



# SOKOTO STATE GOVERNMENT SCHOOL-BASED MANAGEMENT COMMITTEE (SBMC) POLICY GUIDELINE





# SOKOTO

Capital: Sokoto



**POPULATION**

**4million**  
90/km<sup>2</sup>  
[35,000 sq mi]



**GDP**

**\$5billion**  
Per Capita  
\$1,274



**CREATED**

**1976**  
February  
1976



**TOTAL AREA**

**27km**  
25,973 Km<sup>2</sup>  
[10,028 sq mi]

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## **FOREWORD**

Policymakers, educators, and others involved in education are seeking ways to utilize their limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children. For us in Sokoto State, we have identified community participation as one of the strategies to improve educational access and quality, hence our emphasis on the development of School-Based Management Committees (SBMCs) that we believe have an important role to play in school governance.

The essence of this guide is to provide the procedures for how to execute SBMC activities based on the state's policy. It is also designed to meet the priorities of parents, children, communities, schools, local authorities, and the state government for improving and expanding quality education.

This guideline defines the roles and responsibilities of the SBMCs in Sokoto State, the steps in the formation of SBMCs in schools, the development of school plans, resource mobilization and monitoring - not just the school development plans, but also ensuring that the Rights of Children in Schools based on the Promoting Rights in Schools (PRS) framework in schools are respected.

### **HON. MUHAMMAD JABBI KILGORI**

Honourable Commissioner  
Ministry of Basic and Secondary Education  
Sokoto,  
Sokoto State

## PREFACE

The government and people of Sokoto State would like to begin by appreciating ActionAid Nigeria for driving the process of developing this guideline. Many thanks to all the individuals and organisations who shared information, commented on earlier drafts, or hosted visits. These include Prof. Riskuwa Shehu Arabu, Prof. Aisha Madawaki, Hon. Aminu Bala Bodinga, and Dr. Gambo Hassan. We are also indebted to the Education Sector Support Programme in Nigeria (ESPPIN), Kwara State, who hosted a learning visit for officials from Sokoto State.

A million thanks to all the relevant government ministries, departments and agencies who have contributed in one way or the other in ensuring the success of the development of this guideline. It is my hope and belief that this guideline will support the development of the School-Based Management Committee in the state and will also reposition Sokoto State as a model for community participation in school development in the country.

Thank You

### **ALH. MOHD MAINASARA AHMAD**

Permanent Secretary  
Ministry of Basic and Secondary Education  
Sokoto,  
Sokoto State

# **GUIDELINES FOR SBMCs IN SOKOTO STATE**

## **WHY THIS GUIDE?**

The essence of this guide is to outline the proper procedure for executing School-Based Management Committee (SBMCs) activities, based on the state's SBMC policy. This policy is designed to meet the priorities of parents, children, communities, schools, local authorities, and the Sokoto State government for improving and expanding quality education.

It also assists SBMCs and other interested members of the community to understand how SBMCs operate.

## **WHO IS THIS GUIDE FOR?**

The guide is for SBMCs, interested members of the public and ministries, departments and agencies (MDAs) in the education sector. It serves as a practical handbook for the effective implementation of the state's SBMC policy.

## **HOW IS THIS GUIDE TO BE USED?**

The guide serves as a handbook/manual for SBMC operations. In order to make effective use of this guide, all SBMCs should receive some form of basic training which is to be conducted by Master Trainers within the social mobilization departments of educational agencies in relevant state and civil society organisations (CSOs).

# SECTION ONE: SBMC OVERVIEW

## WHAT IS AN SBMC AND WHAT DOES IT DO?

In Nigeria, School-Based Management Committees (SBMCs) are established by state governments in order to bridge the gap between government schools and communities. SBMCs are 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.

# SECTION TWO

## STATE SBMC POLICY

## THE VISION

To ensure the existence of quality schools with an effective governance structure that guarantees community participation and support in order to meet the teaching and learning needs of all.

### Mission Statement

To establish an enabling environment for effective government-community and civil society partnerships in order to deliver quality and inclusive education.

### Core Values

The following core values shall guide the operations of the State School-Based Management (SBM) policy:

- Effective Participation
- Partnership and Collaboration
- High Standards and Quality
- Responsibility, Transparency and Accountability.

## OBJECTIVES OF SBM SYSTEM IN THE STATE

The goal of the SBMC policy is to improve learning outcomes and create a sense of community participation and ownership in the development of schools. Its objectives 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 of 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.

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.

**EXPECTED OUTCOMES OF SOKOTO STATE SBM SYSTEM**

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.

**KEY ROLES AND RESPONSIBILITIES OF SBMCS**

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 as may be prescribed by relevant state agencies.

**Steps in the Formation of SBMCs**

Steps	Activity	By who	Target
1	State level Planning meeting	State Task Team on SBMCs	XXX
2	LGEA level planning meeting	State Task Team on SBMCs	XXX
3.	Community Sensitisation meeting on the importance of SBMCs	Social Mobilization Officers and CSOs	Community members
4.	Formation/Nomination of SBMC members	Social Mobilization Officers and CSOs	Community members
5,	Election and Inauguration of SBMC Executive Council	Social Mobilization Officers and CSOs	Community members

**HOW DOES SBMC MEMBERSHIP WORK?**

**Composition of SBMC Members**

The SBMC membership must have an interest in improving learning outcomes of students. Its composition shall consist of 15 members with representations from a diverse range of groups as follows:

S/N	Interest Group	Number in SBMC
1	Traditional Leader or Representative	1
2	Head Teacher of the School	1
3	Representative of Teachers	1
4	Representative of Pupils (Head Girl and Head Boy)	2
5	Representative of Community Women	1
6	Representative of Community Development Association (Female and Male)	2
7	Representatives of Old Pupils' Association of the School (Female and Male)	2
8	PTA Representatives (Male and Female)	2
9	Representatives of Artisan	2
10	Religious Leader or Representative	1
<b>Total</b>		<b>15</b>

### Criteria for Selection of SBMC Members

Potential members should be:

1. Resident in the community where the school is located
2. Of proven integrity and honesty
3. Interested in the delivery of quality education
4. Ready to serve the school and community voluntarily

In all cases, SBMC members must have shared values and behaviour to provide good governance for schools in line with codes of conduct established by the state education laws.

### Offices of the SBMC

SBMC members shall elect the following executives from among its members:

1. Chairman
2. Secretary
3. Treasurer
4. Financial Secretary

### Tenure of Office

Members shall serve for a period of two years. This is, however, subject to satisfactory performance.

### Meetings of Committee

The committee shall meet at least twice per term.

However the committee may call for emergency meetings when the need arises.

The committee shall regulate its proceedings.

Its quorum shall be two thirds of the members of the committee.

The committee may, when the need arises, compose sub-committee(s) in order to carry out its assignments.

### **HOW CAN THE SBMC STRENGTHEN PARTNERSHIP AND PROMOTE PARTICIPATION AND INCLUSION?**

One of the objectives of the State SBMC policy is that it will provide an avenue for all stakeholders to participate in school governance. Including “all” means that women, children and other community members who may not ordinarily have a strong voice, also participate.

The SBMC policy states that for schools to be effective there must be strong partnerships among the head teacher or principal, 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 help to build partnerships, and increase the voice for stakeholders to demand better education delivery.

SBMCs are expected to exist in harmony with other similar bodies which are interested in educational development of their communities. To do this, the SBMC should meet regularly with other local education-focused organisations such as: Parent-Teacher Associations (PTAs), the Nigeria Union of Teachers (NUT), Old Students' Association (OSA), the All Nigerian Conference of Principals of Secondary Schools (ANCOPSS), the Civil Society Action Coalition on Education (CSACEFA), and ministries, departments and agencies (MDAs). Only through working together with these organisations so that positive change can be achieved.

The values of trust, mutual respect and shared understanding are important in the workings of the school, especially among the head teacher, the PTA and MDAs in the education sector. SBMCs need to develop ways to work in partnership and consultation with wider groups as well as with SBMCs of neighbouring communities. These kinds of partnerships and collaborations can be developed through:

- Visits to functional SBMCs to learn from their experiences.
- Joint visits/meetings with education service providers to discuss issues.
- Establishing partnerships with role models within and outside the communities – artisans, professionals, businesspeople, local charities, co-operatives and CBOs.
- Formal contacts with interested organisations, groups or individuals, including the media.
- Linking women's committees to each other and reaching other marginalised groups.

### **ENSURING ACCOUNTABILITY**

Keeping proper records of activities, finances, and decisions made - and sharing these records - will show that the SBMC is being accountable to the community, the school it is serving, and other relevant stakeholders.

While the SBMC is accountable to the MDAs in the education sector, these MDAs are also expected to monitor and guide the SBMCs to enable them perform effectively and efficiently.

SBMCs should provide feedback to their wider communities once a term and submit an annual report (progress and financial) to MDAs in the education sector, as well as schools and communities. The SBMCs 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.

## SBMC TRAINING

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

For subsequent SBMC trainings, relevant members should be chosen based on the subject of the training. For example, for training on the issue of accountability, the Chair, Secretary and Treasurer are to attend

### Useful Messages that the SBMC can Promote

All children have the right to education as specified in the Constitution of the Federal Republic of Nigeria 1999 (as amended).

The government has the responsibility to ensure that all children receive a good quality education regardless of their family's socio-economic status.

All children, including those with special needs, should have access to free education including married women and widows.

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

It is possible to have both Western and Islamic education.

# SECTION THREE

## **CONDUCTING SBMC MEETINGS**

## **BEING PREPARED FOR SBMC MEETINGS**

### **How can SBMCs Best Prepare for Meetings?**

The SBMCs are expected to conduct meetings at least twice a term, preferably at the beginning and the end of each term. They can also call for emergency meetings when the need arises. Calling for an SBMC meeting entails a consultation between the Chair and Secretary to decide on the purpose and agenda of the meeting. The next step is to serve members with a notice of the meeting two days in advance that contains the date, venue, time, and agenda of the proposed meeting, as well as minutes of the last meeting.

The recommended format for an SBMC meeting is:

1. Observe opening and closing prayers
2. Agenda and objectives should be clearly spelled out
3. Agreed ground rules to be established by the members and be respected
4. Review and adoption of the minutes of the last meeting
5. Consideration of matters arising from the last meeting
6. Report from the children's group, this could be focused on one particular issue at each meeting and should be supported to build children's confidence
7. Items on the agenda to be discussed.
8. Any other business
9. Agree on the date and time of the next meeting

### **HOW WILL SBMCs GIVE FEEDBACK TO THE COMMUNITY?**

SBMC meetings shall be called by the chair in consultation with the Head Teacher of the school. The agenda, venue and time must be communicated to all members three days before the meeting.

### **HOLDING THE MEETING**

A quorum is formed when two thirds of the members are in attendance. The meeting must be participatory and ensure that everyone has the chance to speak if he/she wants to, and that everyone is listened to and respected. Emphasis must be given to time management and proper minutes taking. The Chair shall ensure that members' views are acknowledged and respected and that no person or group dominates the meeting. Decisions shall be arrived at by consensus. When consensus fails, decisions will be arrived at by simple majority vote.

In the absence of the Chair, the committee members will decide on who will lead the meeting.

### **CAPACITY-BUILDING FOR SBMC MEMBERS**

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.

## **MOTIVATING SBMC MEMBERS AND ORGANISING COMMUNITY FEEDBACK MEETINGS**

Though the SBMCs run on a voluntary basis, communities, and MDAs in the education sector should consider ways of acknowledging their work and time in order to encourage and motivate them to discharge their functions effectively. Ways of showing appreciation in kind can be developed, as appropriate, at community level.

### **ORGANISING COMMUNITY FEEDBACK MEETINGS**

The SBMC shall organise annual review meetings with the whole community to update them on the progress they have made and raise new issues and ideas. This will ensure the involvement of the community in planning, review and monitoring, which will strengthen their voice on educational issues and promote community ownership of the school. The Head Teacher, in consultation with the SBMC Chair and supported by the SBMC executive, should lead the meeting. This presentation of the SBMC's report will enable all community members, including women and children, to express whether they are satisfied with school learning outcomes and this information should be recorded for the next meeting.

# SECTION FOUR

# SCHOOL DEVELOPMENT PLANNING

## WHAT IS A SCHOOL DEVELOPMENT PLAN?

School development plans are guides to make schools better places for children to learn. It helps schools to know where they are and where they want to be in the future. It also assists the school to identify its strengths and weaknesses with a view to addressing them.

The plan brings together all the stakeholders views on how the school should improve, based on established common goals. In addition, it sets a framework for monitoring progress and evaluating the impact of everyone's efforts.

## WHY DO WE NEED A SCHOOL DEVELOPMENT PLAN?

The school development plan (SDP) provides a blueprint and strategies to guide both schools and SBMCs in helping to develop, implement and evaluate the school activities.

## WHO WILL LEAD THE 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.

## WHAT IS THE ROLE OF THE SBMC IN SCHOOL DEVELOPMENT PLANNING?

As part of its functions, the SBMC has a responsibility to use its collective knowledge, skills, and experience to help the school develop its SDP. They are equally responsible for, assessing and reviewing how well the school is doing and report to the wider community as well as to appropriate authorities.

## WHO IS INVOLVED IN SCHOOL DEVELOPMENT PLANNING?

A school development plan requires the involvement of relevant stakeholders in the school under the leadership of SBMCs.

## STEPS IN DEVELOPING A SCHOOL DEVELOPMENT PLAN

### Step 1: Agreeing on our Goals

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 planning is necessary.

The school development planning process should begin with all stakeholders meeting to identify the goals which the school should strive to attain.

### Step 2: Where Are We Now?

The SBMC and other relevant stakeholders should assess the school's situation in terms of its physical structure, its instructional materials, enrolment, manpower and other essential needs and identify its areas of strength and weakness.

### Step 3: Prioritising Needs

Once the school has an idea of its strengths and weaknesses it can begin to decide on its priorities for improvement and development, since all needs cannot be addressed at the same time based on resources and time. The SBMC, along with wider stakeholders, should draw up a list of priorities with a focus on what is really achievable.

### Step 4: Making Plans

#### 1. Where are we going?

Having agreed on the priorities for the year, the next step is to develop an outline for a plan of action to

address them. It is useful to keep checking that the proposed activities and strategies relate clearly to the overall objectives of improving pupil achievement.

**2. How do we get there?**

Developing an action plan requires specifying the activity, objectives, the body responsible for implementation, the timeframe, the resources required, and the cost and means of verification.

**Sample Action Plan (one per activity)**

Activity	Objective	Resources Needed	Cost	Sources of Funds	Where will this carried out	Who will be responsible	How will we know if the activity is successful?	Who will monitor progress?

**Step 5: Monitoring Progress**

How do we know we are getting there? This is by using the monitoring process which will highlight progress made on the situation presented at the self- evaluation stage and against the targets agreed in the plan.

**What Should the SBMC monitor?**

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

**Step 6: Evaluating Impact**

At the end of the year, the school community will want to know what happened and to what extent the school has achieved its plan. There are two aspects that they will be interested in: what did we actually manage to do? This will include activities carried out, the resources that were used and their costs. And how do we know we have arrived? This is the impact of all these activities on the students.

# SECTION FIVE

## FINANCIAL AND MATERIAL RESOURCE MOBILIZATION

As part of their statutory role in schools, SBMCs have a responsibility for the oversight functions of school finances and material resources, in accordance with the state’s right to education law. This means SBMCs should work directly with the Head Teacher in managing school accounts. The system has made a proper provision for the management of both financial and material resources through the accounting standards by keeping relevant records.

## RESOURCE MOBILIZATION STRATEGIES

S/N	Sources of Funds	Strategy	Frequency	Expected Outcome	Remarks
1	Direct funding from the state government in the form of a grant or capitation allowance	Mounting pressure/ follow-up	As the need arises	Ensure adequate and timely release of funds	Visit to MDAs, state assembly, local government councils, media, traditional institutions and religious leaders
2	SBMC members' contributions	Donations in cash and in kind, levy	As the need arises. Monthly, termly	Improved SDP	
3	Community contributions/donations	Consultations, advocacy, sensitization	Continuous	Increased interest and participation	SBMC to engage Traditional institutions, local government, CSOs
4	Donations from individuals/philanthropists	Consultation and lobbying	Continuous	Improved mobilization of resources	Individuals from within and outside the community
5	Grants from corporations and donors	Respond to RFAs, writing fundable proposals	Continuous	Improved mobilization of resources and capacity building	Identification of capacity gaps
6	School Investments	Engaging in profitable ventures Student entrepreneurship programs	Continuous	More ventures-improved profits-additional resources Improved skills	Identifying potential areas of investment Engage students/pupils in skill acquisition programs
7	Fund Raising Events and Others	Founder's day, speech and prize giving day, open days, multicultural days, sports days, march pasts, etc.	When the need arises	Improved mobilization of resources	Early preparation, good planning and publicity

## WHAT ARE THE POSSIBLE SOURCES OF FUNDING FOR THE SCHOOL?

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

- Direct funding from the state government in the form of a grant or capitation allowance
- SBMC members' contributions
- Community contributions/donations
- Donations from individuals and philanthropists

- Grants from corporate organisations and donors
- School investments
- Student Entrepreneurship Programs
- Fund-raising events and others

### **HOW CAN SCHOOL FUNDS BE USED?**

Generally, school funds can be used according to activities outlined in the SDP, which are budgeted for when the SBMC is drawing up their plans. Examples of such activities are as follows:

- Minor repairs in the school
- Provision of teaching/learning materials
- Procurement of first aid kits for the school
- Provision of potable drinking water for the school
- Repair of broken school furniture
- Purchase of sporting facilities
- Supporting educational excursions
- Provision of additional security for the school (perimeter fencing and watchmen)
- Supporting children with special needs to access quality education
- Training for SBMC members and teachers in any activities deemed important by the SBMC and the community
- Planting of flowers and trees to improve the school environment
- Provision of sanitary and hygiene materials for students and the school

### **MANAGING SCHOOL FINANCES**

The management of school funds is the responsibility of both the Head Teacher and the SBMC using appropriate financial records.

### **HOW ARE FINANCIAL RECORDS KEPT?**

It is critical that the SBMC, and in particular the financial sub-committee, make sure that accurate and up-to-date financial records are kept. Such records are:

- Cash book
- Petty cash book
- Store ledger book
- Receipt book
- Audit report

- Invoices
- School bank account/balance sheet

MDAs will monitor and be responsible for auditing school accounts and SBMCs will be liable for any discrepancies. 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 will be used to record all funds coming into or going out of the school, as well as the dates on which these transactions take place.

Delays in making entries in the cash book/store ledger can lead to confusion and mistakes. As a result, it may be difficult for the SBMC to retire its funds/materials at the end of the year. These resources must be the same as the balance in the school bank account and ledger book.

### **THE SCHOOL BANK ACCOUNT**

Each school should operate a current bank account, which will be in the name of the school and not in the name of any individual, such as the Head Teacher, Principal or any SBMC member. It is important that this account is operated by three signatories (the Chairman, Secretary and Treasurer) in order to ensure transparency and accountability.

### **HOW ARE FUNDS/MATERIALS RETIRED?**

It is the responsibility of the SBMC finance sub-committee retired all funds and materials at the end of each activity. A Statement of Expenditure which summarises the school's spending against different activities should be produced at the end of the year and this report should be signed off by both the school head and the Chair of the SBMC. By signing the Statement of Expenditure, the signatories are testifying that the accounts are true and fair. 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.

### **Financial Auditing**

The MDAs will arrange for an audit of the SBMC's finances using relevant staff. This is to act as a check and balance that the money has been spent as planned and to safeguard against the possible misuse of funds. The report from the auditors will be made available to the SBMC and the school community.

### **GENERAL MONITORING**

In the past, SBMCs in schools were mainly concerned with monitoring the development and implementation of SDPs and driving increased enrolment in schools. There is now a policy shift that extends the roles of SBMCs beyond the above to include monitoring of the following Rights of children in Schools.

#### **Right to Quality of the School Infrastructure and Environment**

The SBMC shall also ensure a school environment that is violence-free with full security, adequate infrastructure and proper hygiene. It shall also ensure the safety of children on their route to and from school. The SBMC should monitor the condition of infrastructure, sanitation, security and take action as appropriate.

#### **Right to Quality Trained Teachers**

The availability of enough qualified teachers, with a full representation of women, who receive in-service training periodically, an attractive salary, and who are gender-conscious, free from discriminatory attitudes and do not abuse of the human rights of their students and staff will improve the quality of education delivery. Therefore, SBMCs are expected to monitor the quality of teachers available in their schools.

#### **Right to Transparent and Accountable Schools**

The best way to ensure accountability and transparency is by creating credible feedback mechanisms that is, by reporting the committee's progress and challenges to other relevant stakeholders as appropriate. To achieve the above, the SBMC shall monitor:

1. The duty bearers (MDAs and other stakeholders) to hold them to account to the rights-holders (the community) through regular communication
2. The financial control of all the school's funds and resources
3. Information and school records to ensure that they are made available to the government and to other donors

### **Right to Quality Learning**

The SBMC should ensure their schools have conducive learning environments and effective teaching processes as these play a vital role in developing children's personalities, as well as their physical, social and mental abilities.

### **Right to Participation**

Participation is the path to other rights and is a fundamental part of citizenship. It values the child as a citizen who is entitled to fundamental rights and freedoms, capable of not just expressing opinion but able to construct their opinion freely by accessing information and debating with others on issues that affect their lives in order to bring about positive change. The right of a child to be heard and have their views taken seriously is laid down in Article 12 of the UN's convention on the rights of the child. SBMCs should be among the promoters and advocates of these rights and must monitor schools to make sure these rights are respected, promoted, protected, and fulfilled.

### **Right to Relevant Education**

If the curriculum is adapted to the environment of the child, including how it relates to the social, cultural, economic, religious, political, linguistic and environmental norms, learning will be perfected. SBMCs should ensure that lessons are made relevant to the children's societal needs, and that locally produced materials are used in lesson delivery.

### **Right to Know Your Rights**

There is a body of general and child-specific human rights, which recognises the distinct status and particular requirements of children, owing to their particular vulnerability and significance as the future generation. They are entitled to know their rights, and special strategies need to be designed and implemented so that they know them.

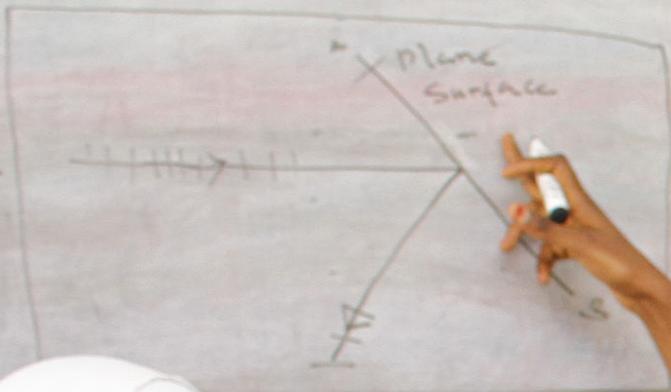
The SBMC should monitor and ensure that children are taught their rights, which include their fundamental Human Rights as enshrined in the constitution of the Federal Republic of Nigeria 1999 (as amended). The SBMC should also monitor the teaching of family, life, and health education in schools in accordance to social and cultural norms of the people of Sokoto State and using languages and manners that are appropriate to the age and mental ability of the individual child.

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# HAMZA ABDULLAHI

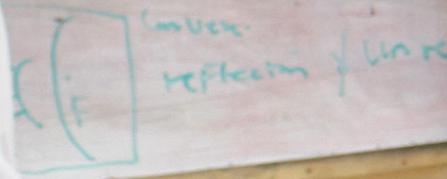
## Physics



Surface in ripple



Surface in a ripple



### properties of

A wave is a disturbance which  
transfers energy  
without causing any permanent  
change in the medium.

### The properties

- ① Reflection
- ② Refraction
- ③ Diffraction
- ④ Interference

# Sokoto State School Based Management Committee Policy Guideline | 2017

This document was published by

**act:onaid**

in collaboration with the Ministry of Basic and Secondary Education

with support from

MacArthur Foundation

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