



Federal Ministry of Education



National School-Based Management Policy (NSBMP)

esspin

Education Sector
Support Programme
in Nigeria



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Foreword

The concept of School-Based Management (SBM) emerged from the recognition that a genuine collaborative approach to Basic and Secondary Education delivery is essential not only for the success of the education programme but, very importantly for sustainability of good practices.

Indeed, the global reform of education of the 1990s and 2000s as a result of poor education delivery provided the impetus for the Nigerian Council on Education (NCE) at its 52nd meeting directed that all schools should establish School-Based Management Committees (SBMCs) to ensure the participation of the communities in school decision making process.

In very practical terms SBMCs are set up to ensure the success of community participation in Basic and Secondary Education and to the extent that school administration and mechanisms are decentralised thereby giving school constituencies viz: Principals, Administrators, Head teachers, teachers, parents, community members and Civil Society Organisations (CSOs) greater control over the day to day activities in the school.

The SBMCs of Federal Ministry of Education are a statutory and non-political committee of members who are ready to serve and actively support the schools and host communities. The main objective is to identify areas of challenges, determine their effects on learners and how they prevent school administrators from effective performance of their roles. SBMCs provide good governance to the schools in line with Government plans and policies and in building good relationships with the communities.

The institutionalisation of SBMCs concept informed the need for the development of National School-Based Management Policy (NSBMP) to fast-track the realisation of qualitative education in Nigeria. Consequently, the NSBMP was initiated and developed by the Federal Ministry of Education in collaboration with its Parastatals,

especially the Universal Basic Education Commission (UBEC) and National Institute of Educational Planning and Administration (NIEPA). The initiative was supported by the Department for International Development - Education Sector Support Programme in Nigeria (DFID-ESSPION). The success of the policy was achieved due to broad consultations with professionals and experts in the field.

The policy is to ensure that those entrusted with the responsibility and control of our schools have access to the information that is necessary for effective policy decisions and implementation. With this policy, the SBMCs will be better informed of our expectations of them, and act as a guide to other stakeholders on how to demand accountability from the committees.

Community involvement in education has long been considered an essential component of pupils'/students' academic success. Parents, teachers, school administrators and policy makers all agree that community involvement boosts students' attendance and attitude towards learning, increases student's achievements and aspirations and decreases issues of indiscipline among students.

The findings from this NSBMP will help in strengthening School-Based Management Committees towards identifying school needs, design School Development Plans and mobilise resources for the achievement of the activities in the plan. The decentralisation effort will help to improve the education sector in Nigeria as well as attain the Sustainable Development Goals (SDGs) by the year 2030.



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Abbreviations

AAN	Action Aid Nigeria
CBO	Community-Based Organisation
CDA	Community Development Association
CEA	Community Education Association
CGP	Civil Society-Government Partnership
CGS	Conditional Grant Scheme
CLDP	Community Level Domestication Process
CRF	Consolidated Revenue Fund
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organisation
DFID	Department for International Development
DPR&S	Director, Planning, Research & Statistics
DRG	Debt Relief Gains
ECCE	Early Childhood Care Education
EFA	Education for All
EGBENN	Enhancing Girls' Basic Education in Northern Nigeria
ESSPIN	Education Sector Support Programme in Nigeria
FBO	Faith-Based Organisation
FCT	Federal Capital Territory
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FOI	Freedom of Information
FUC	Federal Unity College
GMR	Global Monitoring Report
IDPs	International Development Partners
IEC	Information, Education and Communication
IECD	Integrated Early Childhood Development
JCCE	Joint Consultative Committee on Education
LGA	Local Government Area

LGEA	Local Government Education Authority
MA	Mothers' Association
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
MoH	Ministry of Health
MoWA	Ministry of Women Affairs
MTSS	Medium Term Sector Strategy
NCE	National Council on Education
NERDC	Nigeria Educational Research and Development Council
NGO	Non-Governmental Organisation
NIEPA	National Institute for Education Planning and Administration
NPE	National Policy on Education
NSBMP	National School-Based Management Policy
NTI	National Teacher Institute
NUT	Nigeria Union of Teachers
OSA	Old Students' Association
PF	Parents' Forum
PTA	Parent-Teacher Association
SBM	School-Based Management
SBMC	School-Based Management Committee
SDP	School Development Planning
SLDP	State Level Domestication Process
SMC	School Management Committee
SMoE	State Ministry of Education
SMO	Social Mobilisation Officer
SSO	School Services Officer
STT	State Task Team
SUBEB	State Universal Basic Education Board
TOT	Training of Trainers
TWG	Technical Working Group

UBEC	Universal Basic Education Commission
UNICEF	United Nations Children’s Fund
WSDP	Whole School Development Plan
WSE	Whole School Evaluation

Definition Of Terms

The following operational definitions are used in this document:

Accountability Accountability is answerability, liability, and the expectation of account-giving. It means holding individuals and organisations responsible for executing their powers properly (in accordance with the rules and duties of their post), and for paying particular consideration to vulnerable persons

Capacity: Ability of the actors to perform the roles and responsibilities they have been assigned to

Decentralisation Decentralisation is defined as the transfer of decision-making authority closer to the consumer or beneficiary. It is the repositioning of power from higher (the centre) to lower (the school) authorities

Domestication Making it useable for your specific needs or peculiarities

Governance Governance is about empowering citizens to participate in processes of public decision-making that affect their lives. School governance has to do with the creation of policies and rules for the school and its members (staff, learners and parents). In other words, it is about making decisions about how the school will be run. SBMCs are responsible for school governance

Inclusive Education	It is a process which ensures “Education for All’ by eliminating barriers to access and learning for all children and acquiring knowledge according to the needs of the child
Learners	Pupils and students in public schools
Local Community	Community where a school is located
Management	School Management has to do with the actual day-to-day running of the school, such as managing the staff and planning the school curriculum. The head teacher/principal, along with the School Management Team, is responsible for school management
Mentoring	Mentoring is supporting and encouraging people to manage their own learning, so that they improve their performance. There is never a hierarchy in a mentoring relationship
Monitoring	Monitoring is systematic and purposeful observation to check on progress, usually against some standards, criteria or targets
Process Approach	The ESSPIN “Model” consisted of linked activities (Processes). The outputs of one process transformed to inputs of next. The desired results (Products) were dependent on continual improvement of the processes

- Key processes in the SBMC Development Model were: (i) SBMC Research and (ii) Visioning Processes [(a) First State Level Visioning Process (SLVP-1); (b) Community Level Visioning Process (CLVP) and (c) Second State Level Visioning Process (SLVP-2)].
- The final Products were (i) SBMC Policies; (ii) SBMC Guidebooks (iii) SBMC Trainers' Manual, and (iv) SBMC Mentoring Support Pack

Public School Primary and Secondary Schools being catered for by government

Responsibility Used to describe the person or group who will ensure the work is done adequately

Transparency Involves clear and public disclosure of information, plans, processes and actions by governments, organisations and individuals. Transparency means that public affairs need to be conducted in the open

Visioning Process The goal is to build consensus among stakeholders, groups and individuals on the future outcome of a situation (e.g., A group of stakeholders may brainstorm on the issue: "What type of SBMC do we want to have in 2040?")

1. Introduction

1.1 Development of the School-Based Management (SBM) system in Nigeria

The School-Based Management (SBM) system in Nigeria dates back to the colonial times when School Management Committees (SMCs) managed and raised funds for schools. The activities of these bodies, however, declined in the 1980s with the Federal Government's decision to take over all schools in the country.

The global reform of education of the 1990s and 2000s provided the impetus for the Nigerian Government to institutionalise the SBM system. In 2005, the National Council on Education (NCE) at its 52nd Meeting directed that all schools should establish School-Based Management Committees (SBMCs) to ensure that local communities participate in the school decision-making process. The Federal Ministry of Education (FME), through the Universal Basic Education Commission (UBEC), thereafter issued guidelines to all State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs) on how to establish SBMCs in their schools. In 2007, the government made the establishment of SBMCs mandatory. Although almost all schools complied with the directives, yet very few had functional SBMCs. The exceptions were the SBMCs, which received support from donor agencies or organisations.

The major concerns with the Guidelines issued at that time by UBEC were: (i) it did not take cognisance of the diversity of the country and the peculiarities of the different States. It was a one-size-fit all directives; (ii) no provision was made for the mandatory training that should be provided for stakeholders in the SBM system; (iii) it did not identify the funding mechanism for school improvement within the SBM system; (iv) there were

no monitoring and mentoring systems in place (for documenting evidence-based learning; (v) the decentralisation process was not clearly stated nor effectively pursued; and (vi) the mechanism for participation of women and children in school level decision-making was virtually absent.

Various organisations contributed to the development of the SBM system in Nigeria. These include:(i) Action AidNigeria (AAN) which introduced its model School Management Committees (SMCs) in April 2004 in 28 SBMCs in Sokoto, Kebbi and Zamfara States under its “Enhancing Girls’ Basic Education in Northern Nigeria (EGBENN)” Project; (ii) The Civil Society Action Coalition on Education for All (CSACEFA) published its SBMC training Tool Kit in 2006. The training kit was designed as a series of activities aimed at increasing women’s participation and representation in local governance through the activities of SBMCs; (iii) National Institute for Educational Planning and Administration (NIEPA), in conjunction with the United Nations Children’s Fund (UNICEF) and the Federal Ministry of Education (FME), developed an 8-volume Training Modules for training SBMCs; (iv) Federal Ministry of Education (FME) in 2008 organized training-of-trainers (TOT) workshops for SBMCs in 20 States with high gender disparity; (v) UK-Department for International Development (DFID)-funded Education Sector Support Programme in Nigeria (ESSPIN) piloted a “Process Approach” to SBM development in five States of Nigeria based on existing national policy guidelines and lessons learned from the literature and the SBM support programmes mentioned above.

The Universal Basic Education Commission (UBEC) adopted the “Process Approach” and published its “Revised Guidelines for the Development of School-Based Management Committees” and “Developing School-Based Management Committees (SBMCs) Trainers’ Manual” in 2011. By December 2012, all the thirty-six (36) State Universal Education Boards (SUBEBs) and the Federal Capital Territory (FCT) Universal Basic Education Board had domesticated the UBEC’s “Revised Guidelines”. All States and FCT now have their individual SBM Policies.

Decentralisation of education governance does work. According to the 2015 EFA Global Monitoring Report, decentralisation initiatives that have taken place between 2000 and 2015 in a number of sub-Saharan African countries have contributed to increased equitable access to education, improved school completion and education quality, as well as promoted gender equality in education. Studies and evidence show that recent SBM reforms and its impact on decentralisation of school governance in Nigeria is making appreciable contributions to improving access, equity and learning outcomes in public schools. This National SBM Policy is intended to properly harness, coordinate and strengthen efforts in this direction.

1.2 Guiding Principles and Core Values of SBM system in Nigeria

1.2.1 Vision Statement

Quality schools with effective government and local community participation and support, meeting the learning needs of ALL children

1.2.2 Mission Statement

To establish an enabling environment for effective Government-Community–Civil Society partnership in Nigerian schools to deliver quality and inclusive education

1.2.3 Core Values

The following Core Values shall guide the operation of the School-Based Management (SBM) Policy in Nigeria:

- a. Effective Participation
- b. Partnership and collaboration
- c. Standards and Quality
- d. Enabling environment

- e. Responsibility, transparency and accountability

1.2.4 Goal

To create a sense of community ownership and participation in the overall development of the school and improve learning outcomes

1.3 Strategic Objectives of SBM

School-Based Management (SBM) systems work best where the decentralisation (strategy to improve education by transferring significant decision-making authority and resources from States and LGEAs to the individual schools) process has the following features:

- a. **Envisioning:** Key players in education at all levels (national, State, local, community and school) should be involved in charting the direction of education, through open channel of communication.
- b. **Capacity development:** Officials at the federal, state, local and school levels should be given a well-planned, needs-based and competency-based capacity development programme to improve their managerial skills and know-how.
- c. **Delegating responsibilities:** Delegating responsibilities, coupled with power, authority, and accountability should be pursued in an atmosphere of mutual trust and confidence.
- d. **Sharing information:** Best practices must be documented shared and communicated.
- e. **Evaluating:** Systemic evaluation should involve the major stakeholders at all levels and documented to support the school improvement process.
- f. **Reward systems:** There must be put in place some forms of motivation and rewards for optimal performance of the SBM system

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- g. Resources to support School Development Plans: Resources (human, financial, etc.,) must be provided to support the overall development of the school development planning process

The objectives of the National SBM Policy are, therefore, to:

- (i) provide avenues for all stakeholders in order to participate actively in school governance towards effective service delivery, improved access, equity and learning outcomes for learners;
- (ii) promote community interest in the school system and make the communities alive to their responsibilities in supporting the education of all children;
- (iii) create greater awareness and provide feedback for the wider community on issues that have to do with school governance, management, inclusion, regulations and learning outcomes;
- (iv) encourage harmonious relationship between the school, community, LGEA, Local Government Area (LGA) officials and the State educational agencies thereby creating links between government and the local communities for enhanced government-community relations;
- (v) facilitate and support disadvantaged groups and those with special needs within the community to have access to education;
- (vi) provide communities with capacity and mechanisms to demand accountability and transparency from duty bearers (including school managers, LGEAs, SUBEBs, SMOEs and FME);
- (vii) promote and support schools to achieve set targets/benchmarks to yield better learning outcome and effective management of schools;
- (viii) provide mechanism and framework for direct funding to schools for school improvement with SBMCs having

- over-sight functions on expenditures by the school management;
- (ix) encourage SBMCs, local communities, philanthropists and other stakeholders to engage in resource mobilisation for school improvement;
 - (x) encourage stakeholders to create safe, friendly and conducive learning environment for all learners
 - (xi) provide all stakeholders with opportunities to develop their capacities and competences in order to enhance their performance within the SBM system;
 - (xii) provide a legal framework for involving all stakeholders, including the local communities, to participate in the planning, monitoring and evaluation of educational outcomes at the school level; and,
 - (xiii) provide and up-date a School Development Plan (SDP) on an annual basis.

1.4 Policy Statement

This policy is to provide the framework for the effective management of public schools through the decentralisation of authority down to the school level. It is designed to entrench good governance and accountability at the school level, achieve high school performance, improve access and equity, and improve learning outcomes of all learners through the active participation of the local communities in decision-making processes.

The School-Based Management (SBM) approach is, thus, expected to lead to school improvement through; (i) effective and efficient use of school resources as local needs would be prioritised, (ii) involvement of parents and community members (including women and children) in monitoring and evaluating school activities, (iii) empowerment of principals/head teachers and teachers, (iv) building up local capacity and (v) focusing on inclusiveness and improved educational quality.

1.5 Policy Environment

The National SBM Policy will be implemented in public schools across the country in line with the National and State Education Laws, policies, development blueprints and strategies. The following Acts of the National Assembly, policies of the Federal and State Ministries of Education have strategic relevance to the effective implementation of School-Based Management (SBM) system in Nigeria:

- a. UBE Act (2004): The Act makes provision for basic education comprising of Early Childhood Care Education (ECCE), Primary and Junior Secondary Education. The financing of basic education is the responsibility of States and Local Governments. However, the Federal Government is intervening in the provision of basic education with a minimum of 2% of its Consolidated Revenue Fund (CRF). The Act also provides for the establishment of the Universal Basic Education Commission (UBEC) to co-ordinate the implementation of the programme at the national, State and local government levels through the State Universal Basic Education Board (SUBEB) of each State and their respective Local Government Education Authorities (LGEAs).
- b. National Policy on Education (NPE): The 4th edition of the NPE (2004) emphasises the country's commitment to Education for All (EFA) goals and education-related Millennium Development Goals (MDGs) through the provision of free and compulsory 9-year basic education programme (comprising 6 years of Primary Education and 3 years of Junior Secondary Education). It also stresses the importance of the non-formal, technical and vocational education and educational services.
- c. National Policy for Integrated Early Childhood Development (IECD) in Nigeria (2007): The Policy provides a big picture-approach to the development of the Nigerian child. The Goal of the Policy is: "to expand, universalise and integrate interventions from various sectors in early

childhood development for effective implementation and coordination of programmes that will optimise development for children age 0-5years in Nigeria”.

- d. National Policy on Gender in Basic Education (2007): The goal of the Policy is to ensure equal access to basic education and promote retention, completion and high performance for all learners with the required attention and provisions particularly for disadvantaged children (especially girls), at the basic education level.
- e. National Quality Assurance Model for Education below the Tertiary Level (2008): The model uses the following strategies to ensure the attainment of national standards and quality in education: (i) supervision by principals and head teachers, (ii) school self-evaluation, (iii) evaluation by learners, (iv) evaluation by the community, (v) evaluation by external monitors and (vi) systemic evaluation.
- f. Freedom of Information Act (2011): The Act enables people to hold government accountable. It makes public records and information more freely available, provides for public access to public records and information, and protects public records and information to the extent that is consistent with the public interest. The Act provides that a public institution shall make information available to an applicant within seven days.
- g. Procurement and Fiscal Responsibility Act (2010): The essence of this Act is to ensure that rules and procedures for procurement are made in such a way as to be implementable and enforceable. The Act stresses “Due Process” implying that governmental activities and businesses are carried out openly, economically and transparently without favouritism and corruptible tendencies
- h. State Laws, Policies, and Plan: Each State has established regulations (Laws, Policies, and Standards), guidelines and plans aimed at moving education forward in their

areas of jurisdiction. These include State Education Laws, State Universal Basic Education Board Laws, State Secondary Schools Laws/Policies, School Development Plans, State Education Sector Plans, and Medium Term Sector Strategy (MTSS) Plans.

1.6 Policy Strategies

The following strategies have been identified as means of achieving the objectives of the National SBM Policy:

- a. Raising awareness on the need to support the educational development of all children.
- b. Raising awareness on ensuring children's enrolment, retention, completion and transition to higher levels of education with improved learning outcomes.
- c. Improving school infrastructure and maintenance to enhance access, equity and retention of learners, particularly girls, in schools.
- d. Provision of direct funding to schools to support realization of school development plans
- e. Establishing communication strategies and channels to aid dissemination of information, success stories and proffering solutions to emerging challenges.
- f. Making the teaching and learning processes interesting and recognizing achievements by both teachers and learners.
- g. Making the school environment safe and healthy for teachers, learners and the local community in general.
- h. Improving teachers' recruitment, deployment and career prospects for stability in the public school system.
- i. Improving teacher motivation and support
- j. Establishing reward mechanisms for SBMCs and communities

- k. Using Information, Communication Technology (ICT) innovations as feedback and accountability tools/ platforms for disseminating best practices

States, LGAs and local communities may, however, develop additional strategies in order to ensure the effective implementation of the National SBM Policy.

1.7 How this Policy document was developed

The publication of UBEC’s “Revised Guidelines for the Development of School-Based Management Committees” in 2011 marked a new beginning in the implementation of the School-Based Management (SBM) in Nigeria as envisaged in the decision of the National Council on Education (NCE) in 2005. The sequence of events after 2011 was as follows:

- a. Between 2012 and 2013, each State domesticated the “Revised Guidelines” by engaging stakeholders at the State, LGA and community levels in Visioning Processes.
- b. The Visioning Processes were carried out in three stage as follows:
 - (i) Stage 1: First State Level Domestication Process (SLDP-1): This was a 3-day programme during which the State policy actors, educationists, Civil Society Organisations (CSOs) and other stakeholders at the State level deliberated on different aspects (Vision, Mission, Goals, Governance Structure, etc.) of what the SBM system in the State should be
 - (ii) Stage 2: Community Level Domestication Process (CLDP): Representatives of different organisations and communities (LGAs, LGEAs, Head teachers, teachers, pupils, community members including CSOs (NGOs, CBOs, and FBOs), religious and traditional leaders and women groups) debated

the composition, tenure, expected roles and responsibilities of SBMCs, governments and communities and resource mobilisation for school improvement. The 1-day CLDP took place in clusters of LGAs across the three Senatorial Districts of each State.

- (iii) Stage 3: Second State Level Domestication Process (SLDP-2): The final 1-Day interactive session brought together participants who took part in SLDP-1 and CLDP to harmonise the various views on the different aspects of the emerging State SBM Policy.
- b. The activities of the domestication process were coordinated by the State Task Teams (STTs) on SBM development, which were established by the State Honourable Commissioners for Education. Each SUBEB thereafter published its School-Based Management (SBM) Policy after approval by the State Government.
- c. The Federal Ministry of Education (FME) established a Technical Working Group (TWG) to lead the process of drafting a National SBM Policy (NSBMP). Between February and March 2015, the following activities were organised by the TWG:
 - (i) All States' Meeting on New NSBMP: A 2-Day Workshop was held (March 2-3, 2015 in Abuja) where SMOEs Directors of Planning, Research and Statistic (DPR&S) and SUBEB Directors of Social Mobilisation of SUBEBs discussed and produced "Draft 1-NSBMP" based on their respective States' SBM Policies.
 - (ii) Review of "Draft 1-NSBMP": A 1-Day meeting of the Technical Working Group (TWG) on March 5, 2015 (in Abuja) reviewed "Draft 1-NSBMP" which emanated from the All-States Meeting and produced "Draft 2-NSBMP".

- (iii) Review of “Draft-2 NSBMP”: A 2-day retreat workshop of the TWG held in Kaduna, March 12-13, 2015 reviewed Draft 2-NSBMP and produced “Draft 3-NSBMP” document.
- (iv) Critique review of “Draft 3-NSBMP”: An 8-member committee of experts critiqued “Draft 3-NSBMP” document independently between March 20 and April 5 2015. The individual contributions were collated to produce a Final Draft NSBMP” document for the next stage of the process.
- (v) Stakeholders’ Dissemination Meeting: A 1-Day Stakeholders’ meeting was held in Abuja on April.... 2015, presenting the Draft NSBMP document and reviewing the process leading to the production of the document. The meeting was attended by..... (Number) from... (Organisations).
- (vi) Final Draft NSBMP document presented to Joint Consultative Committee on Education (JCCE): The Final Draft National SBM Policy (NSBMP) was presented to JCCE Plenary Session, through the JCCE Reference Committee on Educational Management (please confirm the exact name of the committee) for discussion, approval and presentation to the National Council on Education (NCE) meeting.

Strategic Framework For National School-Based Management (SBM) System

2.1 National School-Based Management (SBM) Model

The National SBM Model is a modified “bottom-up” approach system, which is guided by a set of Guidelines as approved by the National Council on Education (NCE) in 2005.

Therefore:

- a. The National SBM Policy shall be defined by a framework consisting: (i) National Guidelines for the development of SBM, (ii) State (including FCT) domesticated National Guidelines and (iii) Federal Unity Colleges (FUCs)-domesticated National Guidelines.
- b. Each State shall domesticate the contents of the Guidelines to suit its peculiarities fashioned through internal consultations, discussions and debates at the State, LGA and Community levels. The essence of this State level process is to ensure participation by all stakeholders, which should guarantee ownership and sustainability of the SBM system.
- c. The Federal Ministry of Education (FME) shall be responsible for the formulation of the National SBM Policy (NSBMP)
- d. The Universal Basic Education Commission (UBEC) shall have responsibility for monitoring the implementation and compliance with the NSBMP at the basic education level.
- e. The Federal Ministry of Education shall have responsibility for monitoring the implementation and compliance with the NSBMP Policy by the FUCs.

2.2 State domestication of the National SBM Model

- a. The State Ministries of Education (SMoEs) and the State Universal Basic Education Boards (SUBEBs) shall be the custodians of the State SBM Policies established through the process of the domestication of the National Guidelines
- b. With the National Guidelines domesticated at the basic education level by SUBEBs and endorsed by the State Governments, efforts must be intensified to domesticate the Guidelines at the Secondary School level in each State. This is important as the latter process may produce a SBM system distinct from that of the basic education level. This may result in some States having two types of SBM systems for their Public schools as occurs in some countries.
- c. The State Ministries of Education (SMoEs) shall be responsible for monitoring the implementation and compliance with the NSBMP at the Senior Secondary School level. However, in States where SMOE manages both the Junior and Senior Secondary School system, then the implementation of the SBM shall be the responsibility of SMOE or an established Post-Primary Schools Board/ Commission or Teaching Service Commission as the case may be.
- d. The SUBEB shall be the SBM Policy implementing agency at the basic level, while the State Task Team (STT) on SBM system (established by the Honourable Commissioner for Education) shall play facilitative and advisory roles towards effecting the implementation of the SBMC Policy in the State.
- e. At the basic education level, the Social Mobilisation Department (SMD) shall be the 'institutional home' of the SBMC with responsibility for SBM development, implementation, monitoring and evaluation while at the Secondary School level, the responsibility will be as

described in Section 2.2 (c) above.

- f. SBMCs shall be concerned with school governance, while the school authorities (Head teachers/Principals, Assistant Head teachers/Vice-Principals and teachers) shall be responsible for the day-to-day activities of the schools (management) in line with the guidelines set by the State Ministries of Education (SMoEs) and State Universal Basic Education Boards (SUBEBs).

2.3 Governance Structure of SBMCs

School-Based Management Committees (SBMCs) shall be established in all Public Schools in Nigeria within the framework of the National School-Based Management (SBM) model and in accordance with the State and FCT SBM Policies as approved by Honourable Commissioner for Education or the FCT Education authorities, as the case may be.

The governance structure of SBMCs shall be defined as follows:

2.3.1 Composition

- a. School-Based Management Committees (SBMCs) shall be constituted based on representations of the diverse groups with interest in improving the learning outcomes of pupils and students in schools.
- b. The membership of SBMCs shall be between eight (8) and twenty (20) as may be specified in the each State or FCT SBM Policy. The groups that they represent shall nominate the SBMC membership. The lower limit is to cater for schools in localities (particularly in rural areas and among migrating communities) with low population.
- c. There should be a reasonable gender balance in the composition of the SBMCs. An attempt should be made at achieving at least 40% female inclusion in the SBMCs. This along with other strategies will strengthen the inclusive decision-making mechanism.

- d. In Secondary Schools, students particularly in the higher classes should be represented as a strategy for developing their capacity in the decision-making process.

2.3.2 Criteria for membership

- a. Potential SBMC members must have shared values and behaviour toward providing good governance for schools in line with codes of conduct established by the State Education Laws.
- b. He/She must be a person of high integrity and honesty, have keen interest in the development and of quality education in their communities.
- c. SBMC membership shall be constituted by the nomination of individuals by the group identified under Section 2.3.1(a) above.
- d. Membership of SBMCs shall be voluntary and non-political.

2.3.3 Roles and responsibilities of SBMCs

- a. The State SBM Policies shall develop strategies to achieve the objectives of the SBM system set forth under Section 1.3 above.
- b. The role of the SBMCs shall be to contribute to achieving the objectives set forth in the each State's SBM Policy
- c. Specific roles of SBMC which shall be emphasised include: (i) Effective participation in the overall learning outcomes of pupils and students; (ii) Effective participation in school development planning process; (iii) Networking with other stakeholders, promoting partnerships and inclusion of women and children towards improved quality and inclusive education; (iv) Resource mobilisation for school improvement; (v) Community sensitization towards ensuring improved enrolment of pupils/students, retention, completion and transition; (vi) Providing support and motivation for teachers and learners; (vii)

Collaboration with local communities to provide safety for teachers, learners and school property and (viii) Oversight functions on funds allocation and utilisation for school improvement.

2.3.4 SBMC Executive Committee

- a. The Executive Committee of the SBMC shall comprise at least a Chairperson, Secretary, Finance Officer/Secretary and Treasurer. Additional position may be as agreed to in the State SBM Policy
- b. The Chairperson must satisfy the conditions stipulated by Section 2.3.2 of this Policy. He/She shall not be a member of the school administration/management.
- c. The Secretary shall be the Head teacher of the school
- d. In the case of Secondary Schools, the Secretary shall be the Principal or Vice-Principal as specified in the State SBM Policy or the FUC SBM Policy
- e. The Finance Officer/Financial Secretary must possess rudimentary knowledge of bookkeeping and simple accounting principle. He/she must not be a member of the school administration/management. In extreme cases where it is not possible to find such a person in the local community (for instance, in rural areas, and/or migrating communities), a teacher in the school with knowledge of simple accounting procedure may be appointed with the approval of the Education Secretary of the LGEA or in the case of Secondary School/FUC, by the approval of the officer appointed by the Ministry of Education or in keeping with the FUC SBM Policy
- f. The Treasurer, preferably a female, shall not be a member of the school administration/management except as in the exception noted in (e) above.
- g. Members of the Executive Committee of SBMCs (except the Secretary) shall be elected by the full membership

at the first meeting of the SBMC convened by the Head teacher with the approval of the LGEA Education Secretary or the authorised official by SMOE, as the case may be.

- h. The tenure of the Executive Committee shall be the same as that of the SBMC.

2.3.5 Tenure

- a. The members of the SBMC for every school shall serve for a period of between 2 and 4 years as prescribed in the State or FUC SBM policies.
- b. Individual members are eligible for a second and final term of 2-4 years (reference to (a) above) and based on the recommendations of the interest groups that they represent.

2.3.6 Participation and Frequency of Meetings

- a. Particular attention shall be paid to ensuring broad participation in SBMCs, including creating spaces for the participation of women and children. The SBMCs are to be seen as representatives of the wider community, not for only those who have children in the school.
- b. SBMCs may set up sub-committees (e.g., Enrolment drive, Women and Children's, Fund-raising, Security, Finance, Project, etc.) where special attention is needed to address emerging issues and/or challenges and enhance participation. Children's SBMC Committees in particular enhance the participation of children and help to prepare them for future responsibilities.
- c. SBMCs shall meet at least once a term or as prescribed in the State SBM Policy. However, emergency meetings could be summoned when it is necessary to do so.
- d. A quorum shall be deemed to have been formed by the presence of two-thirds (2/3) or more members of the SBMC.

2.3.7 Boundaries of the School-Based Management (SBM) authority

- a. The powers and authorities of the SBMCs shall be in accordance with the level of decentralisation embarked upon by the State Government and Federal Ministry of Education (FME), in the case of the Federal Unity Colleges (FUCs).
- b. In general, SBMCs shall be concerned with governance roles as prescribed in the respective State SBM Policy.
- c. State Education Laws and Policies reserve the management roles for the school administration/management team

Partnerships, Participation And Inclusions

3.1 Establishing Partnerships

- a. Strong partnership is a pre-requisite for an effective SBM system and SBMC development. Therefore, cordial relationships between the Head teacher/Principal, the teachers, pupils, parents, SBMC members and members of the larger community will have to be priority for all stakeholders
- b. In particular, SBM activities shall be a collective responsibility arising from mutual and shared understanding. It is expected that SBMCs shall at all times collaborate and establish strong network with other stakeholders such as Parent-Teacher Association (PTA), Parents' Forum (PF), Nigeria Union of Teachers (NUT), Community-Based Organisations (CBOs), Faith-Based Organisations (FBOs), Community Education Associations (CEAs), Mothers' Associations (MAs), Community and Religious leaders, Old Students Associations/Alumni Groups, NGOs, etc.
- c. Partnerships shall also be developed at the State and national levels. These should include working with: (i) relevant Ministries, Departments and Agencies (MDAs) of government, (ii) Development Partners (local and International) and (iii) Organisations and companies with corporate social responsibility outfits for the education sector.
- d. The active participation of women and children in SBMC activities shall be promoted to achieve equity and inclusion (all children learning to the best of their ability). These can be achieved by promoting measures such as making provisions for women's representation in some specific

committees of the SBMC, encouraging parents and husbands to allow women to partake in major decisions that affect them, establishing Guidance and Counselling mechanisms in schools and training the SBMC members on the importance and relevance of women and children in SBMC activities.

3.1.1 Civil Society Government Partnership

- a. The Civil Society Organisations (CSOs) have been playing strong roles under the banner of 'EFA' in supporting Social Mobilisation Officers (SMOs) to reach all school communities and provide SBMCs with the necessary capacity development to function well.
- b. The Nigerian "SBM Partnership" model is built on a "Civil Society and Government Partnership (CGP)" which is mobilising communities and providing capacity development for SBMCs. The CGP model has generated interests from other African nations who have made visits to Nigeria to understudy the workings of SBMCs in some localities.
- c. The development of the SBM system in Nigeria shall, therefore, include strong roles for the Civil Society and Government (Social Mobilisation Department/Units of SMOs, SUBEBs and LGEAs respectively) Partnership (CGP) at all levels.

3.2 Roles and Responsibilities of Major Stakeholders

Key interests, roles and responsibilities of major stakeholders to effective implementation of the NSBMP is set in the matrix below

Stakeholders	Interests	Roles & Responsibilities
Government at the Federal level (FME, UBEC, NIEPA, NTI, NERDC)	Quality Education Increased enrolment, retention, completion and better transition rates High teacher quality Standard and quality infrastructure and instructional materials Improved performance and achievement of the school system Inclusive education Girls' Education Capacity building/development Policies and implementation guidelines Curriculum development	Formulating National SBM Policy and implementation guidelines for the SBM system nationwide Adequate funding of schools Establishing capacity development programmes for teachers, SBMC memberships and other major stakeholders Gathering of data on SBM for planning purposes Provision of infrastructure and instructional materials Monitoring learning achievement and conducting standard assessments for all schools
Government at State and Local Levels (SMoE/ SUBEB/LGEA)	Same as that of FME/ UBEC as relevant to State and local levels	Domestication, production and dissemination of SBM policy and implementation guidelines Setting up of State Task Teams (STTs) on SBM development in the State Ensuring implementation of SBM policy Promoting advocacy, raising awareness on benefits of education, mobilising communities to participate in SBM activities

		<p>Establishing capacity development programmes for teachers</p> <p>Making budgetary provisions for school improvement and SBM capacity development</p> <p>Data collection for Monitoring and Evaluation</p> <p>Ensuring linkages with the CSOs and IDPs</p> <p>Ensuring that schools are adequately staffed</p> <p>Ensuring that schools are safe and conducive learning environments for all children in the community</p>
Local Community	<p>Safe and friendly learning environment</p> <p>Quality Education for all children</p> <p>Provision of adequate infrastructure and instructional materials for schools</p> <p>Adequate and qualified teachers in school</p> <p>Moral upbringing of children and child protection</p>	<p>Engaging in infrastructure development and undertaking minor repairs in school</p> <p>Providing adequate security for children and the school</p> <p>Monitoring of teacher absenteeism</p> <p>Encouraging parents to enrol children in school and paying attention to children' school attendance</p> <p>Engaging part-time teachers to complement government efforts</p> <p>Maintaining a good relationship between the community and school</p> <p>Working with relevant partners to report and resolve child protection issues which arise in and around schools</p>

<p>CSOs, CBOs, FBOs, NGOs, etc.</p>	<p>Effective and efficient use of resources</p> <p>Interest is the same as that of local community</p> <p>Continuous mentoring and monitoring</p>	<p>Creating awareness and providing feedback to the wider community on issues of school governance</p> <p>Identifying school needs and challenges and effecting action towards solving them</p> <p>Ensuring probity and accountability of school funds</p> <p>Supporting inclusive education and safety of children in and around schools</p>
<p>IDPs</p>	<p>Quality Education</p> <p>Safe and friendly learning environment</p> <p>Increase in enrolment, retention, completion and transition</p> <p>Quality of teachers</p> <p>Capacity building/development of school managers</p>	<p>Providing technical assistance for access to schools</p> <p>Supporting good school governance practices</p> <p>Supporting accountability and transparency in the school system</p> <p>Supporting capacity development for school managers</p> <p>Supporting women empowerment</p> <p>Supporting the development of technical and vocational skills</p>

3.3 Change management

The transition to SBM will entail large-scale change in educational organisation. Furthermore, the impact of change on individuals and organisation may create tension resulting in conflicts. It is therefore important to prepare for changes as we develop the National SBM Policy.

A useful change management tool is based on the following strategies:

- (i) Awareness (A) - We must continuously create the awareness on the need for the change.
- (ii) Desire (D): We must provide effective leadership that will influence people to have the desire to support and participate in the change.
- (iii) Knowledge (K): We must provide knowledge (through training, capacity building and development) so that people will understand their new tasks, roles and responsibilities.
- (iv) Ability (A): Efforts should be made to develop people's skills to implement the change.
- (v) Reinforcement (R): We must create the ability and environment to sustain the change (for example, recognizing hard work, making the system accountable, etc.).

3.4 Conflict and violence in and around schools

Different kinds of conflict and violence can occur at school and community level which can have very negative impact on the running of schools and children's access and learning. Sources of conflict in and around schools depend on state context but can include encroachment onto school land by different groups, occupation of school premises by gangs/criminals and direct attacks on schools/insurgency.

Whilst SBMCs and communities alone cannot address and resolve such issues as listed above, they have vital roles to play. They can mobilise others to help, and can provide critical information to local authorities and relevant, responsible institutions. Violence in the school itself, including physical violence, harsh punishment and gender-based violence, also negatively affects the achievement of quality, inclusive and equitable education for all children.

The School-Based Management (SBM) system will support the building and upgrading of education facilities and support teachers to uphold the Nigeria Teacher’s Code of Conduct so that schools are child-friendly, special needs- and gender-sensitive and providing safe, non-violent, inclusive and effective learning environments for all”

3.5 Conflict resolution mechanisms

Strategies that may be useful for conflict resolutions in most cases depend on the environment and localities. Evidence has shown that SBMCs can play a strong and positive role in mitigating and resolving conflict at school and community level . School-Based Management Committees (SBMCs) may find the following strategies useful in most localities:

- (i) Mediating between the school and host community.
- (ii) Mediating between the school management and teachers.
- (iii) Mediating between teachers and learners.
- (iv) Mediating between Teachers, Parents and Pupils.
- (v) Applying appropriate disciplinary measures, where necessary.

Key people who will be helpful in reducing conflict and violence in local communities include:

- (i) Traditional rulers, community and administrative leaders.
- (ii) Religious leaders, thought leaders and security agents.
- (iii) School-Based Management Committees.
- (iv) Teachers/Head Teachers/Principals.
- (v) Private philanthropists in communities.
- (vi) Non-Governmental Organisations (NGOs) and Community Support Organisations.

SBMCs must therefore work in partnership with these people at all times

School Development Planning, Funding And Utilisation

4.1 School development planning process

- a. School-Based Management Committees (SBMCs) shall be involved in short and long term planning for their schools based on the communities' expectations and government educational priorities.
- b. SBMCs are expected to set goals and targets for their schools and define strategies for achieving the goals towards improving the learning outcomes of learners. Some of these strategies will not require financial resources at all, some will be low cost, and some will require significant funds.
- c. The School development planning process shall inform priority projects for school improvement based on school self-evaluations. It shall therefore be regarded as a key instrument for translating school/community decisions and priorities into tangible school improvements.
- d. All SBMCs shall, therefore, participate in long-term planning for their schools using the Whole School Development Plan (WSDP) model. The SBMCs shall also have oversight functions in the implementation and monitoring of the activities in the WSDP.
- e. Whole School Development Plan (WSDP) shall be reviewed annually in response to Whole School Evaluation (WSE).
- f. A key requirement for SBMC effectiveness is the provision of financial resources for school improvement purposes. Such resources shall be based on budget made for activities in the Whole School Development Plan (WSDP).

4.2 Funding for school improvement

A sustainable source of funding for school improvement shall be the institutionalisation of direct funding to schools through statutory States' annual budgetary allocations. The UBE Act, which is currently under review, may be a possible approach to facilitate this strategy.

Resources to support school development may come from additional sources including, but not limited to:

- (i) FGN-UBE Intervention Fund.
- (ii) Other Government intervention funds (such as Conditional Cash Grant Scheme (CGS), Constituency Projects, Millennium Development Goals (MDGs), Debt Relief Gains (DRGs) and other initiatives.
- (iii) Donations/contributions from communities.
- (iv) Old Students' Associations (OSAs), CSOs, CBOs, FBOs, Parents Forum/PTA and SBMCs contributions.
- (v) Donation from private companies and philanthropists.

SBMCs have a strong role to play in mobilizing resources for school improvement. However, resource mobilization capacity will vary from community to community and communities are not expected to provide all necessary resources for a school.

SBMCs can render assistance in the area of mobilisation of funds using a variety of strategies including but not limited to: (i) organizing fund-raising activities; (ii) launching appeals for funds; (iii) partnering with philanthropic/charitable organisations and religious bodies, (iii) engaging in advocacy visits, etc.

SBMCs may also work in collaboration with Parent-Teacher Association (PTAs) and Old Students' Associations to mobilise funds for school improvement.

4.3 Utilisation of school funds

All funding provisions to schools shall be used to address the needs of the schools as identified in Whole School Development Plan. In general, SBMCs shall be expected to;

- (i) be involved in the budget planning,
- (ii) ensure effective utilisation of school resources,
- (iii) monitor the utilisation of funds provided for school improvement, and
- (iv) report back to the larger community on the utilisation of funds for school development.

Available funds shall be used by the school for a variety of priority needs, including, but not limited to the following:

- (i) Minor repairs in schools
- (ii) Provision of potable water
- (iii) Repair of damaged furniture
- (iv) Support to vulnerable or marginalized children to attend and remain in school
- (v) Purchase of sports items and support for sport development
- (vi) Provision of toilet facilities
- (vii) Provision of additional security and gargets
- (viii) Provision of books for school library
- (ix) Provision of first-aid items
- (x) Provision of laboratory needs
- (xi) Capacity development and incentives for teachers and SBMCs

It shall be mandatory for all schools to have a bank account. There shall be three (3) signatories to the School Account as follows: (i) Chairperson; (ii) Secretary and (iii) Treasurer. Two of

the three (3) signatories shall be required in order to withdraw funds from the school account. One of these shall be the Secretary.

SBMCs may set up ad-hoc sub-committees to facilitate the utilisation of school funds. None of the signatories to the school account (see (Section 4.3(e) above) will be eligible to be a member of such sub-committee.

In general, SBMCs shall have oversight functions on the utilisation of school fund.

Transparency, Accountability, Communication And Reporting Lines

5.1 Transparency and Accountability

- a. A key requirement of accountability is the feedback mechanism. Provisions shall be made in State SBM Policies on how often the SBMCs must report back to the wider communities, which they represent. The SBMCs shall report the progress and challenges confronting the school, and submit an annual report (progress and financial) to LGEAs, SUBEBs, SMOEs and FME as appropriate.
- b. In general, all duty bearers shall be accountable to right holders through regular communication and reporting lines.
- c. There shall be financial control on all operations of the SBM system In order to enshrine the mechanisms of transparency and accountability in the system. This shall be in line with the Freedom of Information (FOI) Act, Public Procurement Act and Fiscal Responsibility Act. In this regards, SBMCs shall have free access to information on funds made available to schools (which government shall publish) and all other resources made towards school improvement.
- d. SBMCs shall have free access to information on all other funds and resources, (for school improvement) which the school authority shall disclose.
- e. It shall be mandatory for all schools to manage available funds efficiently. All schools shall therefore establish a bank account as specified under Section 4.3 (e) above.

5.2 Communication and Reporting Lines

- a. There shall be established communication channels and flow between SBMCs, schools, communities, government (FME, SMOEs, SUBEBs/LGEAs) and other stakeholders as prescribed in the States' SBM Policies.
- b. The State organs in charge of managing the SBM system shall devise various strategies to increase awareness of the SBM Policy and to engender stakeholders' support.
- c. In particular, Information, Education, and Communication (IEC) strategies shall be developed to enhance community feedback, create spaces for dialogue and enable government response to challenges facing the effective implementation of the NSBMP. For example, the Executive Committees of SBMCs at the LGA level may establish an "LGA SBMC Forum". The "LGA SBMC Forum" can then be included in the accountability process.
- d. The various lines of communications and the reporting lines for the different bodies (SBMC, School, LGEA, SUBEB, Secondary School Commission and SMOE) shall be clearly stated in the State SBM Policies.
- e. Monitoring reports will be provided on a quarterly basis to SUBEBs and it shall highlight the progress and achievements made, challenges encountered as well as emerging issues. The SUBEBs shall be expected to provide timely feedbacks to the schools/SBMCs through the LGEAs.

Capacity Development And Mentoring

6.1 Capacity Development

- a. As stated under Section 1.3 (b) of this policy, capacity development of all stakeholders is a necessary condition for the successful implementation of any SBM system. States' SBM Policies shall therefore establish a capacity development programme for major stakeholders in SBMC operations at all levels.
- b. The capacity development programme shall aim at developing the skills and knowledge base of the stakeholders. The requirements for the different stakeholders will vary.
- c. It may therefore be necessary for SUBEBs, SMOEs and FME to conduct needs assessment before embarking on a capacity development programme
- d. For Social Mobilisation and SBM Desk Officers at all levels, areas of capacity development may include the following: Leadership, Team Building, Time Management, Communication skills, Financial Management, Advocacy, gender and inclusive education, child protection and safety, community and resource mobilisation, networking, conflict resolution and Whole School Development Planning (WSDP) etc.
- e. An example of a simple capacity development schedule (which can be adapted) is shown in the Table below

Type of Capacity Development	Facilitators	Frequency
SBMC Policy and Guidelines	SMoE	At least twice a year
Conducting SBMC meetings	LGEAs	At least twice a year
Whole School Development Plan	SUBEB/LGEAs	At least twice a year
Funds Management and Record-Keeping	SUBEB/LGEAs	At least twice a year
Advocacy, Sensitisation and Mobilisation	CSOs and NGOs	At least twice a year
Monitoring of School activities	LGEAs, CSOs	At least twice a year
Monitoring and Mentoring support for SBMCs	CSOs, LGEAs	At least twice a year
Child welfare, Child protection and Education	SMoE, MoH, MoWA, NGOs, SUBEB, LGEAs LGA.	At least twice a year
Inclusive education and gender-related issues	SUBEB/LGEAs, MoWA , CSOs and NGOs	At least once a year
Training on accountability, transparency and responsibility	SMoE, SUBEB, LGEAs and LGA.	At least twice a year

- f. Adequate arrangement shall be made to attend to capacity development needs of all relevant stakeholders in SBM system (FME and SMoE relevant officers; UBEC, SUBEB and LGEA Social Mobilisation Officers; School Managers-Head teachers, Principals; etc.) by the responsible authorities at all levels.
- g. Existing training, capacity building and development materials which can serve as useful resource materials for training and developing the capacities of the different

stakeholders include:

- (i) SBMC Trainers' Manual (for: CSOs, SMOs, SSOs)
- (ii) SBMC Trainee's Manuals (for: SBMCs)
- (iii) SBMC Guidebook (State specific) (for: SBMCs)
- (iv) SBMC Mentoring and Monitoring Support Pack (for mentors/monitors: FME, SMOEs, SUBEBs(SMOs, SSOs), LGEAs (SBMC Desk Officers), CSOs)

6.2 Mentoring and monitoring of SBMCs

- a. The Federal Ministry of Education (FME), SMOE, SUBEB and LGEA Social Mobilisation Department (SMD) shall provide mentoring support to SBMCs in addition to monitoring their progress through the monitoring reports of Social Mobilisation Officers (SMOs).
- b. SUBEBs shall organise mentoring and monitoring orientations for the Social Mobilisation Officers (SMOs) with CGPs serving as facilitators. The Mentoring and Monitoring Pack has been developed as a resource for the developing the capacities and competences of the SMOs who will visit schools/SBMCs at least once a term.
- c. Reports from monitoring and mentoring visits to schools by SMOs, School Services Officers (SSOs), and other useful information from the schools shall form the basis for planning, advocacy and other follow-up activities.
- d. The Report Template jointly developed by UBEC, UNICEF and ESSPIN shall be used for the Mentoring and Monitoring visits to schools

Chapter 7

Monitoring Implementation

- a. Monitoring and evaluating NSBMP shall be carried out at the following levels: Federal (FME, UBEC and NIEPA); State (SMoE , SUBEB and other relevant parastatal), LGEA and local community
- b. Dimensions of the NSBMP to be monitored and evaluated shall include:
 - (i) School Leadership,
 - (ii) Internal Stakeholders (including teachers, Head teachers and principals),
 - (iii) External Stakeholders,
 - (iv) School improvement Process (including learning outcomes),
 - (v) School-Based Resources,
 - (vi) School Performance Accountability, and
 - (vii) Gender and inclusion.

Chapter 8

Review Of SBM Policy

This Policy shall be reviewed after five years in operation based on the progress made, policy environment, challenges encountered and lessons learned

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