

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

Assignment Report

**In-Depth Capacity Assessment of Civil Society
Organizations in Kaduna State**

Report Number: KD 403

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Acronyms and Abbreviations

A&E	Access & Equity Specialist
ABU	Ahmadu Bello University
CBO	Civil Based Organisation
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organisation
DFID	Department for International Development
ECCD	Early Childhood Care Development
EFA	Education For All
ERC	Education Resource Centre
ESP	Education Sector Plan
ESSPIN	Education Sector Support Project In Nigeria
FBO	Faith Based Organisation
FF	Fantsuam Foundation
FOMWAN	Federation of Muslim Woman Association of Nigeria
GAWON	Ganty AID for Widows, Orphans and Needy Foundation
HR	Human Resource
HVC	Hope for the Village Child
ICT	Information & Communication Technology
IQTE	Islamic Quranic and Tsangaya Education
LGEA	Local Government Education Authority
M&E	Monitoring & Evaluation
MDG	Millennium Development Goals
MOUs	Memorandum of Understanding
NECO	National Examination Council
NGO	Non Governmental Organisation
NTI	National Teachers’ Institute
NUT	Nigerian Union Teachers
OD	Organisational Development
OVC	Orphans & Vulnerable Children
PADEF	Partnership Assessment and Development Framework
PTA	Parents’ Teachers’ Association
RBA	Rights Based Approach
SBA	School Based Assessment
SBMC	School Based Management Committee
SEEDS	State Economic Empowerment Development Strategy
SESP	State Education Sector Project
SMOE	State Ministry of Education
SUBEB	State Universal Basic Education Board
SWOT	Strengths – Weaknesses – Opportunities & Threats
TPD	Teachers’ Professional Development
TSB	Teachers Service Board
UBE	Universal Basic Education
UNESCO	United Nation Education, Scientific and Cultural Organisation
WDDA	Waje District Development Association
YOTASCID	Youth in Action Supporting Community Initiative & Development

Abstract

1. This report presents the results of capacity assessment conducted in Kaduna State in order to identify potential CSOs for partnership for achievement of output 4, which is creating and sustaining demand for quality basic education services. Using agreed participatory tools, seven organisations were recommended for partnership with one on standby for Islamic Quranic and Tsangaya Education (IQTE) .

Executive Summary

2. This report presents the outcomes of Civil Society Organisations (CSOs) in - depth capacity assessment facilitated by a team of two consultants was at the instance of Education Sector Support Project in Nigeria (ESSPIN) from 24th August – 4th September, 2009. The purpose of this consultancy was to recommend 5 -7 organizations for partnership for the delivery of community demand and accountability component of ESSPIN in Kaduna State. The assessment was facilitated for 8 CSOs using agreed tools and criteria to determine their strengths and potential as well as identifying capacity gaps which if strengthened, could drive internal change towards the process of ensuring School Based Management Committees (SBMCs) and wider communities’ participation in school governance and accountability.
3. Prior to the in – depth capacity assessment, the Access & Equity (A&E) Specialist of ESSPIN Kaduna using agreed criteria had already shortlisted 8 CSOs from an initial CSOs synthesis report compiled by ESSPIN. A further verification visit to these selected CSOs in the State was undertaken to determine their presence. Similarly, basis for shortlisting the 8 CSOs was due to their i) area of coverage and focus; ii) availability of office space and staff capacity; iii) projects undertaken (past & present) bearing in mind their compatibility with ESSPIN’s objectives and visible evidence/documentation; and iv) nearness to pilot LGAs and acceptability by communities. Others include; ability to mobilise community, funds unitization, experience in working with donors, as well as partnership and networking with other agencies.
4. The consultants together with the A&E specialist develop a framework for undertaking the assessment exercise. These organizations were invited to participate in an adapted In-depth assessment workshop employing the use of participatory exercises for critical self reflection, which enabled the organizations to identify and prioritize their strategic issues while also reflecting on their desired future to be. This assessment was enhanced by an external validation exercise to investigate CSO grassroots/community ties and relations. The capacity assessment exercise adapted some participatory tools and approaches by Actionaid for the purpose of achieving collective learning and ownership of the process. The participatory tools include organizational timeline, onion exercise, strength – weaknesses – opportunities & threats (SWOT) analysis, baseline and visioning

exercise and technical capacity areas instrument. The 8 shortlisted CSOs were clustered across Kaduna, Zaria and Kachia with 2 days dedicated to each of the clusters.

5. Findings from the Onion exercise, timeline matrix and external validation conducted showed that all the 8 CSOs have close ties and linkages with the various communities where they work and have been involved in carrying out education focused interventions. These interventions range from strong community mobilisation & advocacy using community based structures (i.e SBMCs) as entry points; organizing community parliaments; and building classroom blocks & provision of writing materials in some communities where they work. Other community level interventions include organizing adult literacy classes, engaging in Teachers’ Professional Development (TPD) and provision of vocational skills for OVCs. These linkages and activities constitute the strengths of the CSOs that could serve as impetus for work on community demand and voice. Furthermore, their strengths also lies in sensitizing community members through direct involvement in assessing the quality of teaching and learning process; building the capacity of community members on RBA; networking with other CSO, such as TAKAMA ME leadership and transparency association and public rally and advocacy to gate keepers constitute activities carried out by the CSOs to promote voice and accountability. Others include OVC education support and making the PTA forum functional.
6. Similarly, key activities and strengths reported by most organizations in the last two years, indicates that on average 1,899 children were reached by the CSOs. This number cuts across categories of OVCs, in and out of school children at both primary and secondary school levels.
7. On technical issues, majority of the CSOs perceived accountability and community voice to mean grass root participation and right of the community to demand for better education services, however, aligning and level expectation with ESSPIN for effective partnership is paramount. Although the CSOs identified different educational policies and documents, extent of understanding varied and in a few limited. This is same for their understanding of EFA & MDG related goals.
8. Given the need for CSOs to work with state structures and institutions, the team worked closely with ESSPIN and representatives from the Social Mobilization Department of SUBEB. Involvement of SUBEB serves to strengthen the relationship between government and civil society and ensure sustainability of output 4’s activities.
9. Given that 5 organizations were to be recommended as indicated in the assignment ToR (annex 5), ESSPIN Kaduna has shown interest in working with 7 CSOs one each for the pilot LGA. Thus, the seven recommended organizations were; Hope for the Village Child (HVC), Lifeline Education Foundation, Waje District Development Association (WDDA), National Union of Teachers (NUT), GAWON, Fantsuam Foundation (FF) and YOTASCID.

However, the eighth organization, Federation for Muslim Women Association of Nigeria (FOMWAN) was also reserved for IQTE work.

10. Baseline situation of the assessed CSOs shows that there were 13 issues for capacity development/support of the CSOs with more than 50% of these issues being related to internal management and programme issues. These issues range from internal, programme and external relationships. These were; vision, mission and value statements not clearly articulated, ineffective board, weak financial management systems, inadequate personnel policy, communication flow, weak monitoring & evaluation system as well as programming skills. Strategically, others were strengthening the existing skills, knowledge base of CSOs on educational policies, advocacy, gender, inclusive participation, the concept of voice and accountability within a wider state educational framework for effective delivery of education services.
11. Given that ESSPIN Kaduna has indicated willingness to work with all the 8 CSOs, each to cover an LGEA (seven for community level and 1-FOMWAN on reserve to support IQTE intervention), capacity strengthening support plan is important. These would be required by the CSOs to enhance their capacity for delivering on output 4 and in the long term serve as valuable resource for state community level scale up activities.
12. Technical support has a role to play in enhancing the capacity of CSOs to deliver services to target beneficiaries. It is important to support the CSOs with technical skills, knowledge and attitude towards the delivery and implementation of output 4 activities. In this regard, it is recommended that a capacity building plan to include key element for creating space for stakeholders’ participation especially the marginalized groups within the society as well as for working with government structures (state and LGEA/LGA levels) for enhanced working relationship and sustainability. These should come after current assessment exercise for effective community mobilization, ownership, voice and accountability for sustainable change in education services.

Introduction

13. The Education Sector Support Programme in Nigeria (ESSPIN) is a six-year Department for International Development (DFID) programme of education development assistance established to positively impact the way in which the Government of Nigeria delivers education services. It is also 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).
14. ESSPIN’s output 4 focuses on the demand side, increasing communities’ participation in making schools more effective, and to leverage resources through bottom up school transformation processes. A critical aspect of this activity will be partnerships with Civil Society Organizations (CSOs) in each State to engage with communities and mobilize demand for quality education services, along with addressing issues of access, equity and social exclusion (Output 4). Taking forward the report of the CSO analysis commissioned by ESSPIN , next task was to select a number of potential CSOs from the general list engaged in education, and to conduct an in – depth capacity assessment of these CSOs to further select those that would serve as partners for the ESSPIN community demand work. To this end, ESSPIN engaged the services of two consultants to undertake an in –depth capacity assessment of 8 shortlisted CSOs with clearly articulated recommendations for partnership in delivering community demand side work.
15. Prior to this assignment, the Access & Equity (A&E) Specialist of Kaduna ESSPIN conducted a verification visit to the 8 selected CSOs of which 5 featured in the CSOs analysis report. In addition to technical and organization competencies, there were other strategic considerations behind the selection of these 8 CSOs to be assessed for engagement. These includes; i) area of coverage and focus; ii) availability of office space and staff capacity; iii) projects undertaken (past & present) bearing in mind their compatibility with ESSPIN’s objectives and visible evidence/documentation; and iv) nearness to pilot LGAs and acceptability by communities. Others include ability to mobilise community and utilise funds and experience in working with donors, partnership and collaboration with sister organisations.

Purpose of the Consultancy

16. The overall purpose of this consultancy was to conduct an in-depth partnership capacity assessment of 8 shortlisted CSOs in Kaduna state, using agreed tools and criteria and to compile an assignment report and a summary of each CSO assessed, along with recommendations (maximum 5) for which CSOs to select for partnership and capacity strengthening by ESSPIN (See ToR annex 5). Specifically;

- (i) Initial orientation for consultants by Save the Children, the Lead Specialist Community Demand and Accountability, Access & Equity Lead Specialist, State Team Leaders and finalize plans and work schedules for the remainder of the consultancy.
- (ii) Adapt tool for conducting the in - depth partnership capacity assessment of CSOs, using resources from SAVI and Partnership Assessment and Development Framework by Action Aid and Save the Children.
- (iii) Conduct in – depth capacity assessment in Kaduna State, using the agreed tools.
- (iv) Deepen the two organizations understanding (ESSPIN and CSOs) about each other’s organizational identity, philosophy and focus.
- (v) Assess CSOs technical and managerial capacity for partnership under the ESSPIN programme.
- (vi) Liaise and work with SUBEB - social mobilization unit during the process
- (vii) Determine in a participatory way, the capacity needs of CSOs/CBOS, reviewing strengths, weaknesses and existing opportunities.
- (viii) Prepare report of the consultancy assignment to include key recommendations in the ESSPIN required format along with recommendations (maximum 5) for which CSOs to select for engagement by ESSPIN

Structure of the report

17. As a guide to reading this report, the abstract and executive summary section presents the main highlights about the in –depth capacity assessment with recommendations. While the introduction set the context and purpose of the assessment as contained in the consultancy ToR. The methodology and main activities section enumerated the approach followed and lists the main activities. The findings section provides details on the outcomes as well as the capacity gaps identified for strengthening in order to achieve output 4 overall objectives. The option and next steps are not meant to be exhaustive but could offer a starting point for ESSPIN to initiate practical steps to partnership engagement with the recommended CSOs and in the future, and its work on IQTE. The conclusion stresses the need for a programme of support required to make the partnership process to work considering the challenges in creating spaces for voice, increased accountability and inclusive participation. Pointers on what needs to be done and who to take the options forward are spelt out as next steps.

Methodology and main activities

Planning Stage

18. To achieve the objective of this assignment, earlier in the process the consultants and state focal persons met and developed a broad approach to deliver the activity plans for the duration of the assignment; collect, compile, analyze and summarize data during the workshop and field validation visits, so that applicable and important conclusions could be drawn. Instruments were also designed to 'triangulate' information from beneficiaries' and staff. This meant getting and comparing from different view points, the opinions and perceptions of the respondents themselves who are in a position to know how, why, and to what effect the organisations operate as they do.

In-Depth Assessment Stage

19. The capacity assessment conducted in Kaduna State adopted a common methodology and approach and used selected Action Aid International Nigeria, PADEF (Partnership Assessment and Development Framework) tools (see annexes 1 – 5 for details) for the purpose of achieving collective learning and ownership of the process. The participatory tools include organizational timeline, onion exercise, strength – weaknesses – opportunities & threats (SWOT) analysis, baseline and visioning exercise and technical capacity areas instrument. During this stage, three representatives of each of the eight CSOs were invited to a two-day workshop. The workshop setting enabled the CSOs assess themselves to determine their viability, relevance and impact in relation to the target audience, vision, mission and effective delivery of services.
20. In summary, the organizational timeline attempts to determine key impact/interactions that had significant impact on the organization and its target beneficiaries, the onion exercise seeks to determine the relative contribution of each programme activity towards realizing organizational mission. Similarly, the SWOT analysis was facilitated to identify strengths and weaknesses of an organization, and the external opportunities and threats facing the organization. The session on SWOT also encouraged collective generation of useful information to be fed into the strategic options and objectives to address the challenges and threats. In addition, the baseline and visioning session enabled the CSOs to establish a basis for change in the organization while the technical capacity instrument seek to gather and provide an up – to – date information on the level of understanding and engagement with different issues, policy actors and non state actors in Education Sector. In addition to the workshop an external validation exercise was undertaken. This involved interviewing some of the CSO constituents in other Local Government Areas (LGAs) to ensure that the shortlisted CSOs are active and positively regarded in the communities they serve.

External validation stage

21. This section of the report attempts to summarise outcomes of external validation visits conducted to 3 Local Government Areas (LGAs). The LGAs include Chikun (HVC), Kaura (GAWON), Kajuru (Education Lifeline) and Jema'a (FF). The purpose of the external validation was to verify and authenticate the claims made by the CSOs regarding presence and impact of their activities in the local communities.
22. The external validation is a method of triangulation to verify the information and the relationship between the organization and its constituents. It also provided a good indicator of community awareness of the organizations. The validation was conducted by the 2 ESSPIN consultants and the Kaduna A&E Specialist.
23. The team interacted community members at the motor park, schools and randomly in the locations visited. Evidences suggest that the CSOs are well known and their contributions acknowledged by the communities/beneficiaries.

Representation of SUBEB & SMoE

24. Although, the participation of representatives from SUBEB & SMoE in the capacity assessment provided an opportunity for capacity building for the State colleagues on how to conduct a CSO capacity assessment, their representation was only limited to Kaduna cluster.

Ranking and Recommendation

25. In this final stage, all assessment materials were reviewed to identify and recommend the seven potential CSOs for partnership.

Findings

Overview of CSOs in the State

26. Specific findings and profiles of the organisations provided below were drawn from all the stages of the in- depth capacity assessment processes. Of the 8 CSOs that participated in the capacity assessment, Nigerian Union of Teachers (NUT), Waje District Development Association (WDDA), and Federation of Muslim Women Association of Nigeria (FOMWAN) are membership organizations. Also, it is important to note that FOMWAN is a Faith Based Organisation (FBO). The other CSOs can be classified as non membership and service providers. The typology of the CSOs has implications for its relationships with the beneficiaries in terms of decision making and bondage/linkage. Issues of weak linkage with the constituencies could be more common with the non membership organization. Furthermore, interaction with beneficiaries is often limited to project implementation. Beneficiaries of the 8 CSOs include; women, youths and children.

Fantsuam Foundation

27. This specific CSO is into a number of activities that are education related in addition to others that are directly non- educational. Of its strategic activities, as clearly pointed in the Timeline and some of the activity related exercises, they engage in running a community learning center offering services by providing training on Information & Communication Technology (ICT) courses to rural communities and in providing ICT related facilities. Through this effort these rural communities are empowered to access the internet and benefit with the trend in the global development. In addition to available personnel, the Organization also has in place the necessary facilities and a workable system of sustaining the learning process. Indeed even the microfinance and ZITNET activities of the Organization, which ranked higher in their Onion analysis, are purposely to empower the family to support the children educationally.
28. In addition a formal system is in place for running courses that lead to the award of Diploma, certificates and provision of vocational skills. The target groups are mostly Orphans and Vulnerable Children (OVCs) of about 300 in number regularly. The desire has been to motivate them to go to school and to keep their hope of being educated and right to education alive. This intervention is located in 7 local governments of the 23 local governments of Kaduna State, supported by a number of national and international donors. Specifically it is found in Jaba, Jama' a, Kachia, Kaura, Kuru, Sanga and Zangon Kataf local governments of Kaduna State.

GAWON Foundation

29. GAWON is into educational, health, agro allied and poverty alleviation activities. Amongst its educational activities includes the enhancement of communities and building of their capacity to access education. This is made practicable through construction of schools and equipping them with facilities, including IT facilities. These activities are run through voluntary staff and some few paid teachers recruited by the Organization. To support the parents further and also in a bid to sustain the intervention in education, the Organization, carried out a Needs Assessment and as a result introduced Microfinance services used to finance the agricultural activities of the respective communities. The targets in this case are the Orphans and vulnerable children in addition to other members of the communities. More specifically, women, especially widows form an important part of the target group.
30. The target communities for most of these activities are located in the 5 of the 23 local governments of Kaduna State which includes Kaura, Jama'a , Sanga, Kuru, Zangon – Kataf. Efforts have been made to extend to other local governments and States (Riyom in Plateau State) is one of the desired goals of the Organization.

Hope for the Village Child

31. Key in their educational activities is the construction of 3 schools, setting up school libraries in about 16 communities and distribution of desks and books for pupils; and the organization of a reading festival. The target groups are mostly children from a number of communities in some villages in Kaduna. Great concern has been on those children with disability (physically, mentally or psychologically challenged), with a view to instil in them the capacity to live a normal life. That explains some other activities as the distribution of calcium and construction of 24 wells in the villages to provide clean and healthy water. It goes round also to explain other activities as the free rickets surgery for 7 children, the construction of 9 cereal banks and the organization of beautiful baby contest, reading competition and clean village competition. The organisation has also set up a community School Management Board (Jacaranda community school management board). The concern for these activities is to set the enabling environment for the disadvantaged village child to gain some level of education.
32. Supports for these activities were derived from a number of donor partners within and outside the country.

Lifeline Educational Foundation

33. Specifically, this CSO deals with the enhancement of the capacity of the teacher in addition to other school related activities. Its greatest concern and achievement is in the construction of the first and only school in Kallah village of Kajuru LGA. Prior to that parents had to take their children to a distance to acquire education. This organization is therefore into Teachers Professional Development (TPD) to boost education and the capacity of the teacher to do his work with pride and commitment. It also engages in the provision of Adult education training in at least three local governments of Birnin Gwari, Kajuru, and Chukun. This is in addition to other related activities like research and documentation, monitoring and evaluation, provision of instructional materials. These activities were only possible with the active support of a number of donors and more specifically the commitment of the members.

Youth In Support Of Community Development

34. Referred to as the YOTASCID, this Organization main concern has been with community development as it relates to education. It was in this light that it initiated and supported the establishment of Adult Education in 11 communities of Abet, Afana, Farman, Fadiya, Katsit, Kurmin Bi, Madakiya, Madauci, Masat, Ramai and Unguwan Danbaki of Kaduna State. It also undertook the training of 36 (18 male and 18 female) members of the communities in skills related to Community School Management, in addition to the construction of 3 primary schools (including provision of furniture and toilet for both staff and students) in 4 communities of Katsit, Masat, Ramai and Kurmin Bi.

35. Other related activities includes marking the International Children Day (Children Day and African Child Day), organizing Community Children's Parliament and Interactions on Education, built a secondary school and a Technical college in Afana, Abet and Aduwan communities (including the provision of toilets, furniture and water facilities); distribution of writing materials (Pencils, Pen, Chalk, Eraser, Sharpener etc to school children in 13 communities; and provision of awareness creation related activities like round table discussion with Stakeholders on improving education in Kaduna State and advocacy visits to Ministry of Education. These activities were executed with the support of donor agency outside and within the country in addition to the special commitment of the members.

Waje District Development Association

36. This Organization carries along with it a number of activities which it engaged with communities outside the main Zaria LGA town. Its effort is mostly in the provision of access to education, writing materials, uniforms, collaborated and supported in the building of schools where none exist and creating awareness amongst marginalized communities outside Zaria City, about their right to education, good health, participation in politics and in self help community development. The organization also provides free medical support to the communities through its programme referred to as the Medical Caravan (Mobile Clinic) and also run an annual quiz and debate competition for Junior Secondary Schools in 7 communities of Bagari, Dakace, Tudun Jukun, Kofan Doka, Tudun Wada, Kofan Kuyan bana and Tukur-Tukur.
37. To enhance the capacity of the communities and minimize the lack of confidence/low self esteem due to marginalization, events like regular film shows were introduced in some parts of Sabon Gari Local Govt. Area and Soba Local Govt. where male and female primary school students are shown educational films and brought together with other students to boost interaction. Similarly, excursions were also organized for awareness creation to important educational and historical centres locations like Ahmadu Bello University (ABU), Arewa House, Centre for Documentation and Historical Research and so on. These activities were executed with the support of members, and some noted individuals in the communities.

Nigerian Union of Teachers

38. This is an education based Organization concerned with the welfare and development of the teacher as well as with the teaching profession and the schools. Efforts in this light led to the introduction of a teaching method called Early Childhood Care Development (ECCD) where stakeholders/caregivers were taught how to make available cost effective teaching aids from within their communities to assist dissemination of knowledge.

39. The NUT also engages in the recruitment and provision of qualified teachers and Care givers. Its ECCD programs in addition to the establishment of Neighborhood Junior Secondary school. The organization relies much on monthly contribution from members to finance its activities.

FOMWAN (Kachia)

40. This is a membership and Faith Based Organization (FBO) that is also involved in education related activities in addition to the propagation of Islam. Amongst the education related activities includes the construction of 4 classrooms at Unguwan Fada for Nursery and Primary education in Kachia Local Govt., establishment of Adult education center and Orphan support center.
41. Other activities include supporting women with small non interest loan to learn trade to support the education of children, assisting the less privilege in the society with writing materials and organizing debate and quiz competition for school children. This organization derives its support mostly from individuals and contribution from members.

Analysis of capacity gaps/ issues

42. This section of the report combined the analyses of CSOs baseline & visioning matrix and SWOT for the purpose of developing a framework of capacity strengthening support to recommended CSOs in Kaduna state.

Vision, Mission and Values Statements

43. From the consultants' perspective, all the CSOs apart from Fantsuam Foundation (FF) have issues relating to vision and mission statements as capacity gaps. These issues include having lengthy vision and mission statements; unshared vision and mission statements; non-involvement of stakeholders in the development of vision and mission and poor internalization of the organisations vision and mission statements by stakeholders. These issues represent the baseline or present situation of the CSOs with respect to their vision and mission.
44. The recommended way forward concerning vision and mission statements as described by the CSOs include making their vision and mission statements more visible by way of a display in the office, handbills and flyers; development of concise vision and mission; sharing and internalization of vision and mission by staff and stakeholders; involvement of stakeholders in the development of vision and mission and orientation for new staff on vision and mission. In addition, development of effective strategies for internalizing the vision and mission statements is the concrete challenges the organizations have to deal with for them to achieve the desired situation.

Board (of Directors) Effectiveness and Functional organogram

45. Board effectiveness in terms of fundraising, lobbying and advocacy appear to be an issue for capacity development across all the CSOs except for NUT and Fantsuam Foundation (FF). This is associated with inadequate advocacy & lobbying skills, restructuring of the board, lack of motivation by board members with respect to attending meetings and contributing to action planning by the organizations. The desired situation is the existence of a board with fundraising, advocacy & lobbying skills and active participation of members.
46. Having a functional organogram is a capacity issue for GAWON Foundation. The issues relating to the desire for a functional organogram include the presence of an organogram that does not reflect the job positions in the organizations, and undefined roles & responsibilities. The desired situation in this respect is the presence of a functional organogram while organizational development (OD) support has been identified by all the CSOs except NUT & FF to address issues of board in – effectiveness and address the relevance of having an organogram as it affects their present realities.

Management and Administration

47. Across all the CSOs, issues of management & administration were identified as capacity gaps except for FF. These issues range from low participation & inconsistency of the board in meetings, weak sustainability mechanism and lack of proposal writing skills and near absence of a system for continuity of program both in the medium and long term. The desired situation as envisaged by the CSOs include; training & restructuring of the board for effectiveness, development of strategic plan to address the challenge of weak sustainability and continuity of programs in the medium and long term as well as capacity building to enable management tender proposals and expression of interest (EOI).

Budgeting & Fund Raising

48. Virtually all the CSOs that participated in the capacity assessment considered budgeting and fund raising as a capacity issue. This is because i) no well articulated fundraising plan and budget process. This requires an improvement, ii) budget process not integrated into annual operational plans, and iii) dependence on one source of funding.

The steps the CSOs proposed to achieve their desired future include i) develop fund raising strategies & budgeting process to be put in place, ii) attend workshops with specific focus on resource mobilization, and iii) incorporate budgeting into annual operational plans.

Human Resources

49. With regards to human resources, the following were identified as capacity issues requiring strengthening: i) not all staff possess technical skills required to carry out the objectives of the organization (HVC, FOMWAN & WDDA), ii) Unionism is insensitive to

issues like gender and HIV/AIDS & no sense of team work among staff (NUT), iii) Human resource and insurance policies not in place. In addition, while FF did not identify issues related to human resources (HR), YOTASCID and GAWON indicate that their human resource policy requires improvement. Across board, the CSOs are of the view that organizational development support to develop functional HR manual/policies and operational staff development plan are practical steps to address the aforementioned issues.

Financial Management

50. All the CSOs apart from FF indicated issues related to financial management while NUT did not respond to this capacity area. It is unclear to the consultants why NUT did not respond to this capacity area even though the verification report indicated their ‘chances of a life time sustainability and acceptance by the education sector is high as compared to other CSOs’. Issues related to financial management indicated above range from i) financial procedures designed to facilitate management and cost effective use of funds not ‘formally’ done, ii) financial policies in the process of documentation, and iii) annual financial report not published and disseminated. The CSOs identified capacity building in developing and operationalising financial management as cross – cutting support required.

Communication flow

51. Free flow of information is seemingly an issue that cuts across all the CSOs that participated in the capacity assessment. This issue is related to poor dissemination of information, absence of feedback mechanism, and poor access of stakeholders to the organization. The present situation is absence of free flow of information and the desired situation across board includes development of a feedback mechanism and policy guidelines on information sharing in the organizations.

Programme Design and Development/Monitoring & Evaluation (M&E)

52. Across board, all the CSOs identified issues related to M&E and programme design/development. These issues range from i) inadequate M&E system and planning procedure not yet implemented, ii) M&E tools require improvement, iii) low feedback mechanism, iv) lack of M&E skills, and v) lack of adherence to designed programmes. In order to facilitate effective programme delivery and M&E of activities, the CSOs identified training on M&E, reporting and documentation as technical support required.

Stakeholders’ Awareness and Participation

53. Key issues related to stakeholders’ awareness as revealed by the capacity assessment include: i) stakeholders identified but the communities nonchalant attitude limit programme acceptance & buy – in, ii) even the few stakeholders identified are not sufficiently informed and mobilized, iii) stakeholders strategic interest not wholly defined, and iv) inadequate knowledge of constituency and constituency needs. It is important to

note that these issues are peculiar to NUT, GAWON, FF, and HVC. Awareness campaign, intensify strategies for increasing stakeholders commitment & involvement, and carry out stakeholders needs assessment are some steps indicated by the CSOs to address the stakeholders' awareness & participation issues.

Stakeholders' Perception & Communication

54. Of the 8 CSOs, NUT and GAWON flagged issues related to stakeholders' perception. The issues identified are i) the role of CSOs in empowering locals through rights based approaches (RBA) & service delivery not highly appreciated in most communities and ii) existence of fraudulent activities by some individuals and stiff competition by CSOs who perceive themselves as rivals rather than partners. The desired situation envisaged by the CSOs includes networking & collaboration through counterpart funding of community based activities, advocacy visits to both community and government agencies on the roles and activities of CSOs.

Relationship with Donors

55. Only YOTASCID and GAWON considered relationship with donors as a critical issue for capacity development. The present situation is that, Memorandum of Understandings (MOUs) and policies are at times drafted in favour of donors. The desired situation across board for all the CSOs in this respect is relationship with more donors. The steps the CSOs proposed to take to achieve their expected end include identification of funding agencies and calls for proposals, effective documentation of project activities, capacity building in proposal writing for project funding. These capacity gaps identified are the major challenges faced by the CSOs that restrict building relationships with donors.

Analysis of Technical Capacity Areas

56. This technical area form part of the assessment process and it is designed to gather and provide an up – to – date information on the level of understanding and engagement with different issues, policy actors and non state actors in the Education Sector. The form is intended to be filled by each assessed CSO/CBOs and collected at the end of the process. The analysis will form part of a wider strategy for strengthening partnership for voice and accountability at school and community level activities for creating demand and promoting learning achievements in schools.

Educational Policies Available for Effective Educational Delivery

57. On educational policies available for effective education service delivery, perceptions across the CSOs were similar except for WDDA, Lifeline and GAWON. For example, the CSOs policies/strategies such as UBE, SEED, and 11 point agenda of the current leadership of Kaduna State Government. However, the extent of understanding these policies was not established even though alluded to by respondents. On the other hand, Lifeline and GAWON, WDDA cited the State Education Sector Project (SESP), Teacher's Professional

Development (TPD), Promotion of ICT in schools, payment of examination fees, provision of free textbooks and uniforms to a select number of primary schools pupils, SMoE ten (10) year strategic planned and Education Sector Plan (ESP) amongst strategies for stimulating effective education delivery in the state.

Educational policies/documents available for effective program Delivery at the communities

58. Although HVC, NUT and FOMWAN were silent on the issue above, perception across the CSOs for effective program delivery at the community level were diverse. For example, while Lifeline mentioned State Educational Road Map 2007, Kaduna State Think Tank Committee Report 2007, National Learning Achievement Report, Kaduna State School Census Report: ESSPIN Baseline Report, UNICEF Girl-Child Education Assessment Report; WDDA and GAWON reiterated what was said above while YOTASCID and FF identified SBMC Training Modules, Reflect Methodology Training Manual and Gaiya Training Manual as Constituting policies/documents that facilitates effective program delivery at the Community level.

Educational agencies CSOs are familiar with

59. All the CSOs with the exception of HVC, NUT & FOMWAN who did not respond to the question, and educational agencies the CSOs indicated familiarity with include; SUBEB, UNESCO, ESSPIN, SMoE, State Education Resource Centre (ERC), National Teachers Institute (NTI) and Teachers service board (TSB). Others are State Agency for Mass Literary, Inspectorate Divisional Zonal Office, Private Schools Management Board and State Secondary School Education Board.

60. Also, mention was made by the CSOs of the existence of Local Government Education Authority (LGEA) at the local level. Furthermore, the CSOs identified UNESCO and ESSPIN as non-governmental organizations (NGOs) they are familiar with. No mention was made of CSACEFA even though most of the CSOs assessed are members of the network.

Understanding of EFA & MDG and EFA & MDG related goals

61. Understanding of what EFA & MDG means was only limited to articulating what the acronyms stand for across all the CSOs - (EFA – Education For All, MDG – Millennium Development Goals).

62. Similarly, all the CSOs, except HVC, NUT, YOTASCID and FORMWAN stated the EFA goals which include i) compulsory education, ii) increase enrolment of pupils of school age, iii) to ensure that children, boys and girls alike have easy access to education, iv) to ensure facilitation and attainment of MDG, v) free education for the girl child, vi) eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good equality, vii) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable

learning outputs are achieved by all, especially in literacy, numeracy and essential life skills.

63. Likewise, their perception of MDG educational related goal was limited to i) building of classes and lavatories, ii) achieve universal primary education, iii) free education for children, and iv) to ensure that by 2015, children everywhere, boys and girls will be able to complete full primary schooling. It is important to note that HVC, NUT and FOMWAN did not respond to this question.

Access to education, availability, use and affordability

64. With the exception of HVC, NUT, YOTASCID and FOMWAN who did respond to the above, access to education, as well as availability, use and affordability was perceived as i) ability to have formal education, ii) the opportunity to acquire knowledge and skills by all without inhibitions, iii) it is the right or opportunity for children to learn and fair treatment given to all and iv) it is the right to be educated irrespective of gender, geographic, religious and socio economic differences.

Equity in education & equal opportunity

65. Equity in education and equal opportunity for all irrespective of gender, religious, social status, and disability was perceived by the CSOs and limited to mean i) equal educational opportunity (HRC), ii) the right to quality basic education, iii) providing equal opportunity for both male and female (Lifeline); iv) right to education (YOTASCID); v) fairness to all school going children irrespective of their status (GAWON); and vi) it means fairness in provision of education to the populace.

Categories of children reached & how many in the last two years.

66. Across the CSOs, categories of children reached constitute the OVCs (at both primary and secondary schools and primary and secondary school pupils. In the last two years, average number of children reached by the CSOs is 1899. Specific number reached by the CSOs is hereby given: HVC – not provided for ii) WDDA - 9,000, iii) Lifeline – not provided for, iv) NUT – not provided for, v) YOTASCID – 5, 050, vi) GAWON – 842, viii) FOMWAN – not provided for, and FF – 300 on a regular basis.

Educational issues in the locality that the Government & Communities are Addressing

67. A review of educational issues being addressed by the government and communities across the localities where the CSOs work show that 9 issues are being addressed. These issues range from i) girl child education, ii) nomadic education iii) teacher provision and deployment, iv) provision of uniforms and textbooks, v) establishment of SBMCs and vi) child labour. Others are vii) improvement of infrastructure, viii) staff welfare to ix) recruitment of teachers.

Key challenges in addressing the above

68. Key challenges that have hitherto limited effectiveness of the issues being addressed are i) lack of adequate funding by the government, ii) absence of transparency and honesty of purpose, iii) poor community involvement in the education sector, iv) preferential deployment of teachers and v) politicization of the composition of SBMC. Others include; vi) ineffective government policy, vii) illiteracy level of the community people, viii) weak PTA/SBMC in managing school issues, ix) weak monitoring of teachers’ performances in school, x) poor government budgeting toward education, and xi) recruitment of unqualified teachers.

Strategies proffered by the CSOs

69. The CSOs proffered the following strategies to overcome the challenges mentioned above:

- Community involvement and participation – This could facilitate community buy-in and sustainability;
- Adequate budgetary provision by the government and access of the provision by the agencies concerned;
- Intensify recruitment of qualified teachers regardless of their state of origin;
- Improve teachers’ welfare and condition of service;
- Community sensitization quality and children’s rights to education;
- Networking through CSACEFA and other education stakeholders to influence government policy;
- Active involvement of CSOs in policy formulation and supervision;
- NGOs full participation in education programmes through partnership with development agencies for support;
- Put in place a system that will make government, especially political office holders more accountable to the people. Non – state actors like CBOs, NGOs and FBOs should be made active participants in such process.

Key strategy being used by the State/LGA/Communities to address the challenge of vulnerable groups for inclusive education

70. Free education policy; expansion of facilities and infrastructure in the State Special School for the Handicapped and Nomadic Education and Tsangaya system of education constitute the key strategies used by the State/LGA/communities to address the challenge of vulnerable groups for inclusive education. Others are getting education based CSOs involved through education based programs.

Practical ways for CSOs/CBOs to engage with Key State Education Actors in strengthening and sustaining community participation for Basic Education delivery

71. Practical ways identified by the CSOs was only limited to i) awareness creation; and ii) full investment in CSO key community representative and children in decision making will go

a long way in engaging key state actors towards strengthening and sustaining community participation for basic education delivery.

Difference between private and public school in your Local Government

72. Differences between private and public schools across all the CSOs varied. Perceptions between and amongst respondents on quality issues/challenges facing public school in their constituency in summary were;
73. Quality issues identified by the CSOs facing public schools include but not limited to i) inadequate supervision, ii) poor remuneration of teachers, iii) inadequate number of qualified teachers, iv) poor educational facilities in schools, v) teachers are lowly motivated, vi) absenteeism of teachers, and vii) lack of conducive learning environment for pupils.
74. However, NUT's did not articulate any issue/challenge facing public school but rather indicated a positive trend ranging from a) Availability of qualified teacher, and b) Conducive environment for effective teacher and learning. The scenario painted by NUT could be traceable to be fact that it collaborates with the government in its programmes and activities.

Perception of accountability and community voice

75. The CSOs perceived accountability to mean dedication to duty in giving quality education services. Similarly, Lifeline is of the view that accountability grass root participation of the community in the management of their school through effective decision making, policy formulation and M&E of performances. Measuring output according to input and transparent stewardship of all stakeholders in the education sector was also perceived by GAWON and FF as accountability.
76. On understanding of community voice in education service delivery, the CSOs limited their perception to:
- Checking and monitoring all teachers, headmasters and the children's performance and proffer advice where necessary through School Based Assessment (SBA);
 - The right of the community to demand for better service delivery in their schools;
 - Community engagement in demanding for quality education service from government and
 - Independent and unconditional participation of community in education service delivery

Activities carried out to promote voice and accountability for educational service and delivery

77. In order to promote voice and accountability for educational service delivery, sensitizing community members through direct involvement in assessing the quality of teaching and learning process; building the capacity of community members on RBA; networking with

other CSO, such as TAKAMA ME leadership and transparency association and public rally and advocacy to gate keepers constitute activities carried out by the CSOs to promote voice and accountability. Others include OVC education support and making the PTA forum functional.

Ways for CSOs/CBOs to engage with key state actors in strengthening and sustaining community participation

78. Perception of the CSO on ways to engage key state actors in strengthening and sustaining community participation appear similar for example awareness creation
79. Practical ways to engage CSO/CBOs, include the CSO/CBO facilitating the improvising of teaching aid from locally sourced material; dialogue with the state education actors to influence policy for the poor and excluded and participation of advocacy workshops organized by key state actors.

Differences between SBMC and PTA

80. Across CSOs, the acronym SBMC is understood to mean School Based Management Committee. While SBMC is perceived as a forum established by government for facilitating holistic school development with membership drawn from village heads, old boys association, NGOs and stakeholders drawn from the community, PTA is seen as an association voluntarily formed by parents and teachers for the purpose of adding value to the process of school administration in an advisory capacity. However, GAWON is of the opinion that the two seem to be doing the same thing while FF noted that SBMC has a wider mandate than PTA because of its supervisory Jurisdiction over schools.

Key elements of building alliance for community participation in school improvement

81. Key elements of alliance building for community participation towards improving Schools enumerated by the CSOs are given below:
- Awareness creation; community sensitization & mobilizations;
 - Stakeholders’ analysis and engagement;
 - Children involvement in decision making;
 - Active participation of CSOs/NGOs and community representatives;
 - Provision of partial scholarship to pupils and students in the local community;
 - Donor agency/CBOs and community collaboration and
 - Local contribution in cash or kind to raise money for physical development in the school.

Perspective on IQTE

82. While two CSOs, WDDA and FF indicated that IQTE stands for Islamic, Quranic and Tsangaya Education, GAWON understood the acronym to mean Intelligence Quotient Test (an activity aimed at testing one’s level of intelligence and reasoning). 5 CSOs, HVC, Lifeline, NUT, YOTASCID and FOMWAN did not respond to the question

Conclusions

83. The outcomes of the assessment have shown that the exercise is an appropriate and relevant strategy for identifying and addressing the critical issues for the capacity development of CSOs and for levelling of expectations for both ESSPIN and the CSOs. In view of this, it is recommended that capacity assessment should be considered as an entry strategy for partnership with CSOs.
84. Based on the participation of all the CSOs in the assessment exercise and the capacity gaps identified for development, it is recommended that the CSOs should be supported in addressing the capacity issues that will enhance their performance in enhancing community participation in education service provision.

Options and next steps

76. Since ESSPIN Kaduna has indicated willingness to work with all the 8 [seven for community level and one (1) – FOMWAN on reserve to support IQTE intervention] CSOs, support required by the CSOs to enhance their capacity for delivering on output 4 should focus on gap closure and way forward with respect to the desired future expressed by the CSOs. These include working more closely on the strategic issues identified above. This is explained in detail below:

Gap Closure/Way Forward (Consultants' Perspectives)

Vision and Mission

77. The vision and mission of the CSOs require in-depth look by the CSOs in terms of how they are developed, how they fulfil the criteria for good vision and mission statements as well as what the organizations have put in place to make them shared and internalized among staff and how they contribute to being strategic building blocks for organizations.

Few donor agencies and absence of diversified sources of funds

78. Few donor agencies identified with the CSOs could be attributed to poor Knowledge of donors in terms of contact details, areas of focus and policies to fund CSO proposals. Absence of capacity to write effective proposals may also account for the few or absence of donors for most CSOs. Absence of other alternative sources of income further exacerbates funding situations and undermines organizational sustainability and viability. The way forward could be for ESSPIN to strengthened the CSOs with basic skills and knowledge on ways to obtain information about the donors, access grants and other alternative sources of income.

Absence of functional Organizational Structures

79. Most organizations have non functional organizational structures. The organizational structures need to be analyzed and developed within the context of the organizational

growth and practical realities to their financial situations and staff strength. The technical support phase could provide possibilities for looking at functional organizational structures in terms of current and short to medium term. Attention should be paid also on providing technical support in developing job descriptions for key positions by the CSOs.

Ineffective/Non Functional Boards

80. Non functionality of most board of Directors is informed by the quality of membership. The criteria for effective board selection is lacking while also knowledge of board functions in non – profit organizations is weak. While many organizations may have identified the need for a functional board, others have not probably because of their stage of growth. The way forward could be for CSOs set criteria and framework for identifying and selection of willing and committed persons to serve as board members.

Technical Support/capacity building

81. Technical support has a role to play in enhancing the capacity of CSOs to deliver services to target beneficiaries. It is important to mainstream educational technical skills and knowledge into future capacity building support plan geared effective delivery and implementation of output 4 activities. Similarly, other relevant skills and knowledge needed for effective inclusive engagement with duty bearers, religious and traditional institutions SBMCs and communities for creating and sustaining demand for basic educational services is paramount. In this regard, it is recommended that ESSPIN should design a programme for the capacity development of the CSOs.

Annex 1: Timeline of X Organisation Matrix

Date	Key Event / Interaction	Who was involved	Outcome at organizational level (+ or -)	Outcome at community level (+ or -)	Key Lessons

Annex 2: SWOT- Sample Strengths-Weakness-Opportunities-Threats (SWOT) Analysis Matrix

		Strengths	Weaknesses
Internal		<ul style="list-style-type: none"> • Available resources • Skills you have and which are necessary to achieve your objectives • Capabilities • Other advantages, eg. in comparison to other organizations • Indicate main causes 	<ul style="list-style-type: none"> • Lack of resources (financial, human, etc.) • Lack of skills • Lack of capabilities • Disadvantages, eg. in comparison to others • Lack of organizational infrastructure • Indicate main causes
		Opportunities	Threats / constraints
External		<ul style="list-style-type: none"> • Chances you may have due to policy change of government, funders and other stakeholders • Trends • Events such as workshops where you can explain your programmes and projects • Indicate main causes 	<ul style="list-style-type: none"> • Obstacles • Increased competition from other organizations • Continued over-spending / under funding • Indicate main causes

Annex 3: Technical Capacity Areas Instrument

This technical area form part of the assessment process and it is design to gather and provide an up – to – date information on the level of understanding and engagement with different issues, policy actors and non state actors in education sector. It is intended to be filled by each assessed CSO/CBOs and collected at the end of the process. The analysis will form part of a wider strategy for strengthening partnership for voice and accountability at school and community level activities for creating demand and promoting learning achievements in schools.

1. Education Policy

In your state, what are the educational policies/strategies available, for effective educational delivery?

In your organization, what are the educational policies or documents available, for effective program delivery at the communities?

Mention 5 educational agencies that you are familiar with in your state/LGA Local Government Education Office.

What do you understand by EFA and MDG?

State two EFA goals

State MDG educational related goal

2. Access and Equity

What is Access in education. Availability ,use and affordability .

What do you understand by equity in education.

What categories of children have you reached and how many in the last two years?

What is/are the educational issues in your locality that the government and communities are addressing?

What are the key challenges in addressing these issues?

Mention two strategies to overcome these challenges from your organization view point

Mention any key strategy been used by the state/LGA/Communities to address the challenge of vulnerable groups for inclusive education?

From the organizational perspectives, what does IQTE mean?

.....

What is the difference between private and public school in your local government in terms of ;

Issues	Private	Public	Intervention/advocacy areas
Teacher quality			
Extracurricular Activities			
School management			
School governance			
Curriculum			
Learning environment			
Parent attitude			
Parent participation			
Learning outcomes			
Students pedagogy skills			
School environment			

3. Education Quality

Mention three quality issues/challenges facing public schools in your area

4. Voice and Accountability

What is your understanding of Accountability form educational view point?

What is your understanding of community Voice in education service delivery?

Mention any activity so far carried out by your organization in promote voice and accountability for educational service delivery in your locality

Mention two practical ways for CSO/CBOs to engage with key state education actors in strengthening and sustaining community participation for basic education service delivery.

What is the full meaning of SBMC? School Base management committee

What is the difference between PTA and SBMC from your organizational perspective?

Name two key element of building alliance for community participation in school improvement for your locality.

Annex 4: ORGANIZATIONAL BASELINE & VISIONING MATRIX

Name of Organization	XXX
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Key

Capacity: Defines the area being assessed with specific criteria detailed below each capacity area

Rating: Rate on a scale of 1 – 5 (1 – Poor, 2 – Average, 3 – above average, 4 – Good, 5 – Excellent) the extent to which you meet the criteria outlined below each capacity area.

S/N	Capacity	CSO Rating	Issues	Desired Rating	Actions to Take	Support Required
Organization						
1	Vision <ul style="list-style-type: none"> - Is the vision stating the reality that can be? - Is the vision shared by members, staff and constituents? - Clearly articulated and understood by all? 					
2	Mission and values <ul style="list-style-type: none"> - Are the mission and values clearly articulated and understood by all? - Strategies aligned with vision/mission? - Do values reflect our vision & mission? 					
3	Leadership <ul style="list-style-type: none"> - Organisational structure & culture in place and clearly described authority and responsibility - Board executes its roles – advocacy & lobbying 					

S/N	Capacity	CSO Rating	Issues	Desired Rating	Actions to Take	Support Required
	<ul style="list-style-type: none"> - Empowerment of staff at all levels rather than concentrated power at the top - Encouragement of staff participation in decision-making - Staff leadership encouraged 					
4	<p>Management and Administration</p> <ul style="list-style-type: none"> - Board provide overall policy direction and oversight - Ability to tender proposals for contracts, respond to EOI/RFP - Proper procedure and operating manual exists, adhered to and updated - Develops systems for continuity of its programs and benefit in the medium and long run 					
5	<p>Budget and Fundraising</p> <ul style="list-style-type: none"> - Budget process is integrated into annual operational plans - Well articulated fundraising plan - CSO has multiple funders 					
6	<p>Human Resources</p> <ul style="list-style-type: none"> - Documented HR polices, Job description exists & job allocated by the description - Sensitivity to issues such as gender, HIV/AIDS, disability, education, age, rights are reflected in 					

S/N	Capacity	CSO Rating	Issues	Desired Rating	Actions to Take	Support Required
	<p>HR policies</p> <ul style="list-style-type: none"> - All technical skills required to achieve the objectives of the organization are held by staff and volunteers - Strong sense of teamwork - Staff secured and insurance policy in place - Staff are fully aware of organization activities 					
7	<p>Physical resources / Infrastructure</p> <ul style="list-style-type: none"> - Secure and sufficient office, space and adequate office equipment - Physical resources democratically managed and accessible to all, including disability facilities 					
8	<p>Financial management</p> <ul style="list-style-type: none"> - Financial policies, procedures and controls designed to facilitate good management and cost effective use of funds - Account categories exists for separate project funds - Annual financial report prepared by registered audit firm, published and disseminated 					
9	<p>Planning</p> <ul style="list-style-type: none"> - Strategic plan in place - Resources planned and properly allocated based on inputs from appropriate stakeholders - Implementation plans reflect strategic plan and 					

S/N	Capacity	CSO Rating	Issues	Desired Rating	Actions to Take	Support Required
	updated					
10	<p>Communication</p> <ul style="list-style-type: none"> - Formal communications are fully operational, frequent, using diverse means such as email, newsletters etc. - Open lines of communication with staff and stakeholders - People feel well informed where relevant 					
Programme						
1	<p>Design and Development</p> <ul style="list-style-type: none"> - Programme design and development responds to/influenced by beneficiary needs - Program plans include M&E, feedback mechanisms and used to inform ongoing and future planning - Planned activities linked to strategic objectives of organization - Detailed planning procedures that include activities, timelines, responsibilities, resource needs and sources 					
2	<p>Staffing</p> <ul style="list-style-type: none"> - Current staff have required technical knowledge for running of programs - Adequate training is provided to renew staff technical skills 					

S/N	Capacity	CSO Rating	Issues	Desired Rating	Actions to Take	Support Required
3	Operations - Programs/services are efficiently, adequately, cost – effectively and timely delivered					
4	Research - Organization kept abreast with latest news relating to program areas, and incorporates this information into program operations					
5	Education - Actively engage in lobbying and advocacy activities on education issues - Education activities are designed and carried out with positive results on constituencies - Education is one of primary program areas					
6	Monitoring and Evaluation - M& E indicators are relevant to programme goals, organization goals and mission - Indicators are measured through use of defined tools - M&E analysis used to re-strategize future activities - M&E Reports produced frequently					
External Relations						
1	Stakeholder Awareness - Able to identify key stakeholders - Define stakeholders strategic interests					

S/N	Capacity	CSO Rating	Issues	Desired Rating	Actions to Take	Support Required
	<ul style="list-style-type: none"> - Knowledge of constituency and constituency needs - Stakeholders recognized as key partners in development 					
2	<p>Community Participation</p> <ul style="list-style-type: none"> - Community participation in program design - Network and share resources, promote coalition and networks - Community ownership and support secured - Develop linkages with international organizations, institutions, government entities/research parastatals & private sector - Constituencies are involved in M&E process 					
3	<p>Stakeholder Perception</p> <ul style="list-style-type: none"> - CSO is seen as credible and valuable resource by all stakeholders - CSO/Stakeholders relationship seen as partnership for common purpose 					
4	<p>Stakeholder communication</p> <ul style="list-style-type: none"> - Opportunities to engage in open and frank dialogue with stakeholders 					
5	<p>Relationship with Government</p> <ul style="list-style-type: none"> - Positive relationships with government institutions and are able to develop effective 					

S/N	Capacity	CSO Rating	Issues	Desired Rating	Actions to Take	Support Required
	partnerships in promoting and addressing issues - Participate in development of government policy and often asked to advise government - Government is not a disruptive force for organization					
6	Relationship with Donors - Mutually beneficial relationship that involves sharing and learning between two parties					
7	Relationship with other CSOs - Good history of collaboration with other competent CSOs to improve service delivery and address issues					

Annex 5: Terms of Reference (ToR)

Terms of Reference for Technical Consultancy

Title of Assignment: In – Depth Capacity Assessment of Civil Society Organizations in Kaduna State

Location of Assignment: Kaduna State

Duration: 10 days: 24th August – 4th Sept, 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. To achieve its goal, it has 4 key out puts targeting different level of governance, namely; federal level reforms, state level institutional reforms, education quality at the school level and community demand and accountability/access and equity. 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).

A critical component of the community demand component of ESSPIN will be partnerships with Civil Society Organizations in each State to engage with communities and mobilize demand for quality education services, articulating demand for voice and accountability along with addressing issues of access and exclusion/equity. As there are a significant number of CSOs operating in each

state, a mapping of CSOs was conducted in early 2009. The DFID programme SAVI conducted a general mapping of CSOs in the states of Kaduna, Jigawa, Kano, and Lagos, while ESSPIN conducted a mapping of CSOs in Kwara State. The taking the report of the CSO analysis forward, next task is to select a number of CSOs from the list engaged in education, and to conduct a capacity assessment of these CSOs to further select those that would serve as potential partners for the ESSPIN community demand work.

Objective of the consultancy

The main objectives of the consultancy are; to plan, coordinate and undertake specifically;

- In – depth capacity assessment of 7 short listed CSOs based on agreed criteria with ESSPIN team in Kaduna state.
- Assess CSOs technical and managerial capacity for partnership under the ESSPIN programme.
- Deepen the two organizations understanding (ESSPIN and CSOs) about each other’s organizational identity, philosophy and focus.
- Identify CSOs strengths and capacity gaps for strengthening in the short to long term engagement
- Recommend 5 CSOs to ESSPIN for partnership in educational service delivery and voice and accountability.

The two consultants would work together and closely with the State Team Leaders; State Specialist for Access & Equity. The Consultancy is expected to last approximately 10 days to include the following specific tasks;

Specific Tasks of Consultancy

- Initial orientation for consultants by Save the Children, the Lead Specialist Community Demand and Accountability, Access & Equity Lead Specialist, Deputy Team Leader and finalize plans and work schedules for the remainder of the consultancy.
- Adapt the tool for conducting the in - depth partnership capacity assessment, using resources from Save the Children, and building on other tools that are being used in Nigeria, such as Action Aid and SAVI.
- Conduct the CSOs’ in – depth partnership capacity assessment in Kaduna state, using the agreed tools and criteria. Compile reports of each CSO assessment, along with recommendations (maximum 5) for which CSOs to select for engagement in ESSPIN and capacity strengthening areas.
- Facilitate a process of identifying technical, programming and institutional capacities within the CSOs/CBOs for community mobilization, educational service delivery and voice & Accountability
- Clarify the organizational focus, vision and mission and the contribution of activities to the organizational focus
- Determine in a participatory way, the capacity needs of CSOs, reviewing strengths, weaknesses and existing opportunities.
- Facilitate the development of a plan to address the strategic issues needed for organizational growth, particularly in relation to educational service delivery and impact
- Liaise and work with SUBEB - social mobilization unit during the process

- Prepare to debrief ESSPIN state teams on key findings and recommendations as to their strengths, weaknesses, potentials and capacity gaps; if strengthened could enhance their education service delivery.
- Prepare report of the consultancy assignment to include key recommendations in the ESSPIN required format.

Expected Outputs

- Tool is adapted and developed for the CSO assessment exercise in Kaduna state, and the CSOs are selected for assessment from the recent work on state capacity assessment and mapping carried out by SAVI and compiled by ESSPIN.
- Assessment of each CSO is completed in Kaduna state.
- Liaise and review of ESSPIN compiled report on the analysis of CSO mapping and assessment conducted by SAVI in states.
- Reports are prepared based on analysis of the capacity assessment, and recommendations are submitted for specific CSOs to serve as partners in the community demand component of ESSPIN for Kaduna State. A summary report is also presented in a meeting with ESSPIN state team.
- A final report of the consultancy assignment is prepared and submitted in ESSPIN format.

Type of Consultant Required

The two consultants She/He will have extensive experience in education management and policy, with particular experience in organizational capacity assessments and reviews, interventions related to community management of local education systems, and in issues pertaining to quality, access, exclusion, gender, and equity. Save the Children and the Lead Specialist for Community Demand and Accountability will oversee the work plan, activities, and inputs from the Consultants, in consultation with the Technical Teams Coordinator.

Timing of Consultancy

This assignment is expected to last two weeks in August -Sept 2009, to be undertaken by the two consultants. This assumes 10 contractual days over a 5-day work week.

Activities	
Travel to state by consultants	23 rd /08/09
Briefing with ESSPIN Deputy state team leader and Access and equity specialist. sharing of work plan and tools to be used for this exercise for possibility of adaptation	1 day
CSO Assessment in Kaduna state (Familiarization and self assessment)	7 days
<i>Validation at community level</i>	1 day
Analysis of results, preparation of report and recommendations	1 day
Total	10 days

Qualifications/experience

1. A postgraduate qualification or its equivalent in education, social development or development management and experience of designing/implementing strategies to facilitate community mobilization, (inclusive of children and other marginalized groups) in social service delivery.
2. Practical experience of CSO/CBOs assessment, reviews and community interactions with school management structures in Nigeria
3. Experience of providing professional and technical inputs in development assistance programmes/projects.

Knowledge

1. Practical knowledge of educational development issues in Nigeria and other countries.
2. Knowledge of Nigerian Govt. and parastatal structures and systems Practical knowledge of community-level development structures/ CSOs/CBOs and engagement in education, and school-based governance structures in developing countries
3. Knowledge of CSOs engagement and coordination in Nigeria for development programming.

Abilities

1. Ability to communicate appropriately with clients/stakeholders and to elicit reliable information.
2. Ability to inspire colleagues and to act as member of a team.
3. Ability to develop and coordinate participatory activities and design strategies for implementation.