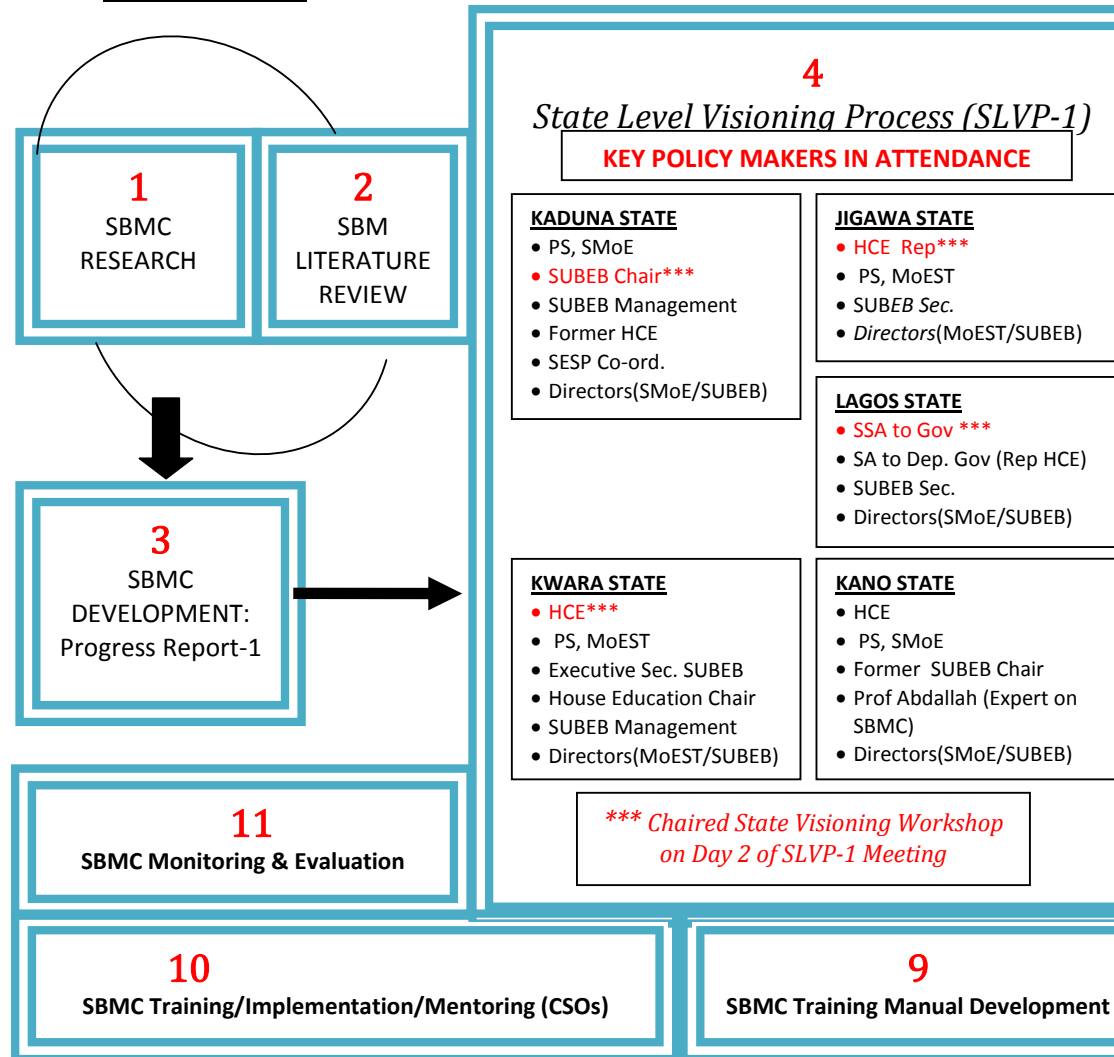
### Annex 1 e: Kaduna State

S/N	Name of Participant	Designation/Body Rep.	Phone
1.	Nafisat N. Babajo	PS. Education	08037015892
2	Dr. Bashir Balarabe	Exec. Chairman, SUBEB	08035882040
3	Alh. Alimi Ya'u Abubakar	P M I., SUBEB	08033114916
4	Mr. Yohanna Bubai	Director Inspectorate, SUBEB	08028401644
5	Mr. Jonah Bagudu	Director PRS, SUBEB	08036531231
6	Shinail M. Dabo	PRO/Social Mob, SUBEB	08037865581
7	Mr. Jibrin Abdullahi	Director Schools , SUBEB	08035955591

8	Hauwa Idris (Mrs)	Principal, Kaduna Capital Sch	08037032597
9.	Mary Anne Kuzanuam	Edu.Sec. Kaura LGEA	08093495440
10.	George Danwazah	Edu.Sec, Kajuru LGEA	08023456051
11	Pauline E. Tella	Edu.Sec, Kachia LGEA	08039553691
12	Rebecca Maigida	AML P/EO	08033145834
13	Shehu Rabilu Ibrahim	SUBEB DD PRS	08037723018
14	Josephine R. Michael	SUBEB PEO (STAT)	08036072538
15	Esther J. Myahwegi	SESP Kaduna PC	08033330410
16	Ishak Abdullahi	Kauru LGEA.	08057500229
17.	Adamu Y. Hky	Edu.Sec Kudan LGEA	08023050909
18.	A. B. Mahmud	SMoE, Insp. Div. Kaduna	08029151332
19.	Umar G. Ahmad	Educ Sec MK LGEA	08036945723
20.	Paul Baba Gajere	Education Director Lere	08027946883
21.	Gabriel J. Adamu	E.D Kachia DDE	08079021323
22.	Ahmed A Usman	Director SMoE	08025259652
23.	Mataimaki Tom Maiyashi	NGO	08033494688
24	Ayuba G. Dawai	Kauru , LGA Chairman	08037000401
25	Maiwada Abubakar	Insp. Div. S/Tasha DID	08037031276
26	Adamu Ndagi	UNICEF, Kaduna Ed. Specialist	08037850353
27	Lawal Tanimu	NGO	08053860645
28.	Paul Onwude	SAVI- Kaduna SPO	07039872220
29.	Adamu Nyam	AD Schools, SMoE,	08022810641
30	Jonah S Bagudu	DPRS, SUBEB	08036531231
31.	Simon Jatau	Insp. Div. Kafanchan Director	08054256220
32	Bobai Yohana	Dir. Inspectorate. SUBEB	08028401644
33.	Asabe H. Makeri	SMoE, Dir. Inspectorate	08023111287
34	Shuaib M. Dabo	SUBEB PRO	08037865381
35.	Ramatu Budah Aliyu	SAVI PO	08035839509
36.	Rose I. Iliyasu	Insp. Div Zonkwa DDE	08058971889
37	Aisha Abba Ali	Nomadic Comm.	08035972848
38	Samaila Shuaibu	SMoE D/ERC	08033117560
39	Abubakar Tanko	SMoE D/ Schools	08034535904

## Annex 2: Progress on SBMC Development

### STAGES 1-4: COMPLETED



### STAGES 5-11: NEXT STEPS

