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

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Acronyms and Abbreviations

ACEO	-	Assistant Chief Education Officer
ADE	-	Assistant Director Education
AIDS	-	Acquired Immune Deficiency Syndrome
AHMO	-	Assistant Head Master Officer
COMPASS	-	Community Participation for Action in the Social Sector
CAEO	-	Chief Assistant Education Officer
CEO	-	Chief Education Officer
CS	-	Confidential Secretary
CSO	-	Civil Society Organisation
DOs	-	Desk Officers
DSM	-	Department of Social Mobilization
ESSPIN	-	Education Sector Support Programme in Nigeria
HIV	-	Human Immuno-deficiency Virus
IMD	-	Instructional and Material Development
LGA	-	Local Government Area
LGEA	-	Local Government Education Area
MDGs	-	Millennium Development Goals
NGO	-	Non Governmental Organisation
OD	-	Organisational Development
PAEO	-	Principal Assistant Education Officer
PF	-	Parent Forum
PM&E	-	Participatory Monitoring and Evaluation
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
SWOT	-	Strengths, Weaknesses, Opportunities and Threats

Abstract

1. This report represents baseline situation on functional analysis and Training Needs Assessment (TNA) of School Services (SS) and Social Mobilization unit (SMU). The latter is anchored in the former. Functional analysis cuts across core functions, structures, systems, roles and responsibilities, management of human and financial resources, policies and procedures and communication. TNA examines current job descriptions against critical gaps in knowledge, attitude and skills and what needs to be done.

Executive Summary

2. Functional analysis of the SMU has been done within the context of its established core functions, relationship with SS and other units, structures, roles and responsibilities of the staff, staff training needs and human and financial resources.
3. Aims and objectives of establishing SMU are to: partner with the community to develop the schools, mobilize the community towards effective participation in education programmes and activities, collaborate with the schools' heads to enhance effective school administration, mobilize the resources of the community towards the development of education with the community and assist and monitor the grants allocated for the development of schools.
4. Roles of SMU staff are defined in respect to mobilizing the community, monitoring and co-ordination of Universal Basic Education Commission (UBEC) self help projects, community development, monitoring and supervising school grants. In spite role definition, numerous challenges have hindered optimal performance. For example, staffs lack detailed job description and almost the desk officers at the Local Government Authority (LGA) level have not been given the requisite trainings and tools to perform their jobs. Funding is poor and communication between Headquarters (HQ) and the Desk Officers (DOs) at the LGA level is unreliable compounding issues of supervision and monitoring.
5. Role conflict is often the case particularly with the Planning, Research and Statistics (PRS) and SS. For example, there has been recurrent conflict on management and administration of the self help project between the SMU and PRS and therefore policy decision is required to resolve whose role it is to manage Universal Basic Education (UBE) self help project. It might as well be defining collaborative efforts between the two.
6. Office accommodation is poor and inadequate. Staffs lack adequate tools such as computers, internet, vehicles and motor cycles to carry out their functions. Aggravated by absence of handsets with the staffs and constant power failure, communication, knowledge and information sharing have been challenged particularly at the LGA level. Implication is that the community members will not be up to date with government's programs and activities.
7. In-terms of what staff perceived to be their training needs in relation to their roles, suggestions were on Information Communication and Technology (ICT) training, management training, training relevant to social mobilization job, advocacy and strategy

development, community sensitization, education training, whole-school development planning, administrative and co-ordination skills. Others are leadership and planning as well as communication skills on effective dissemination of information and School Based Management (SBMC) activities.

Introduction

8. 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).
9. Realizing the need to ensure a sustained community participation and ownership of the basic education, Department of Social Mobilization (DSM) was created in 2004 at the UBEC level and 2007 at the state level following the directives by the UBEC. While some states obliged to the creation of the DSM others are yet to including Lagos State. Hitherto to the creation of the DSM, the older departments at SUBEB had continued to perform the mandates established for the DSM.
10. This aspect of consultancy is intended to support the SUBEB towards increasing its functionality of delivering basic education objectives. It is consistent with output 4 log frame which is “government accountability to civil society for delivering the priorities of the Education Sector Plan (ESP) relating to basic education strengthened. It contributes to remaining outputs as well.
11. 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 Lagos State.

Purpose of the Consultancy

12. The purpose of the consultancy is to undertake training needs and functionality assessment of SMU within SUBEB in order to strengthen and ensure community participation in education service delivery. To achieve the above purpose and outlined tasks in the Terms of Reference (ToR) attached as annex 1, literature were reviewed, a round table meeting was held with the Local Government Education Authority (LGEA) Secretaries, Agency for Mass Education (AME) and Agency for Nomadic Education (ANE) and another one held with staffs of SS and SMU. A combination of participatory techniques and tools were applied in all cases.

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 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.

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 State Ministry of Education (SMoE), AME, AME, and State Universal Basic Education Board (SUBEB) at the state level in relation to community mobilization and participation in school governance/management	Done through literature reviews and round table meeting with representatives across SUBEB, AME and ANE	
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 SMU and other related agencies were determined. Staff training needs using TNA administered to 46 responded spread across SS, SMU and LGEA.	
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 SMU.
Develop and facilitate preliminary workshop with social mobilization departments in Lagos State with view to developing strategies for ESSPIN support to strengthen the activities of the social mobilization departments.	Done. 2 round table meetings conducted. 1) A round table meeting involving LGEA Secretaries, AME, ANE and SUBEB. 2) A round table meeting with staffs of SS, SMU and LGEA.	

Liaise with ESSPIN state team leader, education quality, institutional development, access and equity state specialists to ensure strategies works within ESSPIN support plans.	Liaised with Access and Equity Specialists.	Debrief to STL
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. Specific work plan yet determined jointly with the state	One day debrief session recommended for developing specific state work plans.

Methodology and Main Activities

13. The core functions of the SS and SMU were used as the point of reference for the functionality assessment and establishing institutional relationship.
14. To explore institutional relationships between the SMU of SUBEB and AME and ANE, Strengths Weaknesses, Opportunities and Threats (SWOT) Analysis (Annex 2) was carried out in a round table meeting comprising representatives from the aforementioned agencies. Functional analysis and TNA were also conducted in another round table meeting involving largely the staffs of the SS and SMU.
15. The TNA explored history of the relevant training received by the staff and determined as well the requisite skills and training required on the basis of the job schedule. Only the staffs of the SS and SMU were engaged with TNA questionnaire (Annex 3).

Findings and issues arising

Functional Analysis

16. The SMU operates under School Services department as a unit. This is not in line with the directives of the UBEC which requires all SUBEBs to establish a fully fledged department with a complimentary staff up to 17 spread across grade levels. As a unit, there are lean staffs with the HQ manned by only one senior officer who is the director of the unit. At the LGA level, the mandate of the unit is solely the responsibility of the Desk Officers but Heads of School Services at the LGA play the oversight function. There is one Desk Officer to an LGA.
17. Core functions of the SS department are to: develop the 3 domain of education i.e. cognitive, affective & psychomotor, enhance better academic performance, develop effective teaching and learning activities, enhance competitive rivalries among students & teachers and collection, processing of data and information. Roles are defined in terms of monitoring and supervision of school activities, school administration, collection and processing of schools data, out of school activities and Instructional and Material Development (IMD). Monitoring and supervision of activities are in line with co-curricular activities, sporting programme, clubs and counselling as well as science programme while that of school administration is in line with admission placement, monitoring and supervision of academic performance
18. Collaborative roles among agencies (SUBEB, AME, ANE) not adequately defined. For example, adult learners are asked to vacate their centres which are normally primary schools due to circular from the SMOE and SUBEB. This is already causing a very big problem for AME.
19. Functional analysis of the SMU has been done within the context of establishing its core functions vis-a-viz institutional relationship and structures, roles and responsibilities of the staff in line with their training needs. Others are human and financial resources and current systems.
20. Aims and objectives of establishing SMU are to: partner with the community to develop the schools, mobilize the community towards effective participation in education programmes and activities, and collaborate with the schools' heads to enhance effective school

administration. Others are mobilizing the resources of the community towards the development of education with the community and assist and monitor the grants allocated for the development of schools.

21. Roles of SMU staff are defined in respect to mobilizing the community, monitoring and co-ordination of UBEC self help projects, community development, monitoring and supervising school grants. In spite of role definition, numerous challenges have hindered optimal performance. For example, staff lack detailed job description and almost the desk officers at the LGA level have not been given the requisite trainings and tools to perform their jobs. Funding is poor and communication between HQ and the DOs at the LGA level is unreliable compounding issues of supervision and monitoring.
22. Role conflict is often the case particularly with the PRS and SS. For example, there has been recurrent conflict on management and administration of the self help project between the SMU and PRS and therefore policy decision is required to resolve whose role it is to manage UBE self help project. It might as well be defining collaborative efforts between the two.
23. No telephone, radio, mobile films show and projector. For example utility vehicle is grounded. Office accommodation is poor and inadequate. Staffs lack adequate tools such as computers, internet, vehicles and motor cycles to carry out their functions. Without handsets, and constant power failure, communication, knowledge and information is not readily reaching the LGA level. This implies also that the community members will not be up to date with government's programs and activities.
24. This situation is further aggravated by inadequate support for SBMC activities which is further compounded by the cluster formation. SBMC cluster arrangement is problematic and difficult to implement thereby requiring review from the current cluster formation to assigning an SBMC to a primary or secondary school. In addition it is admitted by the staff that relationship between the head of the schools and SBMC is not too cordial.
25. The entire management of human and financial resources of SS and SMU was examined as critical functional area. The strengths include existence of some professionally and academically qualified personnel who are said to be competent and efficient on the job as some had gone for on the job trainings. Some LGEAs have adequate personnel with working environment fairly conducive in some LGEAs.
26. Weaknesses identified with management of human and financial resources are: The training and retraining exercise has not been carried out at LGEA level for desk officers at school services and social mobilization level. Inadequate funding hinders effective coordination of activities. Skilled and professional personnel critical to achievement of the departmental and unit mandate are inadequate; non conducive environment reduces output of the personnel, inadequate facilities such as laptops and desk tops lead to inadequate data collection and storage. Other weaknesses are no clear or shared goals or mission stated leading to conflict of interest with other units such as PRS unit, inadequate mobility hinders effective supervision and monitoring of activities. Finally incentives and motivation are not adequate.
27. In one aspect of SS mandate, uncertainty exists about the role of Head Teachers, Teachers and Principals regarding parent forum (PF). Furthermore, safety nets or mechanisms to support less privilege e.g. orphan vulnerable children (OVC), out of school children and adult literacy are yet established.

28. The issues of incentives and motivation across SS and SMU range from absence of pupils merit award for academic excellence and sports as the case may be, non provision for teachers who died on active service either inform of facilitating a befitting burial or financial relief, merit award to be changed to service Award. Others are inadequate capacity building inform of training and re-training, car loan, housing loan and furniture allowance have not been given adequate attention, conducive working environment is lacking, mobility for proper coordination and monitoring is also absent as well as pupils' welfare. There is inadequate funding of co-curricular activities, sport, debate, cultural art among others, inadequate fund to monitor SBMC activities by SM officers and inadequate fund for officers to carry out their official responsibility.
29. Communication is a medium of expression. It is a two way affair involving the sender and the receiver. Medium of communication in the SS department and SMU are through circulars, phone calls, text messages, internet, E-mails, Jingles and personal contact.
30. Communication flow has been graphically represented. This illustrates a two way communication process as possibly an ideal model. Nevertheless, challenges have been numerous towards achieving effective communication.
31. Challenges of the communication include circulars are wrongly routed and at times delayed. E.g. ESSPIN circular for meeting with Head of Section (HOS) School Services and social mobilization DOs, network and power failures leading to inability to recharge handset, television, etc. Others are misinterpretation of information (two different departments contesting for the right of an assignment or duty and misplacement of priority). In most cases important matters are not given attention as at when due.
32. At both SS and SMU level, recommendations are:
 - Priority should be accorded provision of adequate tools for monitoring. Participatory monitoring and evaluation tools should be institutionalised to increase sustainability of social mobilization activities at the LGA level.
 - Recruitment of relevant personnel particularly the office attendants has been flagged. With the lean staffing and unqualified office attendants, work is severed and mandate of the unit may not be realised. Orientation of personnel and issue of Job description must be addressed. Training and retraining of personnel should be carried out regularly and replacement of transferred and retired personnel should be accorded a priority.
 - Improving working environment and conditions such as accommodation and furniture, provision of computers, vehicles, motorcycles, stationary items, office running cost should be accorded priority towards increasing staff morale and productivity.
 - To improve communication and knowledge management, provisions of ICT e.g. computers both laptops and desktops, handsets, internet connections should be provided in all LGEA as well as provision of stand-by generators. Capacity building of staff on interpersonal relationship communication skills is desirable. Advocacy and sensitization of policy makers and other stake-holders through Seminars, workshops newsletters, hand bills, are to be promoted. A clear and established communication mechanism is desirable between the HQ and the LGAs.

Training Needs Assessment

SMU Respondents by sex

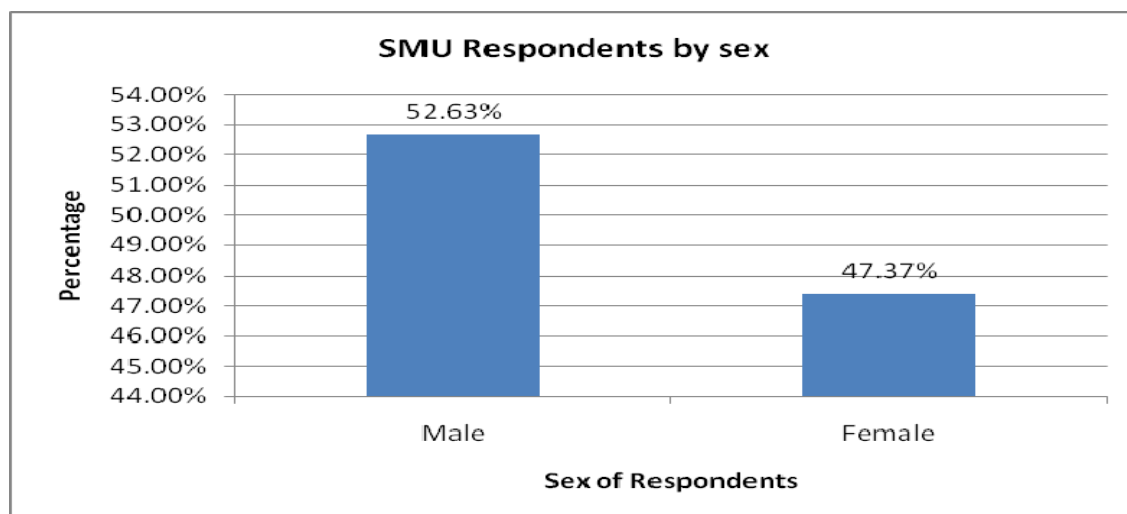
Social Mobilisation

Department/Unit

Male	52.63%	10
Female	47.37%	9
Total	100.00%	19

33. Total number of TNA questionnaire administered is 46 spread across the SS, SMU Unit and LGEA. The break down shows that 19 were from SMU, 23 SS and only 3 from LGEA. Analysis of the SS and LGEA are attached as annex 4.

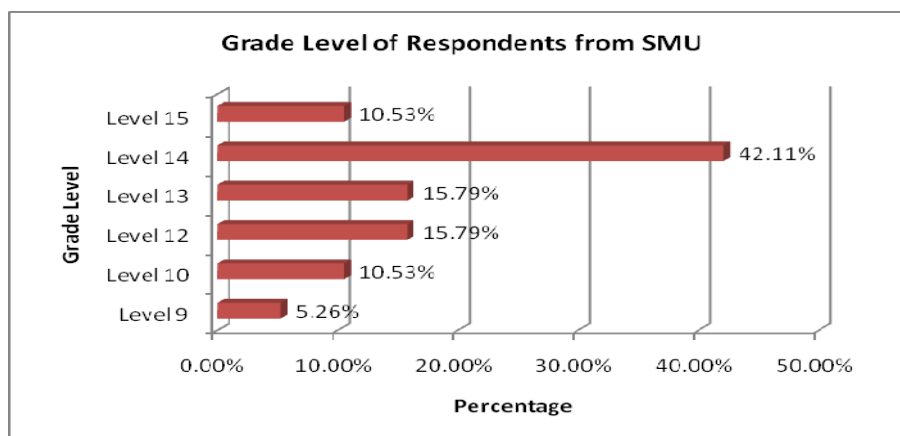
19 out of the 46 TNA administered in Lagos State were from SMU. Of this number, 10 were male respondents while 9 were females. This represents 52.63% and 47.37% respectively.



Grade Level of Respondents

Grade Level

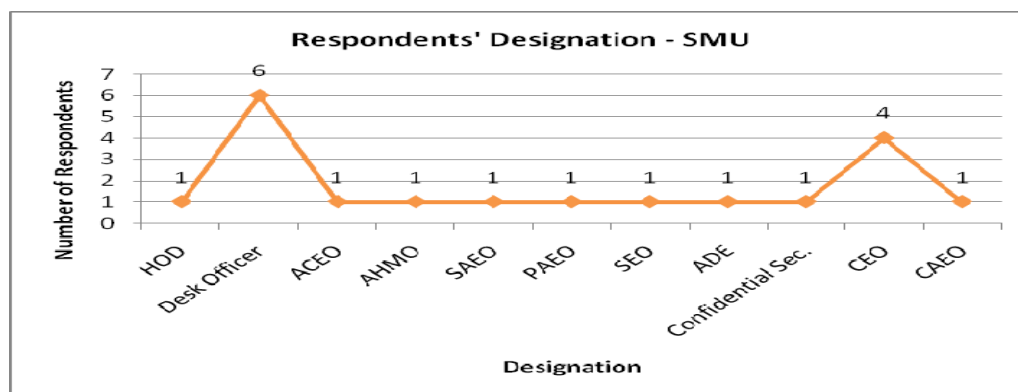
Level 9	5.26%	1
Level 10	10.53%	2
Level 12	15.79%	3
Level 13	15.79%	3
Level 14	42.11%	8
Level 15	10.53%	2
Total	100.01%	19



34. The graph above indicates that two groups of respondents, grade level 10 & 15 and 12 & 13 reflect 10.53% and 15.79% respectively. Respondents on grade level 14 constitute nearly half (42.11%) of the group while respondents on grade level make up 5.26%. With almost half of the SMU staff on level 14, and only very few staff on levels 9 – 10 middle level grade level, there is a lopsidedness and field implementation responsibilities who are usually saddled on grade levels 7 – 10 may be an issue.

SMU Respondents by designation

Designation	Number
HOD	1
Desk Officer	6
ACEO	1
AHMO	1
SAEO	1
PAEO	1
SEO	1
ADE	1
Confidential Sec.	1
CEO	4
CAEO	1

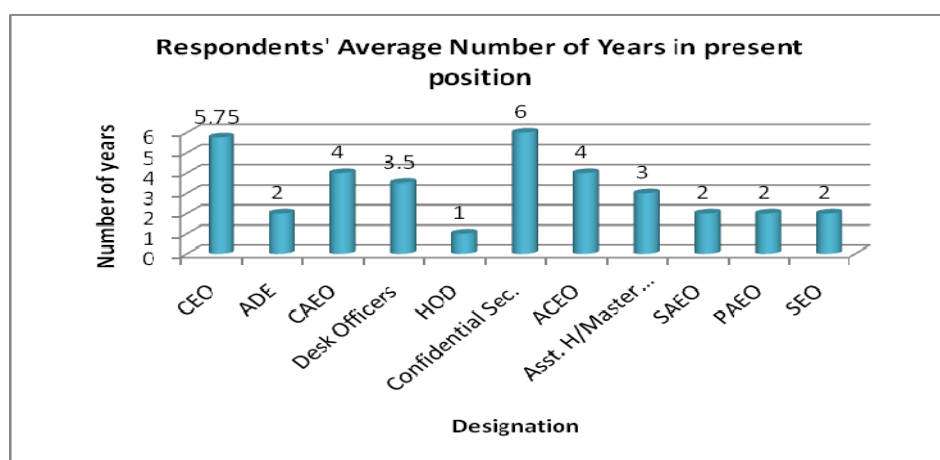


35. The line chart above reveals that out of the 19 respondents from SMU, 6 are DOs while 4 are Chief Education Officers (CEOs). All the others, Head of Department (HOD), Assistant Chief Education Officer (ACEO), Assistant Headmaster Officer (AHMO), Senior Assistant Education Officer (SAEO), Principal Assistant Education Officer (PAEO), Senior Education Officer (SEO), Assistant Director of Education (ADE), Confidential Secretary & Chief Assistant Education Officer (CAEO) have 1 representative each.

Average Number of years in present position - SMU

CEO	5.75
ADE	2
CAEO	4
Desk Officers	3.5
HOD	1
Confidential Sec.	6
ACEO	4
Asst. H/Master Officer	3
SAEO	2
PAEO	2
SEO	2

36. The chart below shows respondents' average number of years in their present position. High among respondents that have spent a minimum of 6 years on the job include the confidential secretaries (6 years) and CEO (5.75 years). While the CAEO, ACEO, Desk officers and AHMO have been on their present post for a minimum 4 years, others like ADE, SAEO, PAEO and SEO have been on their present position for a minimum of 2 years respectively. Only the HOD has been on the job for about a year. 3 years is required to move from one grade level to another. Up to 6 years on one year is refer to stagnation and can be a source of de-motivation to a staff.



37. This section represents detailed narration of the TNA conducted on the social mobilization unit of Lagos State Universal Basic Education Board (LSUBEB). As stated above, statutory responsibilities of the social mobilization unit range from mobilization of the community, co-ordination of SBC, co-ordination of NGO programmes to monitoring of UBEC self-help project.
38. Respondents that have co-ordination of SBMC's activities as part of their job description are 8.8% and those that have co-ordination of Non-governmental organizations (NGO) activities as part of their duties are 8.8%. Those that indicated monitoring of UBEC self-help projects as part of their job description are 10.3%. Others indicated numerous duties ranging from community mobilization (5.9%) ensuring sustainability of NGO programmes (5.9%), Organizing training seminars and workshop (2.9%), co-ordinating co-circular activities in schools with 2.9%, co-coordinating support programme of DFID/ESSPIN (1.5%) 1.5% also has registration of pupils into primary one (1) as part of their job description, and other categories ranging from mentoring of teachers to co-ordination of academic activities with 10% responses. This does imply that some of the roles stated by the SMU could have been for SS.
39. In-terms of what they perceived to be their training needs on the above stated roles, suggestions were ICT training, management training, training relevant to social mobilization job, advocacy and strategy development, community sensitization, education training, whole-school development planning, administrative and co-ordination skills. Others are leadership and planning as well as communication skills on effective dissemination of information and SBMCs activities.
40. Critical assessment of the different views of respondents on percentages basis, on the training they need and the skills required to boost their efficiency and productivity as a social mobilization unit of SUBEB reveals that from the information displayed above, 12.8% of the respondents yearn for ICT training. Also 10.6% of them indicated interest in management training while 8.5% of the respondents believe they need training that is relevant to social mobilization, advocacy and strategy development and capacity building training was 6.4%.
41. 6.4% suggested that workshop and seminars should be organized for social mobilization desk officers and 4.3% believe they need community sensitization training for them to function well. Finally, other training and skills highlighted have 2.1%. Since the training they need to function well as Social Mobilization Officers are interwoven with their roles and responsibilities, the various training needs mentioned are required by respondents to increase productivity.
42. The history of relevant training attended by staff of any organization is key in the performance of their statutory responsibilities. It is on that basis the history of all relevant training attended by staff of Social Mobilization unit of Lagos State Universal Basic Education Board was reviewed and assessed. Evaluation of the responses collated by respondents reveal that in the last three(3) years, 15.7% of respondents claimed to have attended training on Leadership and Management, 11.8% said they have attended training on Community Participation for Action in the Social Sector (COMPASS) leadership training.
43. 7.8% of respondents highlighted whole-school development planning as part of the training they attended in the last three (3) years, 5.9% said they attended Budgeting training for Schools administrators. 3.9% identified with Effective School Administration training and

Rejuvenation of Education in Lagos State/Education Sector Seminars as part of the training they had attended both within and outside the State in the last three (3) years.

44. Training skills as required by staff in an organization and the multiplier effect cannot be overemphasized. The history of the training attended by staff of the social mobilization unit of LSUBEB was assessed and emphasis laid on the utilization of the skills acquired from such training. It is imperative to know that the essence of training is to build capacity, increase productivity and develop the organization. However, different and numerous views were collated by respondents, identifying different areas within and outside the organization where the skills garnered through training, workshops and seminars attended in the last three(3) years were utilized.
45. Majority of the respondents said they have utilized their skills in educating the SBMC and collaborating with various NGOs to mobilize the community to see that the vision of Lagos State Universal Basic Education Board on education for all is realized. Some category said their skills were utilized through organization of in-house seminar and workshops for LGEA and School Counsellors. However, a minimal percentage of respondents identified ensuring professional compliance to standards by teachers in their LGEA as impact of the utility of their Skills on teachers within their LGEA while for others; their view indicated that other areas not related to Social and Community Mobilization.
46. Critical assessment of all views collated from respondents reveals that challenges identified ranged from inadequate fund to lack of mobility. 16.7% said they have no challenges performing their duties. 36.1% identified inadequate fund to organize workshop, 11.1% mentioned lack of mobility as part of their challenges on the job. 5.6% said communication gap between them and the community exists. However, 2.8% of respondents said lack of transportation, non-regulation of payment of transportation allowance, no supporting staff and lack of working tools as part of the challenges they face as social mobilization officers.
47. Organizational development entails training and retraining of staff to enhance performance. The desired training collated from respondents as captured above reveals that 16.4% desire ICT training in order to boost their efficiency. While 10.4% identified management training as what they desire, 7.5% opted for community development training. 6.0% went for leadership and management training, the same percentage also identified with Administrative training. 4.5% of respondents mentioned community mobilization training, ESSPIN/Social mobilization training and Advocacy training as well as performance training as what they desire in order to boost their performance on the job.
48. It is interesting to note that education and community mobilization related training courses were identified, 3.0% selected illustrative training on co-ordination and enlightenment of the community on education of their ward, training on effective role of a leader, capacity building for job satisfaction as well as in-service training and comparative education training as what they desire to function effectively in their present positions. A small percentage (1.5%) of respondents are of the opinion that advocacy training, whole-school development planning, confidential secretary seminar and workshops, functional studies of the community and planning and implementation of project would transform them into becoming a better social mobilization officers.
49. At this juncture, it is imperative to note that different views collated from respondents indicate that a percentage that identified ICT training as what they desire, believe they need computer literacy, while some say it will give them a clear understanding of data collection,

other say it will increase their productivity. However, majority of respondents admitted that administrative, mobilization management, Confidential Secretary trainings are desired for better performance on their various duties as social mobilization DOs, CEOs and CS respectively.

50. Respondents that identified ESSPIN/Social mobilization training, capacity building training and comparative education training as well as community development training believed that it would help them to mobilize the pupils and their parents on the need for quality education. They further said it would better their performance and improve their participation in community development. It is important to mention that respondents that desire leadership and management training, in-service training and effective use of resources are of the views of enhancing their performance and skills for effective resource management.

Options and Next Steps

51. Before the advents of SBMC, there was Local Government Education Committee (LGEC) on ground. Government seems to be silent on the roles of the LGEC. It is recommended that the government takes a policy decision to forestall potential conflict with SBMC.
52. Adult learners are asked to vacate the centers due to circular from the SOME/SUBEB. This is already causing a very big problem for the agency for mass education. It is recommended that collaboration be strengthened between the AME and SUBEB
53. Priority should be accorded provision of adequate tools for monitoring. Participatory monitoring and evaluation (PM&E) tools should be institutionalised to increase sustainability of social mobilization activities at the LGA level.
54. Recruitment of relevant personnel particularly the office attendants has been flagged. With the lean staffing and unqualified office attendants, work is severed and mandate of the unit may not be realised. Orientation of personnel and issue of Job description must be addressed. Training and retraining of personnel should be carried out regularly and replacement of transferred and retired personnel should be accorded a priority.
55. Improving working environment and conditions such as accommodation and furniture, provision of computers, vehicles, motorcycles, stationary items, office running cost should be accorded priority towards increasing staff morale and productivity.
56. To improve communication and knowledge management, provision of ICT e.g. computers both laptops and desktops, handsets, internet connections should be provided in all LGAs as well as provision of stand-by generators. Capacity building of staff on interpersonal relationship communication skills is desirable. Advocacy and sensitization of policy makers and other stake-holders through Seminars, workshops newsletters, hand bills, are to be promoted. A clear and established communication mechanism is desirable between the HQ and the LGAs.
57. The findings of the report of the report to be shared with the SUBEB and head of SMU as basis of identifying pertinent issues and way forward.

58. ESSPIN could support one day workshop of all relevant agencies in basic education particularly the social mobilization units towards identifying opportunities for effective collaboration. A joint work plan as an output of this effort could be used as a basis to addressing social mobilization issues at macro level.
59. ESSPIN could support a generic training cutting across the PRA, PM&E, evidence based advocacy, team building, ICT, and inter personal communications. These trainings address both technical and Organizational Development (OD) issues/needs identified. There are 2 options for achieving these trainings i) ESSPIN support through SBMC development 2) Design and implement a 5 day training (collaboration between Communication and Knowledge management and Access and Equity).

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: SWOT Analysis

SWOT ANALYSIS OF SOCIAL MOBILIZATION ACTIVITIES IN RELATION TO BASIC EDUCATION	
<p>STRENGTH</p> <p>There is a structure in place; leadership exists in SUBEB and LGEA. Substantive director for SM in SUBEB and LGEA.</p> <p>There is unhindered communication flow. There is synergy in co-ordination from Chairman to director/ Desk officers down to head teachers</p> <p>There is community sensitization / awareness campaign in Ikorodu, Epe Ajegunle etc</p> <p>Literacy centers opened in market places</p> <p>Vocational empowerment</p> <p>Participatory Rural Appraisal (PRA) REFLECT/</p> <p>Literacy by radio in 20 LGA's</p> <p>Day care centers available</p> <p>Second class school created and working. Also there is alternative. High school for girls.</p> <p>Teachers are available.</p> <p>There's a flow from state to LGEA to the community SBMC, FBO's, CBO's and CDA's</p> <p>SBMC organized in clusters to liaise with the school and community</p> <p>Communities are mobilized to support in the provision of education services</p> <p>Availability of human resources at the state and L G E A's</p> <p>Instructors are involved in monitoring and facilitation, at least there's a budget provision even if it's not enough</p> <p>The mass media are also co-operative in information dissemination to sensitize the public</p>	<p>WEAKNESSES</p> <p>SBMC composition is not in line with national guidelines.</p> <p>Membership of SBMC not voluntary, they were detached from communities and schools. Not properly constituted.</p> <p>Inadequate collaboration and co-operation between ministry, dept and agencies. Collaboration with SUBEB is weak</p> <p>Inadequate funding and budgetary provision. Where available not easily accessible</p> <p>Poor information flow</p> <p>Inadequate staff in the dept especially at the LGA</p> <p>Lack of motivation for staff</p> <p>No equipment of facility e.g. vehicle, computers or telephone, radio, mobile films show and projector. Etc. utility vehicle grounded.</p> <p>Poor attitude of leadership to social mobilization</p> <p>Gross inadequate accommodation in most agencies and LGEA. This makes office work to be of low capacity.</p> <p>Staff of social mobilization not exposed to training. No adequate in training only the director was trained in Abuja and after that it was not replicated to the other staff</p> <p>Staff lack inadequate skill and knowledge</p> <p>Inadequate information about the objectives and roles of social mobilization</p> <p>Inconsistent directives, circulars and counter - circulars</p> <p>Putting SBMC in cluster of schools is wrong when SBMC is supposed to be in each school.</p>

<p>SBMC members have been trained at least once.</p>	<p>Members of SMBC are thinking of what will be their benefits if they are members of SBMC i.e. incentives</p> <p>There is very low level of enlightenment of the public and the communities in particular. Awareness not enough.</p> <p>Lack of proper focus</p> <p>Inadequate furniture</p> <p>Board members and leaders themselves need to be sensitized or given orientation so as to allow things to flow unhindered in social mobilization.</p>
<p>OPPORTUNITIES</p> <p>At community level, there are some level of communication at the least which can be built upon.</p> <p>Enrolment is improved at school level</p> <p>Private sector participation (PSP) is encouraged in the administration of schools.</p> <p>Communication between schools and communities can be facilitated</p> <p>Communities will be able to understand the challenges in schools</p> <p>Helps to achieve EFA goals</p> <p>Enhances or gives voice to the communities to demand for quality education services</p>	<p>THREATS</p> <p>The adult education centers that were opened are gradually fading away. Learners losing interest due to poverty and class is gradually getting empty.</p> <p>Roles not adequately defined. This is making members of the agencies to have stepped beyond their bounds</p> <p>Relationship between the head of the schools and SBMC is not too cordial</p> <p>Adult learners are asked to vacate the centers due to circular from the SOME/SUBEB. This is already causing a very big problem for the agency for mass education.</p> <p>Before the advents of SBMC, there was Local Government Education Committee (LGEC) on ground. Government seems to be silent on the roles of the LGEC. This may erupt later into a feud if not looked into now.</p>

Annex 3: TNA Questionnaire

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

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

TRAINING NEEDS ASSESSMENT QUESTIONNAIRE

SECTION 1: PERSONAL HISTORY AND BACKGROUND

1. Name: _____

2. Ministry/Agency/Parastatal: _____

3. Department/Unit: _____

5. Designation: _____

6. Grade Level: _____

7. Gender: Male ☐ Female ☐

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

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

9. Number of years in the Civil Service: _____

10. Number of years in present post : _____

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

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

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

13.

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

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

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

SECTION 3: DESIRED FUTURE TRAINING COURSES

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

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

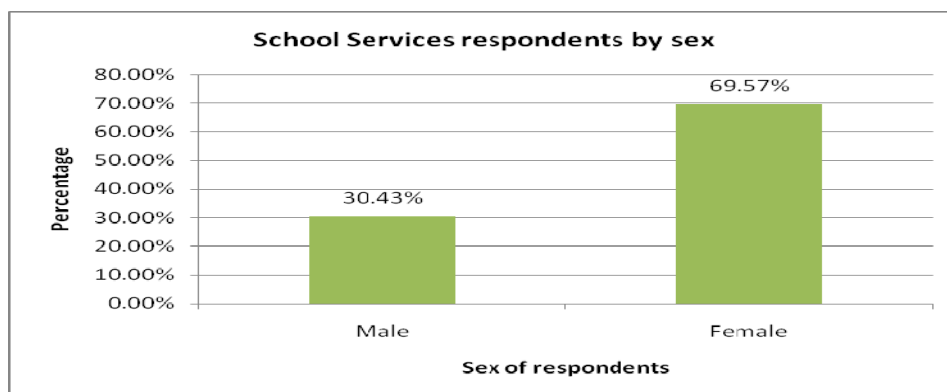
2. Any other Comment/Suggestion that might be useful.

Annex 4: Training Needs Assessment (School Services)

School Services

School Department/Unit respondents by sex	Services	
Male	30.43%	7
Female	69.57%	16
Total	100%	23

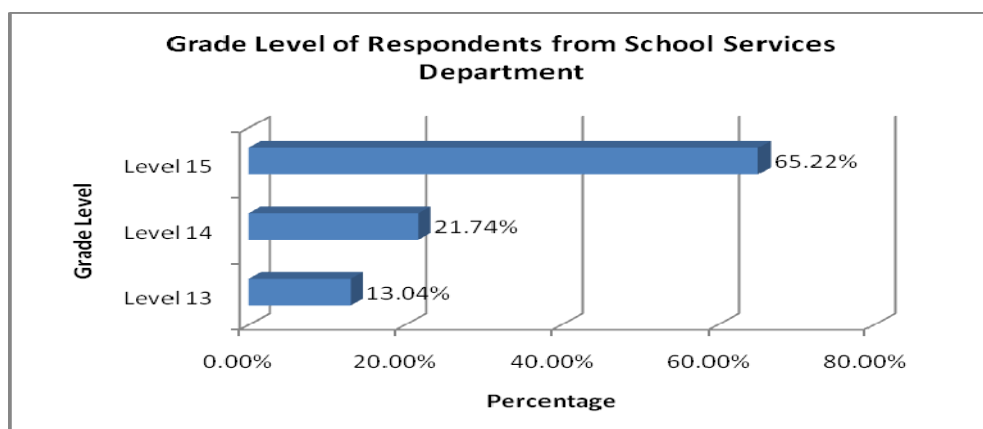
23 out of the 46 TNA questionnaire administered in Lagos State were from school services department. Of this number, 7 were male respondents while 16 were females. This represents 30.43% and 69.57% respectively.



Grade Level of Respondents – School Services Lagos State

Grade Level		
Level 13	13.04%	3
Level 14	21.74%	5
Level 15	65.22%	15
Total	100%	23

The graph below indicates that respondents on grade level 15 constitute the highest number (15) of respondents (65.22%) while respondents on grade level 13 & 14 make up 13.04% and 21.74% respectively. With over half of the SS staff on level 15, and only few or no staff are likely to be on grade levels 8 – 10 which is middle level grade, there is a lopsidedness and field implementation responsibilities which are usually saddled on grade levels 7 – 10 may be an issue.

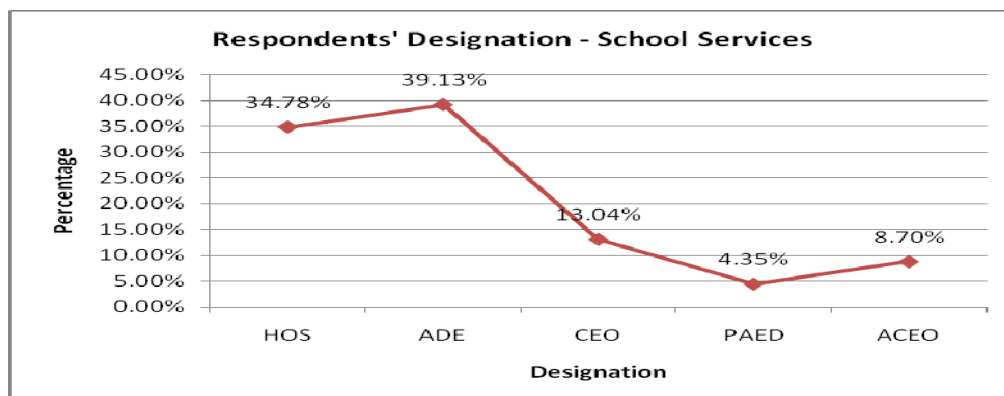


School Services Respondents by designation

Designation

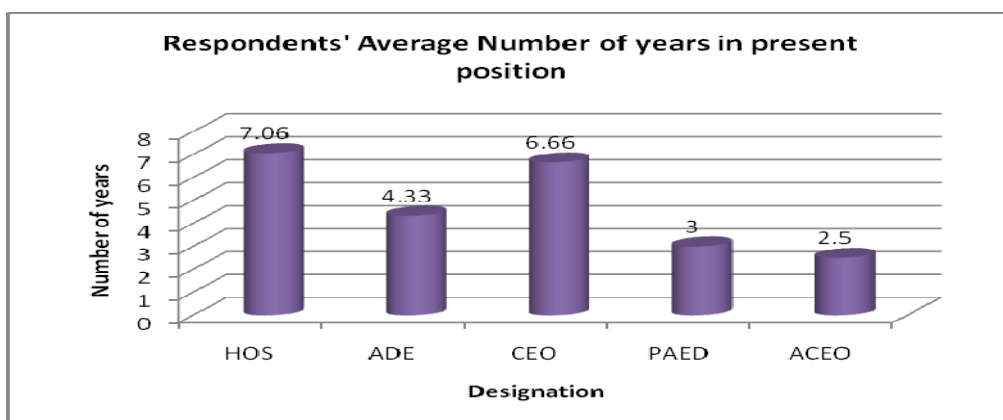
HOS	34.78%	8
ADE	39.13%	9
CEO	13.04%	3
PAED	4.35%	1
ACEO	8.70%	2
Total	100%	23

The line chart below reveals that out of the 23 respondents from school services, 34.78% are Head of Section (HOS); Assistant Director of Education (ADE) makes up 39.13% and the Chief Education Officer (CEO) constitutes 13.04%. The others are Principal Assistant Education Officer (PAED) and Assistant Chief Education Officer (ACEO) make up 4.35% and 8.70% respectively.

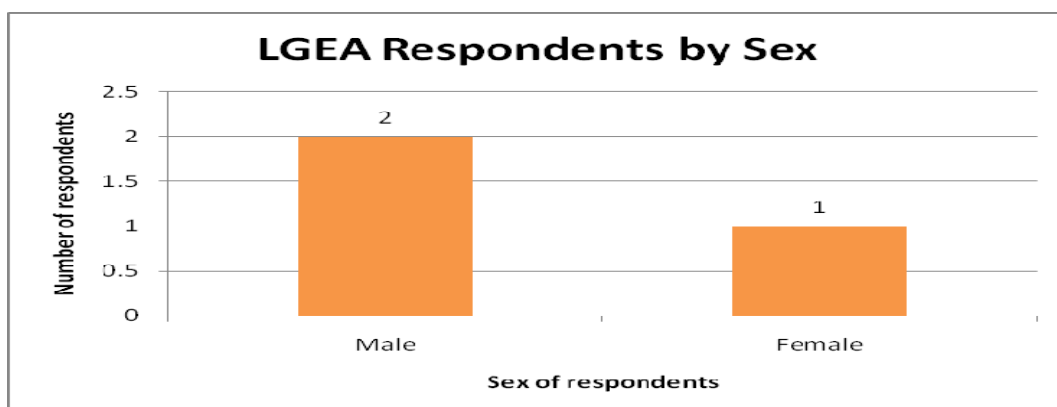


Average Number of years in present position – School Services**Average No. of Years in Present Post**

HOS	7.06
ADE	4.33
CEO	6.66
PAED	3
ACEO	2.5

**Local Government Education Authority (LGEA) Respondents by sex****LGEA**

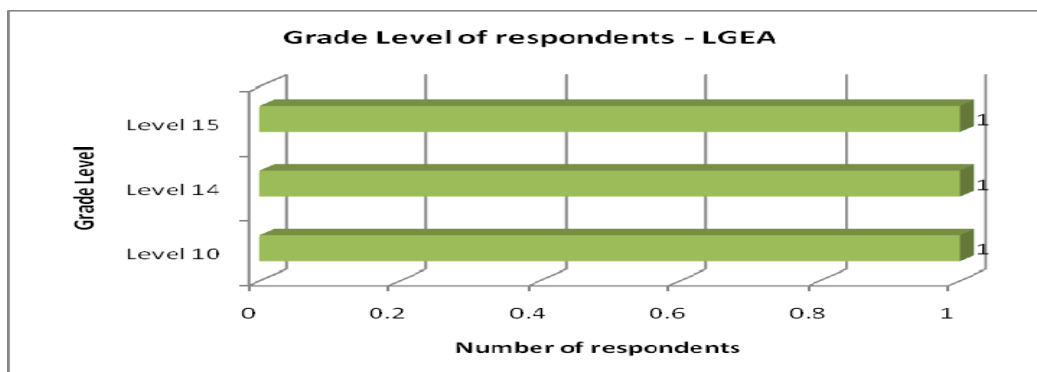
Male	2
Female	1
Total	3



Grade Level of Respondents

Grade Level

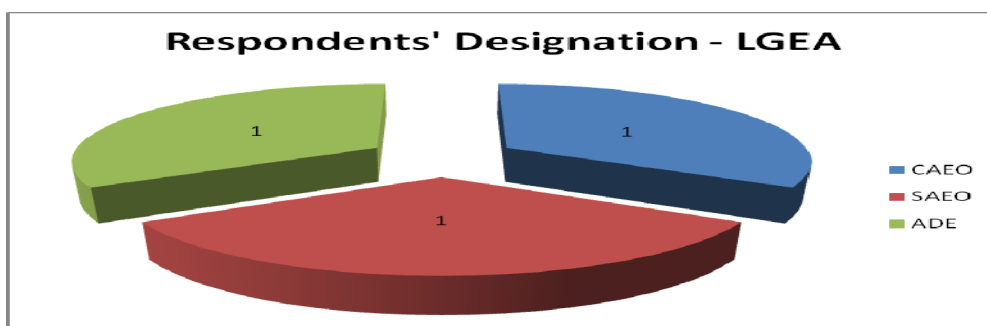
Level 10	1
Level 14	1
Level 15	1



LGEA Respondents by Designation

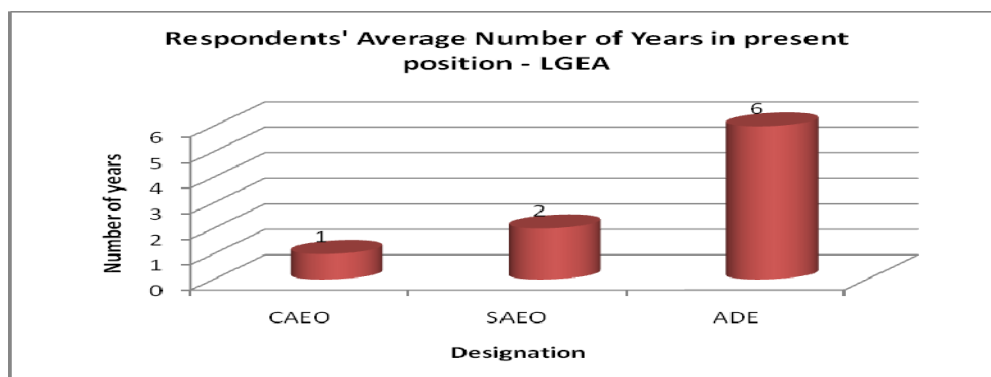
Designation

CAEO	1
SAEO	1
ADE	1



Average No. of Years in Present Post

CAEO	1
SAEO	2
ADE	6



Description of Present job

Response analyzed on the description of present duties of staff of school services department on the basis of percentage showed that monitoring and supervision of school clusters, conducting of merit awards, monitoring of teachers and pupils' attendance, supervision and monitoring of the standard of education in school as well as treating of circular letters from the ministry of education and SUBEB were rated at 0.9% each.

Secondly, monitoring of voluntary organization are extracurricular activities, distribution of materials to schools, collection of question papers and distribution, reports writing, (monthly, quarterly and annually), proposal for primary and secondary schools, community sensitization to support school, supervision of immunization exercise, appointment of food vendors to schools and monitoring them were rated as (1.8%).

Thirdly, some respondents (2.8%) rated administrative supervision and organizing sporting activities. While other respondents (3.7%) are for supervising the parents forum to conform with school rules, coordinate NGO support programmes, UNESCO, DFID, and ESSPIN and monitoring the registration of primary one for new session. 4.6% rated school administration, guidance and counselling, coordination of UBEC self help project. 1.5% for setting exam questions, 6.4% preparation, conducting, analyzing of exams and coordination of school based management activities. Other responses are 7.3% as monitoring and coordination of co-curricular activities and school administration, 9.2% as supervision and coordination of all activities and lastly 15.6% for collection, collation, analysis and distribution of data.

Perceived Training Needs

The training need and skills required on percentage basis collated from respondents reveals that 17.5% believe they need administrative training to better their performance, 12.5% identified with information and computer technology training which they said will improve their skills on data

collection and analysis. While 10.0% say they need Data collection and processing training, 7.5% need on the job training to further enhance their performance on the job.

However, it is imperative to reflect on the importance of leadership in an organization. It is in line with this that 12.5% of respondents say they need leadership training in order to expose them to the role of a leader in an organization. 5.0% say Advocacy training/systematic approach in dealing with community, budgeting control and implementation training to improve their productivity.

TNA Required

A critical assessment of their required skills highlighted reveals that provision of laptop computer or to staff, mobility, adequate materials, ID cards and formulation of technicalities and partnership will enhance full commitment of staff in effective teaching since computer literacy skills will be acquired in line with analytical skills.

The training needs identified are: leadership training, administrative trainings, managerial trainings, ITHCT training, attitudinal change training, Computer training. Others are Advocacy training, systematic, approach in dealing with communities, effective communication, data collection and processing and accountability, budgetary control and implementation.

History of training courses/workshops/seminars attended in the last three (3) years

School Services is an umbrella department that accommodate the social mobilization unit of Lagos state Universal Basic Education Board (LSUBEB). The training, seminars/workshop history staffs are very key in the assessment of performance in every position.

However, a critical look at the views of respondents with respect to the training courses attended in the last three (3) years reveal that 16.9% have attended Effective Budgeting and accountability seminar, 18.2% claimed to have attended Effective Budgeting and implementation training. While 6.5% have their training history drawn from life saver seminars, and attitudinal change and work ethics seminars respectively, 5.2% identified with compass training and Administrative training for Zopa as part of their training history in the last three (3) years. It is important to know that only 3.8% attended Educational summit/Educational improvement in school, 2.6% attended capacity building training for SBMC, IRI training and EFCC anti-corruption crusade.

The same percentage i.e. 2.6% also went for presentation of endpoints agenda seminar. From the assessment, a minimum percentage i.e. 1.3% opened that they have attended the following:- EKO project training to improve English, maths and sciences, ESSPIN training, school management and leadership training project implementation for inspectors and monitoring officers, professional development training, school, managers and leadership training, including workshop on performance improvement for inspecting offices. Leadership and management training also attracted the same percentage while UNICEF/SPEB workshops on stakeholders and effective teaching of four (4) core subjects had 1.3% attendance.

Utilization of training skills

School services department of LSUBEB is a vital department in charge of organization of activities in schools, ensuring that UBEC vision at the State level is realised. The number of training, seminars/workshops attended by staff of this department is key in the successful implementation of the agenda of LSUBEB on Education in line with the mandate of the department.

However, a critical assessment of the training history of staff reveals that skills acquired were transferred to the staff for more productivity and effectiveness on the job. Some respondents say the teachers with their jurisdiction were training using the skills acquired, they also mentioned that workshop were organised at the Local Government Education Authority (LGEA) level. Majority of respondent agreed that he EFFC training has enhanced the ability to handles public fund and created transparency in financial dealing among member of staff. A response from some respondents reveal that their skills were used to train members of the School Based Management Committee (SBMC) while some category exhausted their skills on community sensitization and organization of public enlightenment programmes for community – based committee. It is obvious from our assessment that majority of respondents utilized their skills through regular discussion with the members of staff and stakeholders in Education sector and Creating awareness of Budge Implementation.

Desired future training courses

Training courses, Seminars/workshops are desired by staff of any organisation, to improve their productivity and develop the organization on terms of capacity. However, different department of Lagos State Universal basic Education Board, on the training courses they desire to attend in order to increase their performance on the Job. 21.6% yearn for managerial training, 18.9% believe they need Administrative training to improve their performance.

While 16.2% longed for information and communication technology training, 6.7% believe they need leadership and sports Administrators' training in order to meet challenges. It is imperative to know that only 5.4% admit that they need performance improvement for school Administrators and skills acquisition training which is vital. 2.7% say they desire in-service training and 1.4% identified with Data collection, Advocacy on private partnership help to schools and Health management training. In the same direction of percentage, 1.4% agrees that they need school development planning training and developing right attitudes towards my job seminars to increase their productivity for better output.

Challenges

The challenges faced by staff of school services department of Lagos State Universal Basic Education Board numerous. A critical look at the views received from respondents shows that their challenges on the job ranges from lack of finance to lack of transportation to carry out training programmes to the entire schools within their jurisdiction. Majority admits that inadequate funds to organize Seminars/Workshops constitute a bane on their performance, others identify lack of official mobility (Cars) to monitor schools within their jurisdiction and some point at lack of interest on the part of schools bases management committee (SBMC) as their Major challenges. However, some category of respondents blamed the government and stakeholders for lack of co-operation thereby creating bottlenecks.

Suggestions for possible recommendation

So many suggestions were received from respondents on the possible panacea to some of the challenges highlighted, and the way forward in terms of the organisational development. Majority of respondents agree that provision of mobility, working materials, incentives and special allowances to commend a job well done, and also awards for efficiency, will go a long way to boost productivity. Some believe that training that will better their responsibilities and improve productivity should be embarked upon, also refreshing Administrators in modern day technology/ Administration; respondents say will improve performance and boost productivity.

However, many suggestion were raised, some category suggested that they should be provided with laptops/Desktops to ensure that data collected are stored for easy access. Most importantly, respondents suggested that seminars/Workshops should be organized quarterly for junior staff to sensitize them to enhance productivity.

RECOMMENDATIONS

Sequel to the SWOT analysis, the participants passionately gave the following recommendations

- i) The roles of members of the agencies in basic education should be well defined. There should also be a re-orientation of all stakeholders to define limits.
- ii) There should be legislation on the roles and activities or task of the social mobilization sub sector by the house of assembly in the state clearly defining the roles and activities of the agencies and be suggested in a yearly budget of the state for proper implementation of the goals.
- iii) Re-energizing the social mobilization department by bringing in trained technocrats
- iv) Re-equipping the dept by installing working tools including mobility
- v) Upgrade the units manned by Desk officer to full fledged dept
- vi) Information flow should be vertical and horizontal using public relations units of the boards.
- vii) All stakeholders up to grass root level should meet regularly for proper implementation.
- viii) SBMC should be school-based instead of being in cluster for effectiveness
- ix) Identification card should be issued to members of SBMC
- x) There should be arrangement for quality training and retraining for staff of social mobilization and SBMC for effectiveness.
- xi) The L.G.E.A and SUBEB should be prevailed upon to take adult and non formal education as an integral part of basic education
- xii) Ban on the use of premises of L.G.E.A and SUBEB by AME should be removed.
- xiii) Adequate facilities and equipment be provided e.g. utility vehicles, computers, projectors, digital cameras, radio, television e.t.c.
- xiv) There should be motivation for social mobilization and SBMC
- xv) The training of SBMC and the social mobilization staff in agencies should be continuous through regular workshops, seminars e.t.c.
- xvi) Selection of officers for training should either be at the district level or LGEA level like COMPASS not just selecting officers at random.
- xvii) Cross cutting issues among agencies should be identified, tackled and resolved