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Performance analysis of School Based Management Committees supported by ESSPIN: findings from programme data 2010 - 2011

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Helen Pinnock

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Barbara Payne	Senior Education Adviser, DFID
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Kayode Sanni	National Programme Manager
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Musa Hadejia	Access and Equity Specialist, Jigawa
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- ESSPIN 2-- Support for State Level Governance (Reports and Documents for Output 2)
- ESSPIN 3-- Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
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- JG Jigawa
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- KW Kwara
- LG Lagos
- EN Enugu

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Acronyms and Abbreviations

CBO	Community-based organisation
CSO	Civil society organisation
CGP	Civil society and government partnership
EFA	Education For All
ES	Education Secretary
ESSPIN	Education Sector Support Programme in Nigeria
LGA	Local Government Authority
LGEA	Local Government Education Authority
MTSS	Medium Term Sector Strategy
PTA	Parent-Teacher Association
SBMC	School-based Management Committee
SMO	School Mobilisation Officer
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission

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Abstract

1. This report reflects data collected by Civil Society and Government Partners (CGP) during SBMC mentoring visits across 5 states. It quantifies responses by community and SBMC members to questionnaires administered by the CGP on how well SBMCs are functioning including women's and children's participation in SBMC decision making.

Executive Summary

2. This report provides analysis of monitoring information provided by ESSPIN-supported SBMCs, CSOs and local government staff over the year following ESSPIN's SBMC training and activation. Drawing on two internal data sources (narrative reports and questionnaires) the analysis provides an interim report of progress made in developing functional SBMCs which respond to women's and children's concerns. The findings will be used to inform future work by ESSPIN and state partners.
3. In addition to this analysis, independent external research on SBMC achievements and challenges was conducted in late 2011 by EENET CIC (Little and Lewis, 2012). This research, conducted in five states, directly interviewed SBMC members, parents, children and local government officials about education access and quality challenges and the role of SBMCs in tackling these. The research was intended to complement and triangulate against ESSPIN's internal data. This report therefore attempts to highlight where Little and Lewis's findings intersect with findings from analysis of ESSPIN's internal monitoring information on SBMCs.

Analysis approach

4. ESSPIN has developed a range of performance standards for SBMCs' key functions (see Sections 2 and 3), against which detailed monitoring information was collected on a monthly basis across a sample of school communities.
5. These standards were designed to deliver information against the ESSPIN logical framework indicator 4.1. This indicator uses two measures:
 - Number of public and non-state schools with functioning SBMCs; and
 - Number of communities where SBMCs reflect concerns of women and children.
6. Indicator 4.3, Inclusive School Communities, is also relevant to SBMC activity, and some information was available from this review against this indicator.

7. Detailed SBMC performance standards were produced to inform impact assessment against these measures. A breakdown of SBMC performance standards under these indicators can be found in Section 2.
8. To capture how well SBMCs supported by ESSPIN were performing against these indicators, analysis was conducted of ESSPIN's two major sources of SBMC monitoring information between the point when SBMCs had received initial training and activation (May to September 2010) and the end of 2011. By this point all SBMCs had received several follow-up training and mentoring visits. The information sources used consisted of questionnaires for community members against SBMC performance standards, and monthly activity reports provided by the CGP group of CSOs and local government staff supporting SBMC development.
9. Data that could be included in this analysis represented between 3% and 20% of schools supported by ESSPIN within different states (see 1 for more detail).

Findings

10. The analysis provided evidence that the ESSPIN SBMC development model has been appropriate and effective, leading to SBMCs fulfilling the roles and responsibilities which were negotiated between state actors and communities, and benefiting children's education. SBMCs were found to be functioning across all the range of areas which ESSPIN's SBMC development programme had intended. Schools and children are apparently benefiting in a range of areas as a result, although direct impact information at the child level was not consistently produced through the SBMC monitoring system.
11. SBMCs received useful support to build a strong foundation across a range of capacities. As well as enabling SBMCs to instigate a wide variety of positive changes in education (see Section 3.10; also Little and Lewis, 2012), this foundation should help boost SBMCs' chances of operating well for the medium to long term.
12. SBMC functionality scores were generally higher than women's and children's voice scores. This is consistent with the fact that showing SBMCs 'how to' involve excluded women and children was expected to be a more challenging area; also that work on this started later (Winter 2011-12) and is about halfway through at March 2012.
13. The correlation between findings from this analysis and the findings from external qualitative research conducted by Little and Lewis (2012) is good in general. This offers an encouraging sign that ESSPIN's internal monitoring is keeping pace with what external investigations find, suggesting that the design of the internal monitoring system is robust.

How has the working of SBMCs improved? (indicator 4.1 a)

14. SBMCs in five states were functioning relatively well across most performance standards after initial training. After several months of mentoring and follow up training visits from CSO and local government teams, SBMCs' functionality exceeded a high level of performance across all standards. SBMCs made an average 15% improvement in their journey towards the intended level of performance.
15. Reporting and questionnaires indicated that in all states SBMCs were generally strong on increasing enrolment and attendance, tackling needs for new teachers and buildings, raising issues of corporal punishment and poor teaching practice, and supporting vulnerable children back to school.
16. The ESSPIN logical framework indicator O4.1a (functional SBMCs) appears to have been met: a strong majority of SBMCs are reported by local stakeholders as functioning well against the standards set by ESSPIN. In each state, at least 70% of respondents gave information describing that all standards had been met by their SBMC. It is likely that the 2012 milestone for this indicator will be met or exceeded.
17. Overall, on 8 out of 10 performance standards, at least 80% of respondents reported that their SBMC was meeting the standard well by the end of the reporting period. On the two remaining standards, 60% of respondents reported good performance. The standards against which the most improvements were seen were those where performance had been poorer to start with. This suggests that efforts in training and orientation were well targeted to tackle known areas of likely weakness.
18. There is therefore strong evidence from this analysis that most SBMCs were reaching a high level of functionality by the end of the reporting period. This is supported by Little and Lewis (2012), which found that local stakeholders in direct interviews and discussions gave a range of examples of good SBMC performance during the same time period (Autumn 2011).

To what extent have SBMCs worked to reflect concerns of women and children? (indicator 4.1 b)

19. If SBMCs are to make significant and sustainable differences to access, quality and equity issues in education, their ability to prioritise and respond to the voices of vulnerable and excluded education stakeholders will be essential. This point is underlined in the external EENET CIC's research report into SBMC impact (Little and Lewis, 2012).
20. Results from questionnaire analysis against ESSPIN indicator 4.1 b) (SBMCs reflect concerns of women and children) were positive, although slightly less strong than for general SBMC functionality. In each state, at least 67% of respondents stated that all standards for seeking and responding to women's and children's voices had been met by their SBMC. On 6 out of 10 performance standards relating to women's

and children's voices, at least 80% of respondents reported that, their SBMC was meeting the standard well by the end of the reporting period. For the four remaining standards, 60% of respondents reported good performance. It seems likely that the 2012 milestone for this indicator will be met.

21. Women particularly raised quality of teaching as a priority, as well as vulnerable children's access to school. Women and children have both raised excessive punishment of children as a problem, and, to a lesser extent, the needs of children with disabilities. The biggest issue attributable to children's voices has been safety in the school environment, from natural hazards, community violence, and unsafe toilets and water. Children have also strongly raised lack of access to learning materials, particularly books and play equipment.
22. The evidence from this analysis indicates that most SBMCs had reached a good level of performance in seeking and responding to women's and children's voices, but that further support would be useful to ensure a high standard of sustainable performance in this area. Review suggested that issues with women's participation, while initially challenging, were being tackled by SBMCs. Getting meaningful and frequent participation from children had not progressed so well, although some SBMCs were regularly making major changes in response to children's ideas. This area is currently a major focus for civil society and government partners in states and ESSPIN's Output 4 team.
23. These findings are illuminated by Little and Lewis (2012), which found that local stakeholders were reporting positive change on women's and children's voices in the same time period, but that significant challenges to genuinely strong participation in SBMC work for women and children remained. These challenges to women's and children's participation and voice within SBMC work are being addressed within the design of ongoing ESSPIN support to SBMC development and replication.

How have SBMCs engaged with marginalised groups to help create inclusive school communities? (indicator 4.3)

24. 86% of respondents in three states felt that SBMCs were making good efforts to engage with marginalised people in their communities, including women, children, minority ethnic groups and people with disabilities. 61% were able to provide specific examples of SBMC efforts to respond to these groups' priorities.
25. Many of the CGP reports on SBMC activities also described SBMCs increasingly seeking input from marginalised groups. The most common mention of this was in descriptions of SBMCs seeking input and dialogue from ethnic minority leaders, as well as links with women's groups.

26. There were higher than expected examples of SBMCs taking action on the concerns of people with disabilities. While SBMC focus on disability is small, SBMCs appear to have responded enthusiastically to guidance and capacity building around disability and inclusion, and there is encouraging potential to develop SBMC models in Nigeria to focus more strategically on realising disabled people's rights to education.

Examining more detailed areas of SBMC performance

Informing communities about school resources and planning (linked to indicator 4.1a):

27. Two states were able to collect information on whether SBMCs had involved communities in school development planning. Three states collected information on a similar standard, about SBMCs sharing information on the school with community members. By the end of the reporting period, these standards were reported as being met by over 90% of respondents.

Getting responses to community demands for improving education (linked to indicator 4.1a):

28. Community education demand is receiving strong levels of response from within communities, and improved levels of response from government. Some form of resources had been secured by the vast majority of SBMCs from communities and private sources in response to demand by Autumn 2011.
29. Many SBMCs managed to get resources provided by communities, philanthropists or government across all major categories of demand raised by communities (see Section 3.10.3). By Autumn 2011, 82% of interviewees said that LGEAs had responded to requests for help by SBMCs. Good initial levels of LGEA responsiveness in these two states suggest that ESSPIN's ground-laying policy domestication, activation, training and ongoing mentoring and monitoring of SBMCs had provided a supportive environment for LGEAs and SBMCs to work together.
30. Reported LGEA responses to SBMCs did not always involve provision of resources, and did not meet all resource needs. Information against this standard was also produced by Little and Lewis (2012). Here, LGEAs also showed good responsiveness to community demand by Autumn 2011. However, it was clear from this research that LGEAs were constrained by their own lack of resources and were unable to provide funding to meet many of the needs identified by SBMCs.
31. Further work is needed by ESSPIN and partners to support downward resource flows for meeting community demands for basic levels of quality education provision. This is increasingly urgent now that SBMCs have stimulated community demand for education. Most SBMCs reported increased enrolment due to their work to improve community awareness and trust in education. As a result, many SBMCs reported overcrowding in schools which have inadequate capacity.

What are the main community demand issues addressed by SBMCs?

32. The following issues were frequently raised by SBMC members and other community members as focuses for their attention and action:

- Need for more teachers and classrooms – often due to increase in enrolment promoted by SBMCs.
- Need to engage with minority ethnic communities and encourage them to send their children to school. In some cases this has led to SBMCs changing how schools are run, for example recruiting teachers who speak minority languages.
- Making schools more acceptable to communities by recruiting Quranic teachers – in Jigawa and Kano especially.
- Access problems due to school fees/poverty, disability and teenage motherhood
- Feeding children at school
- Dealing with truanting and lateness.
- Lack of attendance due to child labour/family work. This has been a major area for many SBMCs, and appears to have led to strong improvements in attendance.
- Holding teachers to account, particularly on turning up to class, reducing ‘excessive punishment’, and ending practices of taking children out of school to run errands. Some instances of protecting girls from harassment by teachers.
- Getting government not to transfer teachers away from schools; getting abusive or absentee teachers removed.
- Repair and improvements to school facilities and grounds
- Getting government support for revitalising closed or moribund schools; schools affected by emergencies (especially in Lagos); and schools affected by poor quality or stalled construction work.
- Tackling conflict in and between communities around disputed access routes to schools; youth violence in and around schools; disputed building works, etc.

33. Further examples of SBMC achievements are detailed in case studies in Annex 3.

Next steps

34. While the reports and questionnaires used for this analysis showed that LGEAs have generally been responsive and communicative with SBMCs, narrative reports indicated that funds and material support from LGEAs and higher levels in the education system are not being provided to meet any reasonable proportion of community demand. Narrative reporting from rural communities showed SBMCs under particular strain to find the resources they needed. Little and Lewis (2012) also found the limited capacity of local government to respond to SBMC demands for extra education resources to be a key challenge for the future of SBMC work.

35. There is thus a concern that if more direct school funding fails to materialise, momentum and progress around school improvement led by SBMCs will falter. In rural, cash-poor communities this point is likely to come much quicker when ESSPIN ends and its school development grants have been spent (in narrative reports, urban SBMCs reported much greater mobilisation of funds and materials from the surrounding community). The implication is that systematic needs-based planning and budgeting for responding to community demand in education is likely to become an urgent need. Finding ways for ESSPIN teams to work together to achieve more rapid impact in this area will be a high priority.
36. Findings from this analysis, combined with the conclusions from Little and Lewis's report, offer learning relevant to scaling up SBMC work to improve education in Nigeria. ESSPIN has recently provided support to national replication of its SBMC development model. There are high expectations around national replication, but findings indicate that efforts will be needed to ensure that replication is consistent enough with the original SBMC development model to ensure similar gains. In particular, this analysis indicates that ongoing mentoring for SBMCs after initial training is important to get SBMCs to a high standard of performance; especially around responding to women's and children's voices.

Introduction

37. The Education Sector Strategy Programme in Nigeria (ESSPIN) is a six year programme of education development assistance supported by the UK's Department for International Development (DFID). ESSPIN operates at four levels: federal, state, community, and school, and work to date has focused on six states: Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos working in over 1,000 school communities.
38. Consultants engaged by Save the Children lead within the ESSPIN programme and with state partners on strengthening community accountability and demand for education, and on improving access and equity within ESSPIN's work at community level under ESSPIN's Output Four – Community Engagement and Learner Participation. Much of this work has focused on supporting state governments to develop school-based management committees (SBMCs) to mobilise local demand and action for improved access and equity in basic education.
39. The ESSPIN SBMC development approach was developed in 2010, with initial SBMC training rolled out across five states in the summer of 2010, and in Enugu the following year. Since then SBMCs have received a programme of follow-up training and mentoring designed to help them continually strengthen their capacity to address a range of key education access and quality issues. This programme is delivered by a partnership of civil society organisations (CSOs) and local government staff, managed by government and provided with technical support by ESSPIN. This partnership is called the CGP (Civil Society-Government Partnership).
40. The range of performance standards for SBMCs' core functions and their engagement with women and children (see Sections 2 and 3) are based upon the key roles and responsibilities of SBMCs as developed by state level actors and communities in each state. Detailed monitoring information has been collected against these standards on a monthly basis across a sample of school communities. This data supports the relevant ESSPIN logical framework indicators 4.1 a and b, and 4.3, and is the basis for this analysis.
41. In addition to this analysis, independent external research on SBMC achievements and challenges was conducted in late 2011 by EENET CIC (Little and Lewis, 2012). This research, conducted in five states, directly interviewed SBMC members, parents, children and local government officials about education access and quality challenges and the role of SBMCs in tackling these. The research was intended to complement and triangulate against ESSPIN's internal data. This report therefore attempts to highlight where Little and Lewis's findings intersect with findings from analysis of ESSPIN's internal monitoring information on SBMCs.

Purpose of the review

42. Drawing on two internal data sources – narrative reports from monthly visits by the CGP to SBMC communities, and questionnaire data taken by CGP members during these visits – this analysis provides an interim report of progress made by ESSPIN in developing functional SBMC which respond to women and children’s concerns. The findings will be used to inform future work by ESSPIN and state partners.
43. The purpose of the review was to provide performance information for ESSPIN and state partners against key ESSPIN indicators 4.1 and 4.3 relating to SBMCs under ESSPIN’s Output 4. ESSPIN’s endline assessment of SBMC performance against indicator 4.1 will be provided through regular reports on SBMC activity to be produced by School Mobilisation Officers (SMOs). These report formats have been simplified from the richer and more detailed initial CGP reports on SBMCs in order to be sustainable for long term use by local government.
44. The ultimate aim in producing this information was to help decide whether the design of the ESSPIN SBMC development model was appropriate and effective – did it lead to SBMCs fulfilling the roles and responsibilities which were negotiated between state actors and communities, and did that lead to benefits to children’s education?
45. The consultant, Helen Pinnock, was asked to review and analyse the evidence generated by the CGP questionnaires and narrative reports from visits. The intention was to create a document showing at a glance the range of SBMC activities and achievements in different states supported by ESSPIN, and capturing where the ESSPIN SBMC monitoring system indicated that positive impact had been achieved. Data from Summer 2010 up to October/November 2011 was used for the review.
46. The consultant considered the following key questions to help shape the review:
 - What do stakeholder questionnaires reveal about levels of SBMC functionality against ESSPIN indicator targets and detailed performance standards?
 - To what extent do other sources of information, including CSO-produced narrative reports, support and enhance the findings from the questionnaires?
 - What issues and trends did the data reveal for future SBMC work, especially around:
 - achievements of ESSPIN targets on SBMC functionality and responding to women and children
 - community demand issues that ESSPIN has supported SBMCs to act on and government to respond to.

47. A full baseline for ESSPIN's SBMC development work is not available, although analysis of community and child perceptions of SBMC roles and education needs in early 2010 was set out in the ESSPIN Community Survey in lieu of a baseline (Pinnock, 2011). Findings from this suggested that most SBMCs were not active and were not able to respond well to the education concerns of parents and children, particularly around school infrastructure and fees.

The SBMC monitoring system

48. The two key data sources used for this analysis have been produced by the CGP partnership of CSOs and local government staff which ESSPIN has used to strengthen SBMC capacity. SBMC issues and actions are consolidated and assessed by a monitoring system which is currently managed by Civil Society and Government Partners working with ESSPIN state level specialists, but which is being progressively handed over to local and state government.
49. SBMCs keep records of education demand issues which have come up through their engagement with the school community, and keep records of their action plans in response. These reports and action plans have on numerous occasions elicited a response from local government and state government. For example, in Lagos the provision of 14 classrooms and upgrading of 6 classrooms took place in response to SBMC reports. See Annex 2 for more details.
50. During regular mentoring visits to school communities, the CGP partnership (CSO staff working in pairs with local government Social Mobilisation staff) conduct simple interviews with stakeholders in a sample of approximately 10% of school communities, recording answers in pre-set questionnaire formats against the key performance standards developed for ESSPIN Indicator 4.1. On alternate monitoring visits one of two questionnaires has been used – one on SBMC functionality and one on the extent to which SBMCs are responding to women's and children's voices. The questionnaires each asked 10-12 key questions of SBMC and community members, varying slightly by state (see Section 3 for more detail).
51. The questionnaires are carried out with a selected range of stakeholders from within the SBMC and with other community members. Findings from these questionnaires are consolidated into spreadsheets at the state level, and are used to track SBMC development progress against targets. CGP members also write regular narrative reports after each visit about the activities and issues focused on by SBMCs, containing recommendations on further action.
52. The fact that these questions were being asked may well have encouraged stakeholders to focus on prioritising those areas in their work, whether SBMC

members, community members holding SBMC members to account, or CGP members. It was intended as a performance management framework as well as an M&E framework. A similar principle is found in the new SMO report, although the key focus areas are expressed more simply to take account of differences in capacity to report and record going forward without ESSPIN support.

53. The level of detail and richness in the ESSPIN questionnaires also stems from the need to capture whether ESSPIN's standards for SBMC and CGP focus were appropriately ambitious, yet achievable. With that in mind, the Output 4 team worked to establish a M&E system which captured to the best extent possible the full range of roles and functions that they expected SBMCs to play after initial training and on through the mentoring process. The M&E system captures the perceptions of a range of stakeholders on whether they were seeing these functions, and asks them to back many of them up with concrete examples.
54. Narrative reports are being used to strengthen school support in response to community demand at LGEA level. In Kano, for example, CGP reports are sent to the Education Secretary and shared with school inspectors and supervisors. The issues raised in the reports are taken up by these officials, who advise the school on how to deal with them, especially in respect of how to negotiate administrative and government procedures to get progress. The recommendations in the CGP reports are included in inspectors/supervisors' reports to the LGEA and to the LG councils on school needs and community views. This then means that when SBMCs conduct visits to LGEA level to request government support, they should get a better hearing.
55. Social Mobilisation Departments within SUBEB are now using the CGP's narrative reports for planning at the state level. Social Mobilisation Departments in Kaduna and Jigawa report that they are using the content of narrative reports from monitoring visits to select schools for award of the UBEC self-help grant, which is 1 million Naira per school. CSO staff also use the issues they have captured from the monitoring system in advocacy with government at different levels.
56. Monitoring information is also used by SBMC State Task Teams to produce regular reports on SBMC development and community demand issues, which the Task Team then take to all the highest level decision makers in the state education system. ESSPIN specialists also use the information they receive from the monitoring system to prioritise community demand issues to take forward at the state level. ESSPIN specialists are using the monitoring system to capture areas where SBMC capacity requires further strengthening, to boost SBMC mentoring and training activities.
57. The SBMC monitoring tools and formats are currently being modified to enable LGEA level Social Mobilisation teams to conduct SBMC monitoring on their own, and to combine stakeholder reporting with their own perceptions in order to feed better

into Social Mobilisation planning. Social Mobilisation Departments will be supported to feed SBMC reporting on community demand issues into the state level medium term sector strategy (MTSS).

Review methodology

58. Basic quantitative analysis was conducted of all sources of SBMC monitoring information between the point when SBMCs had received initial training and activation (between May and September 2010), and the end of 2011, when SBMCs had received several follow-up training and mentoring visits. These sources consisted of questionnaires for community members against SBMC performance standards, administered by the CGP, and monthly activity reports provided by the CGP supporting SBMC development (narrative reports). Analysis was supported by advice from a statistician within the ESSPIN team.

Standards against which data was assessed

59. The table below shows SBMC performance standards laid out against the ESSPIN indicators. Blue text shows where this analysis exercise was able to find information against the performance standard from the questionnaires and activity reports. Green text shows where information against the performance standard was available from the CGP narrative activity reports only.

O4.1(a)	Functional SBMCs (Number of public and non-state schools with functioning SBMCs)
1	SBMC communicating and developing partnerships with other SBMCs, CBOs and organisations
2	Clear financial records kept by SBMC, shared with the community, available to SMO
3	SBMCs mobilising resources (time, funds, labour, materials/equipment) for school improvement and vulnerable groups of children
4	SBMC making requests to LGEA and SUBEB for support to schools which cannot be provided at community level
5	SBMC has received response from LGEA/SUBEB (funds, equipment, materials) according to requests
6	The SBMC is involved in the school development planning process
7	The SBMC is monitoring progress of SDP implementation and providing feedback to the wider community
8	The SBMC visits the school regularly to observe and monitor teaching and learning
9	The SBMC monitors teacher attendance regularly and takes action to address irregular attendance and absenteeism

NB	6 out of 9 should be met to be functional
O4.1(b)	Women and Children (Number of communities where SBMCs reflect concerns of women and children)
1	Women members attend all SBMC meetings (evidence in meeting minutes)
2	Child members attend all SBMC meetings (evidenced in meeting minutes)
3	Women's SBMC Committees are formed and active in SBMC
4	Children's SBMC Committees are formed and active in SBMC
5	SBMC has records of concerns raised by the Women's SBMC Committee at SBMC meetings and actions taken on these concerns
6	SBMC has records of concerns raised by Children's SBMC Committee at SBMC meetings and actions taken on these concerns
NB	4 out of 6 should be met
O4.3	Inclusive School Communities
1	SBMC mobilising the community to support the education of all children to access school (girls, boys, nomadic children, children affected by disability)
2	SBMC monitoring children's drop-out from school, the cause of it and communicating this to school and community
3	SBMC and Head Teacher taking action to address and report child protection issues in and around the school (violence, bullying, harassment)
4	SBMC encouraging interaction between parents and the school on children's well-being and learning progress

60. The regular SBMC monitoring questionnaires produced information mainly under Indicator 4.1. However, enough information was also generated through regular reporting by the CGP to provide some supporting evidence for Indicator 4.3.

61. Precise wording of the logical framework indicators has changed slightly since the SBMC monitoring was conducted. Thus wording of the CGP questionnaires for monthly monitoring was slightly different to the standards above, but not enough to make a significant difference to interpretation. See Section 3 for more detail.

Data checking

62. Three randomly selected questionnaires were checked in detail against the summary spreadsheets, to identify how accurate data entry had been. There was a generally good standard of accuracy in data entry.

63. A selection of questionnaires from all visits was reviewed to get a sense of how relevant and realistic the examples of SBMC work given were. In most cases examples started out more vague and became more concrete and detailed as CGP capacity improved and SBMC activities became more advanced. Data entry errors which included logical fallacies (two yeses in response to an either/or question, for example) were adjusted on the spreadsheets.
64. After this process, the data that could be included in the analysis represented between 3% and 20% of schools supported by ESSPIN within different states (see Annex 1 for more detail). A consistent analysis sample of at least 10% of schools would have given findings greater statistical weight.
65. It was considered whether producing one aggregate performance score across states would be useful, to get a simple indication of performance across the whole of ESSPIN. It emerged that this would not be possible, because there was substantial variation across states in sample sizes as well as in some questions used.

Questionnaire analysis

66. Analysis was conducted on all questionnaire data from the earliest and latest visits available. This ranged from visits 2 to 3 at the beginning, to visits 7 to 8 at the end. The basic analysis formula was provided by the ESSPIN statistician to provide a comparison of results between visits across all questionnaires. This data was averaged across states and standards, as presented in Section 3. Further discussion of interpretation and analysis issues is in Sections 3 and 4.

Narrative report review

67. CGP narrative reports from the review period were assessed to capture whether the issues recorded matched questionnaire respondents' views of what SBMCs were doing. The narrative reports were also analysed to highlight additional information on SBMC activities not captured by the CGP questionnaires, and for indications of where key challenges with SBMC work provided learning for ESSPIN. Limited time meant it was not possible to review all narrative reports to the same level of detail.

Setting a benchmark – what progress would be good enough?

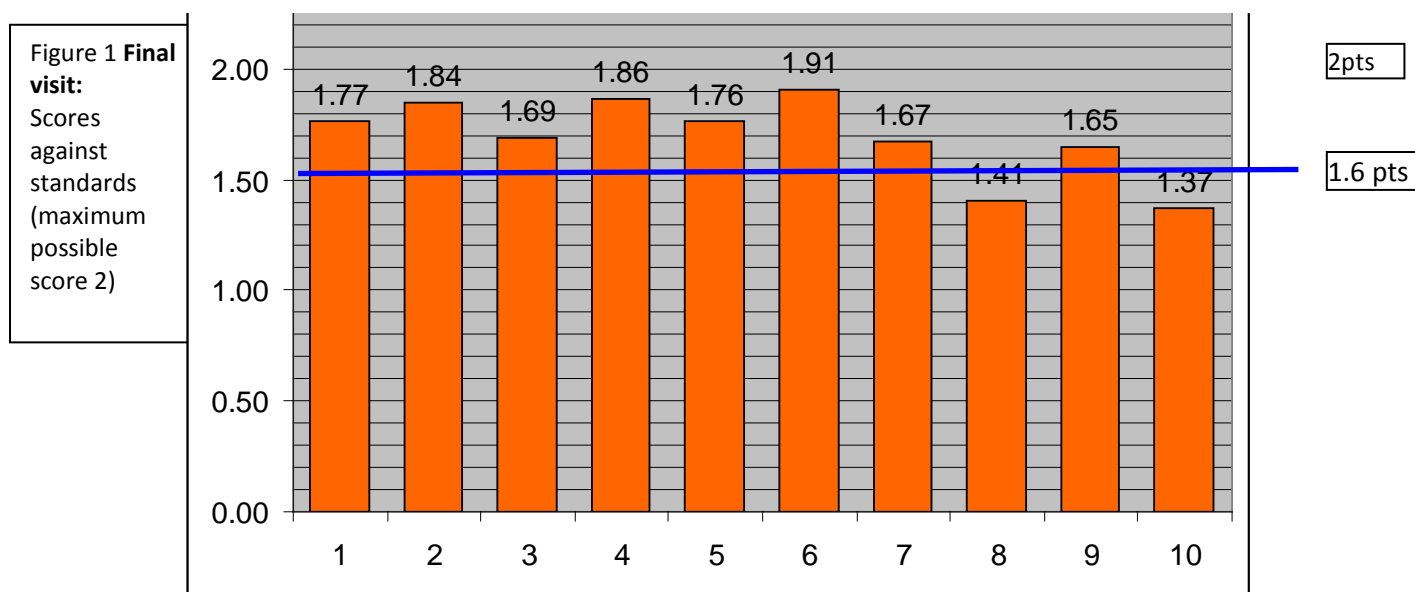
68. It was considered useful to assess whether SBMCs were reaching a high standard of performance consistent with the aim of inputs from ESSPIN. Although there were performance standards for SBMCs, there were initially no set targets for where ESSPIN expected SBMC performance to get to - i.e. it was not initially determined how well SBMCs should achieve the standards. For this analysis, it was decided to produce a benchmark that could be retrospectively applied to determine whether SBMC performance had significantly improved after ESSPIN support.

69. Most CGP questionnaires interviewed five people, three of whom were in the SBMC. For the purposes of this analysis it was assumed that if all 3 SBMC members and at least one person could report that a given standard had been reached, that would be a high positive benchmark to expect performance against by October 2011. The analysis formula gave a maximum score of 2 points for each question per person. If four people answered Yes, that would give a score of 8 for each questionnaire, resulting in a total average score of 1.6 points for that community. Thus a benchmark of 1.6 points was chosen against which to measure the results.

Findings

Functional SBMCs

70. On 8 out of 10 core SBMC performance standards, at least 80% of respondents reported that their SBMC was meeting the standard well. On the two remaining standards, 60% of respondents reported good performance. Overall, 85% of respondents reported that standards had been met.



Benchmark score of 1.6 (4 out of 5 respondents report the standard is being met)

71. Showing some gaps were the standards requiring respondents to cite specific examples of partnerships developed and committees set up. This result is likely to be linked to the finite amount of committees and partnerships that can be set up by any one SBMC, and to the less high-profile nature of this work in communities.

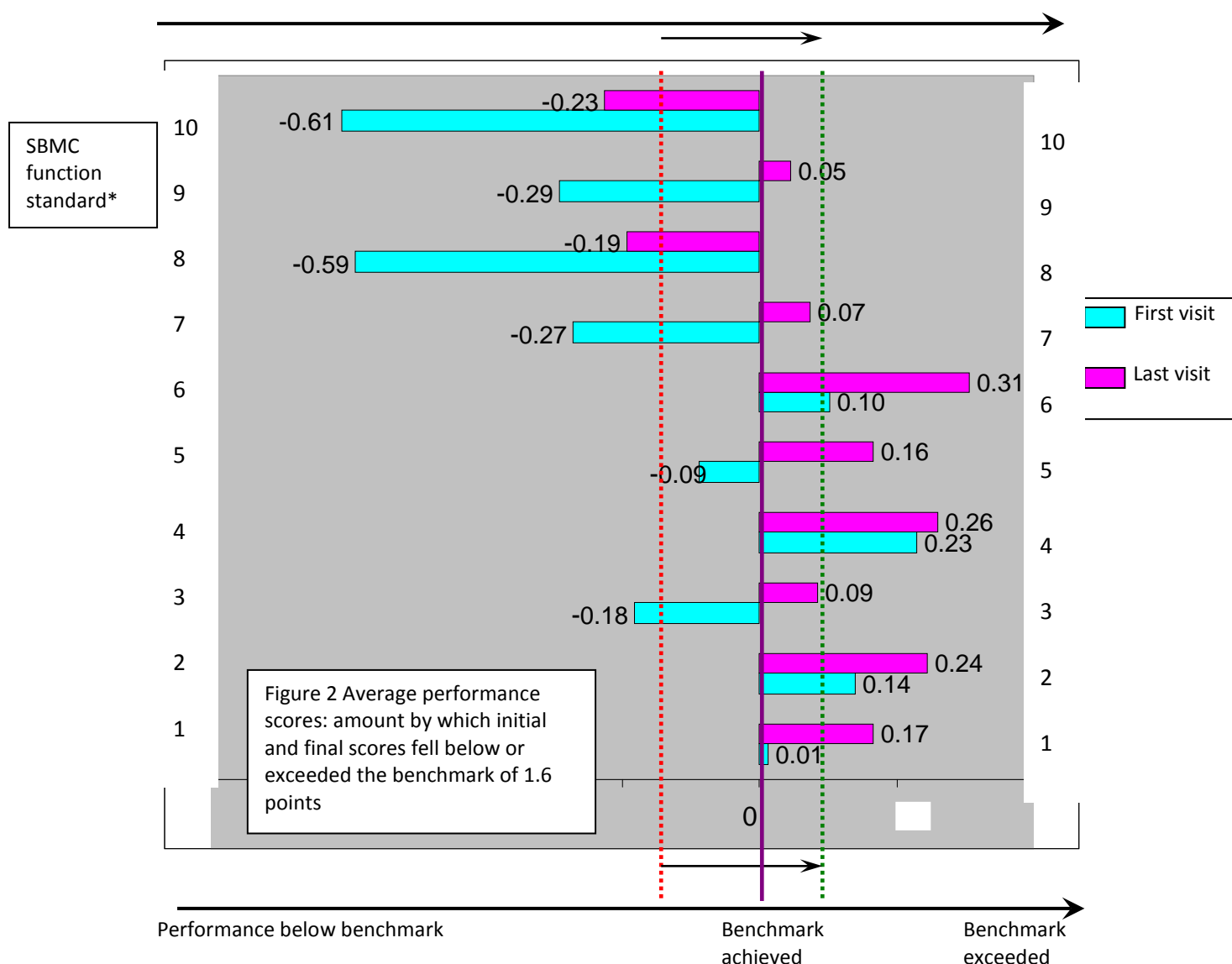
SBMC functionality standards: what respondents were asked to report on

- 1: Respondents' attendance at SBMC meetings
- 2: SBMCs improving school through monitoring
- 3: Able to give examples of improvements made through SBMC monitoring
- 4: SBMCs raising awareness on value of education
- 5: SBMCs working on out of school children
- 6: Able to give examples of SBMCs solving problems of out of school children

- 7: SBMC setting up associated committees (e.g. finance, women's, children's)
 8: Able to give examples of committees that have been set up
 9: SBMCs developing partnerships with other institutions
 10: Able to give examples of partnerships developed.

Did SBMCs' performance improve after mentoring?

72. Aggregated data shows that after initial training, SBMCs were functioning relatively well but were not yet performing at the high standard represented by the 80% benchmark score. After most mentoring and CGP follow up support had taken place, performance against functionality standards was substantially above the benchmark.



..... The average **starting point** across all standards in relation to the benchmark (on average, SBMCs' performance was rated as 0.15 points below the benchmark score of 1.6 points). This suggests that initial training had given SBMCs a good basic level of capacity, but

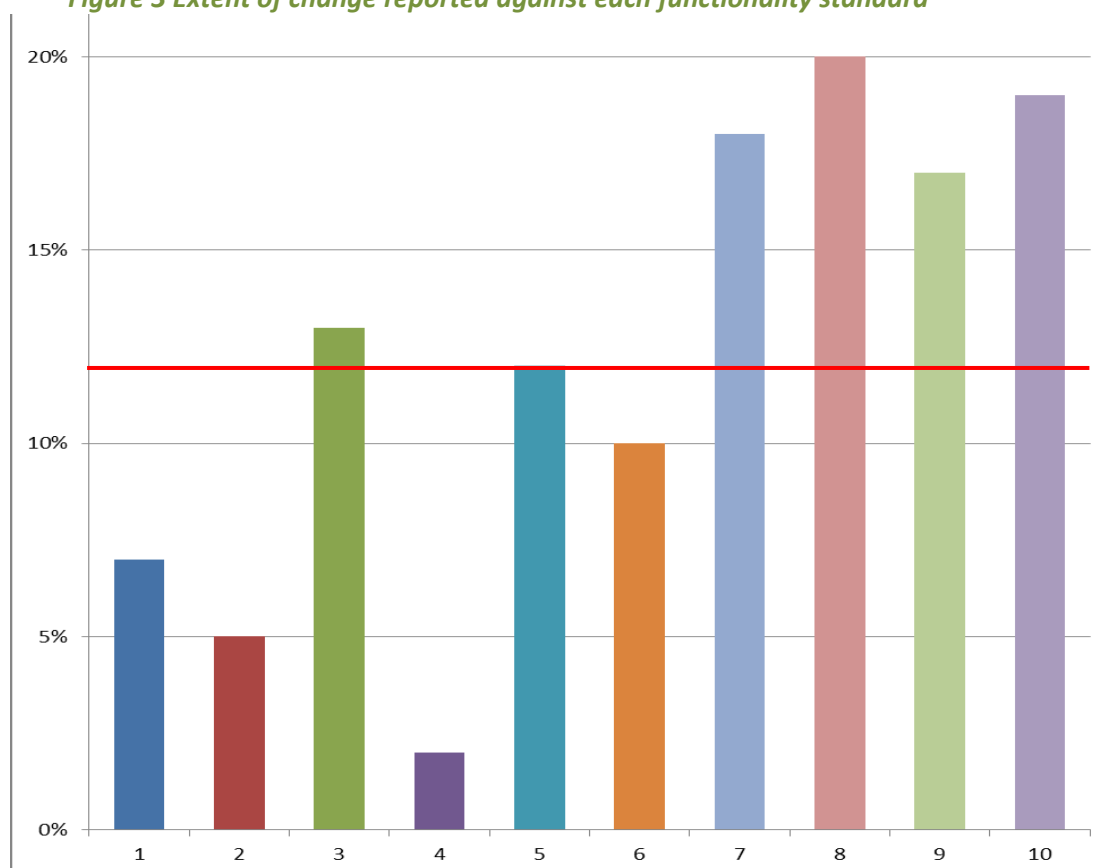
design assumptions were correct that more input was needed to ensure a high standard of performance.

..... By the end of Visit 8, **SBMCs' final functionality** was rated as exceeding the benchmark across all standards by an average 0.09 points. The average improvement across all performance standards was 0.24 points, which translates to an overall **15% improvement as a percentage of the benchmark**. This suggests that the mentoring visits and follow-up training had a strongly positive effect.

Which areas of SBMC function improved the most?

73. All areas of performance improved, some by close to 20%. Average rates of improvement against each performance standard were 12%, a substantial achievement.

Figure 3 Extent of change reported against each functionality standard



***SBMC functionality standards: activities reported by community respondents**

- 1: Attendance at SBMC meetings
- 2: SBMCs improving school through monitoring
- 3: Able to give examples of 2.
- 4: SBMCs raising awareness on value of education
- 5: SBMCs working on out of school children
- 6: Able to give examples of 5
- 7: SBMC setting up associated committees (e.g. finance, women's, children's)
- 8: Able to give examples of 7
- 9: SBMCs developing partnerships with other institutions
- 10: Able to give examples of 9

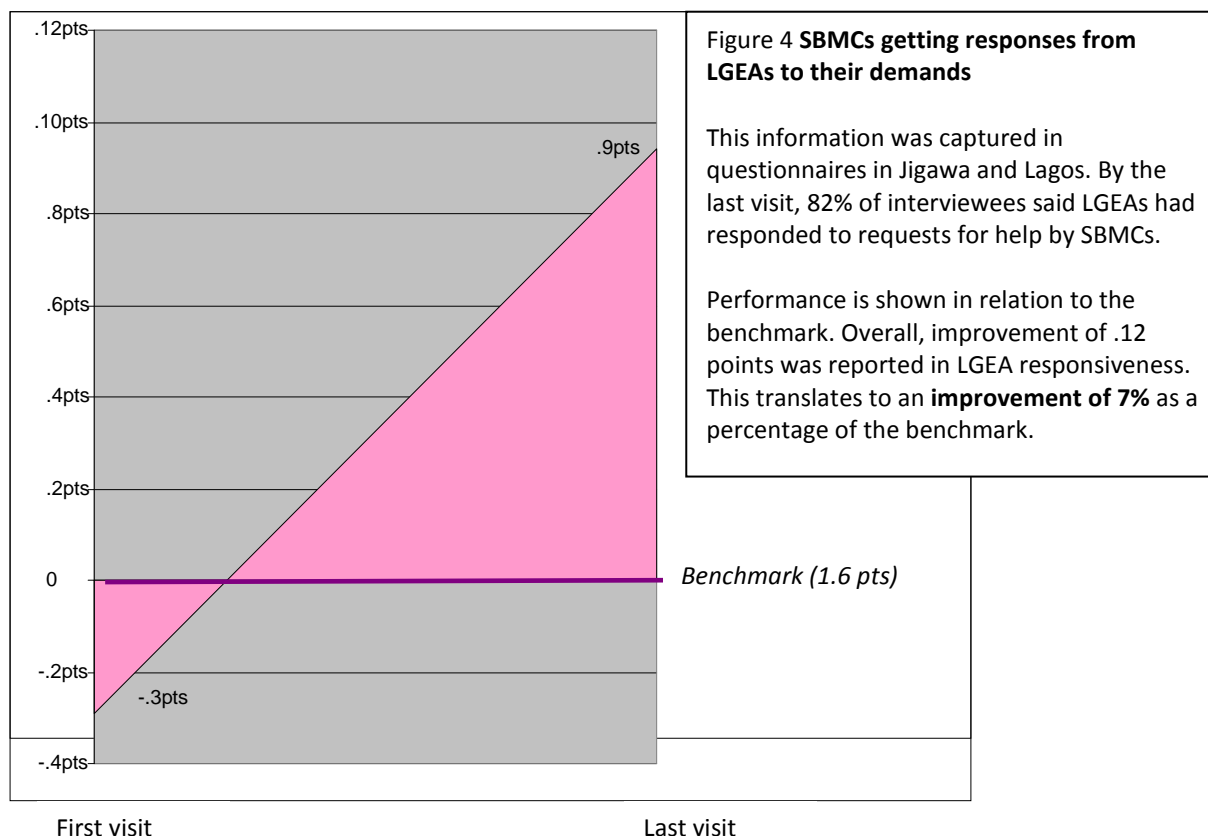
Average rate of improvement across all standards (12%)

74. Standards against which the most improvements were seen were generally those where performance had been poorer to start with. This suggests that efforts in further training and mentoring were well targeted to tackle areas of weakness.

75. The areas of greatest progress included setting up linked committees and partnerships. Substantial improvement was also seen in respondents' ability to cite examples of SBMC activities, possibly indicating that SBMC work may have been gaining more attention from communities. Review of reports and questionnaires supported this, with increasingly detailed examples of SBMC activities being given by respondents over time in many cases.

76. Progress on awareness raising was relatively low. This area was already well developed soon after SBMC training had taken place, suggesting that awareness raising is a good initial focus for SBMCs to build up their confidence with. Work on out of school children grew well during the mentoring period. Securing good attendance at meetings started off very well, yet continued to improve, suggesting a strong and continuing level of interest generated by SBMCs in their work.

Additional areas of SBMC functionality reported in some states



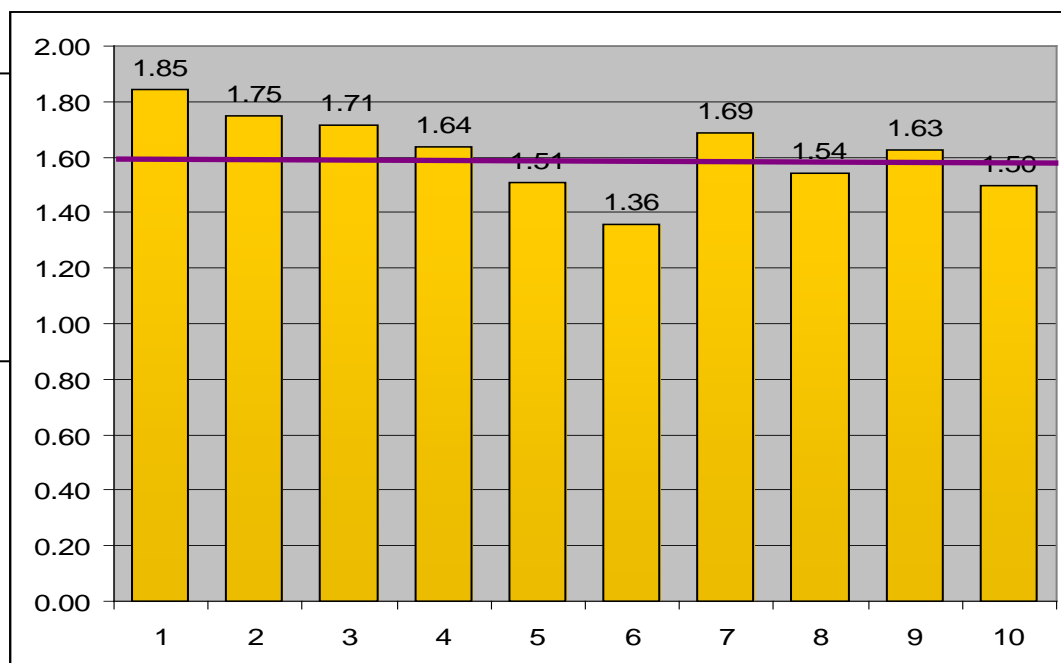
Sharing school resources and plans with communities

77. Kwara, Kaduna and Kano asked respondents whether the SBMC had provided information about the school. Jigawa and Lagos collected information about whether SBMCs had involved communities in school development planning. While reported performance against these standards was over 90%, they were too different to compare precisely. Further review also showed that each question had been interpreted in varying ways, making comparison impossible. Further investigation would be needed to determine impact against this indicator more accurately.

SBMCs reflecting concerns and voices of women and children

78. On average 81% of respondents reported that 'voice' standards were being met by the end of the reporting period. For each standard*, the benchmark was met or exceeded in six areas of performance. 80% of respondents reported a good level of performance in these six areas. In the other four areas of performance, at least 68% of respondents reported that the standard was being met.

Figure 6
Final visit:
Scores
against
standards
(maximum
possible
score 2)



Benchmark of 1.6 (80% of respondents report the standard is being met)

79. Areas where standards were not reported by a sufficient majority of respondents were children putting ideas forward (and respondents able to give examples of these); respondents giving examples of women's ideas that SBMCs had acted on; and respondents giving examples of children's ideas that SBMCs had acted on. However, at least 68% of respondents cited all standards as fully met.

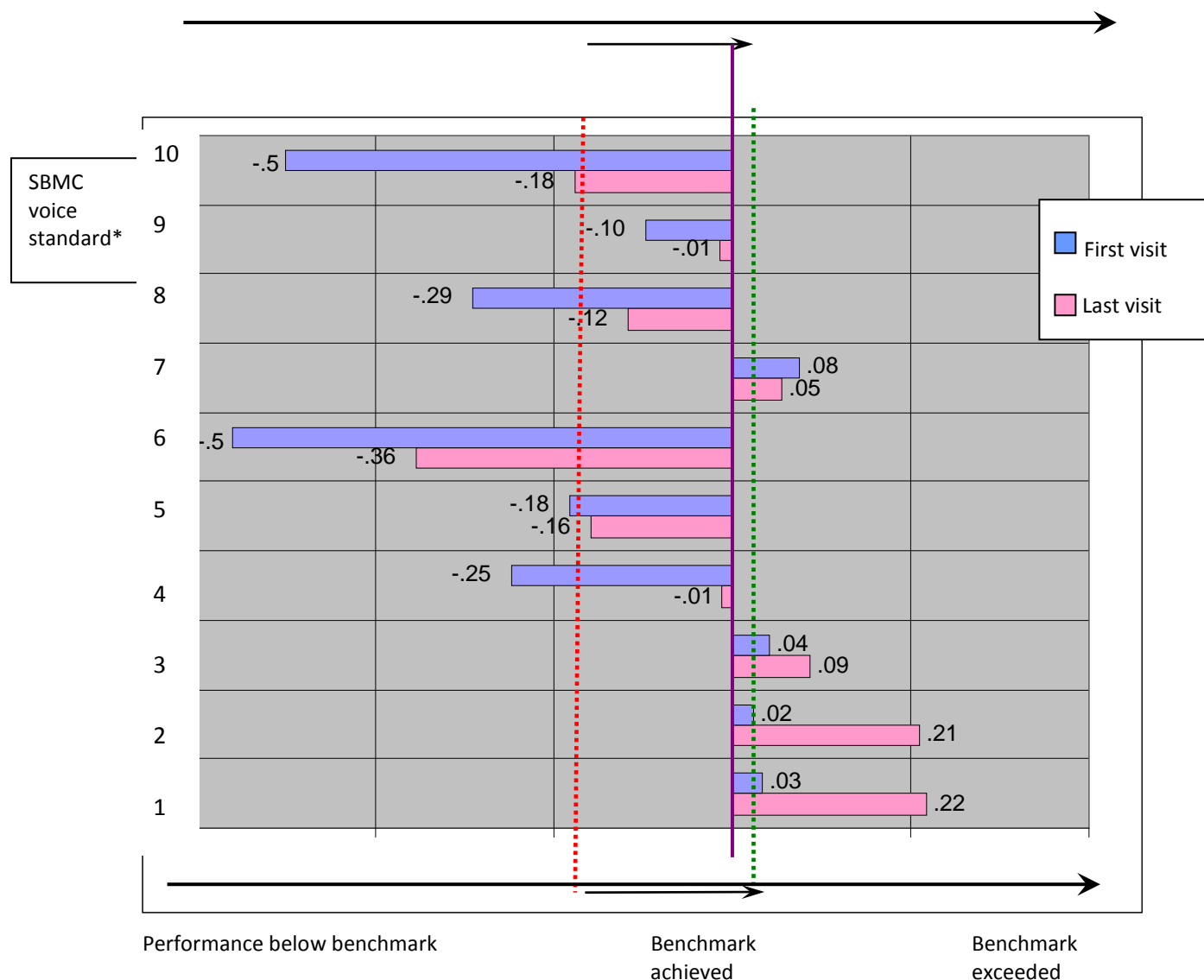
*** SBMC voice standards: what respondents were asked to report on**

- 1: Women attending all/nearly all SBMC meetings
- 2: Children attending all/nearly all SBMC meetings
- 3: Women putting forward suggestions in SBMC meetings
- 4: Able to give examples of women's suggestions heard in SBMC meetings
- 5: Children putting forward suggestions in SBMC meetings
- 6: Able to give examples of children's suggestions heard in SBMC meetings
- 7: SBMC action in response to women's ideas
- 8: Able to give examples of SBMC action responding to women's ideas
- 9: SBMC action in response to children's ideas
- 10: Able to give examples of SBMC action responding to children's ideas.

Did SBMCs show good performance on women & children after mentoring?

80. Initially, on the majority of standards for women's and children's voice, SBMCs were well below the 80% benchmark score¹. After some mentoring and follow up, performance against 6 out of 10 standards was close to, at, or above the benchmark.

¹ excluding Lagos



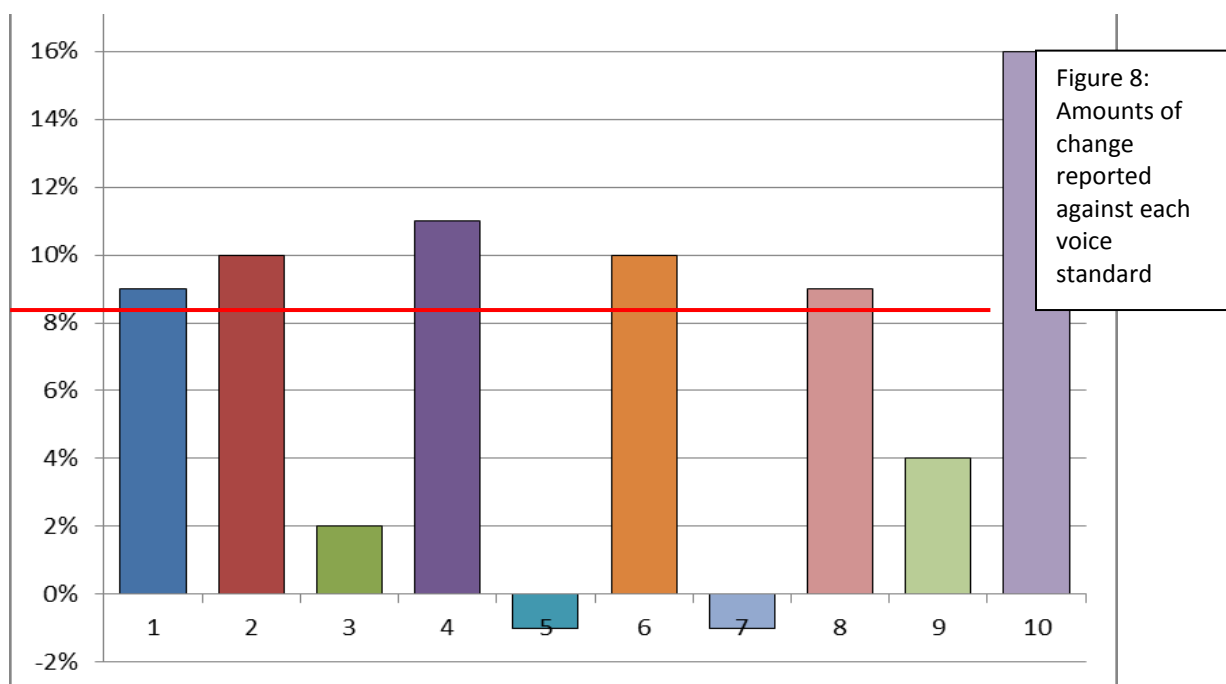
..... Average starting point across standards in relation to the benchmark (on average, SBMCs' performance in promoting voice was rated as 0.17 points below the benchmark of 1.6 points). SBMCs started off after initial training with a slightly lower average performance level on voice than on general functionality.

..... On average, by the end of visit 8, SBMCs' reported performance in promoting voices of women and children exceeded the benchmark by .02 points. The average improvement across all performance standards was 0.19 points, which translates to an overall 12% improvement as a percentage of the benchmark. This suggests that mentoring visits and follow-up trainings in this area had a positive effect, but also reflects the fact that much of the planned mentoring support on women's and children's participation had not taken place at the time of assessment.

81. Women's attendance at meetings started well, and children's attendance improved dramatically. SBMC action in response to women's ideas, when women were enabled to participate, appeared to have made strong progress.
82. Areas where starting points were low, and where progress had not met the benchmark by the end of reporting, included women and children making suggestions, and SBMC actions in response to children's ideas. Review of the questionnaires indicated several areas where children's ideas had been acted on by SBMCs – but relatively low incidence of children speaking out in the first place.

Which areas of responding to women & children progressed most?

83. Rate of change against each performance standard (excluding Lagos) showed mostly positive change, but against some standards there was weak or negative change.



*SBMC voice standards: activities reported by community respondents

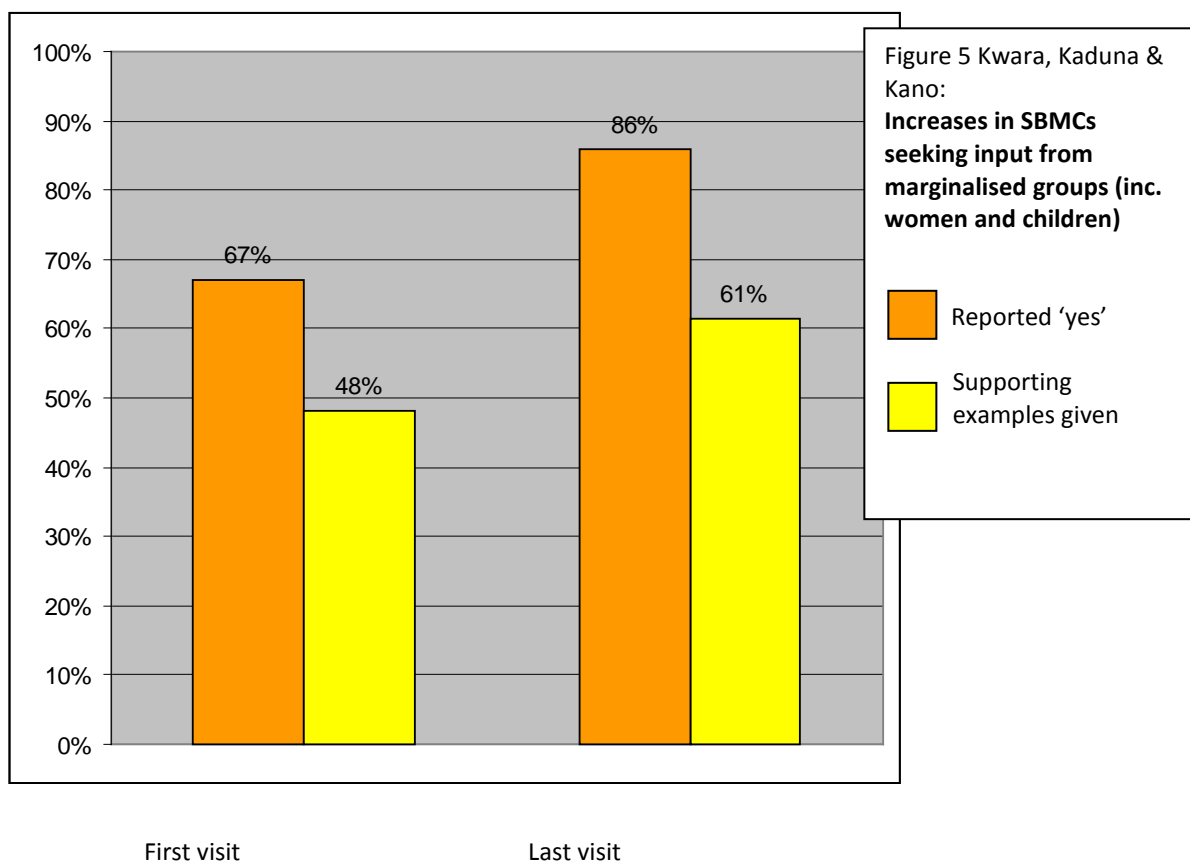
- 1: Women attending all/nearly all SBMC meetings
- 2: Children attending all/nearly all SBMC meetings
- 3: Women putting forward suggestions in SBMC meetings
- 4: Able to give examples of women's suggestions heard in SBMC meetings
- 5: Women putting forward suggestions in SBMC meetings
- 6: Able to give examples of women's suggestions heard in SBMC meetings
- 7: SBMC action in response to women's ideas
- 8: Able to give examples of 7
- 9: SBMC action in response to children's ideas
- 10: Able to give examples of 9

Average rate of improvement across all standards (7%)

84. The weakest rates of change were around SBMCs taking up women's ideas, while the highest rates of improvement were around SBMCs taking up children's ideas. This fits with data showing that women's participation started off stronger than children's participation, which is borne out by Little and Lewis (2012). Because different respondents were interviewed each time, it is not necessarily the case that women's participation slowed or reversed, however.

Inclusive school communities

85. SBMC questionnaires in Kwara, Kaduna and Kano focused on whether SBMCs were seeking input from marginalised groups. This related to ESSPIN indicator 4.3 on inclusive school communities.



86. Initially, SBMCs reported asking marginalised groups for input were relatively low. By the end of the reporting period the benchmark of 80% had been substantially exceeded. Respondents' ability to give examples of how SBMCs had sought input from excluded groups went up correspondingly. This suggests that SBMCs were making concrete efforts to engage with excluded or voiceless people.
87. Questionnaires mentioned engagement with minority ethnic groups as well as with women's groups and children. Engagement with disability was mentioned in

approximately 5% of questionnaires reviewed, but examples given describe acting on behalf of people with disabilities more than listening to them directly. However, there was some evidence of young people with disabilities taking an increasingly active part in SBMC meetings, indicated by quotes like this: 'I am here despite my disability to give my view' (Kwara).

88. Many of the CGP reports on SBMC activities also described SBMCs increasingly seeking input from marginalised groups. The most common mention of this was in descriptions of SBMCs seeking input and dialogue from ethnic minority leaders. On gender issues, SBMCs reported making alliances with women's groups, but there was no mention of linkages with disability groups. Issues around SBMCs supporting participation in school for children with disabilities were increasingly mentioned in questionnaires by respondents. SBMC members were usually described as taking action on behalf of people with disabilities rather than consulting with them.

SBMC performance rankings by state

Functional SBMCs (ESSPIN indicator 4.1a)

89. In each state, at least 70% of respondents stated that all standards had been met by their SBMC.

Ranked by rate of improvement, averaged across standards

State	Rate of improvement (points scored)	final average performance score
Kwara	0.36	1.43
Kaduna	0.34	1.63
Jigawa	0.32	1.58
Kano	0.14	1.72
Lagos	Comparison not possible	1.63

90. The ambitious benchmark of 4 out of 5 respondents stating that all standards had been met was reached or exceeded in 3 states, with Jigawa very close. Reporting and questionnaires indicated that in all states SBMCs were generally strong on increasing enrolment and attendance, tackling needs for new teachers and buildings, raising issues of corporal punishment and poor teaching practice, and supporting vulnerable children back to school.
91. Kwara's final performance rating was lowest, but the rate of improvement was highest. This may be attributable to more difficult starting conditions in Kwara, and/or more careful or conservative reporting of stakeholders' responses by the CGP. Review of the questionnaires indicated that Kwara's CGP appeared to have been particularly conscientious in recording responses precisely and carefully. Questionnaires from Lagos also often had these features.

92. It is impossible to say to what extent CGP reporting approaches affected reporting of SBMC functionality, but in general where CGP members were recognised within ESSPIN as having stronger capacity, both narrative reports and questionnaire answers were more detailed.
93. Frequent challenges reported across states included SBMC members requesting ID cards to improve acceptance when fundraising and visiting government, as well as disruption to SBMC activities by political campaigning or gang violence.

SBMCs responding to women's and children's voices (ESSPIN indicator 4.1b)

94. In each state, at least 67% of respondents stated that all standards for seeking and responding to women's and children's voices had been met by their SBMC.

Ranked by rate of improvement averaged across standards

State	Rate of improvement	final average performance score
Kwara	0.35	1.63
Jigawa	0.29	1.66
Kaduna	0.00	1.33
Kano	-0.06	1.68
Lagos	Comparison not possible	1.79

95. The benchmark of 4 out of 5 respondents (80%) stating all standards for this indicator had been met was reached or exceeded in 4 states.
96. Lagos's final performance appeared by far the strongest, but this is likely to be at least partly due to the fact that only SBMC members were interviewed on these questions.
97. Kaduna's performance was surprisingly low, both in terms of rate of improvement and final level of standards met. There may be different factors responsible, ranging from lower capacity of CGP members to record positive community responses to questions, or bigger starting difficulties in promoting women's and children's voices. Nevertheless, some further investigation by the state team into voice and participation at grassroots level may be a good idea.

Discussion of key findings

General SBMC functionality versus responding to women and children

98. By October/November 2011, SBMC functionality scores were generally higher than women's and children's voice scores. This is consistent with the fact that showing SBMCs 'how to' involve vulnerable groups was expected to be a more challenging area; also that work on this started later and is about halfway through. This finding is consistent with the findings of Little and Lewis (2012), that women's and children's

participation was, relatively speaking, a weaker area of SBMC function at October 2011.

99. The correlation of these two findings is an encouraging sign that internal monitoring is keeping pace with what independent external investigations have found. It's also a good sign that the design of the internal monitoring system is relatively robust, despite relying on stakeholder perceptions through the layer of CGP enumeration.
100. The slightly lower level of performance against the women's and children's participation standards is consistent both with expectations that 'voice' would require work to help SBMCs overcome entrenched participation barriers, and with the fact that mentoring support on 'voice' started some time after other areas of mentoring. This is being stepped up in Spring 2012, with research taking place to help strengthen SBMC women's committees, and new community facilitator roles in ESSPIN school communities to support children's participation.
101. The apparently poorer levels of improvement on women's participation towards the end of the reporting period should be kept in mind, in case they are an indication that efforts to boost women's participation were slowing at the time of reporting. Was the job considered done by SBMCs?
102. The perception of ESSPIN staff and experts is that a great deal of activity is happening around women's and children's participation (at March 2011), and therefore that results in this area should be higher than these findings suggest. This may be mainly due to the time lag since the questionnaires were produced, or it may be due to bias resulting from the emphasis that the ESSPIN Output 4 team is placing on women's and children's participation. Assuming it is the former, a further investigative visit once the next phase of support to this area has been delivered may well find that much more dramatic progress has been made since the available evidence was produced.
103. Other areas of SBMC performance raised in CGP reports and questionnaires included basic support to SBMC members. Several were concerned that they lacked appropriate ID to gain credibility when fundraising, for example. A few mentions were made of training not having been backed up with expected materials.

What issues have emerged in relation to women's and children's voices and priorities?

104. The biggest issue attributable to women's voices in questionnaires has been quality of teaching. A secondary issue raised by women has been children who lack access to school for various reasons.

105. Women and children have both raised excessive punishment (it is unclear to what extent women have brought up issues raised by their children); and women and children have both raised disability.
106. The biggest issue attributable to children's voices has been safety in the school environment; particularly natural hazards like insects and livestock, violence around the school, and unsafe toilets and water. A secondary issue raised by children has been lack of access to learning materials, particularly books and play equipment. This is consistent with issues raised by children across other Save the Children education programmes.
107. Most of these issues appear to have received active and thoughtful response by SBMCs. In Lagos, one SBMC cluster tackled a problem of consistent lateness to school by consulting children, who said that food sellers in the school were selling them breakfast after lessons had started. SBMC leadership arranged with the food sellers to provide breakfast before lessons, and the issue was resolved.
108. Most challenging perhaps has been the issue of unsafe schools due to violence and occupation by gangs and unemployed youths. This issue appears particularly extreme in Lagos, but comes up in narrative reporting and examples in other states.
109. Changes in attitudes to women's and children's participation were apparent from comparison of questionnaires. In Kwara and Jigawa particularly, there is a clear progression over time in examples given from inappropriate ideas about participation – we let them participate, we asked the women to bring their children to school, we asked the children to clean the school yard - towards specific examples being given where women and children have been listened to and action has been taken.

Overview of SBMC activity and effectiveness

What key issues are SBMCs working on in response to community demand?

110. Based on questionnaires and narrative reports, the following challenges were frequently raised by SBMC members and other community members:
- Severe need for more teachers and classrooms – in several cases this is reported as due to the increase in enrolment promoted by SBMCs. Forthcoming School Survey data will help to find out more about additional numbers of children enrolled in school through SBMC action.
 - Need to engage with minority ethnic communities and encourage them to send their children to school. In some cases this has led to SBMCs changing how schools are run, for example recruiting teachers who speak minority languages.

- Making schools more acceptable to communities by recruiting Quranic teachers – in Jigawa and Kano especially.
 - Access problems due to school fees/poverty, disability and teenage motherhood
 - Feeding children at school
 - Dealing with truanting and lateness. One SBMC Chairman in Lagos has been reported as going out in disguise to catch children playing when they should be in school. However, a few reports cause concern in that SBMCs have asked police or youths to ‘drag’ children to school if they are late.
 - Lack of attendance due to child labour/family work. This has been a major area of community awareness raising and mobilisation for many SBMCs, and appears to have led to significant improvements in attendance. There is cause for concern that punitive approaches are being taken by some SBMCs – such as a report from Kwara that an SBMC asked police to arrest parents if they sent their child hawking in school hours. Some reported strategies employed to bring cattle herding children into school may also be counter-productive, such as imposing fines on parents or denying Fulani families access to the village water-well because they don’t send their children to school. It would be useful to consider how training and mentoring can provide appropriate messaging and dialogue on punitive approaches, in order to avoid further unintended negative effects in replication of SBMC development.
 - Holding teachers to account, particularly on turning up to class, reducing ‘excessive punishment’, and ending practices of taking children out of school to run errands. Some instances of protecting girls from harassment by teachers.
 - Getting government not to transfer teachers away from schools; getting abusive or absentee teachers removed.
 - Repair and improvements to school facilities and grounds
 - Getting government support for revitalising closed or moribund schools; schools affected by emergencies (especially in Lagos); and schools affected by poor quality or stalled construction work.
- Tackling conflict in and between communities around disputed access routes to schools; youth violence in and around schools; disputed building works, etc.

Where are SBMCs mobilising funds and material resources from?

- Local philanthropists
- Local businesses and artisans
- Community endowment funds
- Old boys networks
- Religious organizations
- Women's associations
- Corporate organizations
- Taxing outsiders to come to the community to chop wood and take it away, etc.

Table of SBMC activities and achievements

111. The table below shows the main range of issues addressed by SBMCs as mentioned in CGP narrative reporting, and the types of action being taken in response to the various types of challenges. SBMCs are clearly working across the full range of their remit. This is supported by similar information from review of the questionnaires.

Category of issue/category of action	Safety and security on way to and in school	Journey to school - cost, difficulties	School buildings	Response to emergency	Toilets / water	School environment/ cleanliness	Furniture	Learning materials	Lack of/loss of teachers	Teachers on task/ Improving learning
CSO advocacy after issue raised by SBMC					X				X	
SBMC members engaged with teachers and students						X			X	X
Mobilised action by community leaders	X		X	X			X	X	X	
Mobilised funds/in kind gifts from community		X	X	X	X	X	X	X		
Promoted change in parent/ community behaviour	X					X				
Mobilised action from LGEA	X		X	X	X			X	X	
Mobilised funds/materials from LGEA			X	X	X			X		
Mobilised action from SUBEB			X		X				X	
Mobilised funds/materials from SUBEB			X							

Category of issue/category of action	Corporal punishment	Abuse or exploitation of children	Child labour (esp hawking by girls)	Truancy - ch playing outside school	General enrolment/r e-enrolment	Supporting young mothers back to school	Supporting children with disabilities to/back to school	Poorest children to/back to school	Child welfare (food, clothing, health etc)	Changing school management in response to children's concerns
CSO advocacy after issue raised by SBMC				X			X			
SBMC members engaged with teachers and students	X	X	X		X		X		X	X
Mobilised action by community leaders			X	X	X			X	X	
Mobilised funds/in kind gifts from community										
Promoted change in parent/ community behaviour	X	X	X	X	X		X			
Mobilised action from LGEA		X								
Mobilised funds/materials from LGEA										
Mobilised action from SUBEB										
Mobilised funds/materials from SUBEB										

Conclusions

112. Findings from this analysis strongly suggest that SBMCs received useful support to build a strong foundation across a range of capacities. As well as enabling SBMCs to deliver a wide variety of positive changes in education (see Section 3.11; also Little and Lewis, 2012), this foundation should boost SBMCs' chances of operating well for the medium to long term.
113. In general the correlation between findings from this analysis and the findings from Little and Lewis (2012) is strong. This offers an encouraging sign that ESSPIN's internal monitoring is keeping pace with what external investigations are able to find; suggesting that the design of the internal monitoring system has been relatively robust.

Results of review of narrative reports and questionnaires

How has the working of SBMCs improved? (indicator 4.1a: functioning SBMCs)

114. SBMCs in five states were functioning relatively well across most performance standards after initial training. After several months of mentoring and follow up training visits from CSO and local government teams, SBMCs' functionality then exceeded a high level of performance across all standards. SBMCs made an average 15% improvement in their journey towards the intended level of performance.
115. There is strong evidence of delivery against the ESSPIN logical framework indicator O4.1 (number of schools with functional SBMCs). A strong majority of SBMCs are reported by local stakeholders as functioning well against the standards set by ESSPIN. In each state, at least 70% of respondents gave information describing that all standards had been met by their SBMC. The average was 85%.
116. Overall, on 8 out of 10 performance standards, at least 80% of respondents reported that their SBMC was meeting the standard well by the end of the reporting period. On the two remaining standards, 60% of respondents reported good performance. The standards against which the most improvements were seen were those where performance had been poorer to start with. This suggests that efforts in training and orientation were well targeted to tackle known areas of likely weakness.
117. There is therefore evidence from this analysis that most SBMCs were reaching a high level of functionality by the end of the reporting period. This is supported by Little and Lewis (2012), which found that local stakeholders in direct interviews and discussions gave a range of examples of good SBMC performance during the same time period (Autumn 2011). It is likely that the 2012 milestone for this indicator will be met or exceeded.

*To what extent has the participation and voice of women and children been enhanced?
(indicator 4.1 b: reflecting concerns of women and children)*

118. If SBMCs are to make significant and sustainable differences to access, quality and equity issues in education, their ability to prioritise and respond to the voices of vulnerable and excluded education stakeholders will be essential. This point is underlined in Little and Lewis (2012).
119. Results from questionnaire analysis were positive, although slightly less strong than for general SBMC functionality. In each state, at least 67% of respondents stated that all standards for seeking and responding to women's and children's voices had been met by their SBMC. The average was 85%. 6 out of 10 performance standards relating to women's and children's voices, at least 80% of respondents reported that their SBMC was meeting the standard well by the end of the reporting period. For the four remaining standards, 60% of respondents reported good performance.
120. The evidence from this analysis indicates that most SBMCs had reached a good level of performance in seeking and responding to women's and children's voices by the end of the reporting period, but that further support would be useful to ensure a high standard of sustainable performance in this area. It seems likely that the 2012 milestone for this indicator will be met.
121. Review of questionnaires and CGP reports suggested that issues with women's participation, while initially challenging, were being tackled by SBMCs. Getting meaningful and frequent participation from children had not progressed so well, although some SBMCs were regularly making major changes in response to children's ideas. This area is currently a major focus for ESSPIN's Output 4 team.
122. These findings are illuminated by Little and Lewis (2012), which found that local stakeholders were reporting positive change on women's and children's voices in the same time period, but that significant challenges to genuinely strong participation in SBMC work for women and children remained. These challenges to women's and children's participation and voice within SBMC work are being addressed within the design of ongoing ESSPIN support to SBMC development and replication.

Responding to marginalised groups (indicator 4.3: building inclusive school communities)

123. 86% of questionnaire respondents in three states felt that SBMCs were making good efforts to engage with marginalised people in their communities, including women, children, minority ethnic groups and people with disabilities. 61% were able to provide specific examples of SBMC efforts to engage with and respond to these groups' priorities, an increase of 13% from the start of monitoring.
124. Many of the CGP reports on SBMC activities also described SBMCs increasingly seeking input from marginalised groups. The most common mention of this was in descriptions of

SBMCs seeking input and dialogue from ethnic minority leaders. On gender issues, SBMCs reported making alliances with women's groups.

125. Issues around SBMCs supporting participation in school for children with disabilities were increasingly mentioned in questionnaires by respondents. SBMC members were usually described as taking action on behalf of people with disabilities rather than consulting with them. There was some evidence of young people with disabilities taking an increasingly active part in SBMC meetings.

Going deeper into key areas of SBMC performance

Informing communities about school resources and planning (linked to indicator 4.1a):

126. Two states were able to collect information on whether SBMCs had involved communities in school development planning. Three states collected information on a similar standard, about SBMCs sharing information on the school with community members. By the end of the reporting period, these standards were reported as being met by over 90% of respondents. However, the difference in specific questions meant that this standard can be viewed as probably being met, rather than being met with full confidence.

Getting good responses to community demands for improving education (linked to indicator 4.1a):

127. Community education demand is receiving strong levels of response from within communities, and improved levels of response from government. Questionnaires and narrative reports indicated that some form of resources was being secured by all SBMCs from communities and private sources in response to demand by Autumn 2011.
128. Review of questionnaires and narrative reports further concluded that many SBMCs managed to get resources provided by either communities, philanthropists or government across all major categories of demand raised by communities (see Section 3.10.3). By Autumn 2011, 82% of interviewees said that LGEAs had responded to requests for help by SBMCs, representing an improvement of 7% in the journey towards the ESSPIN benchmark. Good initial levels of LGEA responsiveness in these two states (78% of respondents initially gave positive reports) suggest that ESSPIN's ground-laying policy work, activation and training of SBMCs had provided a supportive environment for LGEAs and SBMCs to work together. LGEA responses to SBMCs did not always involve provision of resources, and did not meet all resource needs. Review of narrative reports indicated that LGEAs did provide resources in response to SBMC requests in a reasonably good range of circumstances.
129. Information against this standard was also produced by Little and Lewis (2012). Again, here LGEAs showed good responsiveness to community demand by Autumn 2011. However, it was clear from this research that LGEAs were constrained by their own lack of resources and were unable to provide funding to meet many of the needs identified by SBMCs.

130. This review of questionnaires and activity reports supported Little and Lewis's findings that further work is needed by ESSPIN and partners to support downward resource flows for meeting community demands to fund basic levels of quality education provision. This is becoming increasingly urgent now that SBMCs have stimulated community demand for education: most SBMCs reported increased enrolment due to their work to improve community awareness and trust in education, and as a result, narrative reports show many SBMCs reporting overcrowding in schools which have inadequate capacity to cater for the number of children in communities.

Comparison of findings with review questions

Questionnaire analysis

131. Was the design of the ESSPIN model appropriate and effective – did it lead to SBMCs fulfilling the roles and responsibilities which were negotiated between state actors and communities, and did that lead to benefits to children's education? This analysis has found that it did. SBMCs were found to be fulfilling the key roles and responsibilities which were negotiated between state actors and communities, and benefiting children's education in a range of areas.
132. What do stakeholder questionnaires reveal about levels of SBMC functionality against ESSPIN indicator targets and detailed performance standards? SBMCs were found to be functioning across all the range of areas which ESSPIN's SBMC development programme had intended in its design.
133. Which areas of SBMC functionality appeared to be working well as a result of training and initial SBMC set-up support, and which took more time to develop as a result of subsequent mentoring? Engaging with communities and taking an ambitious range of actions to improve schools started strongly after SBMC training. Working on out of school children, and responding to issues raised by women and children, such as teaching quality, child protection and inclusion, have taken longer but show encouraging progress.
134. The questions on voices of marginalised groups brought out higher than expected examples of SBMCs taking action on the concerns of people with disabilities. A more systematic check of all the questionnaires would be needed to find the proportion and spread of reported responsiveness to issues raised by disabled people, but the reviewer was pleasantly surprised by the extent to which these did come up. More frequent were non-disabled women and children raising issues of children with disabilities struggling to get to school, or having dropped out of school. A rough estimate of the questionnaires reviewed (which totalled approximately 200) would suggest that disability was raised by stakeholders in about 1 in 20 responses, fairly consistently from the beginning of the review period to the end.

135. What issues and trends did the questionnaires reveal for future SBMC work? In Lagos community engagement was affected by difficulties with the cluster model of SBMCs, making outreach to the whole school community difficult. The political engagement of many cluster SBMC members led to frequent reports of SBMC activity being suspended due to election campaigns. The next stage of replication of SBMC work in Lagos will take SBMCs down to school level to tackle these problems through the SBMC restructuring reforms.
136. Which key areas of SBMC function are progressing more slowly and may need extra support in future? Children's participation is the slowest but progress is as expected, and community facilitators are the next step. LGEA responsiveness, where reported, is relatively good.

Narrative reports

137. To what extent do other sources of information, including regular narrative reports produced the CGP, support and enhance the findings from the questionnaires? A strong similarity between narrative reporting and questionnaire content was found. The issues and trends reported by CGP members in their narrative reporting were broadly consistent with issues reported directly by community and SBMC stakeholders in the questionnaires.
138. How far did the results of the questionnaires chime with internal ESSPIN staff perception of progress made in helping SBMCs work actively? Results fit well in most cases, apart from in Kaduna. There is some gap between staff perception of progress in relation to women's and children's voice, and monitoring results.
139. To what extent has developing SBMCs solved the major education challenges faced by communities in ESSPIN states? Narrative reports suggest that LGEAs are not sufficiently resourced or empowered to tackle many of the key issues presented to them by SBMCs consistently and effectively.
140. The narrative reports provide inconsistent information on specific numbers of children benefiting from changes instigated by SBMCs, as they were not designed primarily to capture this information (being more focused on SBMC functionality, in order to bring out any weaknesses in the SBMC development model in enough time to allow corrective inputs). As ESSPIN's SBMC model is replicated by state and federal governments, the Output 4 team have designed a new reporting format for Social Mobilisation Officers to capture simpler and more quantitative information on SBMC activities and impact.
141. What issues and trends did the narrative reports reveal for future SBMC work? The reports show insight into reasons for school safety and security issues being raised by respondents (particularly in Lagos); and insight into what issues LGEAs have not been able to satisfactorily resolve (such as needs based funding, contractor management and teacher supply). Narrative reporting provides less insight into the factors in boosting or delaying women's and children's participation.

Success factors

Why did SBMCs start well and go on to do better?

142. It is not possible to conclusively demonstrate exactly what has caused the positive patterns emerging from this analysis, but there is consensus among local, ESSPIN and non ESSPIN stakeholders that key factors were 1) having clear state specific SBMC policy guidance from the start, 2) coherently supporting and expanding on policy through quality training, and 3) having supportive problem solving visits from the CGP.

Government visibility and commitment

143. Throughout these stages, the regular presence of government staff has been cited by community members as sending a clear signal that government is serious about SBMC work, so it is worth communities' time and effort to engage².
144. Narrative CGP reports from SBMC monitoring visits show quite clearly that the dynamic of demonstrating effort and getting others' effort in response is working well to deliver improvements in school quality and education access in the majority of communities. In a good proportion of communities, local government is playing its part well in this process.
145. Narrative reports in Lagos show a high level of SBMC action to resource deficiencies in the learning environment for children. Long lists of donations of equipment, funds and learning materials from individuals and local associations are seen in most reports. In more rural communities, however, particularly in Kano and parts of Kaduna, there is evidence from narrative reports that reliance on ESSPIN funding is worryingly high, apparently due to lack of other sources of funding. Whether CGPs in these areas are helping SBMCs seek resources from government is unclear – one CGP report from Kano simply mentioned that it would raise the funding issue with ESSPIN and that communities should raise money from within themselves.

CSOs building community and government capacity to problem solve together

146. The contribution of CSOs in recording community demand issues, mentoring local government staff to work with SBMCs, and facilitating problem solving discussions with SBMCs during mentoring visits is evident from the questionnaires and narrative reports. Many of the narrative reports describe discussions on areas where SBMCs have got stuck, and report how CSO staff (with their government partners) have been able to help SBMC members come to a decision on the next step. While several issues have been intractable, this problem solving approach appears to have enabled greater action than might otherwise have been the case.

² Reported during ESSPIN specialists' planning and review meeting, February 2011

Upwards information flow

147. Several CSOs are taking up issues raised by SBMCs into their own advocacy work, and are receiving training from ESSPIN to do so. Linking CSOs with SBMCs through the CGP and supporting CSOs to take up SBMC issues in advocacy provides an important external upward channel for information and accountability, independent of the internal bottom-up channels which should be developing between SBMCs and government authorities. Local government is being supported by ESSPIN to take SBMC information and demands upward into planning and problem reporting, but both external and internal pressures will be needed before resources start to regularly flow back down in response.

Why have SBMCs made positive progress on such a wide range of roles and tasks?

148. Again, this seems to be attributable to the design of SBMC function standards based on state and grassroots level consultations, and clear messaging and materials showing that government and communities support an ambitious range of functions for SBMCs. There have been no reported instances of SBMCs getting criticised by government for going outside their remit, or, conversely, SBMCs only focusing on a narrow range of activities. The questionnaire analysis shows most SBMCs working across a wide range of issues, which ties in with the individual case studies reported through the CGP's narrative reporting.

149. SBMC activation happened well before school grant funding was made available through ESSPIN, and resource mobilisation training was one of the first step down sessions after initial training. This is viewed by ESSPIN staff as having boosted SBMCs' sense that they shouldn't wait for money or support schemes, but should get out and start taking action to improve schools based on what resources they could find from their community and from government.

150. Negotiating an ambitious list of roles with communities and SBMCs, communicating consistently that they are will be supported and expected to fulfil these, and giving regular support and practical advice to help them deliver over time, appear to have been the right combination of inputs to achieve what was intended. This appears to be a distinctive aspect of ESSPIN's SBMC development model.

Options and next steps

151. Current efforts by ESSPIN's Output 4 team to strengthen support to SBMC engagement with women and children are substantial and it could be rewarding to investigate the possibilities for impact assessment of these measures at a later date.

152. While SBMC focus on disability is still small, SBMCs appear to have responded enthusiastically to guidance and capacity building around disability and inclusion, and there is encouraging potential to develop SBMC models in Nigeria to focus far more strategically on realising persons affected by disabilities rights to education.

153. Findings from this analysis, combined with the conclusions from Little and Lewis's report, offer learning relevant to scaling up SBMC work to improve education in Nigeria. ESSPIN has recently provided support to national replication of its SBMC development model. There are high expectations around national replication, but findings indicate that efforts will be needed to ensure that replication is consistent enough with the original SBMC development model to ensure similar gains. In particular, this analysis indicates that ongoing mentoring for SBMCs after initial training is important to get SBMCs to a high standard of performance; especially around responding to women's and children's voices.
154. Another issue is how to tackle reports of punitive approaches to children being kept out of school, for example due to child labour. Ensuring that SBMCs and those supporting them place value on 'bringing people along with us' and respect the pressures on parents will be a vital part of SBMC capacity building to capture and respond to genuine community needs in education. Similar issues are raised by Little and Lewis, 2012.
155. While the reports and questionnaires used for this analysis showed that LGEAs have generally been responsive and communicative with SBMCs, narrative reports indicated that funds and material support from LGEAs and higher levels in the education system are not being provided to meet any reasonable proportion of community demand. Narrative reporting from rural communities showed SBMCs under particular strain to find the resources they needed. Little and Lewis (2012) also found the limited capacity of local government to respond to SBMC demands for extra education resources to be a key challenge for the future of SBMC work.
156. There is thus a concern that if more direct school funding fails to materialise, momentum and progress around school improvement led by SBMCs will falter. In rural, cash-poor communities this point is likely to come much quicker when ESSPIN ends and its school development grants have been spent (in narrative reports, urban SBMCs reported much greater mobilisation of funds and materials from the surrounding community). Now that SBMCs have stimulated community demand for education, narrative reports show many SBMCs reporting overcrowding in schools which have inadequate capacity to cater for the number of children in communities (see Annex 1 for more detail.)
157. The implication is that systematic needs-based planning and budgeting for responding to community demand in education is likely to become an urgent need. Finding ways for ESSPIN teams to work together to achieve more rapid impact in this area will be a high priority.

1: Discussion of detailed findings by state

Methodological issues by state

Kano

1. Questionnaires from 10 schools were available for comparison, representing a sample of 3% of 319 schools. This was not a big enough sample to draw statistically sound conclusions, but a large enough number of schools had useable data to allow relatively useful analysis.
2. Reporting at the outset seemed to be unusually positive, with examples cited in early questionnaires being relatively vague. Speculatively, this could perhaps have been because been that CGP capacity to accurately reflect respondents' experiences was initially slightly weaker than other state CGP teams, and improved with time, enabling the CGP team to be more confident about recording negative issues.

Kaduna

3. It was possible to match and compare data from 13 schools. This is a sample of 8%.
4. For visits 3 and 5, one CGP had clearly copied a questionnaire across about 6 other respondents for each visit. This did not affect the analysis as those visits were not compared, but those questionnaires were marked 'not valid' for future reference. A check of all the other Kaduna questionnaires did not reveal the same issue for other CGPs or any of the visits that were analysed.

Lagos

5. In Lagos it was only possible to compare 3 schools from beginning to end visits, because CGP members had not been able to consistently visit the same schools for questionnaire completion. Comparison results have therefore been excluded for Lagos.
6. However, 17 and 20 school communities in Lagos provided questionnaires against standards 1 and 2 respectively. This was a sample of 17% and 20%. Therefore it was possible to use final performance data representatively for Lagos.
7. In Lagos for questionnaire 2 only SBMC members were asked the questions, because the cluster structure made it difficult for the CGP to seek out members of the school community. Findings under this area are likely to be significantly more positive, as members will know more about what's happening and be more likely to represent their own work positively.

Jigawa

8. The analysis was able to compare 18 schools sampled in Jigawa out of 198 schools – a sample of 9%.

Kwara

9. The analysis was able to compare 10 schools – a sample of just over 4%. As mentioned, a sample of 10% would have been preferable in order to generate statistically sound findings.

Discussion of findings by state

Kano

10. There was little overall change in performance against the SBMC functionality criteria in Kano, but women's participation and voice showed strong change. SBMC action in response to women's and children's ideas was reported as high, albeit with a decrease towards the end. By Visit 8, Kano's results on women's and children's participation were similar to those in other states, except that ability to cite examples of women's and children's ideas appeared higher than in other states.
11. High awareness was shown of SBMC actions to improve schools, and good rates of improvement around awareness raising and acting on out of school children. Ability to report examples of SBMCs involving community members in school development planning rose substantially.
12. Rates of reported SBMC efforts to engage more marginalised groups went down over the period. This tallies with a decrease in reports of SBMCs acting on the ideas of women and children. While hard to impute any cause to these figures, this issue may bear further looking into. It may be that something had changed about how the CGP was supporting SBMCs on participation, for example.
13. In both Kano and Lagos Visit 8 reports there were several mentions of the need to provide SBMCs with policy guidelines, especially local language versions in Kano. It was a surprise that this had not yet been done. Also mentioned is a lack of guidance materials/training manuals being distributed to SBMCs, making follow up difficult (Magajin Malam, visit report 8).
14. In Kano resources mobilised by SBMCs were described in narrative reports as mainly from ESSPIN grants, with a few instances of communities finding resources for building construction and rehab etc. There was much less evidence of SBMCs involved in resource mobilisation from communities than in Lagos – this was consistent with narrative reports that rural poor communities were less able to find money among the community.
15. There were indications of spontaneous local replication – “the chief Imam in Fagge has taken the model of ESSPIN SBMCs to other Islamiyya schools which are now doing very well.” (Magajin Malam, visit 8.)

“One example of such success was the case of the suspension of Kuka SPS head master by SUBEB and the SBMC of the school interfered and he was returned back to his seat, Alfa SPS

whose headmaster passed away, the SBMC influenced the appointment of another head teacher, with better qualification, and commitment,” (Magajin Malam, visit 8.)

Education for children with physical disabilities appeared to be a focus of a lot of SBMC activity as described in narrative reports:

“The schools include Kanzul Huda IPS, Idrissiyya IPS, and Khairul Bariyya IPS. In each school a physically challenged child is included in a class. Their ages range from 7-10.”

Kaduna

16. Reviewing questionnaires from several visits revealed that there was a range of actions to bring girls, children with disabilities and ethnic minorities into school, and quite frequent engagement between SBMCs and ethnic/tribal bodies.
17. The overwhelming focus of SBMC work mentioned by respondents was on promoting children’s attendance, repairs to the school and furniture supply, as well as awareness raising about the value of education, particularly at the beginning. Answers and examples were a bit less detailed and varied than Kwara and Lagos – suggesting – as it was known that Kwara and Lagos had the best supported and strongest CSOs respectively – that capacity of the enumerators to conduct the interviews has had an effect on reporting (as might be expected). Differing levels of capacity in English to record interviews may also have been an issue.
18. Questionnaires revealed some good examples of SBMCs affecting the wider community at an early stage. A trader who is not an SBMC member says ‘I am involved ... specifically to check whether my children are in school’ and, ‘We made a pledge not to allow our child to go to farm till after school.’ (Visit 2, Ang Makada UBE Kudan LG school (WDDA).)
19. This tallied with a SBMC woman reporting in a questionnaire that the SBMC had asked parents not to send their children to the farm during school hours. In the same community, a youth interviewed said ‘The SBMC chairman always pass through my house to go to school for monitoring.’
20. Other communities at visit 2 stage mentioned the chief calling meetings to promote education, the SBMC holding meetings in the chief’s house, and the chief walking about the community looking for children out of school.
21. By visit 8 the focus was still on attendance, but more on children not in school at all who had dropped out, more than the previous emphasis on children being in school at the right times. Questionnaires showed community members recounting SBMC members visiting house to house to encourage parents to put their children back into school.
22. There were several mentions of disability in questionnaire responses. For example, “The SBMCs encourage those parents that gave birth to disabled to bring them to school.” (trader, UBE Saborfirari Fiantan, Kachia LGEA.) In the same community another respondent

says that three children with 'mental retardation' have been brought into school, and one child with physical disability.

23. By Visit 8 there are more examples of various committees having been set up, and more mention of engagement with local government – one example was a meeting held between the SBMC, the district head and the whole community. (SBMC woman, UBE N/DOKA, Kachia LGEA.)
24. Questionnaires showed that women had raised the issue of excessive corporal punishment in a few communities, and that action had been taken to advise and monitor teachers on this. Child labour, particularly hawking, came up, but apparently less frequently than in Lagos.
25. There were significantly fewer gender-negative statements like Kwara and Jigawa's 'we allow our women to participate in meetings' and more comments at the beginning describing women requesting to take part actively in SBMC work. Possibly this indicates that women had a better starting point for participation in Kaduna than in Kwara and Jigawa.

Lagos

26. On review of the questionnaire responses, it was apparent that the examples given under voice were particularly strong in terms of level of detail and range of issues. Children were reported quite frequently as raising issues of teacher performance and behaviour, as well as reporting issues of corporal punishment. Women were reported as raising a diverse range of issues.
27. For SBMC functionality there was plenty of early mention of setting up linked committees, and a strong incidence of reports of taking issues up with local government, requesting more funding etc. By Visit 8 there were frequent mentions of SBMCs monitoring teachers and students.
28. A key difference was a positive trend in SBMCs developing reported partnerships with other bodies. This may have been attributable to the SBMC cluster setup in some way.
29. There were big variations in the ability of stakeholders to give examples of SBMC work. This was expected given that SBMCs working only at cluster level would be far less consistently visible to school community members. Given this factor, stakeholders reporting attending SBMC meetings, and receiving information from the SBMC, was consistently very high, which is a real achievement. Knowledge of SBMC actions to improve schools and work on the issue of out of school children was also very high. On the latter issue, awareness/action seemed to have improved dramatically. Support committees appeared to be in place early on.

30. LGEA responses to SBMC requests appeared to also be consistently well reported – with no change over time. Without reading too much into this, it suggests that LGEAs are well connected to SBMCs in Lagos, and that responsiveness is good. Comparing with the narrative reports reveals that, like other states, the current capacity of LGEAs to respond to many issues satisfactorily is still constrained in relation to the scale of need.
31. There was a generally high starting point on most issues – the only weak one being action on children out of school, which as we have seen showed strong improvement. This ties in with the notion of SBMCs being better established in Lagos, and the more developed civil society context being better able to support rapid mobilisation of action around SBMCs.
32. In the CSO Lynx's area, several cluster SBMCs played a role in monitoring and raising concerns with World Bank school construction work which had slowed or stopped. In several cases this led to construction being restarted and poor quality construction work being fixed.
33. Stephen Martin, aged 10, was mentioned in Lagos as speaking up on vulnerable children out of school. He appears to have got at least 2 children supported by the SBMC back into school.
34. "A visually impaired woman joined Cluster 6, and plays active role in advocacy for support of children in LG primary School, Ipakodo (A special school for the physically challenged Children)"(Hesdan Jan Ikorodu)
35. Good understanding of disability access issues was also captured by Lynx: "Iglobi Orthopaedic School Is a school for the physically challenged where a new fence was constructed. The students of the school are forced to enter the school around the back side of fence by security. They only do so to protect the condition of the fence so that it will not be destroyed. The physically challenged students find this to be burden to their condition and are seeking help from the community to get school administrators to open the entrance of the school. (October 2011 narrative report, Lynx Shomolu.)
36. Lynx also reported unhappiness with government information sharing: "There was a general complaint from the SBMC secretariats that the SMO have not carried them along in most of the activities. They are of the opinion that the SMO should be able to inform them about certain changes within the cluster. This is evident in the move of the cluster at Alwajud Primary School to Ansar ud Deen Primary School without the knowledge of the members."

Jigawa

37. In Jigawa, by Visit 2, the following areas of SBMC functionality met the benchmark: attending meetings, having information and feedback shared by the SBMC, actions taken to

improve the school for children, examples of such actions, and awareness raising on value of education.

38. In Jigawa, awareness of support committees met the benchmark by Visit 8, as did attending meetings, having info and feedback shared by the SBMC, actions taken to improve school for children, examples of such actions, and awareness raising on value of education.
39. Positive change was found across all areas. The only area where very little positive change from a low start was children putting forward ideas in SBMC meetings. Reporting of SBMC action in response to children's ideas was quite high by the end, from a low start, and examples were correspondingly good by the end. So that may indicate that where children are able to speak out (or are noticed), their ideas are getting taken on board – but that more work is needed to get children feeling able or supported to raise issues.
40. Ability to give examples was highly variable across different respondents. The only category where this didn't happen was around examples of SBMC action to improve schools based on monitoring. This could be taken to suggest that this area of SBMC activity was consistently more visible to a wider range of stakeholders than the others – although the averages of those areas show strong improvement in ability of respondents to cite examples.
41. Examples of SBMC actions were limited, but mentioned monitoring teachers, encouraging disabled children to enrol in school, making links with community leaders and local institutions, as well as making efforts to repair school buildings.

Kwara

42. The pattern of respondents' capacity to cite examples being highly variable in Jigawa was not repeated in Kwara.
43. Across the board Kwara had far fewer instances of negative change showing up than Jigawa, but better average rates of improvement. This could indicate that progress in Kwara has been smoother, at least in terms of stakeholders' perceptions of it.
44. In Kwara, the benchmark was met by visit 3 on involving the community in school development planning, and actions to improve the school for children. By visit 8, the benchmark was met on involving the community in school development planning, actions to improve the school for children, being able to provide examples of these, steps to tackle out of school children, support committees and steps to ensure the voices of marginalised groups were heard.
45. In Kwara there was strong progress towards the 1.6 benchmark on some voice standards, but many were already there by visit 4. Areas meeting the benchmark at Visit 4 were

women's attendance at all meetings, women putting forward ideas, and SBMC taking action based on women's ideas. These areas all showed improvement by Visit 7.

46. By Visit 7 the following areas also met the benchmark: children's attendance at all meetings, examples of ideas put forward by women (suggesting their ideas were being 'heard' and retained better), and SBMCs taking action based on children's ideas.
47. In visit 3 two groups of stakeholders (2 school communities) could not provide examples of SBMCs acting on children out of school because there were no children out of school, according to them. So that question's responses need to be interpreted carefully.
48. By Visit 5, there were more specific examples on this question (showing value of asking for examples) – indicating perhaps improved visibility of the issue of out of school children. But the question was sometimes interpreted as being about whether children were physically attending school, rather than whether children were 'out of school' i.e. not enrolled.
49. This question; "Is the SBMC taking steps to ensure that the voices of marginalised groups are heard (including women and children)?" appears to have been misunderstood at first in some instances – one answer was 'Women are particularly assigned roles in carrying out repairs'. There are a few instances of assuming having a voice is the same as being given tasks to do. Also lots of answers like 'everyone gets the chance to participate in debates'. 'Women and children are allowed to talk during debates.' Visit 5 – the question still appears poorly understood. "Our women are always involved and assigned roles from time to time". This gives a good idea of where attitudes on women's participation and voice were at the start in some places.
50. By visit 8, there was a shift in many responses towards better notions of participation. Where examples are given, they are often much more positive statements such as 'we are encouraged to say our mind and make suggestions' and 'I am here despite my disability to give my view'. 'No more shyness we are now talking freely at the meeting and at home'.
51. There are more specific examples of SBMC members saying they ask these groups for their ideas during meetings. This is now a much more common answer, whereas 'we allow them to take part' was the most common answer at the start and during Visit 5.

2: Selected Case Studies from Narrative Reports Related to Questionnaire Findings

How has the working of SBMCs improved?

(NB: case studies were taken directly from reports provided by civil society and government partners – see list of partners in Annex 3)

Bringing SBMCs together to solve common issues:

Narrative reports provided on the work of the CSO Hilltop Foundation and their government partners in **Kwara State** highlight SBMC actions to support all children into school. Following the first joint SBMC Forum held at LGEA level, which brings SBMCs from different schools in the LGEA together to discuss common issues, the SBMCs resolved to work together to improve education for children in their school communities.

The SBMC at **Jolasun Abangbe LGEA School** resolved after the community forum held in the month of November to wake up and do all in their capacity to improve the school. They decided to meet together with the five villages from where children are coming to the school and promote children's enrolment so as to be able to bring the school back to life. They also agreed with some motorbike 'okada' riders to provide transport for teachers to school at a slightly subsidized rate so that they could easily get to the school from their homes which are far away. Coincidentally, a new hard driving Head Teacher who is very passionate about improving the school was recruited. At our last visit to the school, the population had increased from **43** to **104** children with the community buying uniform for **27** pupils of 'egede' ethnic minority origin. The only two teachers in the school testified that they had enjoyed subsidized transport fees for two months. The community also highlighted signs of improvements in achievement and motivation of the pupils who are now paying more attention to school homework and rush to school early in the morning before anyone encourages them. However challenges remain on the issue of teachers. The community is plagued by an inadequate number of teachers, a situation which had earlier reduced the school population. The SBMC are pleading to local government for more teachers so as to retain the newly enrolled pupils. They have submitted a letter of request to the LGEA but are yet to get a reply.

Community and SBMC action stimulates positive response from Local Government:

In **Jigawa State**, a report by the SBMC Desk Officer for Kafin Hausa LGEA was shared with ESSPIN on the construction of two classroom blocks at Kafin Hausa Special Primary School. The construction was supported by the Right Honourable Speaker at the State House of Assembly as the result of a letter written to him by the Head Teacher and SBMC on the condition of their school.

In **Lagos State**, the CSO **Linking Youth of Nigeria through Exchange** (LYNX) and their government partners work with SBMCs and schools in Kosofe and Shomolu LGEAs. They highlighted actions taken by SBMC Cluster 6 to improve schools within their cluster, and how the actions taken by the community also

stimulated a positive response from local government:

SBMC members have been more active in seeking support from the community such as that seen with Cluster 6 that meets at S.S. Peter/Paul. The SBMC Chairman of the cluster who is also a prominent religious leader in the community is fearless when it comes to seeking support from the community. There was a time when flooding took place at Agunbiade Primary School, one of the local schools in the community. The SBMC Chairman tried to seek assistance from the local government but the LGEA kept delaying any response. The Chairman didn't relent but took the matter into the hands of the SBMC and called every parent, teacher and community member to donate whatever resources regardless of how little or large it may be to help stop the flooding at the school. The community responded, overwhelmingly and when word of their response quickly travelled to the local government officials they also swiftly took action and assisted the community members in sanding of that school.

In **Alimosho LGEA of Lagos State** in November 2011, SBMC Cluster Chairman, **Pastor H.O.D Osoba** took action on the dangerous state of the infrastructure and Community Primary School. The school had already been fortunate enough to receive support from the nearby Rotary Club, which had provided for them toilets and water, as well as some school furniture, and the community themselves had been doing what they could with minor repairs and maintenance of buildings, however the school building remained in a very poor state of repair.

Pastor Osoba had decided to write an email directly to the Lagos State Governor for assistance. He attached photographs of the dilapidated school to his mail, showing the roof broken and open to the elements, with rotting timber ready just to fall in on the classrooms. To the surprise of the SBMC and all other stakeholders, the State Governor responded, directing the Local Government Councillor to repair 6 of the classrooms in the school, and SUBEB to organise the construction of 14 classrooms. All this was quickly agreed and action taken, and the work is currently going on in the school – transfer of sand to the site, brick-making, classroom construction, roof and other repairs.

The school is receiving a triangle of support: community support through minor repairs as the community can manage, major infrastructural support by government, and some key assistance by an organisation based within the community. The Rotary Club are also intending to fence the school for the further safety of the children.

The Education Secretary of Alimosho LGEA, **Hon. Isaac Omoregie**, highlighted that it is the communication and commitment of the SBMCs which has brought this change about, and that their influence is being felt in many schools and communities. The 'Oba' or King – the traditional leader of the area – has also been an enormous supporter and 'gate-keeper' of the activities of the SBMCs. According to the LGEA Education Secretary, the SBMC Chair and Mrs. F.T. Aderemi, the SBMC Desk Officer, the 'Oba' has contributed enormously to the ability of the SBMCs to make an impact and act as the link between community and school.

SBMCs in Lagos raise issues of violence and hooliganism in and around schools

Reports provided on the work of **LYNX** and government partners in Kosofe and Shomolu LGEAs of **Lagos** highlight that many SBMCs are raising their concern on the issue of violence and hooliganism in and around schools which scare other children away from school. They also highlight the issue of 'cultism' and cult/gang activities which often happen after school and even on school grounds sometimes. Children who drop out of school or cut class are at great risk of joining a cult.

These cults normally engage in behaviour that involves drugs, violence, and some have been reported to rape women. Cult/gang members may be armed with guns and knives and they wreak terror in neighbourhoods.

The SBMCs are intending to build on their previous engagement with the media to provide a sensitization campaign that will reach out to every member of the community describing what the community can do to prevent cultism from spreading and escalating into an uncontrollable problem.

SBMCs take action on children on the street in Kaduna State: Narrative reports provided by the CSO **Youth in Support of Community Development** (YOTASCID) and their government partners in Zonkwa LGEA of **Kaduna State** highlight SBMC actions on children who are out of school and on the street.

There are many neglected children in the LGEA who do not attend school but roam around the streets due to some misfortune that might have happened to them. The awareness received on inclusion of such children in schools drew the attention of SBMC Ungwa Kanawa LGEA which decided to embark upon a street search to identify school-aged children including street boys (almajiris), orphans and children affected by poverty and disability for school enrolment. A good number of them were identified. The SBMC appealed to the larger community for help on behalf of these children. More than **20** of such children have now been enrolled in schools and some of the SBMC members have committed themselves in sponsoring their education.

SBMCs and Resource Mobilisation:

The following bullet points highlight the kind of resources mobilised through SBMCs to improve schools, and the kinds of improvements that resources are used for. Resources do not mean only money, but also the time and labour of community members to work towards improved education of their children.

- Local Education Authority **Kachia 2 School** and **Ugulu Gado**, Kaduna State, have been able to mobilize resources through the cooperation of the community and the traditional leader's support towards the preparation for repair of the dilapidated classrooms in the school.
- The youths at LGEA Kwaturu, Kaduna State, have taken it upon themselves to repair the broken doors and windows and also the broken chairs and at **Gayansa School** members of St William's church in the community have supported the school with 4 windows for its new block of classrooms which is built through community efforts.
- At **Kachia Model School** the community has used community resources to build a concrete protection round the well in the school to protect the source of water and the children, and they have also renovated a classroom destroyed by a fallen tree.
- In Jigawa State the CSO **Miyetti-Allah Cattle Breeders Association of Nigeria** (MACBAN), working in

Buji LGEA where they focus particularly on nomadic children, reported one small Kanuri community near Yayarin-Tukur called Fannamari, which brought 9 children 3 boys and 6 girls to Yayarin Tukur primary school. This was as a result of time given by SBMCs and CSOs to discuss in the community. One of the girls from that village is the best among all the girls in the school now, and she can be ranked among the four best students of the school.

- In Jigawa State, **Kamala Community Health Development Initiatives** (KAHDEV) report the following from Ringim LGEA: Dabi primary school SBMC purchased hard covers and exercise books for the school at the cost of N7,500. Community forum meetings with parents are yielding results in strengthening parental support, roles and responsibilities. In Kyarama and Karshi Primary Schools SBMC parents are getting together and providing support to schools with first aid equipment each term while in Kyarama, 2 mats, 10 scythes for cutting grass, 29 cardboard sheets and 10 markers were given as a donation from the community. A philanthropist assisted in the construction of toilet at Dabi primary school. Al Hadji Nuhu Roma a community member, continues to provide chalk at the JSS and Primary schools of Yandutse. Similarly a philanthropist Al Hadji Uba Bala Former police Deputy Inspector General, donated thirty (30) 3-seater benches with desks to JSS Galadanchi. In JSS Auramo the SBMC procured 6 desktop computers.
- In Lagos State, the CSO **Female Leadership Forum** (FLF) report a **Mrs. Akanbi** who is an active SBMC member in Cluster 3- Ajibulu Primary School, though she is now the women representative of Saint Paul Anglican Primary School.

Mrs Akanbi was very active in giving voice to the issue of the fence of the school, which has been an issue for about two years running. A local construction firm had pulled down the fence and had not rebuilt it. At the SBMC meeting of Basiru Dania Primary School Mrs Akanbi led a delegation comprising of the Social Mobilisation Officer, the Head Teacher of the School, the pupil representatives in the SBMC and some community members to present to the office of the construction firm Morano Group in the neighborhood that the school fence should be fixed promptly or else the women would lead the SBMC members and the children to carry placards to protest.

The action was necessary because of the rate at which children move out of the school to the community due to the broken fence during school hours. The result of the action of the SBMC is the new fence – which Morano Group is fixing at Hope primary school Mafoluku, and which also has two other schools- namely Ajibulu primary school and Bashiru Dania Primary school.

Traditional and Religious Leaders play a strong role in supporting SBMC work:

In Kano State, the **CSO Magajin Malam** and their government partners report the role that traditional and religious leaders are playing in supporting the work of SBMCs and school improvement.

They highlight that traditional and religious leaders are involved in supporting SBMCs to monitor the performance of all 20 schools covered by the CGP. This kind of interest, motivation and commitment from communities and their leaders was not there before. The chief **Imam** in Fagge Local Government, seeing the value of School Based Management Committees, has taken the model of ESSPIN SBMCs to other Islamiyya schools in the LGEA. These schools have formed their own SBMCs and are now doing very well. The involvement of the community leaders has given the SBMC legitimacy and much acceptability within the community.

SBMCs monitor teacher recruitment, attendance and performance:

The government partners and CSO **SAMARIB** who are working together in **Kano State** highlight in their mentoring report of February 2012 that SBMCs have agreed ways with the school and teachers to monitor the performance of the teachers and the quality of lessons in the classroom. SBMC members take it in turns to visit the school and sit in on some lessons to monitor. They have agreed that their observations will be part of a report provided to the LGEA and District Head at the end of each month. The CGP report that SBMCs and Head Teachers are already seeing positive differences in teaching, in lessons and in children's learning in the classroom.

In **Kwara State** during the 8th mentoring visit the issue of understaffing is raised by the CSO **Hilltop Foundation** and their government partners. They highlight that Lajiki, Matanmi, Asunlope, Woruoja and Aloko schools sought help from the LGEA on this issue.

The report states that even by mentoring visit 8 understaffing is a common trend in virtually all the schools covered by the CGP. The CGP link this challenge to poor learning achievement. Almost all the schools have written at least two letters each with some paying advocacy visits in addition to the letters to the Education Secretary, Head of School Services and the SBMC Desk Officer. The schools and SBMCs were very happy when they saw two /three teachers posted to them as a result of their advocacy - mostly newly recruited teachers, and wrote letters of appreciation to the LGEA. However, suddenly the teachers were withdrawn from the school for reasons not known or revealed to the communities. The CGP findings revealed that it was because the teacher's recruitment in response to requests had not followed due process. Further discussion between SBMCs the CGP and the LGEA highlighted that proper recruitment processes will be conducted and the schools will receive additional teachers, however the CGPs are concerned that children are already dropping out of the schools as there is no one there to teach them. Lack of timely recruitment of adequate teachers is causing parents to reject school and send their children to help on the farms rather than spend days only playing in the school grounds.

Impact of SBMCs

Lagos State (Case Study by **Mrs R. O. Banjo**, Desk Officer Shomolu LGEA Lagos working with **LYNX Nigeria**): At the onset of the ESSPIN supported SBMC development programme in Lagos, the CSO and SBMC members set off on a scoping mission to find out the state of schools in Shomolu Local Government. The team was met could only be described as a 'disaster zone'. Schools were practically in ruins. Roofs had collapsed, there were no ceilings, and there was flooding, overcrowded classrooms, dangerous environments with bushes and snakes, broken bridges, dirty drainages and every imaginable environmental and infrastructural problem. The schools were virtually death traps where children risked their lives on a daily basis to attend. The SBMC members and the CSO were shocked. Photographs of these schools were circulated around local government areas and members of the communities started a campaign aimed at the local government authorities for abandoning and neglecting the schools. This became a big case in the local government and a petition was sent to the Independent Corrupt Practices Commission (ICPC) to investigate what was being done with the funds for public schools in the Local Government Authority. The Local Government Authority Chairman was called upon to answer the query and the matter was even brought to the attention of the government. The situation became quite heated and there was some persuasion towards community members to abandon the case.

However, eventually the Chairman promised to make amends and the case died down.

With continued advocacy the Local Government Authority Chairman, under pressure from the communities, SBMC and the LGEA Education Secretary, began rehabilitation of the worst schools. Over the course of a few months, the LGA and LGEA were able to fully rehabilitate over 10 schools to a very high standard and they even added an indoor sports centre and a centre for skills acquisition to one of the school complexes.

The SBMCs have not relented in their quest to improve their schools. As the work continued, SBMC members also played their own part by conducting minor repairs, working on learning outcomes and social issues in addition to advocacy. As the first year of ESSPIN-supported SBMC in the work in the state drew to a close, it was also time for election of local governments which was scheduled to take place in October 2011. The Chairman used the issues of schools as a campaign issue and was quick to attend to the SBMC when the Cluster review meeting came up. This showed that the SBMC has become a force to be reckoned with in the community. The Chairman took pains to address every issue that was raised at the meeting even those that fell out-with the SBMC mandate. Community members raised issues such as the scarcity of kerosene, problems of thugs in the community and other issues. The Chairman overstayed at the meeting as he was anxious to address all issues.

Following the meeting the local government race became heated and the Chairman went on air to point out that he had rehabilitated schools: he used this as his major defence in his campaign. This is a story of success, of the transfer of power from the political space to the people and there are many lessons to be learned from it. We can see that the SBMC can move and give voice to community issues and issues taking place at the school. In no way is this the end of the story, but only the beginning. There are still many more schools that need attention in the LGA and there is even more work that needs to be done in terms of addressing social issues and learning outcomes in the schools. ***A door has been opened that can no longer be closed.***

Girls' Education in Jigawa State: Hajia Lami Danjani is the SUBEB Gender coordinator for Jigawa State. She is a member of the Jigawa State SBMC Task Team. During the monthly State Task Team support visit to Schools and SBMCs, she visited Miga LGEA. In one school she came across two girls hawking in the School compound. She reported:

"While I was on my way to conduct meeting with the SBMC, I came across three girls (Aishatu Musa 14, Amina Musa 12 and Hadiza Yahaya 14) selling food in the school compound. When I asked one of them she said she was in Junior Secondary School III and her father had withdrawn her from school to get married soon. I called for her Father and convinced him of the importance of girls' education and that they will be in girls' boarding school."

Jigawa State offers free education for girls in primary and JSS and in response to the issue, SUBEB Chairman referred the matter to the urgent attention of Education Ministry. However, when the girls were sent for admission to Danzomo Senior Girls SS, they were rejected on the ground that the School was overstretched with accommodation problems.

SUBEB and Education ministry worked hand in hand to find a school for these two girls. They are now settled in Girls Senior Secondary School Malam Madori.

The **Federation of Muslim Women** (FOMWAN) CSO working in **Oyun LGEA** of **Kwara State** listed in their end-of-first-contract mentoring report the main impact of SBMC development. This report is a summary of all 8 mentoring visits made by CGPs to SBMCs. Impact according to FOMWAN includes the following:

- ❖ Increase in school enrolment and retention
- ❖ Improvement in academic performances
- ❖ Improved teachers and pupils attendance in schools
- ❖ Improvement in teaching and learning through provision of teaching aids
- ❖ Greater involvement of local communities
- ❖ Provision of spur for LGEAs to improve its work.
- ❖ Increase in LGA involvement in education-related work/opened their eyes to their responsibilities.
- ❖ Reduction in early marriage/pregnancy
- ❖ Increase in transition to secondary school
- ❖ Proper documentation of all school properties.
- ❖ Improved accountability. Schools/Communities were able to give and keep proper account of all their expenses i.e. school development plan, community/personal donations.
- ❖ Exposure of Pupils to Computer Education.
- ❖ Prompt response to pupils' immediate health needs.
- ❖ Reduction of Hours pupils spent on manual labour, risk of hazards such as snake bite.
- ❖ Access to potable drinking water and sport facilities.
- ❖ Availability of pupils' and teachers' furniture
- ❖ Clean and tidy school environment.

Challenges which remain to be addressed according to FOMWAN include further inclusion of children from nomadic communities into schools, support by government and CSOs to remote rural schools, long distance and security fears for children on their way to school, lack of incentives for teachers to work in rural areas, and language barriers for children who are not exposed generally to English which is the medium of instruction in schools.

To what extent has the participation of women and children been enhanced?

Women's Committees in Kwara State

The following paragraphs provided in the final mentoring visit report of the **CSO Centre for Appropriate Technology for Rural Women (CAPTEC)** and their government partners in Kwara State highlight the variety of activities which have been undertaken by Women's Committees of the SBMCs. They highlight that women are involved in a diverse range of activities related to school improvement and support to vulnerable groups of children as well as the impact of their contribution.

In **BISHOP SMITH LGEA SCHOOL B**, The women's SBMC committee has been active. They have been helping to carry out regular monitoring of school teachers and pupils alike. They said before the inception of the SBMC programme, there was no form of monitoring of school by parents or community members but, ever since they were constituted and given relevant trainings, they have been monitoring both teachers and pupils regularly. Consequently, lateness and truancy has reduced on the part of pupils. The teachers too are now more punctual. Also, there is better communication between the school authority and the community members.

In **KARUMA LGEA SCHOOLS A & B**, The women from both school A and B helped to discourage the practice of 'hawking' or selling goods during school hours among children in the community. This was achieved by visits made to the parents of such children. As a testimony to this activity, 2 recently enrolled pupils named Musa Fatimoh and Musa Jemilat used to hawk in the market until the SBMC women's committee members met with their parents and persuaded them to enrol the children in school. They are both in Primary One.

The women's committee in **PAKE LGEA SCHOOL** have been helping orphaned children and other vulnerable children in the school. They purchased school uniform for two orphaned pupils, Dauda Alabi in Primary 2 and Abdul Basit in kindergarten. They also helped to provide plastic buckets with cover, with which drinking water is stored for pupils' consumption.

In **SAINT BARNABAS LGEA SCHOOL A**, They helped to provide school uniform and writing materials for pupils from less privileged backgrounds. For example, a pupil named Tanimola Daramola from primary 3B was provided with school uniform and exercise books by the women's committee. Sometimes they give him money for food during school hours. Also, the women's committee in partnership with that of SAINT BARNABAS LGEA SCHOOL B help to carry out regular monitoring of pupils and their teachers in a bid to curb lateness and truancy. This practice has yielded positive results as the teachers are now punctual in resuming duties every morning. Also, the pupils are now coming to school on time. Another remarkable achievement of the women committee of both schools is the significant reduction in hawking of goods around Sabo – Oke market by children of school age, especially during school hours. The women helped to sensitize their parents on the need for them to be in school rather than hawking. Many of these children have now been enrolled in the school.

In addition, the women committees of both schools A & B help to monitor the food vendors in the school

in order to maintain acceptable standards of hygiene and to ensure that the pupils get a good value for their money in terms of quality and quantity.

In **SAINT BARNABAS LGEA SCHOOL B** and **SAMSUDEEN LGEA SCHOOL**, the SBMC and the pupils helped to block erosion channels in the school compound to prevent erosion when the rainy season comes. It involved filling of bags with sand and stones and placing them in the channels.

The contribution of women and children SBMC members in Jigawa and Kano States:

Reports of the work of **KHADEV CSO** and their government partners in **Jigawa State** highlight that SBMCs have supported the formation of Children's SBMC Committees in 23 schools in the LGEA to enhance their participation. The children selected the committee members and the SBMC also linked the school Guidance and Counselling Officers to the children's committees, where they were these officers were existing.

Major roles of the Children's Committees at this early stage have been to ensure good health habits in and around the school and monitor children who drop out of school or who do not attend regularly. Children's Committee members have also been trying to represent other school children on the SBMC and raise their ideas for school improvement. In Galadanchi and Sabon-Gida Primary Schools Children's Committee members have also been tending to trees which were planted during a school tree planting campaign, monitoring their growth and ensuring that they have enough water to thrive.

In **Fagge Local Government** of **Kano State**, according to the **CSO Magajin Malam** and government partners, women have been allowed to sit with men for the first time to discuss issues related to school improvement and education, and children have also taken part. They have been involved in school development planning, supporting enrolment, school sanitation and the monitoring of school/teacher performance.

Many girls who used to hawk goods on the streets are back in school in Maidorawa, Alfa, Zangina and Kwaciri communities due to SBMC and community support with provision of uniforms and learning materials for these girls.

In the mentoring visit 7 & 8 reports of the work of **Turaki Educational Services** and government partners in Albasu LGEA of **Kano State** it is stated that there is more acceptance of the role of women on SBMCs than there was in the beginning. Turaki point out that SBMC women members and other community women are taking action on issues of girl-child education as well as other children who remain out-of-school, and that their approach of house-to-house visits is having an impact. Female SBMC members are getting other women/women's groups in the community involved in supporting school improvement, and there is more general acceptance, whilst challenges do remain, of women speaking out and being listened to in SBMC meetings.

It has been suggested by some of the CSOs and government partners working in the northern states that the children's committees of SBMCs should allow girls 'safe spaces' to meet on their own as they may feel shy to discuss their issues and concerns with boys.

3: References

Little and Lewis (2012) Impact of support to School Based Management Committees: stakeholders' views of change Abuja: ESSPIN & Save the Children

Pinnock (2011) Qualitative Analysis of Children's Focus Group Discussions, ESSPIN Community Survey

ESSPIN List of Partner Civil Society Organizations in Five States:

No	Kaduna	Kano	Jigawa	Kwara	Lagos
1	FANTSUAM FOUNDATION	Federation of Muslim Women Society of Nigeria (FOMWAN)	Federation of Muslim Women Society of Nigeria (FOMWAN) Dutse	Federation of Muslim Women Society of Nigeria (FOMWAN)	Defence for Children International (Nigeria section)
2	Life Line Education Foundation	Citizen Council for public Education	Rural Education Foundation (REF)	Womankind Family Enhancement Initiative (WOKFEI)	Talent plus Resources International
3	Youth in Support of Community Empowerment	Aminu Kano Center for Democratic Research and Training	Miyetti Allah (Dutse)	Centre for Appropriate Technology for Rural Women (CAPTEC)	Development Support Institute
4	Hope for the Village Child	Magajin Mallam Educational Consultancy Services	Kamala Community Health Development Initiative (Ringim)	Royal Health Heritage Foundation (RHHF)	Linking the Youth of Nigeria through Exchange
5	Waje District Association	Turaki Educational Services Ltd	Gadawuri Youth Forum (Dutse)	Agents of Change Development Initiative (ACDI)	Health and Sustainable Development Association of Nigeria
6	Gowon Foundation	Samarib Ventures Ltd	Adolescent Health Information Project – (Dutse)	Hilltop Foundation	Association for Education and Empowerment
7			NUT (Dutse)		Centre for Health Education Development and Communication.
8			Hadejia Development Circle –(Hadeija)		Women Protection Organisation.
9					Female Leadership Forum.
10					Organization for Non-formal Education Foundation.
Total	8	6	8	6	10