



**Commonwealth Education Fund
(CEF)
Nigeria**

Strategic Plan for 2005-2007

June 2005

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Acronyms

AAIN	ActionAid International Nigeria
CAPP	Community Action for Popular Participation
CASSAD	Center for Africa Settlement studies And Development
CEF	Commonwealth Education Fund
CISCOPE	Civil Society Coalition on Poverty eradication
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organisation
DFID	Department for International Development (UK)
ECS	Education Cooperation Society
EFA	Education for All
ESA	Education Sector Analysis
FCT	Federal Capital territory
FGD	Focus Group Discussion
FOI	Freedom Of Information
GEP	Girls Education Project
IDA	International Donor Agency
IDP	International Development Partner
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
NASS	National Assembly
NCCE	National Commission for Colleges of Education
NCE	National Certificate of Education
NCNE	National Commission for nomadic Education
NEEDS	New Economic Empowerment and Development Strategy
NMEC	National Mass Education Commission
NTA	Nigeria Television Authority
NUT	Nigerian Union of teachers
PARE	Pastoral Resolve
PDI	Pastoral Development initiative
PFA	Public Finance Analysis
PROAGAP	Project Agape
PTA	Parent Teachers Association
RBA	Right Based Approach
REFLECT	Regenerated Frerian Literacy thru Empowering Community Techniques
SAP	Structural Adjustment Authority
SERI	Social economic Right Initiative
SMC	School Management Committee
SMOE	State Ministry Of Education
SPEB	State Primary Education Board
SWOC	Strength, Weakness, Opportunity and Challenge
UBEC	Universal Basis Education Commission
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nation Children Education Fund
UPE	Universal Primary Education

Executive Summary

In an effort to further contribute to the achievement of EFA, CEF Nigeria had to revise its strategic plan that was meant to last up until the end of 2005, and now extended to 2007. The plan attempts to look at CEF since its first strategic meeting in Nigeria (October 2002) and how it has fared vis-à-vis its environment. The objectives of this plan are to:

- Strengthening the existing capacity of CSOs to further achieve the CEF objective and
- Consider other innovative ways to further reduce the over 70 million children in the world who are out of school, of which Nigeria accounts for about 10% (over 7 million).

For the past three years, CEF Nigeria has been influenced by some key factors which are broadly broken into the external and internal environment. The external environment looks at the economic, political, social and other factors which have one way or the other impacted on the educational sector. While the internal tries to look at how CEF has evolved both locally and internationally. A review of these factors led to the emergence of 4 strategic options which were harmonized into the three CEF objectives. These strategic options are:

- To strengthen Policy advocacy capacities of CSOs in Nigeria
- To support community engagement with government on Public Finance Analysis
- Promote Civil Society, Private Sector and government partnership in the provision of EFA.
- To enhance access to qualitative education through innovative learning

Though the strategic plan that was drawn for 2002 – 2005 is now being reviewed, the 2002 – 2004 components were not fully implemented as specified by partners. Also current there was a global mid term review of all CEF activities in 16 countries, where major achievements and challenges were drawn out and this clearly necessitated re-strategizing. To allow a seamless implementation of this new strategy, all partners MOU were terminated and assessment of partners' activities based on what was stated in the MOU was carried out and those that had performed well were required to reapply.

In this new strategy, CEF will be narrowing some of its activity spread round the country to some states. In most cases, one state from each geopolitical zone and the FCT will be selected. This is done so as to be able to fill the impact of these activities in selected states instead of spending the whole fund and there is little or nothing CEF can account for (not spreading our selves wide and thin). On the other hand, partners' capacity will be built to better programme and advocate on burning education issues of the day. To this effect there was an attempt to strengthen the zonal/state wing of the civil society education coalition (CSACEFA) to better engage. Partners such as NUT, PTA and organized private sector who were dormant in the old strategy but are important stakeholders in the education sector, will be engaged and play be more involved around CEF activities.

CEF secretariat intends to work more closely with the Steering committee to meet its objectives. Just as other international and local actors such as DFID and NPC will be engaged from time to time in the whole process.

Finally given that the CEF is supposed to be coming to an end in 2007, a sustainability plan will be developed starting from 2006. This will necessitate a buy in by all stakeholders, partners' capacity around fund raising built and sustainability options for all on-going projects.

1.0 Introduction

1.1 Background

The Commonwealth Education Fund (CEF) was launched in April 2002 to mark the Golden Jubilee of Her Majesty, Queen Elizabeth of England. The fund seeks access to, and completion of good quality primary education by 2015, for all children in Commonwealth countries. In addition the fund seeks to ensure that the gender target set out in the Dakar framework of action (April 2000) and the MDG are all met. Nigeria has a population of about 130 million people (1991 Census), children constitute about half (60 million) of this, out of which 7.3 million are out of school, more than half girls. Nigeria is one of the beneficiaries of the 17 developing commonwealth countries who got 10,000,000 GBP for programme work between 2002 – 2005. Nigeria share of this amount was 750,000 GBP. In achieving its aim, CEF works to strengthen the capacity of civil society to push their country's government to meet the CEF goal, three strategic objectives were identified. These are:

- Strengthening Civil Society participation in the design and implementation of national and local education plans and frameworks,
- Enabling local communities to monitor government spending on education, both at the national and local levels, and
- Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged are able to access quality education.

In the last two years in Nigeria, the activities of CEF have been guided by the Strategic Programme of Work (SPW) which spells out four ways of advancing the aims and objectives of the CEF. These are:

- Promote direct engagement with government by Civil Society on education policy issues at various levels through support of projects.
- Enhance the quality of Civil Society actors to demand and engage government through capacity building.
- Promote engagement on macro-economic and social issues, and
- Improve awareness and information of EFA and the MDG's that relates to education.

CEF activities are been carried out in Nigeria by 16 partners covering five out of the six geo-political zones in Nigeria with three of the partners engaged in activities aimed at achieving objective 1, four on objective 2 and seven engaged in activities aimed at achieving the 3rd objective. All these process are managed by the CEF secretariat and overseen by the Steering Committee made up of nine members.

This revised strategic Programme of work is developed against the background of deepening democracy in the country and the changing external context. It is also developed against the experiences built over the last two years of implementing the Programme in Nigeria. This revised strategic plan therefore builds on ongoing work while recognizing the changing context and therefore realign the 2005 -2007 work plan to recognize the strengths of ongoing work and opportunities in the environment. The document is structured into three parts in addition to this Introduction. The first provides an overview of the external context in which the programme is being implemented. Part two covers an analysis of the internal programme context and capacity assessments of existing partners. It draws from the mid term review of CEF recently completed in country. The third part presents the strategic objectives and defined activities. The final part presents the detailed work plans while the budget and detailed partners plans for 2005 are annexed to the document.

1.2 Process of reviewing and developing this Strategic Programme of Work

This strategic plan was developed using inputs from analysis carried out on the activities of:

- Steering Committee
- Partners
- Outcome from Global Mid Term Review
- Secretariat and
- The external environment in which this plan operates.

The analysis of the Steering committee was carried out by consultant who went through the various minutes of the steering committee meeting, had a one on one contact with some SC members and then developed questionnaires. These questionnaires were filled by individual members of the SC and analyzed by the consultant.

The analysis of partners was carried out using a harmonized report from the mid term review of partners which was carried out by CEF secretariat, consultants and partners and the report from the monitoring visit carried out by the secretariat. The harmonization was done by a consultant.

The activities of CEF globally were reviewed and the outcome that contained achievements and challenges were used to review the strategy. This was further broadened by the input of the international CEF coordinator who spent seven days working on this strategy with the CEF team in Nigeria.

The secretariat activities were analyzed inwardly, in a retreat that was organized for the CEF secretariat in which some external people from the educational sector were available and made inputs. Secondly, a mid term review process of CEF Nigeria was done by CEF Nigeria, CEF head office (UK) and consultants. All these results were harmonized and used in the strategic plan for CEF Nigeria.

The external context of the plan was handled by the shared learning and programme advisor in charge of Education Working Group in Nigeria, with inputs from other AAIN team members in education.

Consultation on the Strategic Plan was carried out amongst the civil society through CSACEFA, the government, media and private sector with their representatives in the SC and also with CEF UK.

Validation of this process was done with consultants, partners and most especially with SC in one of their maiden Quarterly meeting.

All inputs from the various groups were captured and reflected on this plan.

2.0 External Contextual Analysis of Education in Nigeria

2.1 Country Profile

Nigeria is the tenth largest country in the world and the most populous country in Africa with a population estimated at 128 millionⁱ. The annual population growth rate is estimated at 2.8%ⁱⁱ. The country has recently emerged from 20 years of military dictatorship with the election of President Obasanjo in 1999 and a second term in 2003. The years of military adventurism in politics literally led to the collapse of all national social services including education. Nigeria operates a federal system of government modeled on the American model. The federal government is generally responsible for giving overall policy direction in key sectors. They are expected to do this with the active participation of the states. Nigeria has 36 autonomous states and a federal capital territory in Abuja. The political arena is further complicated in that the Nigeria constitution recognizes 778 local government unitsⁱⁱⁱ. (There is an ongoing debate on whether local governments are constituent parts of the states or whether they represent a 3rd tier of government). All these structures are expected to work seamlessly in the development and delivery of coherent public services.

The country has a mixed public –private economy with a predominant dependence on oil. Despite the enormous resources from oil in the last 40 years over 70% of Nigerians are poor and women constitute the majority. The Human Development Report 2000 ranked Nigeria at 151st out of 174 countries with an annual per capita income of US\$ 350^{iv}. Life expectancy dropped from 53 years in 1990 to 51 years in 2002, largely poor governance including corruption and the AIDS epidemic^v. Indicators for mortality and morbidity are some of the most terrible in the world. Infant mortality rate is 79 per 1000 live births; while under 5 mortality rate is 146. A woman's chance of dying from pregnancy and childbirth is 1 in 13. The severe decline of the oil market in the early eighties, combined with other factors such as the implementation of the Structural Adjustment Programme (SAP) and mismanagement brought about the gradual disintegration of the economy and is responsible for the steady decline that exists to this day including on the education sector, decreased government spending on education led to unpaid teacher salaries, degradation of education facilities at all levels and strikes in universities and schools. The result of this has been a steady decrease in literacy levels and school enrolment. By 1991, the overall literacy rate had declined to 64.1%. Today under 16s constitute 45% of the population, but there are 7.3 million school age children out of primary school and 9 million school age children out of basic education, which is the first nine years of a child's education (6 years in primary education and the other 3 years in junior secondary education).

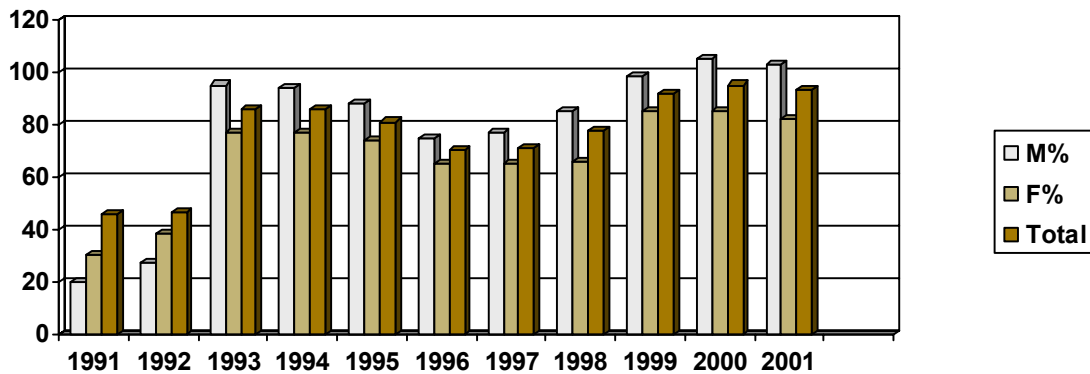
2.2 Structure of Education Policy and Management in Nigeria

The education system in Nigeria is guided by the broad National objectives which are articulated in the National Policy on Education which was first written in 1977 and revised in 1981, 1995, 1998 and finally in 2004. Its guiding principles 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 (the 6-3-3-4 system). The National Policy on Education was also guided by the Universal Primary Education (UPE) scheme launched in 1976 which assured nine years of free and compulsory basic education for all Nigerian children. The scheme failed for inadequate planning and lack of resources, but nevertheless resulted in doubling primary education in a decade. The new democratic Government responded to the crisis in the education sector by immediately launching Universal Basic Education (UBE) in 1999, but it was not passed into law until 2003. Not unlike the defunct UPE, emerging statistics show evidence of an increase in enrolment but this is disproportionate to the quality of education that exists today. Some government authority capitalize on the aspect of the UBE bill that gives a grace period of five years before the full implementation of the bill, to charge fees. Also interestingly, since Nigeria operates a federal system of government, the state government owned schools are not bound by the UBE and child right act, passed in the federal legislative house. At the state levels, these bills are waiting to be passed, as only about two out of the thirty six states in Nigeria have passed the bills into law.

The Institutional arrangements of the education sector is such that the National Council for Education (NCE) is the highest policy making body within the education sphere, the Federal Ministry of Education (FMOE) is at the national level 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)

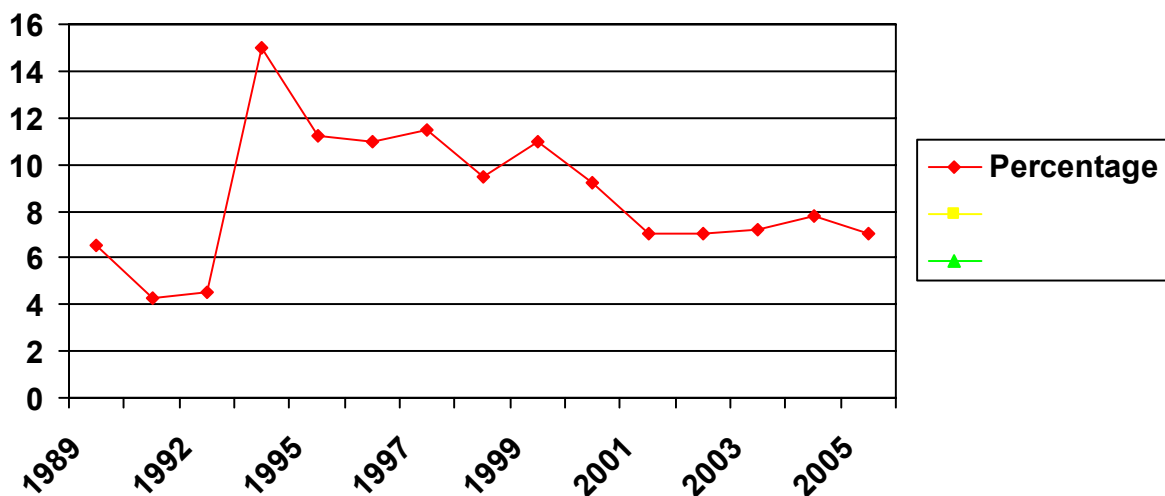
As a signatory to the 2000 World Education Conference, and the 6 Dakar Goals towards achieving Education for All (EFA), Government has also established a National EFA Coordination unit under the Federal Ministry of Education mandated to prepare a National Action Plan for the delivery of EFA in Nigeria. Key parastatals in this effort are the Universal Basic Education Commission (UBEC) charged with the first 9 years of basic education, the National commission for Nomadic Education (NCNE) responsible for education and curriculum for Nomadic children and other minority groups with little access, and National Mass Education commission (NMEC) responsible for adult and non formal education. There is also currently an on-going policy dialogue for teacher reform with National Commission for Colleges of Education (NCCE) involving all parastatals to develop a clear strategy for the amelioration and reform of the teaching profession. Government's National Economic Empowerment and Development Strategy (NEEDS) also list providing free and good quality basic education as key to Nigeria's development. Currently the federal government is extending NEEDS from the federal level to the state level and breaking it down to State Economic Empowerment and Development Strategy.



Graph 1: Global enrolment in the last decade

2.3 Education Finance

Perhaps the greatest challenge facing government is the inadequate spending on education. The education policies and priorities of Nigerian governments have evolved in response to changing economic and political circumstances, over the years, in order to counter the effects of inflation and gradual impoverishment, Nigeria has accumulated a crippling debt burden estimated today at \$35 Billion U.S Dollars. Statistics show that federal government expenditure on education between 1997 and 2000 has been below 10% of the overall expenditure. There national expenditure on education can not be computed because various states expenditure o education can not be determined. This leaves a case for worry as there is no definite national percentage expenditure which can be bench marked with the recommended 26% at the international level. Meanwhile, expenditure on debt servicing in 2004 was at 22% of the total budget.



Graph 2: Federal Government Spending on Education.

With the ministry of education having to contend with being the second largest populated ministry and teacher salaries, the funds received from the federal purse usually only cover recurrent expenditure with little or nothing left for capital projects. The intervention of International Development Partners (IDPs) is heavily relied upon. Over the last decade, the financial assistance from the World Bank, being specifically a lending institution, has been quantitatively the most significant. The U. N agencies have focused on capacity building, technical assistance, intervention initiatives and research;

- The current World Bank IDA credit for basic education is \$100 million
- The Joint UNICEF and DFID initiative to promote girls education in 16 states is for 26 million GBP (GEP)
- In 2002 UNESCO supported the Education Sector Analysis (ESA) initiative for \$3 million

2.4 Key Positive elements in the external Context since 2002

- Enabling Legal Framework emerging: The passage of the Universal Basic Education (UBE) Act and the Child Right Act in 2004. Clarity on the constitutional basis for the funding of basic education in the country (who is responsible for the funding of basic education).
- Improvement in data availability e.g. budget document, Education Sector analysis, Education Research, MDG review, World Bank social Assessment.
- Existing International Framework: The buy in to Education for All Goals (EFA) and the Millennium Development Goals (MDG) have increased in the last two years resulting in different initiatives to domesticate and operationalise such framework e.g. on going EFA Forum and National Action Plan on education. The establishments of some institutional framework like the UBE, NMEC, NCNE, etc.
- Increasing awareness of human rights among the population and civil societies reflected in CSACEFA getting better by the day and increasing CSO capacity for policy work
- Increased capacity of government on educational issues and a recognition of the role of other actors have resulted in better CSO-government engagement
- Increasing International Development Partners interest in education reflected in higher budgetary commitments. Presently other organizations such as UNICEF, USAID, CUBE and DFID have joined force to improve different sectors of Education. NOVIB is also another organization that has approved grant to support ActionAid International Nigeria's work in 3 northern states in Nigeria. This provides opportunity for grater collaboration between CEF and other IDPs.

2.5 Key challenges in the external Context since 2002

- While there has been an increase in overall government expenditure from N1.06 Trillion in 2002 to N1.6 Trillion (52% increase), however this has not translated to a corresponding percentage increase allocation to the educational sector, which was 7% in 2002 and still 7% in 2005, while the UBE budget is about 2%. Debt servicing obligation further compounds matters.
- While the Child right and the UBE act have been passed at the federal level, this can not be said to be so at the state level, since the federal government gave room to the various states to domesticate the bill at their states and to this effect, only about three out of the thirty-six states of the federation have passed theirs, while others are languishing in the various state house of Assembly
- The current right sizing reform by the federal government is going to affect lots of people at the public service.
- There is generally no policy coherence at the government level and this is not different in the ministry of education where there are no coordination of policies and programs around it.
- The National Policy on Education has no comprehensive policy for Early Childhood Care and Development
- Inadequate infrastructure; due the fact that most of primary education budget goes on recurrent expenditure leaving little or nothing for capital projects
- Low quality of education in schools caused by inadequate teacher supply and attrition; not enough resources are allocated for in-service training of teachers. Teacher –pupil ratio is close to the norm of 40:1
- Despite the UBE act which renders primary school free, there are other costs that parents incur e.g. school uniforms, PTA levies, transportation to schools, instructional materials
- Little or no participation of civil society; usually education plans and budgets are done without inputs from civil society.
- Accountability; there is no constitutional requirement for states to report their sectoral budgetary transactions to the federal government. Also related to this is the lack of legal framework to track budget – Freedom of Information Bill presently in the NASS
- Lack of political will; Govt prioritizing on other issues not education. This is not helped as limited engagement on education macro policy issue by CSOs due to their weak Capacity/understanding.
- Gender parity still a major issue, while there is evidence of increased enrolment of the girl child studies conducted by ActionAid International Nigeria on the Cost of Education and World bank Social Assessment showed the implication of unofficial cost of education as impacting on access especially for girls while the Social assessment brought issues the girl child faces that further inhibits her access to education which includes unfriendly schools without the necessary sanitary facilities and fetching of water before going to school. The national Policy on Education has just been reviewed but it still does not take up issues of girls' education.
- Generally enrolment has increased in the last two years with little increase in infrastructure, teaching aids and number of teachers. This raises serious issues on the

quality of education and the outcome of the full implementation of the free education policy in Nigeria.

- The UBE law now gives more powers to the states as they are more responsible for its delivery and implementation (though still maintaining national level work)

3.0 Internal Context of CEF Work: Evolution Of CEF

Nigeria response to actualizing the targets spelt out in the Dakar (2000) framework for achieving Education for All (EFA) by 2015 and the 2 education related Millennium Development Goals (MDG) is spelt out the Universal Basic Education (UBE) Programme. CEF Nigeria started in Nigeria during the design and implementation of this programme and many other initiatives aimed at repositioning the education sector which has suffered many years of neglect and subsequently decay both in the physical infrastructure as well as the motivation of the human resource elements and management of the whole system including huge gender disparity in education.

In the last two years of the programme in the country, the activities of CEF have been carried out by 14 CSOs partners working in five out of the six geo-political zones in Nigeria. The partners are predominantly NGOs, some umbrella organizations and coalition. The activities and objectives of the 14 partners fall under the four objectives spelt out in the Strategic Programme of Work 2002-2005 (SPW). These are:

- Promote direct engagement with government by Civil Society on education policy issues at various levels through support of projects.
- Enhance the quality of Civil Society actors to demand and engage government through capacity building.
- Promote engagement on macro-economic and social issues, and
- Improve awareness and information of EFA and the MDG's that relates to education.

Three of the partners are engaged in activities aimed at achieving objective 1, four on objective 2 and seven engaged in activities aimed at achieving the 3rd objective of the broader CEF objectives. Minimal investment was made in the last two years in strengthening partners capacity. The day to day management of the programme is provided by the CEF Coordinator and secretariat. The Steering Committee made up of nine members provides oversight function and strategic direction for the programme.

As part of the global mid term review of the CEF programme, a organizational wide review was conducted for each CEF partners. The review looked at programme and institutional issues as well as reviewed the quality of partnership and the change in the wider educational sector within their area of operation and nationally. The process also included a joint CEF review that had most of the stakeholders in attendance to globally look at what the programme was doing viz a viz the strategic direction and how to position the programme better. Some of the key lessons that emerged from the process are:

3.1 Key achievements and strength of the CEF Programme since 2002

- Wide coverage of the country: CEF have partners spread across the country which gives it the national legitimacy to the case for education. This is particularly important considering that Nigeria federal arrangement is still top heavy and most decisions that impact in the sector come out from Abuja.

- Wide range of issues covered: The programme partners are working on a wide range of issues which ensures that contextual realities are factored into the programme ensuring that effectiveness.
- Funding availability: fairly secured funding has been a strength for the programme as the partners have been able to focus on the work rather than fundraising in an area (education policy and advocacy) which is traditionally difficult to fundraise for
- Better approach to quality education: the programme has enabled partners try out innovative educational approach like the Child to Child approach in the Nigeria context. initial evidence suggest that the approach has been successful.
- Stronger coalition and advocacy of Civil society: CEF programme has further strengthened the CSACEFA coalition in Nigeria and their position on education issues. This increased capacity is reflected in their ability to successfully advocate for the reversion of discriminatory school fees by the Zamfara state government. CSACEFA increasing capacity on education policy issues and their visibility have also seen their secure a role as one of the implementing partners of the new USAID programme known as Community Partnerships for Sustainable Resource Management (COMPASS)
- Good evidence in media campaigning. Our partner, Children’s Project was able to sensitize the Lagos state government to release an additional N1.2B to educational sector as result of their television programme ‘Future Focus’. This was evidence when the state government wrote to the partner stating that it was because of the television program that they were increasing the education budget by N1.2B
- Dedication of majority of the Steering Committee members: The steering committee is made up of nine persons who are top flyers in their various sectors as the membership cuts across the private sector, the government, the media, the academia and the civil society. In spite of the busy schedule of each member, most of them still find time to deal with CEF issues.
- The CEF programme with nomadic population in the country scored some success resulting in increased awareness of their rights to education. For example in Gombe and Bauchi state, one of our partners PARI was able sensitize the nomadic population towards their educational rights, which has made the people to constantly request for materials and resources for their center. Government is providing these materials and resources and is also resuscitating some of the nomadic centers that have been neglected for a long while.
- CEF is well positioned to braze the trail in Education public finance analysis and tracking, building on the emerging work in HIV and EU budget tracking programme in the country. This is seen as an area that needs more input in the revised SPW.
- While CEF programme was suppose to provide an analysis of the Nigeria Economic Empowerment and Development Strategy (NEEDS) from an Education perspective, this did not happen in the period under review. However considering that this document is Nigeria macroeconomic framework, the review recommended that CEF needs to engage this process and explore how its implementation impacts on the education goals spelt out there as well as influences the emerging National action Plan on education.

3.2 Key weakness and challenges of the CEF Programme since 2002

- The key challenge faced by the programme in the last two years is the limited capacity of partners in policy and advocacy work especially in the management of the advocacy cycle, measuring success in advocacy work and documenting lessons for disseminations.
- The CEF secretariat was also criticized for providing limited support to the partners during the year. This was due to limited allocation for capacity building within the wider CEF budgets constraining the ability of the secretariat to support the field work as well as explore the use of external consultants in improving work in the field. This is an area that will be looked into in the revised SPW.
- The process of selecting partners was based on an assessment of the quality of their proposed range of work. In some situation the partner's skills and capacities on ground did not match the level of work proposed. The last two years have resulted in better knowledge of the partners and thus their new scope of work will reflect their capacities.
- There is little or no alignment/compliment of budget work with other initiative/project on Public Finance analysis for value adding.
- There is weak policy influencing around access for marginalized children, as most of the time just pilot projects were carried out
- CEF partners were not able to access their entire fund because they did not meet the requirements for further funds to be granted them. This is an area that will be considered.

4.0 Strategic Options

The analysis of the external and internal context (SWOC-G) above, led to the emergence of some strategic options, which will be harmonized with the three CEF objectives.

4.1 CEF Objective 1:

Strengthen civil society participation in the design and implementation of national and local education plans and frameworks.

Strategic Option:

1. To strengthen Policy advocacy capacities of CSOs in Nigeria
2. Promote Civil Society, Private Sector and government partnership in the provision of EFA.

Activities

- Action research on how the State Ministry of Education (SOME), State Primary Education Board (SPEB) and Universal Basic Education (UBE) Functions (how it generates and spends its revenue and how they are managed) in seven locations (one state from each of the six geopolitical zone and the Federal Capital territory (FCT)). This will inform better understanding of the working environment for CSOs working on education especially at the state level in Nigeria.
- Advocacy on research findings from the NEEDS study and the findings from the research around SOME, SPEB and UBE at the seven focal areas above. This is to influence current policies and practices on education to create an enabling environment for the realization of EFA especially at the state level.
- Engaging with the media on issues around the research and other issues emanating from strengthening and working with civil society.
- Institutional support for broad based CSO and national coalitions on education especially CSACEFA with emphasis on strengthening the zonal wings to be more positioned to engage with issues.
- A round table with key stakeholders on the Freedom of Information Bill and the Fiscal responsibility bill and its implication to education in Nigeria.
- Capacity building for CSOs on issues of advocacy arising from action research and policy analysis, Report writing/documentation, Financial management and some methodologies (Child to child learning approach, RBA, REFLECT), through focal workshops and visits.
- Support documentation, dissemination of information and sharing of good practice among partners.
- Conduct monitoring and Mentoring visit to partners
- Support the engagement of CSOs especially CSACEFA at the zonal level in National and State EFA forum and other education forums.
- Engage Private sector to mobilize resources and support towards achieving CEF Goals.

- Engage with PTA and NUT in FCT to form a linkage with CSACEFA and also building their capacity to further involve in the achievement of EFA .

4.2 CEF Objective 2:

Enabling local communities to monitor government spending on education, both at the national and local levels

Strategic Option

1. To support community engagement with government on Education Finance Analysis

Activities

- Organizing workshops at seven focal points to strengthen the Capacity of CSOs, PTA and NUT on Education Sector Analysis.
- Engaging with Chartered Institute of Bankers or other stakeholder for Education budget analysis at the national level and six other states from the six geopolitical zones.
- Engaging with the Media in facilitating Education Finance Analysis
- Involving stakeholders to influencing the democratization of school governance in some schools in FCT
- Education budget tracking in one state each in the North, South-South, West and East of Nigeria.

4.3 CEF Objective 3

Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged are able to access quality education.

Strategic Option:

1. To enhance access to qualitative education through innovative learning.

Activities

- Increase innovative ways of accessing qualitative education
- Advocacy for government to set up child care centers in markets in three Local Government Areas to cater for and educate market women children, during market hours.
- Testing the effectiveness and impact of child's right Act and its impact on street children in four states with high cases of street children activities from the west, east, south-south and north (Lagos, Anambra, Edo and Kano).

5.0 Logical framework

ACTIVITIES	OUTPUT	INDICATORS	ASSUMPTION
<p>Objective 1</p> <ul style="list-style-type: none"> • Action research on how the State Ministry of Education (SMOE), State Primary Education Board (SPEB) and Universal Basic Education (UBE) Functions (how it generates and spends its revenue and how they are managed) in seven locations (one state from each of the six geopolitical zone and the Federal Capital territory (FCT)). • Advocacy on research findings from the Effect of Privatization on Education study and the findings from the research around SOME, SPEB and UBE at the seven focal areas above. • Engaging with the media on issues around the research and other issues emanating from strengthening and working with civil society. • Institutional support for broad 	<p>One research report produced from a state of each of the geopolitical zone and FCT (7 Research Report) and 500 each printed</p> <p>Workshops, rally, round table and visits to relevant stakeholders at focal states conducted</p> <p>- organize Press conference. - Run a documentary on the findings from the research and how civil society can engage.</p> <p>- Assessment of CSACEFA</p>	<p>- Desktop research on all the issues in each of the seven points - Questionnaire developed and sent to various stakeholders. - Focus Group Discussion with relevant stakeholders - Validation session with all key stakeholders in each of the seven points.</p> <p>- Influence current policies and practices on education - Create an enabling environment for the realization of EFA especially at the focal 7 states.</p> <p>- Media and public awareness on some key issues around basic education - Better engagement of civil society on basic education</p> <p>- Increased civil society participation in EFA</p>	<ol style="list-style-type: none"> 1. That the CSOs and government are still committed to EFA and the MDG goals. 2. That fund will be available during the strategy period 3. That the political environment remains stable and supportive, during the strategy period. 4. Information that pertains to public finance will always be made available to CSOs 5. Willingness of the media to work with CEF. 6. Willingness of CSOs and government to work together 7. Willingness of private sector to work with CEF. 8. For the issue of budget tracking, chartered institute of bankers or any other institution will be willing to

<p>based CSO and national coalitions on education especially CSACEFA with emphasis on strengthening the zonal/state wings to be more positioned to engage with issues.</p> <ul style="list-style-type: none"> • A round table with key stakeholders on the Freedom of Information Bill, and the 'fiscal responsibility bill and its implication to education in Nigeria. • Capacity building for CSOs on issues of advocacy arising from action research and policy analysis, Report writing/documentation, Financial management and some methodologies (Child to child learning approach, RBA, REFLECT), through focal workshops and visits. • Support documentation, dissemination of information and sharing of good practice among partners. 	<p>zonal coordinators capacity</p> <ul style="list-style-type: none"> - Workshop training organized for zonal officers of CSACEFA - Administrative and program support to CSACEFA <p>A round table with stakeholders of FOI and fiscal responsibility bill in Nigeria and education organized</p> <p>Capacity building workshop organized and sharing of findings from research to CSOs and involving them in the validation session of each report using CSACEFA members and other stakeholders at those states where the research will be carried out</p> <p>IEC materials, achievements and challenges of partners documented, produced and circulated for advocacy purpose.</p>	<p>issues.</p> <ul style="list-style-type: none"> - More forum/ mechanism for civil society, government and other stakeholder engagement established. - Stronger education coalition at the zonal level to engage with EFA issues. <p>- Influence the passage of FOI bill at the federal level.</p> <p>- create awareness to stakeholders on the importance FOI bill to education</p> <p>- Better program, financial reporting/documentation and implementation of program.</p> <p>Partners sharing and learning from each other and some reference point or issue established.</p>	<p>partner with CEF and her partners to do the education budget tracking at no cost.</p>
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<ul style="list-style-type: none"> • Conduct monitoring and Mentoring visit to partners • Support the engagement of CSOs especially CSACEFA at the zonal level in National and State EFA forum and other education forums. • Engage Private sector to mobilize resources and support towards achieving CEF Goals. • Engage with PTA and NUT in FCT to form a linkage with CSACEFA and also building their capacity to further involve in the achievement of EFA. • Engage with FAWE to further promote the course of Girl Child Education 	<p>Monitoring and mentoring visit conducted on all partners at least twice in a year</p> <p>CSACEFA at the seven focal states supported to engage in EFA process in those states and FCT</p> <p>Visits, meetings and presentation made to some private sector on their role in the EFA process</p> <ul style="list-style-type: none"> - Organize meeting with NUT, PTA and CSACEFA on how they can work together. - Organize Capacity building Workshop on how NUT Abuja chapter and PTA can better involve in the EFA process. - Strategic meeting with FAWE - An organizational strategy on how to improve girl child education - Round table 	<p>Keep partners motivated and turning out deliverables according to specification and schedule</p> <p>Better input on issues around EFA by CSACEFA at focal states.</p> <p>Private sector provide technical support to CSOs on Education</p> <ul style="list-style-type: none"> - Working relationship between PTA, NUT and CSACEFA built. - PTA and NUT Abuja chapter involve more on EFA process. <p>FAWE better positioned strategically to engage in promotion of girl child education</p>	
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<p>Objective 2</p> <ul style="list-style-type: none"> Organizing workshops at seven focal points to strengthen the Capacity of CSOs, PTA and NUT on Education Finance Analysis. Engaging with Chartered Institute of Bankers or other stakeholder for Education budget analysis at the national level and six other states from the six geopolitical zones. Engaging with the Media in facilitating Education Finance Analysis Involving stakeholders to influencing the democratization of school governance in some schools in FCT Education budget tracking in one state each in the North, South-South, West and East of Nigeria. 	<p>Seven workshops at seven points organized.</p> <p>Letters, phone calls and meetings made to the seven areas of the Chartered Institute of Bankers</p> <p>Broadcasting top issues around education finance analysis in the media</p> <ul style="list-style-type: none"> Meetings and workshops with relevant stakeholders for expansion and for redefinition of roles collecting the education budget of the focal states. Collecting the actual expenditure for previous year (from 2005) Budget tracking based on what was budgeted, what was spent and what is actually on ground. follow up of actual expenditure (Budget tracking) based on current year budget. Publishing of budget 	<p>Some members of CSOs, PTA and NUT in focal states better equipped to carry out Education Finance Analysis.</p> <p>Annual education budget analysis made for the seven focal areas.</p> <p>Greater public awareness on Education Finance Analysis created</p> <p>PTA expanded to School Management Committee in selected schools – incorporating more stakeholders</p> <ul style="list-style-type: none"> Influencing stakeholders to judiciously spend education budget Fish out over spending in education budget 	
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<p>Objective 3</p> <ul style="list-style-type: none"> • Increase innovative ways of accessing qualitative education • Advocacy for government to set up child care centers in markets in three Local Government Areas to cater for and educate market women children, during market hours. • Testing the effectiveness and impact of child's right Act and its impact on street children in four states with high cases of street children activities from the west, east, south-south and north (Lagos, Anambra, Edo and Kano). 	<p>findings</p> <p>As will be generated by partners, steering committee and Secretariat</p> <ul style="list-style-type: none"> - Meetings with market women and concerned LGA authorities. - Organize rally round the town and finally to the LGA office - research on the practicability of the Child's Right Act and its relationship with the four states in view of the federal system of government. Also what are real root causes for children being on the street? - When found wanting, do a test case for one state in a court of law for interpretation 	<p>Government setting up child care centre or finding alternative for market women children to be accommodated during market hours</p> <ul style="list-style-type: none"> - Desktop research on all the issues in each of the four points - Questionnaire developed and sent to various stakeholders. - Focus Group Discussion with relevant stakeholders - Validation session with all key stakeholders in each of the four points - With sufficient evidence, a case filed in the court of law in one of the states. 	
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6.0 2005 Activity Plan for CEF - Nigeria

ACTIVITY	PRYMARY	SART PERIOD	RESPONSIBILITY	INDICATOR
Grant Disbursement	14 CEF Partners	On satisfaction of disbursement requirement	CEF Secretariat & Lead Agency	Amount Disbursed Photocopies of cheques
Quarterly reporting	14 CEF Partners	Third week of every quarter	CEF Secretariat	Copies of reports from partners and quarterly reports sent to UK.
Bi-annual Letter Newsletter	CEF Partners and other stakeholders	Bi-annual	CEF secretariat	CEF Newsletter published
Capacity Building On Documentation, Programme and Financial Report	CEF Partners	July 2005	CEF Secretariat	Report of the workshop
Training on Rights Based Approach and Public Finance Analysis.	CEF Partners	July 2005	CEF Secretariat	Report from the workshop
Exposure Visit	CEF Coordinator	4 th quarter	CEF Secretariat	Visit made and report
follow Up of faith Based Organization	Faith based organization	3 rd quarter	CEF Secretariat	
Follow up FAWE	FAWE	4 th quarter	CEF Secretariat/Consultant	FAWE strategic plan drawn.
Follow up of NUT	NUT Abuja chapter.	3 rd quarter	CEF Secretariat/Steering committee	MOU signed and activity starts
Follow up of PTA	National PTA secretariat	3 rd Quarter	CEF Secretariat/consultant	Report of the workshop
Steering Committee Meetings	Steering	Every Quarter	CEF Secretariat	Minutes of the Meeting

	Committee			
Mentoring/Support visit	Relevant CEF Partner	As required	CEF Secretariat	Reports of outcome from such meetings
Printing of research report	Relevant CEF partner	When report is ready (4 th quarter)	CEF Secretariat	Final report produced
A round Table on FOI/Fiscal Responsibility bill	Relevant Stakeholders	3 rd Quarter	CEF Secretariat/SC	
Identify and Engage private sector for sustainability drive	Corporate sector e.g. Banks, Communication companies	From 3 rd quarter	CEF Secretariat/Steering Committee	Private sector participation in CEF activities.
Annual Review	CEF partners/CEF Secretariat	1 st Quarter each year	CEF Secretariat	Review Reports, Revised Work plans,

7.0 CEF Nigeria Budget Summary for 2005 – 2007

A monthly break down of the budget is attached to this document in an Excel sheet.

ⁱ National Population Commission (Nigeria) (2002). Nigeria Population Census 1991 Analysis Volume VI (National and State Population Projection)

ⁱⁱ Nigeria Federal Ministry of Health, 2003, National HIV/AIDS and Reproductive Health Survey (NARHS): Abuja, Nigeria: Federal Ministry of Health 2003.

ⁱⁱⁱ Federal Government of Nigeria. (1999). Constitution of Federal Republic of Nigeria. Government press. Lagos, Nigeria. 1999.

^{iv} World Bank. World Bank development indicators database: www.worldbank.org/data/countrydata.html

^v Federal Government of Nigeria (2003) National Policy on HIV/AIDS