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JG   Jigawa
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KN   Kano
KW   Kwara
LG   Lagos
EN   Enugu

Contents

Education Sector Support Programme in Nigeria

Acronyms and Abbreviations

A & E	Access and Equity
AML	Agency for Mass Literacy
ANCOPSS	All Nigerian Conference of Principals of Secondary School
CBO	Community Based Organisation
CDA	Community Development Association
CLVP	Community Level Visioning Process
COPSHON	Conference of Primary School Headteachers of Nigeria
CSACEFA	Civil Society Action Coalition on Education for All
CSOs	Civil Society Organisations
DFID	Department for International Development
DPs	Development Partners
ESSPIN	Education Sector Support Programme in Nigeria
FBOs	Faith Based Organisations
FOMWAN	Federation of Muslim Women Association of Nigeria
LGA	Local Government Area
LGEA	Local Government Education Authority
LSS	Local School Supervisors
NGO	Non Governmental Organisation
NUT	Nigeria Union of Teachers
PF	Parent Forum
PTA	Parent Teacher Association
QAB	Quality Assurance Bureau
SBM	School-Based Management
SBMC	School Based Management Committee
SDP	School Development Plan
SLVP	State Level Visioning Process
SMD	Social Mobilisation Department
SMoE	State Ministry of Education
SMoEST	State Ministry of Education, Science and Technology
SMU	Social Mobilisation Unit
SSA	Senior Special Assistant to Governor
STT	State Task Team
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TOR	Terms of Reference
WSDP	Whole School Development Plan

Abstract

1. The workshops organized for the State Task Team (STT) in the ESSPIN-supported states clarified key issues on the concepts of school-based management, reviewed state governments' positions on the School-Based Management Committee and established roles for the STTs. A format for the conduct of Community Level Visioning Process (CLVP) was established to be lead by the STTs with support from ESSPIN state specialists.

Executive Summary

2. The 2-day workshops for State Task Teams (STT) members in the five ESSPIN-supported states were aimed at deepening participants' understanding of the basic concepts on school-based management as they promote and influence its policy direction and development in states.

3. There was recognition amongst participants that SBMCs have an important role to play in involving the wider community in school level planning and decision making to improve education, and in helping schools to operate more accountably towards the community. Although, evidently, participants demonstrated increase understanding of the SBM concepts and the need to extend this to other key actors, they admitted insufficient knowledge and skills on the concepts of advocacy, policy influencing as well as facilitation techniques which are also desirable to institute SBM in the states. Implying that more sessions to create more awareness for diverse groups is crucial.

4. The workshops present opportunity to share the outcomes reached at the state level visioning processes and agreed that the main role of SBMCs will be in school governance, which implies monitoring, advising and influencing those who directly manage services and local accountability, leading to better learning outcomes.

5. Given that the STTs will be the drivers of SBM development in states, it was agreed that, they will take the lead in the planning, coordination and facilitating the community level visioning process in their states. Furthermore, be assisted by ESSPIN the 'A & E' specialists in their respective states as part of internal capacity development processes.

6. The key issues on SBMC school governance role to be discussed and agreed during the community level visioning process should include; (a) clarity in the roles and responsibilities of SBMCs, (b) making clear what responsibilities will be to devolve to the SBMCs , (c) identifying resources for school improvement, (d) the nature of the accountability mechanism to be put in place for transparency, (e) information sharing and participation by all stakeholders, (f) empowering SBMCs to have and

1

exercise oversight functions and (h) regular capacity building workshops for stakeholders

7. The STTs' membership compositions and TORs were discussed, reviewed and agreed. It was recommended that STT memberships be expanded after consultations with the Honourable Commissioners of Education in the respective states to include persons at the local and community levels to ensure the effectiveness of STTs' performance.

8. At the state level, the main targets of advocacy will be senior officials of SMoE and SUBEB and the strategies to use would include, regular reporting and feedback to education managers on SBM development progress, lobbying for resource to be directed towards increasing community involvement and participation in budget planning processes. Similarly, at the local and community levels, the STTs would continue to advocate for SUBEBs to engage in social mobilisation and awareness creation on issues of education, community participation and the promotion of good governance at the school level.

9. The Social Mobilisation Department in SUBEB is the unit responsible for SBMC activities. Each LGEA is also expected to have a Social Mobilisation Unit which will liaise with the Social Departments of the LGA and the Local School Supervisors on all SBMC matters. This would need to be taken further by the state specialists in collaboration with ESSPIN output 2 state specialist at the state levels.

10. More discussions around resource flow for SBM development is important and crucial as SBMCs will have to rely on supports from the different levels of governments and other government partnership programmes as well as within ESSPIN output 1 and 2. This will require significant time, effort and resources from the two outputs to address, but will lead to genuine sustainability for SBM in ESSPIN states and nationwide.

Purpose of the Consultancy

11. The main purpose of the present input visit was to tackle the issue of dearth of knowledge on the School-Based Management (SBM) concept among stakeholders at the state level. Specifically, 2-day intensive workshops organised for the State Task Teams (STTs) on School-Based Management Committee (SBMC) were aimed at:

- Deepen participants understanding of the SBM process

- Reviewing and clarifying State Governments' position on SBMCs

- Establishing roles for STT, Social Mobilisation Departments (SMDs) of SUBEB, Social Mobilisation Units (SMUs) of Local Government Education Authorities (LGEAs) and Civil Society Organisations (CSOs) and

- Planning for the Community Level Visioning Process (CLVP)

Achievement of the terms of reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Deepen participants understanding of the SBM process	1. <u>Approach adopted at 2-Day Workshop</u> Achieved. Participatory methods were adapted for the learning process. The topics covered included: • SBM as a concept of empowering of stakeholders at the school-community level to participate in decision making. • Expected benefits of the SBM process to the school and community. • Different forms or models of SBM based on (i) the degree of decision making devolved to the school level and (ii) who is vested with the power to make decisions. • The different forms of authorities that can be delegated to the SBMCs by the state authorities • Examples of authorities delegated to SBMCs in some West African countries 2. <u>Workshop Outcome</u> Participants demonstrated improved understand of the SBM concept during group works and discussions at plenary. Furthermore, the STTs will be leading the community level visioning process in their respective states.	Members of the STT would need additional capacity development in advocacy, facilitation techniques, communication skills and methods that enable them engage in advocacy and promoting community at policy level.

Reviewing and clarifying State Governments' positions on SBMCs	Achieved. STT members worked in groups to consider decisions reached at SLVP-1 on each thematic area. Additional clarifications and fine-tuning were made on (i) roles and responsibilities of SBMCs, (ii) composition and tenure of SBMCs, (iii) Funding of SBMCs for school improvement and (iv) accountability and transparency in the system	Additional inputs made by STTs are to be incorporated into SLVP-1 document before workshops at CLVP and SLVP-2
Establishing roles for STT, Social Mobilisation Department (SMD) of SUBEB, Social Mobilisation Units (SMUs) of LGEAs and CSOs	Achieved. (i) STT-memberships vary across the states (Jigawa, 20; Kaduna, 15; Kano, 16; Kwara, 10; Lagos, 12). Suggestions were made to expand the STT memberships to include more interest groups in the team (ii) TORs for all the STTs were established and the advocacy/policy influencing roles are emphasised. (iii) The Social Mobilisation Department (SMD) in SUBEB is identified as the unit in SUBEB responsible for SBMC activities. The Directorates of Social Mobilisation are expected to have Desk Officers at SUBEB who would coordinate the activities of SBMCs (iv) At the LGEA level, the Social Mobilisation Unit (SMU) will coordinate the activities of the SBMCs (v) SMDs are expected to work in partnership with CSOs. The SMD-CSO partnership would be engaged in: a. Monitoring and mentoring of the SBMCs b. Supporting community based activities of the SBMCs	Composition of most STTs in the states will need to be reviewed and expanded after consultations with the Honourable Commissioners of Education

4

	c. Supporting the communication process of the SBMCs d. Promoting advocacy and community sensitization/awareness raising activities e. Supporting SBMC in raising funds (vi) Supports to SBMCs from other levels of Governments were also highlighted	
Planning for the Community Level Visioning Process (CLVP)	The planning sessions on CLVP addressed and agreed on the following: • Number of people ideal for the CLVP • Categories, interests and relevance of the participants • Clustering of the LGAs • The location of the meeting venues • Language to be used the meetings	Completed
Prepare an input report for the assignment	Input Report prepared	Completed

Background

12. The first stage of the State Level Visioning Process (SLVP-1) created a lot of awareness on the part of major policy makers in the education industry for the establishment of functional SBMC in schools across states. The Honourable Commissioners of Education, Permanent Secretaries in State Ministries, Executive Chairmen/Executive Secretary of SUBEBs, Senior Special Assistants (SSA) to Governors on SUBEBs as well as Chairmen, State House of Assembly Committee on Education participated in discussions and debates on the type of SBMCs that each state wishes to be established in their areas of jurisdiction. 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.

13. A capacity development plan which aims at bridging this knowledge gap is one way of building the capacity of the operators of the SBM concept. The first in the series of the capacity building workshops is designed for the State Task Teams (STTs) which were established by the Honourable Commissioners of Education to assist the State Universal Basic Education Boards (SUBEBs) and their structures at the LGA level in the implementation of the School Based Management (SBM) concept.

14. To this end, a 2-day workshop for State Task Teams (STT) members in the five ESSPIN-supported states was organized, aimed at deepening participants' understanding of the basic concepts on school-based management as they promote and influence its policy development at the state levels.

Findings and Issues Arising

The issues that arose at the workshops were identified, discussed and recommendations on resolving these issues are presented below.

(a) Deepen participants understanding of the SBM processes

Issue/Recommendation

15. Clear recognition of the value of SBMCs in promoting greater community participation in education was evident. These, the Participants indicated by appreciating knowledge acquired on the SBM concept during workshops and as demonstrated in plenary discussions. However, the consensus was that STT members would need additional skills and capacity development in topics such as advocacy, facilitation techniques, communication skills and methods for community awareness campaign to aid their performance.

It is recommended that additional training workshops be organised on skill developments in areas identified above for STT members. Furthermore, SUBEBs and SMoEs should organise in-house trainings for their senior officials on the SBM concept

6

and community participation in education. This could be facilitated by the STTs with assistance from ESSPIN A & E Specialists.

(b) Reviewing and clarifying State Government's position on the operation of SBMCs

<u>Issue/Recommendation</u>

16. Each state STT worked in groups to consider decisions reached at SLVP-1 on the thematic areas (see Input Visit Report –SBMC Development Progress: Report 2). It was emphasis that SBMCs are to be involved in governance rather than management role in schools. It was agreed that key Issues on school governance have to be tackled at the Community Level Visioning Process (CLVP) and the final visioning process, the State Level Visioning Process (SLVP-2). The key issues on school governance that should be focussed on at both CLVP and SLVP-2 are shown in the box below.

Key Issues on School Governance for discussion at CLVP and SLVP-2

> ✓ Ensuring clarity in the roles and responsibilities of SBMCs,
> ✓ The government making clear what responsibilities will be devolved to the SBMCs
> ✓ Resources for school improvement must be identified and modalities o f the implementation must be publicised
> ✓ The accountability mechanism must be specified to ensure transparency
> ✓ Ensuring information sharing and communication between SBMCs, School, and LGEA/LGA, SUBEB, wider Community and other bodies involved in education development (PTA, CSOs, Community Development Associations (CDA), etc)
> ✓ Ensuring participation by all stakeholders, particularly disadvantaged groups such as women and children
> ✓ Empowering SBMCs and CSOs to have and exercise oversight roles by building and developing their capacity
> ✓ Training Headteachers and SBMCs in preparation of school budgets, basic financial management and school development planning

(c) Establishing the composition and Terms of Reference (TOR) for the STTs

17. The composition of each STT as constituted by the respective Honourable Commissioners of Education was discussed. Issues were raised with the STTs for possible clarification and proposals were made for changes (The list of STT members in the five states are presented as Annex 1a-e).

JIGAWA STT

<u>Issue/Recommendation</u>

18. The Jigawa STT has 20 members and includes representatives from MoEST, SUBEB, Agency for Nomadic Education, Agency for Mass Literacy (AML), All-Nigerian Conference of Principals of Secondary Schools (ANCOPSS), Conference of Primary Schools Headteachers of Nigeria (COPSHON), Nigeria Union of Teachers (NUT), Parent Teacher

Association (PTA), Private School Association, Faith Based Organisations (FBOs), Federation of Muslim Women Association of Nigeria (FOMWAN), State Council of Ulamas) and Civil Society Action Coalition on Education for All (CSACEFA).

19. The Jigawa STT may seem to be large but it is representative of the cross section of the stakeholders in education. The non-inclusion of representatives of LGEAs/Education Secretaries and LGAs in the STT membership may need to be looked into so as to ensure that the STT advocacy role at the local level is enhanced.

KADUNA STT

Issue/Recommendation

20. The Kaduna STT has a membership of 15 of persons from SUBEB, SMoE, LGEA, CSACEFA, PTA, NUT, CSOs. However, headteachers have crucial roles to play in the SBM system. The inclusion of the Conference of Headteachers Association of Nigeria (COPSHON) would strengthen the awareness campaign and advocacy efforts of the STT. Similarly, the inclusion of bodies such as Private Schools Association, LGA, Mass Media and FBOs should be considered as means of a more-inclusive STT.

21. Another area of concern is that the composition of the STT is personalised rather than being representative of the office which is relevant to the workings of SBM structure. It would have been more appropriate to have, say, the offices of Director, Social mobilisation, School Services, etc. this will promote institutionalisation of the SBM structure and ensure preservation of institutional memory.

KANO STT

Issue/Recommendation

22. Kano STT has 16 members representing officials of SUBEB, SMoE, State PTA, LGEA Education Secretaries, NUT, CSOs, Mass Media, FBO, Retired Educationist, and State House of Assembly. Again, the need to include COPSHON, media, LGA and Private Schools Association to ensure a more inclusive STT is important.

KWARA STT

Issue/Recommendation

23. The Kwara STT is made up of 10 members and includes representatives of SMoEST, SUBEB, CSO, CSACEFA, and Quality Assurance Bureau (QAB).

24. There is the need to expand the STT membership to include representatives of COPSHON, NUT, LGEAs/Education Secretaries, LGAs, Private School Association, PTA, Mass Media and FBOs to ensure wider participation and reach.
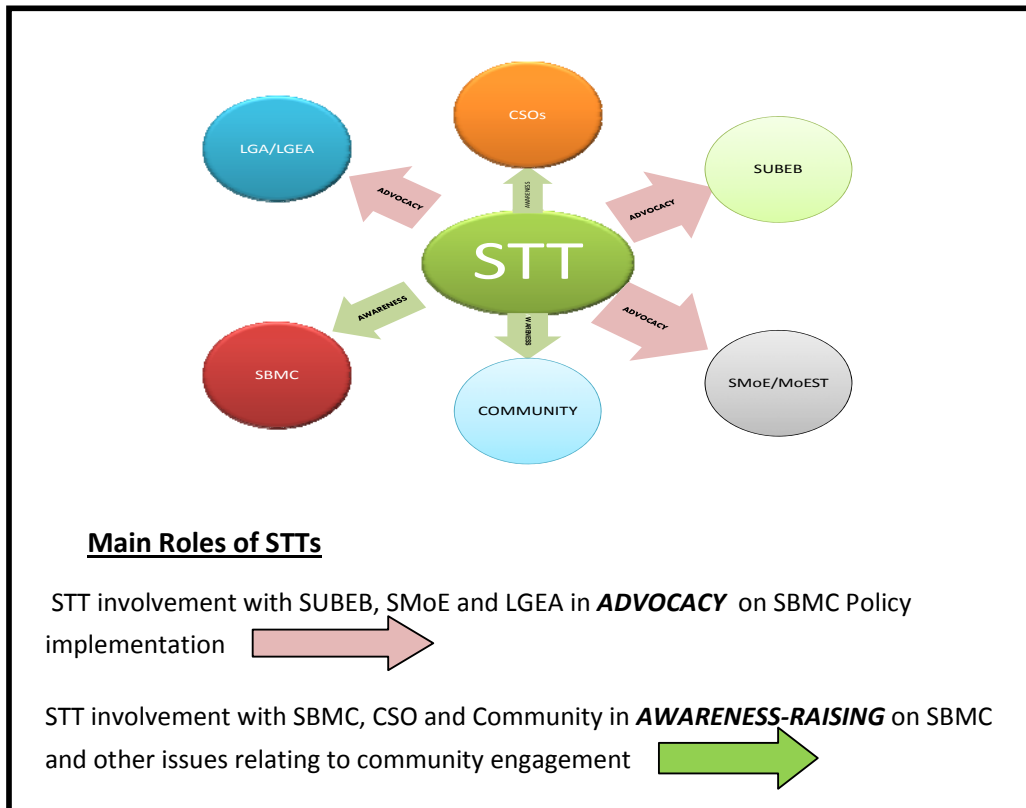
LAGOS STT

Issues/Recommendations

25. The Lagos STT has a membership of 12 and consists of persons from the Office of the Deputy Governor, SMoE and SUBEB. The spread of the membership of Lagos STT is limited. The composition of Lagos STT is 'top heavy'. It is made up of very senior members of SUBEB and SMoE. The involvement and participation of senior government is normally considered to be crucial in change process. However, because of the schedules of such senior officials of government, the operation of STT may suffer. Similarly, it was observed that the composition of the STT is also personalised rather than being representative of the office which is relevant to the workings of SBM structure. This also needs to be reviewed so as to promote the institutionalisation of the SBM structure and ensure preservation of institutional memory.

26. In the view of the issues indicated above, it is recommended that other organisation and bodies will need to be brought into the STT to enhance its performance. Such bodies should include, amongst others, LGEAs, LGA, CSOs, Parents' Forum (PF), COPSHON, ANCOPPSS, NUT, CSACEFA, and LGEA Education Secretaries

(d)   Establishing key role for the STTs

Issues/Recommendations

27. The responsibility for implementing the SBMC Policy in each state is that of SUBEBs and SMoE. The key role of the STTs is to engage in strategic advocacy and policy influencing to ensure that the statutory government agencies resource and implement the SBMC Policy guidelines in their respective states.

28. It is therefore expected that STTs will engage different governments' agencies in order to influence the policy makers to implement and enforce the SBMC policy. At the state level, the main targets of advocacy will be senior officials of SMoE and SUBEB and the strategies to use could include lobbying, meetings and visits to ensure the implementation of the SBMC Policy.   At the local and community levels, it is recommended that the STTs would be engaged in promoting the process of social

mobilisation and awareness-raising on issues of (i) education, (ii) community participation (iii) transparency and; (iv) accountable decision-making process.

Main Roles of STTs

STT involvement with SUBEB, SMoE and LGEA in ***ADVOCACY*** on SBMC Policy implementation

STT involvement with SBMC, CSO and Community in ***AWARENESS-RAISING*** on SBMC and other issues relating to community engagement

29. The agreed Terms of Reference (TOR) for the STTs are presented in boxes below:

Terms of Reference of Jigawa STT

(a) Engage in advocacy to ensure SBMC functionality according to guidelines.
(b) Facilitate sensitization/ mobilization of all stake holders at community levels.
(c) Promote the effective monitoring of school activities.
(d) Undertaking effective advocacy activities in the communities.
(e) Promote cooperation and collaboration between the schools and the communities.
(f) Canvass for whole school development plan (WSDP) for schools.
(g) Advocate for resource mobilization for effective school management.
(h) Promote effective networking and synergies between CSOs, other SBMCs, LGEA, the LGAs and Development Partners (DPs), as avenues for motivating teachers, improving and ensuring friendly atmosphere in the school.
(i) Advocate for regular/ periodic reviews of the SBMC performances as well as giving feed back to key stake holders.

10

Terms of Reference of Kaduna STT

(a) To facilitate the formation and functioning of SBMCs

(b) To promote the articulation of SBMC policies and guidelines.

(c) To promote the development of School Development Plans (SDP).

(d) To canvass for the regular capacity building for all SBMCs by state and local authorities.

(e) To advocate for step-down trainings by pilot SBMCs to other SBMCs in the LGAs.

(f) To promote the success and sustainability of the SBMC initiatives and best practices.

(g) To promote and facilitate SBMC activities, including setting achievable targets to be reached and advice on possible strategies to adopt.

(h) To facilitate adequate sensitization and mobilization of community towards effective implementation of SDPs.

(i) To promote information sharing by all stakeholders.

Terms of Reference of Kano STT

(a) Advocate for the articulation of SBMC guidelines and resourcing

(b) Promote the establishment of SBMCs in all Schools and their viability / functionality.

(c) Promote the development of School Development Plans (SDP) in schools

(d) Produce quarterly progress report on SBMC activities for SMoE and SUBEB

(e) Facilitate capacity building skills / trainings given to SBMCs to ensure quality and standard.

(f) Promote the proper utilization of funds available for SBMC activities.

(g) Support and canvass for the success and sustainability of all project /programme initiatives and adoption of best practices.

(h) Suggest any issues that will enhance the general attainment of the objectives for the establishment of SBMCs.

(i) Any other role / responsibility assigned to the STT by the Honourable Commissioner for education and the Chairman SUBEB.

Terms of Reference of Kwara STT

(a) To support and encourage community participation in improving the school system through involvement in planning, monitoring and evaluation

(b) To support and canvass for the development of effective communication strategies which would aid mobilisation and sensitization at community level

(c) To promote strategies that will encourage demand for quality service delivery and accountability and transparency

(d) To promote the strengthening of relationships among stakeholders' alliances

(e) To pay advocacy visit to relevant stakeholders

(f) To canvass for the establishment of strong linkages with the communities on the improvement of quality education delivery

11

Terms of Reference of Lagos STT

(a) Promote the functionality of SBMCs

(b) Encourage and promote inclusivity and participation of all stakeholders (PTA, NGOs, pupils/ students, women etc) in SBMCs activities.

(c) Promote the process of the development and implementation of a credible Whole School Development Plan (WSDP)

(d) Support and canvass for capacity building programmes for schools and SBMCs

(e) Support and promote efforts to sensitize and mobilize SBMCs and communities

(f) Canvass for the articulation of SBMC guidelines and

(g) Advocate for resources for school improvement.

(e) Establishing the roles for Social Mobilisation Department (SMD) of SUBEB, LGEAs; CSOs etc

Issues/Recommendations

30. The Social Mobilisation Department (SMD) in SUBEB is identified as the unit in SUBEB responsible for SBMC activities. The directorates of social mobilisation are expected to have desk officers at SUBEB who would coordinate the activities of SBMCs at LGEA level. Each LGEA is also expected to have a Social Mobilisation Unit (SMU) which will liaise with the social departments of the LGA and the Local School Supervisors (LSS) on all SBMC matters.

31. With the partnership arrangements, the SMDs are expected to work at the LGEA and community levels with CSOs. It is recommended that the SMD-CSO partnership be engaged in :

    - Monitoring and mentoring of the SBMCs
    - Supporting community based activities of the SBMCs
    - Supporting information sharing and the communication process of the SBMCs
    - Promoting advocacy and community sensitization/awareness raising activities
    - Supporting SBMC in raising funds.

    The details of the methodology of the SMD-CSO engagements will be worked out during the induction programme for the SMDs and CSOs.

(f) Identifying the kind of supports that SBMCs can expect from other levels of Governments

Issues/Recommendations

32. For the government's decentralisation programme to succeed, SBMCs will have to rely on supports from the different levels of governments and other government partnership programmes.

12

33. Supports would be expected from the LGEAs, LGAs, SUBEB, SMoE/SMoEST, CSOs/PTA/CDA and donor agencies/international partners. The different kinds of supports from each of these bodies are itemised in the boxes below.

LGEA Support for SBMCs

- Create awareness and sensitize the SBMC members
- Identify the performing/non-performing SBMC and recommend such to SUBEB for reward /sanction
- Ensure regular meetings with SBMC
- Ensure regular monitoring and mentoring of SBM by Desk officers
- Ensure regular feedbacks from SBMCs

LGA Support for SBMCs

- Support and promote awareness and sensitisation campaigns on the importance of education at the local and community levels
- Support information dissemination about materials and fund allocation made to schools
- Support CSOs to organise community empowerment programmes
- Encourage and support parents and community members to participate actively in SBMC activities
- Support LGEAs, SUBEB and SMoE/SMoEST to mobilise resources for school improvements

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SUBEB Support for SBMCs

- Ensure sustainability of SBMC activities
- Ensure effective implementation of SBMC policy
- Provide direct funding to school improvement with well defined (governance) roles for SBMCs
- Ensure documentation and knowledge management of SBMC best practices
- Support CSOs' partnership, collaboration and networking
- Create enabling environment for execution of SBMC activities
- Ensure effective planning, coordination and monitoring of SBMC activities
- Ensure training and re-training of SBM members
- Facilitate periodic review of SBMC policies

13

Supports required from SMoE/MoEST

- Provision of policy frame work for SBMCs with clear roles and responsibilities
- Provision of guidelines for implementation of SBMCs
- Ensure training and re-training of headteachers and SBMC members in financial management, budget planning, and tracking of expenditure
- Facilitation of periodic review of SBMC Policy
- Creating enabling environments for execution of SBMC activities
- Provision of Guidance Manual for the running of SBMCs to headteachers, teachers, SBMC members and all those involved in school management
- Provide channels for complaints by parents, communities on activities of SBMCs and schools
- Publicise the complaint procedures and ensure feedback mechanism are effective

Support required from CSOs for SBMCs

- Advocacy for implementation of SBMC guidelines
- Awareness raising for community mobilization to participate actively in SBMC activities
- Tracking of Funds made available to SBMCs
- Involvement in Capacity Building
- Resource Mobilization
- Engagement In community mentoring
- Encouraging SBMCs, PTAs and CDAs to be involved in school planning process
- Support information sharing and dissemination between school, SBMC, community and government agencies

Support required from PTAs/CDAs and community educational bodies

- Support and participate in SBMC activities
- Participate in 1wareness -raising for community participation in the education of their children
- Raise fund funds for school improvement
- Provide infrastructure for school

Support required from Donor Agencies and International Partners

- Technical Assistance (TA) to SMoEs, SUBEBs to include
  - ✓ Piloting SBM Best Practices in selected school-communities
  - ✓ Capacity building for SUBEB and SMoE on finance and resource management, etc
  - ✓ Capacity building for headteachers, SBMCs and CSOs on whole school development planning, school budget and financial management, stakeholders' empowerment, etc
- Collaboration with SMoE/SUBEB and CSOs in organising national awareness on community role in monitoring school resource management, student performance, teachers' and government commitments to education

14

(g) Planning for the Community Level Visioning Process (CLVP)

Issues/Recommendations

34. It was agreed that the STT should conduct the Community Level Visioning Process (CLVP) in their respective states drawing from their experiences at the SLVP-1 and the current 2-day orientation and induction workshop. The STTs would be assisted by the ESSPIN 'A & E' Specialists in their respective states.

35. The following were discussed and agreed for the planning and delivery of the CLVP in states:

   - ✓ Number of people ideal for the CLVP
   - ✓ Categories, interests and relevance of the participants
   - ✓ Clustering of the LGAs
   - ✓ The location of meeting venues
   - ✓ STTs' role during the visioning process
   - ✓ Language to be used in the LGAs
   - ✓ Methods of presentations at CLVP

36. The planning, coordination and delivery processes were also agreed to:

   (a) Number of participants at an CLVP session must not be more than 50 for effective participation.

   (b) Participation at CLVP will be by representation of stakeholders in the school-community set-up. This means the following groups should be represented: School (Headteacher, teachers, pupils, parents/guardians), community (religious, traditional and opinion leaders), SBMC/PTA Chairs, Women groups, CBOs/CDAs, Artisans/Business Groups, LGA, LGEA and Youth Organisations.

   (c) It is important that many stakeholders should be empowered through this initial participation process. Therefore participants should come from all LGAs participating in the ESSPIN supported programme. Arising from (a) above, there will be the need to cluster the LGAs such that the total number of participants at each CLVP session will not be more than 50. It is therefore suggested that three LGAs should form a cluster with 16-18 participants from each LGA. This will give a maximum of 48 participants at each CLVP session.

   (d) The main issues to be discussed and clarified during the CLVP should include the following:

- Why is there the need to have functional SBMCs in the school system?
- Who should be involved in SBMC activities?
- What should be the selection criteria for SBMC membership?
- What should be the roles and responsibilities of SBMCs in school governance?
- What responsibilities should governments delegate to SBMCs?
- What are the accountability issues that must be addressed for the effective implementation of SBMCs?
- How can the effective participation of women and children in SBMCs be ensured?
- What kind of training should SBMCs have and how often?
- What are the risks/implications of not having functional SBMCs in schools?

(e) The language of communication must be that of the immediate community to ensure that participants make effective contribution and understand the implications of the decisions that will be made.

(f) Furthermore, it was suggested that the CLVP should:

- Commence with a presentation by the STT on the reasons for organising the Community Level Visioning Process (CLVP) workshop (this is mainly to ensure that stakeholders at the community level are involved in the policy formulation of a State-based SBM structure).

- This should be followed by participants working in small groups (aided by the use of flipcharts and oral presentations) an assigned topic/theme identified in (d) above.

- Next each group will be required to make presentations on consensus reached on the assigned topics.

- A summary presentation should be made by the STT on the highlights of the decisions reached at the CLVP workshop

- Participants should be informed of the next phase of the SBM formulation process, which is the SLVP-2 where state and community level decisions would be harmonised.

Options and next steps

37. Members of the STTs would need additional capacity development in areas such as advocacy, facilitation techniques, communication skills and methods and techniques for conducting community awareness campaigns.

38. The states should consider reviewing the composition of their State Task Team along the lines of the recommendations made Section 10 (c) above.

39. The State Task Teams will facilitate the workshop on the Community Level Visioning Process (CLVP) in all the five states. They will be assisted by ESSPIN the 'A & E' Specialists in their respective states.

Annex 1: List of State Task Team (STT) Members

(a) JIGAWA STATE

S/N	Representative from……
1	Director Special Duties --- MOES&T-----Chair
2	Desk Officer – SBMC --- MOES&T
3	Deputy Director Schools -- MOES&T
4	DPRS --- STS Board
5	DPRS --- IEB
6	PRO --- MOES&T
7	PRO --- SUBEB
8	D/ SM --- SUBEB
9	D/ Schools Services --- Agency For Nomadic Educ.
10	Turakin Dutse --- State SBMC Chair
11	DPRS --- Agency For Mass Education
12	Gender Coordinator --- SUBEB
13	Representative --- ANCOPSS
14	Representative --- NUT
15	Representative --- PTA
16	Representative --- COPSHON
17	Representative --- Private Schools Association
18	Sarkin Gabas --- State Council of Ulama
19	Representative --- FOMWAN
20	Representative --- CSACEFA

(b) KADUNA STATE

S/N	Name	Organisation	Designation
1	Shehu Raubilu Ibrahim (Chair)	SUBEB	DD/PRS
2	Lillian J. Yerima	SUBEB	SEO II Stats
3	Rebeccca Maigida	AML	EO IV
4	Isiyaku Salihu	SMoE	AD/ES
5	Hauwa Suleiman	SUBEB	AD/SS
6	Adamu Nyam-----Secretary	SMoE	AD/Schools
7	Haruna Ibrahim	KN/LGEA	SBMC Desk Officer
8	Faith Irowa	Hope for the Village Child	Education Co-ord
9	Z.K.A. Bonat	CSACEFA	State Coordinator
10	Anna Avong	Inspectorate	
11	Shuaibu Muhammad Dabo	SUBEB	Head SM/PR
12	Musa I. Aboki	SUBEB	SBMC Desk Officer
13	Josephine R. Michael	SUBEB	PEO/Stats
14	Haruna Danjuma	PTA	State Chairman
15	Adamu Ango	NUT	Secretary

18

(c) KANO STATE

S/N	Representative from……
1	Director Social Mobilization, SUBEB Kano…….Chairman
2	Director School Support Services, SMoE …….Deputy Chairman
3	Director, Research and Planning, SMoE
4	Coordinator, SBMC, SUBEB
5	Coordinator, PTA, SUBEB
6	State Chairman, PTA Kano State
7	Education Secretary, Albasu LGEA
8	Education Secretary, Fagge LGEA
9	Education Secretary Kumbotso LGEA
10	Nigeria Union of Teachers NUT representative
11	Old Boys Association representative
12	CSOs representative (Inuwar jama'ar kano and FOMWAN).
13	Retired Educationists
14	Basic Education Committee (Kano State House of Assembly)
15	Mass media representative.
16	Council of Ulama representative.

(d) KWARA STATE

S/N	Representative from……	No. of persons
1	MoEST (Chair)	1
2	Director, Department of Social Mobilisation (DSM), SUBEB (Deputy Chair)	1
3	MoEST (Primary Education Department)	2
4	DSM (SUBEB)	1
5	School Services, SUBEB	1
6	PRO, SUBEB	1
7	CSO, Representative	1
8	CSACEFA Rep	1
9	Quality Assurance Bureau	1
10	DSM, MoEST	1

(e) LAGOS STATE

S/N	NAME	DESIGNATION
1.	Ms. Ronke Azeez	SA to DG, DG Office
2.	Mrs. Lara Erogbogbo	Permanent Secretary, SMoE
3.	Mrs. Abisola Olatunji	SSABE to Gov., SUBEB
4.	Mrs. Gbolahan Daodu	Chairman , SUBEB
5.	Alhaja S.I. Oluseye	Board Secretary, SUBEB
6.	Mrs. O. O. Osuntuyi	Director, SMoE
7.	Mr. O. O. Adebiyi	Director, SUBEB
8.	Mr. O.A. Adefuye	Asst. Director, SUBEB
9	Mrs A.A. Soname	Dir., School Admin. District 4
10.	Mrs. O. A. Olaogun	Director, SMoE
11.	Mrs. Akin-Osho Thomas	AIDC , PRO, SUBEB
12.	Mrs. Nike Sodipo	PRO, SMoE

Annex 2: Programme of Activities for the 2-Day State Task Teams'
Workshops

SA - Sulleiman Adediran;   MB - Mohammed Bawa

DAY	Workshop Themes	Who's responsible?
1	Opening Remarks	SMoE/SUBEB
	Objectives of the Workshop	MB
	Developing a shared understanding of SBM Concept	SA
	Progress on ESSPIN SBMC Project and implications for STT	SA

	• STT Membership
	   • Who's in & who's out?
	   • Why?
	• Discussions on STT's TOR
		STT-Chair
		
		MB

	• Review & Fine-tuning of State Position at SLVP-1
	• Further discussions on SBMC:
	     Membership/Roles and responsibilities of SBMCs
	     Composition and Tenure: Election/Selection? By who?
	     Government's position on resources/powers to SBMCs
	     Training needs of SBMCs
	     Relationships? between SBMCs and other similar bodies in communities
	     Roles for children & women in SBMCs (out-of-school children)
		Group Discussions/Plenary
		
		SA/MB Facilitating

2	Planning for CLVP • Why CLVP and SLVP-2? • Who to invite to CLVP? • Planning for CLVP & SLVP-2	Group Discussions/Plenary SA/MB Facilitating
	Strategies for • Advocacy by STT on Government Top functionaries for SBMC implementation and support • Community awareness, mobilisation for SBMC • Community support and participation in SBMC	Group Discussions/Plenary SA/MB Facilitating

	• What roles for the following in SBMC implementation/monitoring/mentoring after CLVP & SLVP-2?
	   • STT
	   • Social Mobilisation Units of SMoE/SUBEB/LGEA
	   • LGA
	   • Community
	   • CSOs (NGOs, FBOs, CBOs)
	• A. O. B
		Group Discussions/Plenary
		
		SA/MB Facilitating

	WRAP-UP SESSION	

Annex 3: Notes from the State Task Teams' Workshops

1. The 2-day workshops for State Task Teams (STT) members in the five ESSPIN-supported states were aimed at improving the participants' understanding of the basic concepts of school-based management.

TOPICS COVERED DUING THE   STTs' WORKSHOPS

- SBM as a concept of empowering stakeholders at the school-community level.
- Expected benefits of the SBM process.
- Different models of SBM based on (i) the degree of decision making devolved to the school level and (ii) who is vested with the power to make decisions.
- The forms of authorities that can be delegated to SBMCs by the state authorities
- Examples of authorities delegated to SBMCs in some West African countries

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2. Power Point Presentations at plenary sessions were followed by group works and discussions. The discussions were extensive and covered the following topics:

    i.   SBM as a concept of empowering of stakeholders at school-community level to participate in decision making. The concepts of community empowerments and community were discussed

    ii. Brainstorming sessions listed benefits of the SBM process to include:

    ✓ Parents involvement in making decisions to improve their children's education

    ✓ Closer monitoring of teachers by the community

    ✓ Better student evaluation by parents, teachers and government

    ✓ Efficient use of school resources

    ✓ Reduction in teacher absenteeism

    ✓ Better managed and more transparent school system

    ✓ Better communications between all stakeholders

    ✓ More opportunities for SBMC members to improve their skills

    iii. Presentations were made on the different forms or models of SBM available world-wide. It was pointed out that the two factors which distinguish the models are (a) the degree of decision making devolved/delegated to SBMCs and (b) who is vested with the power to make decisions (SBMCs and Headteacher or Headteachers/teachers alone).

21

Examples of the different models and their characteristics were also reviewed.

iv.   The different forms of authorities that can be delegated by state governments to the SBMCs were discussed during group works and plenary presentations to include:

- school development planning
- overseeing budget/budget allocation,
- employing and sacking of teachers and other school staff,
- participating in curriculum development,
- procurement of textbooks and other educational materials,
- infrastructure improvements/monitoring projects,
- monitoring pupil and teacher performance
- holding government accountable for students' performance

v.   Examples of best practises of SBMCs in some West African countries (Ghana, Benin, The Gambia) were discussed.