

8

IMPACT OF SCHOOL BASED MANAGEMENT COMMITTEE ON GIRL-CHILD EDUCATION IN AFRICA AS PANACEA FOR CRIME AGAINST WOMEN

BY

ABDULRAHMAN ISAH
&
BASHIR GARBA

HAUSA DEPARTMENT FEDERAL COLLEGE OF EDUCATION

PMB 1027, PANKSHIN

PLATEAU STATE, NIGERIA

Abstract

The struggle against crime in our national landscape is one for the survival of the nation itself. The choice before Africans is clear we either go to war against crime in all ramifications, or we shall be consumed by this hydra-headed dragon (Ehusani, 2005). This paper looks at the primary education of the girl-child as a panacea for crime against women and therefore advocates for a role to be played by the School Based Management Committee (SBMC). In sensitizing the community on the role of parents and Community members in ensuring quality learners, the paper concludes by drawing up an advocacy strategy to be used by SBMC in partnership with the school authority to at least minimize the challenges posed by these crimes to girl-child education.

Introduction

Education is both a producer and a consumer of high level manpower. If it is to serve all other consumers of manpower well and each generally better, it must constantly recoup enough of its own best output to produce a good further crop (Coombes, 1968). According to (Supreme Management 2014) "prolonged regime of poor quality public education has been consistently

linked to the strings of failure by Nigeria to attain its full development learning due to the poor state of infrastructure in schools, Directly linked to this, is the evident failure of schools to provide basic opportunities for inadequate training and havelitle motivation to improve on their job.

Buildings and facilities are inadequate, teaching standards are low, and teachers receives especially the public. These issues have attracted vanous interventions, one of the latests being the establishment of the School Based Management Committee (SBMC) by the government when under the State Education Programme Investment Project (SEPIP) (SBMC) which is intended to move education forward especially at the basic level through a combined effort of the government, community, teachers and the children. The essence of the SBMC encourage community participation and boosts the demand for quality education services, it represents community interest and it is a voluntary group which comprises community leaders, market women, artisans, school heads, teachers, pupils and religious leaders.

The committees are established by government to act as a bridge between schools and the communities they serve and the purpose of their establishment is to achieve effective community participation in the management and governance of primary, junior and secondary schools. These committees are intended to contribute to school development planning and decision making at the school level for improved learning outcomes. The need inspires quality consciousness in school operators and managers for the attainment of total quality assurance in schools create a turnaround in educational effectiveness and achievement gave birth to the concept of community participation in school management (Abu-Duhou, 1999). School Based Management (SBM) became the main theme for restructuring of public schools and assurance of educational quality in many parts of the world. Thus, the paper seeks to address the following:

- a) To justify the school based managements
- b) To outlaw Crimes
- c) To promote qualitative Primary Education
- d) To Advocate strategy to be used by SBMS and community.

The Justification of School Based Management

The goals of school based management committee programmes vary accordingly, from country to country but they typically include: According to (Supreme Management 2014).

1. With the introduction of School Based Management, the Government devolves more responsibilities to the schools and provides them with greater autonomy and flexibility in managing their operations and resources and planning for school development. As the quality of school education has a direct impact on students learning outcomes, the quidpro quo to additional autonomy is that schools have to be more transparent in their operations and accountable to the community for their performance and proper use of funds.
2. With school-based management, schools will develop a management system to ensure the quality of teaching and learning. This framework of governance is school-based, student-centered and quality-focused.
3. Introducing a participatory governance framework involving school sponsoring bodies, the principals, teachers, parents alumni and independent community members is essential, as direct participation in school decision making and different input of these key stakeholders help enhance transparency and accountability of school governance and to contribute to more effective school operation.
4. To promote quality education, a school should adopt a model of teaching and learning and a management framework that suit the needs of the students and the Community. establishes its culture and identity seeks self-improvement: and pursues excellence.
5. To ensure stakeholders direct participation in school Through school-based management, the school develops introduced legislation governing its implementation. Under the education Regulation to manage the school. To protect managers from civil liabilities, the regulation also every aided school is required to set up school-based management committee (SBMC) with him in good faith in the performance of any function of office: as the manager of SBMC provides that a manager shall not incurring any civil liability in respect of anything done

6. Participation of stakeholders in school management and policy-making, is a world-wide trend. The implementation of SBM brings the education system of Hong Kong into a new era to tie in with global developments.

It contributes to the personal growth of students, builds a competent workforce to sustain the socio-economic and cultural developments of the nation and further enhances our competitiveness internationally.

PRIMARY EDUCATION

According to Ushie (2004), this level of education has been described as "Education given in institutions for children aged 6 to 11 plus the national policy on education (1998) goes further to refer to this segment of the Nigerian education system as the key to the success or failure of the whole education system. It has been likened to the foundation of a building which controls the state of other segments. It is the first level of formal schooling in Nigeria and it is completely controlled by government.

In recognition of its importance, government has attached to primary education the following:

1. Specific provisions have been made for primary education in the National Policy on Education as contained in section 3 of the document.
2. Establishment and management of teacher training institutions with other inbuilt incentives such as Bursary scholarship awards and other allowances for student teachers. Out of the 63 colleges of education only three are not owned by government in Nigeria;
3. Establishment of management organs such as Universal Basic Education Committee, State Primary Education Boards, Local Education Authority and Distribution Education Committee.
4. Funding of the segment through provisions in annual budgets at national, state compulsory local council levels.
5. Mounting of National Universal tuition-free and compulsory primary education through government primary
6. The enactment of the objectives of primary education to be adhered to by all such schools

7. The suggestion of curricula activities to be used to achieve the stated objectives.
8. Introduction of educational services such as school library, basic health scheme, counseling, educational resource centres and the provision of specialist teachers in particular subject areas as Mathematics, Science, P.H.E., Music, Fine Arts etc.

All primary schools in Nigeria work towards achieving the following objectives:

1. Inculcating permanent literacy, numeracy and ability to communicate effectively.
2. Laying a sound basic for scientific and reflective thinking.
3. Giving citizenship education as a basis for effective participation in contribution to the life of the society;
4. Molding and developing sound attitudes and morals in the child Developing in the child ability to adapt to his ever changing environment.
6. Giving the child opportunities for developing, manipulative skills that will enable him to function effectively in the society within the limits of his capacity.
7. Providing the child with basic tools for further educational advancement, including preparation for trades and crafts of the society.

Undoubtedly, the SBMC is relevant at this time of Nigerian educational development. The function goes beyond resource management and its utilization as some observers view it. This is a narrow concept of SBMC. The communities are to ensure quality both in educational inputs and outcomes and also quality in learning environment for schools. This can only be effective if we have learners who are of good character. In some parts of the world where the school based management is effectively used, it is used to promote self budgeting reforms, school based curriculum development, school based staff development and school based students counseling but not much is heard of girl-child education. The SBMC can be used to guarantee molding and developing sound attitudes in the girl-child primary education.

The thrust of this paper therefore, is that, SBMC should use its position to mobilize community and teachers to educate girl-child in primary schools who are more vulnerable to danger of crimes in the society.

Crime

In ordinary language, the term crime denotes an unlawful act punishable by a state. The term crime does not, in modern criminal law have any simple and universally accepted definition, though statutory definitions have been provided for certain purpose. The most popular view is that crime is a category created by law (i.e something is a crime if applicable law says that it is), one proposal definition is that a crime, also called an offence" or a criminal offence", is an act harmful not only to some individuals, but also to the community or the state (a public wrong). Such acts are forbidden and punishable by law. According to Vinogradoff (1909) the idea that acts like murder, rape and theft are prohibited exists all around the world. What precisely is a criminal offence is defined by criminal law of each country. While many have a catalogue of crimes called the criminal code, in some common law, countries no such comprehensive statute exists.

The state (government) has the power to severely restrict one's liberty for committing a crime. Therefore, in modern societies, a criminal procedure must be adhered to during the investigation and trial, only if found guilty, the offender may be sentenced to punishment such as community sentence, imprisonment, life imprisonment or, in severe jurisdiction, even death.

To be classified as a crime, the act of doing something bad (*actus reus*), must be usually liability). Which every crime violates the law, not every violation of the law counts as a crime accompanied by the intention to do something bad (*mens rea*), with certain exceptions (crime Breaches of private law (torts and breaches of contract) are not automatically punished by the state, but can be enforced through civil procedure.

To achieve this objectives, the SBMC can play a role through the community, teachers and pupils sensitization on the possible prevalence in primary school towards finding solution.

Advocacy Strategy by SBMC and Community

According to Adebayo & Modupe (2009), advocacy means

any activity intended to raise consciousness among decision makers and general community about an issue or a disadvantaged group, with a view to bringing about changes in policy and improvement in their situation. It is an interactive, proactive and consultative process. In another tone, it could be a process made up of series of activities undertaken over a period of time aimed at challenging or changing a situation or issues.

According to (Akinsolu & Onibon 2008) the goals of advocacy include challenge existing situations below:

- Establish cause/issue
- Influence relevant authority

Sustain pressure

- Promote desired group interest
- Bring about change (AKinwalu & Onibon (2008)).

Advocacy is part of an overall programme. In advocacy, the SBMC should develop!

community action based programme whereby community members will be sensitized on issue on murder/rape and theft, this has become necessary because parents and community members in particular have vital role to play in their children: and such roles include;

Influencing educational policy makers on policies that will lead to eradication or minimizing murder/rape and theft.

Sensitizing committees on the benefits of good character.

Mobilizing communities against danger of murder/rape and theft Organizing co-coordinating and finding activities to raise awareness on learned character. (NGOs) local community leaders, Parent Teachers Association (PTAS) Dialoging with other stakeholders such as Non-

Governmental Organizat Community-Based Organizations (CBOs) on how o promote school Guidance Counseling.

Advocacy is usually effective if it:

- is based on facts, not suppositions
- draws upon practical experience and shows legitimacy for the claims it makes
- is carefully and strategically planned over short and longer term frames
- closely involves and honestly represents any group on whose behalf, if it is undertaken and who are able to speak for themselves whenever possible

A successful advocacy approach is one that is; - Integrated - planned influential strategies for advocacy with community.

Direct Approach

- Community dialogues in which parents, workers, employers take part.
- Use of non-formal and adult education venues, guidance and counseling, women's group, meetings, community meetings etc to open up dialogue. Small dramas and plays at schools and public gatherings where parents and community attend, i.e local festivals.
- Counseling parents and teachers about current issues and problems.

Indirect Approaches are

Involvement of religious leaders and other important community figures, i.e village chiefs. Use of radio air time in local languages, Support programmes in schools, i.e no fees counselors etc. Promote community schemes for income generation to improve family situations and reduce the use of send children out to work.

Strategies for Advocacy with Employers:

Direct Approach

- Arrange meetings with employers that are non-threatening.

Initiate a service, such as a learning centre and invite employers to cooperate.

NB:

Ensure that you have key information, existing laws concerning work and children rights;

Indirect approach

Stories and opinions in papers

-Abuse cases in court

Obtain endorsement from better treatment of workers and removal of under-age workers, especially in hazardous positions.

Campaign for a code of practices concerning child workers.

(source: A Handbook on Advocacy child Domestic workers finding a voice; Black, M, 2002

Anti-slavery international).

Recommendations

To increase the enrolment and retention of children in schools, the SBMCPTA could: Hold regular meetings, develop plans and outputs with time frames and designate persons responsible. Coordinate house-to-house campaigns. Organize school cultural and sporting activities.

- Arrange 'open days' for parents to visit and for special awards to motivate children

- Provide recreational and adults to teach supervise children

- Discuss needy children within the community and how to support them, i.e fund raising activities and projects and or approaches to agencies for support.

-Work with other agencies or systems.to identify children who are not in school and/or.at:

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