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(ESSPIN)**

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ESSPIN 001	ESSPIN 1 st Quarterly Report
ESSPIN 002	MTSS Strategy
ESSPIN 003	M&E Strategy
ESSPIN 004	Inception Strategy
ESSPIN 005	Initial Report from the MTSS Task Team Leader
ESSPIN 006	ESSPIN 3 rd Quarterly Report
ESSPIN 007	Support to completion of MTSS in Lagos and Kwara States
ESSPIN 008	National Consultant Capacity Building Programme
ESSPIN 009	Service to support the completion of MTSS in Lagos State.
ESSPIN 010	Institutional Development, Public Finance Management – Scoping Visit
ESSPIN 011	Development of State – level Logframe for Kano and Jigawa States
ESSPIN 201	Analysis of the Role of LGAs and LGEAs in Supporting Basic Education in Nigeria
ESSPIN 301	Teaching and Learning Survey
ESSPIN 302	School Infrastructure and Maintenance Review for ESSPIN States
ESSPIN 401	School Based Management Committees Research Feb.09
ESSPIN 402	School Based Management Committees Research Mar.09
ESSPIN 501	Communications and Knowledge Management Strategy
ESSPIN 502	Communication Task Specialist Visit Report Dec. 08
ESSPIN 503	Education Management Information Systems (EMIS) – Scoping Mission
ESSPIN 504	Communication Task Specialist Visit Report Feb. 09
KW 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
KW 302	Oro College Review of Strategic Priorities
KW 303	Curriculum Transformation college of Education Oro
KW 304	Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro
KW 305	Institutional Strengthening of Oro College

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Acronyms and Abbreviations

A & E	Access and Equity
CUBE	Capacity for Universal Basic Education
CSO	Civil Society Organization
CSACEFA	Civil Society Action Coalition on Education for All
CR	Community Researcher
CAPP	Community Action for Popular Participation
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
EFA	Education For All
GEP	Girls Education Project
JCCE	Joint Consultative Council on Education
LGA	Local Government Area
LGEA	Local Government Education Authority
LR	Lead Researcher
MDG	Millennium Development Goals
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
NCE	National Council on Education
PTAs	Parent Teacher Associations
SBMC	School-Based Management Committees
SESP	State Education Sector Project (World Bank)
SMOE	State Ministry of Education
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission
UK	United Kingdom
UKFIET	United Kingdom Forum for International Education & Training

Abstract

1. This is a report of a consultancy to monitor the research on School Based Management Committees (SBMCs) under Component 4 of ESSPIN. During this visit, the consultant visited Lagos and Kwara states from 23rd – 28th March 2009 to support the research teams during the main phase of field work.

Executive Summary

2. This is the report on a consultancy to monitor SBMC research, the main phase of which took place from 16th March – 4th April 2009. The purpose of the consultancy was to monitor and support the research teams in two ESSPIN states, Lagos and Kwara.
3. In Lagos, the consultant accompanied the Lagos research team to one of the case study schools, Obadore Community Primary School in Alimosho LGA. In Kwara, the consultant accompanied the Kwara team to Kaiama Central Primary School, Kaiama LGA. In addition, the consultant discussed progress with all the state research consultants and met key ESSPIN team members in Abuja to brief them about the progress of the research.
4. On the whole, the research is going on well with no major problems arising. However, during the visit, issues that arose were:
 - Absence of A&E Specialists
 - Some concerns that some of the researchers are tending to lecture their interviewees and participants about SBMCs rather than listening to what they have to say
5. Agreement was reached with the research teams and the Community Interaction Specialist that the analysis workshop will be conducted in Abuja from 14th April – 19th April 2009. Federal level interviews will be conducted 20th & 21st April 2009. Presentation of preliminary findings will be conducted at a later date, to be confirmed by the Community Interaction Specialist.

Purpose of the Consultancy

6. The purpose of the consultancy was to monitor the SBMC research and support SBMC research teams.

Achievement of the Terms of Reference

TOR tasks	Progress made and agreements reached (with whom)	Proposed/ agreed follow up (by whom and when)
Coordinate and supervise the field research in 5 states	Ongoing	

Background

7. The School Based Management Committee research is a piece of qualitative research which seeks to clarify how this policy is understood at different levels of the system, and how it is enacted on the ground with particular attention to implications for gender, poverty and the provision of quality education (see Annex 1 for TORs).
8. The methodology is based on in-depth case studies in 10 schools in ESSPIN states, as well as interviews with key individuals at Federal, State, LGEA level and a literature review.
9. This phase of the research involved monitoring and supporting the research teams in two states, Lagos and Kwara.

Findings and Issues Arising

10. Absence of Access & Equity Specialists: because of commitments in Abuja, the Access & Equity Specialists were absent during the first two weeks of the three week research period. This caused some problems in terms of arranging meetings and logistics.
11. Concerns about research quality: that some of the researchers are tending to lecture their interviewees and participants about SBMCs rather than listening to what they have to say. The researchers were reminded that their job is to explore the situation, rather than to tell participants what they should be doing.

Options and Next Steps

12. The next visit of the consultant will be from 13th – 22nd April 2009.
13. Agreement was reached with the research teams and the Community Interaction Specialist that the analysis workshop will be conducted in Abuja from 14th April – 19th April 2009.
14. Federal level interviews will be conducted 20th & 21st April 2009.
15. Presentation of preliminary findings will be conducted at a later date, to be confirmed by the Community Interaction Specialist.
16. The Community Interaction Specialist will be in UK w/b 20th April (tbc) and has been invited to visit the Institute of Education, University of London during her visit.
17. An abstract has been submitted for a paper based on the findings of the research, to be presented by Fatima Aboki and Helen Poulsen to the UKFIET International Conference on Education and Development, to be held in Oxford, UK, 15-17 September 2009 (see Annex 2).

Annex 1 Terms of Reference

Title of Assignment: School Based Management Committee Research

Location of Assignment: Abuja, Lagos, Kano, Kwara, Kaduna and Jigawa States

Duration: 75 days

Background

Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state. Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls. Currently it is estimated that there are 7-9 million school aged children not attending school, a disproportionate percentage of whom are girls.

Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education, the main sectoral focus of Federal and State governments has been an expansion of basic education to meet the Millennium Development Goals. There has been a significant increase in investment in the basic education sector through State governments and through Federal sources such as the Universal Basic Education Commission (UBEC). Access remains a problem, as do the low quality of education outcomes and the stark inequities in the system.

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in five States (Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education, in particular the Capacity for Universal Basic Education Project (CUBE). ESSPIN will run in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

Objectives of the assignment

The main objectives of this consultancy are: (1) to provide a comprehensive analysis of the status of school-based management committees in ESSPIN states so as to form a strong analytical foundation, and (2) to explore the way forward to further expand and strengthen SBMC for improving education service delivery and outcome.

Specific task for the consultancy (See details attached as annex)

- To provide technical and professional lead in the design of School Based Management Committee research in collaboration with National consultants and state teams. This will include; developing criteria for selection of sample LGA/School

communities, training of field researchers, develop field reporting format, piloting the draft instruments and conduct a review of the instruments in Kano state.

- Coordinate and supervise the field research in 5 states whilst at the same time carrying out document desk review
- Facilitate the collation and analysis of data and information using agreed format
- Produce preliminary and progress reports.
- Produce a draft and finalize reports of a consolidated 5 states to ESSPIN
- Debrief ESSPIN and other stakeholders on outcomes and recommendations
- Develop strategies for ESSPIN implementation phase

Outputs

1. Summary reports of the each phase and of the consultancy will be shared and discussed by the international consultant, the Lead Specialist and Community Interaction prior to departure from Nigeria. The consultant will also ensure that the Lead Specialist and the Technical Team Leader are fully informed throughout the period of the consultancy.
2. A draft analytical report of the consultancy will be submitted within 14 days of the completion of this consultancy and summary presentation to ESSPIN and other key stakeholders for comments.
3. A final report on the process, analysis undertaken in each of the states, the strategies and action plans to take forward commitments on support to SBMCs in ESSPIN states are expected within two weeks of the completion of this assignment. The report should be submitted electronically by email, in ESSPIN consultancy reporting format.

Institutional/administrative arrangements

The consultant will report to the Lead Specialist Community Interaction and will undertake this assignment in 6 phases: an initial planning and pilot visit to work with National consultants and field researchers in Kano state. The consultant will coordinate and undertake actual field work in Kaduna, Jigawa, Kwara and Lagos States. Collaborate with the co researchers to analysis field data, debrief and submit a report.

Timing, venue and duration of the Consultancy

This assignment is expected to be undertaken in phases, spread across coming months (February – June 2009). The process will begin with an initial ten (10) day's work in February during which plans for subsequent phases of the research will be agreed between the international consultant and ESSPIN.

Timing (tentative)

2 weeks in February 2009

2 weeks in March 2009

2 week in April 2009

1 week in May/June 2009

1 week in June/July 2009

Venue

ESSPIN states, (Kano, Kaduna, Kwara, Lagos and Jigawa), other relevant federal agencies and in particular UBEC, State MoEs, SUBEB, CSO, MDG office, LGEAs and school/communities.

Competencies

Qualifications/experience

1. A postgraduate qualification in education, social development or development management and experience of strategies to community participation and social service delivery.
2. Extensive practical experience of community interactions and school development management structures in developing countries.
3. Experience of providing professional and technical inputs in development assistance programmes/projects.

Knowledge

1. Practical knowledge of educational development issues in Nigeria and other countries.
2. In-depth knowledge and experience of current international literature on school Based management and governance.
3. Knowledge of Nigerian Government and parastatal structures and systems.
4. Experience of School Based Management Committees initiatives in resource poor environments in developing countries (essential), preferably in Nigeria (desirable)

Abilities

1. Ability to communicate appropriately with clients and stakeholders and to elicit reliable information.
2. Ability to inspire colleagues and to act as member of a team.
3. Ability to design and facilitate/implement an investigation into the outcomes and effectiveness of school based management committees.
4. Ability to design and facilitate participative and interactive workshops

Annex 2 UKFIET Abstracts

SBMCS Policy and practice in Nigeria

Background

- **Rationale**

The problems of Nigeria's education system are well documented. There is poor access to education, particularly for girls and the poorest citizens. Net primary school attendance was only 64% for boys and 57% for girls in 2003. In the north in particular, the situation is worse – only 34% of girls attend school¹. For those who do have access, the quality of education is poor².

School Management Committees are promoted in international and national development policy as a way to improve the quality of education provision and to promote democracy at the local level. International experience suggests that SBMCs can, in certain conditions, be linked to improvements but the evidence is limited and in some cases contradictory.

In Nigeria, recent changes in education policy have sought to introduce School Based Management Committees (SBMCs) across the country. A number of different programmes and initiatives have been supporting the establishment and functioning of SBMCs (e.g. GEP, ActionAid, CSACEFA, CAPP projects). There is, however, a lack of research on whether and how SBMC policy is being implemented on the ground, and what effect SBMCs are having on communities and on schools.

The DfID-supported Education Sector Support Programme in Nigeria (ESSPIN) project provides an important opportunity to review what has been done so far and what shape future support to SBMCs might take. This research, therefore, seeks to clarify how this policy is understood at different levels of the system, and how it is enacted on the ground with particular attention to implications for gender, poverty and the provision of quality education.

- **Brief overview of the literature**

Recent years have seen an increased focus on community participation in education in international development policy and practice. Bray³ suggests that this increase should be seen in the context of a worldwide shift by the 1980s towards privatization in the public sector, including education, because government operations were seen as inefficient and unresponsive to changing circumstances. One of the reasons why the trend towards community-based solutions was attractive to governments was that it meant parents, communities and civil society taking on some of the financial and other burdens of

¹ World Bank. (2005). *Empowering people by transforming institutions: Social development in World Bank operations*.

² Federal Government of Nigeria. (2004). *Nigeria: National Economic Empowerment and Development Strategy*. Abuja, Nigeria: National Planning Commission.

³ Bray, M. (2000). *Community Partnerships in Education: Dimensions, Variations and Implications*. EFA thematic study. Dakar.

education. In terms of outcomes, Bray notes positive results in terms of recruitment, retention and attendance of pupils, and improved learning outcomes. However, his findings indicate that there are aspects of school effectiveness where community impact is limited, for example in supply and training of teachers. He further notes that community participation can increase geographical and social disparities between communities, 'because the groups that are already advantaged are in a better position to help themselves than the disadvantaged groups'.

Rose's⁴ study of the impact that community participation has had on improving gender equity in educational outcomes in sub-Saharan Africa indicates a mixed picture. There is evidence that *under the right conditions* community participation can contribute to increased rates of enrolment for girls. However, there is limited evidence for improved achievement and transition. Indeed, 'As an end in itself, community participation in schooling appears to have resulted in an entrenchment and reinforcement of gender relations, rather than empowering those traditionally excluded from more genuine aspects of participation'.

Burde⁵ notes that approaches to community participation in education are often not well implemented and have unrealistic aims and objectives. It is 'a complex tool that can be manipulated in multiple ways to varying effect... To the extent that it works to increase the efficiency and quality of social services, participation may provide a patchwork solution to systemic problems, veiling more profound and contentious issues of structural change and political representation'. Burde therefore argues that community participation should complement and check the state, not replace it. In summary, the evidence from these selected sources suggests that the impact of community participation as a strategy is mixed, with a strong indication of the need to retain a focus on understanding the communities as unique and differentiated, if school management committees and other community participation initiatives are to be successful. The other indication is that community participation strategies are not the solution to educational problems; but they might be useful as part of a range of strategies to tackling complex problems. A more comprehensive review of the national and international literature will be required to confirm these early conclusions.

The theoretical approach of this study draws on critical policy analysis, gender theory and critical approaches to community. For example, it will employ the concept of recontextualisation⁶: that is, the ways in which policies change when they interact with new contexts. Crucial to this is an analysis of 'fields of contest', that is, the disputes and conflicts that take place at national, local and institutional levels, their changing relationships and their inter-penetration⁷. It is also informed by literature on gender and development which views an understanding of the gendered power relations as crucial to analysing and

⁴ Rose, P. (2003). Communities, gender and education: Evidence from sub-Saharan Africa. Background paper for 2003 UNESCO Global Monitoring Report.

⁵ Burde, D. (2004). "Weak state, strong community? Promoting community participation in post-conflict countries." Current issues in comparative education 6(2).

⁶ See e.g. Bernstein, B. (1990). The structuring of pedagogic discourse. London, Routledge.

⁷ Ball, S. (1998). Big Policies/Small World: An Introduction to International Perspectives in Education Policy. *Comparative Education*, 34(2).

understanding institutions. In addition the research is informed by a critical approach to the concept of community; that is, one that questions a unitary and homogeneous view of community.

Research questions

- What are the key policies around SBMCs in Nigeria, and how are they understood by key stakeholders at federal, state, local government, school and community levels?
- How have these policies been 'enacted' at school and community level?
- What are the implications of the ways in which SBMC policy has been implemented for questions of gender, poverty and school governance?
- What strategies do the findings suggest for future ESSPIN research and engagement with SBMCs?

Methodology

Phase 1: Literature review

A review of the literature on the impact and effectiveness of community participation initiatives, including SBMCs, in Nigeria will be conducted. This review will feed into the Situational Analysis of Basic Education Service Delivery in Nigeria, to be conducted as part of the research strategy for the inception phase.⁸

Phase 2: Setting up the research.

During this preliminary phase, TORs for the field researchers will be developed, and field and state researchers will be recruited; detailed methodology and tools will be developed, researchers will be trained and tools will be piloted. Training and piloting will take place in one of the study states.

Phase 3: Field research

Field research will be conducted in Jigawa, Kaduna, Kano, Kwara and Lagos states. This will be a qualitative piece of research because it seeks to explore what is happening and why at school community level in relation to SBMCs. In-depth case studies will be conducted in two communities in each of the four study states – 10 case studies in total. These case studies will use a mixture of methodological approaches including interviews, observation and participatory research to develop a detailed SBMC, school and community profiles. These profiles will help to clarify questions about who SBMC members are, what kind of activities they are involved in and why, how they see their roles, and what relationships exist between SBMC members, different community members, teachers, parents and others. We envisage the development of a SBMC profiling 'tool' which could be used more broadly and/or used to revisit these communities over a period of time to track changes.

A crucial element of this research will be the opportunity it presents for capacity building within state ministries of education and Local Government Authorities (LGAs). The research will therefore be conducted by one state/LGA official (state researcher) and one field researcher, supported by State Consultants in each of the five states. Researchers will work

⁸ Akyeampong, K. (2009). *Education Sector Support Programme in Nigeria (ESSPIN). Research strategy for inception phase*. Abuja: ESSPIN. See Annex A for draft literature review questions.

in state-based pairs. Each pair will spend 5 days in each community, 3 days interviewing LGA & state officials, plus 2 days writing up time – i.e. 15 working days in each state.

At federal, state and local government level, semi-structured interviews will be conducted with government officials and representatives of NGOs and donor organizations to explore understandings of SBMC policy.

Phase 4: Analysis

Analysis will be conducted collaboratively over a 2-week period by the full research team,. This is based on the belief that research findings with a large team of researchers working in diverse contexts are best discussed collaboratively at the initial stage of analysis in order to make best use of the data.

Phase 5: Writing up

The writing of the final report will be led by the lead researcher, with assistance from the rest of the research team. A full report and summary report will be produced.

Phase 6: Dissemination & design/planning of follow up

The following outputs are planned:

- A presentation of preliminary findings will be made after the analysis phase in mid April, timed to feed into the inception report of ESSPIN.
- A full and summary report will be produced by end of July.
- A conference paper will be developed for UKFIET 2009 – effect of EFA on communities theme – to be lead by CR with support of LR. This may also be developed into a journal paper.

There will be options to extend the research so that it can feed into ESSPIN research strategy & ESSPIN monitoring.

Draft questions for literature review

1 What are the different ways in which parents and community members have been involved in school management in the past, and why?

- Look at historical factors that shape present attitudes to community participation in schools especially the effects of military dictatorships & return of democracy
- Policy development
- Look at differences between states
- PTAs
- Other arrangements, formal or informal
- SBMCs formed as a result of the 2007 order but without support or training
- Look at key projects & initiatives that have included a focus on SBMCs or their precursors including Self Help, CUBE initiatives, GEP, CSACEFA, CAPP, Action Aid, government training & others.

2 What are the documented results of that involvement (and what remains undocumented), and why?

- What evaluations of projects and interventions mentioned in (1) are available?
- What indicators were used to monitor and evaluate SBMCs, with what results?
- What evidence, if any, is there that SBMCs had an impact on:
 - Enrolment (by gender, poorer children)
 - Achievement (by gender, poorer children)
 - Participation of men, women, poorer community members in decision making
- What reasons, if any, are given for those impacts
- How convincing is the evidence?
- Where projects & initiatives have not been evaluated or documented is any other evidence available (anecdotal, statistical, and other)?
- Where projects and initiatives have finished is there evidence of any on-going impact, and if so, what?

3 What lessons can be drawn for future interventions?

- Structure, roles & responsibilities
- Systems of accountability
- Incentives
- Women/children participation and representation

Strategies that support enrolment, attendance, equity, participation

SBMCs Policy and Practice in Nigeria

This paper seeks to explore the impact of the introduction of School Based Management Committees in Nigeria, with a particular focus on questions of gender, poverty and school governance. It draws on case studies of 10 communities conducted by the Education Sector Support Programme in Nigeria (ESSPIN), a programme funded by the UK Department for International Development (DFID) in support of the Nigerian Government to make sustainable improvements in basic education services.

A proposal for the introduction of School Based Management Committees in every school in Nigeria was proposed by the Joint Consultative Council on Education (JCCE) and has recently been adopted by the National Council on Education (NCE). A multiplicity of projects, programmes and initiatives of both government, donors and civil society have attempted to work with and support these new institutions

This paper will draw on the case study research material to consider a range of questions: how does SBMC policy in Nigeria link to global trends in the promotion of community participation in education? What are some of the key ideas and concepts underpinning the policy? How are they understood at different levels of the system? What happens in communities and schools when those policies are enacted? What are the implications for issues of gender, poverty and school governance?