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

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Acronyms and Abbreviations

AIDS	-	Acquired Immune Deficiency Syndrome
AME	-	Agency for Mass Education
ANE	-	Agency for Nomadic Education
CBAAs	-	Community Based Associations
CBO	-	Community Based Organisations
CC	-	Communication Committee
CRF	-	Consolidated Revenue Fund
CSO	-	Community Service Organisation
DSM	-	Department of Social Mobilization
ECC	-	Early Childhood Care
EMIS	-	Education Management Information System
ES	-	Executive Secretary
ESSPIN	-	Education Sector Support Programme in Nigeria
FG	-	Federal Government
FMI	-	Federal Ministry of Information
HIV	-	Human Immuno-deficiency Virus
IEB	-	Islamic Education Bureau
LGA	-	Local Government Area
LGEA	-	Local Government Education Area
MDGs	-	Millennium Development Goals
MOE	-	Ministry of Education
NBTE	-	National Board for Technical Education
NCCE	-	National Commission for Colleges of Education
NERDC	-	National Educational Research and Development Council
NGO	-	Non Governmental Organisation
NTI	-	National Teachers Institute
NUT	-	National Union of Teacher
OD	-	Organisational Development
PRA	-	Participatory Rural Appraisal
PTA	-	Parents Teachers Association
PRS	-	Planning Research and Statistics
PSU	-	Project Support Unit
UBE	-	Universal Basic Education
SUBEB	-	State Universal Basic Education Board
UBEC	-	Universal Basic Education Commission
ToR	-	Terms of Reference
SBMC	-	School Based Management Committee
SMoE	-	State Ministry of Education
TRC	-	Teachers Resource Council
UNICEF	-	United Nation Children Education fund
SESP	-	State Education Sector Programme

Abstract

1. The consultancy has determined baseline situation and ways forward in respect to institutional relationships and functionality assessment of the social mobilization activities across relevant agencies. However, an additional effort is still required to finalise the Training Needs Assessment (TNA).

Executive Summary

2. At SUBEB level gender, HIV/Aids and girls education are schedules which are with School Services but are suppose to be with Department of Social Mobilization (DSM). Social Mobilization has a few other schedules that have remained by other departments. The staffs in the DSM are only 9 (Universal Basic Education Commission, UBEC Guidelines stipulates 17 as optimal requirement). With the existence of only School Based management Committee (SBMC) Desk Officer at Local Government Education Authority (LGEA) level, staff may be insufficient to effectively perform core functions of monitoring, supervision and coordination at the Local Government Area (LGA) level. Absence of established mechanisms for collaboration with other relevant agencies has not helped matters.
3. Strengths identified with social mobilization activities in the state includes: key agencies are now established with functions defined such as Agency for Mass Education (AME) and Agency for Nomadic Education (ANE) and media is active and communicating government's programs and priorities. Others are political will and support to raise education profile particularly basic education exists and the homogeneity nature of the state in-terms of culture and religion is a source of peaceful co-existence.
4. Weaknesses are in the areas of prevailing high illiteracy and poverty rates, inadequate manpower, weak Education Management Information System (EMIS), absence of synergy among stakeholders (departments, agencies, Community Based organizations, CBOs and Non Governmental Organizations, NGOs). Also threats include political uncertainties, floods and disasters befalling many communities hindering access, inconsistent government policies and inflation.
5. Opportunities exist with the establishment of SBMCs and growing achievement in learning and literacy. In addition, there is a greater connectivity of many LGAs as a result of government's effort in establishing road networks.

Purpose of the Consultancy

6. The purpose of the consultancy is to undertake training needs and functionality/institutional assessment of DSM within State Universal Basic Education Board (SUBEB) in order to strengthen and ensure community participation in education service delivery. To achieve the above purpose and outlined tasks in the Terms of Reference (ToR) attached as annex 1, literature were reviewed, in-depth interviews were held with staff of State of Ministry of Education (SMoE), AME 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)
To undertake an analysis of the institutional relationship between the SMOE, AME, AME, Islamic Education Bureau, IEB, Communication and Knowledge Management Committee and SUBEB at the state level in relation to community mobilization and participation in school governance/management	Done through literature reviews and Key informant interviews at SMOE, AME, and SUBEB	- Clarification in terms of extent of role/mandate/responsibility in girl child education and Quranic integration between SUBEB and AME. ESSPIN to facilitate a round table meeting of Social Mobilization units (SUBEB, and AME) towards achieving roles clarifications and synergy among the concerned agencies.
To analyze and determine functions of the department and identify key staff training needs and strength in relation to community mobilization and mandate of the department within SUBEB	-Through key informant interview, core functions of the DSM and other related agencies were determined as attached as annex and embedded in this report. Key staff training needs and strengths in relation to schedules of duties of key DSM staff determined.	
To analyze the root causes and implications for effectiveness, functionality and develop strategic options and processes for capacity building in collaboration with social mobilization units at the state and Local Government Education Authority (LGEA) levels.	In-depth root causes analysis differed to subsequent debrief session. However, analysis on implications for effectiveness and functionality has been done with the staff.	-A more structured debriefs to deepen Implications for effectiveness and functionality to be agreed with the Executive Chairman of SUBEB and the head of DSM.
Develop and facilitate preliminary workshop	A preliminary meeting with DSM staff of SUBEB	

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.	was held including TNA. Such activities have made openings for developing strategies for ESSPIN support to strengthen the activities of the SMU.	
Liaise with ESSPIN state team leaders (Kano, Kaduna, Lagos and Jigawa), education quality, institutional development, access and equity state specialists to ensure strategies works within ESSPIN support plans.	Debrief notes not yet shared with the State Team Leader (STL) for his comments. However, Access and Equity Specialists was part of the process	
Hold workshops in a location to determine the nature of programmes of ESSPIN support for implementation in the first two years of the programme, 2009-2011.	Meetings and interviews held	
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

7. Since legislation was passed in 2004 establishing 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).
8. Realizing the need to ensure a sustained community participation and ownership of the basic education, DSM was created in 2004 at the UBEC level and 2007 at the state level following the directives by the UBEC. Hitherto to the creation of the DSM, the older departments at SUBEB had continued to perform the mandates established for the DSM. This aspect of consultancy is intended to support the SUBEB towards increasing its functionality of delivering basic education objectives.
9. It is the aim of ESSPIN to have a sustainable impact upon the way in which government in Nigeria delivers education services as it directs its efforts at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. Hence, the objectives of this functional/institutional assessment and training need identification of the key staff at SMU of SUBEB in Kaduna State.

Objectives of the consultancy

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

Approach to the consultancy

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

questionnaire, the response rate and retrieval are issues raised by the Access and Equity Specialist.

13. Lastly, SWOT analysis was conducted with the key stakeholders in a workshop setting focused on their core functions. The presentations (annex 5) enabled each agency to share its strengths, gaps, challenges and ways forward.

Findings and Issues Arising

Institutional and functional Relationship

State Universal Basic Education Board (SUBEB)

14. The core function of the DSM is to ensure that all positive inputs made by SUBEB are made known to the general public down to grass root level. To this effect, activities include i) Organizing meetings and functions; ii) Organizing press conferences for the Chairman and iii) Organizing press conference with the media; iv) Running of a radio program to reach the masses e.g. recently, a radio programme called 'Elimi Jari Talaka' which means 'Education is the asset of the masses'; v) Organizing mass rally, campaigning on girl child education and VI) Advocacy visit to Emirs, House of assembly, State House Committee on Education
15. There are nine (9) members of staff working in the 6 units of the department. These units are 1) Public enlightenment; 2) Quranic integration; 3) Public relations; 4) SBMC; 5) Self help and 6) Inspections of schools.
16. Functional relation of the DSM with other departments is premised on the inspection of school which is done as a team i.e. officers from Planning Research and Statistic (PRS), Social Mobilization and school services under the leadership of the Secretary of the Board embark on school inspection.
17. Gender, HIV/Aids and girls education are schedules which are with School Services but are supposed to be with Social Mobilization. Social Mobilization has a few other schedules that have remained with other departments; reasons reported for leaving some of the schedules with those departments are as follows; 1) Lack of understanding by some leaders; 2) Some departments have interest and 3) No commitment on the part of the leadership. These issues need to be unpacked as they may be important for identifying institutional gaps which will form basis for future Technical Assistant (TA) support.
18. They have officers working in the various units but they need about three (3) officers more. Absence of these 3 staff has contributed to inability to reach many communities in the LGEA in terms of enlightenment. The existing staffs are only able to be effective in three (3) LGEA's out of twenty seven (27) as capacity has been overstretched. Also, the absence of SM officer or representative has not enabled proper extension of the work of the SM from the state capital to the communities in the LGEAs.
19. The activities of the SBMC Desk Officers in the last one year include training of SBMC members from the LGEA; Co-coordinating activities of LGEA and SBMC and reporting to the department as well as data gathering.

Agency for Mass Education (AME)

20. Core mandates of the AME are: 1) To reduce the illiteracy rate in the state; 2) To provide functional literacy which is skills acquisition to drop out, women etc; 3) To organize remedial studies for those unable to meet up; 4) Integration of basic literacy into typical Tsangaya Quranic Education and 5) Continuing education; 6) provision of basic, post basic and remedial education.
21. The above mandates are achieved under the arrangement of departments and units. The departments are 1) Administration and Finance; 2) Vocational and Women Education; 3) Planning Research and Statistics; 4) Basic Literacy and 5) Continuing Education.
22. Administration and finance has 3 units namely: Account, store and personnel, basic literacy has 2 units which are M&E and basic literacy. Continuing education has continuing education, GCE/WAEC and remedial. Vocational and Women education has 3 units which are women program, girl child and vocational and skills acquisition. Continuing education anchors all social mobilization activities. The admission form into continuing education and remedial classes is sold for only N200.00. The director of the continuing education was formally the director of the DSM in SUBEB.
23. The AME had no SM unit to date. Presently, Continuing Education Department has been helping them a little in this area. Hitherto, SM activities were handled by the DSM in SUBEB. Furthermore, the agency has been collaborating with Local Government, Ministry of Women Affairs, Nomadic, Directorate of Youth Employment etc. The collaboration strategy has brought large strides and success stories despite the fact that they are just one year old as an agency. For example, the agency has 35 classes for basic literacy in each of the 27 LGA totalling 945. There are 20 people in each class bringing the total enrolment as 18,900. The Local government pays N5000/instructor and there are 2 instructors assigned to a centre. Out of the 35 classes per an LGA, AME has 5 classes to an LGA with also 2 instructors under its funding stream.
24. The agency has 35 classes for basic literacy in each of the 27 LGA totalling 945. There are 20 people in each class bringing the total enrolment as 18,900. The Local government pays N5000/instructor and there are 2 instructors assigned to a centre. Out of the 35 classes per an LGA, AME has 5 classes to an LGA with also 2 instructors under its funding stream.
25. Also in the spirit of collaboration, Directorate of Youth and Employment, has 6 skill acquisition centres in 27 LGAs and also funds 1 class/LGA. Women affairs provide instructional materials for 22 women centres across the states. LGEA and AME construct women centres and there is support from MoWA with some youth organizations to open 27 remedial classes in all the states. Those trained at the skill acquisition centres manufacture chalk, shoes and other materials bought by agencies and the people around them.
26. As collaboration exists, there is one joint monitoring team made up of Directors and Deputy Directors from respective agencies or ministries such as women affairs, ministry of agriculture involve in a collaborative monitoring and supervision to authenticate progress, claims etc on first hand basis. Afterwards reports are written and submitted to the respective agencies and ministries.

27. Agency for mass education has made contact with the chairman of SUBEB who has promised to sponsor girl's education under AME. SUBEB has a class for young girls who come to school solely to sell food to children. They gather them for a short time and instruct under non-formal settings, a mandate ought to have been for the AME.
28. AME have designed jingles through literacy by radio which has been very effective. Through it, more of the illiterate learners have been made literate. There is a huge opportunity for communication and knowledge management committee to document and disseminate success stories. Surprisingly, knowledge about the communication and knowledge committee is only known courtesy of this assessment. There is uncertainty of AME representation in the communication and knowledge management committees. From another perspective, it is gathered that the C&KM committee is an MTSS grouping of competent individuals, not a collection of MDA representatives and the Sole Administrator of AME sits on the MTSS technical committee. Hence, aware of the C&KM committee and their function. The Sole Administrator was not seen to validate the true position.
29. AME is involved in the integration of 60 Tsangaya centers sponsored by UNICEF. The director of continuing education of the AME is the secretary of Tsangaya Association. AME holds regular meeting with them and sensitising the "Alaramas" to allow the integration of basic education even though they have been so rigid; there is gradual shift in position. At every LGA there is a structure that facilitates the activities of the AME. These are a team of Chief Organizer, Supervisors, Organizers, Facilitators, head of women centre for every LGEA. Nevertheless, across all level, challenges of effective documentations and dissemination exist.

Islamic Education Bureau (IEB)

30. Established in 1999, core functions of the IEB includes: Catering for all needs of Islamic education in Jigawa state; responsible for all private Islamiyyah and Quranic schools; Oversees all Islamic competitions, workshops, programs etc. To this effect an office is opened at the emirate level to take care of all these.
31. With the intervention of government on integrated Quranic education (IQE), there comes collaboration between this IEB and SUBEB. The FGN/UBE intervention fund which is given to SUBEB on IQE is handed over to this office for judicial use on Quranic education. The money is only N6m and takes care of a small fraction of the whole. The Executive Secretary of IBE is the Chairman of IQE in SUBEB. This body serves as the umbrella body for all Islamic programme, interventions or disbursement from anywhere on Islamic, Quranic Tsangaya Education (IQTE)
32. The following are proposed towards strengthening the activities of Quranic integration: Stakeholders meeting is needed for sensitization in general; Capacity of the teachers needs to be built; Recruitment is needed as there is lack of teachers to teach numeracy and literacy, Arabic language even though 700 staff has been recently employed.
33. In IEB, there are five departments and only one unit. These departments are: 1) Arabic school services; 2) Planning Research and Statistics; 3) Quranic schools; 4) Private islamiyyah schools and 5) Admin and finance. Social mobilization is the only one unit available.

34. The core functions of the SMU of IBE include preparation for meetings, contact with LG and others and writing reports. There is only one staff in this unit who is an assistant director. No training has been carried for him yet. Not much of any collaboration between the SMU of IBE and that of SUBEB except that sometimes they hold meetings together. IBE has a radio programme for dissemination of information and teaching of Islamic studies. There has been efforts by Arewa House towards curricula preparation for Quranic integration but yet finalised at this point.

LGEA Jahun

35. Core functions of the LGEA include the provision of classroom materials, overseeing of the welfare of school teachers, promotion and discipline. Others are supervision of attendance, teaching procedure, implementation of the rules and regulation of education according to the edict of the state, ensuring transition of primary pupils to JSS, evaluation and monitoring and assessment of teachers. The mandate of the LGEA does include training and recruitment. There is a Desk Officer for SBMC and all the SBMCs are functional and available in all schools. The schedules of the Desk Officer are: conduct visits to school and parents assist and guide on self help projects and supervision of self help projects.
36. On IQTE, there was much friction but things are taking shape gradually. At zaga, campaign on girl education was carried out about 8 girls were in school, but now they have about 100 girls in school. It was identified that poverty and ignorance were contributing to this. Provision of home grown school feeding will go a long way to improve access, retention and completion not only for girls but also for boys.
37. Needs include consistency in the support of projectors, tapes, CD, digital Camera etc., and Generator to power equipment where necessary, Motorcycle for the purpose of reaching certain communities, utility or project vehicle is needed. Many areas to cover are very far, not only this; there are sand dunes in some particular areas which will require the use of a project vehicle with four wheel drive. Other needs are there are only 8 Inspectors when they are supposed to be 16 in number. There is need for an information officer or social mobilization officer, because they usually invite someone from the LG to assist and he is given a token.

Zonal Inspectorate office of SUBEB in Jahun

38. Core functions of Zonal Inspectorate Office of SUBEB are: 1) Co-ordination the activities of the section; 2) Heading the Team for inspection; 3) Reporting findings to higher authorities e.g. SUBEB, SEMU etc, 3) Welfare of Staff in Zonal Offices, discipline promotion etc
39. The Inspectorate Zonal office has 17 members of Staff. No office designated as Social Mobilization, but they use people like district heads and other education stakeholders to assist in mobilizing the people in the communities. The headmaster is sometimes used to reach out to the communities and then communicate back to them in writing with a report where there are problems. The inspectorate also receives reports from district head or traditional rulers who also visit schools. Present arrangement does not include NGOs because most of them are located in the urban areas.
40. SM activities involve sometimes the use of the Information Officer in the LG in assisting to inform the communities on what they (Zonal SUBEB) want to do or have done. Sometimes also, the town criers are used to call parents together in case school resumes and children are not there. However there are numerous problems and

challenges. For example no vehicles, they sometimes borrow vehicles from the L.G, sometimes, they are busy with their vehicle. So there is need for mobility vehicle and publicity materials for the office.

41. Due to lack of sufficient hands to do the social mobilization work, many parents do not send their children to school. Parents take advantage of this to send their children to farm or other errands.
42. Although it is reported glaring that many of the parents are willing to send their children to school, excessive weight of poverty on them does not allow this. Lack of women or ladies to work with them to take care of some special areas men cannot delve into is an issue as all staff is men in the office. In addition there has not been not been adequate synergy between the work of the zonal inspectorate and the LGEA. There is no one single office in the inspectorate with a computer and only one person is fully computer literate in the office.
43. There is a growing need to engage women and youths (particularly youths who are trained teachers but unemployed). Women and youths are mobilised to reach out to the communities towards promoting various programmes and data gathering. Although the arrangement with the Youths and women is on voluntary basis sometimes incentives are given by the head teachers who directly supervise their work.
44. The FBOs were also involved in the activities of the inspectorate. Involvement of FBOs was done when some people were too rigid to deal with. In such cases, the religious leaders do a lot by assisting to intervene in the issues. There has been much sensitization with communities on gender issues so that the number of girls coming to school will improve.
45. Proposal to improve girl child education includes: mobilization through radio, film projections in the villages or communities, motivation or incentives to encourage parents e.g. provision of books, pencils, uniforms, games facilities etc. can go a long way. Also, teachers are to be encouraged in terms of welfare, promotion etc. Others are there should be conditional cash transfer for children as well as incentives for rural teachers. Furthermore, Home grown School feeding should be introduced.

State Ministry of Education (SMoE)

46. SME provides sound and qualitative education to citizens from ECCE to tertiary (formal education). The Primary education from ECCE to Junior Secondary School (JSS) is under the purview of SUBEB while the Ministry focuses on the secondary education. As SUBEB is a parastatal, the SMoE excises a supervisory role even though it is autonomous has Executive Chairman that reports directly to His Excellency, the State Governor.
47. According to the SMoE Staffs, there has been strong political will by the government to increase participation of the community members in managing schools. Examples of instances were given where His Excellency said he has entrusted the schools in the hands of the SBMCs.
48. In Jigawa state, it is gathered that the SBMCs have been established in all the schools (JSS and Secondary Schools). At the SMoE level, Director on Special Duties oversees the SBMCs in the Secondary Schools. There are nine (9) zonal education officers and

all have desk officers for SBMC. It was suggested that there should be desk officers in each school. The second meeting with all the SMBC members all over the state will soon come up. Current issues with management of social and community mobilization issues in the state include gaps in effective co-ordinations, inadequate officers to do the work effectively and lack of advocacy and publicity material such as T-shirts, face caps, etc for effective mobilization.

Agency for Nomadic Education (ANE)

49. Core functions of ANE include: 1) To educate nomads at the basic level; 2) To go round the state to locate these nomads, advise the government and take decision where other stakeholders like NGOs etc. will come in; 3) To train and retrain staff; 4) Providing of some instructional materials in conjunction with SUBEB; 5) Holding adult education for adult nomads through collaboration with the agency for mass education (AME) and sensitization meetings with the public on what ANE is all about and doing.
50. The agency has just taken off and is about one year old. Hitherto, it was a department domiciled with the SUBEB. Adult education for adult nomads is done in collaboration with AME. They have two centres per LGEAs. In five LGEAs, responsibility is shared between ANE and SUBEB towards increasing access, retention and completion. The Nomadic Primary Schools are in all LGEAs.
51. The agency has five hundred and sixteen (516) members of staff waiting to be trained. About 83 more staffs are to be recruited soon. A programme called 'HABBANAYE' exists which is all about women development. Villages are visited to sensitize women on the need to the women and encourage them to form an association. These women are trained on skills like pomade making, milk processing, weaving, sewing, local spaghetti machine etc. Some of the children of the Nomads are given free uniforms, school bags etc. as an incentive to encourage them.
52. In Jigawa, the nomads are divided into three groups;
 - i) Settled community of Fulanis: These are Nomads who are settled in a community. Both their children and their adults are attended to right where they are.
 - ii) Semi – sedentary Fulanis: These have their houses scattered in a cluster of about 1 or 2 kilometers away. They are gathered together in a point and taken care of.
 - iii) The mobile Fulanis: These are the seriously targeted Nomads. They are met and convinced on the need for the assistance in education for their children and other areas. They are attended to despite their mobility.
53. The relationship between the ANE and SUBEB is said to be very cordial. Information is disseminated through Information Officers in Dutse, zonal officers and ministry of information when needs arise. Social mobilization unit is absent at the agency but plan is reported to be underway. Collaboration with SM in SUBEB is maintained in the education of nomad kids and Ministry of Agriculture from animal care front. Several meeting had been held on training their staff on the animal care so that they will in turn be able to assist in the care of the cattle of the Nomads.
54. In the agency, only 3 departments exist which are: 1) Monitoring and Evaluation; 2) Planning, Research and statistics and 3) Administration and Finance. However, existing units under the department are: i) women programme; ii) agric services; iii) works and veterinary. Most of the social mobilization of activities of this agency is handled by other agencies and ministries such as AME and Ministry of Information.

55. There is a plan to introduce SBMCs in all the nomadic primary schools soon. Training of local midwives on using conventional western methods of delivery. The current challenges of the department include: utility vehicle; public address system; other materials necessary to mobilize the communities/nomads and enhancing achievement of their Mandate. Others are they need technical support i.e. structural analysis of how social mobilization can work out and machineries needed.
56. The SWOT analysis on social mobilization activities across the state conducted with all the stakeholders after the in-depth interviews have been captured. Strengths identified with social mobilization activities in the state includes: perceived commitment to work, all agencies are now established with functions defined (e.g. AME, ANE) and media is active and communicating government's programs and priorities. Others are political will and support to raise education profile particularly basic education exists and the homogeneity nature of the state in-terms of culture and religion is a source of peaceful co-existence.
57. Weaknesses are in the areas of high illiteracy and poverty rates, inadequate and effective manpower, weak Education Management Information System, and weak or absence of synergy among stakeholders (departments, agencies CBOs and NGOs). Also threats include political uncertainties, floods and disasters befalling many communities, inconsistent policies and inflation.
58. Opportunities exist with the establishment of SBMCs and growing achievement in learning and literacy. In addition there is a greater connectivity of many LGAs as a result of government's effort in establishing road networks.
59. Suggestions for ways forward are:
- Short and medium term technical support including specific trainings for various segments of social mobilization of various agencies (PRA, PM&E, inter personal communication skills etc) establishment of mechanisms across social and community mobilization spectrum towards increasing synergy and networking. There is optimism that a results framework is one example of such a mechanism.
 - Intensification of advocacy and sensitization campaigns to stakeholders on identified government's programmes and priorities, scale up and institutionalise AME model of collaboration with key stakeholders to deliver on educational mandates, strengthen and engage Faith Based Organization (FBOs), CBOs, NGOs, women and youth groups in social and community mobilization activities.
 - Others are identify and use key female role models especially for assisting improvements in girls education, conditional Cash transfer to be introduced to poor families or support girls in the family to go to school, development of monitoring and evaluation strategies to effectively track social and community mobilization activities and State steering committees for SBMC to be revived and strengthened.

Options and next steps

60. Options and next steps include: ESSPIN to support a one day round table meeting of all stakeholders to share findings of the functionality assessment for the purpose of determining strategies and plan of action for a way forward. ESSPIN could facilitate this happens in the immediate term while also supporting plan of action on identified key issues as medium and long term strategy through an additional one month organisational development (OD) and SBMC support. The following are the key priorities. The additional one month OD support by ESSPIN should be spread across 3 – 6 months period to enable on the job experience and reflections on identified interventions while also allowing latitude to manage change effectively.
61. The OD support should address short and medium term technical support including job descriptions, performance management as well as specific trainings (examples are evidence based advocacy, PRA, PM&E and interpersonal communication skills) for various segments of social mobilization of various agencies. Also in line with the priority of the state and Medium Term Sector Strategy (MTSS), the OD support will facilitate identification of processes and mechanisms across social and community mobilization spectrum that will promote synergy, networking and scaling up of AME model of collaboration with key stakeholders as well as literacy by radio initiative among others.
62. In addition, Social Mobilization has a few other schedules that have been hijacked by other departments. ESSPIN through OD support should facilitate modalities for the release of the job schedules to DSM while also facilitating institutionalisation of strategies (MTSS process, results framework etc) for promoting effective collaboration between the DSM and other departments.
63. There is uncertainty of AME representation in the communication and knowledge management committees. It is imperative that C&KM Committee addresses this issue.
64. IBE to liaise with UBEC and Arewa towards finalisation of the curricula preparation for Quranic integration. The completion of the curricular will facilitate the ongoing radio programme on dissemination of information and teaching of Islamic studies. IBE should ensure that the budget short fall for Quranic integration activities and Arabic staff is addressed in the MTSS process while also providing sufficient evidence for additional funds from FGN/UBE intervention funds for Quranic integration

Annex 1: Terms of Reference

Draft Terms of Reference:

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

Location of Assignment: Jigawa, Kano, Kaduna States

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

Background

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

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

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

Objectives of the assignment

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

Specific task for the consultancy

- 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 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.
- To provide a 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 prior undertaken the consultancy. The consultants will also ensure that the Lead Specialist and the Technical Team Leader are fully informed throughout the period of the consultancy.
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 devt, team planning) and meeting with STL, A&E specialist, LS – Community Demand and Accountability in Kaduna	1	1
Kaduna Assessment with STL, state specialists, SMOE, SUBEB - SMU, AME including 1 day workshop	3	3
Kano Assessment	3	3
Jigawa Assessment	3	
Lagos Assessment		3
Team debriefing and report writing in Abuja	3	2
Total	13	12

Institutional/administrative arrangements

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

Competencies

Qualifications/experience

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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Functional and Training Needs Assessment (full day round table meeting) - ESSPIN to arrange logistics for full day meeting including flip charts/stand, notebooks, post it notes etc
09-07-09	Travel	

Annex 3: KII Tool

KI: STL, A&E Specialist (ESSPIN)

Issues

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

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

Issues

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

KI: SUBEB (ES, Director Social Mobilization)

Issues

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

KI: NCNE (ES)

Issues

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

KI: NMEC (ES)

Issues

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

Annex 4: TNA Questionnaire

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

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

TRAINING NEEDS ASSESSMENT QUESTIONNAIRE

SECTION 1: PERSONAL HISTORY AND BACKGROUND

1. Name: _____

2. Ministry/Agency/Parastatal: _____

3. Department/Unit: _____

5. Designation: _____

6. Grade Level: _____

7. Gender: Male Female

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

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

9. Number of years in the Civil Service: _____

10. Number of years in present post : _____

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

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: Round Table presentations from Agencies

AGENCY FOR MASS EDUCATION Presentations

A) ACTIVITIES

- i) Conduct of stakeholders meeting for the joint collaboration of mass literacy delivery
- ii) Advocacy and sensitization meeting with top policy makers on the workability of the joint collaboration
- iii) Mobilization and enrolment survey of 945 basic literacy centers across the state
- iv) Identification of 1890 capable facilitators to run the centers
- v) 3 days TOT for 1890 facilitators
- vi) Radio mobilization for the targeted participants to patronize the programme of remedial and continuing education
- vii) Selection and sensitization meeting with 27 principals and 27 continuing education co-ordinators for the take off of the programme
- viii) Liaising with MOE for the selection of 270 capable teachers to train the candidates wishing to remediate their educational pursuit
- ix) Identification of 25 communities in 6 pilot LGA's for the conduct of literacy by Radio programme with an enrolment of 625 participants
- x) Conducting 14 day training of 50 literacy by radio centers once in a month
- xi) Advocacy and mobilization visit to Emirs for support and elderly advice.
- xii) Hosting of national meetings of nongovernmental organization for literacy support services. 36 Agency for mass education Directors and relevant stakeholders across the nation strategized on way forward to boost mass literacy delivery in the state and the nation at large.

B) PLANS AHEAD

- i) Creating the social mobilization unit under the continuing education department
- ii) More staff can be transferred from other department, about 5 to man the unit
- iii) They will need training to be able to mobilize the communities
- iv) Support is needed for utility vehicle, public enlightenment gadgets such as projectors, digital cameras, computers etc.
- v) There is need for support in publicity like magazine or newsletter
- vi) Creation of jingles, pamphlets, posters, drama, and film shows etc.

C) CHALLENGES

- i) Reluctant attitude of some collaborators.
- ii) Lack of budgeting provision with other collaborating partners to sponsor adult literacy programme.
- iii) Inadequate man power in the agency particularly at the LGA level.
- iv) Inadequate resources to mount intensive campaign through radio, television, print media, town criers etc.

SOCILA MOBILIZATION DEPT SUBEB

A) UNITS

- i) Public enlightenment.
- ii) Public relations.
- iii) SBMC.
- iv) Tsangaya integration.
- v) Self help project

B) PUBLIC ENLIGHTENMENT ACTIVITIES

- i) Film show on the activities of the board.
- ii) Production of radio/ TV Jingles.
- iii) Enlightenment songs

C) PUBLIC REALATIONS ACTIVITIES

- i) Image making of the board.
- ii) Press releases.
- iii) Publication of newsletter/ pamphlets
- iv) Documentaries / feature articles
- v) Documenting both still and moving pictures
- vi) Media analysis on related board issues.

D) SBMC ACTIVITIES

- i) Inauguration of the SBMC in each school.
- ii) Meetings/ workshops on the role of the SBMC roles / functions.

E) TSANGAYA INTEGRATED ACTIVITIES

- i) Integration of 10 Pilot Schools into the Programme.
- ii) Identifications Of 6 Additional Quranic Schools
- iii) Identifications Of 27 Tsangaya Schools In Each of 27 L.G.A.'s

F) SELF HELP PROJECTS

- i) Disbursement of funds to the 204 projects across the state.
- ii) Project implemented to 70% level of completion.

G) CHALLENGES / CONSTRAINTS

- i) Lack of adequate funding.
- ii) Insufficient qualified personnel
- iii) Inadequate working materials
- iv) Absence of modern tools or working materials
- v) Poor public participation
- vi) Lack of adequate office space /accommodation
- vii) Ignorance of the people in the community
- viii) Training and retraining of personnel

ZONAL INSPECTORATE / AGENCY FOR NOMADIC EDUCATION / L.G.E.A

A) ACTIVITIES

- i) Inspection and supervision of all primary and junior secondary schools within their zone.
- ii) Evaluation of student's performance in the classroom.
- iii) Monthly reports to SUBEB and SEMU/LGA's
- iv) Reporting of teachers who deserve promotion and advancement to the LGEA's to take action
- v) Cross checking all school records/ profiles and making necessary corrections if need be.
- vi) Monitoring and inspection of all Nomadic primary schools in the state
- vii) Collaborating with nomadic heads (Hardo and Miyath Allah Association)

B) SOCIAL MOBILIZATION

- i) SBMC and PTA are involved in social mobilization
- ii) Traditional rulers, Hardo and miyath Allah are fully co-opted in social mobilization
- iii) Clubs and societies are encouraged in the schools
- iv) Incentives and motivation to be given to teachers in rural areas
- v) For proper mobilization of dwellers in rural communities, free books, uniforms, writing materials, etc. to be made available

C) CHALLENGES / CONSTRAINTS

- i) Lack of enough working materials e.g., transport facilities.
- ii) Lack of enough budgetary allocation to build permanent site of Nomadic primary schools
- iii) Lack of funds
- iv) Poor enrolment and the attendance of students
- v) Lack of qualified personnel.