

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

Assignment Report

**Functional Analysis and Training Needs Assessment
Report of Department of Social Mobilization in UBEC &
Kwara SUBEB**

Report Number KW 401

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Acronyms and Abbreviations

AIDS	-	Acquired Immune Deficiency Syndrome
CBAs	-	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
KUBECC	-	Kwara State UBE Communication Committee
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
SUBE	-	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. Since the creation of the Department of Social Mobilization (DSM) in 2004 and 2007 at UBEC and SUBEB level respectively, lingering establishment and formation challenges exist and are undermining its functions. The consultancy has determined baseline situation in respect to functionality of the DSM and the training needs of the staff at UBEC and SUBEB level. The training needs determined were from 2 perspectives 1) the staff schedules of duty and 2) organisational development. Aside the baseline situation obtained, the consultancy prompted sharing of schedules of duty to the staff which hitherto was not the done and as well achieved concrete pledges by the Executive Secretary (ES) of the SUBEB (Kwara) to address some of the key issues central to functionality of the DSM. The consultancy has increased understanding of functional relationship of the DSM at SMOE and Communication Committee (CC) level.

Executive Summary

2. The functionality assessment and training needs assessment at UBEC and SUBEB focused on the DSM were in line with output 4 of the ESSPIN log frame.
3. In spite the creation of the DSM at the UBEC and SUBEB in 2004 and 2007 respectively, challenges of establishment and formation exist and vary. These lingering challenges have implications to achieving the objectives of the department which range from girl child education, engagement with the civil society, community empowerment through self help project, Quranic integration, SBMC and PTA support activities, HIV/AIDS to communicating UBE.
4. Unclear institutional and functional relationship between key actors (Federal Ministry of Education, FMOE, NMEC, NCNE and UBEC) at the Federal level their corresponding structures at the State level exists in relation to girl child education, School Based Management Committee and Qur'anic integration and could be potential areas of tension.
5. Key achievements from the consultancy include: baseline situation determined in both status of functionality of the DSM and training needs of key staff. At both UBEC and SUBEB level, functionality has been aided by the presence of collaborative partners, existence of UBE law, staffing, funding but has been impaired also by the delay in program implementation, inadequate staffing, poor funding, absence of relevant basic training and skills among the staff, absence of job schedules, working tools, frequent changes in leadership and inadequate office accommodation.

6. At the SUBEB level, “quick wins” have emerged with pledges by the ES in the areas of addressing office accommodation issue, release of schedules of duty to the department, deployment of more staff and provision of a vehicle to the department to increase its functionality.
7. In respect to the staff schedules of duty, the following training needs have been identified and include: Absence of planning, organization and management skills, community facilitation skills, communication and mobilization skills, participatory monitoring and evaluation (PM&E), evidence based advocacy, basic knowledge on HIV/AIDS, operation research and staff respective roles, Participatory Rural Appraisal (PRA) skills, and reporting and documentation skills.
8. Options and next steps have been determined at the both UBEC and SUBEB level and include central Training of Trainers (ToT) training on four modules which can further be cascaded at the LGA level; support for the development of job descriptions for the DMU staff at SUBEB level and Technical Assistance (TA) at the UBEC level for the review of priority policies and guidelines and their state/LGA dissemination including developing a plan of action and its implementation. As draw down of FG UBE intervention fund is poor with the majority of states, a piece of operational research is recommended.

Purpose of the Consultancy

9. The purpose of the consultancy is to undertake training needs and functionality/institutional assessment of DSM within UBEC and 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, interviews and round table meetings were held with staff aided with information gathering and analytical tools (Annex 2: Consultancy itinerary).

Achievement of the terms of reference

TOR Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
To undertake an analysis of the institutional relationship between the Federal Ministry of Education (FMoE) and the UBEC at the Federal and SUBEB and State Ministry of Education (SMoE) at the state level in relation to community mobilization and participation in school governance/management	Done through literature reviews and Venn diagram (a participatory tool)	<ul style="list-style-type: none"> - At the Federal level unclear cut mandate between UBEC, NMEC and National Commission for Nomadic Education (NCNE) and FMoE in relation to girl child education, Qur'anic integration, and SBMC. This applies at the state level too. -At the State level Communication committee (CC) to deepen its understanding of the mandate of the DMS and explore opportunities for greater collaboration
To analyze and determine functions of the department and identify key staff training needs and strengths in relation to community mobilization and mandate of the department within UBEC and SUBEB	-Through Force field analysis core functions of the DSM were determined at the UBEC and SUBEC level as attached as annex and embedded in this report. Key staff training needs and strengths in relation to community mobilization and mandate of the department within UBEC and SUBEB has been determined from both perspectives of their schedules of duty and broader organizational development context.	<ul style="list-style-type: none"> -Central TOT training for the DMU staff from UBEC and SUBEB and CC at the state level. The training is to be in 4 modules in respect to different training needs and staggered in a period of 3 Months. -At SUBEB level job description in support of the newly assigned schedules to the staff is required. -At the UBEC level, TA is required in the participatory review of the current priority

		policies and guidelines such as SBMC including their state/LGA level dissemination. In addition, TA is required in undertaking operational research on poor FG UBE funds draw down.
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 federal, state and Local Government Education Authority (LGEA) levels.	Root causes analysed using “Bomb Blast” technique focusing on the disenabling factors that emerged from the force field analysis exercise. Implications for effectiveness and functionality deepened with ES at the SUBEB level	-Implications for effectiveness and functionality need to be deepened with Director of Social Mobilization Unit and ES at the UBEC level
Facilitate preliminary workshops/meetings with social mobilization departments in ESSPIN state (Kwara) and UBEC with view to developing strategies for ESSPIN support to strengthen the activities of the social mobilization departments.	Preliminary meetings with DSM of UBEC and SUBEB organised 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 DSM. Agenda for the preliminary workshops/meeting at the UBEC and SUBEB level are attached as annexes 3 and 4 respectively.	-Options and next steps embedded in this report
Liaise with ESSPIN state team leaders (federal and Kwara) to during the period of undertaken the consultancy and debrief to Lead Specialist community interaction and ESSPIN Technical Team Coordinator.	Liaison done with ESSPIN team leaders. Debrief was done to the Lead Specialist community interaction and ESSPIN Technical Team Coordinator	-No follow up required

Background

10. The Federal Government (FG) of Nigeria enacted the Universal Basic Education (UBE) Law in which it makes provision of 2% of its Consolidated Revenue Fund (CRF) to finance the UBE Programme. Thus, the Compulsory, Free UBE Act, 2004, provides a legal framework within which the FG supports States towards achieving uninterrupted nine year compulsory UBE for all children of primary and junior secondary school age throughout Nigeria.
11. Nevertheless the UBE Act recognizes and preserves the exclusive constitutional responsibility of states and local governments in Nigeria to provide basic education as the FG' role is an intervention to ensure uniform, equitable and qualitative provision of basic education throughout the country.
12. 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).
13. Realizing the need to ensure a sustained community participation and ownership of the basic education, DSM was created in 2004 at the UBEC level and 2007 at the state level following the directives by the UBEC. Hitherto to the creation of the DSM, the older departments at UBEC and SUBEB had continued to perform the mandates established for the DSM.
14. It is the aim of ESSPIN to have a sustainable impact upon the way in which government in Nigeria delivers education services as it directs its efforts at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. Hence, the objectives of this functional/institutional assessment and training need identification of the key staff at DSM of the UBEC and SUBEB in Kwara State.

Objectives of the consultancy

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

Approach to the consultancy

15. The consultancy was approached from two levels (UBEC and SUBEB) focusing on the DSM. To explore institutional relationship at the SUBEB level, Venn diagram tool was explored at the state level. The Venn diagram tool facilitated understanding of the relationship between DMS and MDAs as well as CSOs at a round table discussion with the staff of the DSM.
16. Also, force field analytical tool was designed and engaged by the DSM staff. The core functions of the department were used as the point of reference for brainstorming on forces that hinder or promote their performance. The disempowering factors identified were further analysed in terms of their root causes using a “Bomb blast” technique. As CC was identified as close alliance of the department, a meeting was scheduled to deepen understanding of the relationship between the DSM and the CC. The CC exists in all the SESP States and currently supported by ESSPIN.
17. The newly assigned scheduled to the staff were used as entry point to determine their needs assessment largely from a perception point of view as roles in the schedules were new. Self perception matrix tool (annex 5) was used. Finally, at the conclusion of the activities with the DMS staff, a joint debrief was made to the ES led by the Consultant.
18. At the UBEC level, the Director of the Social Mobilization was met and a rundown of the department was made in-terms of its mandate and future plans (updates include efforts on SBMC guidelines). The consultant also debriefed on the findings from the SUBEB level. A round table discussion meeting was organised for a day chaired by a Deputy Director (DD) Social Mobilisation. Force field analysis tool and root cause analysis were introduced and engaged by the participants. The staff worked in two groups but with the same task which were then harmonised during the plenary feedback session. Another instrument was designed to x-ray current direction of the department in terms of national strategies, policies and plans.
19. As the Director of Social Mobilization Department was committed to other priority outside the office area, debrief to him was not possible by the consultant. Nevertheless, this would have been achieved by the staff and the DD.

Findings and issues arising

Institutional and functional Relationship SUBEB Level

20. At the State level, Charter on “Every Child Counts” is collaboratively pursued between the SMOE and SUBEB through representation by DSM and Department of Administration using the platform of CC. This CC also involves representations from Agency for Mass Literacy and Teachers Service Commission (TSC).

21. 'Every Child Counts' is the charter for education in Kwara State. One of the building blocks of achieving this is institutional building. Others are teacher quality improvement; inspectorate development and colleges of education turn around. SUBEB has the mandate to deliver on basic education in the state and in particular it's DSM that provides a link between the state, community and the Civil Society Organizations (CSOs).
22. According to the Every Child Counts Kwara State Education Charter, *"The involvement of parents and communities is critical to the success of building an education system that everyone in Kwara will be proud of. Parents, and members of the wider local community, will get more actively involved in school where they are given the opportunity through PTAs, SBMCs and more informal mechanisms . Their influence must give them the power to hold schools to account when performance is poor and share in success when things are going well"*
23. The launched of every child counts learning outcome benchmarks for Kwara State Primary Schools further provides DSM with enormous task and responsibility of ensuring that these benchmarks are not only effectively communicated to the communities through community structures (SBMCs, PTAs, Community Based Organizations, CBOs, Community Based Associations, CBAs) but they are also empowered to demand for their accountability.
24. The mission of the DSM is *"to ensure that UBE remains a programme of the people through advocacy and mobilisation for harnessing human and material resources, mobilise private and international organisations and promote specified activities under the State UBE programme for the success of Basic Education delivery in the State."*
25. Although the department was created in 2004, it became operational in 2005. It was run by one person (sectional head) for a year. 7 staff currently exists against 16 staff recommended by the UBEC. Since its creation, 2 schedules of duty (SBMC and Self help Project) were released for the department until recently increased to 7 by the 3-month old ES. Hitherto to the creation of the DSM in 2007, its current schedules were shared by older departments.
26. In-spite the newly assigned schedules of duty, the concerned departments are yet to release them to the DSM. Absence of the schedules of duty and staffing issue has made development of job descriptions impossible. Thus, assigned jobs for the department are executed as a collective responsibility by the staff in the department.
27. Evidence of strategic plans or operational plans was not sighted and since staffs lack schedules, most of the work executed by the department is sketchy and largely fallout from the UBEC in line with FG UBE funding activities or implementation plan.
28. From the force field analysis, challenges in the performance of DSM functions include:

- Lack of adequate personnel for the various activities of the department
- Lack of training apart from occasional workshops
- No allocation of funds to carry out activities
- Lack of experience since all pioneer staff were all teachers before being transferred to the department
- Lack of mobility since the work is at the community level majorly
- Other departments handling the schedules of the department not willing to relinquish power to them (SMoE, SUBEB Admin, Planning Research and Statistics (PRS) etc are still handling most of the work

Analysis of DSM Manpower Requirement

29. From the analysis of the DSM Human resource needs (Table 1) also attached as annex 6, over 50% of the staff requirements have not been met. Mostly, the very senior positions remained vacant as well as the junior positions. Absence of the staff requirement currently impairs the functions of the department.

30. Also playing similar roles with DSM but independently is the Kwara UBE CC comprises of key staff from the MoE and SUBEB. The specific composition of the Kwara State Universal Basic Education Communication Committee (KUBECC) differs from State to State according to staff in post and roles. It comprises representatives from:

- Project Support Unit (PSU)
- Public Relation Officers (PROs)/Press Secretaries of both institutions'
- Education Management Information System (EMIS) officers of both institutions
- Schools Department of both institutions
- Social Mobilization Department (SUBEB)
- Agency of Mass education (PRO)

31. The role and tasks similar to those of DSM are: 1) Agree key State-wide and targeted education campaigns and communication interventions through the year and 2) Provide guidance and direction to communication activities at LGEA, District, and community level through the setting of goals, priorities and key tasks

32. In spite the fact that DSM staffs are members of the CC, knowledge about functions of the CC is confined to only the members in the committee. In this regard, working relationship between the DSM and SMoE and CC to deliver basic education are yet to be optimally engaged.

33. Although the SMoE has mandatory oversight function over its parastatals such as SUBEB, the DSM has no direct corresponding department in SMoE to effectively relate with and the relationship is more at the broader level of the SUBEB and the Ministry.

Training Needs Assessment

34. Although schedules of duty have just been shared to the staff which was prompted by this consultancy (annex 7), self assessment of critical training needs and skill gap of the staff were done to a large extent at the level of perception and broader organizational development perspective (Table 2).

Table 2: Training and Skill Gap Analysis

Section	Functional Areas	Training and Skills required relevant to the functional areas	Remarks
Community Mobilization	Advocacy and Sensitization in relation to HIV/AIDS Awareness, Polio/Health related issues and Sports	Evidence based advocacy, communication skills, community facilitation skills, Participatory Rural Appraisal skills and basic knowledge on polio/Health related issues and sport	Little or absence in most of the staff
Community Development	Advocacy and Sensitization in relation to self help project, girl child education, special education needs and home grown feeding program	Evidence based advocacy, communication skills, community facilitation skills, Participatory Rural Appraisal skills, participatory monitoring and evaluation skills and basic knowledge on self help project, girl child education issues, special education needs and home grown feeding program	Little or absence in most of the staff
Information, Research and Documentary	Advocacy campaign and Sensitization in relation to print media, research, documentation, international donor agencies and SBMC	Evidence based advocacy, communication skills, community facilitation skills, Participatory Rural Appraisal skills, documentation and reporting skills and basic knowledge on operational research	Little or absence in most of the staff
Public Relations and Protocol	Advocacy/Campaign and Sensitization in relation to electronic media, protocol activities and Qur'anic integration	Evidence based advocacy and campaigns, communication skills, community facilitation skills, Participatory Rural Appraisal and basic knowledge on journalism and protocol, Qur'anic integration and roles and functions of the SUBEB and UBEC	Little or absence in most of the staff

Institutional and Functional Analysis UBEC (DSM)

35. At the federal level, SBMC objectives are pursued collaboratively between the FMOE and UBEC DMS through training of SBMCs. Girl Child Education is also pursued along side with FMOE, NCME, NMEC and UBEC
36. Social mobilization constitutes one of the 3 technical departments in UBEC. Other technical departments are Monitoring and Evaluation (M&E) and Academic Services. In addition to the technical departments, there are also 3 service departments. The mission of the DSM of UBEC is *“to ensure that UBE remains the people’s programme through advocacy and social mobilisation for harnessing human and material resources; mobilise individual, private and international organisations and promote specified activities under the UBE programme for the success of basic education delivery.”*
37. The following units in the ES’ office compliment the departments which are: Special Projects; Internal Audit; Public Relations and Protocol and Legal. There are two sector committees, which meet regularly and report to management. The Technical Sector Committee (9 member) is chaired by the Deputy Executive Secretary (Technical) while the Services Sector Committee is chaired by the Deputy Executive Secretary (Services). There are 2 directors from the Social Mobilization in the technical committee (Director and Deputy)
38. From the force field analysis the enabling factors for the performance of the functions include the presence of UBE law, presence of experienced staff, Availability of computers and knowledge of computer usage. Others are collaboration with stakeholders at Federal, State and LGA levels, public enlightenment, production of materials either electronically, print and documentary, sensitization of public, advocacy of policy makers, campaign, rallies, advocacy and distribution of materials.
39. The disenabling factors are enumerated as funds not released when due for assessment, computers not enough and many affected by virus, delay in programme implementation, frequent changes in leadership (3 times in a year) lack of office accommodation for staff and lack of incentives/motivation of staff e.g. residential accommodation. Others are misplacement of priorities, bureaucratic bottlenecks non availability of working equipment e.g. digital cameras, studio etc, lack of mobility, working environment not friendly and welfare package is not encouraging.

Root cause analysis of some of the disenabling factors or issues have been tabulated below

40. To further deepen understanding, key disenabling factors were chosen and through “But Why” exercise, some of the root causes were identified as captured in the (Table 3) below.

Table 3: Root Cause Analysis

Disenabling factors	Root cause
Delay in program implementation	<ul style="list-style-type: none"> - Changes in leadership as new leaders have to be reoriented on the same activities - Delay in budget money not released when due
Computers not enough and many affected by virus	<ul style="list-style-type: none"> - The number of staff is more than the computers provided and computers are not being treated yearly.
Non availability of equipment e.g. digital cameras, studio etc.	<ul style="list-style-type: none"> - Any time proposals are made and approved, fund was not released.

41. The table 4 attached as annex 8 provides the staff strength of the DSM assigned with the responsibilities of performing the stated functions above. Although the staff number exceeds the stated requirements as recommended to the states, at the HQ level also, some very senior positions (Assistant Director Level) remained vacant.
42. Towards increasing the functionality of the UBEC DSM, the current priorities in respect to national policies, strategies and plans were analyzed using the matrix attached as annex 8. It is evident that technical assistance will be required in the following key areas: operational research on FG UBE funds poor draw down, the review of SBMC guidelines and State/LGA dissemination, translation of the UBE Act in to major languages and their dissemination
43. Discussion with the Director of Social Mobilization revealed that SBMC guidelines is currently reviewed as an in house activity and will require a broader stakeholder participation to increase its relevance, buy in and ownership. For SBMC to demonstrate impact longer time support on sustainability basis is required beyond the policy support. ESSPIN could model few case studies in direction as best example.
44. Support for a piece of research on facts findings related to poor draw down of the FG UBE intervention fund by some states is one priority identified by the staff. Over two third of the states have poor draw down running in to billions of Naira.
45. UBEC has identified the translation of UBE Act in to 3 major languages to achieve their effective communication at the LGA and Community level with view to increase effective dissemination, communication and community participation. Technical Support could be provided through ESSPIN Communication and Knowledge management team as well as SBMCs.

Options and next steps

There are wide areas of interventions for TA generated by this consultancy as tabulated under the section one of this report tagged Achievement of the ToR. However, the following are options and next steps

At both UBEC and SUBEB level:

- 1) A central ToT is required to address training needs identified. The training can then be cascaded down to the LGA level. The training could be arranged in phases and modules ranging from PRA and Community mobilization; Evidence Based advocacy; Project management and leadership training; and Team Building training. Each module could last a week but staggered. The participants for the training are DMU staff at UBEC and SUBEB as well as CC of Kwara. The training should put in place quality assurance mechanism while cascading and systems to demonstrate the relationship between the trainings and on the job performance.

At the SUBEB level

- 2) Work with the DMU staff to develop job description in support of the newly schedules of duties assigned to the staff

At the UBEC level

- 3) Support the participatory review of the current priority policies, guidelines and framework such as SBMC guideline, Qur'anic integration as well model their State and Level dissemination including developing plan of action at the state and LGA level
- 4) Support few case examples of long term and sustainable support to SBMCs towards demonstrating impact in school governance and participation.

Annex 1: Terms of Reference

Title of Assignment: Training Needs Assessment of Social Mobilization Unit

Location of Assignment: Abuja and Kwara State

Duration: 20th – 30th April 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 social mobilization departments within UBEC and SUBEB – social mobilization department 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 community participation in school governance/management and information flow.

Specific task for the consultancy

- 1) To undertake an analysis of the institutional relationship between the FMoE and the UBEC at the federal and SUBEB and SMOE at the state level in relation to community mobilization and participation in school governance/management– Literature review and in-depth Interviews
- 2) 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 UBEC and SUBEB
- 3) 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 federal, state and LGEA levels.
- 4) Facilitate preliminary workshops/meetings with social mobilization departments in ESSPIN state (Kwara) and UBEC with view to developing strategies for ESSPIN support to strengthen the activities of the social mobilization departments.
- 5) Liaise with ESSPIN state team leaders (federal and Kwara) to during the period of undertaken the consultancy and debrief to Lead Specialist community interaction and ESSPIN Technical Team Coordinator.

Outputs

1. Developed plans discussed with the consultants, the Lead Specialist and Community Interaction 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 draft report of the consultancy will be submitted within two days of the completion of this consultancy and summary presentation to ESSPIN and other key stakeholders for comments.
3. A report on the process, analysis undertaken in Abuja and Kwara state, the strategies and action plans to take forward commitments on ESSPIN support to social mobilization departments. The report in ESSPIN format should be submitted electronically by email, in Microsoft Word.

Institutional/administrative arrangements

The consultants will report to the Lead Specialist Community Interaction and will undertake this assignment in 12 days and will require that they work with UBEC, SUBEB, FME and ESSPIN state teams. The consultant will develop an itinerary for their work schedule upon agreement with lead specialist community Interaction. The consultants will work together and coordinate to undertake this consultancy in Abuja and Kwara state.

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: Revised Consultancy Assignment

Training Needs and Functional Assessment

Department concerned: Social Mobilization (SUBEB & UBEC)

Date	Itinerary	Remarks
19 – 04 - 09	Travel from Kaduna to Abuja	- Travel
20 – 04 - 09	ESSPIN Office	- Agree on work plan with lead Specialist community interaction - Sort logistics - KII with lead specialist community interaction
21 – 04 - 09	Travel to Kwara	- ESSPIN to arrange logistics
22 – 04 - 09	SUBEB, SMoE, Kwara	- Interviews with key staffs on institutional/functional relationship with focus on ESSPIN Social Mobilization unit
23 – 04 - 09	SUBEB	- Functional Analysis - Force Field Analysis with key officials of the Social Mobilization unit - Root Cause Analysis - Priority identifications Note: These exercises will be done with key staff of Social Mobilization Unit
24 – 04 - 09	SUBEB	- Root Cause Analysis - Identify and agree on Priorities - Agree on next steps
25 – 04 - 09	Travel to Abuja	- ESSPIN to arrange logistics
26 – 04 - 09	Hotel	- Work free day
27 – 04 - 09	ESSPIN, UBEC, FME	- Interviews with key staffs on institutional/functional relationship with focus on ESSPIN Social Mobilization unit
28 – 04 - 09	SUBEB	- Functional Analysis - Force Field Analysis with key officials of the Social Mobilization unit (Small group meeting) - Root Cause Analysis - Priority identifications Note: These exercises will be done with the key staff of the Social Mobilization Unit
29 – 04 - 09	SUBEB	- Root Cause Analysis - Identify and agree on Priorities - Agree on next steps
30 – 04 - 09	Report Writing	- Report Writing
01 – 05 - 09	Report Writing	- Report Writing
02 – 05 - 09	Travel to Kaduna	

Note: Date for debrief at ESSPIN and UBEC to be arranged.

Annex 3: Functional Assessment of Social Mobilization Department (SUBEB)

Agenda

Date: 22/23 – 04 - 09

Activity	Time	Who is responsible
DAY ONE		
Opening Remarks	10.00am	SUBEB/ESSPIN
Introductions	10.15am	All
Expectations and Concerns	10.30am	Funke
Aim, Objectives, Agenda and Methodology	11.00am	Bawa
Tea Break	11.00am	All
Functional Analysis – Force field Analysis	11.30am	Bawa
Root Cause Analysis	1.00pm	Bawa
Lunch	2.00pm	Bawa
Staff Audit – Staff Audit form	3.00pm	Director, Social Mobilization
Training Needs and skill gap Analysis	3.20pm	Bawa/Funke
Close	5.00pm	
DAY TWO		
Opening Prayers	9.30am	
Training Needs and Skill gap presentation	9.45am	Director, Social Mobilization/Bawa
Agreeing on Priorities	11.00am	Director, Social Mobilization/Bawa
Next Steps and Close	11.30am	Director, Social Mobilization/Bawa

Annex 4: Functional Assessment and Priority Identification of Social Mobilization Department (UBEC)

Agenda

Date: 28 – 04 - 09

Activity	Time	Who is responsible
DAY ONE		
Opening Remarks	10.00am	DSM (UBEC)
Introductions	10.15am	All
Expectations and Concerns	10.30am	UBEC
Aim, Objectives, Agenda and Methodology	11.00am	Bawa
Tea Break	11.00am	All
Functional Analysis – Force field Analysis	11.30am	Bawa
Analysis of current UBEC Priorities	1.00pm	Bawa
Lunch	2.00pm	All
Training Needs and skill gap Analysis	3.00pm	All
Training Needs and Skill Gap Analysis	3.30pm	DSM (UBEC)
Recap and Agree on priorities	4.00pm	DSM (UBEC)

Annex 5: Training Needs and Skill Gap Analysis Form

Job Title:

Job Description	Self Interpretation	Training Needs and Skills required to perform the job	Training Needs and Skill present	Training Needs and Skill gap

Annex 6: Table 1 – Analysis of Manpower requirement (DSM – Kwara)

S/N o	Designation	GL/Step	Number recommended	Number present
1	Director of Social Mobilization (DSM)	17	1	1
2	Deputy Director Social Mobilization (DDSM – Community Mobilization)	16	1	Nil
3	Deputy Director of Social Mobilization DDSM – Information and Enlightenment	16	1	Nil
4	Assistant Director of Social Mobilization (ADSM -Information and Enlightenment	15	1	Nil
5	Assistant Director of Social Mobilization (Community Sensitization)	15	1	Nil
6	Chief Social Mobilization Officer (CSMO – Community Empowerment)	14	1	1
7	Chief Social Mobilization Officer (CSMO – Campaigns and Promotions)	14	1	Nil
8	Chief Social Mobilization Officer (CSMO)	14	1	Nil
9	Principal Social Mobilization Officer (PSMO)	12	1	1
10	Principal Social Mobilization Officer (PSMO – Donor Intervention)	12	1	2
11	Senior Social Mobilization Officer (Self Help/Community Empowerment	10	1	
12	Social Mobilization Officer 1 (Advocacy/Community Sensitization)	09	1	Nil
13	Social Mobilization Officer 11 (Campaigns and Promotion)	08	1	Nil
14	Personnel Assistant 1	06	1	Nil
15	Driver	05	1	Nil

Annex 7: Schedule of duties for staff of Social Mobilization

S/no	Name of staff	Rank	Schedule
1	J. A. Afolagboye	Director	Director Social Mobilization (SBMC, UNICEF) coordinating the department.
2	A. A. Abdulsalam	ACSMO	Self-help project, collaboration with international development partners, UNICEF.
3	S. A. Aboyeji	ACSMO	HIV/AIDS awareness campaign, girl child education.
4	S. T. Abubakar	PSMO	Self-help project, health education and awareness
5	M. I. Ishola	PSMO	HIV/AIDS education, communicating UBEC/ Media and protocol
6	B. S. Olesin	PSMO	SBMC, Qur'anic school integration.
7	S. Idris	SM	Qur'anic integration SBMC

Annex 8: Analysis of DSM staff strength

S/NO	DESIGNATION	GRADE LEVEL	NUMBERS
1	Director	17	1
2	Deputy Director	16	2
3	Chief Social Mobilisation Officer	14	1
4	Asst. Chief SMO	13	5
5	SCS/Snr. Social Mobilisation Officer	10	4
6	Social Mobilisation Officer II	08	1
7	PA I	06	1
8	Driver	07	4
9	Driver	05	3
10	NYSC		1
TOTAL			20

Annex 9: Table 5 – Analysis of current Priorities (National policies, Strategies and Plans)

S/No	National policy, strategy and plan	Level of work so far	Level of work yet accomplished	Technical Assistance required
1	Promulgation of UBE law	UBE law has been passed and domesticated at the state level and states have started drawing down the fund	-Many states are not drawing down the FG intervention fund as at when due -Translation of UBE Act in to local languages	-Support for a piece of research on facts findings -Support for the translation of the UBE Act in to Nigeria languages
3	Establishment of SBMS in all the States	Developed guideline for establishment of SBMCS	-Printing of SBMC guideline document, -Inauguration and training of SBMC members	- Training of SBMCs on the use of guidelines
4	Qur'anic integration process	-Some pilot schools has been selected out of 15 northern States for the disbursement of six million -Curriculum development, translation into Hausa and Kanuri and development of primers	-Monitoring and validation of the affected schools -Printing of curriculum and primers	-Capacity building for the community and head teachers of the schools. -Training of the teachers of the use of the curriculum primers
5	Girl-child education	Survey on girl-child and other disadvantaged group	Setting of implementation mechanism at UBEC, SUBEB and LGEA.	
6	HIV/AIDS	Development of guidelines for the establishment of HIV/AIDS peer-group educators	Printing of the documents	-Training of peer educators and mentors
7	Implementation of Advocacy plan	Visits to 36 States in 2006	- Process is on-going - Another visit is	- Production of advocacy materials

			being planned to States with low draw-down of FGN UBEC intervention fund	- Capacity building on advocacy and community empowerment strategies
8	Community empowerment strategy	-Established modalities for empowering local communities to take part in school infrastructural development through the self-help project. - Establishment of SBMCS	- Ongoing - Replication of strategy at State level	- Capacity building on self-help project implementation and strategies for building effective networks/linkages with State
9	Strategy on partnership and collaborations	Drawn up a framework	-Activation and implementation of effective collaborations with IDPs private providers/operators etc	
10	School Base Management Committee guidelines	-Guidelines produced - SBMC's form in almost all the schools and J.S.S -Two workshop has been conducted for DSM at State level by UNICEF and Action Aid	- To replicate workshop at State and LGEA level - Capacity building of SBMC	Capacity building for LGEAs secretary and SBMCs at community level.