

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

Input Visit Report

**Coordination and Capacity Building for Civil Society
Organisations**

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Acronyms and Abbreviations

CATI	Community Accountability and Transparency Initiative
CBO	Community-Based Organisation
CDA	Community Development Association
CSACEFA	Civil Society Action Coalition on Education for All
DSM	Department of Social mobilisation
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
FME	Federal Ministry of Education
GEP	Girls Education Project
HoA	House of Assembly
LGA	Local Government Area
LGEA	Local Government Education Authority
MoE	Ministry of Education
PTA	Parent Teacher Association
SBMC	School Based Management Authority
SESP	State Education Support Project
STL	State Team Leader
SUBEB	State Universal Basic Education Board

Abstract

1. This report describes a scoping visit to develop an initial framework for the role of CSOs in ESSPIN output 4. A draft strategy was developed outlining options for the expanded role of CSOs in facilitating community participation and accountability mechanisms at the State, LGEA and community levels.

Executive Summary

2. The aim of the consultancy was to become familiar with the programme structure, SBMC development plans and Civil Society Organisations (CSOs) to develop an initial framework for the role of CSOs in community engagement through School Based Management Committees (SBMCs) development. However, prior to the inception review the role of CSOs was limited to providing facilitation and mentoring support to SBMCs. Changes brought about in State Accountability and Voice Initiatives (SAVI) as a result of the inception review has significantly impacted upon the scope of the role for CSOs within ESSPIN with obvious cost implications.
3. Findings from the SAVI/ESSPIN CSO mapping exercise and capacity assessment showed that CSOs in general are weak in organizational capacity with only a few focussing on education. However, these should not pose as significant risks if the CSO has experience in working with international donors and proven links with communities and skills in community mobilisation and facilitation.
4. Coordination of State level CSO advocacy falls under the remit of CSACEFA. Despite having strong members the coalition itself is considered to be relatively weak within the states visited. Various options do exist for working in partnership but this is less of a priority as state level advocacy issues will arise from SBMC work over the year.
5. The Department of Social Mobilisation (DSM) has been identified as the relevant state level government actor responsible for community mobilisation. Following needs assessments carried out by ESSPIN this unit is found to be generally both understaffed and lacking in capacity to effectively deliver on its mandate.
6. There are few formal mechanisms within the education sector for civil society and government to discuss issues. The concept of partnership between civil society and government is relatively new and needs to be carefully coordinated to build confidence, trust and avoid conflict.
7. A variety of options and recommendations for CSO engagement have been clearly outlined within the draft CSO strategy paper. These include, but are not limited to (i) need for 'targeted capacity building' of CSOs to include training and mentoring to strengthen

financial reporting, monitoring and evaluation (ii) clarification of roles of CSO
(iii) Clarification of roles, and subsequent strengthening, of DSM at state and LGEA level.
(iv) need to map out resource implications for DSM strengthening and lobby for deployment of staff in states where the departments are significantly under resourced.

8. In reviewing the host of activities that need to be undertaken with some urgency, key factors need to be considered; (i) alignment of SBMC visioning/training plans with CSO start up activities as limited time is available to establish CSO partnerships and undertake the ground work necessary to ensure SBMCs are inclusive, the role of children clearly identified and any necessary re-structuring of membership takes place before SBMC training and mentoring activities begin. (ii) the additional cost implications for the wider scope of CSO engagement that was originally conceptualised. (iii) the scale at which the SBMC strengthening will be rolled out during this initial pilot phase.

Purpose of the Consultancy

8. This consultancy was planned as a first phase of sustained support over the first two years of ESSPIN programme implementation (2009-2011) with the first phase taking place as an initial planning /scoping mission for subsequent phases. The aim of the consultancy was to become familiar with the programme structure, SBMC development plans and CSOs in order to develop an initial framework for how CSOs will play an effective role in the SBMC development plan. In addition to a draft framework the consultancy was to develop a draft Terms of Reference for the role this particular consultancy will play in the two year process. This was achieved through visits to three states (Jigawa, Kaduna and Kwara) where meetings were held with ESSPIN focal persons, Ministry of Education and SUBEB staff and CSOs. Meetings were also held in Abuja with SAVI, PATHS 2, ActionAid, Save the Children and CSACEFA.

Achievement of the terms of reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
Hold an initial briefing session with the SC Nigeria team, the ESSPIN Lead Specialist - Community Demand/Accountability, and the Technical Team Coordinator.	Achieved	N/A
Review all project documents pertaining to work completed, underway, and planned, which pertains to Output 4 (Community Demand) and the other ESSPIN Outputs as relevant; this includes the inception report, Output 4 position paper, SBMC research, and state work plans.	Achieved	N/A
Liaise with the SBMC development consultancy team and review the relevant SBMC documents to understand the overall framework and implementation plan for supporting the SBMCs.	Achieved.	
Liaise with SAVI and PATHS2 to understand the framework for how a joint approach will be used across the DFID projects, to address issues of voice/accountability and CSO participation.	Meeting with SAVI in Kaduna, Jigawa and Abuja Met with PATHS 2 in Abuja, unable to meet with PATHS 2 in Jigawa and Kaduna.	

Liaise with CSACEFA and other agencies/organizations that have worked closely with local NGOs and CSOs to learn from their strategies, experiences, and lessons learned.	Met with CSACEFA in Abuja and Kwara Met with a sample of CSOs that had been selected and NUT Kaduna	
Undertake a scoping visit to the 5 ESSPIN states (or as many as possible) and work with the ESSPIN state teams to understand the state structures; to learn more about the work completed thus far on both CSO assessment/selection and SBMC development plans; and how the work in Output 4 is planned to integrate with the work in the other ESSPIN outputs in each state.	Achieved. Undertook scoping visit to Kwara, Kaduna and Jigawa. In addition to meeting with ESSPIN, CSOs we also met with a range of government partners	
Develop a draft TOR for subsequent phases of this consultancy during the next year (or two years) of implementation, and propose initial recommendations for national counterparts or other support that may be needed for this work.	A draft ToR has been developed for an international post to be based in Abuja to provide technical support in planning and implementation.	
Develop a draft strategy paper of initial ideas for taking forward CSO participation in Output 4, in line with the initial SBMC development plans and incorporating best practices/techniques for community engagement, from experience in and outside of Nigeria.	Achieved	

Develop a proposed/draft plan to address immediate training and capacity needs of the CSOs in each state, based on the results of the capacity assessments recently conducted, and in line with building their capacity for effectively fulfilling their roles in supporting SBMCs.	Prior to the consultancy it was agreed it was unlikely that the time allocated for this activity to be achieved was not sufficient within the existing time frame.	
Develop a proposed/draft plan for support to CSACEFA to strengthen their respective support to State CSOs, in line with the above objectives.	Recommendations made within strategy and report for ways forward with CSACEFA.	
Include recommendations for integrating perspectives from children and other excluded groups, and integrating issues of gender, power, diversity, exclusion, and related issues into the overall strategy for SBMC development and CSO coordination/capacity building	Achieved	

Background

9. A primary component of the Community Demand Component of ESSPIN (“Output 4”) is to establish mechanisms for communities to participate in bottom up school transformation processes. Mechanisms need to be created for a two way dialogue to occur between communities and government whereby communities can express their priorities, hold service providers to account and for government to respond effectively. Mechanisms for listening to and responding to community priorities and demands need to occur at all levels; school, district, LGA, State and National.
10. At community level a key mechanism by which this process can be achieved is through the School Based Management Committee feeding into forums at the district, LGA and State level for influencing, lobbying and advocacy. A strategy has already been developed to strengthen the structure and capacity of SBMCs to enable them to effectively represent the views of the community and to engage effectively with government.
11. A strategy is now needed to ensure the effective implementation of the mechanisms at various levels for increasing demand and accountability. A key component of that strategy is to work with both government agencies and non-government organizations and groups. On the government side, key education officials and departments have been identified at the state and local levels, which will be targeted for building capacity to support and engage with SBMCs as well as the wider community at community, district and LGA level. On the non-government side, a number of Civil Society Organizations have already been identified and assessed in each of the ESSPIN states. A smaller number of these CSOs will be selected to work in partnership with the government agencies to implement a plan of ongoing support, mentoring, training and engagement with the SBMCs and with the communities they represent at community and LGA level. In addition, CSOs will also play a central role in ensuring the voice and priorities of communities determines advocacy at the State level, holding government to account.
12. This consultancy was aimed at developing a draft strategy for government and CSOs role in establishing and facilitating support to the various mechanisms to enable greater voice, demand and accountability at all levels. This included recommendations for integrating perspectives from children and other excluded groups, and integrating issues of gender, power, diversity, exclusion, and related issues into the overall strategy.

Findings and Issues Arising

The role of CSOs in Community demand and accountability

13. Prior to the inception review the role of Civil Society Organizations was limited to providing facilitation and mentoring support to SBMCs. The changes brought about in SAVI as a result of this review has significantly impacted upon the scope and scale of the role for CSOs within the ESSPIN programme.
14. The impetus for individual development partners to strengthen SBMCs varies significantly. Within SESP, SBMCs were key to ensuring a structure was in place to support planning and implementation of school development plans through capitation grant. Whereas the priority for the Girls Education Project (GEP) was to strengthen SBMCs to increase enrolment and retention of girls in school. In each approach emphasis has been placed on achieving community level change, either school based or within the wider community E.g. school development plans or support of religious leaders in sending girls to school.
15. Overall, there appears to be few efforts made to institutionalize mechanisms that create a two way dialogue between communities and government at the LGA or state level. Neither is there much evidence of strategies that support community voices and priorities to lead advocacy initiatives at state and national levels.
16. Findings from the SAVI CSO mapping exercise and capacity assessment showed that CSOs in general are weak in organizational capacity and also that only few of them focus on education in the four states where the exercise was conducted.¹ Further assessment of these CSOs for ESSPIN's purpose has led to the selection of 6 in Kwara and 8 in Kaduna states for engagement. Further assessment of CSOs/CBOs needs to be undertaken in Jigawa, Kano and Lagos. With a particular focus in Jigawa on ensuring the capacity of CBOs to play a considerable facilitation role in SBMC strengthening.
17. The mapping exercise highlighted several weaknesses in the organisational development of these organisations. However, the CSO environment, like in many countries, is very much donor driven. There are a small handful of larger NGOs that are able to be self sustaining by receiving large enough grants or through participation in consortium programmes with significant international support. The majority of CSOs survive on small scale project funding which have a minimal percentage of cost allocated to institutional support. Such sporadic and piecemeal funding has meant that CSOs are only able to

¹ Collation of SAVI Assessment Reports in Four ESSPIN States (Jigawa, Kaduna, Kano, Lagos)

maintain a core staff of a few key individuals and recruit programme staff to implement projects determined by the individual funders.

18. A further impact of the 'donor driven' nature of the CSO environment is that NGOs have learned to diversify their areas of focus, adapting to the issue where funding is available. Very little funding has been available in recent years to support civil society engagement in education programming which goes some way to explain the lack of CSOs with a core focus on education found within the CSO mapping. The lack of education focussed NGOs should not be seen as a significant risk if the CSO has proven links with communities and skills in community mobilisation and facilitation.
19. CSOs are largely familiar with working with a range of development partners/funders and as a result are used to adapting their methodologies, reporting, monitoring and evaluation practices in accordance with the funding agency.
20. The lack of strong NGO in Jigawa poses a significant challenge however; opportunities lie in the strength of the CBOs that are active in the state. A further CSO assesment will explore in more depths the capacity of the CBOs to take up the facilitation role at community level with support from state based coordinators.

LGA/State level Demand and Accountability

21. Recent changes to the role of SAVI have significant implications for the overall design of output 4 community demand component. SAVI has selected CSOs that are state based chosen for their skills and experience in state level advocacy and influencing. Whereas ESSPIN have placed stronger emphasis on identifying CSOs with strong linkages at community level, which in some cases means they are LGA based. It is not yet clear if SAVI and ESSPIN will partner with the same CSOs as the skill set required by each of the programmes varies.
22. SAVI intends to focus its advocacy around a single issue to be undertaken by selected CSOs in the state. In Kaduna state the focus is on gender mainstreaming for the coming two years with a focus on teacher quality during the subsequent two years. This gives way to the possibility that the advocacy priorities identified by ESSPIN supported SBMCs will not fall within those of SAVI. Therefore ESSPIN should not depend upon SAVI to play the role of facilitating state level demand and accountability in each of the states.
23. PATHS 2 are in the process of developing a similar model of community engagement as ESSPIN. However, ESSPIN is currently further ahead in its planning processes. PATHS 2 have still to agree with government on the level at which they can focus their facility support. This needs to be considered once an agreement has been reached for any collaborative work with ESSPIN on community participation, voice and accountability.

24. CSACEFA is a civil society coalition engaged in advocacy around education for all and a partner of ESSPIN. With the mandate of coordinating advocacy on education issues and with a nationwide presence CSACEFA is an obvious partner to lead on State level advocacy supported by ESSPIN. CSACEFA has a strong presence at the national level. At the state level CSACEFA has strong actors amongst its membership. However, individual states have faced significant challenges in sustaining its membership and coordinating activities. This could be largely due to the lack of core funding available to them. VSO has volunteers posted in both Kaduna and Kwara state working on organisational development where progress has been made in strengthening membership and organisational development. However, activities remain constrained by the lack of funding available to them.
25. In addition to CSACEFA and the NGOs/ FBOs selected to undertake the community facilitation, there exists a wide range of civil society organisations that can be mobilised in support of education advocacy. The media is an ideal vehicle for conveying messages as well as inspiring debate through radio, television and print media. National Union of Teachers (NUT) has a strong voice, wide membership and has branches in every LGA. The Association of Orphans and Vulnerable Children NGOs in Nigeria (AOON) is a relatively new coalition that has strong support from the Ministry of Women and Social Affairs and has worked closely with Save the Children in Kano and Kaduna. The coalition is involved in advocacy work around children infected/affected by AIDS and their exclusion from education and could be a strong ally in advocating for vulnerable and excluded children.
26. With limited time and information available for follow up discussions with CSACEFA on Community Accountability and Transparency Initiative (CATI). it was not possible to make any recommendations towards supporting them to undertake budget tracking and financial accountability work with ESSPIN.

Government

27. The Social Mobilisation Unit within SUBEB has been identified across five states as being the appropriate government body to work alongside civil society organisations in bringing about community participation in whole school development. However, an assessment undertaken by ESSPIN in each of the states highlights significant gaps that will need to be addressed if the SMU is going to play an effective role in facilitating community participation. Poor resourcing in terms of staff numbers, finances and equipment act as major stumbling blocks to the unit being effective in mobilising communities. Training needs identified included; planning, management skills, community mobilisation and facilitation, participatory approaches, reporting and documentation skills.
28. There are tensions around control over SBMC remit found in Kwara and Kaduna states, particularly in relation to the SESP SDS component. This has left the social mobilisation unit in SUBEB feeling not involved. Following ESSPIN support to work with the department, the

profile of the DSM has been raised through participation in the SBMC working group, SBMC training facilitation team and the communications committee.

29. Motivation levels of government staff in supporting the strengthening of SBMCs were found to be high where the staff had benefited from extra resourcing through the SESP or GEP projects. The contrary was found where no extra resources were provided for by the ministry to effectively support the set up of SBMCs.

CSO and Government partnership

30. There are few, if any, formal mechanisms, within the education sector where civil society and government meet to discuss issues. The concept of partnership between civil society and government is relatively new and needs to be carefully coordinated to avoid conflict. In Kaduna, moves are being made to establish a civil society forum at the state level.
31. Civil society groups have, in the past, found it challenging to identify the axis of power within the various government departments, to target advocacy efforts. The formation of fora bringing together government and civil society will help civil society to understand better who and how to target with their lobbying efforts.

ESSPIN coordination

32. Activity plans and timeframes for visioning and training of SBMCs have already been established. As a result, this consultancy will develop a strategy to work in partnership with CSOs and to undertake ground work necessary to ensure SBMCs are inclusive, the role of children clearly identified and any necessary re-structuring of membership takes place before SBMC training and mentoring activities begin.
33. Efforts have already been put in place to strengthen the working relationship between the communications and knowledge management teams and access and equity. Communications focal persons emphasized their role in communicating government's priorities to communities and in ensuring the right medium was chosen. Less emphasis was placed on their role in supporting communities to communicate their demands to government and to wider civil society. The later is an area to explore further in the coming years.
34. Several options are available for conducting SBMC training and support. The advantages and disadvantages of each option are clearly outlined within the strategy paper. These options consider the quality of training and reach of SBMC members together with cost implications.

Options

A variety of options and recommendations for CSO engagement have been clearly outlined within the draft strategy paper (attached). A summary of these is provided below.

The role of civil society

35. The role of civil society organisations partnering within output 4 needs to include development and support of mechanisms for communities and SBMCs to demand for their right to quality basic education at the community at all levels: district, LGA and State Level.
36. In order to be able to roll out effective community participation to scale, and considering the limited number of core staff most CSOs employ on a full time basis, community facilitators/volunteers should be sourced by CSOs in each community to play a facilitation and mentoring role to SBMCs. Identifying the right men and women to act as community facilitators will be critical to the success of the programme. Clear guidance needs to be given to CSOs on the selection process.
37. The role of CSOs should be training and mentoring in the first instance. They will be expected to mentor 'community facilitators' in community entry, inclusive community mobilisation, facilitating participatory community forum and ongoing support to the SBMC. Together with DSM staff they will facilitate SBMC training for SBMC members as well as any additional follow up training that is required.
38. Drawing from experiences of partnerships between NGOs and development partners ESSPIN should consider providing 'targeted capacity building' for the NGO. Training and mentoring can be provided to strengthen core systems in financial reporting, monitoring and evaluation. Training on a range of technical knowledge and skills should also be provided, where possible built into existing training plans. E.g. child participation and protection could be integrated into training on community participation/communication as well as SBMC training.
39. The methodology for community mobilisation and participation should be developed at a programme level with state level adaptations arising out of the first phase of roll out in pilot schools. Adopting such a 'hand holding' approach is necessary when working with a portfolio of new CSO partners with varying skill strengths and experience, within a limited timeframe.
40. The modalities of the partnership relationship should be worked out at State level. Cost implications are likely to include Admin support (10%), time of NGO staff, transport costs and 'appreciation' for volunteers. This could be managed on a draw down grant basis where ESSPIN will support CSOs in developing detailed workplans that are costed. Each

tranche will need to be retired before a new tranche is released for the next set of activities.

41. Capacity building on 'innovative' strategies in advocacy and lobbying should be provided for the CSOs supporting SBMC development to enable them to effectively advocate at the LGA and possibly State level. An option is to support VSO volunteers to undertake this capacity building where they have the skills and experience.
42. A mechanism will need to be developed whereby the CSOs working directly with SBMCs will be able to share the issues and priorities of communities with SAVI selected CSOs.
43. Each state should consider the potential of CSACAFA to carry out an advocacy role at state level. Where the CSACEFA secretariat is understaffed this might prove challenging without considerable ESSPIN support. An alternative in this situation, it might be necessary to encourage the CSOs involved in the ESSPIN partnership to lead on state level advocacy.

Government

44. Building upon the experience of development partners, the government should play a central role in facilitating community participation. Whereby previous strategies have seconded or contracted government staff to play a facilitation role, ESSPIN should aim to strengthen the Department of Social Mobilization within SUBEB to enable it to play its role in facilitating community participation.
45. In states where the DSM has sufficient human resources further work will need to be undertaken to build consensus on the roles and responsibilities of the DSM and social mobilisation officers at LGEA level. Relevant officers should benefit from training and mentoring in key areas e.g. community mobilisation, participation and facilitation skills.
46. Where DSM has little or no resources allocated to them their existing capacity for community mobilisation is limited. ESSPIN should map out the resourcing implications for supporting the DSM and negotiate with government around the deployment of staff, particularly in states where they are staffed by one or two lone individuals.
47. To effectively play the role of community mobiliser and facilitator requires individuals with particular skills and strengths. Although government staff are more often being used to listened to, the concept of 'facilitation', eliciting and accepting diverse opinions will be relatively new. Where possible support should be given to SUBEB to identify individuals based on their skills and experience in these areas during community engagement roll out to pilot schools.
48. If ESSPIN is to consider the costs or resourcing involved in mobilising the DSM it should be accompanied by a concerted effort to include this cost in future MTSS budgets.

Decentralisation of the Social mobilisation unit should be encouraged as it is more efficient and effective.

Government and Civil Society Partnership

49. Clearly defined agreements should be made between government and civil society organisations around their roles in the programme planning, implementation, monitoring and evaluation at the school community levels and supporting school development plans.
50. The role of the SBMC working group/Task team should be clearly defined and include a permanent role to be established beyond that of supporting initial strengthening of SBMCs. This role would provide a permanent platform for civil society and government to meet and discuss issues, providing a space for both community demands to be expressed and government to be held to account.

ESSPIN coordination

51. The timelines involved in rolling out the strategy for civil society and government support to community voice, demand and accountability needs to be carefully aligned with the existing activities and timeframes planned for strengthening of SBMCs. It is important that CSOs are involved in the visioning process of SBMCs and any activities aimed at increasing community participation in SBMCs (including restructuring of SBMCs) occurs before SBMC training.
52. If training for SBMCs is to benefit few individuals holding key positions e.g. headteacher, secretary, treasurer there is a risk that the people already in positions of power will become more powerful and will not effectively share the knowledge and skills gained from training onto the wider membership. Therefore a clear strategy should be developed and resourced for effective 'trickle down' training to be held with **all** SBMC staff.
53. Communications, knowledge management focal persons should continue to work in close partnership with access and equity lead specialists to understand the demand side, voice and accountability and identify the role they can play in supporting communities/CSOs to communicate priorities and demands. Participation in training for CSOs and SBMCs would support this process.
54. Communications, knowledge management and Access and Equity focal persons should benefit from participating in training on child participation and protection.
55. A simple strategy for mainstreaming child participation and child protection throughout the ESSPIN programme should be developed. E.g. integration of child participation into communications, knowledge management plans at local, state and national levels; child protection concerns being raised with teacher training and head teacher training programmes.

56. Baseline information gathering should ensure its ability to gather qualitative information from men, women, boys and girls on a range of issues. E.g. perceptions of power to influence quality of education service; root causes of exclusion and lack of retention; protection issues and communication channels between community and school (*further detailed in the m and e plan within the attached strategy*).
57. There are obvious cost implications attached to the now widened scope of CSO engagement that has arisen as a result of SAVI's change in focus. Having reviewed the options in the strategy paper, determining the scope and scale of the work to be piloted will need to be a priority for each of the states.
58. Managing community and CSO expectations is very sensitive and requires openness and transparency from the onset. CSOs and communities that demonstrate a lack of political will or genuine commitment should not be included in the pilot phase.
59. Close mentoring support for all Access and Equity lead specialists in the range of technical skills and knowledge should be a priority.

Next Steps

Programme Level

60. Clarify with each state, particularly Kano and Lagos, best option from the strategy paper, clarifying the scope and scale as well as cost implications.
61. Develop Methodology and training package for community mobilisation and participatory 'community forum' integrating training on child participation and child protection.
62. Clarify whether training needs to target DSM/CSO as trainers of facilitators or if training is to be given to DSM/CSO and facilitators as a single group
63. Develop outline MoU for states to review with partners through a one day meeting that will seek to agree terms, conditions and modalities whilst outlining Community Demand and Accountability aims and methodology. (Targeting Executive Directors as well as programme staff to ensure organisational 'buy in')
64. Identify specific training needs for CSOs to ensure they are in line with ESSPIN/client standards and procedures e.g. financial accounting, reporting on monitoring and evaluation. Develop outline for training/mentoring for CSOs to be undertaken by ESSPIN staff.
65. Ensure CSOs are up to date and involved in final stages of SBMC visioning process

66. Identify consultants experienced in child participation and participatory methodologies to lead state level training of facilitators
67. Support States in clarifying role of DSM, in states where this role is relatively new and as yet undefined. This includes clarifying cost of supporting DSM to play effective role in social mobilisation.
68. Finalise Monitoring and Evaluation plan and support training for CSOs on M and E framework and reporting/recording procedures.
69. Support SBMC consultants to integrate child participation/protection into training methodologies exploring options for children's participation in SBMC.
70. Develop deeper understanding of existing work on budget tracking and financial accountability and identify next steps with the appropriate agency, which may include CSACEFA

State Level

71. Clarify best option from the strategy paper, working out the scope and scale as well as cost implications.
72. Review MoU with partners through a one day meeting that will seek to agree terms, conditions and modalities whilst outlining Community Demand and Accountability aims and methodology. (Targeting Executive Directors as well as programme staff to ensure organisational 'buy in')
73. Update CSACEFA and other relevant coalitions/ state level CSOs on the aims and approach of the ESSPIN programme making it clear that the programme will be looking at clarifying state level partnerships towards the end of the first year.
74. Ensure CSOs are up to date and involved in final stages of SBMC visioning process.
75. Support CSOs to clarify scope, scale and methodology as well as the roles and responsibilities (ToR) for CSO programme staff and community facilitators/volunteers. Support should then be provided for CSOs in developing a costed workplan for the first three months.
76. Support training needs assessment for CSOs to ensure they are in line with ESSPIN/client standards and procedures e.g. financial accounting, reporting on monitoring and evaluation.
77. Support DSM to clarify roles and responsibilities in relation to community mobilisation/participation, in states where this role is relatively new and as yet undefined.

78. Clarify time frames and logistics for training of trainers ensuring the correct individuals are identified to be included in the training from CSO and DSM. (*Access and Equity and communications lead specialist to also benefit as participants in training*)
79. If appropriate, support DSM/CSO staff to train community facilitators at LGA/community level.
80. Identify Coalition or CSOs that can effectively play an advocacy role at the state level

Annex 1: Terms of Reference for Save the Children & ESSPIN, Component 4

(It was agreed prior to the consultancy taking place that the scope of the Terms of Reference appeared to be unmanageable within the limited timeframe. It was agreed that priority should be placed in developing a draft strategy for CSO engagement and in developing a Terms of Reference for a full time position to take forward the work in the coming two years)

Title of Assignment: Coordination and Capacity Building for Civil Society Organizations

Location of Assignment: Abuja, Kwara, Jigawa, Kano, Kaduna and Lagos States

Duration of Assignment: August/September 2009: 22 days in the first instance

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).

School Management Committees are promoted in international and national development policy as a way to improve the quality of education provision and to promote democracy at the local level. International experience suggests that SBMCs can, in certain conditions, be linked to school improvements and community participation in the delivery of basic education. A primary component of the Community Demand Component of ESSPIN ("Output 4") is to work with SBMCs and communities to build the capacity of SBMCs to engage effectively with education officials and

structures on the one side, and with the communities on the other side; and for communities to be aware of the role and functions of SBMCs, utilizing them as a platform for ensuring accountability of service providers and strengthening provision of high quality and inclusive education services.

A key component of the strategy for support to SBMCs is to work with both government agencies and non-government organizations and groups, to form a joint structure for supporting SBMCs and effective engagement with communities for voice and accountability. On the government side, key education officials and departments have been identified at the state and local levels, which will be targeted for building capacity to support and engage with SBMCs as well as the wider community. On the non-government side, a number of Civil Society Organizations have already been identified and assessed in each of the ESSPIN states. A smaller number of these CSOs will be selected to work in partnership with the government agencies to implement a plan of ongoing support, mentoring, training and engagement with the SBMCs and with the communities they represent.

The overall objective of this support plan is to ensure that the SBMCs are effective, organized, and representative of the community; to ensure that the community understands the role of the SBMCs and how they can engage with the SBMCs to hold duty bearers to account; and to ensure that long-term government and community support for SBMCs is sustained.

ESSPIN and Save the Children are therefore looking for a consultant to lead on the process of developing and implementing a strategy of support to the selected civil society organizations in each ESSPIN state, to ensure that they have the capacity, knowledge and skills to work with the government officials in implementing the SBMC support plan and to advocate for quality education service delivery to schools. A specific plan of training and support to build the SBMCs' capacity is being developed by a separate team of consultants. The main role of this consultancy will be to work with that team and with the Lead Specialist Community Demand, (and other relevant ESSPIN Team members, CSOs, etc.), to develop a specific strategy and work plan for how the CSOs will play a key role in that process; and what elements of support are needed to build their capacity to serve that role effectively. This consultancy would therefore take place in phases over the next two years; for the initial planning phase, and for the various stages of implementation and roll out. The consultant would also work in close collaboration with CSACEFA, which is one of ESSPIN associates, and provide technical support to the coalition.

Objectives of the Overall CSO Coordination and Capacity Building Assignment:

The main overall objectives of this consultancy project are to plan, coordinate, and support specifically:

- 1) To develop an overall framework for the role that the CSOs will play in the provision of support to SBMCs and community engagement, as well as general advocacy activities in the state to increase civic voice.
- 2) To work with the CSOs and ESSPIN team in each state to develop a specific implementation plan for the activities and tasks the CSOs will assume in the SBMC development plan.

- 3) To develop a strategy and activity plan/schedule for the CSOs in each state that will strengthen their capacity to play their roles, in both technical and organizational development areas.

This consultancy is expected to take place in phases, throughout the first two years of ESSPIN programme implementation, 2009-2011. The first phase will begin in August, with a **two-week** consultancy, in which the initial planning will take place for subsequent phases. This planning will be integrated into the SBMC development planning, so as to operate within the timelines of the various stages of SBMC support & capacity building. The first two weeks will therefore be spent getting to know the programme structure, the CSOs, and the SBMC development plans, and developing an initial framework for how the CSOs will play an effective role in the SBMC development plan – and what support they will need to do this effectively. This TOR therefore provides a breakdown of specific tasks and outputs required in the first **two weeks** of the consultancy, with additional responsibilities and outputs required in subsequent phases to be agreed during this first phase. It is also expected that in the first two weeks, the consultant will also develop a draft profile (Terms of Reference) for the role that this particular consultancy will play in the entire process over the next two years of implementation.

Specific Tasks of Consultancy Required Phase 1

- Hold an initial briefing session with the SC Nigeria team, the ESSPIN Lead Specialist - Community Demand/Accountability, and the Technical Team Coordinator.
- Review all project documents pertaining to work completed, underway, and planned, which pertains to Output 4 (Community Demand) and the other ESSPIN Outputs as relevant; this includes the inception report, Output 4 position paper, SBMC research, and state work plans.
- Liaise with the SBMC development consultancy team and review the relevant SBMC documents to understand the overall framework and implementation plan for supporting the SBMCs.
- Liaise with SAVI and PATHS2 to understand the framework for how a joint approach will be used across the DFID projects, to address issues of voice/accountability and CSO participation.
- Liaise with CSACEFA and other agencies/organizations that have worked closely with local NGOs and CSOs to learn from their strategies, experiences, and lessons learned.
- Undertake a scoping visit to the 5 ESSPIN states (or as many as possible) and work with the ESSPIN state teams to understand the state structures; to learn more about the work completed thus far on both CSO assessment/selection and SBMC development plans; and how the work in Output 4 is planned to integrate with the work in the other ESSPIN outputs in each state.
- Develop a draft TOR for subsequent phases of this consultancy during the next year (or two years) of implementation, and propose initial recommendations for national counterparts or other support that may be needed for this work.
- Develop a draft strategy paper of initial ideas for taking forward CSO participation in Output 4, in line with the initial SBMC development plans and incorporating best practices/techniques for community engagement, from experience in and outside of Nigeria.

- Develop a proposed/draft plan to address immediate training and capacity needs of the CSOs in each state, based on the results of the capacity assessments recently conducted, and in line with building their capacity for effectively fulfilling their roles in supporting SBMCs.
- Develop a proposed/draft plan for support to CSACEFA to strengthen their respective support to State CSOs, in line with the above objectives.
- Include recommendations for integrating perspectives from children and other excluded groups, and integrating issues of gender, power, diversity, exclusion, and related issues into the overall strategy for SBMC development and CSO coordination/capacity building
- Prepare a progress consultancy report and outline key recommendations, and next steps.

Outputs from Phase 1

- An overarching (draft) framework for defining the role that CSOs will play in SBMC development, and more generally in the ESSPIN community demand component, is created and proposed.
- A draft plan/strategy for coordinating the CSOs and enabling them to fulfill their roles in supporting the SBMCs alongside government structures is developed and proposed.
- A strategy and plan for the provision of initial support to the CSOs in each state to ensure their capacity for effectively fulfilling their roles in SBMC development is proposed.
- A draft schedule and timeline for subsequent phases of work is proposed, and a draft TOR for the role that this consultancy will play (and national counterparts) in the overall work.
- A series of consultancy interim progress reports and final report, with lessons learned.

Institutional/administrative arrangements

The consultant will undertake this assignment within a period of 22 days, initial to develop a schedule and activity plan for the first 2-year implementation period of ESSPIN, on a “draw-down basis”. The initial team will comprise of one international consultant and one National. The consultant(s) will report to the Lead Specialist - Community Demand and Accountability on the basis of progress made in task accomplishment for this phase of work. During the first phase, the consultant(s) will develop a draft work plan and tentative calendar for the subsequent phases of work, to be developed in line with the SBMC support plans. At the end the first phase, a consultancy report shall be written in the ESSPIN format and submitted within the stipulated time frames.

Name of Consultant	International - Number of days within August 2009 – July 2011	National - Number of Days within 2009 – July 2011
Caroline Enye	22 days in the first instance	
To be identified		20 in the first instance
Total No. of Days	12	10

Competencies

Qualifications/experience

- 1) A postgraduate qualification or its equivalent in education, social development or development management and experience of designing/implementing strategies to facilitate community mobilization, (inclusive of children and other marginalized groups) in social service delivery.
- 2) Practical experience of community interactions and school development or community 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 Govt. and parastatal structures and systems especially UBEC and SUBEB
- 3) Practical knowledge of community-level development structures and engagement in education, and school-based governance structures in developing countries
- 4) Knowledge of school level funding and decentralization in developing countries
- 5) 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/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.
- 5) Ability to collate information and prepare appropriate reports, implementation frameworks, position paper, and other relevant documents.

Annexe 2: States Summary of Meetings

Kwara State Summary of Meetings

CSO's

The CSO assessment report has selected 6 NGOs for ESSPIN/Government engagement over a period of two years. Capacity gaps were identified during the assessment process, some of which were confirmed during this mission. The most important being the insufficient staff strength to work in rural communities. For Kwara this is important because the government wants to roll out its reform state wide beginning 2010. One out of the two NGO's visited had the experience of recruiting volunteers to work as facilitators when donor funding became available. Once the scope and scale of CSO engagement is clarified it will be important for the state team to discuss in detail with individual organizations the strategy they plan to adopt in scaling up work in this area, in relation to human resources.

The NGOs selected are already aware of the tight schedule set out by ESSPIN appealed for advance notice to be given to enable them employ and train volunteers ahead of commencement of community work.

A meeting was held with members of CSACEFA in which members mostly shared their experience as individual NGOs. There was documentary evidence of CSACEFA's Advocacy campaigns but it was acknowledged that the coalition lacked sustained funding support to maintain an office, permanent staff or ongoing activities. A VSO Volunteer is currently working with the Kwara chapter on organisational development. It was articulated that within government circles, where individual NGOs lack a credible voice, CSACEFA does have a collective voice and can easily be granted audience.

Government

In Kwara, the "Every child Counts" campaign is on and gaining momentum. The collaboration with ESSPIN focuses on whole school transformation across the state. Government's priority here is on improving quality of education for in-school children. However the government showed no opposition to individual schools identifying out of school children as a priority issue to be addressed within school improvement plans. This alone gives ESSPIN the mandate to explore with communities and schools issues around access and exclusion. However, caution should be applied in articulating findings and outcomes in this area.

By mandate, the Social Mobilization Unit of SUBEB is responsible for community mobilization and general work with CSOs. An assessment of this unit by ESSPIN shows low human resource availability and skills. There are discussions with state government proposing a partnership whereby the government deploys more staff to this department and provides office space whilst ESSPIN builds capacity of staff and supports activities.

Government is committed to SBMC development in the state to the extent that it has a State Core Team (SCT) which has been coordinating SBMC work under SESP. The role of the SCT has yet to be clarified including the role of CSOs in SBMC development and support. During the process of

clarifying the role the team should consider the role of the SCT beyond the initial start up and strengthening phase. The need for a state level forum which brings together government and civil society to discuss issues arising out of SBMCs should be considered.

SESP has been supporting work in 6 out of the 16 LGAs. SBMCs in the 6 LGAs are said to be functional, roles of PTA and SBMC well defined but hitherto, no place for CSOs in facilitating the process of SBMC development. To date consultants have provided technical support in facilitating the strengthening processes. As a result the state team will face challenges in working with communities that neighbour SESP supported schools. Managing high expectations of receiving significant funding support akin to SESP supported schools will need to be carefully thought through.

ESSPIN team

The limited support within government for 'piloting' activities poses a significant challenge for the Kwara team. Possible ways around this are to suggest a 'phased approach' to community participation that would allow the 'piloting' of the approach within a smaller number of schools to begin with. More discussion with ESSPIN and government in piloting community level activities is encouraged. This would allow the team time to develop a strong sense of the timeframes, scale and resources as well as to modify the methodology where necessary before scaling up.

Kaduna State Summary of meetings

CSO's

In-depth assessment of CSOs earlier mapped by SAVI in the state has led to the selection of 8 of them for ESSPIN engagement. The majority of the selected NGOs have not worked strictly in education, but have experience with donor-funding for advocacy and community projects in HIV and AIDS and health. More than half of them are located at the LGA and for those who have offices in Kaduna town, there was sufficient evidence that they also within in several rural communities in the state. Discussions were held with Hope for the Village Child, Education Lifeline, NUT and representatives of 4 NGOs together during their assessment workshop in Kachia. These organizations perceive the roles of NGOs and CBOs as follows: (1) a watchdog to ensure accountability (2) Advocacy for continuous support to ensure accountability (3) monitoring and evaluation (4) Conducting needs assessment to identify real educational needs of children.

Little discussion took place around the subject of conditions and terms for engagement of the CSOs. But it was clear from talking with the access and equity lead specialist that from her previous work she was clear in her mind that NGO/CBO partners will need to be supported over a 2-year period with some core costs being met.

No meeting was held with CSACEFA. However discussions with SAVI, ESSPIN staff and CSOs suggested that CSACEFA, as a coalition, remained rather weak but individual members were known to be strong. A VSO volunteer is currently posted with CSACEFA to work on organizational development however their impact is constrained by lack of resources available to support advocacy initiatives that could strengthen cohesion of the coalition.

The focus for SAVI in Kaduna from now until November 2011 is on Gender and education. Work has already begun to support gender mainstreaming in the MTSS process. Their strategy is to work with State based CSOs on 'long-route accountability' with a 50% focus on strengthening the role and effectiveness of the State House of Assembly. Through SAVI, a gender platform for CSOs now exists in the state, to which ESSPIN in Kaduna is already in discussion with SAVI to integrate education CSOs into that forum. The priority for SAVI is to pick up advocacy issue at a time in order to demonstrate successes and failures in process and outcomes for other DFID State Level Programmes. The basis of SAVI's work with CSOs was a partnership. It started with general education leading to the selection of 5 technical gender CSOs and Media organisations, including NUT, PTA, Gender and Development, Women in Nigeria –WIN, Abantu for development and Centre for Development Advocacy. Targets for advocacy include MoE, HoA, SUBEB and Ministry for Local government.

Government

Government is committed to providing qualitative education and has decided to increase funding, coordination, supplies and qualified teachers. Existing structures to accomplish this are Education Committee; Monitoring Committee (made up of politicians and not accountable to the LGA Education Department); District Education Officers, District Education Supervisors and Local School Supervisor.

The Social Mobilization Unit in Kaduna consists of a single staff member. However, desk Officer in charge of SBMC do exist at LGA level but they are new to the position, have very little experience and are unaware of existing operational guidelines that can help guide them in activities. Communities are familiar with School Self Help Projects where SUBEB provides 90% of funds for construction work when communities show proof of 10% counterpart contribution. It will be important for ESSPIN to link up with this initiative and explore possibility of pilot schools being able to access these funds. Education Secretaries of the LGEA make key decisions at that level and are therefore a critical ally.

ESSPIN team

Current workplans refer to joint community work with SAVI, obviously these will need to be adapted in line with changes. ESSPIN programme in Kaduna plans to recruit a SBMC coordinator to support the access and equity lead specialist. As in other states, linkages with other outputs need to be strengthened, particularly with the communications and knowledge management focal person. Team members observed that the mission allowed time for critical reflection on output 4 and that the scope and scale of the work is far greater than was originally conceptualized.

Jigawa State Summary of meetings

CSOs

SAVI CSO assessment in Jigawa shows that there are 40 organisations distributed across the state (with 20 located within Dutse). An earlier mapping exercise by PATHS 1 also identified 300 Self Help Groups. Meetings with a few of the NGOs confirmed some of the general concerns raised in the previous audit, about the organisational capacity and strengths of CSOs in the state. The approach for working with CSOs in Jigawa will for this reason differ from other states.

One possible option discussed was for a male and female to be seconded from the Social mobilisation unit of SUBEB to act as mentor to the larger CBOs based at the LGA level. However, a more indepth assessment of CSOs is needed to provide solid evidence for next steps, exploring the capacity of the CBOs to play a significant role in SBMC strengthening and LGA/State level advocacy.

FOMWAN and MIYETTI Allah Cattle Breeders Association of Nigeria ² revealed the potential for supporting a few larger CBOs in state level advocacy as they appear to have a voice within the state. There is a history of NGO collaboration with donors and Government on health programmes in the state, however, many people believe that most of these organisations are located in Kano and do not have a real presence in Dutse. This might be the case with CSACEFA which was not available for a meeting.

Government

Government recently undertook a high profile launch of SBMCs in the state. The SBMC State Visioning Process in Dutse attracted key policy makers including Permanent Secretary, MOE, EUBEB Secretary and Directors of MOE and SUBEB.

GEP intervention in the first phase focused on 20 schools in each of the focal LGAs. Staff of Government were seconded as Consultants /Coordinators, one per LGA. There were two Steering Committees, one at the state and another at the LGA. As a result, the Social Mobilization Unit of SUBEB appears to be sufficiently informed already to take on this role once the state determines how it wants to proceed with SBMC work and community engagement strategy and resources are made available. The Coordinators visited the LGAs monthly to provide on-going support to SBMCs and to monitor their activities and those of women's groups involved in Income Generating Activities.