

# **Education Sector Support Programme in Nigeria (ESSPIN)**

## **Assignment Report**

### **Functional Analysis and Training Needs Assessment Report of Department of Social Mobilization in Kano SUBEB**

**Report Number KN 403**

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## Acronyms and Abbreviations

AIDS	-	Acquired Immune Deficiency Syndrome
AME	-	Agency for Mass Education
DSM	-	Department of Social Mobilization
ECCD	-	Early Childhood Care and Development
ECCE	-	Early Childhood Care and Education
ESP	-	Education Sector Plan
ESSPIN	-	Education Sector Support Programme in Nigeria
FG	-	Federal Government
HQ	-	Headquarters
HIV	-	Human Immuno-deficiency Virus
IPC	-	Inter-Personal Communications
IDP	-	International Development Partner
IQE	-	Integrated Quranic Education
IQTE	-	Integrated, Quranic, Tsangaya, Education
JCCE	-	Joint Consultative Committee on Education
JSS	-	Junior Secondary School
LGA	-	Local Government Area
LGEA	-	Local Government Education Area
MDGs	-	Millennium Development Goals
MoWA	-	Ministry of Women Affairs
NBTE	-	National Board for Technical Education
NCCE	-	National Commission for Colleges of Education
NCE	-	National Council on Education
NCNE	-	National Commission for Nomadic Education
NGO	-	Non Governmental Organization
NUC	-	National University Council
PRS	-	Planning Research and Statistics
MDAs	-	Ministries, Departments and Agencies
MDGs	-	Millennium Development Goals
PRA	-	Participatory Rural Appraisal
PRS	-	Planning Research and Statistics
PTA	-	Parents Teachers Association
SBMC	-	School Based Management Committee
SESP	-	State Education Sector Programme
SMoE	-	State Ministry of Education
SUBEB	-	State Universal Basic Education Board
TNA	-	Training Needs Assessment
ToR	-	Terms of Reference
UBE	-	Universal Basic Education
UBEC	-	Universal Basic Education Commission
UNICEF	-	United Nation Children Education fund
WAEC	-	West African Examination Council

## Abstract

1. This report presents baseline situation on functional analysis and Training Needs Assessment (TNA) of Department of Social Mobilization (DSM) under Kano State Universal Basic Education Board (SUBEB). The functional analysis examines core functions, structures, systems, roles and responsibilities, management of human and financial resources, policies and procedures and institutional relationships with other relevant agencies in basic education. TNA reviews current job descriptions of DSM staffs against critical gaps in knowledge, attitude and skills and what needs to be done.

## Executive Summary

2. Functional analysis of the DSM has been done within the context of its established core functions, relationship with other departments and units within and outside SUBEB, systems and structures, roles and responsibilities of the staff, staff training needs, policies and procedures, human and financial resources.
3. SUBEB in Kano took off in 1987 with the mandate to regulate, control and manage basic education institutions all over Kano State. The coverage includes Early Childhood Care and Development (ECCD), Primary Schools, Junior Secondary Schools (JSS) and Nomadic Education as well as Integrated Quranic Tsangaya Education (IQTE) and Islamiyya.
4. The core function of the DSM is the community mobilization and enlightenment. Strategies employed in achieving the core function include establishment of SBMCs and functional PTAs, enlightenment campaign, publication of monthly newsletter, radio programs & announcements, sensitization and advocacy visits.
5. Enabling factors contributing to the achievement of the DSM core functions include the presence of 5 professionals, 2 non professionals, one Director, two Deputy Directors, one Assistant Director and two Coordinators. Presence of skills in community mobilization, facilitation, coordination and management and communication are also contributing factors.
6. Although enabling factors are enumerated contributing to the DSM core function, there are also disenabling factors such as number of staff is grossly inadequate, absence of PR Officer, absence of a departmental Secretary, inadequate skills on PRA, evidence based advocacy, participatory monitoring and evaluation. Others are documentation and writing skills and weak inter departmental coordination.
7. Institutional collaboration is absent in the area of Quranic integration and Girl Child Education among SUBEB, AME and MoWA which is further compounded by unshared understanding of roles delineation. Nevertheless collaboration is said to exist between nomadic department under SUBEB and AME in the use of common classes between the nomad kids and their parents. Also, collaboration exists in the use of PRIMERS from the AME, NMEC and Department of Nomadic Education under SUBEB.
8. Inter-collaboration between DSM and Social Mobilization Units of AME and MoWA is said to be weak but not the same with the intra-collaborations with other departments of SUBEB. Nevertheless, there is growing optimism that inter-collaboration between DSM and

the aforementioned establishments could be facilitated under the leadership of SMOE facilitated by ESSPIN

9. More activities seem to be concentrated at the Headquarters (HQ) at the expense of the community and school level activities. Existence of one SBMC Desk Officer at the LGA level, absence of tools to work with, unclear roles and inadequate financial resources are reported to be the contributory factors. Functionality of the DSM in relation to its core functions hinges largely on 5 staff, without full staff compliment. Based on the aforementioned, it is unclear how effective and sustainable the current core functions are performed.
10. Opportunities exist in intra collaboration of DSM with other departments, deployment of more staff from the Local Government Area (LGA) level while also engaging School Based Management Committee (SBMC) desk officers optimally.
11. Under the Social Mobilization unit, only 16% respondents enumerated various training they have had the opportunity to attend. In spite the training limited to a few staff, majority of the training missed out evidence based advocacy, participatory monitoring and evaluation (PM&E), inter personal communication (IPC) and participatory rural appraisal (PRA) which are vital to performing their core functions.

### Key Issues

- At the state level, unclear cut mandate exist between SUBEB and AME in the areas of girl child education and Quranic integration (definition restricted to one being formal and the other non formal education seems inadequate) and mechanisms for effective collaboration is absent.
- DSM schedules remaining with other departments (Quranic Integration and Girl Child education with School Services department) as well as inadequate staffing are contributing to communication, reporting, and monitoring and relationship problems with UBEC (DSM).
- The DMU currently has 5 staff and far below the recommendation in the national guidelines (17)
- Absence of appropriate equipment and facilities, vehicles are impacting negatively on the core functions of the DSM.

### Purpose of the Consultancy

The purpose of the consultancy is to undertake training needs and functionality/institutional assessment of DSM within SUBEB in order to strengthen and ensure community participation in education service delivery. To achieve the above purpose and outlined tasks in the Terms of Reference (ToR) attached as annex 1, literature were reviewed, in-depth interviews were held with staff of SMOE, AME and SUBEB Staff. Finally, a one day round table meeting was held with SUBEB and SMOE staff (Annex 2: Itinerary and work plan).

### Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
To undertake an analysis of the institutional relationship between the SMOE, AME, National Commission for Nomadic Education (NCNE), Communication and Knowledge Management Committee and SUBEB at the state level in relation to community mobilization and participation in school governance/management	Done through literature reviews and Key informant interviews at SMOE, AME, and SUBEB	<ul style="list-style-type: none"> <li>- Clarification in terms of extent of role/mandate/responsibility in girl child education and Quranic integration between SUBEB, AME and MoWA</li> <li>- ESSPIN under the leadership of SMOE to facilitate a round table meeting of Social Mobilization units (SUBEB, AME and MoWA) to brainstorm on opportunities for collaboration in girl child education and Quranic integration</li> </ul>
To analyze and determine functions of the department and identify key staff training needs and strength in relation to community mobilization and mandate of the department within SUBEB	-Through key informant interview, core functions of the DSM and other related agencies were determined as embedded in this report. Key staff training needs and strengths in relation to schedules of duties of key DSM staff determined.	Deployment of more staff from LGAs, inter collaboration between the Social Mobilization units (SUBEB and AME) and optimal engagement of SBMC Desk Officers at the LGA level are recommended. Generic training across the aforementioned agencies in the areas of PRA, PM&E, evidence based advocacy and IPC also recommended.
To analyze the root causes and implications for effectiveness, functionality and develop strategic options and processes for capacity building in collaboration with social mobilization units at the state and Local Government Education Authority (LGEA) levels.	In-depth root causes analysis differed to subsequent debrief session. However, analysis on implications for effectiveness and functionality has been done with the staff.	-A more structured debriefs to deepen Implications for effectiveness and functionality to be agreed with the Executive Chairman of SUBEB and the head of DSM.
Develop and facilitate preliminary workshop with social mobilization departments in ESSPIN states (Kano, Kaduna, Lagos and Jigawa) with view to developing strategies for ESSPIN support to	Preliminary meetings with DSM staff of SUBEB were held including TNA. Such activities have made openings for developing strategies for ESSPIN support to strengthen	

strengthen the activities of the social mobilization departments.	the activities of the DSM.	
Liaise with ESSPIN state team leaders (Kano, Kaduna, Lagos and Jigawa), education quality, institutional development, access and equity state specialists to ensure strategies works within ESSPIN support plans	Debrief notes not yet shared with the State Team Leader (STL) for his comments. Access and Equity Specialists was part of the process	
Hold workshops in a location to determine the nature of programmes of ESSPIN support for implementation in the first two years of the programme, 2009-2011.	Meetings and interviews held in line with the itinerary attached as annex 2.	
To provide a realistic recommendations and jointly with states, determine specific work plans to take forward future work with the departments/agencies	Options and next steps proffered	Options and next steps provided in the report and work plan is to be developed during debrief session of this functionality assessment at SUBEB level

## Background

12. Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education (UBE), the Federal and State governments have established UBEC and SUBEB to facilitate an expansion of basic education to meet the Millennium Development Goals (MDGs).
13. Realizing the need to ensure a sustained community participation and ownership of the basic education, DSM was created in 2004 at the UBEC level and 2007 at the state level following the directives by the UBEC. Hitherto to the creation of the DSM, the older departments at SUBEB had continued to perform the mandates established for the DSM. This aspect of consultancy is intended to support the SUBEB towards increasing its functionality of delivering basic education objectives.
14. It is the aim of ESSPIN to have a sustainable impact upon the way in which government in Nigeria delivers education services as it directs its efforts at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. Hence, the objectives of this functional/institutional assessment and training need identification of the key staff at DSM of SUBEB in Kano State.

## Objectives of the consultancy

- To provide a baseline information with a view to determining training needs/gaps as well as functionality analysis of the DSM/unit of SUBEB and its implications for implementing School Based Management Committees (SBMCs), girl child education, Human Immuno-deficiency Virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS) awareness
- To explore the way forward to further strengthen DSM for improving community participation in school governance/management and information flow.

## Approach to the consultancy

- The core functions of the MDAs interviewed were used as the point of reference for the functionality assessment and establishing institutional relationship.
- To explore institutional relationships between the DSM (SUBEB) and other MDAs, in-depth interviews were held with key staffs at AME, SMOE, and SUBEB with the help of Key Informant assessment tool (Annex 3). For example, an in-depth interview was held with the sectional heads of School Services and Nomadic at SUBEB as well as a team led by director of Planning Research and Statistics (PRS) at the SMOE. As well, interviewed were held with a team of key staff at AME.
- Training Needs Assessment (TNA) Questionnaire used in Kwara for similar assignment prior to this one was modified and expanded based on the lessons learnt. The TNA explore history of the relevant training received by the staff and determined as well the requisite skills and training required on the basis of the job schedule. Only the staffs of the DSM (SUBEB) were engaged with TNA questionnaire (Annex 4).

## Findings and issues arising

### Institutional and functional Relationship

#### *SUBEB*

15. SUBEB in Kano took off in 1987 with the mandate to regulate, control and manage basic education institutions all over Kano State. The coverage includes ECCD, Primary Schools, Junior Secondary Schools (JSS) and Nomadic Education as well as IQTE and Islamiyya.
16. Initially five departments were established before additional two. The older departments are: 1) School Services; 2) Finance and supply; 3) Personnel; 4) PRS and Statistics; 5) JSS while the two additional departments are Nomadic and Social Mobilization.
17. Functional analysis of the DSM has been done within the context of its established core functions, relationship with other departments and units within and outside SUBEB, structures, roles and responsibilities of the staff, staff training needs and human and financial resources.
18. The core function of the DSM is the community mobilization and enlightenment. Strategies employed in achieving the core function include establishment of SBMCs and functional PTAs, enlightenment campaign, publication of monthly newsletter, radio programs & announcements, sensitization and advocacy visits.
19. Enabling factors contributing to the achievement of the DSM core functions include the presence of 5 professionals, 2 non professionals, one Director, two Deputy Directors, one Assistant Director and two Coordinators. Presence of skills in community mobilization, unified policies at national and state (e.g. UBE law, SBMC guidance notes) facilitation, coordination and management and communication are also contributing factors.
20. Although enabling factors are enumerated contributing to the DSM core function, there are also disenabling factors such as number of staff is grossly inadequate, absence of PR Officer, absence of a departmental Secretary, inadequate skills on PRA, evidence based advocacy, participatory monitoring and evaluation. Others are documentation and writing skills and weak inter departmental coordination. Furthermore, many proposals are not being funded by the Board. In terms of systems, communication system such as public address, outside broadcast vans is absent. There are laptops and computers for the department as well as secretariat.
21. Leadership structure is reported by staff to exist and well defined in DSM with staffs having schedule of duties and detailed job descriptions. The roles of staffs are versatile allowing for flexibility. There is also intra departmental collaboration. However, some positions in the organogram are not yet filled; inter staff relationships are sometimes vague and unclear. Based on the work load and the existence of only 5 staff, classification of staff in to management and junior staff is unrealistic. The staff are heavily overloaded and inter departmental coordination is weak but same could be said about collaboration
22. Functional relationship between DSM, School Services department and the rest departments is that the DSM has its activities cutting across all the departments such as sensitization of communities and Non Governmental Organizations (NGOs) towards improving primary education in the state.

23. Functional relationship between SUBEB and AME and in particular the nomadic department is in the use of PRIMERS. The PRIMERS are obtained by SUBEB (Nomadic department) from either the State AME or their national arm which is the NMEC. Girl child education is also identified with SUBEB as well as AME and MoWA.
24. SUBEB interprets the girl child education within the context of school age and formal education which is an endeavour towards addressing equity and access between boys and girls. “AME goes for girls not captured in the school system” said AME. Nevertheless SUBEB also has a girl-child programme similar to AME and MoWA assisted by United Nations Children’s Education Fund (UNICEF) where girls learn how to read and write as well as engaging in vocational courses.
25. UNICEF supports SUBEB, MoWA and AME on the aforementioned initiative. Presently, SUBEB has three (3) girl-child centers funded by UNICEF solely. Although SUBEB girl child education program exists, it is unable to cater for it in its funding mainstream as it is not essentially within its core mandate.
26. As roles are being duplicated in girl child education, it is a popular view expressed that whoever is going to handle out of school girls should go through AME implying that anything non-formal should go to AME and formal (i.e. school age) should go to SUBEB.
27. Another issue regards inspection. For example a school may be visited by so many inspectors ranging from Integrated Quranic Education inspectors, SUBEB inspectors, I.E.D inspectors etc. issuing out various instructions which sometimes are discordant in tunes. This is causing confusion and should be looked into for proper fine tuning.

#### AME

28. The Provision of literacy to members of the public unable to access basic education which also serves as an instrument for the provision of employment for youths is the core mandate of the AME
29. To achieve the above core mandate, basic literacy classes which involve learning reading, writing and basic skills in arithmetic process are being provided for duration of six (6) months. This is followed by post literacy classes which are equivalent of the primary school level lasting 2 years. There are remedial classes for graduates of post literacy classes, drop out from secondary school etc. Finally, Senior Secondary Certificate of Education (SSCE) classes are where the learners are prepared towards West African Examination Council (WAEC), NECO ‘O’ level examinations. For this purpose, the WAEC and NECO curricula are used.
30. Also vocational courses are classes arranged for various people to learn skills in typing, news reporting and photography, electrical/ electronics, motor-cycle and generator repairs etc. Learners are given opportunity to sit for the Trade Test Grade III, II & I in stages as they pass. The trade test exams are organized and certificated by Federal Ministry of Labour and with such some of them have gotten employment both in public and private organizations and are doing fine.
31. Girl Child Education is pursued for girls older than the normal primary school age but not as old as the women involved in adult education. The age bracket for girls captured under the girl-child education is 10-18. The girls are provided with basic, post literacy and remedial classes.

32. Literacy is provided to the women in the WOMEN CENTERS. Due to the peculiarity of women in Kano State, they are not mixed with the men. These centres are instructed by women and not men. There are 56 of such centres and about 100 participants or learners in each class. The girls are separated from the women. The girl-child education has support from UNICEF in form of knitting, sewing, pomade making even though such support is currently limited to three (3) LGAs with primary focus on Education, Health, and water supply programme with MoWA.
33. Integrated Quranic Education (IQE) is also supported by UNICEF. The same support as that of the girls. With this initiative, the western education is integrated into the Quranic Education. Presently there is at least one (1) in each of the forty-four (44) LGAs in the state. UNICEF works in two schools in each of their 3 focal LGAs.
34. Special Education is also being organized for the physically challenged. REFLECT workshop is organized in about 15 communities to solve problems of water, electricity etc in the communities.
35. Literacy by Radio is supported by National Mass Education Commission (NMEC) and UNESCO both in Abuja. It is aired over Radio Kano and there is also face to face interaction between the learner and the facilitator. They meet in a particular venue for the face to face interaction within a fixed time.
36. Kano State AME also operates reading rooms in rural areas in up to 36 communities in 36 LGAs. They are supplied with reading materials in English and Hausa. Sometimes they undertake film shows to enlighten the people. They use both part and full time facilitators to instruct the people. They also support NGOs. Over five hundred (500) NGOs are registered with them and are being supported and supervised.
37. Although there has not been any collaboration with SUBEB, there is an expressed need for it in the aspect of Quranic integration as AME works with Tsangaya while SUBEB works with Islamiyya. With department of nomadic there has been area of synergy. For example, the venue used by Nomadic to educate nomadic children during the day for formal education is also used by AME Kano to educate adults later in the day. Nevertheless, no areas of collaboration have been established with department of social mobilisation under SUBEB.
38. Both SUBEB and AME have programmes in girls' education which seems in conflict with mandates. Desires are being expressed for resolution as views are strongly expressed towards need for SUBEB, AME and others concerned about girl child education to come together for the purpose of properly spelling out the work of each or harmonizing it where necessary.
39. As well it is proposed that UBEC and NMEC need to come together at the top level also because there is a strong belief that girl-child education is the mandate of AME and not SUBEB. On IQE, there should be a workshop where both SUBEB and AME should share ideas on what they are doing to achieve synergy.

#### **SMoE**

40. SME provides sound and qualitative education to citizens from ECCE to tertiary (formal education). The Primary education from ECCE to Junior Secondary School (JSS) is under the purview of SUBEB while the SMoE focuses on the secondary education. As SUBEB is a parastatal, the SMoE excises a supervisory role even though it is autonomous with Executive Chairman that reports directly to His Excellency, the State Governor.

41. The tertiary education comprises of University and Colleges of education and polytechnic with also their regulatory bodies (National University Commission NUC, NCEE, National Board for Technical Education, NBTE) other than the SMoE. The SMoE only provides policy regulation. AME is also a parastatal under the SMoE but is in-charge of non formal education. SMoE has no link with NCNE. They only play supervisory role over AME.
42. SUBEB and other parastatals of the SMoE are independent. SMoE carries out supervisory role and holds quarterly meetings with the parastatals on issues such as girls education, private schools, relations with International Development Partners (IDPs)/Donors, Parents Teachers Association (PTA); SBMC; Community Mobilization, Voluntary Schools etc. With these parastatals and agencies, reports are being received and communication is also achieved through meetings, circulars etc.
43. SMoE is majorly concerned with budget, data collection through the Annual National Census, Admission into JSS one etc. Implementations of decisions taken at Joint Consultative Committee on Education (JCCE), National Council on Education (NCE) are all co-ordinated by SMoE.
44. SUBEB and Local Government Education Authorities (LGEAs) register IQTE into primary schools once interest is indicated and requirements are met. These schools must teach Mathematics, English, Social Studies and Science along with the Quranic studies. Children form there graduate to Islamiyya Secondary Schools and after their secondary education, many of them move to Universities studying Science based courses, Education, Islamic Studies etc.
45. There are more girls in IQTE Schools than the formal primary schools and missing this key population is detrimental to meeting MDG2 and some Education for All (EFA) goals. Presently Islamiyya Schools are under Sharia Commission and there is a Special Adviser under the governor's office. It is a strong perspective that the Integration of Islamiyya is the easiest way and the most important way girls and more children are enrolled into schools to improve access.
46. It was explained at SMoH that it was discovered that there were girls within the ages of 6-12 that their parents are not against their going to school but due to the weight of poverty on the family, they find it difficult to release these girls to school, rather, they plead with them to carry their wares and sell on behalf of the parents to increase the income of the family. SUBEB and UNICEF knowing this arranged a special class for such girls. They are encouraged to come with their wares. They keep them safely by the class outside and participate in the class-work for a few hours and they close for the day. The teachers don't beat about the bush but quickly go to the core subjects and the success rate has been very high.
47. The SMoE has noted this for sometimes now among the parastatals i.e. the duplication of work and conflict in the areas of IQTE and Girl child Education. Though there are a few Islamiyya Primary Schools who concentrate very much on Quranic studies though they learn western education as core subjects as well. They are slightly different from IQTE.
48. It has been acknowledged the ESSPIN timely intervention in the education sector as well desires are expressed that ESSPIN will be able to look into the areas where there are conflicts and duplication and find appropriate solution(s). Also a board is being recommended to take care of all these Islamiyya Primary schools and the IQTE together. The intervention by ESSPIN should leave no stone unturned by ensuring that no Islamiyya

or IQTE schools or even the ones under the supervision of the Sharia Commission/ Special Adviser is properly integrated with western education without necessarily jeopardizing or affecting their Quranic learning.

### Training Needs Assessment

49. This section attempts to present a detailed analysis of the TNA questionnaire administered based on functional units and different areas of needs that could be improved upon to enable them do their work. Details of the respondents' perspectives are from social mobilization as well as primary education/UNICEF focal unit.
50. The questionnaire revealed that 28.5% of the respondents stated their job description to be creating appropriate awareness to both community members on participation in delivery of basic education as well as teachers and pupils towards making the school attractive. Also, 28.5% of the respondents equally said their job description was basically initiating activities to promote school environment and group activities to facilitate teaching and learning in schools. While the remaining 28.5% and 14.2% respondents believed their job description to be that of coordinating extra-curricular activities, participation in education towards enhancing conducive learning environment and promoting community participation in management of schools within their locality.
51. The respondents (50%) identified through the instrument their training needs and skills required to enable them do their work as cutting across strategy in community awareness, participation and partnership. Other respondents (25%) indicated that to enable them carry on with their work successfully, a refresher course to enhance their capacity is required while the remaining 25% only indicated that any appropriate training that will improve their skills in discharging their assigned responsibilities would be appreciated.
52. Under the Social Mobilization unit, only 16% respondents across the state enumerated various training they have had the opportunity to attend. Details of the training are outline in the below matrix. In spite the training limited to a few, majority of the training missed out evidence based advocacy, PM&E, IPC and PRA which are vital to performing their core functions.

s/no	unit	name of training	duration
1.	Social Mobilization	STUMEC: To introduce participants to key concept of programme	4 days
2.	Social Mobilization	SBMC as community facilitators ensuring the communities take responsibility for managing the schools in their locality.	4 days
3.	Social Mobilization	Public reinforcement in PR functions	4 days
4.	MDGs Training	Re-training of teachers under MDGs	1 week
5.	Social Mobilization	TOT workshop	5 days
6.	Social Mobilization	SESP: Pre-effective mentoring	
7.	Primary Education	STUMEC: Tutoring and mentoring	
8.	Primary Education	Data collection and validation	

53. On the whole, 100% of the respondents admitted that they have transferred the knowledge and skills acquired at the training through their reflection at the zonal, LGEA and Schools Levels; designing strategy in improving the schedules of activities and development of a handbook to guide the establishment and operation of SBMCs
54. The result of the questionnaire shows that 100% of the respondents from the primary education/UNICEF unit understand their job description to be job coordination of activities on girl education and informing the board about general development regarding girl's education.

## Options and Next Steps

55. The findings of the report are to be shared with the SUBEB and head of SMU as basis of identifying pertinent issues and way forward.
56. ESSPIN could support a generic training cutting across the PRA, PM&E, evidence based advocacy, team building, ICT, and inter personal communications. These trainings address both technical and Organizational Development (OD) issues. There are 2 options for achieving these trainings i) ESSPIN support through SBMC development 2) Design and implement a 5 day training (collaboration between Communication and Knowledge management and Access and Equity).
57. Regarding lean staffing and volume of work to cope with, deployment of staffs from other departments and MDAs is being initiated by the DSM waiting for approval of SUBEB Management. In spite of this effort, there is a need to intensify intra departmental collaboration. Each staff needs to be strategic towards coping with the volume of responsibility. There should be regular in house training for capacity building and record books on departmental activities need to be created and issues synthesised on monthly basis. This way the DSM could be more responsive and strategic to dealing with fundamental issues of concerns.
58. To overcome the cold war existing between the agencies in charge of basic education particularly on girl child education and Quranic integration, ESSPIN should sponsor an experience sharing forum of all actors in basic education with the help of an experienced facilitator under the leadership of SMOE. The forum will assist in delineating roles and responsibilities and further determine areas potential areas of synergy and collaboration. Also, a joint work plan as an output of this effort could be used as a basis to addressing cross cutting social mobilization issues at macro level.
59. As funding is an issue, caution is needed in ensuring proposals are not over ambitious but strategic and meaningful. Alternative funding sources should also be considered. To avoid failure, there is a need to be aware of over budgeted items. Therefore planning for activities should be in line with knowledge of what has been approved in the budget. Use of diplomacy and advocacy to get plans approved and financed should be encouraged. Also, ensuring priorities are captured in the MTSS process is highly recommended.
60. Regarding the use of vehicles, DSM is to ensure that their activities are organized as much as possible and advance notice for the use of vehicles from the pool is made.

## Annex 1: Terms of Reference

### Draft Terms of Reference:

Title of Assignment: Functionality and Training Needs Assessment of Social Mobilization Unit

Location of Assignment: Jigawa, Kano, Kaduna States

Duration: 12 days (June/July 2009) 22nd June to 7th July 2009.

### Background

Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state. Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls. Currently it is estimated that there are 7-9 million school aged children not attending school, a disproportionate percentage of whom are girls.

Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education, the main sectoral focus of Federal and State governments has been an expansion of basic education to meet the Millennium Development Goals. There has been a significant increase in investment in the basic education sector through State governments and through Federal sources such as the Universal Basic Education Commission (UBEC). Access remains a problem, as do the low quality of education outcomes and the stark inequities in the system.

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in five States (Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education, in particular the Capacity for Universal Basic Education Project (CUBE). ESSPIN will run in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

### Objectives of the assignment

The main objectives of this consultancy are; to undertake training needs and functionality assessment of the Agency for Mass Education and social mobilization departments within SUBEB to strengthen and ensure community participation in education service delivery. Specifically, (1) to provide a baseline information with a view to determine training needs/gaps as well as functionality analysis of the social mobilization department/unit of SUBEB and its implications for implementing SBMCs, girl child education, HIV/AIDS awareness, Quranic integration, community mobilization and CSO involvement. (2) To explore the way forward to further strengthen Social Mobilization Units for improving local level communication, community participation in school governance/management and information flow.

### Specific task for the consultancy

1. To undertake an analysis of the institutional relationship between the SMOE and SUBEB at the state level in relation to community mobilization and participation in school governance/management– Literature review and in-depth Interviews

2. Develop and facilitate preliminary workshop with social mobilization departments in ESSPIN states (Kano, Kaduna, Lagos and Jigawa) with view to developing strategies for ESSPIN support to strengthen the activities of the social mobilization departments.
3. To analyze and determine functions of the department and identify key staff training needs and strength in relation to community mobilization and mandate of the department within SUBEB
4. To analyze the root causes and implications for effectiveness, functionality and develop strategic options and processes for capacity building in collaboration with social mobilization units at the state and LGEA levels.
5. Liaise with ESSPIN state team leaders (Kano, Kaduna, Lagos and Jigawa), education quality, institutional development, access and equity state specialists to ensure strategies works within ESSPIN support plans
6. Hold workshops in a location to determine the nature of programmes of ESSPIN support for implementation in the first two years of the programme, 2009-2011.
7. To provide a realistic recommendations and jointly with states, determine specific work plans to take forward future work with the departments/agencies

### Outputs

- Developed plans discussed with the two consultants, the Lead Specialist and Community Demand and Accountability prior undertaken the consultancy. The consultants will also ensure that the Lead Specialist and the Technical Team Leader are fully informed throughout the period of the consultancy.
- A state specific draft report of the consultancy detailing the processes, analysis and justifications for recommended actions will be submitted within two days of the completion of this consultancy and summary presentation to states, ESSPIN and other key stakeholders for comments.
- A final state report with analysis undertaken in each of the states, the strategies and state specific action plans to take forward commitments on ESSPIN support to social mobilization departments and AME. The report in ESSPIN format should be submitted electronically by email, in Microsoft Word.

Activity	Bawa	George
Preparation (briefings, methodology devt, team planning) and meeting with STL, A&E specialist, LS – Community Demand and Accountability in Kaduna	1	1
Kaduna Assessment with STL, state specialists, SMOE, SUBEB - SMU, AME including 1 day workshop	3	3
Kano Assessment	3	3
Jigawa Assessment	3	
Lagos Assessment		3
Team debriefing and report writing in Abuja	3	2
Total	13	12

### **Institutional/administrative arrangements**

The two consultants will report to the Lead Specialist Community Demand and Accountability and will undertake this assignment within 12 days and will require that they work with SUBEB, SMOE and ESSPIN state teams. The consultants will develop an itinerary for their work schedule upon agreement with lead specialist - Community Demand and Accountability. The two consultants will work together in Kaduna and Kano states and simultaneously in Lagos and Jigawa states. The lead consultant will have responsibility for the coordination to undertake this consultancy in Kaduna, Kano, Jigawa and Lagos States and also have an additional day for submitting the all the final reports.

### **Competencies**

#### **Qualifications/experience**

- A postgraduate qualification or its equivalent in education, social development or development management and experience of strategies to community participation and social service delivery.
- Extensive practical experience of community interactions and school development management structures in developing countries.
- Experience of providing professional and technical inputs in development assistance programmes/projects.

#### **Knowledge**

- Practical knowledge of educational development issues in Nigeria and other countries.
- Knowledge of Nigerian Government and parastatal structures and systems especially UBEC and SUBEB
- Knowledge on UBE policies, practice and UBEC structures and systems at the federal, state and LGEA levels

#### **Abilities**

- Ability to communicate appropriately with clients and stakeholders and to elicit reliable information.
- Ability to inspire colleagues and to act as member of a team.
- Ability to develop and coordinate participatory lead activities and design strategies for implementation.
- Ability to design and facilitate participative and interactive workshops

## Annex 2: Itinerary

Date	Itinerary	Remarks
21 – 06 - 09	Travel to Kaduna	George
22 – 06 – 09	Planning Meeting with Lead Specialist Community interaction, Kaduna STL and A&E Specialist	Agree on work plan and tools with lead Specialist community interaction Sort logistics KII with A&E and STL
23 – 06 - 09	SUBEB, SMOE	KII with other related institutions (CC, Agency for Mass Literacy, Commission for Nomadic Education) KII with Director Social Mobilization (SUBEB) KII with Director School Services (MOE)
24 – 06 - 09	SUBEB (Department of Social Mobilization, DSM)	Functional and Training Needs Assessment (full day round table meeting) ESSPIN to arrange logistics for full day meeting including flip charts/stand, notebooks, post it notes etc
25 – 06 -09	Kano	Meeting with STL Kano Sorting logistics KII with Kano STL and A&E
26 – 06 - 09	SUBEB MoE	KII with other related institutions (CC, Agency for Mass Literacy, Commission for Nomadic Education) KII with Director Social Mobilization (SUBEB) KII with Director School Services (MOE)
29 – 06 - 09	SUBEB	Functional and Training Needs Assessment (full day round table meeting) ESSPIN to arrange logistics for full day meeting including flip charts/stand, notebooks, post it notes etc
30 – 06 - 09	Travel	Bawa back to George back to Abuja
05 – 07 - 09	Travel to Lagos and Jigawa by George and Bawa respectively	
06 – 07 - 09	SUBEB, SMOE	Meeting with STL Kano Sorting logistics KII with Kano STL and A&E
07-07 - 09	SUBEB, SMOE and other agencies	KII with other related institutions (CC, Agency for Mass Literacy, Commission for Nomadic Education) KII with Director Social Mobilization (SUBEB) KII with Director School Services (MOE)
08 – 07 - 09	SUBEB	Functional and Training Needs Assessment (full day round table meeting) ESSPIN to arrange logistics for full day meeting including flip charts/stand, notebooks, post it notes etc
09-07-09	Travel	

## **Annex 3: KII Tool**

### **KI: STL, A&E Specialist (ESSPIN)**

#### **Issues**

Institutional relationship between SUBEB, SMoE, NCNE, NMEC?  
Key issues and recommendations?  
Core functions of the SMU?  
Functional relationship between the SMU with other departments, agencies and organisations (SBMC, CC, NGOs and CBOs)?  
Key issues of SMU functionality and recommendations?

### **KI: SMoE (Hon. Commissioner, Permanent Secretary, Director School Services)**

#### **Issues**

Core functions or Mandate of SMoE?  
Institutional relationship between SUBEB, SMoE, NCNE and NMEC?  
Key issues and recommendations?  
Functional relationship with SMU (SUBEB)?  
Key issues and recommendations?

### **KI: SUBEB (ES, Director Social Mobilization)**

#### **Issues**

Core functions or Mandate of SUBEB?  
Institutional relationship between SUBEB, SMoE, NCNE and NMEC?  
Key issues and recommendations?  
Functional relationship between SMU (SUBEB) other departments, SBMC and CC?  
Key issues and recommendations?

### **KI: NCNE (ES)**

#### **Issues**

Core functions of NCNE?  
Institutional relationship between SUBEB, SMoE, NCNE, NMEC?  
Key issues and recommendations?  
Functional relationship with SMU (SUBEB)?  
Key issues and recommendations?

### **KI: NMEC (ES)**

#### **Issues**

Core functions of NMEC?  
Institutional relationship between SUBEB, SMoE, NCNE, NMEC?  
Key issues and recommendations?  
Functional relationship with SMU (SUBEB)?  
Key issues and recommendations?

## Annex 4: TNA Questionnaire

INSTRUCTIONS: Please complete all the sections of the Questionnaire on the following pages. In the event that any question is not applicable to you, simply indicate by writing "NA" in the appropriate column.

All information provided will be treated in strict confidence and is used solely for the purpose of determining your knowledge, experience and skills as part of your overall training needs assessment for your current job.

### TRAINING NEEDS ASSESSMENT QUESTIONNAIRE

#### SECTION 1: PERSONAL HISTORY AND BACKGROUND

1. Name: \_\_\_\_\_

2. Ministry/Agency/Parastatal: \_\_\_\_\_

3. Department/Unit: \_\_\_\_\_

5. Designation: \_\_\_\_\_

6. Grade Level: \_\_\_\_\_

7. Gender: Male ☐ Female ☐

8. Educational and Professional Qualifications with Date(s):

S/No.	Qualifications (Educational & Professional)	Date Obtained

9. Number of years in the Civil Service: \_\_\_\_\_

10. Number of years in present post : \_\_\_\_\_

11. Please give a brief description of your present duties (or attached a copy of your job description or use additional sheet if need be): \_\_\_\_\_

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12. What training needs and skills are required for performing these duties effectively and efficiently?

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**SECTION 2: HISTORY OF TRAINING COURSES, WORKSHOPS AND SEMINARS ATTENDED IN THE LAST 3 YEARS (only last three years please)**

13.

SN	NAME OF TRAINING & OBJECTIVE OF THE TRAINING	ILLUSTRATIVE TRAINING CONTENT	DURATION & DATES (INCLUDE YEAR )	TRAINING PROVIDER OR INSTITUTION	(Were you satisfied with the Training? Yes or No)

In what ways have you transferred the knowledge and skills acquired at the training to your work?

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What has prevented you from utilizing the knowledge and skills acquired at the training to your work?

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## SECTION 3: DESIRED FUTURE TRAINING COURSES

What type of training will you like to attend in order to better meet your responsibilities and increase your performance in the next two years?

SN	TYPE OF TRAINING/OBJECTIVE OF THE TRAINING	JUSTIFICATION (WHY DO YOU WANT IT?)	DURATION/WHERE THE TRAINING IS OFFERED.
1			
2			
3			
4			
5			
6			
7			
8			

Any other Comment/Suggestion that might be useful.