

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

**The role of Civil Society Organisations in Facilitating
Community Participation, Voice and Accountability
– Strategy Paper**

Report Number: ESSPIN 409

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Note on Documentary Series

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The documentary series is arranged as follows:

ESSPIN 0--	Programme Reports and Documents
ESSPIN 1--	Support for Federal Level Governance (Reports and Documents for Output 1)
ESSPIN 2--	Support for State Level Governance (Reports and Documents for Output 2)
ESSPIN 3--	Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
ESSPIN 4--	Support for Communities (Reports and Documents for Output 4)
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JG	Jigawa
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KN	Kano
KW	Kwara
LG	Lagos
En	Enugu

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Acronyms and Abbreviations

AOON	Association of Orphans and Vulnerable Children NGOs in Nigeria
CBO	Community Based Organisation
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organisation
ESSPIN	Education Sector Support Programme in Nigeria
FBO	Faith Based Organisation
GEP	Girls Education Project
HIV/AIDS	Human immunodeficiency virus/Acquired Immune Deficiency Syndrome
LGA	Local Government Authority
LSS	Local School Supervisors
PATHS	Partnerships for Transforming Health Services
SUBEB	State Universal Basic Education Board
MTSS	Medium Term Sector Strategy
SAVI	State Accountability and Voice Initiative
SBMC	School Based Management Committee
SESP	State Education Sector Project
VSO	Voluntary Services Overseas

Introduction

1. 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).
2. 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.
3. 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. 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.

Background

4. A recent research report (Poulsen 2009) undertaken by ESSPIN reviewed government and development partners efforts to date in achieving community participation, voice and accountability through SBMC's. The review highlights the high level of political will expressed by the government of Nigeria demonstrated in the Roadmap for the Nigerian Education sector (FME 2009) and guidance notes for SBMCs' (FME with UNICEF 2005) which were adopted by the Joint Consultative Committee on Education (JCCE) in 2007.
5. The review also examines implementation strategies undertaken by government and development partners, highlighting successes and challenges that still remain. Opportunities do exist in the rich networks of organizations and individuals already supporting schools and in the genuine commitment of communities to support schools to improve the quality of basic education. Challenges that remain in achieving genuine community participation in education include;
 - low or non participation of women, children and other marginalized groups in SBMCs;
 - lack of knowledge on the roles and responsibilities of SBMCs;
 - need for ongoing support to develop necessary skills to be an effective SBMC member; and
 - the absence of participatory decision making within SBMCs as a result of the power being held in the hands of few elites in communities.
6. 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. ¹Further 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.
7. Although the mapping exercise highlighted several weaknesses in the organisational development of these organisations. The lack of education focussed NGOs should not be seen as a significant risk as the core skill needed to achieve the outputs is community mobilisation and facilitation.
8. This strategy is the result of a three week scoping mission involving meetings with development partners, government staff and civil society organisations in three out of the five states (Kwara, Jigawa and Kaduna). It aims to outline the role that civil society and Civil Society Organisations (CSO's) in partnership with the government, will play in mobilising children and adults within communities to support bottom up school

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

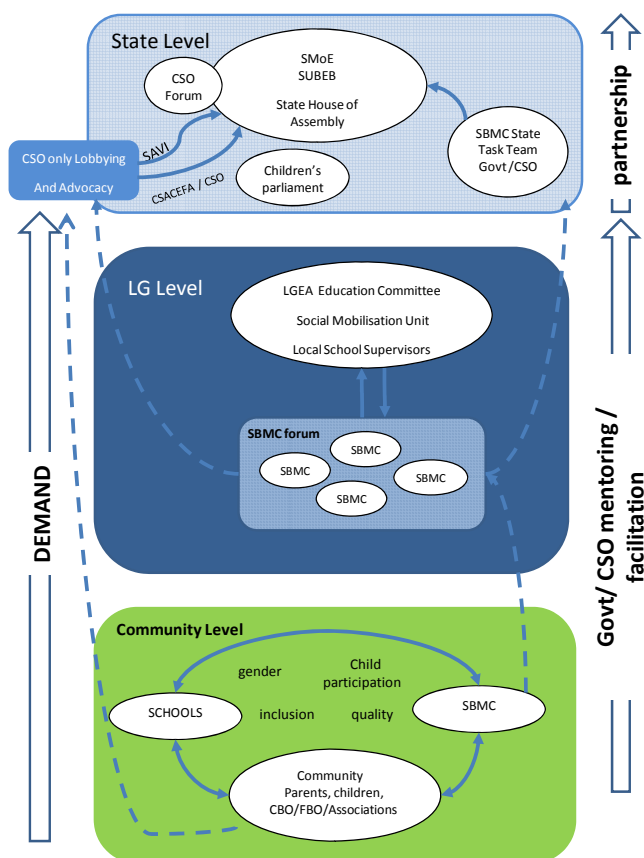
transformation. The strategy provides a basic framework with several options for ways of working, allowing each state to identify which approach best fits their individual context. For the remaining two states, Kano and Lagos, the draft strategy paper will act as a starting point for further discussions on civil society and government engagement.

9. The scoping mission explored strategies undertaken by development partners in order to learn from their experience. 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 school development plans. Whereas the priority for the Girls Education Project (GEP) was to strengthen SBMCs to increase enrolment and retention of girls in school. Achieving community empowerment, conscientisation and adult literacy has been the driving force behind ActionAids efforts to strengthen SBMCs. 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.
10. Overall, there appears to be few efforts made to institutionalise 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.
11. Drawing on best practice from within and outside of Nigeria the strategy will build upon the experience of development partners to date; ActionAid's REFLECT and Stepping Stones methodologies and Save the Children's approach to establishing Child Protection Committees. These participatory approaches will be adapted to lead communities, including children, through a process of reflection and analysis on rights and responsibilities in education. These strategies have proven effective in bringing together a diverse group of people, including the most marginalized within communities to analyze, prioritize and take action to address their problems. The strategy will also draw on the experience of GEP in achieving increased access and retention of girls in schools by working with traditional and religious leaders to bring about attitudinal changes in parents.
12. Building upon the experience of development partners, the government will play a central role in facilitating community participation. Whereby previous strategies have seconded or contracted government staff to play a facilitation role, this strategy aims to strengthen the Social Mobilization Unit within SUBEB to enable it to play its role in facilitating community participation.

Methodology

13. In order to achieve community participation in bringing about whole school transformation ESSPIN will work in partnership with Government and Civil Society Organisations.

Diagram 1



Mechanisms for communities to express their priorities and to hold service providers accountable for improving schools

14. The framework above sets out to demonstrate the different mechanisms for community priorities to be expressed, the institutions through which this will be achieved and the ways in which demands will be channelled. The arrow on the left represents the direction of demand from community level up to State.
15. The arrow on the right highlights the **role for civil society** in facilitating the development and strengthening of these mechanisms in partnership with the government at the community and LGA level. At the state level civil society has an advocacy and influencing role to play, building constituencies of support, bringing together media; N.U.T, CSACEFA

and other strong civil society actors, to share the voices and priorities of adults and children in communities.

16. ESSPIN will draw upon community mobilisation approaches of SESP and the Girls Education Project (GEP) which have undertaken community mobilisation approaches on a large scale as well as the more qualitative small scale rights based approaches of ActionAid and Save the Children in supporting more inclusive mechanisms for community participation.

Community Level Mechanisms

Larger Community Forum

17. The nature of this forum will differ from state to state and community to community. An initial mapping of existing community based organisations and networks will inform the NGO facilitation team's entry point. It is possible there is an existing body within the community that already has a wide representation e.g. a community development agency. CSOs will be given guidelines to help identify the appropriate structure that will act as a 'Larger Community Forum'. This forum should bring together all sections within the community, men, women, boys and girls across the economic, social, religious divides of the community. The 'larger community forum' is the mechanism through which the community will be supported to identify and prioritise issues to be taken forward to the SBMC and through which responses from the SBMC are fed back to. Where possible the structure will already be in existence, to increase likelihood of its sustainability. Where there is no suitable structure in existence the NGO facilitators will bring together groups of men, women, boys and girls in a community forum, similar to ActionAid REFLECT circle and Save the Children's Child Protection Committee.

School Based Management committee (School Based Management Committee)

18. The SBMC model has been institutionalised by the government as the model for community participation and support to schools. The level to which it has been successfully implemented varies greatly depending on the level of support it has been given in establishing clear roles and responsibilities. In many schools it exists in name alone or headed by elites in the society. In such instances ESSPIN will seek to gain the support of communities and schools to reconstitute the SBMC to become more inclusive using the guidelines developed through the state level visioning process. A two way dialogue will be established between the SBMC and the Larger Community Forum, and will include the participation of girls and boys. A possible strategy for supporting the feedback process between community and SBMC is to begin each SBMC meeting with a report from the various groups represented in the larger community forum. E.g. women's group, men's group, girls group, boys group.

Children's Groups (feeding into SBMC)

19. A strategy for institutionalising children's participation in the SBMC will be developed in each of the states. Girls and boys will be encouraged to meet in separate groups to identify and prioritise the issues they wish to be raised within the SBMC. A system will be established to allow the children's contribution to be fed into the SBMC. One option is for the girls and boys to choose which member of the SBMC they feel would best represent them and meet with this individual on a regular basis to feed in their ideas and receive feedback. Each state will be given training on child participation to ensure good practice is adhered to and children are not put at any risk through their participation in SBMC activities. Whether or not the girls and boys groups are formed in the school is for the State teams to debate with CSOs. The disadvantage in this is that children out of school will not have a chance to influence the policy and practice of the schools to become more inclusive.

Schools

20. Central to the success of community participation is the ability of schools to listen to the concerns and priorities of the communities and take action to bring about positive change for all children. Head teachers and teachers need to be supported to learn to receive critical feedback from the community and from individuals and the ways in which to respond appropriately. As demonstrated in diagram 1 the existence of the SBMC does not exclude individual parents or organisations from engaging directly with the teachers and head teachers. Such kind of dialogue will be positively encouraged. In many communities parents do not have the confidence or see it as their right to challenge poor standards or bad practice in teaching. Awareness will be raised within communities of their right to quality basic education and therefore teachers and head teachers need to be supported to engage in a dialogue with communities, without feeling threatened or attacked.

District/LGA level Mechanisms

District/Ward/LGA SBMC forum

21. Lessons learned from previous community participation models have highlighted the need for a forum where SBMCs from neighbouring communities can come together to share experiences and agree upon issues to be taken forward as a collective voice either to the appropriate government authority. Each State will determine the appropriate level for such coalition building and the form it will take.
22. Wherever possible the establishment of new structures should be avoided as they have less chance of being sustainable. CSOs will support the SBMC forum to prioritise issues, identify a clear 'ask' of the government and the appropriate government body/individual that has the power to respond to the 'demand'. The forum could be as simple as a once a term meeting at a central school. It may need more regular meetings to be held initially for the forum to gain momentum and become confident in its advocacy role.

23. Each state and possibly each LGA will vary in terms of axis of power and influence. CSOs will be involved in identifying both individuals and positions where change is most likely to be achieved. This is a dynamic process due to the frequent staffing changes within the education system. Once again, government staff capacity will need to be strengthened in receiving and responding effectively to demands.

Local School Supervisors

24. Local School Supervisors have the potential to act as a route for channelling demands, particularly in states where there is limited Social Mobilisation presence at the LGEA level. In Kwara where there are at least 5 SM officers in each LGEA, part of the LSS role has been defined as supporting the Head Teachers to build relationships between the school and the community (SBMC). This highlights the need for LGEA staff from the Education Secretary downwards, to be aware of the mechanisms available for listening to community voice, and also the appropriate responses.

State Level Mechanisms

State SBMC Task Teams

25. The role of the state level task team is likely to vary across the states. At the time of writing this strategy only Kwara state had completed a draft terms of reference for the Task Team. The emphasis there has been placed on supporting the strengthening of existing SBMCs through the visioning process, the development and implementation of training and the strategies for managing relationships between communities, LSS, CSOs and District Social Mobilisation. At this point a longer term role of the SBMC State Task team has not been devised. Consideration should be given to the role of a State level SBMC focal team once the initial start up/strengthening phase has been completed. There is potential for it to act as a conduit between government and civil society at the state level, where policy issues are discussed and areas for influencing identified.

Participation in MTSS processes.

26. MTSS sub committees can be lobbied to ensure budget provision on community participation activities. CSOs and communities can also get involved in tracking the expenditure of such budget lines, amongst others. In the event that LGA's do become involved in the MTSS, then their plans should also reflect the priorities of communities.

SUBEB -Social Mobilisation Unit

27. As the institutional home for SBMCs, the SMU must support lobbying to put in place mechanisms for the various departments of the education system to receive and respond to demands.

State House of Assembly Committee on Education

28. Members of each House of Assembly represent political constituencies. This is an opportunity for SBMCs to have direct dialogue with them on local concerns, including funding. Organising meetings with the SHoA representative is a form of long route accountability where there representative can be encouraged to support or lobby for particular reforms.

SAVI

29. With the recent changes brought about in the role of SAVI there is still some opportunity for collaborative work on advocacy arising from community participation. SAVI will work with ESSPIN and PATHS 2 to identify a single issue, in line with their focus. In the case of Kaduna this will be gender mainstreaming for the first two years and teacher quality for the subsequent two years. This will only be effective in the event that the priorities identified by communities fall in line with SAVI focus.

CSO coalition building

30. ESSPIN will look to support civil society organisations at the state level to build a constituency of support in advocating for change, in partnership with communities. In addition to CSCAEFA and the NGOs selected to undertake the community facilitation, there exists a wide range of civil society organisations that ESSPIN can mobilise around 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. Communications and knowledge management should take a lead on ensuring their participation in advocacy efforts. (details below)

Children's Parliament

31. The Children's parliament is an existing forum through which children can voice their views on policy issues. In the past, concerns have been raised around the inclusive nature of the parliament and its representation of vulnerable or marginalised children. Each state should explore the opportunities of working with the Children's parliament where there is opportunity to influence more inclusive and genuine participation of children from diverse backgrounds.

Roles and Responsibilities of Government and Civil Society Organisations

Government

32. As highlighted in diagram 1 civil society organisations will work in partnership with the government to facilitate genuine community participation to support school development planning and advocating for change with the appropriate body at the various levels of government.

33. 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. Responsibility for community participation at the LGEA level varies widely. These come in the form of a SBMC officer, desk officer or a social mobilisation officer. Each state will need to identify the appropriate officer in which to partner with, particularly at the local level.
34. In the absence of a viable NGO partner to work with, one option is to second a male and female facilitator from the social mobilisation unit at LGA level to act as facilitators and mentors of CBOs.

Civil Society Organisations

35. There are two distinct roles that CSOs can play within the proposed model. It is possible that any one CSO could take on both roles if they have a strong presence both at community and state level.
- (a) Community level facilitation and mentoring of SBMC/advocacy support to SBMC at LGA level*
36. Civil Society Organisations will be chosen based on their presence and reach at community at the community level. The models of community engagement proposed, CSO's will identify community volunteers who will act as facilitators of community participation. CSOs will support communities to identify a male and female volunteer who is known to be active and with natural skills and proven ability in facilitation and community mobilisation. CSO and SMU staff will co-facilitate SBMC training for volunteers and SBMCs. Community volunteers will be responsible for facilitating 'wider community forum' meetings as well as ongoing mentoring support for the SBMC with follow up and mentoring support by CSOs. CSOs will then provide support to community facilitators in Ward/District/LGA level SBMC forums and advocacy.
- (b) State level advocacy and influencing*
37. A wide range of civil society organisations exist that can be harnessed to build a constituency of support in advocating for change at the State level. These include the media, National Union of Teachers, CSACEFA – an education coalition, AON – a coalition for orphans and vulnerable children and State based NGOs experienced in advocacy. It is common for state based CSOs, experienced in advocacy to have fewer links directly with communities. A forum will need to be developed for linking CSOs supporting community

participation, community members and state based CSOs to ensure adults and children in communities are supported to take forward their priorities and voices in advocating for change, in line with the principles of people and issue centred advocacy.

38. This component of output 4 will gather momentum towards the end of the first year at a point where SBMCs and communities have been able to identify and prioritise issues and undertake some initial lobbying at State and LGA levels. This allows time for each state team to identify key actors at state level whom should be supported to take a lead in supporting communities to advocate for better quality of education.

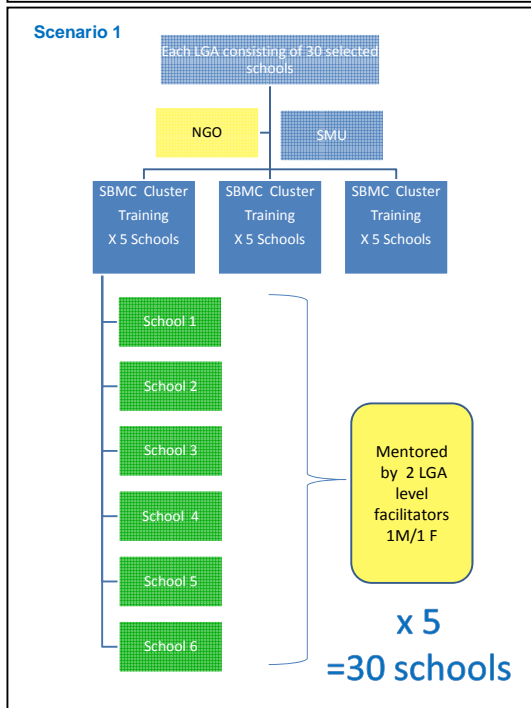
The table below provides a brief overview of the roles and responsibilities of the various government and civil society actors.

Civil Society Organisations Community level	Social Mobilisation Unit
<ul style="list-style-type: none"> • Identify community volunteers to act as facilitators • To train and mentor community volunteers to establish inclusive SBMCs • To mentor community volunteers to identify or establish wider community forum. • To act as facilitators on SBMC training • To mentor SBMCs in school development planning and monitor genuine community participation • To support SBMC in District /LGA forum • To support State level Advocacy • To monitor and evaluate impact 	<ul style="list-style-type: none"> • To support in community mobilisation/entry • To support identification of 'larger community forum' and co-facilitate • To co-facilitate training on SBMCs • To monitor levels of community participation in SBMC with particular attention to voices of more marginalised groups. • To mentor SBMCs
Community Volunteers	Civil Society Organisations – State level
<ul style="list-style-type: none"> • To identify/establish 'wider community Forum' • To mentor SBMCs in school development planning and monitor genuine community participation • To support SBMC in District /LGA forum 	<ul style="list-style-type: none"> • To link up with NGOs with a community presence to establish advocacy issues to ensure voices and priorities of adults and children in communities are taken forward • Undertake State based advocacy • Learn from SAVI – lessons learning forum

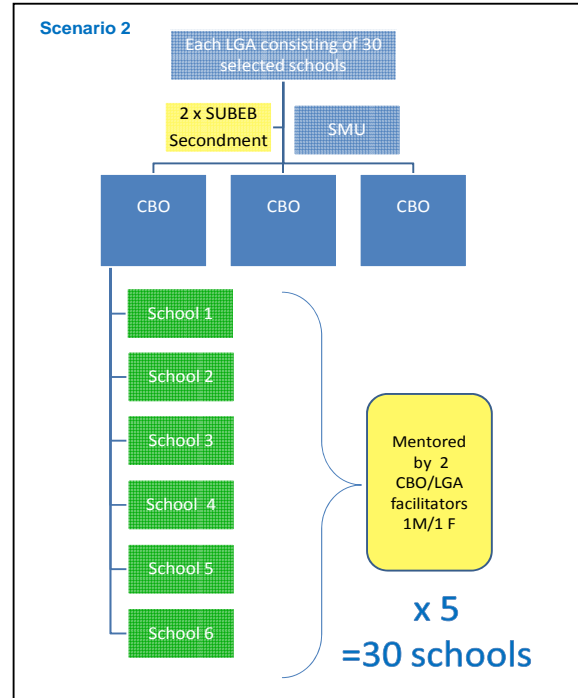
Options for CSO/Government facilitation of communities

39. The scenarios presented below highlight three possible ways that CSO and government partnership can work directly with communities and SBMCs in the pilot schools.

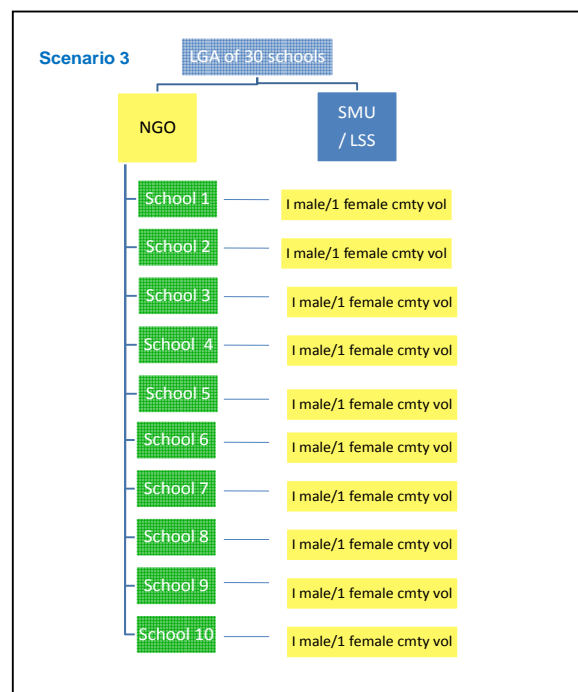
Scenario 1 –NGO to support **LGA facilitators** to relate directly with community volunteers and provide SBMC

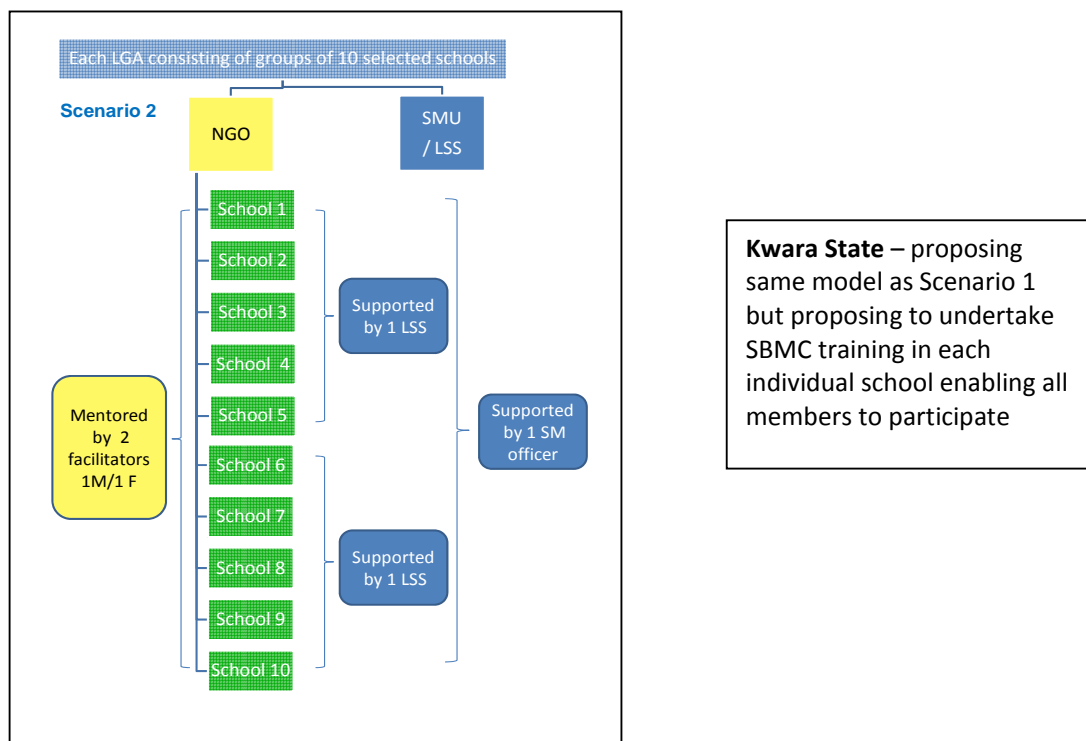


Scenario 2 – NGO or 2 xSUBEB Secondment to mentor strong CBO with a multi community presence to relate directly with community



Scenario 3 – NGO to directly support Volunteer Facilitators and provide SBMC training





40. In recognition of the diversity found across the 5 states, 3 models of working are being proposed as ways of working with CSO and Government to facilitate community participation, demand and accountability;

Scenario 1 –NGO to support **LGA facilitators** to relate directly with community volunteers and provide SBMC

Approach

41. A state based NGO will identify community facilitators, possibly NGO or CBO staff already based at LGA level to act as trainers and mentors to community volunteers. These facilitators will work in pairs, one male and one female, to ensure they can effectively mentor progress in male and female groups at community level. Each pair of facilitators will be given a set number of communities to mentor over the period of a year e.g. 6 or 10 communities.
42. Community volunteers will be selected by the community to act as facilitators. Each state will need to negotiate to what extent the community volunteers are 'appreciated'. This could be in the form of receiving training, transport money or a small stipend (N2 -3,000). Training will be provided by the NGO and LGA facilitators with support from community volunteer's clusters x 5 and undertaken in the school premises. It is recommended that an even number of participants are invited and where possible equal representation of men and women is sought. E.g. 3 men, 3 women.

Advantages/Disadvantages

Advantages

- When motivated, LGA level facilitators will be more accessible to community facilitators geographically, will be fluent in local language and be familiar with local social norms
- Providing training in clusters is more cost and time effective

Disadvantages

- Providing training in clusters seems likely to limit the levels of participation of women, more marginalised representatives and is likely to further empower those already in position of power
- Risk of training not being ‘stepped down’ to wider SBMC membership, including children, is relatively high.
- Additional resources, time and support will need to be provided by community facilitators to ensure effective ‘step down’ training occurs

Scenario 2

2 - 3 SUBEB staff Secondment to mentor strong CBOs/FBOs with multi community presence to relate directly with community and provide SBMC training in individual schools

Approach

43. This approach is necessary in a State with little or no significant NGO presence (Jigawa). ESSPIN could negotiate release of government Counterparts based of person specification with a set of skills desired to play the role of the NGOs in Scenario one. In this scenario CBOs with strong networks across communities and even LGA’s have been identified. They will play the role of the LGA facilitator as well as community volunteer.

Advantages/Disadvantages

Advantages

- When drawn from relevant government department, knowledge, skills and levels of motivation levels will likely to be increased upon return to office.
- Close relationship will be established between communities, CBOs, FBOs and the government
- Building upon model already successfully undertaken in the state
- In avoiding working with weak/inactive existing CSO, reduced risk of failure
- Building capacity of indigenous population as opposed to strengthening resource base of civil society in neighbouring state
- Strengthening capacity of well established CBOs
- Ongoing support can be provided by CBO with well established links into communities

Disadvantages

- Programme not contributing to the strengthening of NGO in the state that could undertake state level advocacy
- Limited scope of government secondment to undertake a strong role in lobbying government in partnership with communities
- Skills and capacity of CBO to undertake more formal facilitation role is as yet unclear

Scenario 3

NGO to directly support Volunteer Facilitators and provide SBMC training

Approach

44. This scenario is similar to Scenario 1; only that in this scenario the LGA level facilitators have been taken out. This is based on the experience of PATHS 1 who started with a model the same in structure as scenario 1 with LGA level facilitators. However, they discovered that the quality and level of input given by committed NGO staff was far greater and valuable than the sustained support being provided by the community facilitators. This should be discussed more at state level.

Advantages/Disadvantages

Advantages

- Drawing on the experience of PATHS, NGO staff provided far greater quality of support to community facilitators than LGA based staff

Disadvantages

- Requires high levels of commitment and staffing from the NGO to provide adequate community supervision and mentoring
- Challenges around language barriers between state based NGO and communities

Kwara State

Same as Scenario 1 but providing training in each school for all SBMC members

Approach

45. As in the case of Scenario one Kwara state is proposing to undertake SBMC in every school so that all members will benefit directly from first hand training. This will place all members on an equal footing in terms of knowledge of their roles and responsibilities and will lessen likelihood of a few already in a powerful position to wield yet more power over more marginalised members, including children.

Advantages/Disadvantages

Advantages

- All members will benefit equally from first hand training on SBMC training, increasing opportunity for more marginalised groups to genuinely participate in decision making within the group
- Reduced risk of misinformation and lack of clarity that could arise from poor quality 'step down' training

Disadvantages

- Requires higher levels of resourcing in terms of trained facilitators and training costs for larger group sizes

Approaches and Cross Cutting Themes

Approaches and Cross Cutting Themes

Training for Transformation (Participatory Approaches)

46. Approaches for working with the wider community and SBMCs will be participatory in nature and in particular at the community level, will be appropriate for both literate and non literate groups. A range of participatory tools such as diagrams, community mapping and drama will be adopted to support adults and children in communities to reflect upon and analyse their existing context and to realise their right to quality basic education. Tools will be adopted from a range of proven methodologies already used in Nigeria; REFLECT, Stepping Stones and Training for Transformation toolkits.

Child Participation and Child Protection

47. A commitment to child participation and protection in whole school development will require ESSPIN staff and partners to adopt a child rights approach with emphasis on ensuring children and young people's participation, protection, equity and non-discrimination.
48. Training for NGO staff, community volunteers, access and equity and communication knowledge management focal persons on child participation will develop their understanding of culturally appropriate language. The skills to sensitively explore issues with children and adults in communities in a way which avoids confrontation and suspicion instead persuades communities, engenders mutual respect and promotes shared understanding of practices. This will allow for children to be involved in contributing their voices and advocating for change in a way which is empowering and not merely tokenistic.
49. A review of teacher and head teacher training modules of quality would highlight opportunities for integrating issues of protection and prevention of abuse and exploitation within the immediate school environment.

Gender and Diversity (inclusive SBMC)

50. Capacity building for NGO/SMU/volunteers and ESSPIN staff will equip partners with appropriate and user friendly tools to ensure an analysis of gender and diversity informs each stage of community participation, voice and accountability programming. This will ensure that both NGOs/SMU/volunteers and communities will develop the skills to understand and analyse the complex power relations which affect girls and boys access and retention in schools, and the impact of their religious, social, economic or HIV status on their ability to achieve their right to education. An understanding of how these socio cultural factors influence participation in whole school development will be central to achieving more inclusive SBMC membership.
51. The programme will actively include children affected by marginalized as well as People living with or affected by HIV and AIDS, leaders and volunteers from the community in decision making processes. It will ensure that activities do not further stigmatise these members of the community.
52. Access and Equity and Communications, knowledge management focal persons will need to be sensitive to the gendered nature of access and retention issues as well as the importance of developing messages and sharing voices of girls, boys and marginalised groups within communities.

Access and Social Exclusion

53. Baseline information gathering and situation analysis at the community level will seek to highlight factors affecting girls and boys access to and retention in schools. SBMCs will be supported to identify locally appropriate solutions as part of school improvement planning. Communities will be supported to identify the most marginalised in the community, these may include; chronically ill, minority groups, widows, extremely poor, single parents, families affected by HIV and AIDS.

People centred advocacy

54. People centred advocacy is an approach aimed at influencing policies, societal attitudes and socio-political processes that enable the marginalised to speak for themselves. It seeks to go beyond the idea of advocating on behalf of marginalised groups toward enabling and empowering marginalised to speak for themselves. Opportunities for this exist in the event that SBMCs are genuinely representative of marginalised groups of adults and children within communities.
55. The programme will actively seek to engage in policy dialogue at state and federal level; to influence budget allocation for community participation as part of the MTSS process. CSOs will be involved in supporting communities to communicate their priorities at the State and federal level. Benefits of this approach include:
 - Improved communication with the community

- Improved internal community co-ordination, knowledge and skills
- Strengthening internal processes, forming partnerships with key community organizations, and building trust between service providers and the community.

Communications, Knowledge Management

56. The Communications and knowledge management teams within ESSPIN will work in close partnership with access and equity counterparts to ensure voices and priorities of communities are communicated effectively to government and to wider civil society, supporting the bottom up transformation process. Equally, the reforms planned by government will be communicated in such a way that they speak to the concerns and priorities identified by communities creating a dialogue between government and civil society.

Key Partnerships

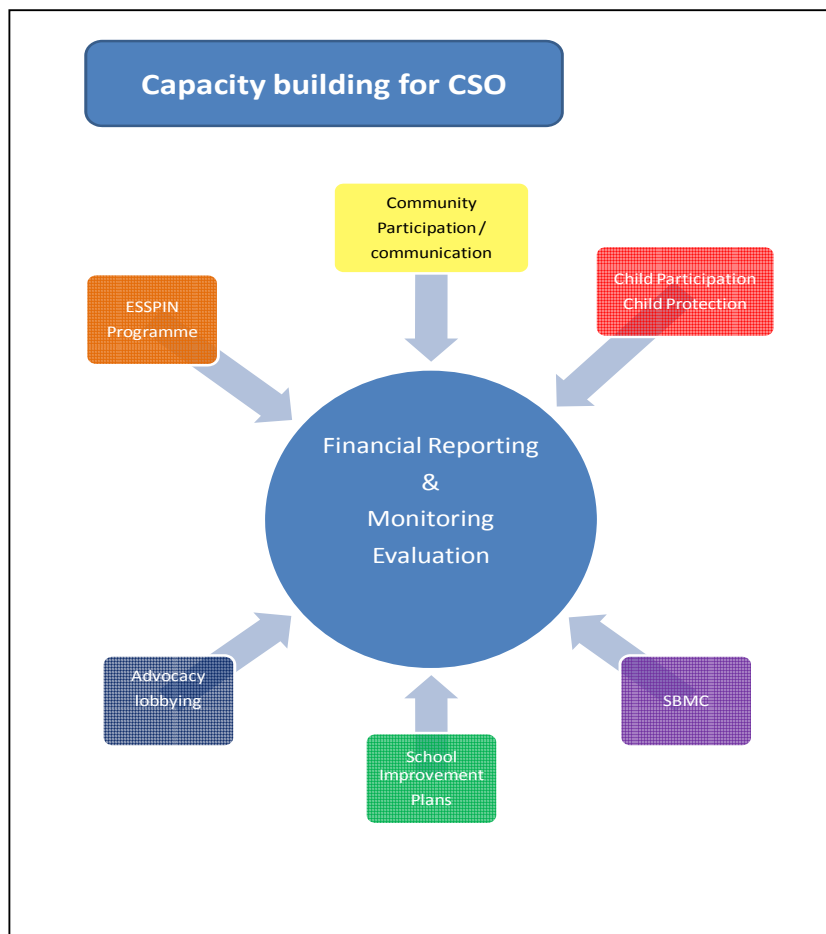
Civil Society Organisations (CSO)

57. 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.² 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.
58. Although the mapping exercise highlighted several weaknesses in the organisational development of these organisations. The lack of education focussed NGOs should not be seen as a significant risk as the core skill needed to achieve the outputs is community mobilisation and facilitation.
59. Drawing from experiences of partnerships between NGOs and development partners this strategy proposes to provide 'targeted capacity building' for the NGO. Training and mentoring will be provided to strengthen core systems in financial reporting, monitoring and evaluation. Training on a range of technical knowledge and skills will also be provided, where possible built into existing training plans. (see diagram 2) E.g. child participation and protection will be integrated into training on community participation/communication as well as SBMC training.
60. The modalities of the partnership relationship will need to 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 can be managed on a draw down grant basis

² Collation of SAVI Assessment Reports in Four ESSPIN States (Jigawa, Kaduna, Kano, Lagos)

where ESSPIN will support CSOs in developing detailed workplans that are costed. Each tranche will need to be retired before a new tranche released for the next set of activities.

Diagram 2



SAVI

61. An outcome of the inception review has been a shift in emphasis for SAVI from community to focus 50% of their effort on strengthening house of Assembly to understand their role and responsibility to their constituents and 50% on building the capacity of urban State based CSOs on effective advocacy and influencing. SAVI will work with ESSPIN and PATHS 2 to identify a single issue, in line with their focus. In the case of Kaduna this will be gender mainstreaming for the first two years and teacher quality for the subsequent two years.

PATHS 2

62. 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. Continuing the dialogue with PATHS 2 as they progress through the planning process will bring to light opportunities for shared working.

CSACEFA

63. Discussions between CSACEFA National body and ESSPIN have centred around support to the rejuvenation of the CATI initiative. However, more thought and background information gathering needs to be put into identifying; what CSACEFA was able to achieve in the first phase and why it now needs 'rebranding'. Budget tracking and accountability is a key role civil society coalitions can play. ESSPIN needs to identify the best place to target support in achieving this.
64. However, there is potential for working with CSACEFA on a State by State basis to lead on advocacy priorities identified through the community participation processes. Where the CSACEFA secretariat appears understaffed, this might prove challenging without considerable ESSPIN support. One option for strengthening CSACEFA would be to lobby VSO to continue existing support to CSACEFA but in the area of innovative people centred advocacy. The added value for VSO for engaging closely with ESSPIN is in providing resources to undertake training on innovative advocacy strategies and in supporting advocacy activities.
65. In states where CSACEFA remains to be weak and poorly motivated an alternative scenario would be to encourage a strong CSO (member of CSACEFA) involved in the ESSPIN partnership, to lead on state level advocacy. Such a partnership would involve ESSPIN supporting training in people centred advocacy and some resources for advocacy activities.

Voluntary Services Overseas

66. There are two distinct areas where VSO volunteers can add value in support of this strategy;

A) Supporting the Social Mobilisation Unit within SUBEB

67. VSO has a long history in Nigeria of working with SUBEB (formerly SPEB) in the area of primary education. Their role could include; facilitating the clarification of SMU roles and responsibilities in relation to SBMCs and CSOs, provide training and mentoring in community mobilisation and the development of facilitation skills in developing own mentoring skills for supporting communities and SBMCs.

B) Supporting CSACEFA in strengthening their ability as a coalition and in strengthening advocacy and monitoring and evaluation skills

68. As highlighted above there is a key role for CSACEFA to play at the State level. However, the institutional weaknesses need to be addressed if they are to play the pivotal role of coordination advocacy issues arising from the priorities and voices of adults and children in communities. VSO is currently working with CSACEFA in Kwara, Kano and Kaduna state. Their experience has shown that building the capacity of the state chapters has led to increased membership, promoted mentoring between organisations, increased advocacy activities and has supported internal lobbying for the National secretariat to be more responsive to state chapters. In the absence of capacity building support for CSOs by SAVI, VSO could play the role of strengthening CSACEFA institutionally as well as providing training and support on more consistent basis. As there are existing volunteers in three out of the five states.

Civil Society Organisations

69. In addition to CSACEFA and the NGOs/ FBOs selected to undertake the community facilitation, there exists a wide range of civil society organisations that ESSPIN can mobilise around 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. Communications and knowledge management should take a lead on ensuring their participation in advocacy efforts. **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 Affairs and Social Development and has worked closely with Save the Children in Kano and Kaduna. The coalition is involved in advocacy work around children affected by AIDS and their exclusion from education and could be a strong ally in advocating for vulnerable and excluded children.

Implementation Plan

*(*more detailed list of activities against timelines found in Annexe 1)*

Strategic Objectives

- Children from marginalised groups have increased access to education
- Improved participation of communities, including children, leading to increased quality of educational provision in a protective environment
- Increased resources mobilised for education of children, including children from marginalised groups
- Increased capacity of communities and civil society organisations to effectively articulate demand for basic education services at state level

Objective 1: Children from marginalised groups have increased access to education

Outcomes

- Increased primary enrolment for girls and children from other excluded children
- Increased transition between primary and secondary

Activities

1. Support children and adults to identify excluded groups of girls and boys in the community during community forum exercises, explore root causes and consequences
2. Support communities to record children that are excluded or unable to attend school regularly
3. Support SBMC and wider community members to identify strategies to increase access to excluded groups and ensure some provision is made within School Improvement Plans.

Objective 2: Improved participation of communities, including children, leading to increased quality of educational provision in a protective environment

Outcomes

- Increased and inclusive community participation in management of schools and support for education
- Increased number of schools/communities taking children's views and perspective into account in management of schools and community support for education provision
- Increased mobilisation of resources from within the community
- Increased monitoring and support to improving teacher quality by children and adults in community
- Authorities/communities actively promote education's role in protecting children

Activities

1. Development of methodology and training for community participation and entry
2. CSO/SMU/ ESSPINN training on child participation, protection and exclusion
3. CSO and SMU to facilitate community entry, meeting with elders and other key groups to share objectives of the programme and gain support
4. Community wide meetings to be held, ensuring participation of children and marginalised groups
5. Participatory Forum to be facilitated with 25 men, 25 women, 25 girls, 25 boys to explore rights to education and identify issues of exclusion, access and retention.
6. Participatory Forum to identify individuals to represent key groups within the community on the SBMC.
7. CSOs to work with children communities and SBMC to identify and establish most effective forum for children to genuinely participate and have their voices and opinions heard
8. Having identified needs and priorities CSO to facilitate community contribution or necessary changes needed to bring about change.
9. Strategies to be identified and implemented by children and adults to improve quality of teaching e.g. monitoring teacher attendance etc.
10. CSO to facilitate children's groups to identify protection concerns, explore risks and strategies to avoid risk and report abuse
11. Support SBMC to ensure issues of protection are reviewed in school improvement planning process and strategies identified to tackle and respond to abuse and exploitation.

Objective 3: Increased resources mobilised for education of children, including children from marginalised groups

Outcomes

- Increased funds allocated to community participation by governments
- Increased resources available for schools in intervention areas as a result of local level advocacy
- System of social audit established and functional in intervention areas
- Increased accountability and responsiveness of district/LGA/State education system

Activities

1. SMU to be supported to clarify their role and document impact of their contribution in community participation, with cost implications
2. SMU in partnership with ESSPIN to lobby for increased resourcing in MTSS
3. CSO to support establishing mechanisms for government/SBMC/Community dialogue at District/LGA and State level
4. Training for Government in receiving and responding to community demands
5. Identify CSO to develop system for budget tracking and accountability in partnership with communities

Objective 4: Increased capacity of communities and civil society organisations to effectively articulate demand for basic education services at State Level

Outcomes

- Increased evidence base for advocacy on education policy

Activities

1. Identify CSO's/ coalition to lead on state level advocacy
2. Develop advocacy strategy, drawing on tools and experience of SAVI
3. Support training in people centred advocacy and innovative tools in undertaking advocacy
4. Partner with VSO to strengthen CSACEFA at state level to take a lead on State level advocacy
5. Facilitate children's participation in advocacy initiatives at state level
6. Support Communications, knowledge management team in working with children and marginalised groups to develop appropriate advocacy messages and methods of conveying messages

Monitoring and Evaluation Framework

***Marginalised groups of children/parents/guardians** ; these will be locally defined and are likely to include children that are socially excluded on basis of ethnicity, migrant or poverty status, disability, affected by HIV and AIDS, girls, engaging in hazardous work.

Expected Outcome	Output Indicator	Data collection Method
Children from marginalised groups have increased access to education		
Increased primary enrolment for girls and children from other excluded children	<p>No. of children out of school and barriers to attending or being retained in school identified</p> <p>Locally appropriate solutions developed for increasing access and retention of *marginalised groups, are identified and reflected in the school improvement plans</p> <p>Locally appropriate responses developed to address roots of exclusion</p>	<p>Enrolment records</p> <p>Baseline survey</p> <p>Community participation forum</p> <p>School improvement plan review</p>
Increased transition between primary and secondary	<p>No. Of children transiting from primary to secondary institutions</p> <p>Solutions for increasing transition are identified and reflected in the school improvement review and plan</p>	<p>Enrolment records</p> <p>School improvement plan review</p>
Improved inclusion and participation of communities and children leading to increased quality of educational provision in a protective environment		
Increased and inclusive community participation in management of schools and support for education	<p>No. of schools /SBMC with formal channels of communication between community and SBMC established and maintained</p> <p>% of SBMC members that are women/ marginalised groups</p> <p>No. of women/marginalised groups that report increased confidence and self efficacy as a result of participation in community/SBMC activities</p> <p>Increased awareness of community members of their right to a quality basic education</p> <p>School improvement plans reflect the views and priorities of marginalised groups within the communities</p>	<p>Community records</p> <p>SBMC records</p> <p>School improvement plan reviews and final plan</p> <p>Case studies</p>
Increased number of schools/communities taking children's views and perspective into account	<p>No. of schools with girls and boys groups/clubs that are active members of SBMC</p> <p>No. of girls /boys clubs/groups in primary schools</p>	<p>Survey of children</p> <p>SBMC records</p>

in management of schools and community support for education provision	<p>that initiate own activities</p> <p>No. of excluded/marginalised children involved in SBMC related activities (school improvement plan review etc)</p> <p>No. of excluded/marginalised children report increased confidence and self efficacy as a result of participation in programme activities</p> <p>No. of target schools incorporating girls and boys views and priorities in their school improvement plans</p> <p>Examples of ideas proposed by children involved in school/ community networks being accepted and implemented in practice (disaggregated)</p>	<p>School improvement plan reviews and final plan</p> <p>Community records</p> <p>Case studies</p>
Increased mobilisation of resources from within the community	Evidence of community activities undertaken as a result of participation in decision making bodies affecting school management	<p>Programme reports</p> <p>Community records</p>
Increased monitoring and support to improving teacher quality by children and adults in community	Evidence of children/adults initiatives to improve quality of teaching e.g. monitoring of teacher attendance/ discipline within the classroom	<p>Programme reports</p> <p>SBMC/Community records</p>
Improved protection of school children	<p>% of surveyed children reporting reduced incidences of violence in or around schools, including corporal punishment (disaggregated)</p> <p>No. of schools engaged in monitoring incidents of violence in or around schools including corporal punishment</p> <p>Opinion of girls and children with disabilities about changes in safety within school environment</p>	<p>Survey of a sample of schools – pre and post intervention</p>
Increased resources mobilised for education of children, including children from marginalised groups		
Increased funds allocated to community participation by governments	% of budget allocation to social mobilisation unit /community participation activities	MTSS budgets
Increased resources available for schools in intervention areas as a result of local level advocacy	No. and type of resources made available to schools as a result of SBMC/community requests	<p>Programme records</p> <p>SBMC records</p> <p>SBMC LGA forum records</p>

System of social audit established and functional in intervention areas	% of schools organising civil society participation in budget setting and monitoring of school development plans Examples of active involvement of parents and community groups in school budget tracking	School/community records Programme records
Increased accountability and responsive-ness of district/LGA/State education system	Evidence of functioning referral/communication channels between SBMC and government (<i>including evidence of action taken</i>)	SBMC forum records
Increased capacity of communities and civil society organisations to effectively articulate demand for basic education services at state level		
Increased evidence base for advocacy on education policy	# of key issues, solutions, targets, allies and advocacy opportunities identified in partnership between SBMC/communities/ civil society organisations No. of partners actively participating in and contributing to coalition activities No. of high level meetings where coalition voiced opinions and put forward positions Success of advocacy strategy reflected in both policy and practice change (<i>more detailed indicator will arise from advocacy strategy once change that the advocacy is meant to bring about has been identified</i>)	Programme reports Official documents of government reflecting changes

Annexe 1: Activities and possible timelines

Development of CSO Partnership and Programme Management												
Activity	O	N	D	J	F	M	A	M	J	J	A	S
1. Finalise CSO mapping in Jigawa, Kano and Lagos												
2. Develop Terms of reference with partners												
3. Hold Partnership meeting with CSO to agree upon roles, terms and conditions and gain buy in from leadership and senior staff												
4. Agree MoU with partners												
5. Develop system for project cycle management, (planning, monitoring, evaluation) and financial management.												
6. Training needs identified on financial management, monitoring and evaluation												
7. Training to be undertaken with CSO on financial management, monitoring and evaluation												
8. Develop and cost detailed workplans with partners												
9. Quarterly review meeting with CSO partners												
Development of methodology for community participation and protection and build capacity of CSO/Government												
Activity	O	N	D	J	F	M	A	M	J	J	A	S
1. Develop training methodology for community entry – community wide forum												
2. Develop child participation/ protection mainstreaming strategy (not a substantive piece of work)throughout all outputs												

3. Develop child participation/protection training materials for ESSPIN/CSO/Government partners – above strategy will highlight existing training it can be mainstreamed and any need for one off													
4. Develop monitoring and evaluation framework and impact assessment tools for ongoing assessment of process and impact – including baseline assessment.													
5. Conduct training for CSO and facilitators on overall aims of ESSPIN output 4, stages of approach at community level and facilitating ‘wider community forum’ to include key principles in child participation, protection, gender, diversity (including children affected by HIV/AIDS), social exclusion and facilitation skills													
6. Support CSO to identify volunteer facilitators in community/LGA?													
7. Working with Communications, knowledge management identify ways lessons learned will be captured													
8. NGO/SMU mentor, monitor and evaluate progress of volunteers													
9. NGO/SMU to hold regular review meetings with volunteers to ensure adequate reporting and recording is taking place													
Strengthen partnership and capacity of government leading to increased resources mobilised for communities													
Activity	O	N	D	J	F	M	A	M	J	J	A	S	
1. Review Needs assessment of SMU													
2. Each state to identify with government the number and location of positions, roles and responsibilities of SMU and other resourcing requirements at the various levels													
3. Where necessary negotiate secondment of SMU to ESSPIN programme to play role of Coordinator to CBO(Jigawa)													
4. In partnership with SMU and VSO develop Terms of Reference for volunteer position within dept													

5. Undertake sensitisation meeting for SUBEB senior management and SMU to clarify role of SMU in ESSPIN project and gain political will													
6. SMU staff at state and LGA level to participate in series of technical trainings with CSO on overall aims of ESSPIN output 4, stages of approach at community level and facilitating 'wider community forum' to include key principles in child participation, protection, gender, diversity, social exclusion and facilitation skills													
7. Be trained as facilitators in SBMC training													
8. Support the development and costing of workplans in collaboration with CSO counterpart													
9. Participate in school improvement plan training to enable them to mentor and monitor process													
Improved participation of communities, including children, leading to increased quality of educational provision													
Activity	O	N	D	J	F	M	A	M	J	J	A	S	
1. NGO to work with community leaders to gain their support in programme implementation													
2. Mapping of CBOs and networks already supporting school developing or with potential to act as a 'wider community forum'													
3. Undertake baseline survey with adults and children in community													
4. Where necessary, negotiate with community leaders and school to reconstitute SBMC to ensure it is more inclusive and representative of all sectors of community													
5. Hold entire community meeting to inform them of the aims of the programme and make aware of first community forum to be held													
6. Hold a 2/3 day community education forum meeting with at least 20 men, 20 women, 20 boys, 20 girls with aim of developing communication skills across the age and gender groups, identifying needs of communities in school, exploring who does and does not go to school, identify appropriate channels of communication between community and SBMC, who should represent the community													

on the SBMC													
7. SBMC reconstituted and meetings supported by community facilitators													
8. SBMC to undergo training on their roles and responsibilities													
9. SBMC to undergo training on school improvement plans													
10. Community facilitators and NGOs to mentor process of developing school improvement plans (including ensuring participation of men, women, boys and girls and excluded children in process)													
Increased capacity of communities and civil society organisations to effectively articulate demand for basic education services													
Activity	O	N	D	J	F	M	A	M	J	J	A	S	
1. Identify appropriate CSO to support advocacy at LGA and State level.													
2. Negotiate with CSACEFA a role for them at state level, to coordinate advocacy issues arising from SBMC priorities. <i>(need to be blunt about capacity and ESSPIN willingness to only support those that prove active)</i>													
3. Develop strategy for budget tracking, expenditure and financial system analysis – review existing work ActionAid, Abantu etc to inform validity of support to CSACEFA at national level													
4. NGO/SMU with support from A&E focal persons, to identify appropriate mechanisms for SBMC forum to occur at District/Ward/LGA level													
5. Negotiate with VSO to provide volunteers with capacity to train 6. on innovative advocacy and CSO coordination skills – in return for support for activities													
6. Capacity building for NGO at community level (and state based CSO – CSACEFA, NUT, Strong NGO) on innovative and effective advocacy													
7. Support CSOs to develop simplified advocacy strategy to support SBMC forum													

8. Undertake a mapping with SMU and SBMC to identify key actors for lobbying and advocacy within government												
9. NGO to facilitate SBMC forum meeting, including peer support, identification of community priorities and development of shared advocacy initiative												
10.Support LGA and state level advocacy activities in close collaboration with communications and knowledge management focal persons												
11.Where able to influence SAVI identification of single issue long route advocacy initiate, ensure voices and priorities of adults and children in communities are shared through CSO forum between State and Community presence CSOs												

Annexe 2: Role of CSO

Working in partnership with government counterparts from Social Mobilization unit of SUBEB, State Task Team and the LGA Desk officers NGO's will;

- Train volunteers on agreed technical areas to include ability to facilitate:
 - Community entry - Proper and effective communication of programme concept, goal and activities for local support and action
 - Identification and mapping of existing organisations, networks and individuals supporting the school. (strengthen existing networks) (including organized children's groups)
- Facilitate the re-organisation of existing SBMC through hosting
 - Community wide meetings
 - A participatory forum
- Support in facilitation of research/baseline information gathering
- Identify approach for child participation in the SBMC through girls and boys groups/club meetings
- Monitor participation and inclusiveness of other interest groups e.g. children, women, people with disability, socially e single parents, chronically ill, affected by HIV/AIDS etc
- Mentor SBMC to monitor participation of women and children, particularly in school development planning
- Mentor SBMC to monitor communication channels between SBMC and Communities
- Support SBMC to identify advocacy (demand) issues at ;
 - community
 - LGA
 - State – through house of reps only
- Reporting, monitoring and evaluation
- To explore opportunities in working with/strengthening of children's parliament, ensuring participation of marginalised groups including those from rural communities.