

Presentation of CEF Nigeria

1. The Context

The Federal Republic of Nigeria covers a geographical area of 923,768 square kilometres and has a population of about 120 million. Nigeria lies in the Gulf of Guinea and has borders with Benin (West), Niger (North), Chad, (North East), and Cameroon (East). In addition to her population and size her vast oil resources create the capacity for economic prosperity.

According to *A Wake Up Call- A Situation Assessment and Analysis (2001)*, the data from population projections in 1991 census estimated that Nigeria had about 59 million children in 2000. Of this about 20 million were under five years, 19 million of primary school age (6-11) and 11 million of junior secondary school age (12-14). To meet the Government's objective of universal basic education, it would have been necessary to enrol 30 million children in school. This target has not been achieved. Available statistics show that only 6.5 million enrolled in primary and junior secondary schools in 1996. These figures highlight the challenges of providing educational services for Nigeria.

The philosophy of education in Nigeria is derived from the broad National objectives which are articulated in the National Policy on Education which was adopted 1981 and revised 1995 and 1998. They are based on integration of the individual into a sound and effective citizen and the provision of equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels both inside and outside formal school systems. The structure of the formal education consists of six years primary education, three years of junior secondary, three years of senior secondary education and four years at the tertiary school. This structure is referred to as the 6-3-3-4 system of education. The policy also describes the approach to the language of instruction, examinations and continuous assessment and guidance and counselling services.

Primary education

The first tier of the 6-3-3-4 system of education is the primary school which is for children six years and above. The purpose of this level is to enable the child to acquire permanent literacy and numeracy skills as well as a good knowledge of the world around. Though the primary school is universal and free, it was not compulsory until the Universal Basic Education Act of 2003 which now makes primary education free and compulsory. The Universal Basic Education (UBE) programme launched in 1999 provides basic education cycle of nine year (6 years of primary and 3 of junior secondary), pre-primary, mass literacy and adult education.

Nigeria is a federal republic with 36 States, Federal Capital Territory and 774 Local Governments. The 1999 Constitution accords "concurrent" legislative status to education. This means that both the Federal and State Governments

have legislative jurisdiction and corresponding institution, management and financial responsibility for education. Therefore no single tier of government has absolute responsibilities as there are overlaps, for example the University education has been assigned to both the federal and state governments, the polytechnics and colleges of education are also managed and financed by both tiers. The states manage and finance most secondary schools except for the 96 unity schools and federal technical colleges which are financed and managed by the federal government. The financing and management of the tertiary and secondary levels of education has been relatively stable. However, the same cannot be said of the primary education.

The primary education sub-sector has undergone a lot of changes of its institutional framework. Primary education was managed through a centralized structure led by the National Primary Education Commission (NPEC) which was renamed Universal Primary Education Board (UPE Board) in 2000. This institution had responsibilities for payment of teachers' salaries distribution of textbooks and school furniture and all allocation of resources through the State Primary Education Board (SPEB) and the Local Government Secretaries. In addition, primary school teachers' salaries were deducted at source from the Federation Account allocation of the local government and administered by NPEC through the State and Local government.

The Local Government is left with the responsibility of opening new schools, recruitment and deployment of teachers and even these they depend on SPEBs and by implication NPEC for approval. A uniform primary school curriculum and textbooks are being determined at the federal level through the Nigerian Education and Research and Development Council (NERDC), while uniform programme of teacher education and training is developed by the National Commission for Colleges of Education (NCCE).

In other words the organisational structure of education sector is such that the Federal Ministry of Education (FMOE) is at the apex with 20 parastatals and the Universal Basic Education Commission (UBEC). There are 36 State Ministries of Education (SMOE) and the Ministry of Education for the Federal Territory and 37 States Primary Education Boards (SPEBs). At the local government level there are 774 Local Government Education Authorities (LGAs).

Types of primary education in country

Nigeria operates public primary schools, in addition to the formal type of primary school education there are the Islamiya and Qur'anic schools. The federal government established the National Commission on Nomadic Education (NCNE) to deliver educational services to the children of nomadic pastoralists and migrant fishermen. In providing education for this group, a multifaceted strategy is adopted by the Commission and this includes on-site schools, the shift system, schools with alternative intakes, and Islamiya School. The Islamiya schools teach the national curriculum in addition to providing religious instruction. It is estimated that out of about 9.3 million

nomadic people in Nigeria 3.1 million are children of school age. The pastoral nomads are found in 31 of the 36 states while the fishermen are in 20 states.

Qur'anic education is another form of primary education where children are taught how to read and write in Arabic to facilitate their study and interpretation of the Qur'anic and other religious books. Others are transient Qur'anic schools, operating for only a few hours a day with a rudimentary level instruction and these students often attend public schools as well.

The private sector also participates in the construction and running of schools especially nursery and primary schools. In addition civil society organizations as well as faith based organizations especially churches establish and run schools.

Challenges facing primary education and the wider education sector in country.

- Inadequate infrastructure; due the fact that most of primary education budget goes on recurrent expenditure leaving little or nothing for capital projects, primary school are in a state of disrepair.
- Low quality of education; the findings of *Monitoring of Learning Achievement* a project co-sponsored by the Federal Ministry of Education, UNESCO and UNICEF published in 1997 indicates that the quality of teaching in primary school in Nigeria is low. Consequently there has been deterioration in the quality of the education primary school pupils are receiving. The study focussed on skills of grade 4 pupils in the primary school in three key areas and national mean score as follows;
 - Numeracy 32.2%
 - Literacy 25.2%
 - Life skills 36.86%
- Teachers training; not enough resources are allocated to training of teachers and this has implication on the quality of education.
- Teacher- pupil ratio; on the average teacher –pupil ratio is close to the norm of 40:1. However, there are disparities between schools in the North and South of Nigeria. There is therefore the need to redeploy teachers in order to achieve a balance.
- Cost of education; though primary school is free there are other costs that parents incur. In a recent study facilitated by ActionAid Nigeria in six states across the goe-political zones it was discovered that parents incur such costs as; uniform fees, PTA levies, development levy, hire of text books, writing material costs, forced manual labour and other opportunity costs. These costs have an impact on the children's access to education.
- Funding; federal government expenditure on education between 1997 and 2000 have been below 10% of the overall expenditures and usually between 70 and 80% of this goes to recurrent activities.
- Little or no participation of civil society; usually education plans and budgets are done without inputs from civil society. This is due to government's perception of civil society as not having the capacity to engage.
- Accountability; there is no constitutional requirement for states to report their sectoral budgetary transactions to the federal government. This lack

of accountability has made it difficult to arrive at total public spending on education.

- Responsibilities; education being on the concurrent legislative list does not allow for clear roles and responsibilities for the different tiers of government. This lack of clarity has weakened government's capacity to deliver educational services.
- Scarcity of data; there is not enough data on education system and its impact on the socio-economic development in Nigeria. This scarcity of data limits the ability of planners.

Education Budget

The federal government expenditure on education between 1997 and 2000 has been below 10% of the overall expenditures and usually between 70 and 80% of this goes to the tertiary level leaving 14.5 for secondary and 11.5 only for the primary level. Of the 11.5 allocated to the primary school, about 80% is for recurrent. The implication is decline in quality of infrastructure and teaching. There has been a steady increase since 2000 however actual expenditure levels fall short of budgetary allocations. The sudden increase in allocation is due to the increase in teachers' salaries.

According to the Federal Government of Nigeria, Annual Budget (various years) as reported in Herbert (2002), the estimated budget of expenditure across levels of education by each tier of government for 1998 is as seen in table 1 below.

Table 1 Allocation Across levels

| | | Total | Primary | Secondary | Tertiary | University |
|----------------|-----------|--------------|----------------|------------------|-----------------|-------------------|
| Federal | (Percent) | 100.00 | 16.9 | 14.6 | 29.0 | 39.4 |
| | N million | 23,668 | 3,999 | 3,455 | 6,863 | 9,325 |
| State | (Percent) | 100.00 | 9.0 | 63.9 | 15.3 | 11.8 |
| | N million | 23,555 | 2,119 | 15,051 | 3,604 | 2,779 |
| Local | (percent) | 100.00 | 100.00 | 0.0 | 0.0 | 0.0 |
| | N million | 16,627 | 16,627 | 0.0 | 0.0 | 0.0 |
| Total | (Percent) | 100.0 | 35.6 | 29.0 | 16.4 | 19.0 |

Table2. Federal Government Expenditure Shared by Level of Education, 1996-2002 (%0

| | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Tertiary | 79.9 | 78.9 | 68.4 | 69.0 | 75.8 | 68.1 | 76.9 |
| Universities | 52.5 | 44.6 | 39.4 | 39.9 | 49.2 | 39.6 | 51.2 |
| Polytechnics | 16.2 | 23.2 | 17.0 | 18.5 | 17.0 | 16.6 | 16.0 |
| Colleges of Education | 11.2 | 11.1 | 12.0 | 10.6 | 9.6 | 11.9 | 9.7 |
| Secondary | 10.4 | 11.3 | 14.6 | 18.7 | 15.3 | 15.5 | 15.6 |
| Primary | 9.7 | 9.8 | 16.9 | 12.2 | 8.9 | 16.4 | 7.5 |

Table 3 Federal Government Expenditures on Education as Share of Total Federal Expenditure 1997-2002 (%)

| | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 |
|------------------|------|------|------|------|------|------|
| Recurrent | 12.3 | 12.0 | 11.7 | 9.4 | 9.5 | 9.1 |
| Capital | 6.1 | 7.5 | 5.0 | 8.5 | 6.0 | 6.0 |
| Total | 9.9 | 9.6 | 9.0 | 9.0 | 7.6 | 8.0 |

Nature of consultation with key stakeholders in the development of national education plan(s).

There has hardly been a history of education policy makers consulting other stakeholders before developing education plans. However, in a recent development a Civil Society Actor has been appointed as the National Coordinator for the Education for All (EFA). She has commenced the process of putting together an EFA plan. The process of consultation is by creating EFA forum at State levels. In every state the vice Chair of this EFA forum is a member of the Civil Society Action Coalition on Education for All (CSACEFA). The plan is still in the process of development.

Education policy players/stakeholders and their involvement in the policy process

The government; the three tiers of government are responsible for the delivery of education. It is expected that the Federal Government would provide policy direction, determine norms and standards and monitor achievements and be responsible for the tertiary level of education while that States take responsibility for the secondary level and the Local Government the primary level. Things have not worked quite the same way since there are overlaps in functions and responsibilities as have been discussed else where in this document.

The private sector; pre- primary education is supplied only by the private sector and there has been an increase in the provision of primary schools also. In addition, the private sector contributes 2% of their pre-tax earning to education through the Education Tax Fund (ETF). It is estimated that close to 30 billion Naira has been contributed to the education sector by the private sector.

Civil society; civil society contribute to educational delivery through self-help projects, community schools initiatives through the provision of infrastructure, furniture and through other services delivered by NGOs, CBOs, CBAs and FBOs. Families and parents also contribute through the provision of uniforms, transportation and other levies.

The International Development Partners (IDPs); Development partners like the World Bank, UNESCO, UNICEF, UNDP, UNFPA, EEC, ILO, DFID, JICA and others have participated in the delivery of pre-primary education, adult literacy, non-formal education and capacity building initiatives.

Civil Society

CEF in Nigeria carried out baseline survey to determine the level of civil society engagement on policy at the inception of its intervention and also identifying the perception of civil society by other actors. Findings of this survey revealed that generally, Non-governmental organizations are still perceived as one-person affairs. Although CSOs are generally regarded as closer to the people and usually more aware of their priorities, international partners as well as government are often suspicious of their activities, which sometimes results in a subtle determination to keep CSOs at arms' length in policy making.

In a separate study carried out by the Development Research and Project Centre one of CEF's partners revealed that; in the North of Nigeria most CBOs are registered at the local government level and have some minimal capacity in running community based education projects which target adult women and very often children in the community. These organizations are unique in that they span both traditional and modern spheres of society. Community development associations are primarily interested in furthering Islamic and indeed modern education at the community level. This, they do by building Qur'anic and Islamyiah schools, by supporting Islamic teachers and by ensuring that children's Islamic education become incorporated into community festivals and ceremonies.

Regarding secular education, CBOs are also in the forefront trying to ensure that scholarships are provided to needy children and that they are supported by community contributions. Community based organizations also play an active role in community mobilization for immunization, relief management and in epidemic response. Not surprisingly, these groups are largely male dominated with little opportunity for women to have an impact in development projects. Given the character and weak organizational structure of these CBOs, they are generally unable to access support from the LGAs, from NGOs and international development organizations to carry out their projects.

Most CBOs working in the area of primary education simply endeavour to build schools by generating their own limited resources. Little or no attention is given to advocacy to local or state government educational authorities. CBOs therefore operate in a vacuum and often find the sustainability of their projects threatened by their inability to generate funds on a sustainable basis.

CSOs therefore need to develop their capacity and function effectively as viable networks; demonstrate superiority in their local knowledge, acceptability and effectiveness; acquire the skills for effective participation and advocacy; increase their knowledge of the mechanism of policy; see themselves as colleagues with government and engage in dialogue; play a supportive role as democracy develops and ensure that they are *inside* the dialogue process and actively participate.

The environment for CSO involvement in educational policy development is changing as part of the dynamics of a virile democracy; coalitions are slowly evolving nationally; and at the local level, well-educated retired people with

considerable experience are increasingly appointed as traditional rulers and function as opinion and community leaders.

There is apparent tokenism in the engagement of government with CSOs in educational policy development, planning and implementation; and this will change significantly only as CSOs themselves become empowered to enhance their ability to assert rights; strengthen their capacity to engage, perhaps using participatory techniques and approaches to identify and prioritise needs

History of NGO/CSO working together

Civil society organisations in Nigeria are only beginning to work together. Up until now civil society organisations have been operating as individuals and given the perception of government and other development partners about their motives and capacity to deliver they have not been able to achieve much. However, this is changing with the emergence of networks and coalitions. For example the Civil Society Action Coalition on Education for All (CSACEFA) with support from CEF is partnering with the Civil Society Coalition on Poverty Eradication (CiSCOPE) to identify the impact of poverty on education. We also have networks like the one in Kano being supported by Development Research and Project Centre to carry out work on girls' education and the South East Budget Network facilitated by the Socio-Economic Rights Initiative another of CEF partners. There is also CISGAN the coalition of organisations working in the area of HIV/AIDS.

2. CEF Intervention

CEF Activity

CEF activities in Nigeria commenced in August of 2002 with a stakeholders workshop. Based on recommendation from that consultation process, the CEF Coordinator and the Programme Administrator were hired to manage the day to day running of the secretariat. In addition, a nine member Steering Committee was established with representation from the lead agencies (2), Government (2 EFA Coordinator and UBE representative), Private Sector (1), the Legislature (1), Civil Society (2) and the Media (1).

The Committee has the following terms of reference:

1. To agree an overall Strategic Programme of Work (SPW), with input and consultation from relevant stakeholders which is in line with the purpose, aims and objectives of the CEF;
2. To consider and approve actions and activities from a range of stakeholders which seek to contribute to the achievement of the SPW
3. Provide oversight function and to monitor progress of activities
4. To bid for additional resources to meet the existing gap or expanded SPW in Nigeria
5. To carry out advocacy visits which support high level political connection to the CEF and its objectives

6. To publicly call for, receive, assess and approve proposals
7. Oversight of funds disbursement and monitoring and evaluating of the funds and its effectiveness.

The Committee has also revised the strategic plan for Nigeria and identified four strands of work based on which there was a Call for the Expressions of Interest in the Nigerian Media in December of 2002. In response, 68 applications were received, 5 of which received approvals and 10 asked to deepen their proposals. On receipt of full proposals, CEF carried out capacity assessment in order to;

1. Assess the capacity and readiness of the potential partner to carry out work as outlined in the proposal submitted to CEF
2. Broadly agree on the nature of partnership, objectives and activities for the Programme Memorandum
3. Clarify linkages between proposal and the objectives of the CEF and ensure compatibility.
4. Develop an action plan for implementation

In the event that gaps were identified, the CEF carried out interventions as was the case with Health and Development Initiative one of our potential partners in Kano. We have assessed 14 partners and signed MOU/PM and released first tranche of grants to 10 partners to commence work.

CEF has 17 partners, 15 of them were identified through proposals sent however two (the National Union of Teacher and the Parents Teachers Association) were contacted by the CEF in view of their strategic position.

The Strategy

CEF Nigeria's strategic programme of work has been approved by the Management Committee. The strategic plan identified four strands of work;

- 1) To **promote direct engagement** with government by civil society on CEF issues at various levels through support to projects. In this regard 14 potential partners have been assessed; MOU has been signed with 10 and they have collected the first tranche of CEF grant to carry out work in the following areas:
 - a) **Strengthening civil society participation in the design and implementation of national and local education plans and frameworks**

Civil Society Action Coalition on Education for All is being supported:

- a) To strengthen the existing secretariat structure
- b) To consolidate on advocacy and influencing of education policy
- c) To increase the interface with international and regional campaigns

Education Cooperation Society is being supported;

- a. To constitute and inaugurate Rural Schools Development Committees
- b. To involve the communities in decision-making and make them contribute to their schools and other community development efforts
- c. To equip the community leaders with group management skills for effective leadership

Development Research and Projects Centre to:

- 1. Increase the capacity of 20 CBOs working on primary education in educationally disadvantaged states in the North to carry out gender based community needs assessments at the community level.
- 2. Expand the capacity of 20 CBOs working in the area of primary education in educationally disadvantaged states in the North to advocate to governmental authorities using evidence based approaches in order to obtain positive responses to girl child education.
- 3. Enhance the ability of 20 CBOs working on primary education in educationally disadvantaged states to sensitise community and religious leaders to the importance of girl child education.
- 4. Increase the capacity of 20 CBOs working on primary education in educationally disadvantaged states in the North of Nigeria to track local and state government's projected and actual expenditure on primary education.

b) Enabling local communities to monitor government spending on education both at national and local levels

Socio Economic Rights Initiative is being supported to;

- a. Strengthen civil society participation in the design and implementation of education plans and frameworks and support for broad based alliances
- b. Enable local communities to monitor government spending on education at the state and local levels.

Community Action for Popular participation is being supported to;

- a. Enable local communities to monitor government spending on education at the state and local levels.
- b. Establish School Management Committees (SMC)
- c. Build the capacity of SMC to input into policy and monitor government spending on education

Centre for African Settlement Studies and Development (CASSAD) is being supported;

- a. To enhance, through sensitisation, mobilization and training, the active involvement of members of the communities in education budgeting and tracking with a view to empowering them to collaborate with government, at the Local and State levels, in evolving and implementing education plans that will promote the access of girls to quality education.

- b. To carry out a Participatory Rural Assessment (PRA) in targeted LGAs, with a view to establishing baseline data on girls' education and disabled children and diagnosing the factors (social, cultural, political, environmental, etc.) that impede the education of girls and the disabled children.
- c. To use Participatory Budget Tracking (PBT) approach, including community targeted advocacy, to ensure transparency in primary education management and thereby improve girls' access to quality education in Osun State.
- d. Promote, in Osun State, NGO/CBO advocacy activities for quality education, especially for girls and the disabled children who are, hitherto, marginalized and are vulnerable.

Project Agape is being supported;

- a. To facilitate sustainable community development programmes that will improve the livelihoods of the people using participatory approaches
- b. To promote human rights, democracy, good governance and advocacy
- c. To enhance the delivery of formal and non-formal education to under privileged children in our target communities

c. Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged (including street children, former child soldiers and nomadic children) access primary education

Health Development Agency is being supported;

- a. To encourage participation of CBOs in Niger state in setting up community based Early Child Care facilities
- b. To promote community based Early Childhood Stimulation and Care as a way of improving school enrolment and completion
- c. to encourage the enrolment of girls in these centres through the CBOs
- d. To enlighten policy makers and stakeholders, religious leaders on the need for Early childhood care and stimulation

Pastoral Development Initiative is being supported to:

- a. Empower nomadic pastoralists to engage in advocacy, monitor government spending on nomadic education and participate in school management through the formation and training of Community Education Committees in 6 pastoral settlements in North Central Nigeria by the end of 2003.
- b. To encourage girl-child enrolment, retention and completion of basic primary education in pastoral communities in North Central Nigeria through awareness-raising programmes on the importance of girl-child education.

Pastoral Resolve is being supported to;

- a. Strengthen the institutional capacity of its nomadic pastoralists union members to enhance cooperation between government, communities and other citizens in the areas they live
- b. Encourage, study, conserve, preserve, record and support all educational, cultural, traditional and historical activities, projects of all pastoralists and pastoral life
- c. Provide a forum for discussion of nomadic pastoralists issues, including their scientific, educational, legal, economic, social and political dimension at local, national, regional and global levels
- d. Develop expert networks and information systems to support its members, components and objectives
- e. Influence national and international legal and administrative instruments so that pastoralists and pastoralists societies are able to enjoy the benefits provided by nature and natural resources.

We have not reached agreement with the remaining seven potential partners on the project objectives and activities.

- 2) To enhance the quality of civil society actors to demand and engage through **Capacity Building**: This will involve equipping civil society organisations with such skills as;

- Policy and advocacy skills
- Budget tracking skills
- Encouraging gender access studies

These capacity building exercises will enable civil society organisations both to engage and more skilfully conceptualise and articulate their level of engagement. This will also strengthen groups within civil society who have had little engagement with EFA/MDG process or the role of civil society. It will specifically look at the Nigerian Union of Teachers, Parents Teachers Association and CSOs already working on education issues. We have held three meetings with NUT and are awaiting their proposal. Plans are under way to hold a round table with faith based organisations (FBOs) and religious associations to identify the role of FBOs in education. In the main time CEF has carried out its first capacity building exercise for some 8 Kano based CSOs.

- 3) To promote the engagement on **Macro-economic issues**: This strategy will enable the CEF to be proactively involved in initiatives like;

- Developing the National Education for All Plans and education sector plans through the participation of CSACEFA
- Engagement in the PRSP process
- Addressing the impact of HIV/AIDS on education
- Identify the role of faith based organisation and traditional rulers in educational delivery

Initiating a clear engagement on macro-level, lobbying for the appropriate funding levels will be difficult. We envisage that CiSCOPE (Civil Society

Coalition on Poverty Eradication) and CSACEFA will carry out work in this area. We have held preliminary talks with CiSCOPE and are awaiting their proposal.

4) To improve **awareness and information dissemination** to a wider public: This strategy will help in building awareness and establishing knowledge for wider engagement in the EFA/MDG targets. In this regard the CEF has:

- produced and disseminated the two editions of its Newsletter
- produced and disseminated an initial information leaflet which has been revised
- has supported CSACEFA to produce video on the importance of girls' education
- Supported CSACEFA to carry out work at the state and zones during the Global Week of Action
- Advocacy commenced with an initial visit the Nigerian Country office of Accenture.
- CEF participated in a phone –in radio programme and that gave us an opportunity to explain to a wide range of people the activities of the CEF in Nigeria.
- We also participated in a symposium on the Future of Education in Nigeria organised by the Council of Education in the Commonwealth in London. It was also an opportunity for Nigeria to showcase the activities carried out by CEF partners.

How have you planned your work from the beginning to the end of the fund in 2005?

ACTIVITY PLAN FOR 2003-2005

| | | Strengthening civil society | Budget tracking | Innovative access |
|-----------|---|---|--|---|
| 1. | Improving awareness and information dissemination <ul style="list-style-type: none"> • Newsletter • Information leaflet • Video • Global Week of Action • Advocacy visits | | | |
| 2. | Enhancing the quality of civil society actors to engage through capacity building <ul style="list-style-type: none"> • CEF will carry out two training workshops before the end of 2003 | Policy/advocacy | Budget tracking | Gender access Identifying the role of faith based and traditional actors |
| 3. | Promoting direct engagement with government by civil society through support to projects | <ul style="list-style-type: none"> • Civil Society Action Coalition on Education for All (CSACEFA) will carry out projects that will help strengthen the capacity of civil society to engage in policy and advocacy on education issues • The Nigerian Union of Teachers (NUT) will be supported to deepen understanding of EFA/MDG in relation to education as well as supporting greater links between teachers unions and wider civil society • The Parents Teachers Association (PTA) will undertake work to strengthen and focus the role of PTAs around governance issues at school level • Educational Cooperation Society (ECS) will carry out projects for the promotion of community development committees around rural schools • Development Research and Projects Centre (DRPC) will facilitate the formation of a network comprising 20 of the strongest Kano based CBOs | <ul style="list-style-type: none"> • Community Action for Popular Participation (CAPP) will establish management committees that will monitor government expenditure on education through stakeholders workshops and radio campaign • Socio-Economic Rights Initiative (SERI) will carry out budget advocacy and monitoring activities, research, and documentation and information dissemination. • Centre for African Settlement Studies and Development (CASSAD) will carry out activities that will assure quality education for girls through the adoption of participatory approach in education budgeting and programme implementation • Project Agape will accelerate the EFA process in Nassarawa State through workshop, media and advocacy visits | <ul style="list-style-type: none"> • Health Development Agency (Child to Child) will set up community based early child care facilities that will enable children especially girls receive some form of early education • Pastoral Resolve (PARE) will address issues of improving nomadic education and gender disparity in enrolment through legislative advocacy and workshops • Children's Project (CP) will carry out television programme to highlight challenges in achieving UPE and gender equity • Pastoral Development Initiative (PDI) will form community education committees in 12 pastoral settlements to engage with the government on nomadic education and girls' education as well as sensitise women on their role in girls' education • Health and Development Initiative (HADI) will carry out sensitisation through workshops and advocacy visits to the Local Government and other stakeholders on the need for increase in enrolment and influencing legislation |

| | | | | |
|----|--|--|--|--|
| | | with female members as leaders to advocate for increases in government allocation and expenditure in education and participatory research on girls' education through training and targeted advocacy campaigns | | <ul style="list-style-type: none"> • Karatu will carry out training for teachers especially female teachers • Special Needs Project this will focus on activities that will help increase access for the marginalized • Life Vanguard will carry out community mobilisation to enhance access for disabled and AIDS orphans as well as the girl child |
| 4. | Promoting engagement on macro-economic issues | | | <p>CiSCOPE will collaborate with CSACEFA on the promotion of UPE and gender equity</p> <p>HIV/AIDS: We will carry out projects that will cater for AIDS orphans</p> |

