

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

## **SBMC Resource Mobilisation Validation Study**

### **Summary Report Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos States**

**Report Number: ESSPIN 441**

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**July, 2016**

## Report Distribution and Revision Sheet

**Project Name:** Education Sector Support Programme in Nigeria

**Code:** 337662

**Report No.:** ESSPIN 441

**Report Title:** Summary Report on SBMC Resource Mobilisation Validation Study, July 2016

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
01	July 2016	Aliyu Usman	Fatima Aboki	Kayode Sanni	Accuracy, completeness, formatting

### Scope of Checking

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## Summary Report on SBMC Resource Mobilisation Validation Study

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## Acronyms and Abbreviations

BE	Basic Education
DSM	Department of Social Mobilisation
CSO	Civil Society Organization
EFA	Education for All
ESSPIN	Education Support Programme in Nigeria
F	Female
FGD	Focal Group Discussion
GDP	Gross Domestic Product
GPE	Global Partnership for Education
LGA	Local Government Area
LGEA	Local Government Education Area
M	Male
NCE	National Council for Education
PF	Parents' Forum
PTA	Parent-Teacher Association
PS	Primary School
SBMC	School Based Management Committee
SDP	School Development Plan
SMD	Social Mobilisation Director
SMO	Social Mobilisation Officer
SRS	Simple Random Sampling
SRSD	Stratified Random Sampling Design
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission

## Acknowledgements

The author, on behalf of Cambridge Education, is very grateful to a number of people who helped in producing this report. Allan Findlay, Dr. Aliyu Usman, Dr. Suleiman Adediran and Uwem Umoh worked on the entire process from planning through data analysis and reporting. Allan Findlay did the sample selection, stratification, survey designs, provided support with school identification and other information from the annual school census. From Cambridge Education and Save the Children, Jake Ross, Kayode Sanni, Fatima Aboki provided the leadership, coordination and together with Sandra Graham reviewed preliminary reports and drafts and provided valuable comments. Helen Pinnock of Save the Children provided additional analysis and editing. Gratitude is also due to everyone who participated in the field work including enumerators, supervisors and SMOs in the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos. The enumerators and supervisors who did the data collection; and not least to the large number of head teachers, SBMC executives and community members who took the time to participate in the study in each state.

## Abstract

School-Based Management Committees (SBMCs) work to increase communities' involvement with education, hold schools accountable, and to help improve the quality and effectiveness of schools. They provide a way of helping the education authorities to listen to what adults and children want from schools, and a way of increasing the contributions of everyone in the local area to making education work well. The purpose of this study is to validate the Social Mobilisation Officers' (SMOs) reports in the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos; which indicate that SBMCs are mobilising resources towards the improvement of schools and access for marginalised children, and to further assess the robustness of the reporting system. The objectives of this study include: a) to validate the SMOs' reports in the respective States on the contributions of communities and resources mobilized towards the improvement of schools, and to assess and b) validate the robustness of the reporting system.

In order to achieve these objectives, the stratified random sampling design (SRSD) was used to select 214 schools out of the 1,120 pilot schools in the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos. The sample was statistically sufficient as it constitutes 19.1% of the population. The stratified random sampling design involves the stratification of the population while using simple random sampling to select samples independently from each stratum. The SRSD was adopted for the validation survey because it always gives a representative sample, at least from each stratum. Each state was subdivided into Local Government Areas (LGAs) (strata) and further stratified by location (rural/urban). In each state, random samples of primary schools were selected from focus LGAs using Simple Random Sampling (SRS) with proportional allocation of samples to strata. The selected schools had included 35.5% urban 65.5% rural schools. Moreover, both the qualitative and quantitative methods (the mixed method) of data collection were used to obtain information from the SBMCs, community members, Local Government Education Area (LGEA) officials, SMOs and Social Mobilisation Directors (SMDs) for triangulation. Both qualitative and quantitative data were collected, compiled and analysed using mixed method and the results summarized in this report.

The study found that the scale of resources mobilised by these SBMCs is far greater than was estimated in state monitoring reports. Over three years, N1,841,498,229 (4.8 million GBP) was raised by SBMCs in cash and in-kind contributions, almost double what had been estimated in government SMOs reporting. The large value of resources generated by SBMCs represent an extremely good return on investment. Taking an

average of GBP to Naira exchange rates over the period of 350 Naira to 1 GBP, the total cost of getting pilot SBMCs to this stage was approximately 330,400,000 Naira, or 944,000 GBP, over three years<sup>1</sup>. This represents a 500% return on investment. The vast majority of SBMCs were contributing significant resources towards school improvement and children's access to quality education. However, the diversity of sources of contributions was heavily skewed towards urban schools, indicating that urban SBMCs are able to draw on more resources from outside their immediate communities.

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<sup>1</sup> For each pilot SBMC, 220,000 Naira was spent by ESSPIN on initial training and mentoring, plus 75,000 Naira for subsequent mentoring visits, over a three-year period.

## Executive Summary

1. Since 2010, School-Based Management Committees (SBMCs) in six states of Nigeria have been trained and supported through the Education Sector Support Programme in Nigeria (ESSPIN) to revitalise their local schools by raising money and in-kind resources from communities and networks. This has taken place as part of a comprehensive programme of training and mentoring SBMCs to improve education access and quality, which has now been taken up by the Universal Basic Education Commission (UBEC) and promoted across Nigeria. The approach was tested with 1120 SBMCs in pilot school communities, and subsequently has been scaled up using government funds to 12,000 SBMCs.
2. Reports from the government SBMC monitoring system set up under ESSPIN had consistently indicated that SBMCs were raising large amounts of resources in all six states. However, it was recognised that these reports were relatively rough estimates, and may not have accurately estimated the value of material and in-kind contributions, or recorded donations from outside communities. In 2016 an SBMC resource mobilisation validation study was conducted to check the accuracy of these reports for school communities with committees directly trained and mentored as part of ESSPIN (pilot SBMCs). The intention was to find out whether reported estimates of the resources raised by pilot SBMCs for education were accurate: had pilot SBMCs been trained successfully to raise significant amounts from communities to improve education? This report details the findings of the validation study.

## Study process

3. The validation study took place in all six ESSPIN-supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos during early 2016. Mixed-methods data analysis was employed across the states.
4. Stratified random sampling design (SRSD) was used to select 214 schools out of 1,120 SBMC pilot schools in the six states. SBMCs for these schools have been trained and supported by local officials and CSO representatives as part of the first wave of ESSPIN support. Subsequently, over 11,000 SBMCs have been trained using the same approach, managed and funded entirely by state and federal government. Pilot SBMC schools would be expected to demonstrate slightly higher capacities than in schools reached by subsequent rollout.

5. The sample was statistically sufficient as it constituted 19.1% of the population. SRSD was adopted for the validation survey because it always gives a representative sample, at least from each stratum. Qualitative and quantitative methods of data collection were used to obtain information from SBMCs, community members, LGEA officials, SMOs and SMDs for triangulation.

### Government reporting of SBMC resource mobilisation

6. Earlier information on how many resources SBMCs are bringing into school improvement relied on termly reports to SUBEB, produced by SMOs in the course of regular mentoring visits to school communities. The intention was for the figures in SMO reports to include total cash and monetised material and in-kind items contributed by communities. Most SMOs requested information on SBMCs' financial contributions from headteachers and SBMC heads.

## Findings

7. The study found that the scale of resources mobilised by these SBMCs is far greater than was estimated in state monitoring reports. Over three years, N1,841,498,229 (4.8 million GBP) was raised by the pilot SBMCs in cash and in-kind contributions, almost double what had been estimated in government SMOs reporting. The large value of resources generated by SBMCs represent an extremely good return on investment. Taking an average of GBP to Naira exchange rates over the period of 350 Naira to 1 GBP, the total cost of getting pilot SBMCs to this stage was approximately 330,400,000 Naira, or 944,000 GBP, over three years<sup>2</sup>. This represents a 500% return on investment.
8. Broadly, resource mobilisation reflected states' GDP rankings, consistent with the idea that more funding could be mobilised by SBMCs in wealthier states (see Figure 1, p.18). However, Jigawa and Kano far outperformed other states in terms of both absolute amounts raised and sums raised per SBMC, suggesting strong support for community resource mobilisation for education. Kaduna showed lower performance than might have been expected, given that Kaduna is not one of the poorest states in the study. It would be worth investigating whether political will, SMO capacity and motivation, economic issues or social attitudes are a barrier to community-based resource mobilisation for education in Kaduna.

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<sup>2</sup> For each pilot SBMC, 220,000 Naira was spent by ESSPIN on initial training and mentoring, plus 75,000 Naira for subsequent mentoring visits, over a three-year period.

A summary comparison is shown in Table 4.1.1.

States	Session	Schools	Total raised by SBMCs, estimated by SMOs (₦)	Validation study total (scaled up) (₦)	Average per school in validation study (₦)	Additional resources raised (₦)
Enugu	2012/2013	113	12,575,545	69,357,931	613,787	56,782,386
	2013/2014	113	12,763,539	28,396,674	251,298	15,633,135
	2014/2015	113	13,808,375	99,711,539	882,403	85,903,164
Jigawa	2012/2013	192	8,213,975	222,958,186	1,161,241	214,744,211
	2013/2014	192	5,914,685	50,034,293	260,595	44,119,608
	2014/2015	192	25,176,513	44,732,587	232,982	19,556,074
Kaduna	2012/2013	162	8,290,169	36,067,680	222,641	27,777,511
	2013/2014	162	45,298,457	20,664,882	127,561	-24,633,575
	2014/2015	162	26,357,609	40,547,142	250,291	14,189,533
Kano	2012/2013	292	895,000	306,622,484	1,050,077	305,727,484
	2013/2014	292	1,745,000	134,442,056	460,418	132,697,056
	2014/2015	292	9,270,000	179,755,200	615,600	170,485,200
Kwara	2012/2013	263	26,216,173	295,952,848	1,125,296	269,736,675
	2013/2014	263	213,599,473	42,953,423	163,320	-170,646,050
	2014/2015	263	36,438,979	41,127,414	156,377	4,688,435
Lagos	2012/2013	98	Not available	5,133,828	52,387	Not available
	2013/2014	98	362,326,490	143,955,042	1,468,929	-218,371,448
	2014/2015	98	101,756,680	79,085,020	806,991	-22,671,660
Total Year 1 (₦)		1120	56,190,862	936,092,957	835,797	874,768,267
Total Year 2 (₦)			641,647,644	420,446,370	375,399	-221,201,274
Total Year 3 (₦)			212,808,156	484,958,902	432,999	272,150,746
Grand Total (₦)			910,646,662	1,841,498,229	1,644,195	925,717,739
GBP (yearly average)			798,813	1,615,349	1,442	812,033
GBP (over 3 years)			2,396,439	4,846,048	4,327	2,436,099

**Table 4.1.1. Comparative summary of pilot SBMC resource mobilisation, 2012-2015**

- SBMCs were found to have used their resource mobilisation training to access funding and support from a range of sources within and outside their communities. 92.5% of SBMCs (89.2% urban and 94.3% rural) sourced donations from community members. 71.0% (75.7% urban and 68.6% rural) of SBMCs source their donations from PTAs, Parents' Forums or Mothers' Associations. 60.7% (74.3% urban and 53.6% rural) of SBMCs of the schools studied sourced donations from wealthy individuals or philanthropists. Only 9.3% (20.3% urban and 3.6% rural) of SBMCs source donations from companies.

10. 73.8% (71.6% urban and 75.0% rural) of the SBMCs in the schools covered had received cash donations. 82.7% (81.1% urban and 83.6% rural) of SBMCs have also received donations in terms of school materials/stationery like books, chalk, pencils, uniforms, etc. 52.3% (55.4% urban and 50.7% rural) of SBMCs had received donations in terms of buildings materials like cement, roofing sheets, woods, sand, etc. 71.0% (60.8% urban and 76.4% rural) of the SBMCs had received donations in terms of free labour like carpentry, masonry, teaching and plumbing.
11. The vast majority of SBMCs were mobilising significant resources towards school improvement and children's access to education. SBMCs spent the resources they mobilised in similar ways regardless of location: bringing more children to school, upgrading infrastructure and strengthening education quality. 92.5% (94.6% urban and 91.4% rural) of SBMCs used the resources mobilised to improve access. This was achieved through sensitisation, free books, free uniforms, and food provision.
12. 93.9% (94.6% urban and 93.6% rural) of SBMCs used the resources they had mobilised to improve school quality. This was achieved through provision of teachers, books, inspection, teacher training and so on. 67.8% (64.9% urban and 69.3% rural) of SBMCs used donations to provide buildings and renovations. 68.2% (68.9% urban and 67.9% rural) used donations to provide furniture and repairs.
13. 42.1% (52.7% urban and 36.4% rural) used donations to provide toilets and associated renovations. The lower proportion of rural SBMCs focusing on toilets may be due to lack of existing water supplies into which to add toilets, or lack of expertise for safe latrine construction.
14. The wide discrepancies in all the States between SMO report estimates and study findings could be partly attributed to the fact that cost estimates of buildings, renovations and labour had mostly not been provided in previous SMO reports.
15. Returns on investment in SBMC training, in the form of resources mobilised by SBMCs, were often greatest in the first year of SBMC activation (see table 4.1.1.). This may suggest that more intensive capacity support, as provided to

SBMCs in their first year, is likely to generate greater resources for improving education. This has important implications for ensuring that ongoing State and Federal allocations towards activating SBMCs provide resources to deliver the full model of SBMC development, with frequent training and mentoring visits.

16. There was a relatively even split between urban and rural SBMCs in terms of overall value of resources raised. However, the diversity of sources of contributions was heavily skewed towards urban schools, indicating that urban SBMCs can draw on more resources from outside their immediate communities. There are concerns that the sustainability of rural community resourcing of education may thus be weaker.

## Conclusion

17. Using a more in-depth and accurate approach to estimation than previous attempts, this study found that the scale of resources mobilised by SBMCs is far greater than was estimated in state SMO monitoring reports. Over three years, N1,841,498,229 (4.8 million GBP) was raised by SBMCs in cash and in-kind contributions. While the original estimates varied by state, overall the study found that the amount raised was almost double what had been estimated in government reporting. This indicates that community support for education was effectively activated through the approach used to develop SBMCs.
18. The large value of resources generated by SBMCs represent an extremely good return on investment. Taking an average of GBP to Naira exchange rates over the period of 350 Naira to 1 GBP, the total cost of getting pilot SBMCs to this stage was approximately 330,400,000 Naira, or 944,000 GBP, over three years<sup>3</sup>. This represents a 500% return on investment.
19. To make a rough estimate, if the 12,000 rollout SBMCs performed as well as the pilot SBMCs over three years, 19.8 billion Naira would be raised for school improvement and supporting vulnerable children to attend school. This would work out to roughly 50 million GBP.

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<sup>3</sup> For each pilot SBMC, 220,000 Naira was spent by ESSPIN on initial training and mentoring, plus 75,000 Naira for subsequent mentoring visits, over a three-year period.

20. This is only a crude estimate rather than a statistically supported projection. The study was a retrospective study sampling pilot SBMCs, not rollout SBMCs. Therefore firm conclusions can only be drawn from this study about resource mobilisation by pilot SBMCs, which may be in different demographic and economic circumstances than rollout SBMCs.
21. Nevertheless, if in future an average rollout SBMC were only able to mobilise half the resources that an average pilot SBMC raised, scaled up across six states this would result in a major leveraging of community investment in education: 9.9 billion Naira, or 25 million GBP.
22. It is clear from this study that SBMCs have accessed a range of resources for education from philanthropists and community organisations that government would not have been able to tap into. SBMCs protected government school infrastructure investments by ensuring rapid repair of damage to buildings and equipment, minimising further damage and disruption to schooling. SBMCs' monitoring of government infrastructure projects is likely to have prevented the failure and wastage which was previously common in such efforts.
23. SBMCs' effectiveness in promoting timely teacher and pupil attendance is also a significant boost to efforts to get value for money from government education investments, instead of wasting salary and infrastructure costs on settings where no teaching is taking place.
24. Qualitative discussion indicated that this partnership strategy has made communities appreciate and own development coming to their schools: they understand from their own efforts that funds, structures and other resources coming to their school are not easy to come by, and they are more likely to protect resources brought to their schools.
25. Discussions indicated that SBMCs had identified many areas where government needed to do more in strengthening education. SBMCs (particularly in rural areas) were often unable to undertake school improvement work needing substantial technical expertise, such as installing boreholes or building new classrooms and toilets.

26. SBMCs lacked the capacity to provide sustainable support for teacher salaries, although in rural areas they often reported funding qualified teachers at a low 'voluntary' rate. This capacity of SBMCs to find qualified, yet unemployed, teachers willing to work in rural schools is relevant to challenges which many State governments are facing to secure enough teachers willing to work rural postings.
27. If SBMCs did not have to pay for school levies, buildings, and teacher salaries (and sometimes training), more community resources would be freed up for providing the quality learning environment that children need to do well, such as literacy materials, food and healthcare.
28. Previous reviews of SBMC activity have found that government responsiveness to SBMC activity and needs assessment is key to motivating SBMCs to keep going (ESSPIN, 2012 and 2014b). The extent to which government responds to and builds on SBMC contributions may now be the key to deciding whether school improvement takes off in Nigeria. If SBMCs and government can inspire each other to keep improving their efforts to improve education access and quality, Nigeria will be much closer to ensuring that all children achieve a good education.

## Recommendations

29. This study has shown the major benefits of using a high-quality, extended method of supporting SBMCs to fulfil their remit. Sharing the results of this study will be helpful in generating enthusiasm for further investment in high-quality SBMC development across Nigeria.
30. Adapting some of the methods used in this study into SMO reporting offers the possibility of producing useful long-term data to show where and how SBMCs are mobilising resources for education. If sufficient capacity to record and analyse this data can be developed within SUBEBs, this should become a valuable information resource. Knowing which SBMCs have the greatest funding gaps should enable SUBEB to allocate more resources to the locations of greatest need. Identifying what types of SBMC expenditure are taking place should enable government to work out where its core infrastructure and teaching investments are not reaching.

## Background

31. School-Based Management Committees (SBMCs) are essential links between schools and the communities they serve. SBMCs are made up of a range of local people involved with their school. SBMCs work to increase communities' involvement with education, and to help improve the quality and effectiveness of schools. They provide a way of helping the education authorities to listen to what adults and children want from schools, and a way of increasing the contributions of everyone in the local area to making education work well. SBMCs link service users and service providers and are a mechanism for channelling community 'voice', including that of commonly marginalised groups such as women and children, and for improving accountability.
32. In Nigeria, School-Based Management Committees are established by government to act as a bridge between schools and the communities they serve. SBMCs are intended to contribute to school development planning and decision-making at the school level to improve the quality of schools. They are voluntary groups made up of people who represent the school community and may include pupils, teachers, parents, community leaders as well as other community-based groups interested in education. SBMCs meet regularly and organise activities to improve the way schools operate and support the government's responsibility of ensuring quality education for all. SBMCs encourage community demand for better quality and inclusive education. They also contribute to better financing and delivery of education services at local levels through their involvement in school management and decision-making.
33. Building on international experience and Nigerian government initiatives on SBMCs, ESSPIN supported specific research in 2009 to examine how SBMCs were working in reality and present some key recommendations to strengthen and support the initiatives. A community survey was also conducted in 2009 to provide a broad picture of existing community support to schools at the beginning of ESSPIN's intervention, to compare against subsequent years. These documents highlighted the following main challenges: where SBMCs were functional and had received some support, many people in communities were not aware of them and had not contributed to plans for school

development. This was generally misunderstood by government as apathy or general acceptance of the status quo.

### **Social Mobilisation Officers of SUBEB**

34. The State Universal Basic Education Board (SUBEB) Department of Social Mobilisation (DSM) is the 'institutional home' of the SBMC and Social Mobilisation Officers. At each LGEA, the SMOs are responsible for monitoring and reporting on progress of SBMC development in the LGEAs. School level reports are filled by SMOs and summarised at LGEA level to show overall results in the LGEA. The LGEA summary reports are then summarised again at state level to give a state-wide picture of how SBMCs are doing against their key roles and responsibilities agreed in state policy guidelines.
35. There are a total of 20 criteria on the SMO report which reflect roles and responsibilities of SBMCs and these are divided into generic criteria for 'functional SBMCs (1-8), Women's participation (9-12), Children's participation (13-16), and SBMCs supporting inclusive education (17-20). One of the criteria under section 1 (functional SBMCs) is that SBMCs are mobilising resources for school improvement or for marginalised children to attend and learn in school. These resources can be in the form of cash, but they can also be time given by community members to support schools, or labour or equipment that communities might provide.
36. Furthermore, there is a line on the SMO report template which allows the SMO to estimate the overall contribution made by a community to a school or to help often-excluded children attend. This is only an estimate, and it is only one line of another 19 criteria which measure whether an SBMC is working well or not. The challenge of getting a more accurate figure lies in the element of time that SMOs have to do the monitoring exercise, the importance of collecting this particular information against much other information, and the simplicity of converting costs other than cash such as labour, infrastructure, equipment, time and effort given by communities.
37. It is also important to note that as per state SBMC policies, communities are not expected to take the place of government in providing resources for education in Nigeria. SBMCs and communities are encouraged and provided

with capacity development to mobilise any resources that they can manage, mainly through approaches to local businesses, philanthropists, local associations, and also to local government. Capacity development for SBMCs has included advocacy skills as well as skills of resource mobilisation so that the voice of communities and their education priorities can be heard by government duty bearers for education. Whilst communities can play a part in supporting better education for all children, it is expected that they do so to complement government efforts of direct funding to schools to help schools and communities deliver on their school development plan which is the only school level plan/document to indicate priority school needs.

### Purpose of the Study

- To validate the SMOs' Reports in the respective States on the contributions of communities and resources mobilised towards the improvement of schools.
- To assess and validate the robustness of the reporting system.

### Study Limitations

- Poor record keeping by some schools and SBMCs meant that not all resources mobilised and spent could be included in findings.
- Lack of proper and robust method of estimation in the past required detailed development of new methods.
- There were challenges in estimating the cost of buildings where construction spans a long period. Estimates based on the most robust local information were used.

### Conceptual Framework

38. The Nigerian National Council for Education (NCE) approved the establishment of SBMCs in all schools and the Federal Ministry of Education issued guidelines for this in 2005. However, few SBMCs became fully functional. Since 2009 ESSPIN has been working with relevant government and civil society structures to adapt and implement the national guidelines in the six states of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos.
39. Government and civil society organisation (CSO) partners' monitoring and mentoring activities have provided evidence of major changes happening as a result of this response. However, it has been recognised that previous monitoring of SBMC resource mobilisation for education was relatively weak.

At state and federal levels there is now interest in replicating the SBMC model developed in the ESSPIN-supported States. Hence there is a need to track more accurately the resources generated and expended by the SBMCs for the smooth running of schools.

## Study Methodology

40. Mixed method and evaluation research methodology were used for the collection of both qualitative and quantitative data for this study in all the six ESSPIN supported States. The choice of evaluation design was used because of the need to compare facts of resource Mobilisation. Both qualitative and quantitative data were collected in order to have enough supporting evidence of the mobilised resources for comparison and triangulation. Hence, the study was based on evaluation research design using mixed-methods. The process included planning, sampling design, data collection, data entry, data cleansing, data analysis and reporting.
41. To achieve the desired objective of the study, five instruments were developed to collect relevant data pertaining to cash contributions, materials and labour. These instruments are:
  - SBMC chairman and head teacher's questionnaire,
  - Social Mobilisation Officer's questionnaire,
  - LGEA officers' questionnaire,
  - Social Mobilisation Directors' (SMDs) interview guide,
  - Focus Group Discussion (FGD) interview guide.
42. Triangulation across these sources was used to develop robust estimates of both cash and in-kind resources mobilised by SBMCs since the 2012/13 educational session. SBMC cashbooks were used as key sources of data in questionnaire interviews. Enumerators were also trained to record physical evidence of resource mobilisation and expenditure. Where resources could be evidenced, all resources mobilised and spent were monetised to produce overall financial values.
43. Data quality was achieved through good methodological framework and field process as well as data quality assessment framework.

## Planning

44. An initial planning event was held in Abuja, involving key stakeholders, to design the study. Study instruments were designed, samples were selected, an operational guide was produced, a pilot study designed, and manpower and resource allocation were fashioned out. Prior to the SBMC resource mobilisation validation study, the school managements, SBMC members and the host communities of the selected schools were informed about the essence of the study and its potential benefits towards improving the schools. Thus, before the commencement of the study, all stakeholders were duly sensitised and educated on the exercise and its potential benefits to the schools and the communities in the long run. All materials, personnel and logistics were put in place to ensure the overall success of the exercise.

## Sampling Design

45. Stratified random sampling design (SRSD) was used to select SBMCs in 214 schools out of 1,120 matched pilot SBMC schools across the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos. The sample is statistically sufficient as it constitutes 19.1% of the population. The stratified random sampling design involves the stratification of the population while using simple random sampling to select samples independently from each stratum. The SRSD was adopted for the validation survey because it always gives a representative sample, at least from each stratum. Each state was subdivided into Local Government Areas (LGAs) or strata and further stratified by location (rural/urban). The selected schools had included 35.5% urban and 65.5% rural schools each. Samples of primary schools were selected from focus LGAs using Simple Random Sampling (SRS) with proportional allocation of samples to strata.
46. Furthermore, within each LGA, the simple random sampling was selected with sub-stratification of urban and rural. Sample of 214 primary schools was selected from the six states with 25 spares in case of possible replacement in order to maintain the effective sample size of 214. The main questionnaire was administered to SBMC Chairs and Head Teachers while the FGD interview was conducted with the community members. There was also the SMD interview

at State level and questionnaires for SMOs as well as LGEA officers for the included LGAs. This is depicted in Table 2.2.1 below:

States	Number of Matched Schools			Samples Selected			Spares		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Enugu	13	100	113	3	19	22	1	2	3
Jigawa	69	123	192	9	27	36	2	2	4
Kaduna	20	142	162	3	29	32	1	3	4
Kano	159	133	292	26	28	54	3	2	5
Kwara	67	196	263	16	35	51	2	4	6
Lagos	87	11	98	17	2	19	2	1	3
<b>Total</b>	<b>415</b>	<b>705</b>	<b>1,120</b>	<b>74</b>	<b>140</b>	<b>214</b>	<b>11</b>	<b>14</b>	<b>25</b>

Table 2.2.1: Number of Selected Schools in Each State

## Monitoring and Supervision

47. A validation study using the stratified random sampling design is a complex survey which requires high levels of monitoring and supervision. The study was planned and conducted under well- coordinated and properly supervised to ensure data quality in all the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos. The monitoring and supervision in each state had ensured that all the 214 schools under study and their respective communities were fully covered and all the necessary data were collected accurately. Moreover, the quality of returns of the questionnaires was checked to avoid content errors while all the selected schools were duly covered. The monitoring and supervision had ensured accurate, complete, and error-free data entry. The functions of each personnel involved in the study were spelt out as follows.
48. The enumerators in each State were the major actors in the data collection process throughout the study. They have visited every selected school and the host communities and collected all the relevant data. They were trained, dedicated, time conscious and convivial in the discharge of their duty. They have worked in teams (pairs) to ensure a thorough job. Enumerators were on top of the instruments and the process.

49. The supervisors were also very familiar with all the instruments. They must work closely with the enumerators to ensure that selected schools and the host communities are fully covered, and all the data collected are of high quality. They have also served as instructors to the enumerators and suggested corrective measures to them. The supervisors conducted routine quality checks on the questionnaires already filled to ensure accuracy and reliability. At the end of each day, supervisors ensured the collection and proper checking of all the questionnaires from the enumerators.
50. The SMOs of the affected LGAs served as local guides. They worked side by side with the supervisors and enumerators during the field work. They supported the entire process, especially in the areas of community interaction, location, and clustering of schools.
51. The data entry personnel have collected, with records, all the completed questionnaires from the supervisors or coordinators. They have ensured data quality in all their entries. Regular backups and antivirus updates were also ensured. A summary of staffing is depicted in Table 2.3.1:

States	Number of Schools	Samples Selected	Number of Enumerators	Number of Supervisors
Enugu	113	22	3	1
Jigawa	192	36	4	1
Kaduna	162	32	4	1
Kano	292	54	6	1
Kwara	263	51	6	1
Lagos	98	19	2	1
<b>Total</b>	<b>1,120</b>	<b>214</b>	<b>25</b>	<b>6</b>

Table 2.3.1: Number of Staff in Each State

### Pilot Study

52. The pilot study was a mini survey conducted before the main study in order to test-run the instruments as well as the field on a small scale. This has resulted in the improvement of the entire process; from the instruments through data collection and analysis. The pilot survey was conducted in two randomly selected schools and their respective host communities each in Kano and Lagos States to represent the six ESSPIN supported states. The selected schools were drawn from the urban and rural locations of each of the states.

That is, a total of 4 selected schools and their host communities were covered during the pilot. The selection was informed in order to cover schools from North and South. The data collected during the pilot study were analysed and the result provided a guide to the design of the final instruments for the validation exercise in the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos.

### Sampling Frame across Six ESSPIN Supported States

53. The sampling units are the schools with their respective host communities. A complete frame of 1,120 matched focus primary schools was obtained, out of which 214 schools were randomly selected across six ESSPIN supported States. The number of selected schools and host communities covered are as indicated in Table 2.5.1.

States	Number of Matched Schools	Samples Selected		
		Urban	Rural	Total
Enugu	113	3	19	22
Jigawa	192	9	27	36
Kaduna	162	3	29	32
Kano	292	26	28	54
Kwara	263	16	35	51
Lagos	98	17	2	19
<b>Total</b>	<b>1,120</b>	<b>74</b>	<b>140</b>	<b>214</b>

Table 2.5.1: Sample Selections

54. In each of the six ESSPIN supported States, all relevant data were collected directly from the selected schools, the SBMCs, SMOs, LGEA officers and the host communities using trained enumerators. The data were collected using structured questionnaires and FGD interview guides, SMO questionnaires, LGEA officers' questionnaires and SMD interview guides. The data collected from the selected schools, SBMCs and the host communities were consistently checked to ensure accuracy. Thereafter, data entry was done in Microsoft Access database while the data were analysed using IBM's Statistical Package for Social Science (SPSS) software. Means were compared against their spread (standard deviations) to enable them to be used as simple averages.

## Frame of Reference for Validation

### References from State's Social Mobilisation Director (SMD)

55. The coordinating officer of all SBMC activities in every State is the Director Social Mobilisation (SMD). The SMDs, in State Ministry of Education and/or SUBEB, gave the details of SBMC operations in their respective States. According to the SMDs, the SBMCs were well constituted in their respective States in line with SBMC policy and guideline as provided and distributed by ESSPIN. Moreover, The SBMCs support school development programmes and do perform their duties, functions, and responsibilities by supporting the schools with teaching and learning materials, buildings, furniture, labour, monitoring attendance of pupils and teachers. Hence, the SBMCs are fully part of the implementation of School Development Plans. For example, the SMD, Kano State Ministry of Education said *"Seventeen SBMC members per school have been constituted by the state. The SBMC members are performing their duties, functions and responsibilities by supporting the schools with teaching and learning materials, buildings, furniture, labour, monitoring attendance of pupils and teachers and participation in School Development Planning"*.
56. Furthermore, in all the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos; according to the SMDs, to a great extent, the SBMCs and other community members have provided financial support to their respective schools. The SBMCs and community members have also provided other teaching/learning materials such as classrooms, furniture and first aid facilities. They also mobilise other teaching and learning materials like uniform, chalk, and books to support their respective schools. In general, in each of the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos; the reports submitted to SUBEB by SMOs from LGEAs have indicated both cash and materials provided by SBMCs. For example, the SMD, Enugu SUBEB said *"In addition, SBMC do go out soliciting for funds from community members, sons and daughters in Diasporas, individuals, and corporate bodies. The activities and achievements of the SBMC are captured in the CSOs' reports and bulletin, the SMO, LGEA and Summary Report of the ENSUBEB"*.

57. Moreover, in all the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos; the SBMCs and community members have provided moral support in terms of labour, voluntary teaching and advocacy to their respective schools' materials to improve teaching and learning activities towards delivery of quality education for all learners. Estimated cash, materials and labour provided by the SBMCs in the States are always contained in their Summary Reports on a termly basis. Again, the SBMCs in the State have supported development of SDPs in many schools.
58. Furthermore, according to the SMDs in all the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos, most of their SBMCs and community members have supported the enrolment of children into schools through advocacy, sensitisation and mobilisation of community members. The SBMC members were sensitising parents at occasions such as naming and marriage ceremonies as well as awareness campaigns at mosques in their school communities. Similarly, the SBMCs and community members have supported retention, completion, and transition of children in schools across the States through sensitization and Mobilisations of community members at occasions such as naming and marriage ceremony and awareness campaigns at mosques in their school communities.
59. Similarly, the SMDs in all the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos; further revealed that the SBMCs and community members were monitoring teaching and learning activities as well as monitoring of attendance of pupils in their schools with a view to improving teaching and learning. Some SBMCs were providing and supporting volunteer teachers to complement teaching and learning activities in schools. Furthermore, much support to girl-child education was being extended by SBMCs and community members through provision of materials, sensitisation and mobilisation of community in their school communities.
60. Lastly, according to the SMD in all the six ESSPIN supported states of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos, the SBMCs, to a great extent, remain prudent and accountable in the management of the mobilised resources. They were able to achieve this through proper record keeping, regular meetings and close monitoring of all resources. The major donors to SBMCs in the States are

SBMC members, community members, and philanthropists. The common type of donations provided to SBMCs include, cash, books, uniforms, building materials, instructional materials, teaching and learning materials, first aid kits and furniture.

## References from LGEA Officers

Responses	Frequency	Percent	Cumulative Percent
Strongly agree	20	54.1	54.1
Agree	16	43.2	97.3
Strongly disagree	1	2.7	100.0
<b>Total</b>	<b>37</b>	<b>100.0</b>	

Table 3.2.1: The LGEA Officer has used the information provided in the SDP to identify key school needs

61. Table 3.2.1 shows that across the six states 97.3% of the LGEAs officers agree that they have used the information provided in the SDP to identify key school needs which communities alone cannot provide, but which government should provide.

Responses	Frequency	Percent	Cumulative Percent
Strongly agree	19	51.4	51.4
Agree	17	45.9	97.3
Don't know	1	2.7	100.0
<b>Total</b>	<b>37</b>	<b>100.0</b>	

Table 3.2.2: The LGEA Officer has used the information provided in the SMO Report to identify school needs

62. Table 3.2.3 shows that 97.3% of the LGEAs officers agree that they have used the information provided in the SMO Report to identify school needs which communities alone cannot provide, but which government should provide.

Responses	Frequency	Percent	Cumulative Percent
Strongly agree	21	56.8	56.8
Agree	15	40.5	97.3
Strongly disagree	1	2.7	100.0
<b>Total</b>	<b>37</b>	<b>100.0</b>	

Table 3.2.3: The LGEA Officer used both the SDP and the SMO reports as effective tools to identify key school needs.

63. Table 3.2.3 shows that 97.3% of the LGEA officers agree that they have used both the SDP and the SMO reports as effective tools to identify key school needs.

## References from SMOs

Source	Frequency	Percent	Cumulative Percent
Head Teacher	47	71.2	71.2
Head Teacher / SBMC Chairman	9	13.6	84.8
SBMC Chairman	10	15.2	100.0
<b>Total</b>	<b>66</b>	<b>100.0</b>	

Table 3.3.1: Sources of information for SBMCs on community financial contribution

64. Table 3.3.1 shows that across the six states, 71.2% of the SMOs get their information on SBMCs' community financial contribution from head teachers only. 13.6% of the SMOs get their information from head teachers or SBMC chairs while 15.2% of them get their information only from the SBMC chairs. Hence, the head teachers are the major source of information on SBMC resource mobilisation.

Contributions	Frequency	Percent	Cumulative Percent
Cash	8	12.1	12.1
In-kind	11	16.7	28.8
Both Cash and In-kind	47	71.2	100.0
<b>Total</b>	<b>66</b>	<b>100.0</b>	

Table 3.3.2: Types of contributions made by the communities

65. Table 3.3.2 shows that across the six states, 12.1% of the SMOs said that the contributions made by the communities to the SBMCs are in cash only. 71.2% of them said that such contributions are in both cash and kind.

Response	Frequency	Percent	Cumulative Percent
Monetized	65	98.5	98.5
Not Monetized	1	1.5	100.0
<b>Total</b>	<b>66</b>	<b>100.0</b>	

Table 3.3.3: Contributions made by the communities in-kind were monetised

66. Table 3.3.3 shows that across the six states, 98.5% of the SMOs said that the material contributions made by the communities to the SBMCs are monetised. In other words, it was claimed that in all the states, the cost estimates of material contributions are usually obtained and included in the reports.

Summed up	Frequency	Percent	Cumulative Percent
Monthly	16	24.2	24.2
Termly	50	75.8	100.0
<b>Total</b>	<b>66</b>	<b>100.0</b>	

Table 3.3.4: The contributions made by the communities summed up (totalled)

67. Table 3.3.4 shows that in all the six ESSPIN supported States, 24.2% of the SMOs said that the contributions made by the communities to the SBMCs are summed up on a monthly basis. 75.8% of the SMOs said that the contributions made by the communities to the SBMCs are summed up on a termly basis. In other words, most cash and the cost estimates of material contributions totalled on a termly basis and included in the reports in all the States.

Response	Frequency	Percent	Cumulative Percent
Yes	61	92.4	92.4
No	5	7.6	100.0
<b>Total</b>	<b>66</b>	<b>100.0</b>	

Table 3.3.5: SMO Reports include total cash and monetised items contributed by the communities

68. Table 3.2.3 shows that 92.4% of the SMOs said that the reported figures in the SMO reports include total cash and monetised items contributed by the communities. In other words, most cash and the cost estimates of material contributions were included in the SMO reports in all the States.

States	2012/13 (₦)	2013/14 (₦)	2014/15 (₦)	Government 2014/15 (₦)
Enugu	12,575,545	12,763,539	13,808,375	27,250,000
Jigawa	8,213,975	5,914,685	25,176,513	8,192,730
Kaduna	8,290,169	45,298,457	26,357,609	Not collected
Kano	895,000	1,745,000	9,270,000	Not collected
Kwara	26,216,173	213,599,473	36,438,979	84,812,890
Lagos	Not available	362,326,490	101,756,680	98,154,000

Table 3.3.6: SMOs Reports on Estimated Community Contribution Provided by SBMCs in Each State

69. Table 3.3.6 shows that the estimated resources mobilised by SBMCs in each state as contained in SMOs reports. These include total cash and monetized items contributed by the communities for three sessions as reported by the SMOs themselves.

70. According to the original SMO reports produced before this study took place, total sums of ~~₦~~12,575,545, ~~₦~~12,763,539 and ~~₦~~13,808,375 were estimated to have been mobilised in 2012/2013, 2013/2014 and 2014/2015 respectively in Enugu State. Similarly, total sums of ~~₦~~8,213,975, ~~₦~~5,914,685 and ~~₦~~25,176,513 were estimated to have been mobilised in 2012/2013, 2013/2014 and 2014/2015 respectively in Jigawa State.

## Data Analysis and Results

### Results from Quantitative Data Analysis

71. The quantitative data analysis in all the six ESSPIN supported States of Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos is summarised herein. The process of quantitative data analysis is partially concurrent with data collection through the study instruments. This is because the quantitative variables were captured by the instrument. Moreover, the inferential analysis herein will give the results to meet the study objectives. Some descriptive statistics are hereby applied to measure the resources mobilized by the SBMCs and how these resources are utilised in the six ESSPIN supported States.
72. Over three years, N1, 841,498,229 (4.8 million GBP) was raised by SBMCs in cash and in-kind contributions, almost double what had been estimated in government reporting.
73. Table 4.1.1 below gives a comparative summary of the value of resources mobilised by SBMCs as identified by the study, in relation to the estimates from SMO reporting.

States	Session	Schools	Total raised by SBMCs, estimated by SMOs (₦)	Validation study total (scaled up) (₦)	Average per school in validation study (₦)	Additional resources raised (₦)
Enugu	2012/2013	113	12,575,545	69,357,931	613,787	56,782,386
	2013/2014	113	12,763,539	28,396,674	251,298	15,633,135
	2014/2015	113	13,808,375	99,711,539	882,403	85,903,164
Jigawa	2012/2013	192	8,213,975	222,958,186	1,161,241	214,744,211
	2013/2014	192	5,914,685	50,034,293	260,595	44,119,608
	2014/2015	192	25,176,513	44,732,587	232,982	19,556,074
Kaduna	2012/2013	162	8,290,169	36,067,680	222,641	27,777,511
	2013/2014	162	45,298,457	20,664,882	127,561	-24,633,575
	2014/2015	162	26,357,609	40,547,142	250,291	14,189,533
Kano	2012/2013	292	895,000	306,622,484	1,050,077	305,727,484
	2013/2014	292	1,745,000	134,442,056	460,418	132,697,056
	2014/2015	292	9,270,000	179,755,200	615,600	170,485,200
Kwara	2012/2013	263	26,216,173	295,952,848	1,125,296	269,736,675
	2013/2014	263	213,599,473	42,953,423	163,320	-170,646,050
	2014/2015	263	36,438,979	41,127,414	156,377	4,688,435
Lagos	2012/2013	98	Not available	5,133,828	52,387	Not available
	2013/2014	98	362,326,490	143,955,042	1,468,929	-218,371,448
	2014/2015	98	101,756,680	79,085,020	806,991	-22,671,660
Total Year 1 (₦)		1120	56,190,862	936,092,957	835,797	874,768,267
Total Year 2 (₦)			641,647,644	420,446,370	375,399	-221,201,274
Total Year 3 (₦)			212,808,156	484,958,902	432,999	272,150,746
Grand Total (₦)			910,646,662	1,841,498,229	1,644,195	925,717,739
GBP (yearly average)			798,813	1,615,349	1,442	812,033
GBP (over 3 years)			2,396,439	4,846,048	4,327	2,436,099

Table 4.1.1. Comparative summary of pilot SBMC resource mobilisation, 2012-2015

74. The graphs in Figure 1 below compare SBMC resource mobilisation according to states' relative ranking by Gross Domestic Product (GDP)<sup>4</sup>. This was done in an attempt to put SBMCs' resource mobilisation achievements in context. In a state with higher GDP, there is arguably more wealth available in society which can be spent on education. In a low-GDP state, communities may well have fewer spare resources to put towards education. SBMCs who mobilise communities in these poorer states to find money and materials for schools are perhaps achieving a harder job, and these communities are arguably making a strong commitment to education.

<sup>4</sup> Canback's global GDP ranking, taken from Wikipedia  
[https://en.wikipedia.org/wiki/List\\_of\\_Nigerian\\_states\\_by\\_GDP#cite\\_note-C-GIDD\\_GDP-1](https://en.wikipedia.org/wiki/List_of_Nigerian_states_by_GDP#cite_note-C-GIDD_GDP-1)

75. The study found that average amounts raised per SBMC broadly follow the relative GDP rankings of the different states: with Lagos highest on N2.3 million, and Kwara and Enugu lower, with N14.5 million and N17.5 million respectively. However, there are some significant anomalies. Jigawa's SBMCs have raised a great deal more than the state's GDP ranking would suggest, both in total (N318 million) and per average SBMC (N1.7 million). This suggests a high degree of political will, community support for education, and effective delivery of SBMC development.

76. Similarly, although Kano's GDP is only 13% of Lagos GDP, it comes in a close second to Lagos in average amounts raised per SBMC (N2.1 million). Also, the total amount raised (N621 million) is much higher than other states. In addition to suggesting strong support and execution of SBMC development, this highlights the commitment of authorities in Kano in setting up large numbers of pilot SBMCs. Commitment is also evident in Kano's early decision to roll out SBMC development to all primary schools.

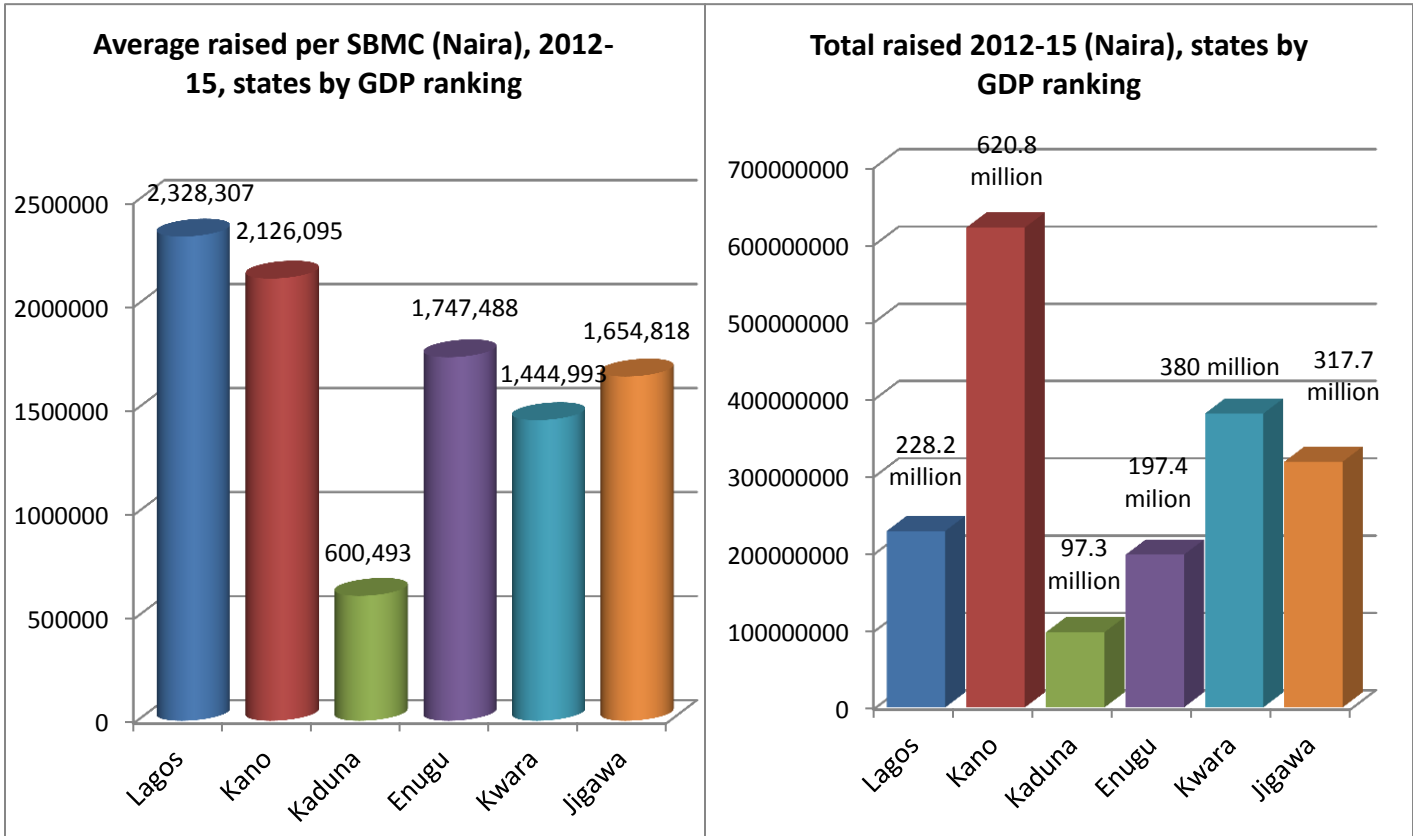


Figure 1: Comparison of SBMC resource mobilisation by state GDP ranking

77. The other outlier is Kaduna State, with comparatively low SBMC resource mobilisation, in total (N97 million) and per SBMC (N600,500). Nevertheless, resources raised in Kaduna were still well above those estimated by SMOs initially, and still represent a good return on investment in SBMCs.
78. SMD reports that SBMC resource mobilisation data for SBMCs trained after the ESSPIN pilot in Kaduna is very encouraging, suggesting that rollout SBMCs may be doing better than pilot SBMCs. It would be advisable to recheck the data on both pilot and rollout SBMCs, as well as to investigate whether political will, SMO capacity, economic issues such as distribution and availability of wealth, or social attitudes, are causing any barriers to community-based resource mobilisation for education in Kaduna.

Sources of Donations	Urban		Rural		Overall	
	N	%	N	%	N	%
Wealthy Individuals/Philanthropists	55	74.3%	75	53.6%	130	60.7%
Firms/Companies	15	20.3%	5	3.6%	20	9.3%
Community Members	66	89.2%	132	94.3%	198	92.5%
Old Students	35	47.3%	57	40.7%	92	43.0%
Religious Institutions	22	29.7%	52	37.1%	74	34.6%
PTA/PF/MA	56	75.7%	96	68.6%	152	71.0%
Others	16	21.6%	34	24.3%	50	23.4%

Table 4.1.2: Major Sources of SBMC Donations

79. SBMCs were found to have used their resource mobilisation training to access funding and support from a range of sources within and outside their communities. From the multiple-response table 4.1.2 above, in all the six ESSPIN supported States, 60.7% (74.3% urban and 53.6% rural) of SBMCs of the schools covered during the validation study sourced their donations from wealthy individuals/philanthropists. Hence, wealthy individuals/philanthropists contributed more to urban schools than rural schools.
80. 71.0% (75.7% urban and 68.6% rural) of SBMCs sourced their donations from PTAs, Parents' Forum or Mothers' Associations. These bodies contributed more to urban schools than to rural schools. The highest contributors were the community members, as 92.5% (89.2% urban and 94.3% rural) of SBMCs sourced

their donations from them. Hence, community members contribute more to the rural schools than the urban schools.

81. Only 9.3% (20.3% urban and 3.6% rural) of SBMCs sourced their SBMC donations from firms/companies. Firms/companies contribute more to the urban schools than the rural schools. The summary is depicted in the following Figure 2.

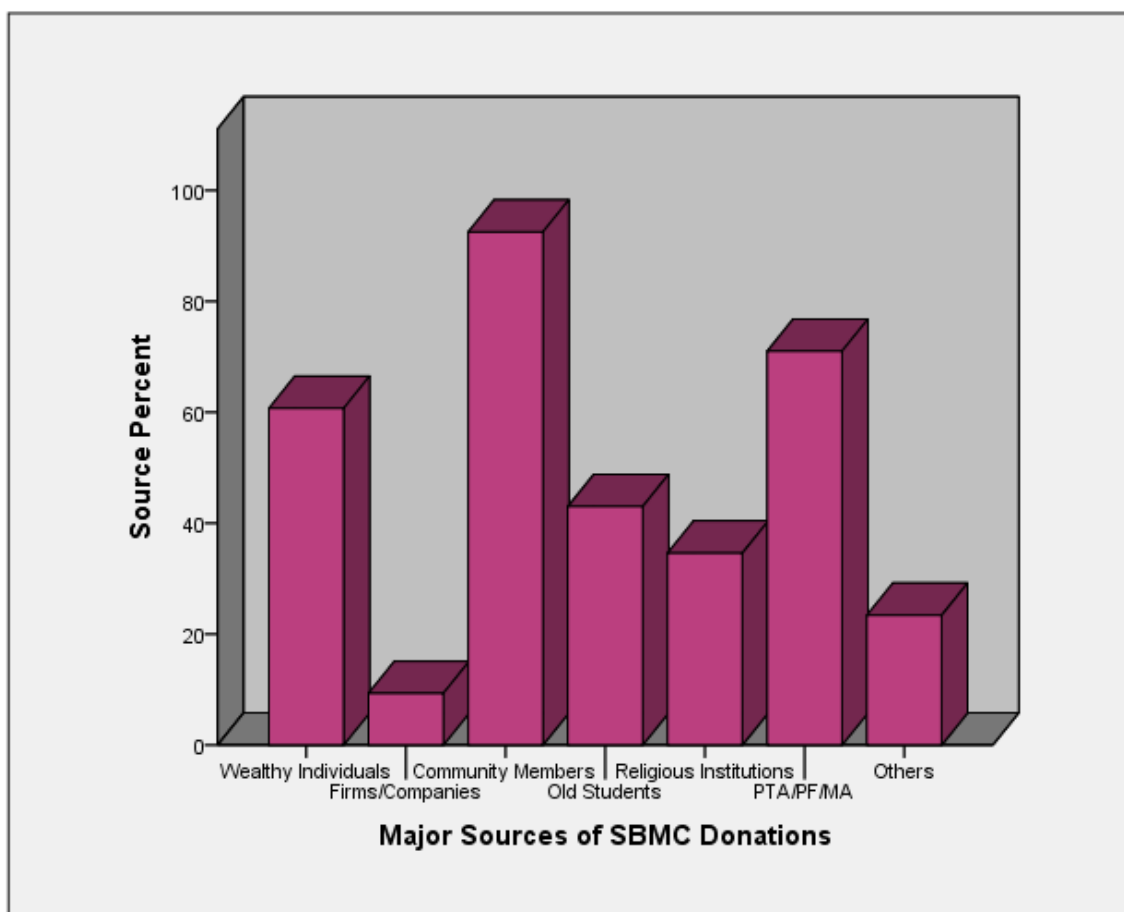


Figure 2: Major Sources of SBMC Donations

Types of Donations	Urban		Rural		Overall	
	N	%	N	%	N	%
Cash	53	71.6%	105	75.0%	158	73.8%
School Materials/Stationery	60	81.1%	117	83.6%	177	82.7%
Building Materials	41	55.4%	71	50.7%	112	52.3%
Erection of Buildings	33	44.6%	37	26.4%	70	32.7%
Free Labour	45	60.8%	107	76.4%	152	71.0%
Water Sources	35	47.3%	55	39.3%	90	42.1%
Others	14	18.9%	39	27.9%	53	24.8%

Table 4.1.3: Main Type of SBMC Donations Received

82. From the multiple-response Table 4.1.3 above, 73.8% (71.6% urban and 75.0% rural) of SBMCs in the schools covered during the validation study received cash donations. More rural schools received cash donations than urban schools.
83. 82.7% (81.1% urban and 83.6% rural) of SBMCs received donations in terms of school materials/stationery like books, chalk, pencils, uniforms, etc. More rural schools received donations in terms of school materials/stationery than urban schools. 52.3% (55.4% urban and 50.7% rural) of SBMCs had received donations in terms of buildings materials like cement, roofing sheets, woods, sand, etc. More urban schools received donations in terms of buildings materials than rural schools. 71.0% (60.8% urban and 76.4% rural) of the SBMCs had received donations in the form of free labour like carpentry, masonry, teaching, plumbing, etc. More rural schools received donations in the form of free labour than the urban schools. A summary is depicted in Figure 3.

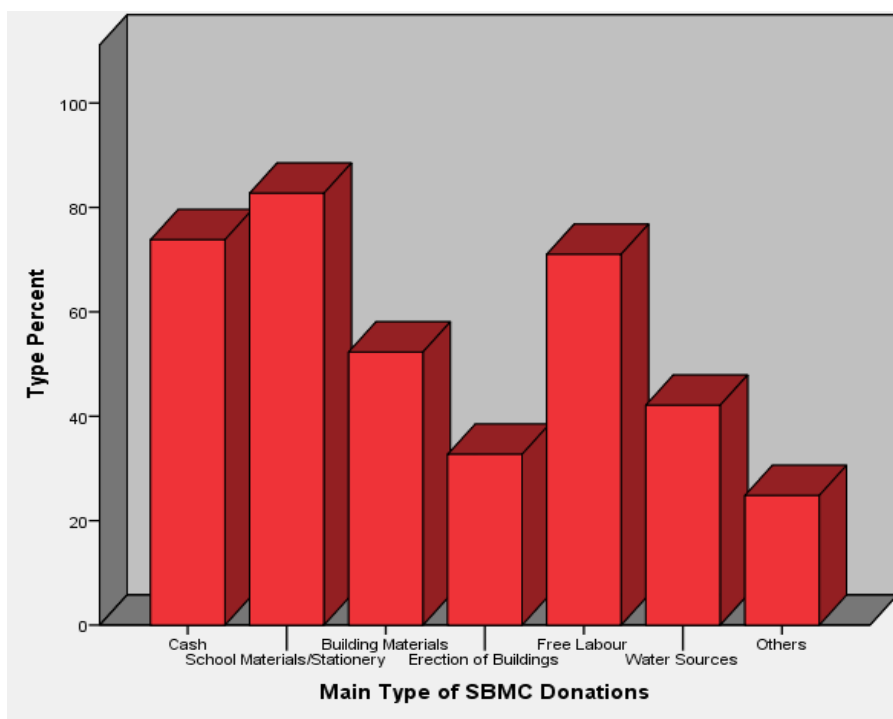


Figure 3: Main Type of SBMC Donations Received

# Summary Report on SBMC Resource Mobilisation Validation Study

States	Session	Urban Schools	Rural Schools	Resources mobilised by location (validation study)		Total resources mobilised	Average per urban SBMC	Average per rural SBMC
				Urban	Rural	Total (N)	Total (N)	Total (N)
Enugu	2012/2013	13	100	9,457,900	59,900,031	69,357,931	727,531	599,000
	2013/2014	13	100	3,872,274	24,524,400	28,396,674	297,867	245,244
	2014/2015	13	100	13,597,028	86,114,511	99,711,539	1,045,925	861,145
							<b>2,071,323</b>	<b>1,705,389</b>
Jigawa	2012/2013	69	123	55,739,547	167,218,639	222,958,186	807,820	1,359,501
	2013/2014	69	123	12,508,573	37,525,720	50,034,293	181,284	305,087
	2014/2015	69	123	11,183,147	33,549,440	44,732,587	162,075	272,760
							<b>1,151,178</b>	<b>1,937,348</b>
Kaduna	2012/2013	20	142	3,381,345	32,686,335	36,067,680	169,067	230,185
	2013/2014	20	142	1,937,333	18,727,549	20,664,882	96,867	131,884
	2014/2015	20	142	3,801,295	36,745,847	40,547,142	190,065	258,774
							<b>455,999</b>	<b>620,843</b>
Kano	2012/2013	159	133	147,633,048	158,989,436	306,622,484	928,510	1,195,409
	2013/2014	159	133	64,731,360	69,710,696	134,442,056	407,115	524,141
	2014/2015	159	133	86,548,800	93,206,400	179,755,200	544,332	700,800
							<b>1,879,957</b>	<b>2,420,350</b>
Kwara	2012/2013	67	196	92,847,952	203,104,896	295,952,848	1,385,790	1,036,249
	2013/2014	67	196	13,475,584	29,477,839	42,953,423	201,128	150,397
	2014/2015	67	196	12,902,718	28,224,696	41,127,414	192,578	144,004
							<b>1,779,496</b>	<b>1,330,650</b>
Lagos	2012/2013	87	11	4,593,425	540,403	5,133,828	52,798	49,128
	2013/2014	87	11	128,801,880	15,153,162	143,955,042	1,480,481	1,377,560
	2014/2015	87	11	8,324,739	70,760,281	79,085,020	95,687	6,432,753
							<b>1,628,966</b>	<b>7,859,441</b>
<b>TOTAL</b>	<b>2012-2015</b>	<b>415</b>	<b>705</b>	<b>675,337,948</b>	<b>1,166,160,281</b>	<b>1,841,498,229</b>	<b>1,627,320</b>	<b>1,654,128</b>

Table 4.1.4: Comparison of resource mobilisation between urban and rural SBMCs

84. Table 4.1.4 above shows that, despite urban SBMCs being able to draw on a greater range of external funding sources, rural SBMCs are still raising similarly large amounts from their immediate communities alone. This suggests a very strong commitment to supporting education through SBMCs on the part of rural communities.

Areas of Funds Use	Urban		Rural		Overall	
	N	%	N	%	N	%
To Improve Access	70	94.6%	128	91.4%	198	92.5%
To Improve Quality	70	94.6%	131	93.6%	201	93.9%
Provision of Buildings/Renovations	48	64.9%	97	69.3%	145	67.8%
Provision of Furniture/Renovations	51	68.9%	95	67.9%	146	68.2%
Provision of Toilets/Renovations	39	52.7%	51	36.4%	90	42.1%
Provision of Water/Renovations	41	55.4%	60	42.9%	101	47.2%
Others	20	27.0%	34	24.3%	54	25.2%

**Table 4.1.5: Main Areas where the SBMC Mobilised Fund is being used**

85. From the multiple-response Table 4.1.5 above, 92.5% (94.6% urban and 91.4% rural) of the SBMCs in the schools covered in all states by the validation study used the resources mobilised to improve access. More urban schools used their donations to improve pupils' access to schools. This was achieved through sensitisation, free books, free uniform, etc.
86. 93.9% (94.6% urban and 93.6% rural) of the SBMCs used the resources mobilised to improve quality. More urban schools used their donations to improve quality of teaching and learning. This was achieved through provision of teachers, books, inspection, teacher training etc.
87. 67.8% (64.9% urban and 69.3% rural) of SBMCs used the donations to provide buildings and associated renovations. More rural schools used their donations to provide buildings/renovations. 68.2% (68.9% urban and 67.9% rural) of them used donations to provide furniture and associated renovations. More urban schools used their donations to provide furniture/renovations. Again, 42.1% (52.7% urban and 36.4% rural) of them used the donations to provide toilets and related renovations. Hence, more urban schools used their donations to provide toilets/renovations. A summary is depicted in Figure 4.

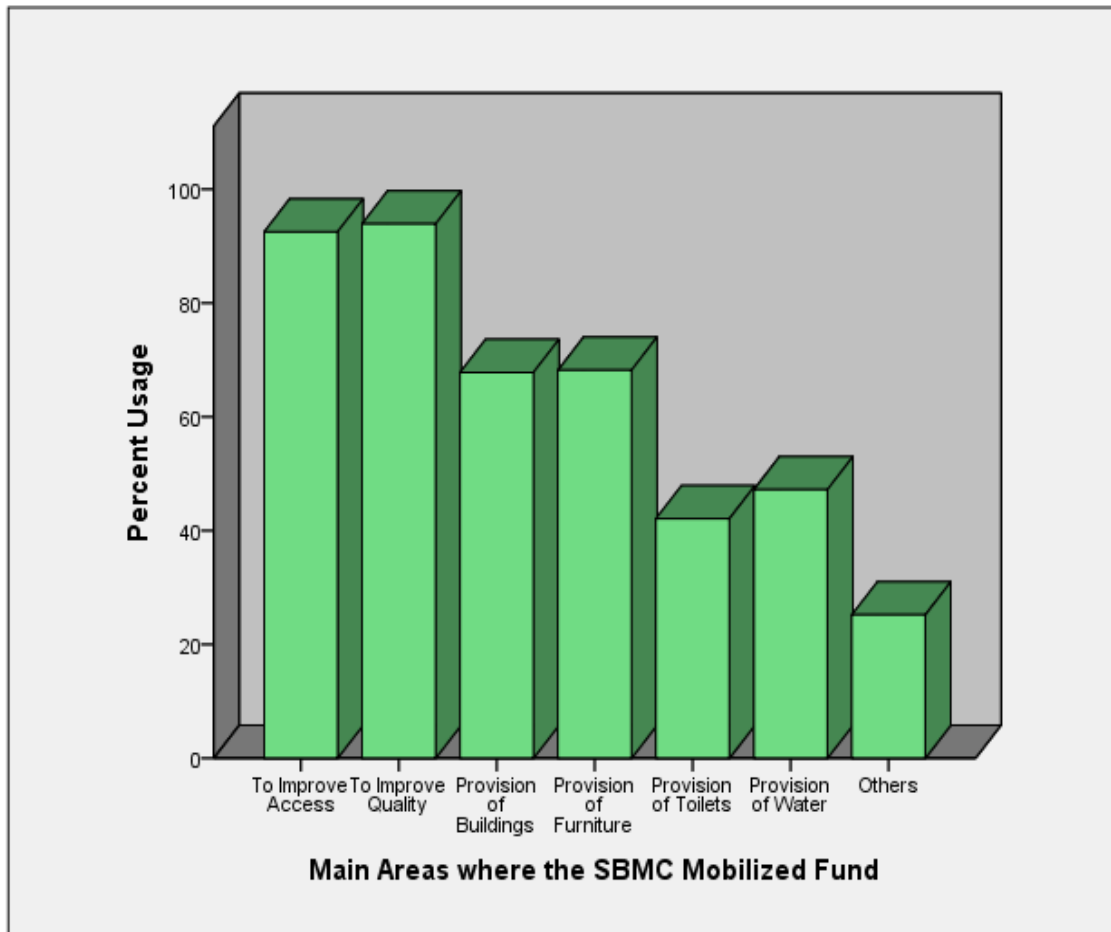


Figure 4: Main Areas where the SBMC Mobilised Fund is being used

Session	Resources mobilised (₦)				Estimated Resources (₦)	
	Resources	n	Mean	Total	N	Total
Enugu	Cash	22	61,313	1,348,875	113	6,928,369
	Buildings	22	241,391	5,310,600	113	27,277,183
	Materials	22	210,932	4,640,500	113	23,835,316
	Labour	22	100,151	2,203,331	113	11,317,063
	<b>Total</b>	<b>22</b>	<b>613,787</b>	<b>13,503,306</b>	<b>113</b>	<b>69,357,931</b>
Jigawa	Cash	36	83,842	3,018,300	192	16,097,600
	Buildings	36	993,082	35,750,950	192	190,671,733
	Materials	36	42,875	1,543,510	192	8,232,053
	Labour	36	41,442	1,491,900	192	7,956,800
	<b>Total</b>	<b>36</b>	<b>1,161,241</b>	<b>41,804,660</b>	<b>192</b>	<b>222,958,186</b>
Kaduna	Cash	32	59,813	1,914,005	162	9,689,706
	Buildings	32	83,209	2,662,700	162	13,479,858
	Materials	32	33,423	1,069,550	162	5,414,526
	Labour	32	46,195	1,478,250	162	7,483,590
	<b>Total</b>	<b>32</b>	<b>222,641</b>	<b>7,124,505</b>	<b>162</b>	<b>36,067,680</b>
Kano	Cash	54	30,999	1,673,960	292	9,051,708
	Buildings	54	534,158	28,844,530	292	155,974,136
	Materials	54	234,757	12,676,890	292	68,549,044
	Labour	54	250,163	13,508,800	292	73,047,596
	<b>Total</b>	<b>54</b>	<b>1,050,077</b>	<b>56,704,180</b>	<b>292</b>	<b>306,622,484</b>
Kwara	Cash	51	37,445	1,909,670	263	9,848,035
	Buildings	51	1,001,302	51,066,400	263	263,342,426
	Materials	51	74,272	3,787,890	263	19,533,536
	Labour	51	12,277	626,150	263	3,228,851
	<b>Total</b>	<b>51</b>	<b>1,125,296</b>	<b>57,390,110</b>	<b>263</b>	<b>295,952,848</b>
Lagos	Cash	19	6,334	120,350	98	620,732
	Buildings	19	1,684	32,000	98	165,032
	Materials	19	14,368	273,000	98	1,408,064
	Labour	19	30,000	570,000	98	2,940,000
	<b>Total</b>	<b>19</b>	<b>52,387</b>	<b>995,350</b>	<b>98</b>	<b>5,133,828</b>

Table 4.1.5a: Summary Statistics for 2012/13 Session

88. In the 2012/13 session, the SBMCs of the schools covered during the validation study in Enugu State mobilised an average sum of ₦613,787 per school. For the entire 162 pilot schools in Enugu State, the SBMCs were found to have mobilised

a total sum of ₦69,357,931 in the 2012/13 session. Similarly, in the same session, the SBMCs of the schools covered in Jigawa State mobilised an average sum of ₦1,161,241 per school. All 192 pilot schools in Jigawa State mobilised a total sum of ₦222,958,186 during the session; and so forth.

Session	Resources mobilised (₦)				Estimated Resources (₦)	
	Resources	n	Mean	Total	N	Total
Enugu	Cash	22	62,577	1,376,700	113	7,071,201
	Buildings	22	35,990	791,780	113	4,066,870
	Materials	22	31,375	690,250	113	3,545,375
	Labour	22	121,356	2,669,831	113	13,713,228
	<b>Total</b>	<b>22</b>	<b>251,298</b>	<b>5,528,561</b>	<b>113</b>	<b>28,396,674</b>
Jigawa	Cash	36	27,470	988,930	192	5,274,293
	Buildings	36	140,325	5,051,710	192	26,942,453
	Materials	36	50,186	1,806,690	192	9,635,680
	Labour	36	42,614	1,534,100	192	8,181,867
	<b>Total</b>	<b>36</b>	<b>260,595</b>	<b>9,381,430</b>	<b>192</b>	<b>50,034,293</b>
Kaduna	Cash	32	11,087	354,790	162	1,796,094
	Buildings	32	29,535	945,120	162	4,784,670
	Materials	32	25,796	825,460	162	4,178,952
	Labour	32	61,143	1,956,580	162	9,905,166
	<b>Total</b>	<b>32</b>	<b>127,561</b>	<b>4,081,950</b>	<b>162</b>	<b>20,664,882</b>
Kano	Cash	54	13,447	726,130	292	3,926,524
	Buildings	54	108,861	5,878,500	292	31,787,412
	Materials	54	115,504	6,237,200	292	33,727,168
	Labour	54	222,606	12,020,750	292	65,000,952
	<b>Total</b>	<b>54</b>	<b>460,418</b>	<b>24,862,580</b>	<b>292</b>	<b>134,442,056</b>
Kwara	Cash	51	100,901	5,145,960	263	26,536,963
	Buildings	51	8,216	419,000	263	2,160,808
	Materials	51	39,872	2,033,460	263	10,486,336
	Labour	51	14,332	730,920	263	3,769,316
	<b>Total</b>	<b>51</b>	<b>163,320</b>	<b>8,329,340</b>	<b>263</b>	<b>42,953,423</b>
Lagos	Cash	19	10,000	190,000	98	980,000
	Buildings	19	1,339,379	25,448,200	98	131,259,142
	Materials	19	84,803	1,611,250	98	8,310,694
	Labour	19	34,747	660,200	98	3,405,206
	<b>Total</b>	<b>19</b>	<b>1,468,929</b>	<b>27,909,650</b>	<b>98</b>	<b>143,955,042</b>

Table 4.1.5b: Summary Statistics for 2013/14 Session

89. Table 4.1.5b shows that in the 2013/14 session, the SBMCs of the schools covered during the study in Enugu State mobilised an average sum of ₦251,298 per school. For the entire 162 pilot schools in Enugu State, the SBMCs were thus found to have mobilised a total sum of ₦28,396,674 in the 2013/14 session. Similarly, in the same session, the SBMCs of the schools covered in Jigawa State mobilised an average sum of ₦260,595 per school. The 192 pilot schools in Jigawa State were found to have mobilised a total sum of ₦50,034,293 during the session.

Session	Resources mobilized (₦)				Estimated Resources (₦)	
	Resources	n	Mean	Total	N	Total
Enugu	Cash	22	99,216	2,182,760	113	11,211,408
	Buildings	22	413,195	9,090,280	113	46,691,035
	Materials	22	245,891	5,409,600	113	27,785,683
	Labour	22	124,101	2,730,231	113	14,023,413
	<b>Total</b>	<b>22</b>	<b>882,403</b>	<b>19,412,871</b>	<b>113</b>	<b>99,711,539</b>
Jigawa	Cash	36	18,659	671,730	192	3,582,560
	Buildings	36	70,659	2,543,730	192	13,566,560
	Materials	36	87,658	3,155,700	192	16,830,400
	Labour	36	56,006	2,016,200	192	10,753,067
	<b>Total</b>	<b>36</b>	<b>232,982</b>	<b>8,387,360</b>	<b>192</b>	<b>44,732,587</b>
Kaduna	Cash	32	13,695	438,240	162	2,218,590
	Buildings	32	129,178	4,133,710	162	20,926,836
	Materials	32	38,725	1,239,190	162	6,273,450
	Labour	32	68,693	2,198,160	162	11,128,266
	<b>Total</b>	<b>32</b>	<b>250,291</b>	<b>8,009,300</b>	<b>162</b>	<b>40,547,142</b>
Kano	Cash	54	20,804	1,123,400	292	6,074,768
	Buildings	54	202,869	10,954,950	292	59,237,748
	Materials	54	171,497	9,260,860	292	50,077,124
	Labour	54	220,430	11,903,200	292	64,365,560
	<b>Total</b>	<b>54</b>	<b>615,600</b>	<b>33,242,410</b>	<b>292</b>	<b>179,755,200</b>
Kwara	Cash	51	54,605	2,784,850	263	14,361,115
	Buildings	51	39,298	2,004,200	263	10,335,374
	Materials	51	47,053	2,399,700	263	12,374,939
	Labour	51	15,422	786,500	263	4,055,986
	<b>Total</b>	<b>51</b>	<b>156,377</b>	<b>7,975,250</b>	<b>263</b>	<b>41,127,414</b>
Lagos	Cash	19	11,489	218,300	98	1,125,922
	Buildings	19	242,439	4,606,350	98	23,759,022
	Materials	19	478,830	9,097,770	98	46,925,340
	Labour	19	74,232	1,410,400	98	7,274,736
	<b>Total</b>	<b>19</b>	<b>806,991</b>	<b>15,332,820</b>	<b>98</b>	<b>79,085,020</b>

90. Table 4.1.5c shows that in the 2014/15 session, the SBMCs of the schools covered during the validation study in Enugu State mobilised an average sum of ~~N~~882, 403 per school. For the entire 162 pilot schools in Enugu State, the SBMCs thus mobilised a total of ~~N~~99, 711,539 in 2014/15. Similarly, in the same year the SBMCs of schools covered in Jigawa State mobilised an average sum of ~~N~~232, 982 per school. The entire 192 pilot schools in Jigawa State thus mobilised a total sum of ~~N~~44, 732,587 during the session.

### Focus Group Discussions

91. In all six ESSPIN supported States, qualitative data was collected through FGD interviews with SBMC members and other key respondents from communities, states and LGEAs. In addition to other instruments, FGD interviews were conducted for SBMCs across the 214 selected primary schools. FGDs supported and triangulated the quantitative findings of the study, showing that SBMCs were able to recall and present specific details of resources raised and spent; and that external community members agreed with SBMCs' accounts of resource mobilisation.

### Material contributions

92. SBMCs were confirmed to provide and mobilize financial support to cater for the specific needs of the school. The SBMCs have also provided material assistance to the schools in terms of furniture, renovation of classrooms; water sources, toilets, and school materials, among others. The most commonly purchased items, even in areas with lowest resource mobilisation, were chalk, writing materials and uniforms. Medicine, seating, food, and other furniture were also popular.
93. SBMCs sometimes reported arranging transport for trips, or to bring children to school who lived far away, or who had mobility problems. Other SBMCs described supporting children's healthcare needs.
94. Outside Lagos, few SBMCs reported providing reading books for children, suggesting that SBMCs were not sufficiently aware of the benefits of supporting a print-rich environment for literacy; or that their efforts were directed to more apparently urgent areas. Clarifying the need for reading books (through book banks or classroom libraries) could be a useful area to include in upcoming mentoring visits.

95. Many times, the SBMCs distributed free school materials such as exercise books and uniforms to pupils, which encouraged enrolment and retention of pupils in the school. The SBMCs assisted voluntary teachers, the less privileged children, children with disabilities and orphans with school materials. SBMCs also organised to waive school levies for less privileged children, disabled children, and orphans.

### **Moral support and quality improvement**

96. Communities also reported providing significant intangible support to school improvement. Almost all the community members emphasised moral support given by the SBMCs, including frequent inspection visits to the schools, enrolment drive campaigns, monitoring of teaching/learning, and providing encouragement to pupils and teachers for good attendance and behaviour. Repairs to buildings and clearing/maintenance of play areas were frequently done by SBMCs.
97. A high proportion of SBMCs reported reviewing the quality of teaching, and checking to see that teachers were using child-centred approaches. They also followed up with parents to ensure enrolment, retention, and completion.

### **Improving enrolment for marginalised children**

98. SBMCs had taken significant actions to promote girls' education, particularly in northern states. Several SBMCs in Northern states mentioned that the age of girls' marriage had been delayed as a result of SBMC awareness raising efforts. Many cited lack of girls' secondary school facilities as a major challenge to girls' education, although some had taken direct action to address this.
99. Several SBMCs in Northern states related bringing children back into formal school from Almajiri school. SBMCs in Kaduna, Kwara, Enugu and Lagos more frequently mentioned supporting children with disabilities into school and paying their costs. The cost of disability stigma was revealed to be high: disabled children were reported to need basic food and clothing because their parents had often abandoned them.

### Challenges for poorer SBMCs

100. SBMCs in rural areas of poorer states were much more likely to report only being able to raise resources from SBMC members and the immediate community. Some rural SBMCs reported very low levels of cash donation, suggesting that the averages found in study data hide some very under-resourced schools. Ideally, government should be responding to low levels of SBMC funding identified in SMO reports, by providing additional resources for those with the greatest funding gaps.
101. Only the better-resourced SBMCs were able to pay for more demanding repairs to water equipment and building structures. Some SBMCs raised funds for entire classroom blocks, however. Few SBMCs were able to cover full installation of water equipment, electricity, or other inputs requiring technical organisation. Those who had access to the necessary expertise in their networks were generally in urban areas. Urban SBMCs were also more likely to provide computers, transport for students, and sporting items.

### Protecting government investment

102. Communities regularly reported being engaged in school improvement efforts provided by government, often supervising contractors for building work and identifying weaknesses with infrastructure delivery.
103. SBMCs reported playing a major role in protecting government investment in school infrastructure. SBMCs often ensured that environmental damage and wear and tear on buildings was repaired, and that failure of water equipment was identified. Sometimes SBMCs were able to repair such equipment themselves; on other occasions they brought it to government attention for repair. Ensuring rapid repair of school infrastructure means that damage can be minimised and schooling is disrupted as little as possible. It was also common for SBMCs to report paying for security guards and supervisors to protect the school buildings from vandalism and occupation.

### Attempts to fill public funding gaps

104. Qualitative discussions indicated that SBMCs had identified many areas where government needed to do more in strengthening education. SBMCs (particularly in rural areas) stated that they were often unable to undertake school

improvement work needing substantial technical expertise, such as installing boreholes or building new classrooms and toilets. Many SBMCs reported making these requests of government. Several had received responses, but many were still waiting for core infrastructure and teaching posts to be provided.

105. SBMCs lacked the capacity to provide sustainable support for teacher salaries, although in rural areas they often reported funding qualified teachers at a low ‘voluntary’ rate. Other rural SBMCs reported providing land or funding to help teachers stay in their community. Better-resourced SBMCs tended to report organising and funding teacher training to strengthen education quality.

### **Probity and acceptability**

106. From the FGD, it was revealed that the overwhelming majority of SBMCs were well constituted; performing their duties in their schools to high levels of probity and community approval. On most occasions, the SBMCs’ executives were agreed by community members to be prudent, accountable, and transparent in running the affairs of their respective SBMCs.
107. There was an occasional indication of SBMCs being unclear where the boundaries for their intervention lay. For example, one SBMC mentioned reviewing the achievements of preschool children to determine who could move up to Grade 1. This goes against children’s entitlement to primary education at the appropriate age, no matter what levels of skill they have. It would be worth encouraging the CGP to remind SBMCs about children’s rights and the limits of their remit.

### Examples of SBMC action from focus group discussions

From Panda Central Primary School, Kano, one Alhaji Ibrahim Sabo Muhammad mentioned several material donations received by the SBMC mostly from the Panda local government education committee and few philanthropists. Three months ago, the school received donation of computer sets from Musa custom. The same person took the responsibility of paying ₦70, 000 to hire computer teachers for three months to train some selected teachers.

In the SBMC of Central School I Akpakwume, Nze, Udi LGA, Enugu State, one Mrs Philomina Ozulu said *“Both the community members and individuals raise fund to pay volunteer teachers. From 2nd term to date the community have raised the sum of ₦837,000 to support 6 community/volunteer teachers at the cost of ₦31,000 for three months (Terms). The SMBC through the Rev. Fr. Jude Eneh’s appeal to church members were able to raise the sum to ₦19,020 to support the teacher’s salary. Community donated ₦13,500 for renovation of school building. Four different individuals donated the sum of ₦5000.”*

Representing the SBMC of Auno Primary School, Kafin Hausa LGA, Jigawa State, one Abubakar Abubakar said *“we don’t have much money to give but we usually provide some materials like chalk and medications”* and the rest of the members maintained the same point. From the SBMC of Mezan Primary school; Shu’aibu Sa’idu said *“we provide the school with roofing sheet, medications and sometimes office stationeries”*.

The SBMC of Anglican Primary School, Badagry LGA; Lagos State, Mr. Odunsi Babatunde said *“Through the influence of one of our members who is not here right now, we were able to get the Badagry Ambassadors Club to donate uniforms to 237 pupils of primary 1-3 at the cost of ₦180,000”*. Also in Egan Primary School, Alimosho LGA, Lagos, Alhaji Opeola said *“we bought white boards for primary classrooms at the cost of ₦16,000”*.

From the SBMC of UBE Sabon Gari Ankwa, Kachia LGA, Kaduna State; one Musa Danjuma said that the SBMC members regularly check how the children are taught and what is been taught, they check for those that are punctual, when they close, they try sending them home and ask them what was taught them. Musa Danjuma said that when there is need for anything the community members contribute money to fix it for instance there is a classroom that is not yet cemented (floored) they have bought cement to fix it. Also the borehole got spoilt and it was fixed by the SBMC. They also bought doors and locks.

In the SBMC of Community LGEA Model School, Egosi-Ile; Oke-Ero LGA, Kwara State; one Chief J.A. Adeniyi said *"The SBMC have bought herbicides twice at the rate of ₦2,000.00 per can to control the weeds in and around the school. It also bought a Lawn mower at the rate of ₦70,000.00 in 2015 during the second term. During the second term of 2013, the SBMC bought uniforms for forty kindergarten pupils at the rate of ₦400.00 per child. In 2015 (First Term) the SBMC bought volley ball kit (₦7,000.00) and 30 copies of Macmillan Primary English(₦19,850.00)".*

*"From inception of SBMC to date there are more than 100 girls that leave this school to junior secondary school unlike before where you will hardly expect more than 10 ",* said Garba Ibrahim. *"We also provide transport means exclusively for females coming from far distant areas",* said Abdullahi Usman, of Gantsa Special Primary School, Jigawa.

*"We monitor the teachers in classes regularly and if there is a transfer of the most hardworking teacher whom has been given us good contribution we fight it to the last".* Karnaya Primary School, Jigawa.

*"There are 3 children with some forms of physical disabilities that are assisted and aided by members of the SBMC to attend school since March 2013."* Aroh Lovlin, Obinagi Central School, Udi, Enugu.

## Conclusions and Recommendations

### Validation and overview of results

108. This study found that in all the six ESSPIN supported states, LGEA officers have used the information provided in the SDP to identify key school needs which communities alone cannot provide, but which government should provide. LGEA officers have also used the information provided in the SMO Report to identify school needs which communities alone cannot provide, but which government should provide. LGEA officers have used both the SDP and the SMO reports as effective tools to identify key school needs. Most SMOs get their information on SBMCs for community financial contribution from head teachers.
109. In all the six ESSPIN supported States, the contributions made by the communities to the SBMCs were found to be both cash and in-kind. The material contributions made by the communities to the SBMCs are monetised and are summed up mostly on a termly basis, although in most states this process has not produced accurate figures. The reported figures in the SMO reports include total cash and monetised items contributed by the communities.
110. To compare the SMOs' summary reports on SBMC resource Mobilisation against the findings of this SBMC resource mobilisation validation study we take a close comparison of SMO report data with the study findings. The following charts for the 2012/13, 2013/14 and 2014/15 sessions for each of six ESSPIN supported States present this comparison, in Figures 5a, 5b and 5c.

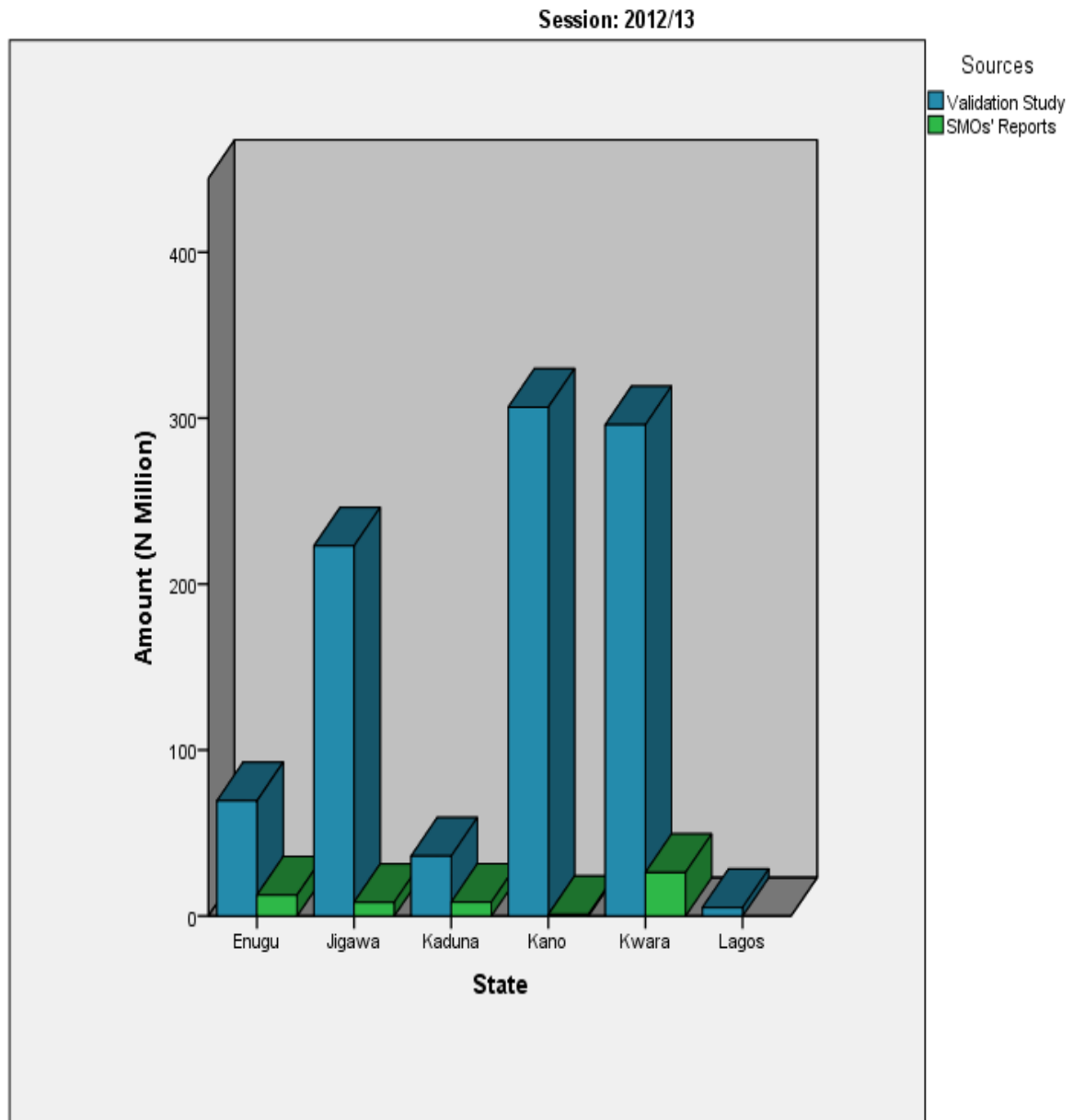


Figure 5a: SMOs Reports and Validation Results for 2012/13 Session

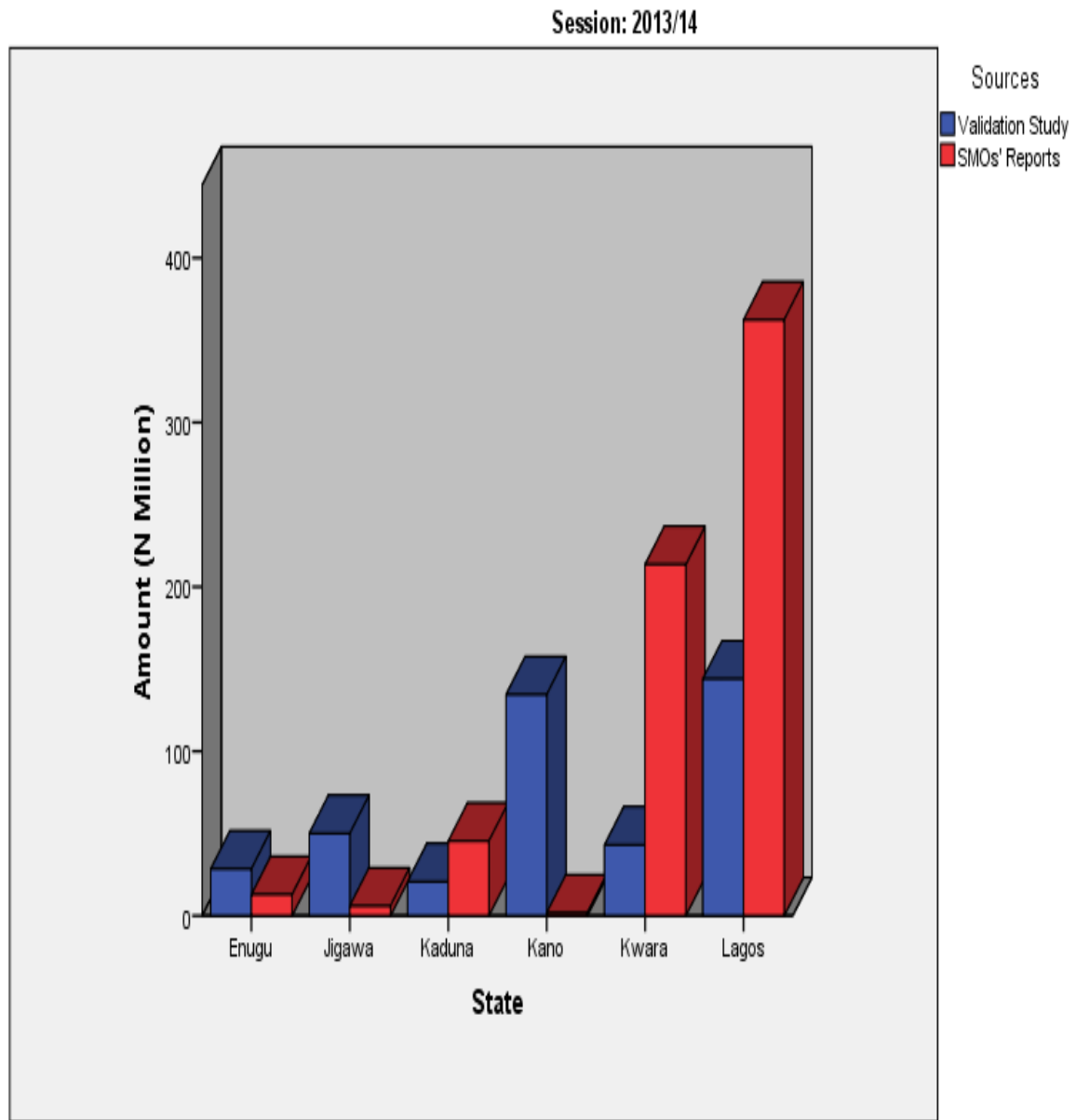
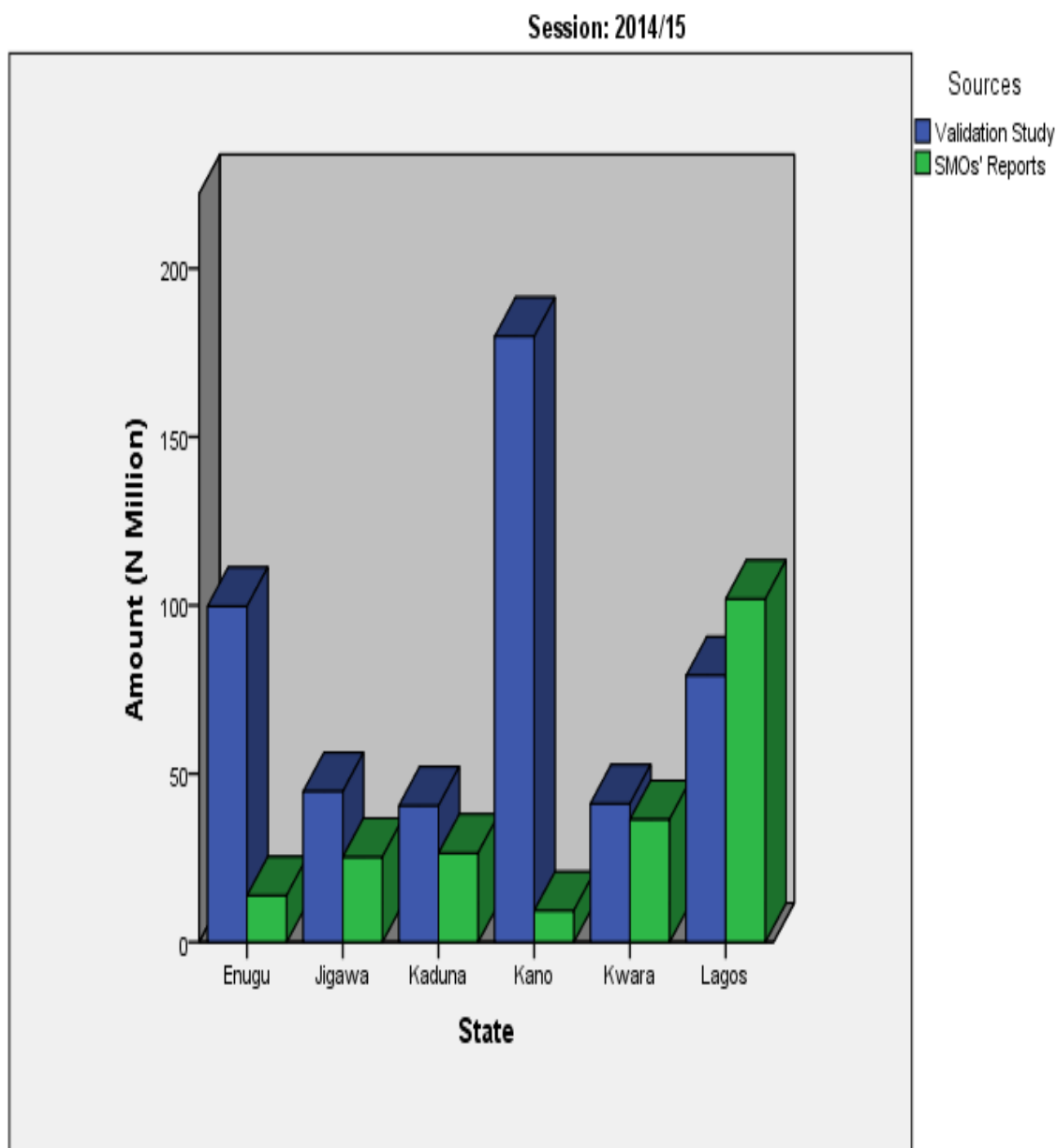


Figure 5b: SMOs Reports and Validation Results for 2013/14 Session



**Figure 5c: SMOs Reports and Validation Results for 2014/15 Session**

111. The charts in Figures 5a to 5c above, and Table 5.1.1 below, show that, for the majority of states, the total estimated SBMC resource mobilisation contained in SMOs' summary reports are far less than the amount of estimated SBMC resource mobilisation computed by this validation study. SMO estimates for SBMC resource mobilisation were initially too high in Kwara and Lagos, but have become more accurate in recent years.

States	Session	SMO Reports Total (₦)	Validation Study Total (₦)
Enugu	2012/2013	12,575,545	69,357,931
	2013/2014	12,763,539	28,396,674
	2014/2015	13,808,375	99,711,539
Jigawa	2012/2013	8,213,975	222,958,186
	2013/2014	5,914,685	50,034,293
	2014/2015	25,176,513	44,732,587
Kaduna	2012/2013	8,290,169	36,067,680
	2013/2014	45,298,457	20,664,882
	2014/2015	26,357,609	40,547,142
Kano	2012/2013	895,000	306,622,484
	2013/2014	1,745,000	134,442,056
	2014/2015	9,270,000	179,755,200
Kwara	2012/2013	26,216,173	295,952,848
	2013/2014	213,599,473	42,953,423
	2014/2015	36,438,979	41,127,414
Lagos	2012/2013	Not available	5,133,828
	2013/2014	362,326,490	143,955,042
	2014/2015	101,756,680	79,085,020

Table 5.1.1: Comparison of study data on mobilised resources with SMO reports

112. At first sight, Lagos, Kaduna and Kwara SMOs seemed able to produce more accurate estimates; but closer examination shows that year on year estimates from those states also varied widely, although they balanced each other out in the aggregate.
113. These wide margins of difference in both directions between study data and SMO estimates could be attributed to, but not limited to, the following reasons:
- Cost estimates of buildings and renovations were mostly missing or not well estimated in the SMO reports.
  - Cost estimates of labour/man hours were mostly missing in the SMO reports.
  - Estimates from some schools were missing in the SMO summary reports.
  - Estimates of some items were missing in the SMO summary reports.
  - Many estimates from SMO summary reports do not clearly indicate resources against the number of schools.

## Conclusions

### Trained pilot SBMCs are raising large amounts

114. Using a more in-depth and accurate approach to estimation than previous attempts, this study found that the scale of resources mobilised by SBMCs is very substantial, and far greater overall than was estimated in state monitoring reports. Over three years, N1, 841,498,229 (4.8 million GBP) was raised by SBMCs in cash and in-kind contributions, almost double what had been estimated in aggregated government reporting.
115. The vast majority of SBMCs were contributing significant resources towards school improvement and children's access to education. The findings that SBMCs had mobilised large amounts of monetary and in-kind resources suggests that community engagement and support for basic education has been effectively activated through the approach used to develop SBMCs.
116. Jigawa and Kano outperformed other states in terms of both absolute amounts raised and sums raised per SBMC, suggesting particularly strong support for community resource mobilisation for education. Kaduna showed much lower performance than might have been expected, given that Kaduna is not one of the poorest states in the study. This could suggest a need for investigations as to whether political will, SMO capacity and motivation, economic issues or social attitudes are a barrier to community-based resource mobilisation for education.

### Returns on investment in SBMC development

117. The large value of validated resources generated by SBMCs represent an extremely good return on investment. It cost ₦220,000 per school to activate and train each pilot SBMC, including 8 mentoring visits from SMOs and CSO representatives over the course of a year. During the subsequent two years, four more mentoring visits were provided at a cost of approximately ₦75,000<sup>5</sup>. For a maximum investment of ₦300,000, then, an average pilot SBMC raised ₦1.6 million for education over three years: a return of 500%.

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<sup>5</sup> Figures from ESSPIN Access & Equity team

### When was resource mobilisation most successful?

118. Resources mobilised were often greatest in the first year of SBMC activation (see table 4.1.1.). This may suggest that more intensive capacity support, as provided to SBMCs in their first year, is likely to generate greater return on investment in SBMC development. This could have important implications, supporting the argument that ongoing State and Federal allocations for SBMCs should fund the full model of SBMC development, with resources for frequent training and mentoring visits. This argument is supported by internal ESSPIN monitoring visits reported by staff, which found that enthusiasm for SBMC activities dropped off after mentoring visits reduced in frequency. Further research to establish whether this is a valid trend would be recommended.
119. This finding also raises the possibility that available community resources for education are not fully renewable. Initial enthusiasm after SBMC activation and awareness raising may produce substantial resources, given that communities have not been spending so much on education. However, after these resources are used up, available resources to support education indefinitely may be much less. This is especially likely to be the case in the poorest communities. Further research in this area would identify how much of a financial ‘cushion’ different communities have for contributing to education, and where this needs to be most urgently supplemented by public resources.

### Urban/rural resource mobilisation patterns

120. There was a relatively even split between urban and rural SBMCs in terms of overall value of resources raised. However, diversity of sources of contributions was heavily skewed towards urban schools, indicating that urban SBMCs are able to draw on more resources from outside their immediate communities. Nevertheless, rural SBMCs are still raising large – sometimes larger – amounts, from their immediate communities alone. This suggests a very strong commitment to supporting education through SBMCs on the part of rural communities.
121. However, this finding also raises concerns that the sustainability of rural community resourcing of education may be weaker. Qualitative discussion found that rural SBMCs had attempted to reach out to external funding sources, but that available options were scarce. During times of economic contraction in rural

communities (such as drought, or reduced agricultural prices), SBMC resource mobilisation may sink, as it is not supported externally.

122. Some rural SBMCs reported very low levels of cash donation, suggesting that the averages found in study data hide some very under-resourced schools. Ideally, government should be responding to low levels of SBMC funding identified in SMO reports, by providing additional resources for those with the greatest funding gaps.

### Implications for newly trained SBMCs

123. To make a rough estimate, if the 12,000 rollout SBMCs performed as well as the pilot SBMCs over three years, 19.8 billion Naira would be raised for school improvement and supporting vulnerable children to attend school across the six ESSPIN supported states. This would work out to roughly 50 million GBP.
124. It is important to note that this is only a crude estimate rather than a statistically supported projection. This is because the study was a retrospective study sampling pilot SBMCs, not rollout SBMCs. (A study using a valid sample of 12,000 rollout SBMCs would have been prohibitively expensive, and data would not have been available from the past three years for most rollout SBMCs.) Therefore, firm conclusions can only be drawn from this study about resource mobilisation by pilot SBMCs, which may be in different demographic circumstances than rollout SBMCs. Furthermore, Nigeria's currently volatile economy means that achievements from previous years may not be fully repeatable in future years.
125. It is also worth noting that pilot SBMCs may be situated in better-off areas than the 12,000 SBMCs being reached through rollout of the ESSPIN/UBEC SBMC development model. The pilot SBMCs were located in slightly easier-to-reach locations, which may correlate with better access to resources. It may also be the case that rollout SBMCs receive slightly lower quality of training and mentoring, which may affect their resource mobilisation capacity.
126. Nevertheless, if in future an average rollout SBMC were only able to mobilise half the resources that an average pilot SBMC raised, scaled up this would be a major leveraging of community investment in education: 9.9 billion Naira or 25 million GBP.

### Partnerships and future directions

127. It is clear from this study that SBMCs have accessed a range of resources for education from philanthropists and community organisations that government would not have been able to tap into. SBMCs have been empowered to partner effectively with government and civil societies to contribute to realising the Millennium Development Goals and Sustainable Development Goals.
128. SBMCs protected government school infrastructure investments by ensuring rapid repair of damage to buildings and equipment, minimising further damage and disruption to schooling. Similarly, SBMCs' monitoring of government infrastructure projects is likely to have prevented the failure and wastage which was previously common in such efforts.
129. SBMCs' effectiveness in promoting timely teacher and pupil attendance is also a significant boost to efforts to get value for money from government education investments, instead of wasting salary and infrastructure costs on settings where no teaching is taking place.
130. Qualitative discussion indicated that this partnership strategy has made communities appreciate and own any development coming to their schools: they understand from their own efforts that funds, structures and other resources coming to their school are not easy to come by, and they are more likely to protect resources brought to their schools.
131. Discussions indicated that SBMCs had identified many areas where government needed to do more in strengthening education. SBMCs (particularly in rural areas) were often unable to undertake school improvement work needing substantial technical expertise, such as installing boreholes or building new classrooms and toilets.
132. SBMCs lacked the capacity to provide sustainable support for teacher salaries, although in rural areas they often reported funding qualified teachers at a low 'voluntary' rate. This capacity of SBMCs to find qualified, yet unemployed, teachers willing to work in rural schools is relevant to challenges which many State governments are facing to secure enough teachers willing to work rural postings. It should be possible for SMOs or CSOs to provide SUBEB with SBMC data on trained teachers who have come home to rural areas without a job. This

could be placed against Annual School Census data and evidence of SBMC teacher requests to allocate funding to those rural posts where qualified teachers are available and willing. This could be a useful way to circumvent the difficulties which often occur with relocating urban teachers to rural postings.

133. The question of whether SBMCs were spending resources on appropriate items was raised during data analysis. If SBMCs did not have to pay for buildings and teacher salaries (and sometimes training), more community resources would be freed up for providing the quality learning environment that children need to do well. In particular, few SBMCs reported providing reading books for children. Children need a high number of reading books in order to achieve genuine literacy. Community resources might be much better spent on literacy support if they were not needed to compensate for government's failure to cover the fundamentals of school infrastructure and teaching provision.
134. Similarly, more community funding for feeding and clothing the poorest children so that they can attend school would be available if infrastructure and teacher funding from government was increased according to need. Healthcare for children with disabilities and illness would also be more easily provided by SBMCs if funds were not diverted to core education provision. If school levies were not imposed to supplement public funding, community resources could also be better targeted from access to quality.
135. Previous reviews of SBMC activity have found that government responsiveness to SBMC activity and needs assessment is key to motivating SBMCs to keep going (ESSPIN, 2012 and 2014b). The extent to which government responds to and builds on SBMC contributions may now be the key to deciding whether school improvement takes off in Nigeria. If SBMCs and government can inspire each other to keep improving their efforts to improve education access and quality, Nigeria will be much closer to ensuring that all children achieve a good education.

## Recommendations

136. Timely and accurate data on SBMC resources should be prioritised to enhance planning of public resources. More robust methods of data collection should be built into SMO reporting, based on the approach used in this study.

137. If sufficient capacity to record and analyse this data can be developed within SUBEBs, this should become a valuable information resource. Knowing which SBMCs have the greatest funding gaps should enable SUBEB to allocate more resources to the locations of greatest need. Identifying what types of SBMC expenditure are taking place should enable government to work out where its core infrastructure and teaching investments are not reaching. Capacity for data storage and analysis should be prioritised with these aims in view. Assistance from international donors should be requested to support this capacity.
- Each SUBEB should be encouraged to develop a database of SBMCs resource mobilisation, to be updated on a termly basis. Analysis of this database – the expenditure priorities it shows, and the areas of need it indicates – should be combined with other SMO and CGP reporting to generate more accurate findings of where government investment can be best targeted (bearing in mind that all communities will need good evidence of government support to continue their own engagement).
  - Training of SMOs to provide regular inputs to such databases will be needed. SMOs will need to be given detailed advice and tools to help SBMCs identify and share all types of resource mobilisation and usage. Capturing cash, materials and labour accurately should be prioritised. The instruments and training used in this study can be a basis for this.
  - Revised mentoring of SBMCs to ensure that all understand their remits, and that all are empowered to report funding needs to government, should take place through CGPs. Emphasising the value of raising funds for free reading to support literacy could be added to this mentoring.
  - Political and social conditions and capacity for SBMC resource mobilisation in Kaduna should be investigated.
  - This study has shown some of the benefits of using a high-quality, extended method of supporting SBMCs to fulfil their remit. Sharing the results of this study on the productiveness of SBMCs when well supported will be helpful in generating enthusiasm for further investment in high-quality SBMC development across Nigeria. This should be done not only with state and federal governments and donor agencies, but at local levels, to motivate less-functional SBMCs into action.

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## Annex 1: SBMC Resource Mobilisation Validation Study Questionnaire



1. Form Number: \_\_\_\_\_ 2. School Pseudocode \_\_\_\_\_

3. LGA: \_\_\_\_\_ 4. Location: Urban ☐ Rural ☐

5. School Name: \_\_\_\_\_

6. School Address: \_\_\_\_\_

7. Name of Host Community: \_\_\_\_\_

### Section A: School/Community Identification and Demographics

### Section B: Sources of SBMC Money/Donations

#### 8. Major Sources of SBMC donations:

	Sources	Yes	No
a.	Wealthy Individuals/Philanthropists		
b.	Firms/Companies		
c.	Community Members		
d.	Old Students		
e.	Religious Institutions		
f.	None		
g.	Others (Specify) .....		

#### 9. The Main Type of SBMC Donations Received:

	Types	Yes	No
a.	Cash		
b.	School Materials/Stationery		
c.	Building Materials		
d.	Erection of Buildings/Water Sources		
e.	Free Labour		
f.	None		
g.	Others (Specify).....		

**10. Main Areas Where the SBMC Mobilized Fund is being used:**

	Areas	Yes	No
a.	To Improve Access		
b.	To Improve Quality		
c.	Provision of Buildings/Renovations		
d.	Provision of Furniture/Renovations		
e.	Provision of Toilets/Renovations		
f.	Provision of Water/Renovations		
g.	Others (Specify).....		

**Section C: Details of Donations****11. Cash Mobilized**

Session	Donations per Terms (₦)		
	First Term	Second Term	Third Term
2012/13			
2013/14			
2014/15			

**12. Structures/Buildings Mobilized**

Session	Structures	Structures/Buildings Donations (Estimated) (₦)		
		First Term	Second Term	Third Term
2012/13	Classrooms			
	Toilet			
	Provision of Water			
	Others .....			
2013/14	Classrooms			
	Toilet			
	Provision of Water			
	Others .....			
2014/15	Classrooms			
	Toilet			
	Provision of Water			
	Others .....			

**13. Materials/Items Mobilized**

Session	Items	Materials / Items Donations (Estimated) (₺)		
		First Term	Second Term	Third Term
2012/13	Stationery			
	Building/roofing items			
	Furniture			
	Electrical/Plumbing materials			
	Uniform/Books/Sportswear			
	Others .....			
2013/14	Stationery			
	Building/roofing items			
	Furniture			
	Electrical/Plumbing materials			
	Uniform/Books/Sportswear			
	Others .....			
2014/15	Stationery			
	Building/roofing items			
	Furniture			
	Electrical/Plumbing materials			
	Uniform/Books/Sportswear			
	Others .....			

**14. Labour/Man Hour Mobilized**

Session	Labour/Man Hour	Labour (Estimated) (₺)		
		First Term	Second Term	Third Term
2012/13	Voluntary Teaching			
	Carpentry			
	Building/Masonry			
	Electrical/Plumbing			
	Others .....			
2013/14	Voluntary Teaching			
	Carpentry			
	Building/Masonry			
	Electrical/Plumbing			
	Others .....			
2014/15	Voluntary Teaching			
	Carpentry			
	Building/Masonry			
	Electrical/Plumbing			
	Others .....			

**Section D: Attestation**

Interviewer's name: \_\_\_\_\_ Phone No. \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewer's name: \_\_\_\_\_ Phone No. \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

SBMC Chairman: \_\_\_\_\_ Phone No. \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Phone No. \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's name: \_\_\_\_\_ Phone No. \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

## Annex 2: FGD Interview Guide



Good morning/afternoon/evening. My name is (moderator)\_\_\_\_\_

I am part of a research team that is focused on schools improvements through SBMCs in this State. The research is sponsored and coordinated by ESSPIN to verify and validate resources mobilized by the SBMC of this particular school. Your contribution to the discussion is very valuable, and we hope you will actively participate in the focus group discussion. All information will be treated with utmost confidentiality. We seek your consent to record the discussion so that we could capture all the ideas expressed. We expect this discussion to last for no more than 60 minutes.

### **The FGD Guide will include:**

1. Is the SBMC of this particular school well constituted and performing its duties, functions and responsibilities? PROBE FOR: the main duties, functions and responsibilities by the SBMC.
2. What kind of financial support has the SBMC provided to the school? When? PROBE FOR: the financial support.
3. What kind of material support has the SBMC provided to the school? When? PROBE FOR: the material support.
4. What kind of moral support has the SBMC provided to the school? When? PROBE FOR: the moral support.
5. Has the SBMC positively contributed to children's enrolments to the school? How? PROBE FOR: the contributions.
6. Has the SBMC positively contributed to children's retention in the school? How? PROBE FOR: the contributions.
7. Has the SBMC positively contributed to quality of teaching/learning in the school? How? PROBE FOR: the contributions.
8. Has the SBMC positively contributed to girl-child education? How? PROBE FOR: the contributions.

9. Is the SBMC prudent and accountable in the managements of its resources?  
PROBE FOR: How the SBMC manages its resources
10. Who are the major donors to the SBMC? How do they donate? PROBE FOR: the donors.

### Annex 3: State SMD Interview Guide



It is my pleasure to meet you Sir/Ma. My name is \_\_\_\_\_

I am part of a research team that is focused on schools improvements through SBMCs in this State. The research is sponsored and coordinated by ESSPIN to verify and validate resources mobilized by the SBMC of this particular school. Your contribution to this interview is very valuable. All information will be treated with utmost confidentiality.

1. Are the SBMCs in this particular State well constituted and performing its duties, functions and responsibilities?
2. To what extent have the SBMCs provided/mobilized financial (cash) support to their respective schools in this State? Do you have the estimates of these financial supports for the past three academic sessions for this State? (If available, obtain estimates for 2012/13, 2013/14 and 2014/15 sessions).
3. To what extent have the SBMCs in this particular State provided/mobilized structures (e.g. buildings, toilets, water sources, etc.) support to their respective schools in this State? Do you have the estimates of these material supports for the past three academic sessions for this State? (If available, write estimates for 2012/13, 2013/14 and 2014/15 sessions).
4. To what extent have the SBMCs in this particular State provided/mobilized material (e.g. buildings, stationery, books, etc.) support to their respective schools in this State? Do you have the estimates of these material supports for the past three academic sessions for this State? (If available, write estimates for 2012/13, 2013/14 and 2014/15 sessions).

5. To what extent have the SBMCs in this particular State provided/mobilized moral (e.g. labour, voluntary teaching, advocacy etc.) support to their respective schools in this State? Do you have the estimates of these moral supports for the past three academic sessions for this State? (If available, write estimates for 2012/13, 2013/14 and 2014/15 sessions).
6. To what extent have the SBMCs in this particular State supported the provision of SDPs? To what extent have the schools implement the SDPs to improve the schools?
7. To what extent have the SBMCs in this particular State contributed to children's enrolments to schools? How do they achieve that?
8. To what extent have the SBMCs in this particular State contributed to children's retention and completion of schools? How do they achieve that?
9. To what extent have the SBMCs in this particular State positively contributed to quality of teaching/learning in their respective schools? How do they achieve that?
10. To what extent have the SBMCs in this particular State positively contributed to girl-child education in their respective schools and communities? How do they achieve that?
11. In this particular State, in general, are the SBMCs prudent and accountable in the managements of their resources? How do they achieve that?
12. In this particular State, in general, who are the major donors to the SBMCs? What are the most common types of donations?

Thank You

#### Annex 4: SBMC Pictures from the States



*Picture D1: Pupil on SBMC Scholarship in Community Primary School Umuove Egede; Udi LGA, Enugu State*



*Picture D2: SBMC support at Balangu Yamma Primary School; Kafin Hausa LGA, Jigawa State*



*Picture D3: SBMC Supported Classroom at UBE Primary School Anguwan Garma; Kauru LGA, Kaduna State*



*Picture D4: SBMC Support to Pupils of Khadija Titi Primary School; Fagge LGA, Kano State*



**Picture D5: SBMC donated Uniforms at KLGEA Nomadic Primary School; Tunga Malami, Kaiama LGA, Kwara State**



**Picture D6: SBMC donated Uniform at Anglican Primary School; Badagry LGA, Lagos State**