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# School-Based Management Committee of Basic Schools in Fct: Implementation Problems and Way Forward

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**Abstract:** This paper discussed the School-Based Management Committee of Basic schools in Federal Capital Territory (FCT), Abuja, implementation problems and way forward. Secondary data were used to provide empirical support for the points raised in the paper. The secondary data were sourced from print materials and online resources on School-Based Management Committee of Basic schools in Nigeria. The paper identified funding problems, low parents attendance in SBMC meeting, inability of parents to provide counterpart support, extortion by supervisory bodies supervising SBMC projects, uncompleted projects, poor monitoring and evaluation, poor capacity building for SBMC members and insecurity problems as the problem hindering effective implementation of School-Based Management Committee (SBMC) of Basic schools in Federal Capital Territory, Abuja. To address these problems, the paper recommended that government should release grant to the School-Based Management Committee (SBMC) as at when due to the SBMC for the implementation of the identification of projects and government should encourage School-Based Management Committee (SBMC) (parents) to contribute their counterpart funds etc.

**Keywords:** School-Based Management Committee, Monitoring and Evaluation.

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## **1.0 Introduction: Concept of School-Based Management Committee**

The educational system in Nigeria is traced back to the missionary period. So also is the School-Based Management (SBM) system in Nigeria traced back to the era of the missionary times. The main function of the School Management Committees (SMCs) was to manage and raise funds for schools administration and management. The activities of School Management Committees (SMCs) were on until the Nigerian government decided to take over the administration and management of education all over the federation.

The call to countries around the world, as well as global education reforms from the 1990s to the 2000s, aided the Nigerian government in establishing and institutionalizing School-Based Management Committees (SMCs) in all public secondary and primary schools across the country. 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 (FRN, 2007).

In 2007, the government made the establishment of SBMCs mandatory. The SBMCs commenced in Federal Capital Territory, Abuja, Nigeria. All the Basic education schools in

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the territory were directed to commence the SBMC in their schools. However, the implementation of the SBMCs is faced with many challenges. This paper examines the challenges that faced the implementation of the SBMCs in the Basic education schools in the federal capital territory Abuja.

## **2.0 Concept of School-Based Management Committee**

The school-Based Management Committee (SBMC) is designed by the government to increase the participation of the people in the administration and management of the school within their environment with the aim of increasing effectiveness and efficiency in the school system. School-Based Management Committee (SBMC) is a policy programme formulated by the government to officially integrate the community into the management of the schools located in their communities with the objective of improving their performance. SSSBMCP (2017) sees the School-Based Management Committee (SBMC) as meant to create a sense of community ownership in the development of schools and education centres, and improve learning outcomes. SBMCs are intended to contribute to development, planning and decision-making at the school level to improve learning outcomes. SBMCs are voluntary groups, made up of people who represent the school and community which will include pupils, teachers, parents, community leaders as well as other community-based groups interested in education. SBMCs are expected to meet regularly and organise activities to improve the way schools operate and support the state government's responsibility of ensuring quality education for all. Essentially, they are to ensure schools, learning centres, governments, and parents meet school needs and increase the community's contribution in improving the quality of education, acting as a bridge between schools and the communities they serve (SSSBMCP, 2017). The programme is designed to provide support for the execution of community-initiated school-based priority projects in the public primary schools through SBMCs. SBMCs are aimed to enhance access to basic education delivery in FCT.

The objectives of the School-Based Management Committee (SBMC) include to; promote functionality of SBMCs in school development; to reduce cost of project execution by government; to promote participation in school governance by community; to promote public private partnership in school administration; to increase school enrolment, retention and completion rate. The main objective of School-Based Management Committee (SBMC) is to identify areas of challenges, determine their effects on learners and how they prevent school administrators from effective performance of their roles. School-Based Management Committee (SBMCs) provide good governance to the schools in line with Government plans and policies and in building good relationships with the communities. School-Based Management Committee (SBMC) is designed to identifying school needs, design School Development Plans and mobilise resources for the achievement of the activities in the plan. School-Based Management Committee (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. According to Nchare, (2021) School Based Management Committees (SBMCs) seek to improve accountability and educational outcomes through the involvement of teachers, parents, and students in school management and decision making. Patrinos et al., (2009) submitted that School-Based Management Committee (SBMC) systems, which seek to improve accountability and educational outcomes through the involvement of teachers, parents, and students' input. According to SSSBMCP (2017) the objectives of School Based Management Committee (SBMC) are:

1. Provide avenues for all stakeholders to participate actively in school governance in order to improve service delivery, access, equity, and learning outcomes for learners.
2. Promote community interest in the school system and make communities aware of their responsibilities in supporting the education for all.
3. Create greater awareness and provide feedback to the wider community on issues that have to do with school governance, management, inclusion, regulations, and learning outcomes.
4. Encourage a harmonious relationship between the school, community, LGEAs, LGA officials and state education agencies, thereby creating links between the government and local communities.
5. Facilitate and support disadvantaged groups and those with special needs within the community to have access to education.
6. To raise the level of pupil enrolment, retention, attendance, completion and transition across various levels of basic and post-basic education.
7. Provide communities with the capacity and mechanisms to demand accountability and transparency from duty bearers in the education sector.
8. Promote and support schools to achieve set targets/benchmarks for better learning outcomes and more effective management.
9. Provide the mechanism and framework for direct funding to schools, with SBMCs having oversight functions on expenditures by the school management.
10. Encourage SBMCs, local communities, philanthropists and other stakeholders to engage in resource mobilisation for improvement of education.
11. Encourage stakeholders to create safe, friendly and conducive learning environments for all learners.
12. Provide all stakeholders with opportunities to develop their capacities and competences in order to enhance their performances within the SBM system.
13. Provide a legal framework for involving all stakeholders, including the communities, to participate in the planning, implementation, monitoring and evaluation of educational outcomes at the school level.
14. Provide and update the School Development Plan (SDP) on an annual basis (SSSBMCP 2017).

### **Expected Outcome of School-Based Management Committee (SBMC)**

The expected outcome of School-Based Management Committees (SBMCs) are to increase enrolment of school aged children; to increase completion of school children; to increase community participation and involvement in universal basic education delivery; to eradicate gender bias in school; to increase teachers professionalism and effectiveness in school; to increase improvement in school infrastructure and learning environment. SSSBMCP (2017) outlined the expected outcome to include;

- 1) Improve the state government's commitment by strengthening relevant agencies and institutions to ensure inclusiveness in the management of schools.
- 2) Full community participation through improved advocacy and resource mobilization.
- 3) Communities taking ownership of schools.

- 4) Improved transparency and accountability on the part of all stakeholders.
- 5) Improved enrolment, retention, completion and transition of school-aged children especially girls and children with special needs ((SSSBMCP 2017).

#### **Roles and Responsibilities of School-Based Management Committee (SBMC)**

- 1) Monitor the workings of the school.
- 2) Prepare and review the School Development Plan.
- 3) Monitor the utilization of grants received from the state, local government or any other source.
- 4) Perform such other functions such as identifications of projects in the schools.

#### **Composition of School-Based Management Committee (SBMCS)**

The composition of the School-Based Management Committee (SBMC) is made up of the following:

- 1) Traditional Leader or Representative
- 2) Head Teacher of the School
- 3) Representative of Teachers
- 4) Representative of Pupils (Head Girl and Head Boy)
- 5) Representative of Community Women
- 6) Representative of Community Development Association (Female and Male)
- 7) Representatives of Old Pupils' Association of the School (Female and Male)
- 8) PTA Representatives (Male and Female)
- 9) Representatives of Artisan
- 10) Religious Leader or Representative (SSSBMCP 2017)

#### **Sources of Fund for School-Based Management Committee (SBMC)**

The following are the sources of fund for School Based Management Committee (SBMC):

- 1) Direct funding from the state government in the form of a grant or capitation allowance
- 2) SBMC members' contributions
- 3) Community contributions/donations
- 4) Donations from individuals and philanthropists
- 5) Grants from corporate organisations and donors
- 6) School investments
- 7) Student Entrepreneurship Programs
- 8) Fund-raising events and others (SSSBMCP 2017)

According to the policy guideline of School-Based Management Committee (SBMC) funds generated can be used for the following:

- 1) Minor repairs in the school
- 2) Provision of teaching/learning materials

- 3) Procurement of first aid kits for the school
- 4) Provision of potable drinking water for the school
- 5) Repair of broken school furniture
- 6) Purchase of sporting facilities
- 7) Supporting educational excursions
- 8) Provision of additional security for the school (perimeter fencing and watchmen)
- 9) Supporting children with special needs to access quality education
- 10) Training for SBMC members and teachers in any activities deemed important by the SBMC and the community
- 11) Planting of flowers and trees to improve the school environment
- 12) Provision of sanitary and hygiene materials for students and the school (SSSBMCP 2017).

The SBMC officers shall include Chairman, Secretary, Treasurer and Financial Secretary. Their tenure in offices shall be for a period of two years. This is, however, subject to satisfactory performance. The meeting of committee shall be at least twice per term.

### **Concept of Implementation**

Implementation is the act of carrying out a programme or project. Implementation is the process of executing a defined programme and project. Implementation is the systematic way of carrying out a planned programme and projects. Philip, Okoroafor, & Iro (2015) viewed implementation as an activity constitutes a central phase in the policy process. Once a policy is formulated, the next logical sequence is to implement it using an appropriate implementation strategy for purposes of achieving effectiveness. Obadan (2002) defined Policy implementation as the process of assembling resources (including people), allocating resources and utilizing resources in order to achieve policy objective. Ripley (1985) sees Policy implementation activities as those tasks and functions undertaken after a law is passed. They translate the broad, vague and multiple statements about goals, programme outlines and policies in the statute into concrete activities. In other words, implementation activities imply the process of activating approved policy document.

### **Problems Hindering Effective Implementation of SBMC in Basic Schools in FCT**

There are many problems hindering effective implementation SBMCs in Federal Capital Territory, Abuja. Some of the problems include: funding problem, low parents attendance in SBMC meeting, inability of parents to provide counterpart support, extortion by supervisory bodies supervising SBMC projects, uncompleted projects, poor monitoring and evaluation and poor capacity building for SBMC members.

### **Funding Problem**

Funding is key for the implementation of educational policies. Adequate provision of funds is the means to the realization of educational policies. It is unfortunate that the grant promised by the federal and state government to the implement of SBMC programme in the host communities in FCT are not been released on time for the running of the programme or the projects. The inability of the government to release these funds at the time when it is needed is affecting the implementation of the programme. The poor funding of the programme have make the programme not to be effective in most communities in the territory. Abubakar, (2016) submitted that one major challenge facing the School Based Management Committee

(SBMCs) programme across the federation is the poor funding for development of projects and for the administration. He went further and submitted that when the first tranche of money is released for the commencement of the project, there is delay in the release of the second tranche for the completion of the projects.

### **Low Parents Attendance in SBMC Meeting**

Low parent attendance of SBMC Meeting is another problem affecting the implementation of the programme. Parents are key stakeholders in the SBMC programme. In most cities, attendance is average but in most rural areas or communities, majority of parents are not passionate about the programme. Low participation of parents in SBMC meeting is due to many reasons. Few member of parents are in the committee, majority are farmers. According to Uche (2014) observed that with the expanded membership of SBMCs which comprises traditional and religious leaders, it is highly likely that power dynamics may limit the active participation of parents in the decision making process. Already, Humphrey and Crawford (2014) have pointed out that some SBMCs are treating parents disparagingly and punitively, including overtly threatening them with fines for non-compliance on issues decided by SBMCs.

### **Inability of Parents to Provide Counterpart Support**

The funding of School Based Management Committee (SBMC) projects is dual in nature. The government will provide their grant after the communities have provided their own counterpart funding of projects. It is sad to know that most communities are not making available their own counterpart funding due to high rate of poverty in the country. The inability of the communities to provide their own counterpart funding is lowering the development of projects and programme in the SBMC in the Federal Capital territory, Abuja.

### **Extortion by Supervisory Bodies Supervising SBMC Projects**

Another problem affecting the School Based Management Committee (SBMC) programme in FCT is the practices of extorting money from the head teachers of the schools whenever they come for supervision of projects. The external supervisors supervising projects in these schools across the territory demand for their percentage of the money released for the development of the projects. This practices and actions of external supervisors is affecting the completion of many projects across many basic schools across the territory.

### **Uncompleted Projects**

One of the major goals of the School Based Management Committee (SBMC) members is to identify projects that will benefit the school and improve teaching and learning programme of the teachers and students. Projects like school fence, digging of bore hold water, repairs of furniture's etc. Majority of these projects have started in some Basic schools across the territory but are abandon because of poor budgetary allocation to finish the projects. There are many uncompleted projects across many Basic schools in all the six areas councils in FCT due to poor funding and corrupt practices of supervisory bodies.

### **Poor Monitoring and Evaluation**

Monitoring and evaluation is use for ensuring accountability in projects and programme. Monitoring and evaluation aid the realization of a project. One of the means of realizing the SBMC is monitoring and evaluation. The monitoring and evaluation system of SBMC is weak and ineffective. The team designed for that functions are inactive in carrying out their works. The poor monitoring and evaluation system is affecting the implementation of SBMC in the federal capital territory.

### **Poor Capacity Building for SBMC Members**

Training and retraining of School Based Management Committee (SBMC) members is the key to the success of SBMC programme. The policy guideline for capacity development programme for SBMC for many states acknowledged that for SBMCs to discharge their functions effectively, their capacity to fulfil their roles and responsibilities, school management, school supervision, financial accountability and transparency, school budget, grant utilization, resource mobilization, quality assurance, setting performance targets, monitoring and evaluation, as well as whole school development planning must be developed. It is mandatory for all SBMC members to be continuously trained on a quarterly basis. Regular training should be provided to all the SBMCs using a cluster-based approach and supported with a training manual developed in both English and the local language. It is unfortunate that these training for SBMC members poorly done in the territory. Some SBMC members in the cities benefitted while majority of SBMC members in rural areas did not receive such training. The reason for the poor capacity building programme of SBMC members across FCT include shortage of funds to cover all the schools, COVID-19 problem, insecurity challenge, un-access roads and poor planning. The inability of the government to provide this training programme for the SBMC members across the territory is affecting the implementation of SBMC in the territory.

### **Insecurity Problems**

Ogunode (2020), observed that insecurity is one of the major problem facing the administration of primary schools in Nigeria. Effective administration of basic education in Nigeria is frustrated by the insecurity challenges facing the country especially the Northern part of the country. Many

Basic schools have been closed down. Educational officers cannot travel to areas where they are supposed to travel to for administrative functions because of insecurity challenges. One of the most insecurity challenges facing the country is the Boko-Haram group. The militant group, Boko Haram, has carried out violent attacks in the north-eastern parts of Nigeria. In FCT, the insecurity problem is also preventing effective supervision of projects. Most of the time the supervisors cannot access the projects in the rural areas due to insecurity. Local media reported the kidnapped of school principals in FCT.

### **Way Forward**

Based on the problems identified, the following were recommended:

- 1) Government should release grant to the School Based Management Committee (SBMC) as at when due to the SBMC for the implementation of the identification of projects.
- 2) The government should encourage School Based Management Committee (SBMC) to contribute their counterpart funds.
- 3) Government should improve the monitoring and evaluation of the SBMC programme in all the area councils in the territory.
- 4) Government should ensure School Based Management Committee (SBMC) members receive adequate training and retraining to be effective in the administration of SBMC.
- 5) Government should read riot act to all officers in charge of supervision and inspection of School Based Management Committee (SBMC) in federal capital territory on corruption practices and more measure should be designed to prevent extortion in the programme.

## Conclusion

This paper examined problems hindering effective implementation of School-Based Management Committee of Basic schools in Federal Capital Territory, Abuja. The paper identified funding problems, low parents attendance in SBMC meeting, inability of parents to provide counterpart support, extortion by supervisory bodies supervising SBMC projects, uncompleted projects, poor monitoring and evaluation, poor capacity building for SBMC members and insecurity problems as the problems hindering effective implementation of School-Based Management Committee of Basic schools in Federal Capital Territory, Abuja. To solve these problems, the paper recommended the following recommendation; government should release their grant to the School Based Management Committee (SBMC) as at when due to the SBMC for the implementation of the identification of projects and government should encourage School Based Management Committee (SBMC) (parents) to contribute their counterpart funds etc.

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