School-Based Management and Community Participation Guide

How parents and communities can support school governance, improvement and accountability.

WHO THIS GUIDE IS FOR
Parents, guardians, SBMC members, traditional and community leaders, teachers and civil society groups.

DOCUMENT TYPE
Public information guide

At a glance

- SBMCs provide a structured way for parents and communities to participate in school improvement.
- Committees can identify needs, support enrolment, promote safety and monitor approved improvements.
- Grant-funded projects must follow the specific UBEC/SUBEB rules and reporting requirements.
- Parents can ask the headteacher or LGEA how to join or contact the recognised SBMC.

About this guide

This guide is prepared to help the public understand basic education services and how to engage with schools and education authorities. It is an informational resource, not an admission letter, recruitment notice, legal instrument or official circular. Rules and procedures may change. Readers should confirm current instructions through Ekiti SUBEB, the relevant Local Government Education Authority (LGEA), the school or the official agency linked in the source list.

1. Why community participation matters

A school is part of the community it serves. Parents, teachers, traditional and community leaders, civil society groups and other local stakeholders can help schools understand the needs of children and improve the learning environment. School-Based Management Committees (SBMCs) provide a structured way for these groups to participate in school governance and development.

The Federal Ministry of Education's National School-Based Management Policy explains that SBMCs are intended to strengthen community participation in school decision-making. The policy describes them as non-political committees that bring together school and community constituencies, including headteachers or school administrators, teachers, parents, community members and civil society organisations. The purpose is to identify school challenges, understand how they affect learners and support better school administration.

2. What an SBMC does

An SBMC helps the school and its community discuss priorities and work together on practical improvements. Depending on the school's needs and applicable programme guidelines, its work may include identifying damaged facilities, encouraging enrolment and attendance, supporting a safe school environment, promoting accountability,

helping communicate school priorities and monitoring agreed improvement activities.

UBEC's School-Based Management Committee–School Improvement Programme (SBMC-SIP) is designed to encourage community ownership and participation. UBEC explains that programme support can be channelled to SBMCs for improvements to infrastructure, learning materials and equipment. The programme has its own eligibility, implementation and monitoring requirements; communities should not assume that every school automatically receives a grant.

3. Who should participate?

An effective committee should reflect the school community and operate in accordance with the applicable national and state guidance. Participants may include parents and guardians, teachers, school leadership, community representatives and civil society organisations. The committee should encourage the involvement of women, people with disabilities and groups whose children may face barriers to education. Members should act in the interest of learners rather than for personal, political or commercial benefit.

Parents who want to participate can ask the headteacher whether an SBMC exists, who the recognised members are and when meetings are held. If the school has no functioning committee, parents can ask the school or relevant LGEA how the committee should be established under current guidance. Do not create a competing committee or collect money in the name of an SBMC without confirming the recognised process.

4. Identifying school priorities

Community participation begins with listening and gathering accurate information. An SBMC can consult parents, teachers and pupils in age-appropriate ways to understand the school's most pressing needs. Examples may include broken desks, unsafe buildings, inadequate toilets or handwashing facilities, poor access to drinking water, damaged roofs, overcrowded classrooms, lack of reading materials, irregular attendance or safety concerns on the route to school.

The committee should distinguish urgent safety concerns from improvements that can be planned over time. It should record the issue, where it occurs, who is affected and what evidence supports the concern. The school and LGEA should be involved when a matter requires technical inspection, government approval or public funding. Community members should not undertake structural repairs or electrical work without competent professionals and appropriate authorisation.

5. Planning and carrying out improvements

Where an improvement project is approved, the committee should understand its scope, budget, responsibilities, timeline and reporting requirements before work begins. A simple plan can state the problem, the proposed solution, expected benefit to learners, estimated cost, responsible persons and how progress will be checked. For funded programmes, the committee must follow the specific UBEC, SUBEB or partner guidelines that apply to that grant.

Transparency is important. The committee should keep clear records of decisions, approvals, receipts, contributions, contractor or supplier details where applicable, progress updates and handover documents. Financial information should be shared through the proper reporting process. Members should declare conflicts of interest and avoid awarding work to themselves or relatives without following the relevant procurement and conflict-of-interest rules.

6. Monitoring and accountability

Monitoring is not about looking for someone to blame. It is a way to check whether agreed activities are taking place and whether they are helping learners. Members can observe whether facilities are being used, whether materials have reached the school, whether a project is progressing according to plan and whether pupils and teachers are benefiting. Concerns should be documented and referred to the appropriate school or LGEA authority.

UBEC publishes guidelines for mentoring and monitoring SBMCs in Nigeria. The document provides a reference for officials and stakeholders involved in supporting and monitoring committees. Local committees should use the

guidance alongside current Ekiti SUBEB instructions and the specific conditions attached to any school improvement grant.

7. Supporting enrolment, attendance and child safety

Communities can help schools identify children who are not enrolled or who have stopped attending. Sensitisation should be respectful and should avoid shaming families. Where a child is absent, the school or community representative can seek to understand the barrier and refer the family to the appropriate support. SBMCs can also help promote safe school environments by raising concerns about bullying, violence, unsafe buildings, sanitation, water and protection of children.

Sensitive child-protection concerns should be referred through the proper school and government reporting channels. Committee members should protect children's privacy and should not publish names, photographs or personal circumstances without appropriate consent and safeguarding consideration.

8. How to get involved in Ekiti

Parents and community members can begin by speaking with the headteacher and asking about the school's SBMC, meeting arrangements and current improvement priorities. They can also contact the Education Secretary at the relevant LGEA or Ekiti SUBEB for guidance. The Board's role includes coordinating and supervising basic education and working with stakeholders to improve access and quality.

This guide provides general public information based on national policy and UBEC programme descriptions. The exact composition, meeting procedures, grant eligibility, contribution requirements and reporting formats for an individual school must be confirmed from the current official guidance applicable to that school.

Further information and official sources

The links below are provided so readers can check the underlying official information. Where a national document or another public agency's resource is used, it is identified as such and should not be mistaken for a document authored solely by Ekiti SUBEB.

• **Federal Ministry of Education – National School-Based Management Policy** — https://education.gov.ng/fme-resources/national-school-based-management-policy-nsbmp/
National policy explaining the purpose and community role of SBMCs.

• **UBEC – SBMC-SIP programme** — https://ubec.gov.ng/programmes/
Overview of the School Improvement Programme and community participation.

• **UBEC – Guidelines for Mentoring and Monitoring SBMCs** — https://ubec.gov.ng/wp-content/uploads/2026/02/Guidelines-for-MM-SBMC-in-Nigeria-240925.pdf
National guidance for mentoring and monitoring committees.

• **Ekiti SUBEB – Board profile** — https://www.ekitistate.gov.ng/executive-council/mdas/subeb
Ekiti SUBEB's mandate and stakeholder coordination responsibilities.

• **Ekiti SUBEB – Contact and enquiries** — https://ekitisubeb.ng/public/contact
Official channel for enquiries and escalation.

Publication note: This guide is a public-facing explanatory resource compiled from published government and education-sector materials. It does not create new policy or replace official instructions.