

**Education Sector Support Programme in
Nigeria (ESSPIN)**

Input Visit Report

National SBMC Guidelines Domestication

Consolidated Report of

**(Adamawa, Kebbi, Zamfara, Sokoto,
Kogi, Oyo and Bauchi States)**

Report Number: ESSPIN 426

**Mohammed Bawa
September, 2012**

esspin
Education Sector
Support Programme
in Nigeria



UKaid
from the Department for
International Development

www.esspin.org

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Code: 244333TA06

Report No.: ESSPIN 426

Report Title: Report of National SBMC Guidelines Domestication

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
1	Sept. 2012	Mohammed Bawa	Fatima Aboki	Kayode Sanni	Formatting/ Checking

Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

Distribution List

Name	Position
DFID	
Emily Oldmeadow	Education Adviser
Sarah White	Human Development Team Leader, DFID
Roseline Onyemachi	Education Project Officer, DFID
ESSPIN	
Kayode Sanni	National Programme Manager
Jake Ross	Deputy Programme Manager
Gboyega Ilusanya	State Team Leader Lagos
Emma Mba	State Team Leader Kwara
Omotayo Odekunle	State Team Leader Kaduna
Pius Elumeze	State Team Leader Enugu
Mustapha Ahmad	State Team Leader Jigawa
Olalekan Saidi	State Team Leader Kano
John Kay	Lead Specialist, Education Quality
Lilian Breakell	Task Team Leader, School Improvement
Fatima Aboki	Lead Specialist, Community Demand & Accountability
Hadiza Umar	Access and Equity Specialist, Kaduna
Nura Usman	Access and Equity Specialist, Kano
Olufunke Bolaji	Access and Equity Specialist, Kwara
Abiodun Fowomola	Access and Equity Specialist, Lagos
Sandra Graham	Task Team Leader, Civil Society
Uche Idoko	Task Specialist, Access, Equity and Gender
Bankole Ebisemiju	Communications and Knowledge Management Coordinator

TDP	
Nguyen Feese	National Programme Manager
Mourie Nishad	Deputy National Programme Manager

Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Note on Documentary Series

A series of documents has been produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria. All ESSPIN reports are accessible from the ESSPIN website <http://www.esspin.org/resources/reports>

The documentary series is arranged as follows:

- ESSPIN 0-- Programme Reports and Documents
- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
- 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)
- ESSPIN 4-- Support for Communities (Reports and Documents for Output 4)
- ESSPIN 5-- Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

- JG Jigawa
- KD Kaduna
- KN Kano
- KW Kwara
- LG Lagos
- EN Enugu

Contents

Education Sector Support Programme in Nigeria (ESSPIN).....	1
---	---

Input Visit Report.....	1
National SBMC Guidelines Domestication.....	1
Consolidated Report of (Adamawa, Kebbi, Zamfara, Sokoto, Kogi, Oyo and Bauchi States).....	1
Report Number: ESSPIN 426.....	1
Report Distribution and Revision Sheet.....	i
Report Title: Report of National SBMC Guidelines Domestication.....	i
Disclaimer.....	ii
Note on Documentary Series.....	ii
Contents.....	ii
Acronym and Abbreviations.....	iv
Abstract	1
Executive Summary	1
Purpose of the Consultancy.....	4
Achievement of the terms of reference.....	5
Background.....	7
Findings and Issues Arising.....	8
Technical approach/process.....	9
State Level Visioning Process 1.....	11
Community Level Visioning Process.....	12
State Level Visioning Process 2.....	13
Participants in syndicate group discussion on key aspect of SBMC policy element.....	13
Key Policy features across the states.....	13
Conclusion.....	19
Annex 1: Adamawa State Policy workshop Participants.....	20
Annex 3: Kogi State Policy Workshop Participants.....	26
Annex 4: Oyo State Policy Workshop Participants.....	28
Annex 5: SBMC Development Process.....	29

Acronym and Abbreviations

CGP	Civil Society Government Partnership
CLVP	Community Level Visioning Process
CSOs	Civil Society Organisations
CT	Core Team
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
FME	Federal Ministry of Education
LGA	Local Government Area
MDAs	Ministries, Department and Agencies
M&E	Monitoring and Evaluation
MOU	Memorandum of Understanding
NCE	National Council on Education
NUT	National Union of Teachers
SBM	School-Based Management
SBMC	School-Based Management Committee
SLVP 1	State Level Visioning Process 1
SLVP 2	State Level Visioning Process 2
SMD	Social Mobilisation Department
SMoE	State Ministry of Education
SMoST	State Ministry of Science and Technical
STT	State Task Team
SUBEB	State Universal Basic Education Board
TOT	Training of Trainers
UBEC	Universal Basic Education Commission

Abstract

ESSPIN provided technical support to enhance capacity for National SBMC replication in 7 states focusing on domestication of National SBMC guidelines. In this regard technical support was provided primarily to SUBEBs for an all inclusive approach to state and community level consultations and visioning. Based on the revised National Guidelines on SBMC, home grown SBMC policy was developed for each of the 6 states.

Executive Summary

1. This report captures an aspect of national replication process on School Based Management Committee (SBMC) which was based on Education Sector Support Programme in Nigeria (ESSPIN) model of School Based Management (SBM) development piloted in its 6 focal states. Furthermore, detailed accounts of the gender and participation, technical approach as well as features of the home grown policies across the states were presented.
2. National Guidelines domestication hinged on 3 phased consultations namely: 1) State level Visioning Process 1 (SLVP1); 2) Community Level Visioning Process (CLVP) and the State level Visioning Process 2 (SLVP2). The SLVP 1 facilitated the development of the initial policy framework, the CLVP engaged the policy framework at the community level and the SLVP 2 provided the platform for the harmonisations of perspectives from the first 2 levels resulting into the home grown policies.
3. The 3 phased (visioning processes) internal debate and consultations had quality participation of the key policy actors and decision makers at the State and Local Government Area (LGA) level. For example, at the state level, the SLVP1 and 2 were chaired largely by either SUBEB Chairmen, Permanent members in SUBEB or Directors from State Ministry of Education with the technical support from the ESSPIN National Consultant. While representations at such State level meetings comprised of Ministries, Department and Agencies (MDAs), Civil Society Organisations (CSOs), traditional institutions, religious bodies, donors, donor funded programmes and Legislatures.
4. At the community level, the participatory nature ensures that representations varied across the states but included the Executive Secretaries, CSOs, Principals, Head Teachers, traditional institutions,

religious bodies. Such meetings were chaired by the traditional heads or Executive Secretaries with technical support from the STTs.

5. Of 745 participants analysed from 5 out of 7 states reported sampled

SBM Key interventions	Adama wa	Zamfara	Sokoto	Kogi	Oyo	Bauchi	Kebbi
Completed state level visioning	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Completed community level visioning	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Completed harmonization of state level visioning and community level visioning	Yes	Yes	Yes	Yes	Yes	No	Yes
SBMC policy developed as outcome of the visioning process	Yes	Yes	Yes	Yes	Yes	No	Yes

from the 3 phased visioning processes, 693 participants representing 93 percent are males while only 7 percent are females. Although, this result leaves much to be desired, it is not strange as all the states other than Oyo are from the north where gender issue is hampered by cultural values and religious misconceptions.

6. The table summarises levels of accomplishments across the seven supported states.
7. As outlined in subsequent sections, there are both similarities and differences with respect to the home grown SBMC policies across the states. These are evident in SBMC composition and tenure, STT composition and tenure, SBMC funding, SBMC Policy review and SBMC monitoring and evaluation among others.
8. For example, across the states, policy documents on SBMC revealed that funding remains strategic to effective functioning of SBMCs. It is important to note that policy documents for Kebbi, Kogi, Oyo and Sokoto States with the exception of Adamawa articulated funding sources to include UBEC intervention fund (sourced from the Federal Government), Donations/Contributions from the communities, Old Pupils Association (OPA)/CSOs contributions, Conditional Grants Scheme under the MDGs, Donations from development partners, Donation from private companies and philanthropists, Levies from like minds or membership contribution, and Fundraising through launching drawn from its (SBMC) principle of operation.

9. Although, all the documents captured how funds oversight for the school can be provided by the SBMC as part of their specific areas of responsibilities, only Adamawa, Zamfara and Sokoto states were specific on State and LGA funding contribution to SBM establishment.
10. Of the five states SBMC policy document, all the states with exception of Zamfara and Adamawa articulated that their SBMC policies would be reviewed once every five (5) years from the year of its commencement (2012). It further states that the review shall adopt a participatory methodology engaging stakeholders through a workshop format.
11. All the states but Sokoto reported that the members of SBMC serve for a period of two years. Individual members could be eligible for a second and final term of two (2) years depending on good performance. Sokoto state reported that the members of SBMC will serve for a period of three years. Individual members could be eligible for a second and final term of three (3) years depending on good performance.
12. With the conclusion of the national SBMC guidelines domestication by these states to suite their peculiarities, there is a greater opportunity for policy implementation. Nevertheless, there will be need for Universal Basic Education Commission (UBEC) and STTs to continue providing, funding, quality assurance and oversight towards completing remaining steps in SBM development process (Annex 5). Training of Civil Society and Government Partnerships (CGPs) as master trainers to anchor SBMC trainings, community entry and the training of SBMCs are next steps is crucial. Overall, STTs efforts in ensuring effective monitoring, supportive supervision and quality assurance should be emphasised at the state levels supported by SUBEBs and MOE.
13. Even though, ESSPIN had supported UBEC in developing capacity of a core team within its establishment on national SBMC replication process, it may be not be out of place for ESSPIN to work out modalities with UBEC for the engagement of national SBMC consultants for the purpose of smooth implementation and managing change in the remaining stages.
14. Specifically and alongside with implementation and managing change in the remaining stages of SBM development, there will be need to strengthen M&E framework for monitoring and documenting key changes, lessons and outcomes as well as sustainable funding mechanisms for SBM development in line with the SBMC policies.

Purpose of the Consultancy

15. The purpose of the consultancy was for ESSPIN to continue with its support to the Universal Basic Education (UBEC) on National SBMC replication using the national Revised Guidelines on SBMC.

Specifically, the input visits were to:

- enhance the capacity of the state in replicating SBM best practices
- deepen the understanding of SBM concept amongst diverse educational stakeholders;
- enhance understanding of SBM development process
- support States to domesticate National Revised SBMC guidelines

Achievement of the terms of reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Enhance the capacity of the state in replicating SBM best practices	Seven (7) states with exception of Bauchi State completed 3 level visioning process and produced 6 home grown SBMC policies (1/state)	COMPLETED
Deepen the understanding of SBM concept;	STT and other stakeholders understanding of SBMC concepts and model deepened. These concepts and models included: <ul style="list-style-type: none"> (i) SBM Concept: Principles & Practice; (ii) SBM types/models (iii) Challenges/Issues with SBM Implementation in states 	COMPLETED
Enhance understanding of SBM development process	STT and other stakeholders understanding of SBM development process enhanced on: <ul style="list-style-type: none"> (i) ESSPN Approach: The Framework; (ii) ESSPIN Approach Best Practices (iii) Challenges/Issues with 2005 National Council on Education (NCE) directives on SBMC establishment. 	COMPLETED
Support States to domesticate National Revised SBMC Guidelines	SLVP 2 provided the platform for the harmonisations of perspectives from the first 2 levels resulting into the	6 Completed remaining that of Bauchi State

	home grown policies.	
--	----------------------	--

Background

16. National replication of the SBMC is in accordance with ESSPIN model of establishing functional SBMCs. It is one of strategic support to increase stewardship role of UBEC towards ensuring that the states domesticate the national guidelines on SBMCs for enhanced school improvement and increased community involvement in quality inclusive education delivery.
17. Domestication of National guidelines to consider state peculiarities is a 3 stage process comprising the SLVP1, CLVP and harmonisation (SLVP2). The SLVP 1 involves key policy and decision actors at the state level and provides the initial policy framework and baseline on SBM development. The CLVP involves key policy and decision actors at the community level while the SLVP 2 comprises of stakeholders from the SLVP1 and CLVP.
18. With the staff of UBEC and under the leadership of the STT, advocacy visits were undertaken to the key policy actors in the state namely: State Ministry of Education (SMoE), SUBEBs, House Committees on Education, Ministry of Science and Technical (MoST) and Traditional Institutions. The objectives were to 1) emphasis on their leadership role and buy in of the SBM visioning process; 2) canvass for more funding allocation for schools' improvement 3) deepen understanding of SBM concept, issues and implications for whole school transformation and children learning outcomes.
19. Also, as part of the visioning process which adopted a participatory approach and a workshop format, all stakeholders analysed the present situation of SBMCs in their respective states to better appreciate SBM potential to improve schools for all children. This was in addition to developing a shared understanding of SBMC development framework, SBM concept and models, SBMC visioning process and elements.
20. The visioning processes are intended to deepen key state actors and duty bearers understanding of SBMC concepts and models, gain political commitments and support, mobilize for community inputs and voice in setting the space for inclusivity and dialogue on the practicality of genuine participation, ownership and implementation of the domesticated policies.
21. Subsequent to the signing of the 2011 Memorandum of Understanding (MoU), between UBEC and ESSPIN, ESSPIN has supported capacity development workshops and meetings for

UBEC and other Federal Government educational agencies. These included:

- A 3-day technical workshop to streamline exiting national SBMC Manuals held in Kaduna between May 18 and 20, 2011;
- Support for officials from UBEC and the Federal Ministry of Education (FME) to participate in the 3-Phase ESSPIN Visioning Process for the development of SBM systems in Enugu State between April and June 2011
- Support for a 36-person joint FME-UBEC study tour to communities in Kaduna State to learn at first hand, about the ESSPIN Process Approach to the development of School Based Management (SBM) systems in July 2011
- Advocacy and sensitization Mission led by the ESSPIN National Programme Manager to the 4th Quarterly meeting of UBEC and SUBEB Chairs which was held in Jalingo, Taraba, between 13th and 17th November, 2011. It was aimed at sensitising SUBEB Chairs nationwide on the new UBEC-ESSPIN Partnership in rolling out best practices in SBMC implementation
- ESSPIN supported UBEC to produce, two key resources for the nationwide replication of the SBM process. These are (i) "Revised Guidelines for the Development of School-Based Management Committees" and (ii) "Developing SBMC Trainers' Manual",
- ESSPIN's Technical support for 6-Day Training-of-Trainers (TOT) workshops on replicating School Based Management (SBM) best practices at four locations across the country for UBEC and SUBEB's officials between December 2011 and January 2012 using the two key resources listed above.
- This aspect of technical support provided to the UBEC and SUBEBs and being reported is to ensure that the national revised SBMC guidelines is domesticated by the state towards fast tracking its implementation.

Findings and Issues Arising

Participation & Gender Analysis

State	Number of Males	Number of Females	M (%)	F (%)	Total
Zamfara	95	4	96%	4%	99
Kogi	51	9	85%	15%	60
Oyo	20	5	80%	20%	25
Adama	462	25	95%	5%	487

wa					
Kebbi	65	9	88%	12%	74
Total	693	52			745

22. The table above presents the analysis of Policy workshop participants of 5 out of 7 States based on gender. In Zamfara State, of the total of 99 participants, only 4 representing 4% were women, while 95 participants representing 96% were men. This shows an extremely wide gap of representation based on gender. This means Zamfara state has the worst record of women participation when compared to other states.
23. The analysis of Kogi State indicates that 51 participants out of 60 representing 85% were men, and 9 participants representing 15% were women. The gender imbalance is still visible, although it's better compared to that of Zamfara State.
24. For Oyo state, the table shows that 5 out of the 25 participants were women representing 20%, while 20 representing 80% were men. Oyo State has the highest percentage in terms of the number of women participants when compared to all other states. However, the gender gap is still wide which needs to be bridged.
25. In Adamawa State, the table reveals that 462 participants out the total of 487 were men representing 95%, leaving only 5% or 25 of the 487 positions for the women. The result shows that Adamawa state has the second to the worst result in terms of women participation in the workshop.
26. Finally, in Kebbi, out of the 74 participants in the workshop, 65 representing 88% were men, while 9 participants representing 12% were women. This still shows a very low participation on the part of the women.

Technical approach/process

Meeting with STTs

27. On the first day, STTs and key staffs of Social Mobilization Departments were provided technical support in the overall technical planning and coordination of SBMC development process including buy in. Introduction of basic SBM concepts and models, situational analysis of the SBMCs in the state as well as drawing of advocacy visits itinerary are integral part of the first day meeting. Since STTs and SMD staffs have key role in SBMC policy implementation, monitoring and evaluation, this first meeting enhances their confidence level to provide their leadership role in states.

Advocacy Visit

28. On the second day, advocacy visits are made to the key policy actors and decision makers for the purpose of gaining their political will, establishing a shared understanding of the SBMC policy development process as well as emphasizing some key policy and advocacy issues such as sustainable SBMC funding and capacity development as central to quality inclusive education delivery at the school levels.

State Level Visioning Process 1

Opening Ceremony



Opening speech by the Permanent Secretary from Sokoto State Ministry of Education

29. The third day is devoted to the first consultation process (SLVP1). An opening ceremony is one of the features of the SBMC development process during SLVP 1 where key policy actors such as commissioners, Permanent Secretaries, UBEC, SUBEB Chairmen, Permanent Members of the Board, House Committee on Education and Senior Directors are present. In this opening ceremony key note addresses are made as shown by the Permanent Secretary from Sokoto State Ministry of Education and House Committee Chair on Education from Oyo State as well as acting Permanent Secretary of Ministry of Education from Bauchi State.

Developing a shared understanding of SBM Concept and Models

30. Also during the SLVP 1, one of the key components of the technical approach or process is developing a shared understanding of SBM concepts and models for the purpose making informed decisions and choices during the SBMC policy development process. During this process, key decision makers and policy actors as well other stakeholders were all taken through SBM concepts and models by the ESSPIN National SBMC Consultant. A case of Zamfara State has been illustrated as one example.

Developing the initial policy framework through syndicate and plenary sessions

31. Policy elements derived from the national SBMC revised guidelines are introduced with syndicate groups formed to deliberate on the policy elements. At the end of the syndicate group session, plenary sessions are held and chaired by the Commissioner, Permanent Secretary or Senior Director from Ministry of Education or SUBEB Chair or Permanent Members from the Board. Building consensus during the syndicate and plenary sessions constitute an aspect of best practices encouraged. The example of Kebbi State and Sokoto State is provided where the Honourable commissioner of Education and other key policy actors and decision makers are deliberating on some aspects of SBMC policy elements in a syndicate group.



Participants actively engaged in consultations SBMC roles and responsibilities



Internal debate on

Draft SBMC Policy Development Process

32. The outputs from the SLVP 1 deliberations are used by ESSPIN National SBMC Consultant to develop the initial first draft policy. This was a departure from the original concept of waiting until the conclusion of SLVP 2. Many states had argued for this departure to enable them have a near concrete document to work with during the CLVP as well as SLVP2.

Community Level Visioning Process

33. CLVPs were conducted by the STTs and the staff of the SMDs in all the states at the senatorial level using the initial SBMC Policy framework developed at the SLVP 1. ESSPIN provided the technical strategy. A day was devoted to a senatorial SBMC internal debate and consultation. Findings from these sessions were articulated by STT and SMD staff for ownership and further presentation during the SLVP2.

State Level Visioning Process 2

34. SLVP 2 was conducted in all the states with the exception of Bauchi. Participants at the SLVP 1 and select participants from the CLVP were the main target. Harmonisation took the same workshop format as the SLVP 1 but with emphasis on harmonising differences and similarities on the SBMC policy framework. Kebbi SUBEB Chair with other key policy and decision makers of the state in a syndicate group session harmonising an aspect of SBMC draft policy (SLVP2). The State SBMC Chair and House Committee Chair from Sokoto State are providing leadership to the syndicate group session as they deliberate on an aspect SBMC policy element.



Participants in syndicate group discussion on key aspect of SBMC policy element

Key Policy features across the states

SBMC Composition State Perspectives

35. Of the 6/7 states, in terms of number and composition of SBMC members, Adamawa and Sokoto proposed a membership of between 15 - 17 and 15 - 20 persons respectively while Kebbi, Kogi and Oyo States all agreed that SBMC membership should not be more than 17 persons. All the states are of the opinion that any number more than what they have proposed is likely to hinder effective deliberations and any fewer may fail to be representative of the wider community.

36. However, Adamawa and Sokoto proposed two membership configuration models. For example, while both agreed that membership should essentially constitute representatives drawn from interest groups within the community, Adamawa's second model of 17 persons included additional two representatives (male and female) to be drawn from community based associations.
37. For Sokoto State, its 15 member scenario included Head Teacher (1), representatives of Teachers (1), representatives of pupils (2), and representatives of Traditional Rulers (1). Other interest group are representatives of former pupils (2), representatives of women (1), Parent Teacher Association, PTA representatives (2), representatives of youths (2), Artisans (1) and representatives of Faith Based Organisation (2), its 20 membership scenario included additional representatives to be drawn from National Union of Teachers (NUT), community, security personnel, LGA and persons with special needs.
38. Although, Kebbi, Kogi and Oyo proposed a membership of 17 persons, Kebbi is of the perception that its SBMCs shall have 17 Members except where it shall have a single sex gender and where there is only one dominant religion, the membership drops to only 16 persons.
39. It is important to note that all the states believe that representation requiring more than one person should be gender balanced in addition to possessing shared core values such as personal commitment/interest, provide good governance for schools in line with code of conduct and state laws, transparency and accountability, readiness for any call at any given time, team player, resourcefulness and live above board. This is also in addition that the SBMC shall be and remain a voluntary and non-political committee and its membership should not draw on any allowance or stipend.
40. Kogi and Oyo states are the only two states that reported "membership of SBMC must remain voluntary and not to be paid in cash but can be rewarded in kind such as letters of commendation which will be written by LGEA annually to the best 3 performing SBMCs in their Local Government Areas and recommendations can be made of the 3 to SUBEB for consideration for State award. The SUBEB will nominate the best 3 performing SBMCs in the State for State Certificate of meritorious service award etc"

SBMC Tenures

41. All the states but Sokoto reported that the members of SBMC serve for a period of two years. Individual members could be eligible for a second and final term of two (2) years depending on good performance. Sokoto state reported that the members of SBMC will serve for a period of three years. Individual members could be eligible for a second and final term of three (3) years depending on good performance.

STT Composition and Tenure

42. STT composition and tenure varies from one state to another. In addition to STT, Kebbi States desires Local Government Task Team. The text box below captures similarities and variations of the STT composition and tenure across some of the states.

Oyo

STT should have a membership of ten (10) persons drawn from SMOE, SUBEB, LGEAs, AOPSHON, NGO, Religious leader, Old Student Association, Community leaders, PTA Reps and a woman representative. Tenure shall be for a period of up to two years renewable for the second and final term based on performance.

Kogi

STT should have a membership of ten (10) persons drawn from Ministry of Education, SUBEB, LGEA, Association of Head Teachers, Retired Head teachers, Teachers, Nurses. Others are Leader of women Association in the community, Security Agencies e.g. Police, military personal, SSS, immigration officer, Youth Leaders in that community and PTA members of that school. Tenure shall be for a period of up to two years renewable for the second and final term based on performance.

Kebbi

STT should have a membership of about twelve to nineteen persons drawn from the SMOE, MSTE, SUBEB, LGEAs (Education Secretary), the Association of Head Teachers, Traditional council, Ulamas, and committed non-government educationist. Tenure shall be for a period of up to 2 years renewable for the second and final term based on performance.

While the LGTT should comprise of Traditional Leader, Head Teacher of a school, representative of NUT (male and female), representative of community (male and female), representative of old boys

SBMC roles and Responsibilities

43. While all the States agreed that main responsibilities of the SBMC should constitute the following: i) participating in the School planning process to produce school development plans, ii) Monitoring of school activities, including pupils attendance and teacher, iii) Sharing information on the school to parents, government and civil society stakeholders, iv) overseeing the use of resources made available to the school, v) Mobilising resources to further support school development activities, vi) mobilising communities for school improvement, vii) Encouraging broad participation by all stakeholders in school activities and viii) ensure

the full participation of children and women in all SBMCs activities, the states differ in some aspects of specific responsibilities.

44. For example, virtually all the blocks of specific areas of responsibilities appear same but with slight differences. For example, while Kebbi, Kogi, Sokoto and Oyo agree that oversight functions on budget allocation to school, teachers, infrastructural & instructional materials, whole school development planning, learning achievement, overseeing funds for school activities, promoting (partnership, participation and inclusion), enhancing effective participation and inclusion of women & children as well as reporting and accountability constitute specific areas of responsibilities of SBMCs. All the documents also included capacity building of SBMCs through CSOs, SUBEB and LGEAs as strategic to the functionality and relevance of SBMCs. Adamawa State limited the specific areas of responsibilities of SBMCs to school development plans, mobilizing resources for SBMC school development, overseeing funds for school activities and promoting partnership, participation and inclusion (of women and children), as well as reporting and accountability which other states also articulated in their state specific documents.
45. Also, all the states indicated in their policy documents that respective State Ministries of Education have the overall responsibilities for the formulation of the SBM policy in the state, its implementation the primary responsibility of their State Universal Basic Education Board (SUBEB) while their constituted State Task Team (STT) will be expected to play a facilitative and advisory role towards the SBM policy implementation and its future development. Only Kebbi and Zamafara states gave the same status of responsibility to Ministry of Science and Technical Education as the State Ministry of Education as aforementioned.

SBMC/School Funding

46. Across the states, policy documents on SBMC revealed that funding remains strategic to effective functioning of SBMCs. It is important to note that policy documents for Kebbi, Kogi, Oyo and Sokoto States with the exception of Adamawa articulated funding sources to include UBEC intervention fund (sourced from the Federal Government), Donations/Contributions from the communities, Old Pupils Association (OPA)/CSOs contributions, Conditional Grants Scheme under the MDGs, Donations from development partners, Donation from private companies and philanthropists, Levies from

like minds or membership contribution, and Fundraising through launching drawn from its (SBMC) principle of operation.

47. Although, all the documents captured how funds oversight for the school can be provided by the SBMC as part of their specific areas of responsibilities, only Adamawa, Zamfara and Sokoto states were specific on State and LGA funding contribution to SBM establishment as captured in the textbox below.

Adamawa State

- State and Local Governments to supplement UBEC intervention fund by 15% and 10% respectively

Sokoto State

- State and Local Governments to supplement UBEC intervention fund by allocating 3% And 2% Of their budget allocation respectively for SBM development

Zamfara State

- State and Local Governments to supplement UBEC intervention fund by 15and 10% respectively

Policy review and Monitoring

48. Of the five states SBMC policy document, all the states with exception of Zamfara and Adamawa articulated that their SBMC policies would be reviewed once every five (5) years from the year of its commencement (2012). It further states that the review shall adopt a participatory methodology engaging stakeholders through a workshop format.

49. Nevertheless, policy implementation progress indicators by the aforementioned 4 states vary in some cases as illustrated by Sokoto Zamfara and Oyo examples as tabulated below

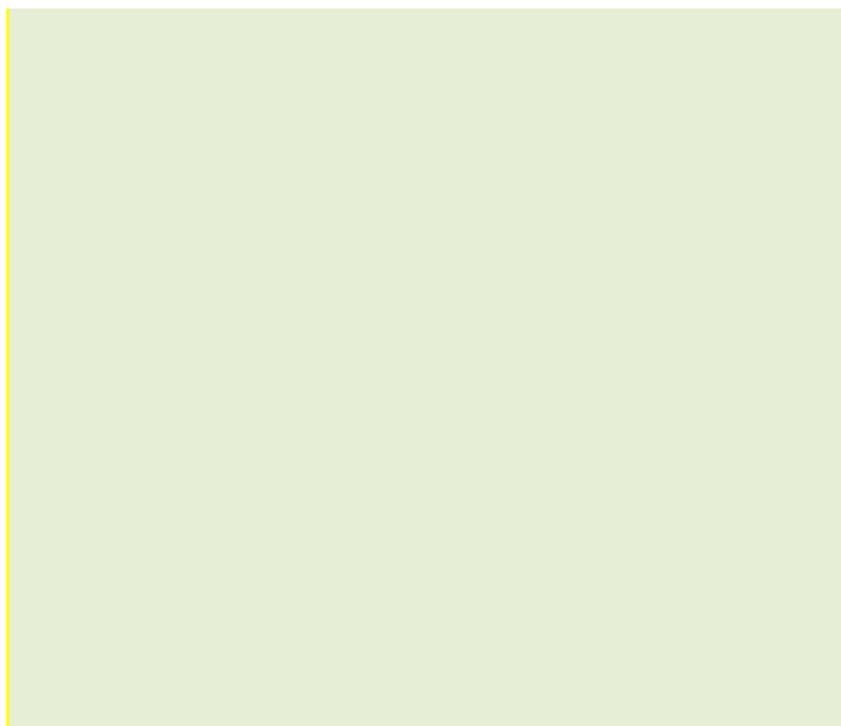
Sokoto

Zamfara

Oyo

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Periodic assessment of the performance of head teachers in the management of their schools (quarterly) • Organising different forums where the community members and the teachers of the schools come together to dialogue, share experiences and express their levels of commitment to the upliftment of education in the community • Regular visits to the schools to observe the level of achievement of the SBMC objectives • Regular inspection and supervision of the position of infrastructures and materials adequacy in the schools • Regular supervision of all projects being executed by any education stakeholder in the school • Noticing an improvement in the performance of head teachers in the management of schools • Observation of an improved collaboration and understanding between the community members and the school • Noticing an improved harmonious relationship between the community members and the teachers of the school • Prevalence of an observed efficiency and effectiveness in resource mobilisation and utilisation in the school • Noticing an improved hygienic and sanitary conditions of schools | <ul style="list-style-type: none"> • Whether the objectives and targets set for the school are being met • Change/progress being in the activities in the SBMC of the school • Planning process • Collective decision making process • Community self help • Active school governance • Harmonized relationship between, the school and community • Effective use of resources • SBMC implementation process • Increase in enrolment, retention and performance. • Effective monitoring and evaluation • Participation /involvement of all stakeholders(Head teacher, Teacher, SBMC, PTA and Pupils) | <ul style="list-style-type: none"> • Noticing an improvement in the performance of head teachers in the management of schools • Observation of an improved collaboration and understanding between the community members and the school • Noticing an improved harmonious relationship between the community members and the teachers of the school • Prevalence of an observed efficiency and effectiveness in resource mobilization and utilization in the school • Noticing an improved hygienic and sanitary conditions of schools • Noticing an improved security of infrastructures and instructional materials in schools • Noticing an improved quality of instruction and learning achievements in schools • Observing an improvement in the quality of infrastructural projects being executed and instructional materials supplied in the school • Noticing an improved school enrolment, retention and completion • Noticing an improved attendance and transition of pupils from lower to middle and upper primary schools as up to the senior secondary schools • Reduction in the number of out of school children in the community • Noticing an improved number of girls, children with special needs, orphans and vulnerable children in their schools |
|--|--|--|

- Noticing an improved security of infrastructures and instructional materials in schools
- Noticing an improved quality of instruction and learning achievements in schools
- Observing an improvement in the quality of infrastructural projects being executed and instructional materials supplied in the school
- Noticing an improved school enrolment, retention and completion



Conclusion

50. With the conclusion of the national SBMC guidelines domestication by the state, UBEC will need to continue providing leadership to complete other steps in SBM development process. Training of CGPs as master trainers to anchor SBMC trainings, community entry and the training of SBMCs are next steps.

51. Although, ESSPIN had supported UBEC in developing capacity of a core team within its establishment, it may be not be out of place for ESSPIN to work out modalities with UBEC for the engagement of national SBMC consultants for the purpose of managing change in the remaining stages.

Annex 1: Adamawa State Policy workshop Participants

S/ N	NAME	ORGANIZATION/SCHOOL	RANK
1	Hon. Michael Zidon	Adamawa House of Assembly	Chairman Education Development for UBEC Core Team on SBMC Replication
2	Hon. Salihu Kabillo	Adamawa House of Assembly	Vice Chairman Education Committee
3	Hon. Wilbina Jackson	Adamawa House of Assembly	Member Education Committee
4	Hon. Simon Isa	Adamawa House of Assembly	Member Education Committee
5	Hon. Jibrin Usman Yelwa	Adamawa House of Assembly	Member Education Committee
6	HRH Dr. Muh'd Barkindo Aliyu Musdafa	Yola Emirate Council	Lamido Adamawa
7	HRH Alh. Abubakar Isa Ahmadu	Mubi Emirate Council	Emir of Mubi
8	HRH Alh. Umaru Adamu Sanda	Ganye Emirate Council	Gangwari Ganye
9	HRH Jerome J. Fwa	Mbula	Murum Bula
10	HRH Amna Shelleng	Amna	Amna Shelleng
11	Chairman Michika LGC	Michika LGC	Chairman
12	Chairman Madagali LGC	Madagali LGC	Chairman
13	Chairman Mubi North	Mubi North LGC	Chairman
14	Chairman Mubi South LGC	Mubi South LGC	Chairman
15	Dr. Halilu Hamma	ADSUBEB	Executive Chairman
16	Alh. Muh'D Inuwa MoAllahyidi	ADSUBEB	PM II
17	Dr. Daniel K. Diraso	ADSUBEB	Secretary
18	Haj. Fuloh Warigon-Maikano	ADSUBEB	DQA
19	Haj. Sakinatu Idris	ADSUBEB	DFS
20	Alh. Ibrahim Aliyu	ADSUBEB	DFA
21	Alh. Omar Ahmed	ADSUBEB	DPM
22	Alh. Mohammed Lawandi	ADSUBEB	DPRS
23	Haj. Fadimatu Alfa	ADSUBEB	ADSM
24	Chairman Maiha LGC	Maiha LGC	Chairman
25	Chairman Hong LGC	Hong LGC	Chairman
26	Chairman Gombi LGC	Gombi LGC	Chairman
27	Chairman Song LGC	Song LGC	Chairman
28	Chairman Girei LGC	Girei LGC	Chairman
29	Chairman Yola North LGC	Yola North LGC	Chairman
30	Chairman Yola South LGC	Yola South LGC	Chairman
31	Chairman Fufore LGC	Fufore LGC	Chairman
32	Chairman Demsa LGC	Demsa LGC	Chairman
33	Chairman Numan LGC	Numan LGC	Chairman
34	Chairman Guyuk LGC	Guyuk LGC	Chairman
35	Chairman Shelleng LGC	Shelleng LGC	Chairman

Capacity

Education Sector Support Programme in Nigeria (ESSPIN)

Annex 2: Kebbi State Policy Workshop Participants

S/N.	NAME	POSITION
	GROUP 1	
1	Alh. Abdullahi Umar (Waziri Gwandu)	Chairman
2	Alh. Yusuf Wade	Member
3	Mairiga Mohammed D/Gari	Member
4	Hamisu Liman Y.	Member
5	Danlami Maikati	Member
6	Buhari Bello	Member
7	Abdulkadir Ahmed	Member
8	Rebecca Ezra Dikki(Mrs)	Member
9	Zaki Sarki	Member
	GROUP 2	
10	Muh'd S. Wasagu	Chairman
11	Abubakar Bala B/Tudu	Member
12	Bello Bande Besse	Member
14	Musa Idris Dada	Member
14	Muhammed H. Tambai	Member
15	Ahmed Rufa'I Abubakar	Member
16	Umar Muh'd Kalgo	Member
17	Lai'atu H. Audu	Member
18	Hon. Adam Bawa Augie	Member
19	Umar Sayko	Member
	GROUP 3A	
20	Hon. Hassan Muh'd Shallah	Chairman
21	Maidammab Sani Ambursa	Member
22	Suleiman M.A Augie	Member
23	Hon. Barmu Moh'd Shudi	Member
24	Abdullahi Garba Aliero	Member
25	Muh'd Yardo Yalango	Member
26	Salihu Abdulmumin	Member
27	Serah Paul Audu (Mrs)	Secretary
	GROUP 3B	
28	Haruna A. Dan-Katsina Aliero	Chairman
29	Ummaru Sahabi Kalgo	Member
30	Shehu Magaji Diggi	Member
31	Salihu Dankane D/Daji	Member
32	Gado Umaru Gwandu	Member
33	Muh'd Musa Gwamba	Member

•	34 •	Murtala Umar	•	Member
•	35 •	Abdullahi A. Zauro	•	Member
•	36 •	Nasiru Ahmed Yauri	•	Member
•	37 •	Mahmud A. Musa wara	•	Member
•	38 •	Abdullahi Maiunguwa	•	Member
•	39 •	Almustapha Balarabe	•	Secretary
•	•	GROUP 4	•	
•	40	Abubakar Hussaini	•	Chairman
•	41 •	Dr. Sahabi Adamu B/yauri	•	Member
•	42 •	Usman Moh'd Gwamma	•	Member
•	43 •	Usman Moh'd Gwamma	•	Member
•	44 •	Umaru Ahmed Gwandu	•	Member
•	45 •	Yakubu K. Gunu	•	Member
•	46 •	Aishatu Muh'd Namagare	•	Member
•	47	Muhammedu Riskuwa Zauro		Secretary
•	•	GROUP 5A	•	
•	48	Alh. Abdullahi Kamba-Kamba	•	Chairman
•	49 •	Alh. Shua'ibu Abdulmuminu Arg.	•	Member
•	50 •	Alh. Mansur Muh'd Yahay Umar	•	Member
•	51 •	Hajiya Habiba Mera	•	Member
•	52 •	Alh. Muh'd Bala Zuru	•	Member
•	53 •	Abbas A. Muhammed	•	Secretary
•		GROUP 5B	•	
•	54	Mrs. M.M. Kogi	•	Chair person
•	55 •	Sani Yakubu Aliero	•	Member
•	56 •	Alitu G. Rafi	•	Member
•	57 •	Muhammed Bissah	•	Member
•	58 •	Ibrahim A. Ngaski	•	Member
•	59 •	Garba moh'd	•	Member
•	60 •	Usman A. Kwasara	•	Member
•	61 •	Abubakar Sadiq Umar	•	Member
•	63 •	Adamu Ladan Sango	•	Member
•	64 •	Amina Adamu K.	•	Member
•	65 •	Muhammed Badi K.	•	Member
•	66 •	Muh'd Sodangi Ngaski	•	Secretary
•		GROUP 6	•	
•	1	Usman Makera	•	Chairman
•	2 •	Hajiya . Tuni Aliyu	•	Member
•	3 •	Damba Ahmed Danjumma	•	Member
•	4 •	Haruna Yahaya Gwandu	•	Member
•	5 •	Bala Bello	•	Member

• 6 •	Alhassan Garba	•	Member
• 7 •	Haruna Alkasim Yelwa	•	Member
• 8 •	Abubakar Magaji Nayelwa	•	Member
• 9 •	Nura Muh'd kwaifa	•	Secretary

Annex 3: Kogi State Policy Workshop Participants

S/N O	NAME OF PARTICIPANT	DESIGNATION	DEPARTMENT/LGE A
1	Salihu .S. Aliyu	DE	Kogi Subeb
2	Alh. M. J. Ahmadu	CEO	CSACEFA
3	Alh. Mohammed A. S.	PSM Ubecnizo	SM
4	Alimi Bashir	DE	SM
5	Tolufase Josephine	DE	SM
6	Olusegun Gloria	DE	SS
7	Sadiq .S. Haruna	SEO	PRS SUBEB
8	Adekunle, E. T .	DE	SS SUBEB
9	G. N. Achente	DE	St. Mary's School
10	Alao Michael .O.	DDE	STT Ogori Magongo
11	Captain Obaju .E. (Rtd)	Ogori	Ogori Magongo Lgea
12	Isa Mohammed	Islamiya Sch, Lokoja	Lokoja
13	P. S. Oladejo	Model III Adankolo	Lokoja
14	Alh Yakubu Mohammed	DDE	LGEA Office Lokoja
15	Hon. Alhassan Mohammed	DDE	LGEA Office Lokoja
16	Ibrahim .M. Saba	CM	SMOLokoja LGEA
17	Mahmud Ida Shehu	DDM	Education/Lokoja
18	Abraham Godwin .S.	CFS	MOE Lokoja
19	Adetayo .A.	DDM	Principal JSS Yagba
20	Folagbade O. A.	DDM	Yelgea Office Yagba
21	Aliyu, A. E.	PAEO	Nomadic Educ
22	Unazi Alice	PEO	School Services
23	Ozigi, A. K.	STT Chairman	MOE Lokoja
24	Asinbaba .O. Emmanuel	Educ. Sec	Ogori Magongo
25	Sir John Adaji Haruna (Keji)	SBMC Chairman	Dekina LGEA
26	Sanni Abdulkareem	SBMC C/M Okehi	School Services Okehi LGEA
27	Benjamin Alabi	DE	SM SUBEB
28	Ojih .A. Linus	DE	SM
29	Pauline .R. Aboh	CAEO	Social Mobilization
30	Joseph Kayode .S.	D.E STT Member	SMOE Lokoja
31	Kabir Ahmed	Programme Officer	CESDYO Lokoja
32	Mohammed Salihu .A.	SEO	SMOE Lokoja
33	Naomi .A. Omebije	Typist	SUBEB Lokoja

34	Victor .O. Iselewa	Secretariat	SUBEB Lokoja
35	Naomi Andrew		SUBEB Lokoja
36	Metibogun .B. O.	Director, PRS	PRS Dept. Moe, Lokoja
37	Mrs .E. Mesole	Asst. H/M	Islamiya LGEA Lokoja
38	Audu .B. Kareem	H/M	Model Schl I Adankolo
39	Joel, Roseline Egun (Mrs)	SBMC Desk Officer	Social Mobilization
40	Umoru Yusuf Opewu	E. Sec, Okehi	Okehi
41	Mohammed Abdullahi	Rep. HOS	Lokoja
42	Elijah Folorunsho	HOS	Y/East
43	Danjuma Salihu	Rep STT Member	Dekina
44	Yakubu Onatu	Rep. STT Member	Okehi
45	Ndah Onuh	Asst. H/M	Lokoja
46	Musa Yakubu	Teacher	Model II Adankolo
47	Agboola Johnson	Teacher	St. Mary II Lokoja
48	Aliyu Mohammed	Teacher	St. Mary II Lokoja
49	Maria Jacob	Teacher	Model III Adankolo
50	James Sunday	Rep. Nut	Holy Trinity
51	Suleiman Abubakar	Teacher	Holy Trinity
52	Toluhi Samson	Teacher	Model II Adankolo
53	Ademu Stephen	Teacher	Model II Adankolo
54	Mathew Emmanuel	Teacher	Model I Adankolo
55	Sule Usman	Teacher	Islamiya Lgea Lokoja
56	Kayode Johnson	Teacher	Holy Trinity, Lokoja
57	Jimoh Suleiman	Teacher	St. Mary II, Lokoja
58	Ahmed Salifu	Teacher	Model II Adankolo
59	David Olubunmi	Teacher	Model II Adankolo
60	Abubakar Ali	Teacher	Holy Trinity, Lokoja

Annex 4: Oyo State Policy Workshop Participants

S/N O	NAME OF PARTICIPAN T	DESIGNATIO N	ADDRESS	PHONE NO
1	Mrs. C. B. Omidiji	CSACEFA Treasure	Plot 7, Oluyole Estate, Ibadan	08023470269
2	C. K. Somuyiwa	HOS/SS	IBNE LGUBEI	08055204465
3	Mr. Azeez W. A	HOS (SS)	Alhinyeze	08074570422
4	Mrs. Adediyi B. O.	HOS (SS)	IBS West	08059529544
5	Mr. Omotosho O. K.	HOS (SS)	Surulere	08066648500
6	Mr. Awolola R.O.	Chairman STT	c/o Min. of Education, Ibadan	08023841967
7	MR. Adefabi Olusegun A.	Education Secetary	Ibarapa East	07055699760
8	Mr. Adewuyi Timothy	Education Secetary	Ogbouwa South	08033582262
9	Pst. David Femi-Alade	Clergy	PICC, Akoloo II	08030677096
10	Mr. Funsho Folaranmi	Education Secetary	ATISBO LGUBEA, TEDE	07032554467
11	Mr. Joan Agunloye	Ass. Sec.	No. 24 Ashi Ibah	08055201005
12	Mr. S.O. Okewoye	State Sec.	CSACEFA, Oyo State Chapter	08057212433
13	Kolade, S. I.	H.O.S (SS)	ATIBA	08057076617
14	Ojemimi S. A.	Deputy Director	MoE	0805835004
15	Ayanrindu Y. A.	Education Sec.	Min. of Education	08035022592
16	Gbagi Lydia	State Coordinator	UBEC	08033521127
17	Hon. Bisi Oladeji	Edu. Sec.	Oyo West LGUBEA	08035066480
18	Alh. Abiodun Jimoh	Oyo State PTA	ICE EPO Busstop Iwo Rd.	08033709155
19	Com. S. A Amusul	NUT Oyo State	Oluyole	08038210531
20	Com.	Edu. Sec.	Egbeda	08090555581

	Oladebo G.			
21	Hon. Abiodun S.	E/S	Kajola	08027206069
22	Mrs. Ogunkunle	F/S	CSACEFA	08056108188
23	Com. Busan K. A.	Edu. Sec	IB/SE	08038564213
24	Mrs. S. A. Oloyade	State S.	Alekia	08035847068
25	Nurudeen A. Zubair	Religious Leader	Egbeda	08074803450

Annex 5: SBMC Development Process

