

School-Based Management Committees (SBMCs) and How to Study Them: A Methodological Review of a RISE Research Project

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Introduction

It is becoming increasingly recognised that the education sector in Nigeria cannot be fixed by government alone, and that shifting responsibilities to local stakeholders is necessary due to Nigeria's large regional and cultural heterogeneities. Nigeria's School-Based Management Committees (SBMCs), committees made up of parents and other local leaders that help manage local schools, are one potential strategy to accomplish this shift. However, since its launch in 2006 Nigeria's SBMC policy has been characterised by inconsistent implementation. Though each school is meant to have an SBMC, anecdotal data suggests that most schools do not have functioning SBMCs.

The RISE Nigeria Team believes that increased education demand through increased community, parental, and student aspirations and/or participation in decision-making processes can lead to improved educational outcomes. In line with this, we launched the RISE SBMC project, a randomised controlled trial-based research study that seeks to understand how SBMCs can best support school performance in the political contexts of five rural Nigerian states. We have completed initial census activities and are currently in the process of collecting baseline data.

In this Insight Note, we will provide a detailed explanation of our research strategy and the methodologies and tools we are using to assess the institutional norms and conditions that lead to effective SBMCs. The goal of the note is to show other researchers interested in Nigeria's SBMCs the type of work we are doing, and exactly how our research team operates in rural Nigeria. We hope that this information will be useful to researchers interested in studying Nigeria's SBMCs, or in the nuances of data collection in rural Nigeria generally.

Key Points

- A systematic lack of involvement of parents and local leaders in the Nigerian education system reduces community aspirations to improve educational outcomes for students.
- Nigeria's national School Based Management Committee (SBMC) policy established committees of parents and local leaders to bridge the gap between policymakers and communities, and to lead in school management.
- Though highly functioning SBMCs can improve learning outcomes, available evidence suggests that most are currently ineffective or non-functioning.
- The RISE Nigeria team surveyed 6,188 public-primary schools and found that 91 percent had formally established SBMCs. However, less than 25 percent of these schools had SBMCs that met the team's criteria for being "active."
- This insight note outlines the research strategy of the RISE Nigeria SBMC project. The project will utilise randomised controlled trial interventions to test whether deliberative, participative decision-making processes in SBMCs lead to different decisions and/or improved education outcomes in schools compared to more centralised decision-making processes.

Brief Background of the School Based Management Committee (SBMC)

The Nigerian National Council of Education (NCE) launched the School-Based Management Committee (SBMC) policy in 2006 to decentralise authority from the government to relevant stakeholders at the community level. The NCE directed that all schools should establish SBMCs to ensure the participation of communities in school management. At each school, SBMCs are meant to include 12 to 19 members including traditional leaders and members of civil society organisations, faith-based organisations, parent-teacher associations, youth bodies, and alumni associations. A minimum of 42 percent of the total SBMC members must be female. The tenure of members ranges from one to two years, and the frequency of meetings is usually twice a term (Ayeni and Ibukun, 2013).

SBMCs are designed to bridge the gap between policymakers and local education stakeholders and create a sense of community ownership of schools. Highly functioning SBMCs can improve learning outcomes through contributions to school development planning and decision-making processes. That said, anecdotal evidence shows that SBMCs have had varied rates of success - in 2012, SBMCs were not functioning in an estimated 60 percent of government-owned primary schools (Uzor, 2017).

RISE—SBMC Objectives

The objective of the RISE SBMC project is to study how SBMCs engage with local political actors to increase school inputs in primary schools, especially for girls, and how the performance of SBMCs could be enhanced for improved learning outcomes through engagement with the local political process in five states: Anambra, Bauchi, Ekiti, Enugu, and Niger. Most existing studies of these committees take the local governance situation as a given and focus on parent-teacher interactions. This research, however, will examine the interaction between committees and local government capacity and policies. The study will look at how SBMCs include local politics and how local politics affect SBMC effectiveness. Specifically, the team will implement a randomised controlled trial designed to answer the following questions:

1. Does the demographic composition of an SBMC affect learning outcomes, and if so, how can SBMCs become more inclusive? Do different methods or rules for election/selection into an SBMC affect its oversight of school activities?
2. How do local government capacity and the political decisions surrounding the design of school-based management committees (in terms of term limits, power to recruit teachers, etc.) influence the impact of SBMCs on educational outcomes? Can increased interaction between SBMCs and political leadership improve these outcomes?
3. In schools with active SBMCs, how does increasing parental demand for education affect the function of SBMCs? Can providing increased information on school quality to parents empower SBMCs to have a stronger impact on schools?

Key outcome variables for the research include school enrolment, attendance, test scores, parental involvement in schooling, parental perceptions of school quality, school infrastructure, and teacher performance. Enrolment, attendance, and test scores are the main outcomes, while the remaining outcomes are considered intermediate outcomes that can lead to these overarching goals.

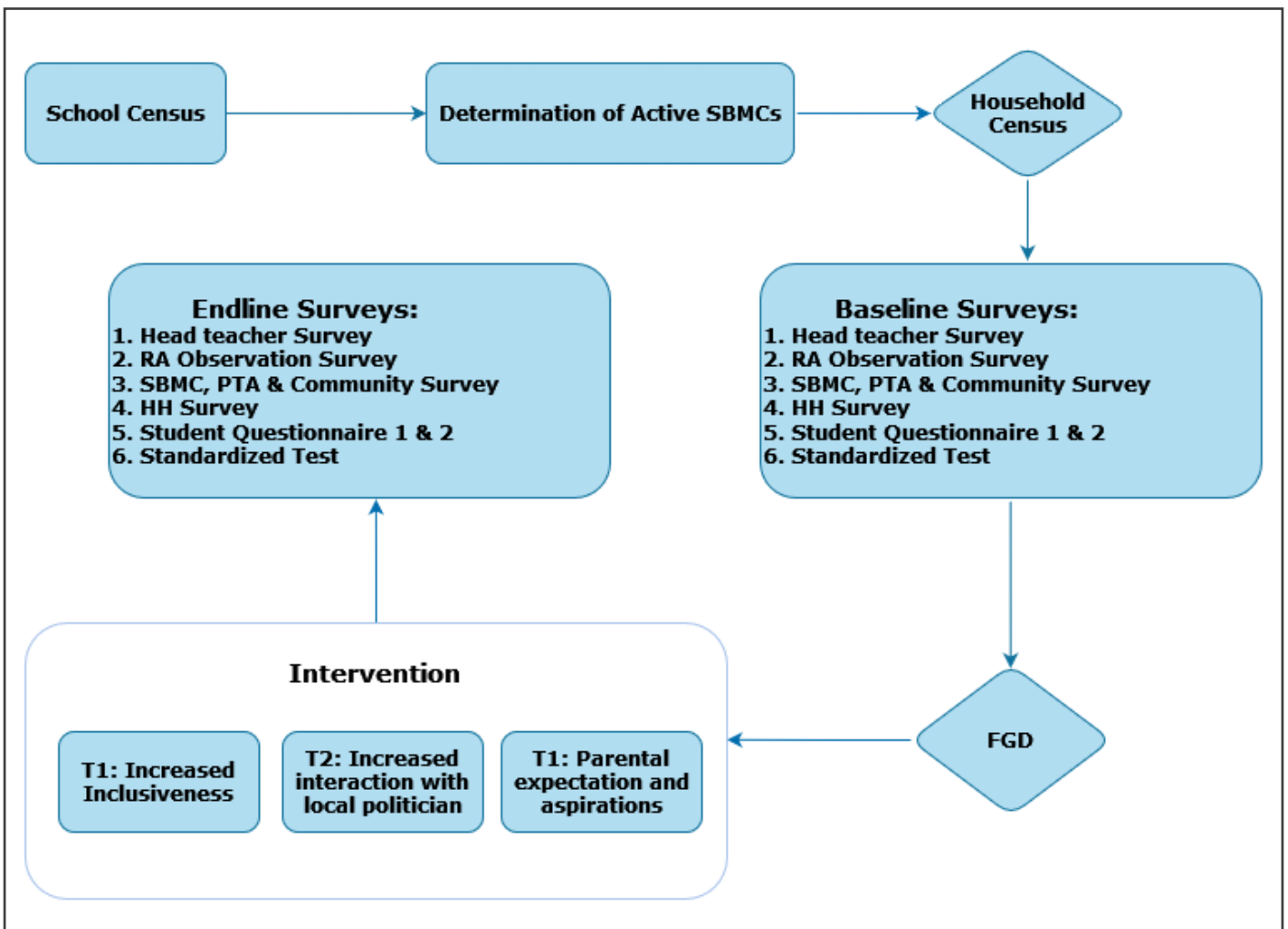
Methodology Overview

The remainder of this Insight Note provides detailed information on the methodological strategy the RISE country research team is using to answer the aforementioned research questions. Research activities include:

- **School census activity:** In this activity, which has already been completed, enumerators interviewed head teachers, SBMCs members, and other school officials in primary schools in the project states. The overarching goal of this activity was to identify “active” SBMCs.

- **Determination of active SBMCs:** Using data from the school census, the team created an index to classify SBMCs as “active” or “inactive.” Since the aim of this study is to better understand the functioning of SBMCs, only schools and communities with active SBMCs are included in the study.
- **Household Census:** This activity took place in the households surrounding primary schools with active SBMCs. The key objective was to identify households that are willing to take part in data collection and have children who attend the sampled schools and are in Grades 4-6.
- **Baseline Activity:** This activity, which is ongoing in the project states, includes seven separate survey instruments. Parents, teachers, pupils, and chairpersons of SBMCs and Parent Teacher Associations (PTAs) are surveyed. This activity will provide detailed information on the project area and baseline measurements of outcome variables.
- **Focus Group Discussions:** These discussions with SBMC members in the project states are designed to explore school-specific challenges around SBMC functioning, observe SBMCs’ structural frameworks and compositions in practice, and obtain useful information that can help to focus the study’s intervention design.
- **Interventions:** These will be implemented in the spring of 2022 in collaboration with SBMCs. They are designed to directly test the research questions. Field team members will implement several interventions with SBMCs designed to test the impacts of collaborative decision-making and parental/community involvement in education. Communities will be randomly selected into one of the three treatment arms or the control group.
- **Endline Survey Activity:** This activity is similar to the baseline survey activity and will allow the team to assess the impacts of the randomised interventions on treated schools and subjects.

Figure 1: Methodology flow chart



School Census

The overall goal of the school census, which has already been conducted, was to determine which primary school SBMCs in the study states would be considered active for the purposes of this study. LGA-level Education Secretariats aided the team in census planning by providing a list of schools and their year of establishment. Census planning was also informed by desk research on the number of public primary schools in each project state.

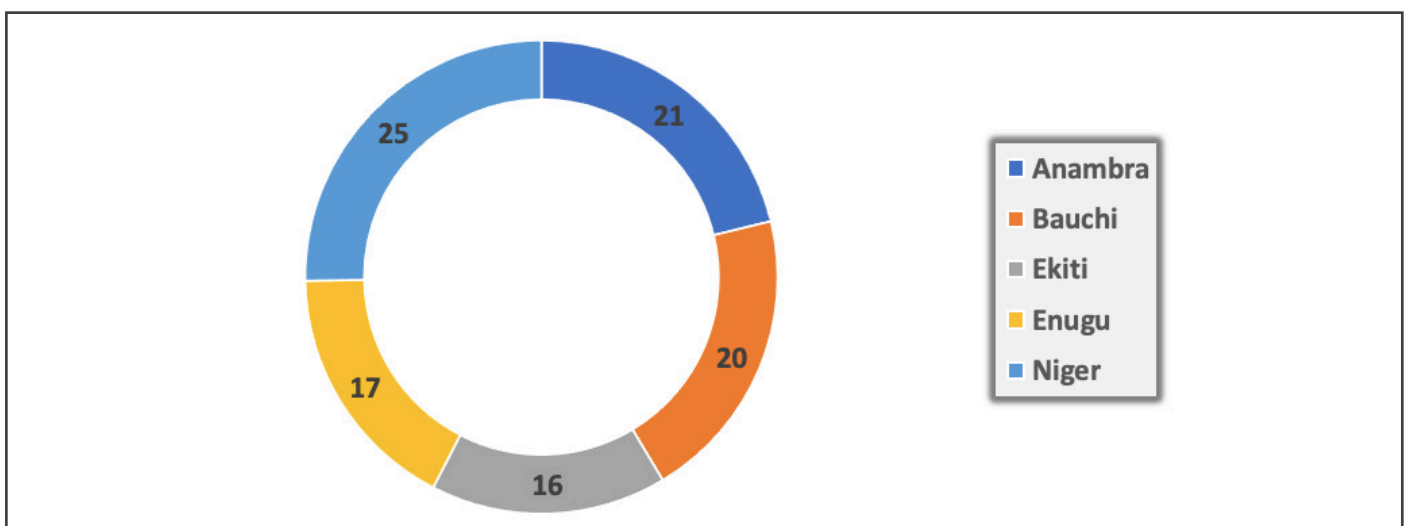
Additional objectives of this activity included identifying the actual number of public primary schools in the selected states, understanding state-specific realities affecting availability and accessibility of data for future phases of the project, testing data collection instruments and field protocols in the project areas, and re-positioning key research questions.

This activity was designed to take place in all primary schools in the five project states. The five states include 99 Local Government Areas (LGAs) that contain 9,442 total primary schools. Due to cases of insecurity and inaccessibility in many areas, only 6,188 of these schools were included in the census activity.

The team aimed to balance the efficiency of interviewing those with direct knowledge of SBMCs with the increased objectivity provided by the variety of perspectives of different educational leaders including head teachers, teachers, SBMC leaders, and other SBMC members. Consistent responses among varied stakeholders led to high confidence that their survey responses were accurate. Specifically, the activity included the following steps:

1. **Acquire a comprehensive list of all public primary schools:** Research Assistant (RAs) identified all public primary schools in assigned states.
2. **Acquire contacts (phone numbers) of head teachers and SBMC members:** This information was also collected by RAs as they visited each school
3. **Engagement with head teachers and teachers:** RAs interviewed head teachers and one other teacher in all public primary schools in the study area using the survey instrument.
4. **Engagement with SBMC members:** RAs interviewed the president, secretary, and any other existing members of the SBMC.
5. **Data Verification and Quality Control:** Assigned state supervisors were responsible for conducting quality checks and approving data from the backend.
6. **Securing and Archiving Sensitive Data:** Data protection trainings were organised and conducted for research team members and ad-hoc field staff to ensure the safeguarding of valuable and sensitive information about surveyed subjects. All personnel involved in data collection were trained to use data encrypted platforms to transmit data collected in the study area.

Figure 2: Number of Local Government Areas (LGAs) covered across states



Determining Active SBMCs

Data collected through the school census was used to determine which schools in the study area have active SBMCs. “Activeness” was calculated using a simple index of variables such as frequency of meetings, number of SBMC members, and membership status of the headmaster (see Table 1). SBMCs that reached a certain benchmark number in this index are considered to be active for the purposes of this study.

As shown in Table 2, the total number of schools discovered by the RISE Team with assistance from local education secretariats was greater than the amount included in publicly available reports published by organisations such as ESSPIN, especially in Bauchi State. Of the 6,188 schools surveyed, about 91 percent had formally established SBMCs. That said, less than 25 percent of these schools had SBMCs that met our team’s internal threshold for being active. This data aligns with the expectation that implementation of the SBMC programme has been uneven across Nigeria and many SBMCs exist in name only.

Table 1: Key variables in the School Census Survey

Variables	Measures	Response	Respondent
SBMC Presence	The presence of SBMC in surveyed school	Yes=1	Headmaster
		No=0	
Membership Status	The membership status of Headmaster.	Yes=1	
		No=0	
Frequency of SBMC Meeting	SBMC meetings/year	Once=1 Twice=2 Thrice=3	
Number of SBMC Members	Total number of SBMC members	Total number	
Number Active Members	Active members of SBMC	Number	
Frequency of SBMC Meeting	SBMC meetings/year	Once=1 Twice=2 Thrice=3	
Sum of Active Members	The number of active members in the surveyed school	Number	Member 1
Frequency of SBMC Meeting	Frequency of yearly SBMC meeting	Once=1 Twice=2 Thrice=3	
Number of Active Members	The number of active members in the surveyed school	Number	Member 2
Frequency of SBMC Meeting	SBMC meetings/year	Once=1 Twice=2 Thrice=3	
Total			

Table 2: Outcome from the school census by state

STATE	Number of Schools (Desk Research)	Number of Schools (RISE Census)	Surveyed Schools	Schools with SBMCs	Schools without SBMCs	ACTIVE SBMCs	% ACTIVE SBMCs
Anambra	1045	1056	893	782	111	119	15%
Bauchi	2552	3215	1644	1488	156	477	32%
Ekiti	897	909	871	832	39	203	24%
Enugu	1224	1210	876	765	111	40	5%
Niger	2969	3052	1904	1811	93	685	38%

Household Census

Following the school census, the research team conducted a household census to identify households to be included in the baseline survey sample. This census took place in communities in which schools were determined to have active SBMCs. The key objective of this exercise was to identify households that were willing to take part in data collection and have children who attend the sampled schools who are in Grades 4-6. The protocol was as follows:

- Visit all households that are located within a 0-5 km radius from the selected school.
- Ask if a household has school-aged children in Grades 4, 5 or 6.
- If yes, ask whether the children attend the selected school for the survey.
- Identify a unique ID code for households that have at least one child attending a project-selected school.
- Inform the parents that we would be returning for a baseline activity and ask whether they would be interested in having themselves and their children involved in future study activities. When possible, collect formal, written consent for the future baseline activity (it is also possible to acquire formal consent at a later stage before the baseline is conducted).

Baseline Data Collection

The next phase of the project is baseline data collection, which is ongoing. Before the commencement of the baseline phase, the research team randomly selected schools with active SBMCs and placed these schools into a group called 'Set 1' schools. Schools without active SBMCs that were clustered in the same LGA were labelled as 'Set 2' schools. Table 3 shows the sample size distribution of randomly selected Set 1 and Set 2 schools across states. To reiterate, only schools with active SBMCs are eligible to participate in the study interventions. Set 2 schools were selected only for the purpose of a basic standardised test, as their test scores will later be used during the intervention phase to provide information to parents on how their child's school is performing in relation to neighbouring schools. 360 Set 1 Schools

and 140 Set 2 Schools were selected.

Table 3: School sample size distribution across states and LGAs

States	LGAs	Set 1 Schools by LGA	Sample Size (SS)	
			Set 1 Schools by State	Set 2 Schools by State
Anambra	Anaocha	16	44	-
	Orumba North	12		-
	Onitsha North	16		28
	Awka South	-		-
Enugu	Oji River	16	44	-
	Udi	12		-
	Enugu North	16		-
	Igbo Eiti	-		28
Ekiti	Efon	16	64	-
	Irepodun	16		-
	Ido Osi	16		-
	Ekiti East	16		-
	Ekiti West	-		28
Niger	Katcha	16	96	-
	Shiroro	16		-
	Magama	16		-
	Tafa	16		-
	Mashegu	16		-
	Borgu	16		-
	Kontagora	-		28
Bauchi	Darazo	16	112	-
	Dambam	16		-
	Kirfi	16		-
	Shira	16		-
	Katagum	16		-
	Ningi	16		-
	Bogoro	16		-
	Tafa Balewa	-		28
TOTAL			360	140

The baseline activity involves administering seven separate survey/testing instruments to parents, teachers, pupils, and chairpersons of SBMCs and PTAs at the school and household level. Four questionnaires are used for household-level surveys and two questionnaires are used for school-level surveys. A student standardised test is being administered in both Set 1 (active SBMC) and Set 2 (inactive SBMC) schools. All other questionnaires are being administered to in Set 1 schools or at the households of pupils from Set 1 schools.

A detailed description of each survey instrument follows. We have included the exact language for key survey questions so those interested can see in detail the methodology we are following.

Survey Tool 1: General Household Survey

The first survey instrument is a general household survey that is administered to parents or another informed household member. This survey captures information on the members of the household and its basic features. Sections in this questionnaire include demographic variables, durable goods and income, education history of children in the household,

education expenditures, parental involvement, and community engagement (see Table 4). Though this survey is administered to a parent or other informed household member older than 20, this household member must provide information on the entire family living in that household. Surveys are conducted face-to-face.

The household surveys give the research team a general snapshot of the research area, socioeconomic status of students, and parental involvement in education. These metrics will later help to ensure balance across treatment and control schools during the interventions. Additionally, increased parental involvement in children's education is one of the key outcomes we will be measuring—this survey provides a baseline against which to compare post-intervention data.

Table 4: Key variables for household survey

Section	Key Questions	Answer Options
Household Information	1. Local Government Area	
	2. Ethnicity of household head	1= Hausa-Fulani 2=Yoruba 3=Igbo 4=Ijaw 5=Kanuri 6=Ibibio 7=Nupe 8=Gbagyi 99=Other to specify
	3. Religion of household head	1=African Religion 2=Roman Catholic 3=Protestant 4=Muslim 5=No religion 99=Other (Specify)
Initial Information	4. How many persons live in this household ?	Integer
	5. Is this person 15 years or older ?	1=Yes 2=No
	6. Marital status	1=Monogamous Union 2=Polygamous Union 3=Free Union Relationship 4=Single (Never Married) 5=Divorced/Separated 99=Other To Specify

Initial Information	7. What is your employment status in the past 4 weeks? (Report all that apply)	1=Paid work - 40 hours per week and over 2=Paid work – 20 and less than 40 hours per week 3=Paid work – less than 20 hours per week 4=Self-employed 5=Full time homemaker (looking after the home/children/ relatives) 6=Formal parental leave 7=Unpaid work for family business/farm 8=Other unpaid or voluntary work 10=Not working (Including begging, collecting secondary material) 11=In school/ student/ kindergarten/ preschool 12=Vocational training / apprenticeship Retired 13=Unable to work due to long-term illness / disability 14=In compulsory military / community service 99=Other (Specify)
Income and Assets	8. What is the total Net income of your Household for the last month?	Integer
	9. Does this dwelling in which you live have electricity supply?	1=Yes 2=No
	10. Does this dwelling in which you live have connection to public sewers or waste water tank ?	1=Yes 2=No
	11. Does this dwelling in which you live have a toilet in the house?	1=Yes 2=No
	12. Does this dwelling in which you live have beds for each household's member, including infants?	1=Yes 2=No
Education History	13. Did the child go to school in 2020-2021?	1=Yes 2=No
	14. What was the name of the school the child attended in 2020-2021?	Text
	15. How hard working is the child?	1=Not at all hardworking 2=Somewhat hardworking 3=Very hardworking

Education History	16. How well do you think the child is performing in school?	1=Very poor 2=Poor 3=Average 4=Good 5=Excellent
Education Expenditure	17. Usual mean of transport	1=Walk to school 2=Bicycle 3=Motorcycle 4=Private car 5=School bus 6=Boat/Canoe
	18. Distance from home	Decimal
	19. Time from home to school	Integer
	20. Tuition	Integer
Parental Involvement	21. In the past 7 days, when this child is not at school, what did he/she spent most of his/her time on?	1=School related activities (homework) 2= Playing 3= Helping with household activities (chores, errands, farm work, etc.)
	22. Have you ever visited the child's school?	Yes=1 No= 0
	23. How would you rank the English teaching?	1=very poor 2=poor 3=average 4=above average 5=excellent 97=don't know
	24. Have you ever met his/her teacher about your child education?	Yes=1 No=0
	25. How would you rate his/her teacher's teaching skills?	1 to 10
Community Engagement	26. Are you a member of School Based Management Committee (SBMC)?	Yes=1 No=0
	27. How many SBMC meetings have you attended during the past 12 months?	Integer

Community Engagement	28. Are you a PTA member?	Yes=1 No= 0
	29. How many PTA meetings have you attended during the past 12 months?	Integer
	30. When was the last time you attended a PTA meeting?	Date
	31. Can you name the Federal Minister of Education?	
	32. Can you name the State Governor?	
	33. Can you name the State Minister of Education?	

Survey Tool 2: Student Questionnaire Part 1 – Educational Outcomes

This survey is administered to pupils who attend Set 1 schools and are in primary Grades 4, 5 and 6. After administering the household questionnaire, written consent from parents and verbal assent from students is obtained before conducting student questionnaires. The survey is conducted face-to-face at the homes of these pupils. It is aimed at understanding the pupil's welfare and how the pupil is faring both at home and at school. Key variables from this survey are shown in Table 5. Student performance and teacher behaviours are both considered to be outcome variables for the study, though some variables included in this survey such as whether a student has repeated a grade are intended to provide basic information to understand the study area and research participants.

Table 5: Key Variables in the Student Survey 1

Sections	Questions	Response
Background Characteristics	1. Grade	integer
	2. Age	integer
	3. Gender	Male=1 Female=2
	4. How did you go to school today?	1= Walk 2= Bicycle 3= Personal vehicle 4= Public transportation 5= Horse/Donkey
	5. How long did it take you to get to school today (minutes)	time
Student School Performance	6. Have you ever repeated a grade ever?	Yes=1 No=2
	7. If yes in 301a, how many times have you repeated a grade ever?	1= once 2= more than once

Student School Performance	8. What is the main reason you repeated the grade?	1= Poor performance 2= Lack of resources 3= Lack of effort 4= Poor quality of teaching 5= Illness 6= Too young 7= other
	9. Which school subject do you enjoy the most?	1= Math 2= Science 3= English 4= Social and Env. Study 5= Others
	10. What school subject are you best at?	1= Math 2= Science 3= English 4= Social and Env. Study 5= Others
Student Welfare	11. Does your teacher ever beat students?	Yes=1 No=0
	12. Why did your teacher beat a student the last time? Mark all that apply	1= Unauthorised talking during classes 2= Wrong answer 3= Bad grade 4= Being late 5= Missed class 6= Playing in class 7= Others
	13. Do your parents or guardian ever beat you at home?	Yes=1 No=0
	14. Did you eat breakfast this morning?	Yes=1 No=0
	15. What does your teacher do if you do good work at school? Mark all that apply.	1= Praise in public 2= Praise privately 3= Prize / Gift 4= Less work at home 5= Nothing 6= Party 7= Others

Survey Tool 3: Student Questionnaire Part 2 – Educational Aspirations

The second portion of the student questionnaire seeks to understand students' aspirations and perceptions of their parents' aspirations for them. For both portions of the student questionnaires, a minimum of one pupil or a maximum of two pupils from each household were interviewed. Table 6 presents key variables of interest from the second portion of the questionnaire. Our hypothesis is that our interventions will lead to increased demand for education from both students and parents – the aspiration-related variables included in this survey can help to measure this.

Table 6: Key Variables in the Student Survey 2

Sections	Questions	Response
Student Aspirations	Where do you personally stand on this scale right now?	[1 to 10]
	Think about your life two years from today. Where will you personally place yourself on this scale?	[1 to 10]
	Think about your life five years from today. Where will you personally place yourself on this scale?	[1 to 10]
What professions can you think of?	What levels of education can you think of?	0= No education 1= Elementary 2= Lower secondary vocational/technical 3= Lower secondary general 4= Upper secondary vocational/technical 5= Upper secondary general 6= University 99= Don't Know
	What levels of education do you feel you can achieve?	Same as above
	What level of education do you want to achieve?	Same as above
	What level of education do your parents want for you?	Same as above
Professional Aspiration	What professions can you think of?	0= No profession 1= Household work 2= Family farming activity 3= Agricultural activity outside the family 4=Administrative authority/ business manager 5= Intellectual and Scientific professions (Doctors, lawyers etc.)/Senior manager 6= Middle manager and technician 7= Employee 8= Freelance from the trade 9= Craftsman and independent worker 10= Armed forces and police 96=Other

Professional Aspiration	What jobs do you feel you can do?	Same as above
	What job do you want to do?	Same as above
	What monthly income would you like to achieve with this profession?	Integer
	What job do your parents want for you?	Same as above
Concerns	How often do you worry about not having a good job when you are an adult?	1= Never 2= Rarely, not more than once a month 3= Sometimes, but not more than once a week 4= Often, more than once a week 5= Every day or almost
	How often have you felt that your family did not have enough money to pay for things?	Same as above
	Education of the first person from your village?	0= No education 1= Elementary school 2= Lower secondary vocational/technical 3= Lower secondary general 4= Upper secondary vocational/technical 5= Upper secondary general 6= University 96= Don't Know
	Profession of the first person from your village?	0= No profession 1= Household work 2= Family farming activity 3= Agricultural activity outside the family 4= Administrative authority/ business manager 5= Intellectual and Scientific professions (doctors, lawyers, etc.) Senior manager 6= Middle manager and technician 7= Employee 8= Freelance from the trade 9= Craftsman and independent worker 10= Craftsman and worker 11= Armed forces and police 96= Other
	Main accomplishment of first person from your village?	text

Survey Tool 4: Student Standardised Test

The fourth survey instrument was a standardised test. This standardised test was designed using the existing curriculum for pupils in primary Grades 4, 5 and 6. This test covered four subjects—mathematics, English, verbal reasoning and quantitative reasoning, with an aim of measuring numeracy and literacy skills. Unlike the other six survey instruments, this instrument was used to measure aptitude of students in both Set 1 and Set 2 schools. As mentioned, this gives the research team the ability to make basic comparisons in school performance between schools included in the study and neighbouring schools—these comparisons will be provided to parents as part of the intervention phase.

Survey Tools 5 and 6: Head Teacher and Research Assistant Observation

Both of these survey tools were administered on-site at schools. Target respondents were either head teachers or the most senior teacher at the school with knowledge of both administrative and academic activities. This questionnaire provided information on the number and quality of classrooms and toilets in the school, school finances, general school management and community support. Again, these measurements will provide a baseline for key outcome variables, as we believe that effective SBMCs can improve inputs into schools, which will directly impact school finances, infrastructure, and management.

The Research Assistant Observation tool involves enumerators directly observing the infrastructure and functioning of schools in-person. Enumerators observe the teaching, classroom environment, and school infrastructure to provide more direct evidence on these variables that does not rely on the responses of school officials.

Table 7: Key Variables in the Head Teacher Survey

Sections	Questions	Response
Infrastructure/ General Observations	1. In total, how many teachers are working in this school?	Integer
	2. How many classrooms does the school have?	Integer
	3. Does the school have a Latrine?	1= Yes 2= No
	4. How often did the school have electricity in the past 6 months (during the day)?	1= Often, every day or once a day 2= Sometimes, once per week to once per month 3= Rarely, less than once per month 4= Never
	5. How far from the school is the nearest regional education directorate?	Integer
School Finances and Outputs	6. Does this school collect any charges directly from the parents?	1= Yes 2= No
	7. Did the school receive any Building support from the government this academic year?	1= Yes 2= No
	8. Did the school receive any building support from NGOs this academic year?	1= Yes 2= No
	9. Do you keep records of the school's expenses?	1= Yes 2= No

School Management	10. How many days this school year has the school closed besides public holidays?	Integer 99 = Don't Know
	11. How do you punish bad behaviour from pupils, if you do?	1= Corporal punishment 2= Give extra work 3= Deny break 4= Dismiss from class 5= Speak with parent 6= Threaten to expel 7= Do not punish 8= Other
	12. Is there a record in the school of classroom observations made to ensure that teachers are teaching?	1= Yes, showed the record 2= Yes, did not show the record 3= No
	13. How many contact hours (teacher- pupils) per year are legally required from teachers?	Integer
	14. How do you reward good behaviour from the pupils, if you do?	1= Public praise 2= Private praise 3= Prize 4= Giving less work 5= Do not reward good behaviour 6= Other
Community Participation	15. Does the school have a PTA?	1= Yes 2= No
	16. Did you receive any support in cash or in kind from the community in the 2020-2021 academic year?	1= Yes 2= No
	17. At the last PTA meeting, what was the principal topic of discussion?	1= Elections 2= Transitions to SBMC 3= Other
	18. Does this school have a school development plan?	1= Yes, showed the plan 2= Yes, did not show the plan 3= No
	19. What would you say is the biggest obstacle to this school in its effort to provide learning to the pupils?	1= Lack of resources/ materials/ furniture 2= Lack of appropriate training of teachers 3= Lack of community participation 4= Lack of enthusiasm from the pupils 5= Lack of enthusiasm from the teachers 6= Other

Survey Tool 7: SBMC, PTA and Community Questionnaire

This survey has three sections and is administered to the chairperson of the SBMC, the chairperson of the PTA, and the head teacher of the sampled schools in a particular community. It seeks to collect data on the activities of the SBMC and its members, activities of the PTA, and activities of community members with regard to improving the quality of education in their communities.

A summary of key questions from the survey is displayed in Table 8. Again, these variables will be used for both balancing between treatment and control groups and as outcome variables, since the activities of SBMCs, PTAs, and community members are a key intermediate variable leading to improved educational outcomes. Since one of the interventions involves increased SBMC interaction with political leaders, this survey provides a snapshot of current interaction levels according to the SBMC and PTA members. Furthermore, SBMC and parent opinions on teacher quality will be measured during this survey—we expect that these variables could change as a result of the intervention either by increasing the information available to parents and SBMC members or increasing the actual performance of teachers.

Table 8: Key Variables in the SBMC & PTA Survey

Section	Key Question	Option
Activities of the SBMC	1. Official Establishment date of the SBMC?	Date
	2. How many people belong to the SBMC in total?	Integers
	3. Number of people who attended the last General Assembly	Integer
	4. Agenda of the last General Assembly?	Text
	5. How many times were SBMC member meetings held during the school 2018-2019 (before COVID-19) NB: We need either an entire academic year, or one full term before COVID-19.	Integer
Question on the material and financial resources of the SBMC	6. SBMC problems?	Yes=1 No=0
	7. How does the SBMC keep money?	1= bank deposit only. 2= Bank deposit and management by accountant of the SBMC. 3= Management by accountant of the SBMC only. 4= SBMC does not have money 5= Other
	8. What was the SBMC total budget during the last academic year?	Integer
	9. What proportion of the action plan did the SBMC actually carry out during the last school year (2018-2019)?	1= 0% 2= 1-20% 3= 21-40% 4= 41-60% 5= 61-80% 6= 81-100%
Member of the SBMC (President of the SBMC)	10. I would like to know how much you spent on School meals	Integer

Member of the SBMC (President of the SBMC)	11. Which activity of SBMC is most useful for community?	1= Recruitment of students 2= Recruitment of girls 3= Fall of the absence rate of the students 4= Fall of the absence rate of the teachers 5= Improvement of the quality of education 6= Improvement of the hygiene and the environment of the school 7= Reinforcement of the support from the community to the school 8= Others
	12. In your opinion, how do the teachers behave? Cooperation between teachers?	1= Very cooperative 2= Cooperative 3= A bit cooperative 4= Not cooperative 99= Don't know
	13. In your opinion, how do the teachers behave? Cooperative with the SBMC?	1= Very cooperative 2= Cooperative 3= A bit cooperative 4= Not cooperative 99= Don't know
	14. In your opinion, how do the teachers behave? Motivated for work?	1= Motivated very much 2= Motivated 3= A bit Motivated 4= Not Motivated 99= Don't know
	15. In your opinion, how do the teachers behave? Relationship with students?	1= Very good 2= Good 3= Bad 4= Very bad 99= Don't know
SBMC interactions with policy makers.	16. Do you have protocols for contacting (calling or writing) the LGA Education authorities to expose concerns you may have with your school?	Yes=1 No=0
	17. Date of the last contact	Date
	18. Do you have protocols for contacting (calling or writing) the Federal Education authorities to expose concerns you may have with your school?	Yes=1 No=0
	19. Date of the last contact	Date

Activities of the PTA	20. How many people are assigned as PTA board members?	Integer
	21. How many times are the PTA board meetings held per year?	Integer
	22. How much financial contribution in total did PTA receive from parents the school year 2018/2019?	Integer
	23. How does the PTA keep money?	1= bank deposit only. 2= Bank deposit and management by accountant of the PTA . 3= Management by accountant of the PTA only. 4= PTA does not have money 5= Other
	24. Does PTA make action plan?	Yes=1 No=0

Focus Group Discussions (FGDs)

The team is conducting focus group discussions at 12 schools featuring the Chairperson of the SBMC, head teacher, PTA chairperson, and two additional SBMC members. The objectives of the FGDs are to understand school-specific challenges around SBMC functioning, explore SBMCs' structural frameworks and compositions in practice, and obtain useful information that can help to focus the study's intervention design. All 12 FGDs will be conducted in Anambra State. Previous studies on SBMCs have portrayed Anambra state as having relatively well-functioning SBMCs (Eziamaka et al., 2021). Out of the 44 schools covered in the baseline survey in Anambra, four schools from each of the three LGAs will be selected for a total of 12 schools. While these 12 schools do not comprise a representative sample, the selection process is designed to include both large and small schools in each LGA. Key topics of the FGDs include:

1. Power and Influence:

What decisions are taken by the SBMC? Which institutions or SBMC members are more/less powerful? Who takes decisions on, for example, resources, teachers, students, learning issues?

2. Communication:

How does the SBMC communicate its decisions to other institutions? To whom? How frequently? How does information from the Local Government Education Authority (LGEA) (e.g., resource allocation decisions, school development plans/budget, implementation) get communicated to the SBMC? How does the SBMC communicate information (e.g., decisions, plans, activities) to the wider community? To the LGEA?

3. Accountability:

Who is the SBMC accountable to? Who is the school accountable to? Who is the LGA accountable to? If the roof of the school were to blow off, what would be the role of the SBMC in mending it? If a student in Grade 6 is unable to read and write, whose responsibility, is it? Whose responsibility is it to make decisions about the school budget (i.e., What the budget is to be spent on)? What power does the SBMC have over school budget, teachers, and monitoring pupils' performance?

4. Intervention:

A randomised controlled trial will be conducted to test whether schools' variations in the implementation of school-based management interventions lead to increased parental involvement in schools, improved school governance, and/or improved educational outcomes.

Communities will be randomly allocated to 3 treatment arms and to a control group:

- a. **Control group:** There is **no change** in the way SBMC programmes will be implemented in communities allocated to the control group.
- b. **Treatment 1:** Make SBMCs more active (do more active SBMCs have stronger effects on (i) parental involvement, and (ii) learning outcomes?)

The intervention will be designed to increase the average number of SBMC meetings per month and average attendees per meeting. Two possibilities are being considered to induce this effect. The first is to communicate a recommended number of meetings per month and attendance to the treated schools. A week before the meeting, the RISE team can follow up with a phone call to the SBMC committee members reminding them of the meeting. Alternatively, the team could offer to pay for transportation costs to attend the meeting, or to provide refreshments and snacks during the meeting.

- c. **Treatment 2:** Test the intrinsic value of the deliberative, community-oriented process of SBMCs. In other words, suppose that the exact same decision is made by a central authority (e.g., by the headmaster) on the one hand, or through deliberation by the SBMC on the other hand, are the effects different?

In order to test this, schools will be provided each with a budget earmarked to be spent on three possible investments: (i) desks, (ii) school feeding, or (iii) classroom materials (paper, chalk, etc.). The schools will then be randomly sorted into two groups, (1) and (2). In Group (1) the decision on how to spend the budget is up to the principal. In Group (2), the schools are instructed to decide based on SBMC deliberation. We can then ask: (i) do the two processes tend to lead to the same investment decisions being made? (ii) conditional on the same investment being made by groups (1) and (2), are the investment by parents different? Are the effects on learning outcomes different?

- d. **Treatment 3:** Test whether parental demand for quality education can be increased through providing information on schooling, and whether these shifts translate to greater parental involvement or investments in learning outcomes.

School report cards, based on national assessment data, will be provided to parents showing the performance of their child's school relative to neighbouring schools. The report cards will include information on average test scores, the average test scores of neighbouring schools, the school's human, physical and financial resources, and the test scores of a school with the most similar resources. Information will be specific to gender, ethnicity, religion, and other relevant background characteristics. Data from the household surveys will be used to determine whether the intervention increased demand. The same surveys will also provide information on whether parental involvement has increased.

The interventions are still being adapted to conditions in the project states. They are scheduled to begin in May 2022.

Endline Survey

The endline survey will take place approximately six months after the interventions. Procedures and survey tools will be similar to those being used in the baseline survey activity. The team will focus especially on the following key outcomes:

- a. **Main outcomes (Student level):** Enrolment, attendance, and test scores
- b. **Intermediate outcomes:**
 - i. *Parent level outcomes:* Participation in school governance, involvement in children out of school activities, perceptions on education, and perception of school quality.
 - ii. *Teacher level outcomes:* Teachers' competence, presence, time spent on tasks, and performance.
 - iii. *School level outcomes:* Staffing, classroom equipment and school resources, clean water, separate toilets by gender.

Conclusion

In the opinion of the authors, an overreliance on central government structures in Nigeria's education system presents an obstacle to Nigeria meeting the targets of Sustainable Development Goal 4 and the Nigerian government's mandate to provide "education for all." That said, as we have conducted the five research studies included in our RISE Nigeria portfolio, education officials have repeatedly stated that parents and local leaders are not involved enough in the education system and do not aspire to improve educational outcomes for students. We believe that SBMCs can help to counteract these perceived trends and improve educational outcomes through mobilising parents and community leaders to take an increased role in school management. Our research is based on the insight that these programmes can work in some contexts, but that they cannot be divorced from local political and cultural realities. We are hopeful that our research design not only helps to understand why some SBMCs function better than others, but also leads to recommendations for policy solutions that enable the conditions for SBMCs to thrive.

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