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Functional Analysis and Training Needs Assessment Report of Department of Social Mobilization in Kaduna SUBEB

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Acronyms and Abbreviations

AIDS	-	Acquired Immune Deficiency Syndrome
AML	-	Agency for Mass Literacy
CC	-	Communication Committee
CSO	-	Civil Society Organization
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, Islamiyya Quranic and 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. The functionality assessment and training needs assessment focused on the State Mobilization Unit (SMU) of State Universal Education Board (SUBEB). Baseline situation and status of its institutional relationship with other Ministries, Departments and Agencies (MDAs) concerned with basic education as well as the training needs of the staff has been determined.

Executive Summary

2. The SUBEB ideally, has the mandate to deliver on basic education in the state. It is to ensure qualitative training and learning in all primary schools. Some of its specific functions include provision of teachers and learning materials, improvement of school infrastructure, welfare of teachers as well as monitoring the schools. There are 6 departments namely: 1] Finance, 2] Personnel, 3] School Services, 4] Inspectorate, 5] Physical planning and monitoring and 6] Planning, Research and Statistics. There are also 2 units in the board which are; the Audit and Social Mobilization and Public Relations units. These two units have been attached directly to the office of Executive Chairman of SUBEB. According to the head of the SMU in practice, "the units are regarded as departments as the head of these two units are part of the management team and enjoy the status of Directors. The Public Relations Office is under the SMU since both have the responsibility of enlightening and mobilizing the public. "
3. The Adult and Mass Literacy (AML) was established in the year 1990 to take charge of improving the literacy level in the state. In line with this, the Kaduna state government encouraged private organizations to establish Adult Literacy and Continuing education classes to support Government's effort. The AML core functions include seeing to the establishment of continued education in the state in order to improve literacy among the people. It is expected also to establish continued education centres to augment what has been established. The AML is in charge of all private continued education centres, computer centres and driving schools as well as commercial secondary schools. In general, it is responsible for all the private schools that offer non-formal education.
4. The State Ministry of Education (SMoE) is expected to provide sound and qualitative education to the people of Kaduna State from ECCE to tertiary (formal education). The Primary education from ECCE to primary school is under the purview of the Kaduna SUBEB while the Ministry focuses on the secondary education. As SUBEB is a parastatal, the SMoE exercises a supervisory role even though it is autonomous and has Executive Chairman that reports directly to His Excellency, the State Governor.
5. National Council on Nomadic Education (NCNE) has a mandate of providing relevant and functional education to nomads. Nomads are defined as a group of people/community always moving from one place to another in search of pastures for their cattle or conducive environment/location for their livelihood. They are categorized in to 3 groups 1) Pastoralist 2) Migrant fishermen and 3) Migrant farmers
6. Although there was directive from the Universal basic Education Committee (UBEC) for the establishment of the Department for Social Mobilization (DSM) in 2007, this is yet actualised in SUBEB Kaduna as only a unit exists having only one staff as sectional head. Nevertheless efforts have been made in the past to increase the staff to four. While the unit has a long list of core functions split between the social mobilization and public

relation, most of the core functions in respect to social mobilization are undertaken by the staff of other departments. This ad-hoc arrangement has implications to achieving the objectives of girl child education, engagement with the civil society, community empowerment through self help project, Quranic integration, School Based Management Committee (SBMC) and Parent Teachers Association (PTA) support activities, Human Immune Virus / Acquired Immuno Deficiency Syndrome (HIV/AIDS) to communicating Universal Education (UBE).

7. Institutional relationship in terms of collaboration with other relevant parastatals is absent in the area of Quranic integration and Girl Child Education among SUBEB, AML and MoWA which is further compounded by unshared understanding of roles and delineation in terms of Quranic integration. Nevertheless, collaboration is said to exist in community empowerment through self help project between SUBEB and the NCNE as well as UNICEF. For example there is UNICEF Desk Officer at SUBEB.
8. With regards to the functionality of the SMU in relation to its core functions hinging largely on the other departments without full staff compliment in the SMU, it is unclear how effective and sustainable the current core functions are performed.
9. Given that functionality of the SMU could have been supported by other departmental staffs, the lack of permanent staff and the absence of a vision for the unit undermine its functions in optimal terms and thereby delaying its establishment as a department. On the other hand, this consultancy has stimulated the process of deployment of 3 staff (2 from Local Government Areas (LGAs) and one from the Planning Research and Statistics (PRS) within the SUBEB.
10. The establishment of Basic Education Monitoring Committee in parallel with SBMC in the state needs to be clearly understood and articulated to avoid overlapping of functions.

Purpose of the Consultancy

11. The purpose of the consultancy is to undertake training needs and functionality/institutional assessment of SMU 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. Literatures were reviewed, in-depth interviews were held with staff of NCNE, AML and SUBEB Staff aided with information gathering and analytical tools (Annex 2: Itinerary).

Achievement of the terms of reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
<p>To undertake an analysis of the institutional relationship between the State Ministry of Education (SMoE), AML, NCNE, Communication and Knowledge Management Committee and SUBEB at the state level in relation to community mobilization and participation in school governance/management</p>	<p>Done through literature reviews and Key informant interviews at SMoE, AML, NCNE, Communication and Knowledge management Committee (C&KMC) and SUBEB</p>	<p>Clarification in terms of extent of role/mandate/responsibility in girl child education and Quranic integration between SUBEB and AML</p> <ul style="list-style-type: none"> • ESSPIN to facilitate a round table meeting of Social Mobilization units (SUBEB, AML, NCNE, to brainstorm on opportunities for collaboration in girl child education, Quranic integration etc • ESSPIN to facilitate a one day brain storming session on expected roles of (SMU, BEMC, SBMC, C&KMC) and modalities for collaboration in relation to community mobilization and participation in school governance and management.
<p>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</p>	<p>-Through key informant interview, core functions of the SMU and other related agencies were determined, attached as annex and embedded in this report. Key staff training needs and strengths in relation to schedules of duties of key SMU staff determined.</p>	<ul style="list-style-type: none"> • ESSPIN to support a 2 day team building session for the staff of the SMU and those supportive staff from other departments for the purpose articulating a clear vision and team cohesion for the SMU • The above meeting should dovetail in to identification of training needs and the

		development of job description for the newly deployed staff.
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.	Preliminary meetings with SMU head and the Chairman of the SUBEB was held during Kaduna State level SBMC Visioning Process. Key informant interview was held with the SMU head to analyse functionality and identify training needs and skill gap analysis of the staff. Such activities have made openings for developing strategies for ESSPIN support to strengthen the activities of the SMU.	<ul style="list-style-type: none"> Options and next steps embedded in this report
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 shared with the State Teal Leader (STL) and Access and Equity Specialists for their comments	
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	
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 the legislation was passed in 2004 establishing a nine-year compulsory 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 levels following the directives by the UBEC. Some states have complied while others including Kaduna have established SMUs instead. Hitherto to the creation of the DSM and SMU, the older departments at UBEC and SUBEB had continued to perform the mandates established for the DSM.
14. This aspect of consultancy is intended to support the SUBEB towards increasing its functionality of delivering basic education objectives. It is the aim of ESSPIN to have a sustainable impact in the way the Nigerian Government 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 SMU of SUBEB in Kaduna State.
15. The objectives of the consultancy are:
 - 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 SMU for improving community participation in school governance/management and information flow.

Approaches 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 relation between the SMU and other MDAs, in-depth interviews were held with key staffs with the help of Key Informant assessment tool (Annex 2). For example, an in-depth interview was held with the sectional head of SMU, Director of School Services (SME). As well, interviews were held with key staff of NCMC and AML.
- As Communication Committee (CC) was identified as close alliance of the department, a meeting was held to deepen understanding of the relationship between the SMU and the CC. In this respect, the Chairman of the Communication and Knowledge Management Committee was interviewed as well as Knowledge and Communication Officer of ESSPIN. The CC exists in all the SESP States and currently supported by ESSPIN.
- 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 explores history of the relevant trainings received by the staff and determined as well the requisite skills and training required on the basis of the job schedule. Only the sectional head of the SMU was engaged with TNA questionnaire.

Findings and Issues Arising

Institutional and functional Relationship

State Universal Basic Education Board (SUBEB)

16. SUBEB has the mandate to deliver on basic education in the state. It is to ensure qualitative training and learning in all primary schools. Some of its specific functions include provision of teachers and learning materials, improvement of school infrastructure, welfare of teachers as well as monitoring the schools. There are 6 departments namely: 1] Finance, 2] Personnel, 3] School Services, 4] Inspectorate, 5] Physical planning and monitoring and 6] Planning, Research and Statistics.
17. There are 2 units which are Audit and Social Mobilization and Public Relations units. These two units have been directly attached to the office of the Executive Chairman of SUBEB. According to the head of the SMU, in practice, “the units are regarded as departments as the head of these two units are part of the management team and enjoy the status of Directors. The Public Relations Office is attached to the SMU and both have the responsibility of enlightening and mobilizing the public.”
18. The SMU which is the main focus of this assignment provides a link between the state, community and the Civil Society Organizations (CSOs) in respect to basic education. Specifically, its core function is social mobilization and sensitization. However, the SMU carries out service delivery in the following areas: Quranic integration, establishment of SBMC, Monitoring and reporting of Basic Education Monitoring Committee, girl child education, and community empowerment through self help project, HIV/AIDS awareness and sports. School Services department currently retains the sports and Quranic integration.
19. The Basic Education Monitoring Committee (BEMC) is a recent innovation of the government of Kaduna State to assist the SMU towards achieving quality assurance involving thirty-four (34) constituencies. It has a five (5) man committee working towards improving enrolment, retention and completion rates in the primary schools.
20. Most of the role of the BEMC is almost the same with SBMC. As members of PTA are represented in SBMC, so also are they represented in the BEMC. The BEMC works with community clusters for an effective monitoring with reports submitted on quarterly basis to the SMU. The members of the BEMC are paid an allowance on quarterly basis but such does apply to SBMCs. A file is opened for them in the in SMU similar to the one opened for the SBMCs. More than twenty (20) of them are retired Education Secretaries, Provost etc. Their term of reference is not far from that of SBMC (annex 4).

Agency for Mass Literacy (AML)

21. The Agency was established in the year 1990 to take charge of improving the literacy level in the state. In line with this, the Kaduna state government encouraged private organizations to establish Adult Literacy and Continuing education classes to support Government’s effort.

22. The AML core functions include seeing to the establishment of continued education in the state in order to improve literacy among the people. It is expected also to establish continued education centres to augment what has been established. The AML is also in charge of all private continued education centres, computer centres and driving schools as well as commercial secondary schools. In general it is responsible for all the private schools that offer non-formal education.
23. There are 5 departments which are as follows; 1) Admin and personnel, 2) Literacy Department, 3) Continued Education 4) Monitoring and Evaluation and 5) Accounts
24. The continuing Education takes care of all the private continuing education centres including computer training, driving school, commercial secondary schools etc. The literacy department handles issues on the Girl-Child, Quranic Integration, and Skills Acquisition/Functional Literacy. There are 23 skills Acquisition centres, one per local government in Kaduna State. All these centres provide skills acquisition, basic and post literacy.
25. In-terms of institutional relationship with other agencies, it was explained that AML has the directive to reach everyone that is illiterate to be made literate, while NCNE focuses on the Nomads alone trying to locate them where they are. The AML is responsible for reaching everyone whether nomads or not. AML in their programme captures children too especially out of school children who do not have access basic education probably because their parents could not afford public or private primary schools fees.
26. The number of those unable to access basic education is still very enormous; AML is unable to meet up with the demand. They currently have only four (4) centers ; three (3) in Kaduna and the remaining one (1) in Zaria. All other centers that were established before are moribund especially in those southern Kaduna.
27. The AML has not had much relationship with SUBEB except in the area of capacity building for their staff which brings them together with the Ministry of Women Affairs on the issues of Girl Child which is usually conducted by UNICEF. The capacity building covers how to improve skills acquisition for the girl child, data collection, etc.
28. UNICEF has been in the fore front providing capacity building on skills and data management at some stage that is focused mainly on girl child education. Currently, AML has 553 girl child centres with a total enrolment of 2873. Learners in 2007/8 are (4106 females and 2781 males). Women Commission is also promoting girl child education. Some Quranic integration centres have been established in addition what is on ground. Benchmarks and communication strategy has been established for Quranic Integration Classes by the NMEC
29. Area of tension is said to exist between the AML and SUBEB in the area of marginalized and excluded children (nomads and girl child and Quranic integration). AML is of the opinion that all Integrated Quranic Education should be with AML since the children are not located in school setting and their approach is regarded as non-formal while also canvassing for funds to forge ahead and do better on the integrated Quranic Education as SUBEB is having access to fund on it.

State Ministry of Education

30. SME provides sound and qualitative education from ECCE to tertiary (formal education). The Primary education from ECCE to Junior Secondary School (JSS) is under the purview of SUBEB while the Ministry focuses on the secondary education. As SUBEB is a parastatal, the SMoE exercises a supervisory role even though it is autonomous and has Executive Chairman that reports directly to His Excellency, the State Governor.
31. The tertiary education comprises of University, Colleges of education and polytechnic with also their regulatory bodies (National University Commission NUC, NCEE, and National Board for Technical Education, (NBTE) other than the SMoE. The SMoE only provides policy regulation. AML 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 AML. The JSS is still under the purview of the SMoE while the primary is with SUBEB but soon the disarticulation will fully take place so that the JSS can be under SUBEB.

National Commission for Nomadic Education (NCNE)

32. The NCNE has the mandate to provide relevant and functional education to nomads. Nomads are defined as a group of people who move from place to place in search of those conditions that will aid living. They are categorized in to 3 groups 1) Pastoralist 2) Migrant fishermen and 3) Migrant farmers
33. The Commission provides education for nomadic children and extension services for the adults. It achieves this by establishing schools in already existing nomadic settlements. This is also part of setting standards. It uses an integrated approach (adult classes in assembly halls provide welfare services and facilities, model centres, vet clinics and women centres). Some of the schools and the integrated approach are in the respective grazing centres, fishery camps and farm centres.
34. For Nomads preparing for secondary schools, there is an integration of the national curriculum with that of NCNE in order to meet the needs of the nomads. Teachers are trained based on the curriculum and the culture of the people. Sensitization, enlightenment and mobilization are usually carried out with the people on radio on some issues of national importance and their rights. They have the women and girl child section where they are trained on skills acquisition.
35. They also have qualified veterinary Doctors who train young nomads on “care for animals”. These young nomads are selected from among the nomads and after being trained are sent back to their midst to work there as staff of NCNE. The youths in turn help their fellow nomads to treat sick animals. They are equally engaged during enlightenment and social mobilization exercises. The young trained youths are also used as instructors in the delivery of adult education among the nomads. NCNE has introduced a special radio programme to facilitate their work, which is one of the best practices borrowed from a South African intervention. In terms of institutional relationship with other agencies, they don’t handle Quranic Integration at all since UBEC and SUBEB are doing that.

Committee and Knowledge Management Committee (C&KMC)

34. The Committee and Knowledge Management Committee was established to support the work of State Education Sector Program (SESP) and Capacity for Universal Basic Education (CUBE). The main thrust of the C&KMC as explained by the Chairman is to shed more light

to the people involved with the Education sector to make them understand how ESSPIN is supporting the government and its benefits to them (the communities).

35. According to the ESSPIN Communications and Knowledge Management Officer, the C&KMC is just moving into activity phase. After the selection of the LGEAs, the work starts. There is an intention to use a drama group with CBOs since they discover that people don't have the habit of reading and most people in communities are not literate. Therefore, in order to pass the message across to the community effectively they intend to use drama presentations at strategic points in the community i.e. local market days and motor parks. The C&KMC was formed to be a link between the State and the local communities. C&KMC has representation from all the three (3) senatorial districts of Kaduna state. Eight (8) in North Central (B/Gwari) eight (8) in the south (Jabba) and seven (7) in the central area, making twenty-three (23) constituencies on the whole.
36. The Committee proposes to have a quarterly newsletter on behalf of SMOE and the Education Sector to enlighten the staff, communities and relevant stakeholders with the aim of sensitising them to demand for their rights. As at time of compiling this report the Committee has held six preparatory meetings. Supporting of C&KMCs has always been handled by SESP or ESSPIN. Nomadic, AML are not involved.
37. Apart from the State C&KMC, there also exists Zonal C&KMCs. All these were proposed and approval was given by the commissioner. It was also agreed by the Committee that the Education Secretaries of B/Gwari, Zaria and Jaba should collaborate with other ESS' at their respective zones in conjunction with other NGOs/Civil Societies to enhance the communication committee's work. With this arrangement, each senatorial district will constitute membership of the zonal communication committee as follows: Northern Senatorial Zone (8); Central Senatorial Zone (7) and Southern Senatorial Zone (8).
38. There is perceived challenge as the Education Secretaries invited need accommodation or transport subsidy sometimes.

Training Needs Assessment (TNA)

39. Self assessment of critical training needs and skill gap of the SMU staff (the only staff in the department) was done using a TNA questionnaire and to a large extent from a broader organizational development perspective. From the assessment, the staff has different qualifications cutting across art and management with the most recent one in 2007 (post graduate diploma in education); relevant training to present duties is required. The present duties are mobilising the communities to participate and support all government programmes while also setting a constructive image of the board.
40. Although these duties mismatch the long list schedules of the SMU (annex 6,) training needs are only expressed in areas of community relations and mobilization as well as community initiative as a way of complimenting Government efforts. The most recent training attended in the last 3 years relevant to his present duties is Medium Term Sector Strategy (MTSS) workshop. Nevertheless, with his current duties, Participatory Rural Appraisal (PRA) skills, inter personal communication skills, evidence advocacy and Participatory Monitoring and Evaluation (PM&E) Training may be desirable among others.

Options and next steps

41. A formal presentation by ESSPIN of the consultancy report to SUBEB management is recommended to converse a way forward and to serve as an impetus to bring about the desired departmental change and achievement of mandate.
42. A 5 day stakeholders' workshop on basic education to address issues bordered on overlapping roles, weak collaboration and training needs. The workshop will facilitate the following accomplishments:
 - Modalities identified for effective collaboration in girl child education, HIV/AIDS and Quranic integration.
 - Expected roles of (SMU, BEMC, SBMC, and C&KMC) and modalities for collaboration in relation to community mobilization and participation in school governance and management.
43. Organisational support for SMU (SUBEB) spread across a 3 month period to enable adequate time for change management. A 2 day strategic planning session and Organizational Development (OD) support will facilitate articulation of a clear vision and team cohesion among the staff of SMU while also identifying effective strategies for collaboration with other departments including feedback and reporting issues.
44. As the new staffs are on board, further consultancy will be an added advantage to facilitate identification of roles for the new staff. As well, their job descriptions and performance management strategies in relation to the core functions of the department/unit will be developed. Also, Training needs identified in respect to skills in PRA, PM&E, evidence based advocacy and inter personal communications will be addressed.

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 who are girls.

Since legislation was passed in 2004 establishing a nine-year compulsory Universal Basic Education, the main 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 through State governments and 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 and is also 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 the Social Mobilization Unit for improving local level communication, community participation in school governance/management and information flow.

Specific task for the consultancy

- 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
- 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.

- 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
- 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.
- 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
- Hold joint workshops to determine the nature of programmes of ESSPIN support for implementation in the first two years of the programme, 2009-2011.
- To provide realistic recommendations and jointly with states, determine specific work plans to take forward future work with the departments/agencies

Outputs

1. Developed plans discussed with the two consultants, the Lead Specialist and Community Demand and Accountability specialists prior to undertaking 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.
2. 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.
3. 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 development, 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

1. A postgraduate qualification or its equivalent in education, social development or development management and experience of strategies to community participation and social service delivery.
2. Extensive practical experience of community interactions and school development management structures in developing countries.
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 Government and parastatal structures and systems especially UBEC and SUBEB
3. Knowledge on UBE policies, practice and UBEC structures and systems at the federal, state and LGEA levels

Abilities

1. Ability to communicate appropriately with clients and 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 lead activities and design strategies for implementation.
4. 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, simple 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):

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

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)

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

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

SECTION 3: DESIRED FUTURE TRAINING COURSES

1. 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			

2. Any other Comment/Suggestion that might be useful.

Annex 5: CC membership

The memberships are as stated below;

1.	PRO SM oE	Chairman
2.	M & E SM oE	V/Chairman
3.	PRO SUBEB	Secretary
4.	E.S S/Gari	Asst. Secretary
5.	D/SESP	Member
6.	DPRS SM oE	Member
7.	DPRS SUBEB	Member
8.	M & E SUBEB	Member
9.	1 member each from the dept. of inspectorate of SM oE & SUBEB (2)	
10.	E.S of B/Gwari	Member
11.	E.S of Zaria	Member
12.	E.S of Jaba	Member
13.	Chairman & PRO of E.S forum	Member
14.	C & KM. Officer	Member

Annex 6A: Roles and Responsibilities of the Basic Education Monitoring Committees (BEMCs)

- Collaborating with PTA and LGEA's monitoring Agencies in the sensitization and mobilization of parents on enrolment, attendance and retention of their children and wards in school.
- Monitoring both teaching and non-teaching staff with regards to attendance.
- Supporting the head teacher in innovative leadership and effective management of schools.
- Monitoring of the school physical facilities with a view to ensuring their proper maintenance.
- Reporting to the LGEA on a regular basis on the development in the school.
- Assisting head teacher in treating discipline problems in the school
- Ensuring adequate security for human and material resources in the school.
- Identifying staff requirements.
- To promote and develop mutual relationship between the schools and the community.
- To compliment the activities of similar monitoring agencies such as the SBMC established by UBEC.
- To promote active participation of the community in the community assisted projects.
- Submit a quarterly report to SUBEB Headquarters.

Annex 6B: The Schedule of Duties of the Social Mobilization and Public Relations Unit

A) Social mobilization

- Self- Help Project
- Quranic Integrations (UBE)
- Girl Child
- Sports
- HIV
- School Board Management Committee
- Basic Education Monitoring Community
- Community Mobilization/ Participation

B) Public Relations

- Relating with the Media
- Relation with the Emirs, Chiefs and General Public
- Police and Security
- Post Office
- Newspapers, Magazines and Newspapers Cutting
- Video Coverage/ Maintenance of Public Address system, DVD and Video machines etc.
- Management of the Board room and plastic chairs.
- Coordinating the processing and production of the boards newsletter- SUBEBNEWS and Annual Calendar.
- Management and Monitoring the Board's Guest House and its facilities.
- Coordinating the Annual Interactive Dialogue
- Coordinating the Annual Staff and Management Welfare (Gifts) and to Associates/ Friends/ helpers of the Board.
- Internal Communication system (Inter-Com)
- PHCN, NITEL and Water Board.
- Any other duty(ies) to be assigned by the Executive Chairman.

SCHEDULING OFFICERS

A) Social Mobilization

S/No	Schedule	Officer Coordinating
1	Self-Help Projects	PRO/Baraka Anas
2	Qur'anic Integration (UBE)	Nil
3	Girl Child	Nil
4	HIV	Nil
5	School Based Management Committee	Yakub Ali
6	Basic Education Monitoring Committee	PRO/Yakub Ali
7	Community Mobilization	PRO
8	Sports	Nil

B) Public Relations

S/No	Schedule	Officer Coordinating
1	Relating with the Media	PRO
2	Relating with the Emirs, Chiefs and General Public.	
3	Dissemination of information	
4	Police and Security	
5	Affairs with Post Office	Abubakar Jumare on request
6	Newspapers, Magazines and Cuttings	Baraka Anas
3	Video Coverage and Maintenance of the Public Address System and video machines etc.	Umar Jibrin
8	Internal Communication system (Intercoms) and NITEL	PRO
9	Board room Management and the Public Chairs	
10	Processing and Production of the Annuyal Calendar, SUBEBNEWS	
11	Management and Maintenance of Board's G/House and its facilities.	
12	Coordinating the Annual Interactive Dialogue.	
13	Coordinating Annual Staff Welfare/Gifts and that of Board's Associates/Helpers and Friends.	
14	Processing of Bills from water board.	
15	PHCN	