**SBMC Guidebook
Kaduna State**

This guidebook is designed as a reference for SBMC members to consult as they take on their new roles and responsibilities

School-Based Management Committee Guidebook

**Opposite and
following pages**

Every child has the right
to quality education.
Schools can be improved
through greater community
involvement, which
can help to make them
more accountable for
the services they provide.

Name

Date

School/Community

LGA/LGEA

State

In Nigeria, School-Based Management Committees (SBMC) are established by government to act as a bridge between schools and the communities they serve.

Contents
Section overviews

Preface

This SBMC guidebook has been developed by Kaduna State Ministry of Education and its parastatals, with support from the DFID Education Sector Support Programme in Nigeria (ESSPIN). It has been produced in response to the State Government's desire to increase community participation in education, through the adaptation of the national policy on School-Based Management Committees (SBMCs) to local needs.

The state policy, on which this guidebook is based, was agreed through consultation with a wide range of stakeholders at state, local government area and community levels in 2009 and 2010.

This guidebook is designed as a reference for SBMC members to consult as they carry out their roles and responsibilities.

The guidebook contains a summary of the Kaduna State SBMC policy. It also clearly defines SBMC roles and responsibilities, provides guidance for SBMCs on school development planning, monitoring school activities, managing money and involving the community in issues of school governance and accountability.

Acknowledgements

Introduction

Welcome to the first guide for School-Based Management Committee (SBMC). This guide will tell you everything you need to know to get started as a School-Based Management Committee member.

This guide was produced based on ideas contained in the new State Policy on SBMCs, which were agreed to by consultation with stakeholders at local and state levels in 2009 and 2010.

What is a School-Based Management Committee (SBMC)?

School-Based Management Committees (SBMCs) are an essential link 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.

Why this guide?

The SBMC guide is designed to enable SBMC members to learn 'How to' run a school-based management organisation. It is based on the state policy on SBMC designed to meet the priorities of parents, children, communities, schools, local authorities and the state government for improving and expanding good quality basic education.

Who is this guide for?

This guide is for all members of SBMCs in your State, and for anyone who is interested in how SBMCs in Nigeria can work. It should be made available to all SBMCs and to anyone who may join an SBMC.

What does the guide contain?

This guide contains six Sections to introduce SBMC members to their main roles and responsibilities, and provides examples of what SBMCs can achieve.

Section One gives a general idea of what SBMCs are and what they are expected to do.

Section Two explains what the state policy on SBMCs says, and how this should work in practice.

Section Three contains instructions and guidance on how to conduct regular SBMC tasks like running meetings, and holding regular consultations with the wider community.

Section Four explains how to develop School Development Plans.

Section Five looks at how an SBMC should manage money to improve education.

Section Six explains how SBMCs can monitor and improve aspects of education.

How is this guide to be used?

The Guide is intended to be
the main tool for SBMC operations.
In order to make effective use
of this guide, all SBMCs should
receive an initial basic training
to be conducted by persons from
Social Mobilisation Department
of SUBEB and Civil Society
Organisations (CSOs) who are
referred to as Master Trainers.

The initial training which will
enable the SBMCs to get started,
will be followed by further
support to cope with their long-
term responsibilities. The state
government may then develop
additional materials in accordance
with the state policy on SBMCs.

The guide may be translated
into a local language but where
SBMC members are not literate
even in the local language, other
SBMC members should make
sure that they read and explain
the contents to them.

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Section 1
SBMC overview

This section provides a brief overview of the SBMC.

It answers the following questions:

What is an SBMC?

What does it do?

Who does the SBMC represent?

What are SBMCs involved with?

What is an SBMC, and what does it do?

In Nigeria, School-Based Management Committees (SBMC) 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 for improved learning outcomes.

SBMCs 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 are usually involved in:

contributing to the overall planning, management and monitoring of schools and to the decision-making process.

encouraging the interest of both community and government to support school improvement.

enabling the wider community to have a voice in the improvement of education.

monitoring, and communicating issues to the community and to local/state governments.

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SBMCs connect the school, community and government

Community

SBMC
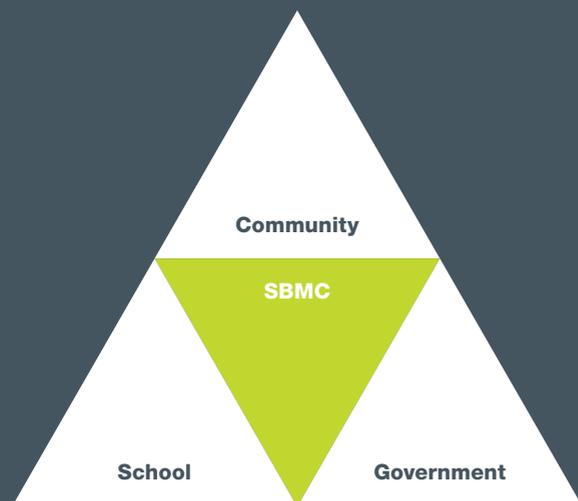
School   Government

School
The school is linked
to the community
and the government
through the SBMC.

Community
Community concerns
about education
are channelled
to the school and
government through
the SBMC as
are the feedback
and response.

Government
The government
is responsible
for education service
delivery. Through
the SBMC the
government listens
and responds to
the community's
demands.

SBMCs are not committees set up to merely discuss problems, but community bodies which can take action to make their schools work better.

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Section 2
SBMC State policy guidelines

This section provides a brief guide to the Kaduna State SBMC Policy.

It answers the following questions:

What are the state policy goals and vision?

What are the key roles and responsibilities of SBMC members?

How does the SBMC membership work?

How does the SBMC work?

The vision

The vision (dream) of the Kaduna people is to have SBMCs which support and facilitate government drive in the development and improvement of education for all.

The goal

The goal is to achieve high school performance and improved learning outcomes for all students through improving school management and ensuring the wide participation of communities.

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Right
This diagram shows some of the strategies and activities SBMCs can use to turn their vision into action.

Be involved in enrolment drive	**Ensure a good relationship between the community and school**	**Monitor on-going projects, eg school building work**
Serve as a bridge between the community, LGEAs, SUBEB and SMoE	**Vison of SBMC**	**Ensure respect for cultural and social values within the school environment**
Ensure proper usage and security of materials provided for the school	**Encourage all the children in the community to attend school**	**Enlighten the government and the community on specific educational needs of the school**

Key roles and responsibilities of SBMCs in Kaduna State

The following points show some of the key roles that SBMCs will be expected to perform in Kaduna State.

Below
Communities and SBMCs can advocate for a friendly learning environment for all children.

All the roles as contained in the State Policy document shown in the Annex on page 94.

Encourage parents to send their children to school and support them to complete their education, especially girls

Engage in raising awareness about education and promoting it within the community

Advise the school authority on teachers' behaviour and commitment to work

Monitor pupil/student performance

Facilitate the representation of children's voices in the decision-making processes

Participate in School Development Planning

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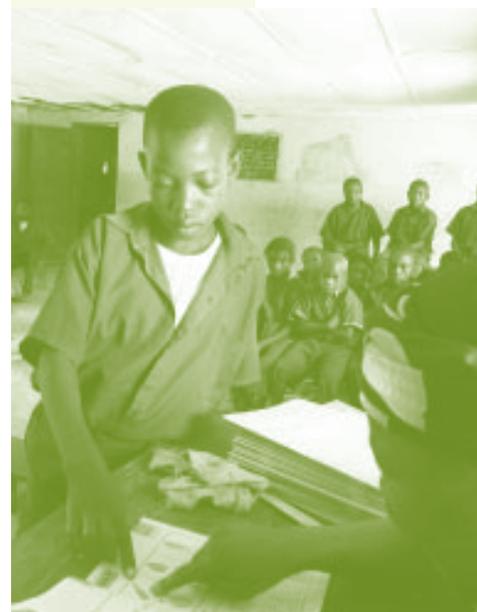
How does SBMC membership work?

The Kaduna State Policy requests that each SBMC will be constituted based on representations of the diverse groups with an interest in improving the learning outcomes of the pupils/students in schools. The membership of SBMCs shall be composed of a maximum of 17 members.

Interest Group	Number in SBMC
Traditional Leader	1
Head Teacher of the School	1
Representative of Teachers and NUT (Female and Male)	2
Representative of Pupils (Male and Female)	2
Representatives of Community (Female and Male)	2
Representatives of Old Pupils	1
Representative of Youths	1
Representative of Community Based Associations (Female and Male)	2
PTA representatives (Female and Male)	2
Representatives of Artisan (Female and Male)	1
Representatives of Religious Organisations (Muslim and Christian)	2
Total	**17**

SBMC membership

The School Head will collaborate with the traditional leader in the area and a representative of the LGEA/SUBEB to select responsible and trustworthy members of the community to form the 17 membership of the SBMC. Fair representation of all groups listed should be ensured. At least eight members of the SBMC should be women.

In all cases, SBMC members must have shared values and behaviour to provide good governance for schools in line with codes of conduct establish by the State Education Laws.

SBMC members will select an executive from amongst its members including:

Chairman (should as far as possible be a retired teacher)

Vice-Chairman

Secretary (this will be the Head Teacher of the school)

Treasurer (should not be a member of the school administration or a teacher)

Press Relations Officer

SBMC members will:

Serve for a period of 3 years, renewable based on satisfactory performance

Meet twice per school term

Call emergency meetings if important decisions need to be made between scheduled meetings

Not meet with fewer than two thirds of the SBMC membership present

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How can the SBMC strengthen partnership and promote participation and inclusion?

Forming Committees

Within SBMCs, committees should be established where special focus is needed: for example it will be necessary to form a finance committee to support the SBMC with managing money. Forming women's committees and children's committees can greatly help these groups to participate fully and confidently in all SBMC meetings and activities.

The Kaduna State SBMC Policy states that for schools to be effective, strong partnership must exist between the Head Teacher, the teachers, pupils, parents, SBMC members and members of the wider community. It also highlights that the way in which SBMCs are selected and organised can contribute to building partnership, increasing voice and demand for better education delivery through active participation.

Below and right
Building partnerships between schools and local artisans can contribute to school improvement.

Partnership

SBMCs are expected to exist in harmony with other similar bodies which have an interest in educational development. The values of trust, mutual respect and shared understanding will also be very important in working alongside the school Head Teacher, the PTA, the LGEA, SUBEB and the SMoE.

Below
Giving space for children to play aids effective learning and good performance.

SBMCs will need to develop ways for working in consultation with wider groups of partners. Strong partnerships between SBMCs of neighbouring communities are also important. This kind of partnership and collaboration can be developed for example through:

Visits to SBMCs which are already functional to learn from their experience

Joint visits/meetings with education service providers to discuss issues

Establishing partnerships with local role models – artisans, business people, local charities, co-operatives or CBOs

Formal contacts with interested organisations, groups or individuals including the media

Linking women's committees to each other and reaching other marginalised groups

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Participation and inclusion

The Kaduna State Policy is clear about the active participation of the wider community in school planning and monitoring. The wider community includes women and children, and other community members who may not generally have a strong voice.

The following are some strategies for ensuring that these groups can participate in the decision-making processes of SBMCs:

Above
Children can also participate in school development planning and monitoring.

Below
Decisions made by SBMCs can only be effective if they consider the views of both boys and girls.

1
Including all groups

The SBMC actively include all groups by:

Ensuring their involvement in all SBMC activities

Encouraging parents and husbands to allow women and children to be fully involved in the SBMC

Sharing information with SBMC members on the importance and benefits of including women's and children's voices in SBMC processes

Enabling women's and children's voices to be heard through the formation of committees which feed into SBMC meetings. It is also important to hear the voices of children who are out of school

Training SBMC members in child awareness, child protection and the benefits of children's participation in the SBMC.

2
Raising awareness

The SBMC can actively increase participation by:

Involving and gaining the support of local, religious and traditional leaders in raising awareness about education; organising enrolment campaigns

The use of community drama, and speaking widely about the responsibility of community and government to make sure that all children enroll in and complete primary school, make the transition to junior secondary and access quality education

Viewing female SBMC members as role models, particularly for other women and for girls in communities. They can visit other women in their homes to promote education and encourage them to send boys and girls to school.

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Useful messages that the SBMC can promote

a
All children have the right
to education as specified in
the constitution.

b
The government has the
responsibility to ensure that all
children receive a good quality
education regardless of
their family's ability to pay.

c
All children, including boys,
girls, children with disabilities,
children who do not speak
the main language, and children
without parents, should go
to school.

d
Girls who are married have
exactly the same right to go to
school as other children.

e
A good education should help
your child to read and write,
become a responsible citizen
and help you and your family live
a healthy life.

f
It is possible to have both Western
and Islamic education.

g
The community can ask for
improved quality of education
service delivery from those
responsible.

All images
All children have the
right to education
and it is the government's
responsibility to
provide a quality
learning environment.

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What can SBMCs achieve?

Experience around the world shows that schools work best when they are based on partnerships between everyone involved in education.

There are often many difficulties preventing children from getting to school or from learning well.

The following examples show how SBMCs can make a big difference to education by bringing people together to overcome these difficulties.

Working with others to raise awareness of why all children should go to school

In one LGA the girls do not access education due to cultural and religious beliefs and practices. A visit was made by SBMC members with LGEA staff to the overall traditional leader, the Emir, with all the subjects from the various districts in attendance. The benefits of girls' education were explained and an appeal was made to encourage girls' education.

The Emir gave the order to his subjects to go back to their districts and ensure compliance with making girls' education happen.

Left
Our children our future – send them to school for a better tomorrow.

Right
Parents should minimise children's hawking and ensure that they go to school.

Negotiating ways of overcoming practical barriers

Most girls in a village in one LGA did not go to school because their families needed them to spend the early mornings hawking as well as attending market days. This clashed with school times. The SBMC raised with community elders this concern as related to the development of their wards, and asked them to talk about it and come up with action points.

They did this, and the elders resolved that children should not be seen hawking during school hours. This was implemented and it meant that many children, especially girls, came back to school.

Organising the community to raise resources for education

In another village, the only primary school within the community was collapsing due to low enrolment and attendance by children who are involved in farming and income generating activities.

With the establishment of a SBMC and their activities, things began to improve.

A women's co-operative society was organised through the SBMC and a small groundnut oil processing mill established. The profit was used to assist their children and support those who could not afford to purchase school materials or uniforms.

This led to increased enrolment and attendance in the school as well as unity, growth and development within the community.

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How does the SBMC communicate and report?

According to state policy, SBMCs will need to gather and share a lot of information with the relevant people – the community, government and other partner organisations.

Ensuring accountability

Keeping clear records of activities, finances and decisions made, and sharing these records, will show that the SBMC is being accountable to the community and the school it is serving, as well as to the relevant government bodies.

This will ensure:

Increased teacher and pupil attendance

Strong partnership amongst all groups

Active participation in decisions affecting the school

Improved learning outcomes of pupils in schools

Whilst the SBMC is accountable to the State Ministry of Education, SUBEB and the LGEAs, these bodies are also expected to monitor and guide the SBMCs to enable them to perform effectively and efficiently.

SBMCs should provide feedback to their wider communities once a term, and submit an annual report (progress and financial) to SMoE, SUBEB, the LGEAs, schools and communities.

The SBMCs will need to keep accurate records of meetings with different groups and report on their activities to Head Teachers and school support officers. This will enable monitoring of how well the SBMC is working.

Below
Children learn better with caring teachers.

Communicating with other organisations

The SBMC should meet regularly with other local education-focused organisations. Through working together, positive change can be achieved.

Collaboration with the following stakeholders should take place:

PTA
Parent Teacher Association

NUT
Nigeria Union of Teachers

OPA
Old Pupils' Association

ANCOPSS
All Nigerian Conference of Principals of Secondary Schools

CSACEFA
Civil Society Action Coalition on Education for All

MDA
Ministries, Departments and Agencies

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All images
Parents, communities
and government
have the responsibility
of sending out of
school children back
to school.

Right
This diagram shows
the links, direct and
less direct, between
the SBMC, school,
community and
government bodies.

NGOs, CBOs,
FBOs, CSOs

Community
including women
and children

Ministry
of Education

SBMC

SUBEB

Head Teacher

LGEA/LGA

School

⟷

Direct lines of
communication

⟵·······⟶

Indirect lines of
communication

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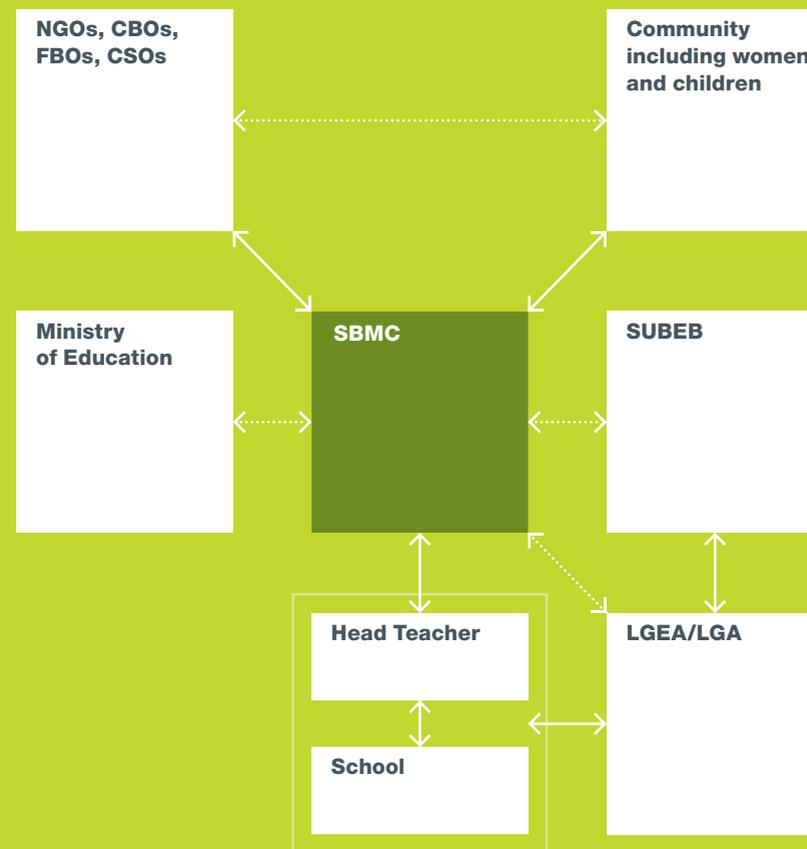
Section 3
Conducting SBMC meetings

This section looks
at how SBMCs should
conduct their meetings
and consult with
the wider community.

It answers the
following questions:

How can SBMCs best prepare for meetings?

How are SBMC meetings conducted?

How will SBMC training be organised?

How will SBMCs give feedback to the community?

Being prepared for SBMC meetings

It is important that the Chair of
the meeting, in consultation with
the Head Teacher, informs
communities and SBMC members
where and when SBMC meetings
are to be held and what will be
discussed at the meeting. Having
information and an agenda
beforehand means that people
who will feed into or attend
the meeting can be well prepared
and that maximum progress
can be made.

Ways of ensuring that
people know about meetings
could include:

Use of the town-crier

Passing on information where
people congregate such
as mosques and churches

Letters of invitation from the
SBMC to parents

School assemblies

Requesting the PTAs to
pass information

Use of notice-boards
placed strategically around
the community

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Holding the meeting

Meetings should start and aim to close on time as planned and notes should be taken by the secretary as a record of the meeting – these notes are known as the minutes of the meeting.

The Chair must be participatory in managing the meeting and ensure that everyone has the chance to speak if they want to and that everyone is listened to and respected. No person or groups should be allowed to dominate the meeting.

Decision-making in the meeting should be a consultative process where people discuss and negotiate, and if necessary vote to reach consensus.

Above
Women in nomadic communities also have a voice in decisions about their children's education.

Below and right
Consulting children in school decision-making can add to the effectiveness and relevance of decisions made.

The recommended format for an SBMC meeting is as follows:

a
Observe opening and closing prayers

b
Highlight the meeting agenda and objectives

c
Agree ground rules for the meeting so that it can proceed respectfully and efficiently

d
Review the previous meeting by reading through the minutes of the last meeting

e
Review progress on action plans made in the previous meeting – identify issues not addressed, agree on what to do about them and write an action plan

f
Highlight any issues raised since the last meeting and follow-up to these

g
Report from the children's group. This could be focused on one particular issue at each meeting and supported by women SBMC members to build children's confidence

h
Any other business or issues that members would like to raise

i
Arrange date and time of next meeting.

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Training for SBMC members

Each SBMC should receive
initial training from government
or partners soon after it is set up.
Ideally all SBMC members
should receive training. However,
if it is not possible to train everyone,
at least eight SBMC members
will be selected for training.
Those chosen for training will
be a diverse group who are able
to take a lead role in SBMC
activities, and share the training
with the other members.

Right
Women should
be encouraged
to contribute to
school level
decision making.

The following is suggested:

Traditional leader

At least one youth representative
(ideally between the ages
of 15–20)

Teacher

PTA representative

SBMC Chair

Other community member

Head Teacher

Community Development
Association representative

At least two of the members
listed above should be women to
ensure wider representation. It
will also encourage the recognition
of women's voices as important
to the success of the SBMC.
The LGEA Desk Officer also has
a key role to play in supporting
the training and follow-up.

Motivating SBMC members

Whilst the SBMCs will run on
a voluntary basis, ways
of acknowledging their work,
motivating them to continue
can be considered by communities,
LGEAs and government.
Acknowledgement of time given
by SBMCs to their work can
encourage and motivate them.

Ways of showing appreciation
in-kind can be developed as
appropriate at community level.

Left and below
The opportunity
to participate
should be extended
to everyone in
the community.

Organising community feedback meetings

It is important for the SBMC
to have regular review meetings
with the whole community
to update on progress and raise
new issues and ideas. Including
the community in planning,
review and monitoring will
strengthen their voice on education
issues and promote community
ownership of the school.

The Head Teacher, in consultation
with the SBMC Chair should
lead the meeting, supported by
the SBMC executive. Presentation
of the school report at meetings
will enable community members,
including women and children,
to express whether they are
satisfied or not with school learning
outcomes. Amended information
should be recorded for the next
meeting (see Section 6 for more
on community monitoring).

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Section 4
School development planning

This section provides
a brief guide to
school development
planning.

It answers the
following questions:

Why do we need a School Development Plan and what is it for?

What are the steps of school development planning?

What responsibilities do the SBMCs and the Head Teacher have?

What knowledge and skills do SBMC members need for planning?

Why do we need a School Development Plan?

It is widely understood by community members, parents, teachers and pupils that schools need to improve. The School Development Plan (SDP) provides a roadmap to guide schools, and SBMCs have an important role to play in helping develop, implement and evaluate the plan.

What is a School Development Plan?

School development plans help schools to get from where they are now to where they want to be in the future. They are plans to make schools better places for children to learn. A plan is based on a sound understanding of where the school is now – its strengths and its weaknesses.

It brings together the views of a wide range of people and groups with an interest in education (stakeholders) on how the school should and can improve, establishing common, agreed goals for the school. It then organises everyone's efforts towards meeting these goals. Finally it sets a framework for monitoring progress and evaluating the impact of everyone's efforts.

School development planning is made up a series of simple steps, as shown in this section.

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Who will lead school development planning?

The process is led by the Head Teacher, in close co-operation with the SBMC (of which he or she is a member). The SBMC has a clear role at every step, and this is described in detail in this chapter.

Below
Head Teachers lead the process of school development planning with the SBMC.

What is the role of the SBMC in school development planning?

As part of its function, the SBMC has a responsibility to use its collective knowledge, skills and experience to help the school develop its SDP.

As part of its second role – that of accountability – the SBMC has a responsibility to assess how well the school is doing and report on this to the wider community. A key activity for the SBMC will be keeping the SDP under review.

Below
Successful schools need the involvement of different stake-holders for a better society.

Who is involved in school development planning?

Successful schools need the involvement of a range of stakeholders in education:

both young and old

men and women

rich and poor

children who are enrolled in the school and children who should be but are not.

In practice though, some are more likely to be involved in SDP than others. So, although schools have many individuals with an interest in the school's performance, it is best to concentrate on those with a very direct interest and who know it relatively well.

This group of main stakeholders are the:

teachers

the pupils

the community served by the school

the parents.

The school exists to educate the children of the community and it cannot do so without their support. School development planning is a way for the community to clarify what it expects from the school. In turn the school can gain strength from the support of an involved community, so that together they are able to tackle the many problems facing schools in Nigeria.

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Step 1:
Agreeing our goal

Step 1:
Agreeing our goal

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:
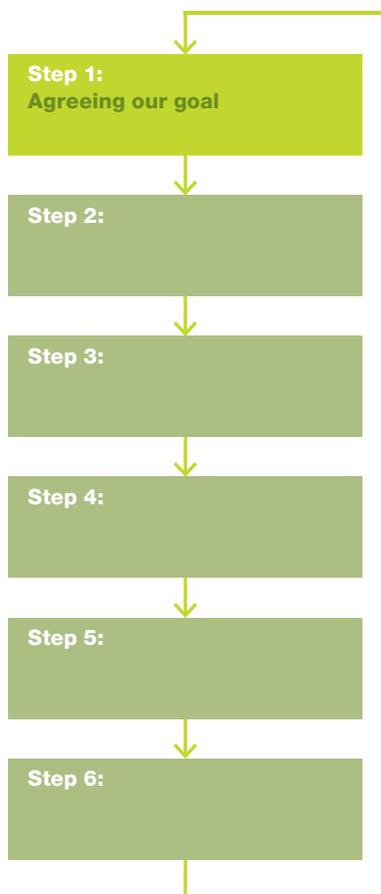
Setting the improvement agenda

Before starting school development planning all those with an interest in the school's performance need to be informed about its purpose and structure, their role in it and why it is necessary.

Below
A common vision for schools is developed through school development planning.

Vision

People often talk about 'educating the next generation' or 'assisting children to learn'.

This dream is usually expressed as the 'vision' or 'long-term goal' for the school.

It should focus on what the students should achieve whilst they are at school.

School development planning, mobilising and focusing everyone's efforts, should enable schools to fulfill their responsibilities towards their students.

Who should start the SDP process?

The school development planning process should begin with an initial meeting between the Head Teacher and the SBMC to share information about the SDP. The local school supervisor should also attend in order to offer guidance through-out the whole process. Initially the Civil society organisations and Government Partners (CGP) can also contribute.

This initial meeting should high-light that the SDP exists to improve students' achievement.

At this meeting the SBMC and the Head Teacher should develop a simple plan to involve and inform the main stakeholders, including women as well as men, and find ways of including others.

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The SBMC's responsibilities in the initial meeting:

The Head Teacher, with the agreement and support of the SBMC, is responsible for leading this first part of the process. However the SBMC has several important responsibilities:

To ensure that these initial preparatory activities are conducted in a timely manner

For making sure as many of the key stakeholders as possible are involved and understand the purpose of SDP and what their role in it will be

For sharing information about any agreements reached with the wider community

They are also responsible for ensuring that the LGEA and important traditional/religious leaders are aware the school has started on the SDP process.

Knowledge and skills required:

The SBMC will need to understand the purpose and structure of an SDP, how the process can improve pupil achievement in schools and why it is necessary to do so.

The SBMC will need to know how to conduct meetings with key stakeholders together with a range of ways of communicating information to the wider community (See Section 3 on meetings/communications). The SBMC will need to understand how to encourage the participation of women and other potentially marginalised groups.

Above
Children learn best in environments which are safe and where they can come to no harm.

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Step 2:
Where are we now?

Step 1:

Step 2:
Where are we now?

Step 3:

Step 4:

Step 5:

Step 6:
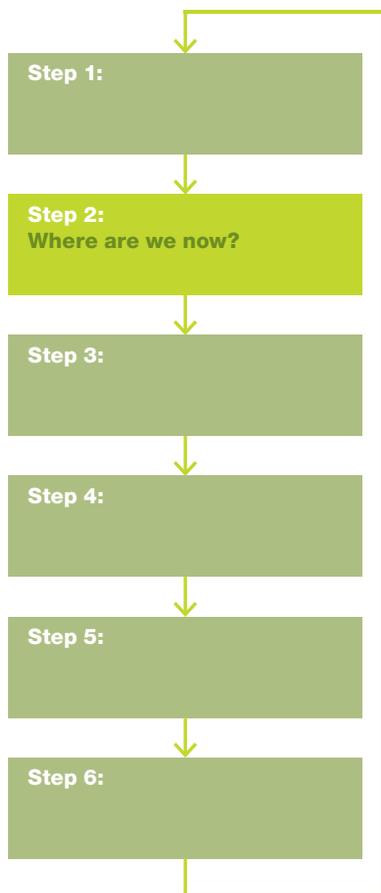
Analysing the school's current situation

The next step is for the main stakeholders to agree what the school's needs are. To do this they need to understand the school's strengths and weaknesses. This information is provided by the school self-evaluation, which presents a picture of where the school is on a few key issues.

What is the school self evaluation process?

It is a new requirement for schools which forms part of the system of inspection for Nigerian schools. It has two benefits for schools (and the communities they serve):

It gives them a voice in the inspection process

It provides information based on which they can build their plans for development and improvement

The self-evaluation process requires the school to look at its resources, how these are used and how they impact on students. What are they achieving as a result?

It asks the key question 'Where are we now'?

The process of self-review is an on-going one, but once a year it is put together into a simple report by the Head Teacher who is responsible for leading the process with teachers, pupils and parents.

The Head Teacher should involve the SBMC as a partner in these consultations.

Left
The evaluation process will highlight issues related to the quality of the learning environment.

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The SBMC's responsibilities in the self-evaluation process are to:

Understand the self-evaluation process and contribute to the self- evaluation themselves

Ensure that the Head Teacher carries out the process in a timely manner, involving everyone

Agree that the annual self-evaluation report, ensuring that the main stakeholders' views are accurately reflected

Make sure that the information in the report is shared widely in summary.

Knowledge and skills required

The SBMC will need to know the main outline of the school self-evaluation process.

They need to understand their role (and that of other stake-holders) in it and how it can contribute to school improvement and development.

They will need to know how they can themselves contribute to the school self-evaluation.

They will need to be able to prepare and present a summary of information gained from the self-evaluation to stakeholders.

Factors influencing pupil achievement in our school

	Strengths	Weaknesses
What the school records tell us		
What the pupils say		
What the parents say		
What the teachers say		

Above
The SBMCs can use this template for summarising school strengths and weak-nesses which have been identified through different sources.

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Step 3:
Prioritising needs

Step 1:

Step 2:

Step 3:
Prioritising needs

Step 4:

Step 5:

Step 6:
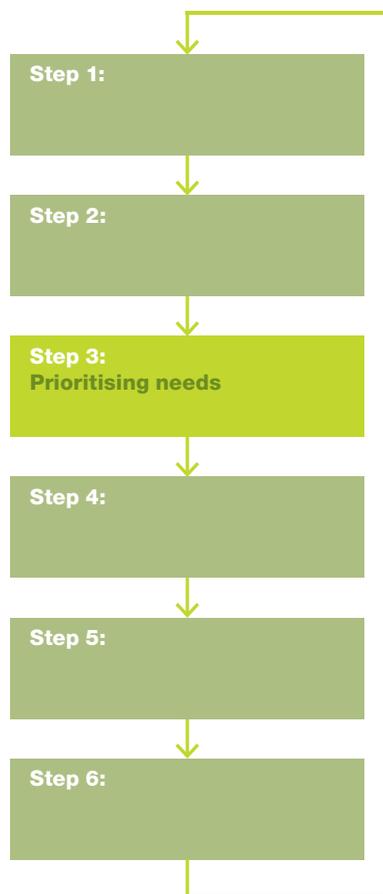
Deciding what to tackle first

Once the school has an idea of its strengths and weaknesses it can begin to decide on its priorities for improvement and development.

All needs cannot be addressed at the same time and some will take longer to deal with than others. Some weaknesses, such as poor lesson planning, are beyond the scope of an SBMC to deal with.

The SBMC, including the Head Teacher, will have to, with the agreement of the wider stakeholders, draw up a list of priorities with a focus on what is really achievable.

Experience shows that this part of the process often produces a 'shopping' list of the physical needs of the school or an ad hoc list of activities.

Whilst it is very hard to teach well in a poor school environment, improving infrastructure alone will not necessarily bring about improvements in achievement.

It is important to keep a focus on the impact of what the school does. To help do this, when completing this step the SBMC needs to think in a systematic way about improving:

levels of pupil enrollment and attendance

the quality of lessons

communications between school and community

pupil welfare

The SBMC's (including the Head Teacher's) responsibilities are to:

decide on and record what the school needs to do to improve, based on areas of weakness identified.

create a simple format that can be used to list all needs. There are some examples on page 61.

share this with the community at a prioritisation meeting where the SBMC and other stakeholders agree a list of four or five key priorities for action over the period of a year.

record the outcomes of this meeting with agreed priorities, and make sure that there is broad agreement with them. Communicate them as widely as possible in order to solicit widespread interest and support.

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Knowledge and skills required:

Guidance on helping the Head Teacher turn 'weaknesses' into needs which can be addressed.

Guidance on conducting a participatory prioritisation exercise and recording its results.

All images
A conducive learning environment will encourage children to access and complete their education.
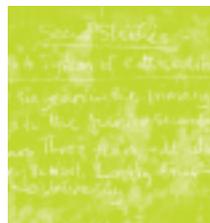
Recording the School's needs

In order to improve pupil achievement the school needs more/ greater/improved...

levels of pupil enrollment and attendance

quality of lessons (sometimes described as conducive classrooms/adequate teaching and learning materials/more effective teachers)

communications between school and community (sometimes described as shared management)

pupil welfare (sometimes described as a safe, welcoming and secure environment for boys and girls)

Left
The SBMCs can use this template to record suggested strategies for improvement under selected headings.

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Step 4:
Making plans

Step 1:

Step 2:

Step 3:

Step 4:
Making plans

Step 5:

Step 6:
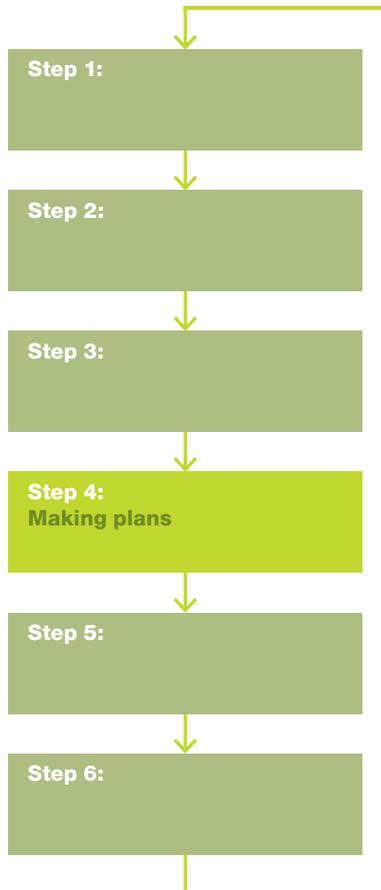
This step is made up of two parts

The first part:
Where are we going?

The second part:
How will we get there?

Below
Involving parents
in school planning
helps parents to
understand and
support education.

The first part:
Where are we going?

Developing outline plans

Having agreed the priorities for
the year, the next step is to develop
an outline plan. This will identify
some ways of addressing the needs.

It is useful to keep checking that
the proposed activities and
the strategies relate clearly to
the overall objective of improving
pupil achievement. Thinking
about 'success criteria' will help
here. The criteria of success
operate at two levels:

those that tell us about progress
we are making with the activities

those that tell us how progress
with these activities is
contributing to the overall goal
of improving pupil achievement
(referred to as 'impact').

**The SBMC's (including
the Head Teacher's)
responsibilities are to:**

discuss and agree strategies
for each of the agreed
priorities, together with a range
of possible activities.

check that these strategies
and activities contribute
to achieving the overall goal –
to improve pupil achievement –
and are realistic.

record these decisions, using
a simple format such as the
one below, and share them with
the main stakeholders (and
possibly the wider community)
to enlist support for the next
stage of the planning process.
Include some success criteria.

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Outline plan for tackling priorities

	Where are we going? Our agreed strategies	What is the impact on pupil achievement?	How will we get there? (activities)	How will we know when we have got there? (indicators)
Priority 1				
Priority 2				
Priority 3				
Priority 4				
Priority 5				

Above
This table can be used by the SBMC for broad planning according to agreed priorities.

**The second part:
How will we get there?**

Knowledge and skills required:

Guidance on brainstorming and other ways of generating ideas.

Guidance on developing simple targets and indicators.

Developing action plans

The next step is to look at the detail, making simple action plans for each activity. Each action plan should describe:

what exactly will be done.

the resources needed.

any cost which is involved (and if so, the possible source of funds).

when the activity will be carried out.

who will be responsible for carrying it out.

who will be responsible for monitoring its implementation and its effect.

To help with this, a simple format has been developed, as shown on the following page.

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Detailed action plan (one per activity)

Activity	Resources needed	Costs	Possible source of funds	When this will be carried out?	Who will be responsible?	How will we know if the activity is successful?	Who will monitor progress?

Above
This table provides
a format for the
SBMC to make
a more detailed
implementation plan
against the costs
of implementing it.

Throughout this stage, the group members must not only keep in mind how their plan will improve pupil learning, they must also keep their plans manageable and realistic in terms of cost. The SBMC needs to bear in mind that there are no sums of money directly linked to the production of an SDP. However, the fact that a school has a credible costed plan, based on ideas to improve pupil achievement, is likely to attract funding from external sources.

This is a plan, not a grant application. However many, but not all, activities in the plan will require some element of funding. Guidance about sources of funds and using school funds is covered in Section 5, 'Managing Money'.

The SBMC's (including the Head Teacher's) responsibilities are to:

manage the work of developing the action plans. This is detailed work and ideally, the SBMC might think about including some extra teachers or pupils, or community members with specific skills or interests. This brings in extra skills and expertise and also broadens support for the plan.

assemble these plans into one (where different groups have worked on them).

make decisions if there is competition for scarce resources (most likely money).

ensure that the plans are widely publicised and have support amongst the main stakeholders and the wider community.

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Step 5:
Monitoring progress

Step 1:
Step 2:
Step 3:
Step 4:
Step 5: **Monitoring progress**
Step 6:
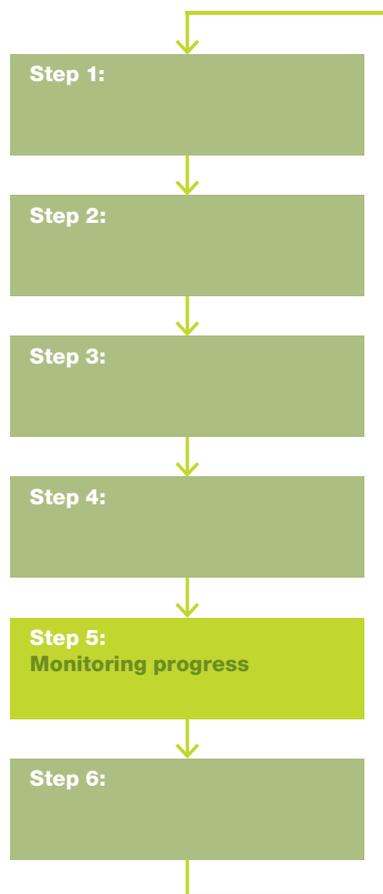
How do we know we are getting there?

If the plan is to be a useful guide to the activities aimed at meeting priority needs, it makes no sense to ignore it once it is drawn up.

The whole school community will be interested in what progress is being made – keeping people well informed will contribute to keeping up levels of involvement. The monitoring process will highlight progress made on the situation presented at the self-evaluation stage and against the targets agreed in the plan.

The SBMC's (including the Head Teacher's) responsibilities are to:

choose suitable points during the school year to take stock of progress.

review what progress has been made including checking that the cost estimations for the plan were reasonably accurate.

review that financial records are being kept according to the recommendations in Section 5.

keep the main stakeholders and the wider community informed about progress.

keep records of monitoring activities and build up an evidence base.

What should the SBMC monitor?

The SBMCs will monitor progress towards the targets set at the planning stage to find out if progress is being made. If there is no progress it would be important to find out why, so that this information can be shared and relevant adjustments made.

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How will the SBMC do this?

The SBMC will need to:

talk to a wide range of people in
and out of school, including children
(as they are the ones doing
the learning) and to their parents.

refer to the self evaluation, the
plan and records kept at different
stages of the SDP cycle, and
to records kept in the school.

visit the school and observe
facilities and activities.

check information gathered from
a few different sources to see
it the information remains the
same, rather than relying on just
one source.

## Knowledge and skills needed:

ways of collecting information
from different groups of people.
Some methods are better than
others, for example, when
working with groups of children,
or women, or participants who
are not literate.

documenting information
collected in the monitoring
process.

Above
Parents can help
their children
to learn by assisting
with homework and
monitoring progress.

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| Step 1: |
| Step 2: |
| Step 3: |
| Step 4: |
| Step 5: |
| **Step 6:** **Evaluating impact** |
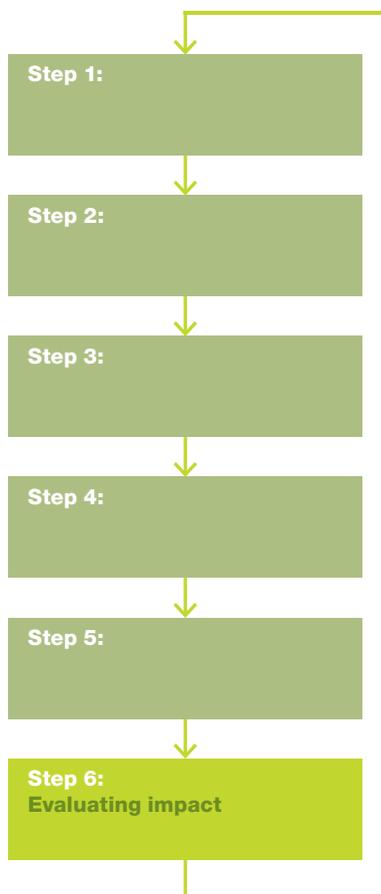
Step 6:
Evaluating impact

How do we know we have arrived?

At the end of the year, the whole school community will want to know what happened and the extent to which this has matched the plan. There are two aspects that they will be interested in:

what did we actually manage to do? This will include the activities that were actually carried out, together with the resources, including the financial resources, that were used.

what difference did all this make to student achievement (what was the impact?).

School development planning is a continuous cycle of planning and implementation, so once one year's plan has been implemented and the funds accounted for, planning can start for the next year.

Below
Evaluation high-lights the impact of planning and implementation on student learning and achievement.

The process begins again by briefly reviewing whether the goal of improving student achievement remains the same (it is likely to) and then moving to the school self-evaluation. It is to be hoped that there will be some significant changes when the school evaluates its performance, as a result of the year's efforts to improve!

This is also a good time to discuss with the various stakeholder groups how happy they have been with their involvement in the entire process. Whilst they will have contributed to regular community review meetings throughout the year, this is an opportunity to look at the whole process and the final outcomes and discuss these.

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Step 6:
Evaluating impact

The SBMC's (including the Head Teacher's) responsibilities are to:

hold an internal meeting to review its performance over the year and to prepare to report to the main stakeholders.

They could consider:

how well the planning process went and how successfully they had involved their stakeholders.

how the planning stage could be improved.

how well the implementation stage went in terms of completing the action plans in a timely way and on budget.

what changes in the school have resulted from the SDP process? Who benefitted and how?

what impact have these changes had on the improvement of student achievement?

They could also consider:

checking complete expenditure reports to account for any funds they received.

discussing with the stakeholders to find out how satisfied they were with their levels of involvement in the whole process.

reporting to the main stakeholders and the wider community on how successfully were the action plans carried out, how money was spent and the impact of the plan on student achievement.

This is where the cycle begins again, with a reconfirmation of the overall purpose of SDP and the completion of the second school self-evaluation.

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Section 5
Managing money

This section gives guidance on how to manage school funds.

It answers the following questions:

What are the possible sources of funding for the school?

How can school funds be used?

What are the principles and procedures of financial management?

How are financial records kept?

How should funds be retired?

All schools at one time or another will have to handle money. Many schools already have their own bank account, which is usually managed by the Head Teacher. As part of their governance role in schools, SBMCs have a responsibility for the oversight of school finances and in all schools should work directly with the Head Teacher in managing school accounts.

What are the possible sources of funding for the school?

School funds can come from a number of sources, some of which are listed below:

direct funding from the State government in the form of a grant or capitation allowance.

SBMC members' contributions.

community funding.

donations from individuals who wish to donate.

grants from corporate organisations and donors.

fund-raising events.

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How can school funds be used?

School funds can be used for many activities. Generally, most of the funds will be allocated according to activities outlined in the school's SDP which the school will have budgeted for when drawing up their plans.

Examples of such activities are listed below:

minor repairs in school.

provision of teaching/learning materials.

procurement of first aid kits for schools.

supply of clean drinkable water to the school.

repair of broken school furniture.

purchase of sporting facilities.

supporting educational excursions.

provision of additional security for the school.

supporting the ability of children with special needs to come to school and learn. (For example, children affected by poverty, disability, ill health, family break-down, early marriage and so on).

training for SBMC members in any other activities deemed important by the SBMC and the community.

purchase of flowers/trees to improve the school environment.

Managing school finances

Whatever the source of funding, money coming in to the school will have to be managed. The management of such funds is the responsibility of both the Head Teacher and the SBMC.

Right
It is important to ensure the correct amount is paid for items purchased.

Right
It is important to ensure that money is spent according to agreed SBMC plans.

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Principles of financial management

Below
School financial
information should
be available to the
wider community.

School funds do not belong to any one individual; they belong to the school and great care needs to be taken in order to ensure that they are kept securely, spent wisely and recorded properly.

Below are key guiding principles of financial management which all schools need to follow.

Stewardship
Authority to handle funds brings with it special responsibilities. The Head Teacher and SBMC members looking after school funds should make a distinction between their personal finances and school funds and should never mix the two.

Left
Transactions should
be recorded by
SBMC members at
the time they occur.

Efficiency and value for money
There is a responsibility to make the best use of the funds that are available.

Accountability
There should be clarity on who has financial authority, what limits are set and who does what. Financial management can be seen as having a number of stages: planning the use of funds; accessing bank accounts; holding the cash; spending the money; recording the transactions; and reporting the accounts. The individuals responsible for each of these stages should be identified and this information should be shared with the community. The responsible individuals should follow basic accounting rules, maintain clear, unambiguous records and ensure that their actions are open to outside scrutiny.

Transparency
Information should be openly available to the wider community about the school budget and plans for expenditure. Accurate accounts should be kept and publicised.

Spreading authority for money
Wherever possible, more than one person should be involved in any transaction.

Timeliness and accuracy of financial reporting
Recording of transactions should be done as they occur, in order to avoid mix-ups and inaccuracies.

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Management procedures

Finance committee

Not all SBMC members can
be involved in the day-to-day
management of school finances.
As a result, the SBMC should
set up a small sub-committee
who in conjunction with the Head
Teacher will provide oversight
of the school finances.

The tasks of the financial sub-
committee will be determined
by the SBMC, but should include
the following:

Rules on financial transactions

Wherever possible more than
one person should be involved
in any financial transaction.
This should include any activity
where money is received or
paid out.

The appointment of a Treasurer from within the sub-committee

One person from the sub-
committee should be appointed
Treasurer. This person will look
after the everyday financial matters
together with the Head Teacher.

Signatories to the school bank account

The SBMC should agree to
designate two members of the
sub-committee who, in addition
to the school head, will be
signatories to the school bank
account. In all cases, payments
and cheques would need
to be signed by two out of the
three designated signatories.

Above
Transparency in
management
of school finances
also contributes
to quality education
for children.

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How are financial records kept?

It is critical that the SBMC, and in particular the financial sub-committee, make sure that accurate up-to-date financial records are kept. LGEAs will monitor and be responsible for auditing school accounts and SBMCs will be liable for any discrepancies in the accounts.

Each school head and Treasurer is responsible for keeping a bank book, in which all payments and withdrawals from the bank account will be recorded.

In addition, each school should maintain a single cash book, which is used to record all money coming into the school and all money going out and the dates on which these transactions take place – see table opposite.

Recording income and expenditure in a cash book is a simple operation and one that is even simpler if the record in the cash book is made on the day that the transactions occur.

Delays in making entries in the cash book can lead to confusion and mistakes. As a result, it may be difficult for the SBMC to retire the funds at the end of the year and report back to the wider community.

At the end of each month, the entries in the cash book should be ruled off and totals of income and expenditure in each column added up.

The balance of income over expenditure is the amount that the school still has to spend. This amount must be the same as the balance in the school bank account and must tally with the monthly bank statement.

Single cash book template

Date	Funds in	Funds out	Balance	Description	Development area

Above
This template will assist the SBMC in keeping records of financial transactions and provide evidence of transactions made.

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The school bank account

Each school should have a bank account, which is in the name of the school and not in the name of any one individual, for example the Head Teacher. The bank account should be a current account which allows easy access to funds and provides monthly statements. It is important that the account is operated by dual signatories in order to ensure transparency.

Spending school funds

As mentioned earlier, spending will normally take place against activities outlined in the SDP or against other activities jointly determined by the school head and the SBMC.

Money should only be withdrawn from the school bank account when purchases need to be made and approved. The amount withdrawn should always be recorded and where possible a purchase receipt should be obtained.

If the seller cannot give a receipt, it is essential that the transaction is recorded and witnessed. Failure to record purchases will result in mistakes in the financial records and leave the SBMC open to being accused of misuse of funds. It is very important that receipts are kept for all transactions as they will be needed to reconcile spending against the account when funds are retired at the end of the year.

How are funds retired?

At the end of each school year school funds should be retired. This is the responsibility of the SBMC finance sub-committee. An end-of-year Statement of Expenditure should be produced which summarises the school's spending against different activities.

Below
At the end of each school year school funds should be retired and accounts reconciled.

The report should be signed off by the school head and the chair of the SBMC. By signing the Statement of Expenditure, the signatories are testifying that the accounts are correct. The financial report should then be submitted to the LGEA and a meeting should be arranged so that the SBMC can present the report to parents and the wider community.

In some cases, the LGEA will arrange for an audit using LGEA staff or a firm of external auditors. This review is to act as a check that money has been spent as planned and to safeguard against the misuse of funds. The report from the auditors will be public and available to the SBMC and the school community.

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Section 6
General monitoring

The SBMC has an important role to play in monitoring the progress of the School Development Plan (Section 4), but its monitoring role extends beyond this.

It answers the following questions:

What should the SBMC monitor?

How can progress be measured?

What kinds of monitoring checklists can be used?

How can children be involved in the monitoring process?

How can the wider community be involved in the monitoring process?

What should the SBMC monitor?

The points below highlight some of the areas where the SBMCs may be involved in monitoring and why these areas are important.

Which children are not enrolled in school, and why
All children in the community should be enrolled in school – girls, boys, children with disabilities and children from poor families. In finding out why some children are still not attending school, the SBMC can work with other partners and develop strategies to include these children in school.

Which children are dropping out of school early, and why
Many children, particularly girls, drop out of school before the end of primary or at transition to secondary education. The SBMC can monitor this and work on strategies with parents and community to support children to finish their education.

The quality of the school infrastructure and environment
The school environment is a factor which contributes to quality education. The SBMC can monitor the condition, cleanliness and security of the school and take action to improve it.

School resources
The SBMC will need to monitor both material and financial resources which come into the school including, for example, different kinds of funds, textbooks and learning materials.

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Measuring progress

Teaching and learning
Teachers have a responsibility to be punctual and to remain in school all day. Their absence will have an adverse effect on pupils' progress. SBMCs can assist in monitoring teachers' attendance.

Pupil welfare issues
Children need safe, positive and encouraging learning environments in order to learn to the best of their abilities. SBMCs can contribute to providing this environment. They can find out why children stop attending school by talking to them and their parents or guardians and they can encourage attendance by helping to make the school more interesting and less threatening.

In order to know if progress is being made, the SBMC will need to record the situation of all of these issues, at the start of their activities. They will need to speak with the head teacher to collect information such as:

which children are already enrolled and which attend regularly.

which children have dropped out.

how many days of absence each teacher has per month.

what the physical condition of the school is.

how pupil welfare is perceived by children, parents, teachers and others.

Sample monitoring checklist:
Checking the physical environment of the school

Date	Good features	Cleanliness	Safety and access	Learning environment	Action taken
22/03/10	All children now have chairs to sit on and desks to write at	The toilets are not well maintained and are a risk to health	Girls do not yet have their own toilet to use Children with physical difficulties cannot get into the classrooms	The floors are broken and there are no doors for the classrooms	Discussed with head teacher, SBMC executive and SBMC desk officer
Stategies agreed to address problems:					
22/03/10					

Above
This template can be used by the SBMC to monitor progress on improving the physical environment of the school. It can be adapted for monitoring different things.

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Making improvements

Once monitoring information has been collected, the SBMC will need to meet with the Head Teacher, the local school support officer, parents and the wider community to agree which improvements are realistic.

They will also need to agree on action to be taken if targets for improvements are not met?

If some teachers have been absent a lot for example, it may take some time for this situation to improve.

Targets set to improve this situation would need to be realistic and achievable in the time frame. Teachers may need some encouragement to reach agreed targets – they are often motivated by praise and recognition as well as by rules and supervision.

Involving children and the wider community in the monitoring process

Children know a lot about their schools and about what is really happening inside them. Children have many ideas about what makes a good school and it makes sense to ask them about their education and involve them in monitoring.

Children usually know for example:

how well they are learning and what affects their ability to learn.

the kinds of problems other children face in school and in accessing school.

how punctual and regular teachers are in their attendance and how they relate to pupils.

what would make school better for all children.

If children are to be involved in the monitoring process, the SBMC will need to ensure that they are not placed in situations which may cause them harm at the time or at a later stage. It will be important to sensitise adults in the community and schools on children's participation and its benefits.

Below
Child monitors can monitor their peers who are out of school and encourage them to attend.

The wider community should also be involved in the monitoring process. The SBMC represents the views of the wider community and links the community with the school, so it is important to ask community members what their view of progress is. As mentioned in Section 3, the wider community will participate in community review meetings.

The community can also do some monitoring. Community monitors can be identified and given the role of monitoring specific areas. If well planned, implemented and supported by the SBMC, this can generate useful and very relevant monitoring information. Community monitors could, for example, help monitor children who are out of school, or who drop out of school early. Information collected could be presented and discussed at the community review meetings described in Section 3.

Annex
Roles and responsibilities of SBMCs

**Short-term roles
(2010–2013):**

Monitor Teachers' attendance to school and classes

Advise the school authority on teachers' behaviour, and commitment to work

Engage in awareness raising and advocacy

Monitor school infrastructure projects

Encourage parents to enroll, retain and complete their children's education; especially girls

Serve as a medium of transmission of skills, values, norm and tradition of the community

Participate in school development planning

Monitor pupil/student performance

Recommend for the establishment of new schools

Participate in Education Policy development

Assist schools to ensure security of facilities and structures

**Medium-term
(2013–2016):**

Support scholarship and conditional cash transfer programmes in the school

Be involved in the recruitment of teachers

Recommend the appointment of staff to duty post

Plan, budget and execute school projects including procurement of instructional materials

Produce financial report at the end of every project and annually

**Long-term
(Post 2016):**

Evaluate quality of teaching/learning

Participate in curriculum development