

REPORT OF WOMEN'S RIGHT TO EDUCATION PROGRAMME
(WREP)

PROJECT ENTITLED:
EMPOWERING THE ADOLESCENT GIRL-CHILD THROUGH INTEGRAL
EDUCATION 2.

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AN NGO IN SPECIAL CONSULTATIVE STATUS WITH THE ECONOMIC AND SOCIAL COUNCIL OF THE UNITED
NATIONS (ECOSOC)
ACRONYMS

FOREWORD

This project attempts to explain the concept, principles and objectives of an all inclusive national budgeting for education, and how these can result in greater and efficient opportunities for the poor and marginalized, especially the girl-child to access education and earn a better living. It therefore discusses the underlying objectives of budgeting, fiduciary responsibility of legislature in national budgeting and the need to truncate the current inefficient, undesirable and unsustainable process and to promote a new initiative for an enduring solution.

This project *Empowering the Adolescent Girl-Child through Integral Education 2*, was informed by many considerations first, it represents a milestone in the collective resolve of all federal legislators to ensure that the electorates actually enjoy the economic dividends of democracy secondly it marks a turning point towards jettisoning our old ways of managing our economy the project will help if properly adopted to break the jinx of the paradox of a rich nation, but poor people for which Nigeria is currently being stigmatized.

Budgeting is the most important fiscal tool for realizing the development aspirations of a nation its character determines the overall quality of national resources management. These in turn, determine the health of the economy and the overall welfare of the citizenry. Literacy has also shown that the quantum and quality of resource endowments determine the pace and rate of economic growth and development. Similarly we all know that Nigeria is richly endowed in both human and natural resources it should therefore be one of the countries registering spectacular growth and development on a sustainable basis. Unfortunately our experience so far suggests that the manner in which we manage our enormous resources will not assure maximum realization of our vast development potentials.

The most important economic policy that the government can apply efficiently to manage its resources is the budget which is the expression in monetary terms the annual expected income and expenditure of government for a fiscal year unfortunately the budget to most Nigerians is one bulky book with several economics and accounting terminologies that can only be understood by the aforementioned professionals they see it more as their document not as our document hence they need to change their psyche to better appreciate the budget policy document. To this end to be credible and legitimate, Women's Right to Education Programme (WREP) seeks to further continue its second project aimed at building the capacity of public officers, particularly the legislature, to achieve effective legislative oversight through all inclusive and gender balanced budget to be based upon, and truly reflect the articulated views needs and preferences of the people, secondly it must provide ample chance for effective voice of the citizenry in all budgetary decisions especially through their duly elected representatives or the parliament thirdly it must observe and be guided by the principles of accountable governance. Incisive reflections suggest that the second virtue is the major determinants of the character of the first and third virtues. This critical second virtue, is attainable if, and only if, the people are effectively engaged in all aspects of budgeting.

The project was designed to provide a healthy administrative policy for sustainable educational system guarantee equitable wealth distribution and level playing ground for Nigerian youth and especially girls. WREP through its continuous collaboration with the National Assembly Committees on Education, Women/Youth and Appropriation and civil society organizations by upgrading the proper reforms as a way of demonstrating genuine commitment to the promotion of economic democracy. Given the peculiarities of the Nigerian polity under this initiative WREP seeks to ensure popular participation which is the hallmark of genuine democracy in all facet of budgeting since these appears to be the fastest root towards ensuring that the citizenry enjoys the desired dividends of democracy on the whole these project should be embraced by all as a sure way to all inclusive national budget and respect to economic rights of citizenry with high sense of budget realism.

ACKNOWLEDGEMENTS:

The initial idea for this project came in discussion with the support staff of Women's Right to education (WREP). Their work and experience was invaluable for identifying key gaps in our understanding of how to respond to the problems that arise from non-wholistic educational planning. Friends of the organization such as Mrs. Mabel Ade and Mr. Emmanuel Alexander also played a central role in the early discussions and were instrumental in giving shape to the structure of this project. We thank them for their wisdom and insight.

WREP also appreciates the resource persons who facilitated during the various capacity building activities as part of this project and who facilitated contacts with strategic partners and stakeholders. And of course the editor of this report is not left out.

We would like to thank the Open Society Initiative for West Africa (OSIWA), NEPAD, The World Bank Country office-Nigeria, Action Aid International-Nigeria, The office of the Special Adviser to the President on the Millennium Development Goals (MDGS) who graciously donated books through WREP to the NASS library.

Most of all, WREP hugely appreciates the National Democratic Institute (NDI) for their continued belief in WREP and funding of this project. It has been a mutually benefitting relationship that we cherish and are determined to hold on to through constructive engagement.

ABOUT WREP:

Women's right to Education Programme (WREP) is a registered (RC no 488118) nongovernmental, nonprofit and voluntary organization established with the aim to provide a platform for women, youth and other stakeholders in education as well as liaise and initiate projects to facilitate the quest for quality education for all.

WREP also seeks to engender development by promoting women's empowerment, and values that promote self reliance, democracy, equality and socio economic justice.

Our mission is to establish a true culture of lifelong learning and promote a practice of an alternative vision of sustainable integrated community resource mobilization, education and development.

Our Vision is to strive for a society where there is equality of men and women where socio economic justice prevails and all live in peace and harmony..

Our Objectives:

- ✓ To promote gender equality in schools
- ✓ To promote a human rights culture and address violence against women.
- ✓ To contribute to local economic development initiatives for women and girls especially in the rural areas.
- ✓ To undertake the establishment of efficient adult basic education and training programmes both formal and non formal.
- ✓ To assist in teaching of life skills on HIV/AIDS issues
- ✓ To undertake advocacy, lobbying and research in the area of gender equality.
- ✓ To promote good governance and respect for the rule of law.
- ✓ To promote the inclusion of women in the extractive sector of the economy.

To move towards our objectives: WREP runs series of programmes, these include:

- ✓ Popular education that focuses to broaden our audiences that include not only illiterates, but also semi illiterate, literate and the general community.
- ✓ Community development that focuses on development issues and policies that can contribute to the building of alternative approaches to educational development.
- ✓ Education of women and girls in school awareness creation/sensitization.
- ✓ Lobbying, advocacy and research.
- ✓ We also organize workshops/seminars

Governance Structure: This is made up of:

- ✓ Board of Directors
- ✓ Management.

Board of Directors: is the governing body of WREP that is charged with the responsibility of executing all policies and programmes of WREP as well as ratifying and implementing the decisions.

Management: is made up of 8 and executes all policies and guidelines issued by the Board of Directors and is responsible for the day to day activities of WREP.

WREP is a member of:

- ❖ Civil society action coalition on Education for all (CSACEFA)
- ❖ Transition monitoring Group (TMG)
- ❖ National Coalition on Affirmative Action (NCAA)
- ❖ Civil Society Network on HIV/AIDS in Nigeria (CISHAN)
- ❖ Publish What You Pay Coalition (PWYP)
- ❖ Gender and Constitution Reform Network (GECORN)
- ❖ Nigeria Action Network on Small Arms (NANSA)

- ❖ Iansa Women Network-Nigeria.
- ❖ Freedom of Information Coalition (FOI)

International membership:

- International Action Network on Small Arms (IANSA)
- World Association of Non Governmental Organisations (WANGO)

WREP is an NGO in consultative status with the Economic and Social Council (ECOSOC) of the United Nations.

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Executive Summary:

This report describes the series of activities undertaken under the project entitled: *Empowering the Adolescent Girl-Child through integral Education 2*. The National Democratic Institute graciously provided the funds for the actualization of the project. The activities include the following:

- Advocacy visits to the relevant committees of the National Assembly to acquaint WREP staff of the key players at the assembly and formally reintroduce the second phase of the project to the committees as most beneficiaries of the first phase had been moved to other committees.
- Research on the power structures within and outside of the committees of the National Assembly as a guide for advocacy.
- Internship programme for CSO representative at the National Assembly, to expose participants on the workings of the NASS, and for members and staff of the NASS gain an insight into how CSOs operate, thereby enhance the capacity of CSOs advocacy in NASS.
- A three-day refresher training on budgetary preparations for the target committee staff to enhance their performance and expose new staff members to the training.
- Capacity building on technical skills for research, minutes/report writing using the media.
- Capacity building on Monitoring and Evaluation skills and capacities, and performance of their oversight functions.
- Donation of books and relevant documents to update the NASS library.
- Forum between staff of committee, ministry and parastatals to promote and build harmonious relationship.
- Evaluation.

The project goal was to provide a healthy policy and administrative environment for a sustainable educational system that guarantees job security for Nigerian youths, particularly girls.

The specific objectives were to facilitate sustainable collaboration and coordination between the NASS and civil society on educational issues, improve the capacity of the Education, Appropriation and Women/Youth Committees to foster and oversee the implementation of pro-poor reforms within their respective oversight areas and advocate for increased budgetary allocations and efficient uses to generate multiplier impact on educational institutions and students therein.

ACTIVITY ONE:

ADVOCACY VISITS

Date: April 16th, May, 3rd, June 14th and August, 2008

Venue: National Assembly, Abuja

On April, 16th, 2008, the Programme Manager and Programme Officer of WREP paid an advocacy visit to National Assembly. They meet with some members of the Senate and House Committees on Education, Appropriation and Women Affairs.

The visit afforded the WREP team an opportunity to familiarize themselves with the new chairpersons of the select committees, and to reintroduce the second phase of the project, *Empowering the Adolescent Girl-Child through Integral Education*.

The first committee visited was the House Committee on Women Affairs. The Clerk to the Committee, Mrs. Margaret Asim, received the WREP team. After introductions, she applauded the visit and assured WREP that the committee will work with it in all areas that necessitate further collaboration.

WREP also visited the Senate Committee on Education and was received by the Clerk, Mr. Felix Orumwense. On behalf of the Senate Chair on Education, he expressed his appreciation over the first phase of the project and promised to give WREP the maximum cooperation desired to deliver on the objective.

WREP team also visited the Senate Committee on Women affairs, and was received by the Clerk, Haja Sadiya. Further, the team visited the House Committee on Education and was also received by the Clerk, Mrs. Nimbyel Nimbargs, who also made a commitment to work closely with WREP to deliver on the objective.

All other committees visited accorded WREP similar warm receptions. WREP thereafter, sent out letters to all committees intimating them of the outlined activities and schedule.

On May 16th and June 3rd, WREP team repeated the advocacy visits to all committees. WREP used the opportunity to sensitize the committees on the deployment of interns from CSOs to understudy the workings of NASS and also to enable the NASS to learn about the working of CSOs and, most importantly, build the capacity of CSOs actors on advocacy in NASS. Ten (10) Interns were eventually recruited and posted to all three select committees.

On August 16th, WREP team paid yet another advocacy visit to the three select committees to discuss the performance of the Interns posted to their committees. All applauded the Interns' hard work and dedication to learn what they were posted to do in NASS. As a demonstration of their contentment with the Interns, the management of the NASS gave the Interns certificate of participation signed by the Clerk of the House.

Activity Two:

RESEARCH
RESEARCH ON POWER SOURCES IN THE NATIONAL ASSEMBLY AND PRODUCTION OF
REPORT

Date: July 2008

In July, WREP issued a consultancy for a research a power analysis of the National Assembly. The report of the research was titled: “**The Power Mongers at the Dome**” - an analysis of the bases of influence in the Appropriation, Women/Youths and Education Committees of the Senate and House of Representatives of Nigeria’s Legislative chamber.

Following on the heels of the submission of the report of the research, WREP commissioned a printer to design and produce 1,000 copies of the research findings. The research reports were distributed to workshop participants, the Interns and other civil society organizations as part of WREP’s public enlightenment campaign and advocacy activities.

Activity Three:

SELLECTION, INDUCTION TRAINING FOR, DEPLOYMENT OF INTERNS AND EXPERIENCE

SHARING REPORT

Venue: Angeles Hotel, Abuja

Date: July 12th 2008

a) Recruitment of interns

In June, WREP had issued a public notice announcing the availability of internship opportunities and calling for interested persons to apply. A total number of 65 applications were received. After series of scrutiny a total of ten, comprising 6 male and 4 female, were selected and subsequently recruited. The selected applicants are:

Mr.Terna Tashaku-
Mr.Tule Terseer Daniel
Mr.Ashiekpe,Aondowase James
Miss Adikpo Janet Aver
Miss Ebe Wandaku
Miss Helen Tarkumbu
Mr Wanger,Tarnzuur David
Mrs Rukiyat Bello
Mr Olukayode Ajayi Smith
Mr Ezekiel Adi

b) Report of Induction Training for Interns

Date: 12th July, 2008

Venue: Angeles Hotel-Abuja.

The induction programme for the ten interns held on 12th July, 2008, at Angeles Hotels in Garki, Abuja. The programme started at about 10:00 a.m. Ms Mimidoo Achakpa, the Executive Director of WREP introduced herself and other staff members. The Interns then introduced themselves.

Participants agreed a number of ground rules to guide deliberations. These include switching handsets should be on silence mode, seek moderator's attention with a raise of hand, be patient with and respect others' opinion, interventions should be in context, restrict movement to absolute necessity, and be sensitive to each other's gender.

Contextualizing the programme, Mimidoo told participants that the Internship was:

- A temporary employment in a given office to enable the beneficiary acquire an on-the-job experience and understand the processes to enable the individual make contributions within and outside of the organization,
- An opportunity to build the capacity of young graduates via temporary employment, and
- An on-the-job training that exposes the beneficiary to acquire skills that allows such persons to work in that organization or some other outside organisation.

She subsequently introduced the Chief facilitator, Mr. Chris Ashiekaa, from the National Assembly. Speaking on the nature and character of the National Assembly, the facilitator introduced the Assembly to participants and explained the functioning of the various committees.

According to the facilitator, there are seventy-two (72) Committees in the House of Representatives, unlike her French counterpart that has four (4) committees. He, however, explained that this is as a result of wanting to satisfy all the members of the House to ensure a harmonious working environment.

He explained that there are different types of committees; Standing Committee - a portfolio committee with oversight functions over ministries and parastatals, and Special Committee - involved in the house keeping functions and discipline. In addition, he identified other committees such as the Adhoc Committees, Joint Committees, Conference Committees and Committees of the Whole House.

He informed that a committee clerk plays very significant role in the work of the committee. The clerk's responsibilities include:

1. Preparation of committee budget in consultation with chairman of the committee,
2. Administers and monitors expenditure,
3. Ensures the proper management and maintenance of the office,
4. Issues circulars for meetings,
5. Knowledgeable on the laws and procedure to serve as guide,
6. Maintains activities of the record of the committees,
7. Does the follow up on the recommendations of the House,
8. Serves as the liaison officer between the National Assembly and the outside environment,
9. Takes minutes, administer oaths to witnesses,
10. Allocates functions to staff, and,
11. Submits periodic reports.

He explained some of the terms commonly used at the National Assembly such as Bills - these are draft legislations, and Motions – legislative advice and with no force of law.

He further explained that whenever budget is being considered, the Appropriation committee becomes the mother committee. In addition, he explained the mandate of the committees on Education, Appropriation and Women and Youths – the three committees the Interns would work with.

His presentation generated enthusiastic responses and requests for clarification by the Interns. Some of the questions include if there was work to be done when the assembly is on recess; why is the chamber almost empty during plenary sessions, whether there any punitive measures to erring members for not attending plenary sessions and why the NASS has refused to pass the Freedom of Information Bill?

Mr. Ashiekaa explained that the Senate was just on a long break not recess. In which case it can re-convene to discuss urgent matters where necessary. He explained that the legislative calendar is June to June and that the House is expected to sit for at least one hundred and eighty one (181) days before they go on recess which this house is yet to fulfill.

He added that it is not always right to assume that when a member is not at session he or she is involved in dereliction of duty, noting that because each of them is in more than one committee at a time, they probably are functioning at committee level. However, he said the only opportunity for punishment for members defaulting to attend sessions is the power of recall by members of the member's constituency. The facilitator added that the House of Representatives have considered 70 Bills since resumption of office.

On the FOI Bill, Chris is of the opinion that it might not be unconnected with feeling among some members that the National Assembly has been portrayed in the negative.

Expectations from Interns

Ms. Titilope Jeminiwa of WREP spoke on the expectations of WREP from the Interns. She said that the Interns are to work with the support staff of any one of the three committees to which they would be seconded; understudy their workings and how civil society can partner with them for maximum effectiveness.

She said that the Interns are expected to submit weekly reports, though they could be called upon to submit reports before the week runs out. Also, at the end of the fourth week, the Interns are expected to submit a detailed report of what happened during their internship, their observations, challenges and what could be done to improve the system.

The Interns identified a number of expectations at the end of the programme as:

- To support the passage of a Bill considered adequate for the promotion of the girl-child education and to make informed criticisms of strategic documents,
- To have an opportunity to make constructive suggestions on empowerment of women and children so as to reduce crime rate, poverty and maternal mortality rate in Nigeria,
- To be able to propose relevant amendments to pending Bills in an efforts to improved lifestyle of women and children,
- To be able to propose laws that emphasizes on rights of women and children
- To look at the core issues affecting women and children and proffer solutions
- To build my capacity and use the opportunity to promote the voices of women, youth and children, and also to network for future collaborations,
- To undertake sensitization campaigns drawing on what I have learnt, and,
- To conscientiously work with other committee staff and build my capacity to write technical reports.

Interns were told that failure to put up regular appearance at duty post or submit reports as at when due would lead to being demobilized from the programme, non-payment or deduction from allowance.

Ms. Achakpa brought the meeting to a close and wished all participants eventful and exiting Internship.

The Interns were subsequently mobilized and posted to the select committees of both the Upper and Lower Houses in the National Assembly.

c) Summarised Report of Internship Programme at the National Assembly

As part of the project, “Empowering the Adolescent Girl-child through Integral Education 2”, WREP mobilized 10 persons representing civil society organizations on a four weeks internship with some committees of the National Assembly. The committees include:

- Senate committee on Appropriation,
- House committee on Appropriation,
- Senate committee on Education,
- House committee on Education,
- Senate committee on Women affairs and social development,
- House committee on Women Affairs and social development.

The internship lasted from 15th July, to 15th August, 2008. An induction ceremony held on 12th July, 2008, held at Angeles Hotel, Abuja.

Reports of Interns from their experiences during their internship:

1) Senate Committee on Appropriation: This committee has the mandate of appropriation of revenue for the support of the government, issuance of call letters/ circular on appropriation, annual appropriation Bill, determination of the general fiscal and monetary policy of government, etc. This committee also performs oversight functions on Ministry of Finance, Budget Office of the Federation, and all departments and agencies of government under the ministry. In the case of money bill (appropriation Bill) all standing committee of the senate are subordinate to the Appropriation Committee.

In preparation for the 2008 budget, a monitoring of the 2007 budget performance revealed that the 2007 capital budget fell below projected. The volume of returned unspent funds appropriated in the 2007 budget to Federal Government treasuries at the end of December 31, 2007, indicated that the Act was not fully implemented and comprehensively reported. Many government agencies could not achieve 50% implementation of their capital budget for 2007.

In addition, the evaluation revealed the following:

- Consistent non-implementation of the capital budget by ministries, departments and agencies- MDAs since the enthronement of democracy in 1999,
- Cases of sub-optimal use of available funds in comparison to work done,
- Failures are rooted in general lack of adherence to standard budget procedures and practices, and,
- Oversight functions are being regarded as legislative courtesy visit.

To strengthen the budgetary process, enhance legislative oversight functions and forestall non-performance of the 2008 Appropriation Act, and the uncompleted projects of government agencies, the Senate committee on Appropriation recommended a new “clause 8” for the supplementary appropriation in the 2008 Act. The clause was specifically targeted at uncompleted project which may not have been captured in the 2008 Appropriation Act, as well facilitate budgetary implementation to avoid future supplementary Appropriation Act.

The clause provided for the following:

- Disclosure to the National Assembly on quarterly basis all internally generated revenue by the agencies,
- Disclosure of all foreign and extra budgetary assistance given to any Agency in whichever form,
- Timely release of funds for implementation of 2008 Appropriation Act by Ministry of Finance, and immediate implementation of the 2008 Act by all government agencies as soon as funds are released,

- Furnishing of the National Assembly with detailed information on project in the 2008 budget not implemented and funds appropriated by government agencies,
- Completion of certification of due process within 30 days of receipt of application and communicate its observation and approval to the agency of government, and,
- Originate an Act to compel contractors to use made in Nigeria goods and Nigeria human resources in execution of government projects.

2) House Committee on Appropriation: A noticeable progress is that the House of Representatives have passed a Bill for an Act to establish an Independent NASS Budget and Research Office, which will provide the National Assembly objectively, timely and non-partisan analysis needed for economic and budget decisions and related matters. The House Committee on Appropriation, considered as the mother committee, was among the three that were not dissolved before the House went on recess. Its chair had been changed before the dissolution of all the committees and their re-constitution.

Prior the commencement of the internship, the committee had successfully passed the 2008 Appropriation Bill which gives budgetary allocation to committees within the National Assembly to undertake oversight functions. Its main task form much of the remaining part of the year was monitoring the implementation of the budget.

3) Senate and House Committees on Education: These committees serve as the engine room and reservoir for the Senate on issues relating to the formulation of technical policy formulation on education for the Senate.

4) Senate Committee on Women Affairs and Social Development: The Intern posted to the committee reported that within the four weeks of his stint, the committee received three Bills which were referred to it from the Senate. These Bills are:

- Sexual Offences Bill
- Prohibition and Punishment for Nudity, Sexual Intimidation and other Related Offences in Nigeria
- Social Welfare Bill.

The intern reported efforts to merge Bills on Sexual Offences and Prohibition and Punishment for Nudity, Sexual Intimidation and other Related Offences in Nigeria.

5) House Committee on Women Affairs and Social Development: This committee is basically in charge of over-sighting the protection of the rights of women and children. Also, the committee performs surveillance on the Ministry of Women Affairs and Social Development and agencies under it to ensure complaints to the laws and budget. In a bid to have the Child's Right Act, 2008 implemented, the Committee chairman advocated for the establishment of the Child's Protection Agency to drive the process.

General observations:

On a general note, the Interns listed a number of observations, some positive and other negative, and proposed recommendations to overcome the negative observations.

Positive notes:

- Members of some of the committees are punctual to work, with some arriving office as early as 7:00 a.m.,
- There is evidence of teamwork among members,
- Evidence of a willingness to learn about the CSOs and how they could add value to staff and committee work,
- A general belief among committee staff that CSOs are better placed to influence the attitude of Distinguished and Honourable members on any issue, including their welfare, through media action and public pressure.

Negative notes:

- Poor computer literacy. In one instance, only two out of the 19 staff of a committee are able to use Microsoft excel, thereby being over burdened with work,
- Gross illiteracy among staff members on the contemporary issues in the various sectors,
- Poor documentation and record keeping culture,
- Poor understanding of the role of CSOs and media, resulting in poor receptive attitudes towards anyone seeking to add value to their work or information for publication,
- Many staff are not very receptive, open-minded and straight forward when attending to people. This appears to be on account of overt security consciousness regarding the intension or mission of visitors. This attitude is capable of creating resentment and negative perception of the Assembly which could culminate in image problem for the entire National Assembly,
- Committee staffs, as is the case with the entire assembly labour force, are poorly remunerated, hardly motivated and unorganized. They, however, would choose not to voice their frustration over fear of job security, and impinges on their attitude to official duties. This in turn is reflected in their conduct and lackadaisical attitude to work as well as their disposition towards responsibilities,
- There seems also to be no monitoring frame work in place to ensure compliance with work ethics as well as to monitor the conduct of staff as well registered grievances by staff do not receive prompt attention, if at all,
- So much money appear to being spent on travels and little on technical skill and capacity needed to do the work. For instance, members of one of the committees understudied went on tour of seven countries with an estimated cost about ₦50 million, while it proposed a summit estimated to gulp about ₦86 million. These sums could if judiciously managed construct and furnish at least 10 literacy or health centers across the country,
- Mention is hardly made of adult literacy education, nomadic education, and equal opportunities to education for the disadvantaged groups such as rural dwellers, disabled, handicapped, rural dwellers during discussions on education.
- Some staff members are of the view that budgetary allocations to income generating departments is uncalled for especially when they do not render account.

In an interactive session with some top official of the National Assembly, as part of the rounding-off process, some high level management staff of the NASS confirmed most of the challenges. They observed that unlike the private sector, the civil service operates in a traditional structure that emphasizes seniority as the most important hierarchy. In such an environment, he agreed it is not impossible that competency might be recognized and sacrificed.

Recommendation

The Interns recommended drastic reforms to reposition and refocus the Nigerian rigid civil service structure to overcome the challenges observed and outlined above which has unfortunately become the culture.

- Improved interpersonal and group communication skills for staff members to shore up human/public relations at the National Assembly, and to enhance lobbying which rely on effective communication and dialogue,
- Capacity building for committee staff on the concept and practice of lobbying to enable them appreciate that lobbyists are well-intentioned person who deserve cooperation and understanding,
- Skills enhancement, particularly on Information and Communication Technologies (ICTs), documentation and record keeping procedures, targeted at management, senior, middle and junior cadre of staff skills,
- Corroborative effort by NGOs to help the Assembly reposition itself towards a cordial and fruitful relationship with other sectors of the Nigerian society. Thus in addition to intensifying

the Internship programme both by increasing the number of beneficiaries and the time frame, CSOs need to help build capacity of committee staff for effectiveness and efficiency, and the added advantage of boosting their morale.

- CSOs to undertake an intense public enlightenment programme on bills pending or passed by the Assembly and how they impact on their lives and the society in general.
- CSOs should help National Assembly staff members and civil servants in general, to improve on their attitude to work and punctuality.
- There should be creation of a database system by the National Assembly for proper and efficient research work and access to information, and,
- Training and re-training for committee staff members on technical issues in the various areas of interest to CSOs for operational efficiency.

Additionally, the Interns noted that the following factors should be taken into consideration by advocacy groups such as WREP, that are working in the area of promoting access to functional education:

- a. Recognizing and embracing complexity of various regions in educational policies,
- b. Recognition of multiple realities based on past experiences in educational policy formulation and seeking alternatives,
- c. Prioritizing the realities of the poor and most disadvantaged groups' (women, children, handicapped, disabled, and the aged) educational needs in policy formulation and implementation, and,
- d. Recognizing education as the source of grassroots empowerment.

Aside these key factors, the Interns recommended that stakeholders should identify competent and experienced people lead monitoring and evaluation based appropriate indicators designed to measure progress. They noted that time pressure and fear of conflict should not be threats, rather, seen as measure of resisting the temptation to revert to old ways of doing things.

Activity Four:

REPORT ON THREE-DAY RETRAINING ON BUDGET TRACKING

Venue: Bolton White Hotel, Abuja

Date: August 19th – 21st 2008

Opening Session

The workshop commence a 9:30am with a word of prayer followed by a welcome address by the Executive Director, Ms. Mimidoo Achakpa who intimated the participants that the workshop is meant to retrain the staff of three committees in the National Assembly viz the Senate and House Committees on Education, Appropriation and Women Affairs and Social Development. She added that due to the changes that have occurred since the previous year's training programme, where some trained staff were reshuffled to other committees, it has become imperative to provide the same opportunity as enjoyed by previous members to current members. She enjoined every participant to enthusiastically participate where necessary.

She subsequently introduced the facilitators who include Prof. (Mrs.) Josephine Odey and Mr. James Luper Sokpo, both consultants from the Benue State University, Makurdi.

Guided by one of the facilitators, participants agreed to a code of conduct during the workshop. These include reduction in movement to bare essentials while the workshop last, punctuality, especially after tea and lunch breaks; that all phones are put on silent mode; only recognised participants to speak at a time, respect for each others views to be maintained, time management to be adhered to and views to be clear and precise.

Overall Objectives:

The stated overall objective of the workshop was to introduce participants to the basic concept of budgeting, participatory budget making and budget tracking.

Session One

Why training on Budget Monitoring for NASS Committees

Objectives: The facilitator noted that the objectives of this session as to rationalize participatory budget making and monitoring. Over the years, our budgets top-down is believed to be prepared by technocrats, which explains why the needs of the people are hardly met. Expectedly, budgets should include issues of the pro-poor, for effective representation and inclusion in budget preparation. Through the total involvement of the NASS in the business of budget making, this training of its committee staff becomes necessary, especially in the three committees to enhance their participation on issues of utmost interest.

Session Two

Introduction to the Major Concepts and Principles of Budgeting

Objectives: The facilitator pointed out that at the end of this session participants should be able to: List and discuss key concepts of budget making, and participatory budget-making.

Leading the discussions, the facilitator took participants through the following principles of budget making:

- **Equity** – It emphasizes appropriate distribution of resources vis a vis availability of such. It is not exactly equality, but fairness.

- **Checks and Balances** – There must be a process of tracking, to see how and what has been done.
- **Accountability** – Is brought about by checking, balancing and tracking.
- **Transparency** – In order for budget to be fair and balanced, transparency must come to play.
- **Accessibility** – Even if transparent, the language in which it is written is the most prevalent. It must be easily understood and clear too.
- **Accuracy** – This has to be achieved in budget planning. Though perfection may be hard to come by, it must ensue.
- **Timeliness** – A budget must be time bound. This is because it will facilitate the effectiveness to meet set targets for projects to be executed.

This presentation was rounded up by group exercises (discussion) on what a budget is meant to achieve. Participants agreed that a budget helps to achieve the following:

- Emphasize areas that need to be taken proper care of
- Addresses gaps in terms of socio-economic development of capital projects.
- Addresses poverty eradication
- Improves standard of living of its citizens
- Enhances infrastructural development.

Session Three

An Introduction to the Basics of Budget Making

The facilitator asked participants what they know is basic to the budget making process. The following steps were identified: 1) Needs assessment, 2) Assessment of available resources, 3) Identification of the sources of revenue, 4) Prioritize through making a scale of preference, 5) Planning within the said available resources and priorities by estimating expenditures to undertake, 6) Formulation enactment, 7) Implement, and 8) Monitor indicators (to assess tangibility).

The facilitator emphasized that if the indicators show a failure, there is need to re-strategize to reinforce the process and success desired.

Session Four

Reviewing the Budgetary process within the NASS and 2008 Budget process so far

Objectives: The facilitator noted that at the end of this session, participants should be able to: List and discuss stages in the budget cycle, share experiences in the budget process, and discuss Civil Society Organizations (CSOs) role in the budget process.

He shred participants into groups and requested them to list out the budgeting process as practiced in the National Assembly. At the end of their discussions, the four groups presented a similar outline of the budgeting process in the NASS. This process include:

1. Planning/Formulation – various Ministries, Departments and Agencies (MDAs) submit their proposals to the budget office in the presidency under the Federal Ministry of Finance.
2. The Presidency submits such proposals to the NASS for scrutiny in a joint plenary i.e. Senate and House of Representatives sit jointly to listen to the President present his budget proposal.
3. The Budget undergoes legislative process such as budget defense submission of recommendation by various committees to the appropriation committee
4. There is House plenary for 3rd reading and final consideration.
5. Harmonization is done on budget by both Houses to enable them come up with one single document.

6. The Budget as passed by the National Assembly is submitted by the Clerk to the President for assent.
7. Implementation commences with disbursement of funds to various MDAs by the Ministry of Finance.

Participants noted that CSOs' involvement is largely at the point of Monitoring/Evaluation through independent budget tracking. Such CSOs activities complements efforts of Committees of the NASS to determine if the budget has been enforced in accordance with its provisions.

Participants urged CSOs to familiarise themselves with the budget appropriation steps to help facilitate their efforts at monitoring and evaluation. Participants agreed that the presence of a legal framework supporting such work by CSOs would serve the purpose of a back-up and authority. In that case, findings and recommendations arrived at by CSOs and sent to government agencies can be appropriately acted upon. In the mean time, they also urged CSOs to endeavour to liaise with various committees in the NASS to draw their attention to such issues, nothing that the current cordial relationship between the CSOs and the National Assembly. They proposed the establishment of the NASS-CSO office, creation of House Committee on CSO and International Donor Agencies, to facilitate easy and harmonious working relationship between both parties.

They observed that the late passage of the 2008 budget would no doubt affect the implementation and effectiveness.

Session Five

Elements of a Sound Budget System

The facilitator explained that in simple terms, a sound budget is one that is not only pro-poor but which represent the interests, needs and aspirations of the citizenry. He divided participants into groups to identify elements of a sound budget process. The following was the submission of the various groups:

- Accessibility to members of the public
- Enhancing prioritization of needs
- Be enforceable (worthy of implementation)
- Be people oriented (bottom-up)
- Early involvement of the CSOs
- Clarity of purpose
- Welfare driven
- Equity in allocation of resources
- Estimates should be within the revenue confines (accuracy and capital intensive)
- Timely (time bound)
- Effectively planned
- Monitoring and evaluation indicators
- Pronounced implementation (tangible)
- Proper checks and balances
- Due process
- Transparency
- Sound information management system

The facilitator, however, added that there should be legal framework defining clearly the roles and responsibility of institutions, welcome comments and opinions, allows freewill participation by CSOs and legislators, comprehensively captures government operations and detailed in outline of responsibility of every organ of government for easy tracking.

Session six:

Participatory Budgeting: Definitions, goals and stages

Objectives: The facilitator introduced the subject matter, and stated that the objectives that at the end of this session is for participants to be able to:

- Define the concept of participatory budget making
- Justify the need for participatory budget making in Nigeria
- Identify conditions suitable for participatory budget making

The facilitator defined participatory budget making as an innovative approach to budget making, which allows the general public to be directly involved in making policy decisions concerning budgeting. The term general public here encapsulates all stakeholders in government, CSOs, civil servants, farmers, traders, etc.

The facilitator posed the question: what are the goals of PB? Participants proceeded to outline and discuss the following goals:

- Participatory budget is aimed at poverty reduction. This is by identifying the needs of the common man and providing solutions to them.
- Improved social equity outcomes disadvantaged groups i.e. windows, children, motherless, orphans, people living with HIV/AIDS, women, etc.
- Citizen empowerment and public learning. This is through awareness creation through public hearing on budgets, mobilisation towards participating in the budget making as well as empowering citizens to improve in their budgeting.
- Enhance confidence in public institutions.
- Improve efficiency in policy formulation and delivery. Through public opinion, policies will become popular since they are obtained to represent the interests of the entire citizenry. The needs of the people will become pre-eminent.
- Transparency and accountability will be enhanced.
- Participatory budgeting will give room for due process.

Steps in Participatory Budget:

Formulation. This stage will involve:

- The use of questionnaire to administer to the public for needs assessment
- Inform the public (sensitization, awareness) of their freedom to make inputs
- Public hearings, where all sectors of the public will be invited
- CSOs will act as intermediaries through a variety of mechanisms
- Consultation with communities through a variety of mechanisms
- CSOs will work with community based agencies
- CSOs will carryout advocacy for pro-poor budgeting

Enactment/ Analysis

When the budget is presented at the legislative house, there is public scrutiny, involving CSOs, media, etc. What happens is that the NASS evaluate the budget for fair presentation of the grassroots needs and value for money.

Tracking

After enactment into law of the Budget, allocations are disbursed. The facilitator noted that when the money is disbursed, CSOs need not wait until the end of that fiscal year to begin monitoring. He encouraged them to begin a Public Expenditure Tracking (PET).

He noted that MDAs also has a responsibility to get the people involve in budget tracking, and not only the responsibility of committees. He urged CSOs to track budget and channel information to appropriate committees to compliment in the quest for the actualizing the participatory budget.

Performance/ Evaluation

The facilitator noted that using performance indicators, CSOs can become government's report cards. He urged them to undertake continuous budget monitoring rather than wait till fiscal year end to project government's failure to meet budgetary target.

Session Seven

Promoting greater Government, CSOs and Legislature's engagement in participatory Budgeting/Challenges

Objectives: The facilitator noted that at the end of this session, participants should be able to: List and discuss ways that the executive legislature and the CSO can engage in participatory budgeting, as well list the challenges in engaging in participatory budgeting.

The facilitator once again formed the participants into groups to list and debate roles of Executive, Legislature and CSOs in budget process as well how to ease up challenges. The submissions were as follows.

Executives

- Avoid rigidity by making room for participation of other stakeholders.
- Create awareness for the general public to know and involve themselves in budget making, but not the executive alone Give room for divergent ideas Equity should be upheld
- Transparency and accountability to cultivate and sustain the confidence of public to enhance their participation
- Government to work hand in hand with other stakeholders
- Avoid budget ceiling

Legislature

As the law making body, the legislature has power of:

- Oversight
- Power to summon
- Power of virement
- Power of amendment
- Representatives of the people (constituents) to enlighten their constituents for substantial participation
- Enact laws that will avail the CSOs legal framework to fully participate in Budget making
- Avoid budget of interest
- Maintain time frames verification
- Initiate needs assessment in their constituencies

CSOs role in PB

Formulation stage

- Public enlightenment/ awareness
- Need assessment
- Income analysis
- Expenditure analysis
- Needs prioritization
- Needs presentation to relevant authorities

Analysis/ Enactment

- Provide available relevant information and statistics to the legislature
- Lobby the legislature for equity

Tracking

- Oversight/ monitor implementation
- Prepare and forward oversight to the legislature

- Make use of indicators
- Prepare relevant data, forward same to relevant authority.

Challenges

- Bureaucratic bottlenecks (executive)
- Lack of national commitment (legislature) through
- Inaccessibility
- Improper oversight activities
- CSO need to collaborate in dissemination of budget tracking reports
- Lateness in submission of proposals (Executive)
- High illiteracy level of citizenry

Solutions

- Get rid of the undue processes.
- Budget information made available to CSO from formulation to implementation stage.
- Legislators to express commitment in terms of national interest in budgeting (through constituency offices). CSOs to sensitize legislators on opening constituency office outfit to easily reach out to their constituents.
- Standing committees to be well equipped to carryout their independent oversight functions through proper laid down format for action.
- CSOs to make available data gathered during their budget tracking exercise.
- Early submission of budget proposals (executive)
- Early preparation of budget (legislature)
- Budget implementation should be timely and properly done.

Who is qualified to participate in budgeting?

The facilitator posed the question: What level of expertise is required to engage in participatory budgeting? Responses from participants were varied. While some insisted no special expertise is required, others were of the view there was need for some level of expertise to be attained.

The facilitator however noted that in his view, all persons can participate in budgeting. Individuals, government and other stakeholders in budgeting would need to table their needs. This way no expertise is required in engaging in budget making. Also, no form of specialization is needed in understanding the concepts of budgeting. What is desired, he said, is information on when it is most appropriate to make inputs (planning stage), knowledge and discipline.

On the part of CSOs, the facilitator said they would need relevant experiences as well as expertise to be able to carryout sustained monitoring and evaluation, where relevant expertise is needed.

Ditto for the National Assembly. Expertise such as knowledge of accounting and data processing software in computation is needed, particularly in the Appropriation committee, to appreciate the values of figures in order to produce satisfactory budget document.

Workshop Evaluation

To accomplish the evaluation, the facilitators posed the following questions:

- What was your major learning?
- What did you not find useful and why?
- What are your recommendations to facilitate prospective trainings?

The summary of these responses indicate that participants had the opportunity of understanding budgeting processes, and appreciate the fact that budget making should be all inclusive by involving all strata of the society. This way, the budget would reflect the genuine needs and

aspirations of the citizenry. It also shows that participants are happy to have shared in the exchange of ideas and knowledge on budgetary issues.

Dislikes

Some participants were of the view that the use of technological gadgets to project the training would have eased the work of participants and facilitators as a whole. Also, the microphone stopped working at intervals.

Recommendations

- Introduce the use of ICT facilities,
- The duration of the programme should be extended by a day or two,
- Members of Senate and House of Representatives should also be invited in such trainings to share their experiences and/or learn as well, and,
- Certificates of attendance should be awarded participants at the end of the workshop.

Closing Remarks

The Executive Director, Ms. Mimidoo Achakpa thanked the participants for their engaging contributions which enabled the success of the workshop, stressing that the knowledge and experience gained should be put to use. She thanked members of the various committees in attendance for recognizing the role played by the CSOs by setting up a committee to relate with them and International agencies. Finally, she thanked NDI for the partnership and prayed that the good works and partnership be sustained.

Activity five:

REPORT ON A TWO-DAY TRAINING WORKSHOP ON TECHNICAL SKILLS FOR RESEARCH METHODOLOGY, REPORT WRITING AND MEDIA REPORTING

Venue: Bolton White Hotel, Abuja

Date: August 22nd – 23rd, 2008

DAY ONE:

Opening Session

The meeting commenced at 10.00am with a word of prayer, followed by a welcome address by the Executive Director, Ms. Mimidoo Achakpa. She thanked the participants for taking time off their busy schedules to attend the workshop. She expressed her delight over the overwhelming support she has been getting from the participants from the National Assembly.

This was followed by self-introduction by participants after which the facilitators were introduced as: Mrs. Mabel Ade, a Gender Specialist, and Mr. Luper Sokpo, lecturer with Benue State University (BSU), Makurdi.

Setting Workshop Expectations And Objective

The facilitator Mrs. Ade, told participants that the workshop is an add-on to an earlier one held the previous year and is intended to build the capacity of new staff members and refresh previous participants on researching, report writing and using the media towards achieving pro-poor policies.

Objectives

The overall objectives for this workshop were to

1. Introduce participants to the concept of Research methodology
2. Report and report writing
3. Media and media reporting
4. Taking Minute

SESSION 1

Objective: The facilitator noted that at the end the session, participants should be able to

- Enumerate basic processes of conducting research
- List and discuss various types of research
- List and discuss some basic tools of research

Using questions and answers, the facilitator guided participants to state their understanding of research methodology. The common understanding were:

- Research is to get information about specific things
- A conscious move for sourcing of data for the purpose of analysis
- A conscious effort to search for certain facts or data we believe can help solve a challenge or a problem we may have.

In summary, the facilitator defined the concept of research methodology as a systemic process of gathering data or information that we need to do an analysis so as to address a problem.

Research Method Processes

The facilitator divided participants into four groups namely: the Samsung, Nokia, Sony Erickson, Motorola groups, and requested them to list out what activities would be required to undertake a research under the following departments; Introduction, Methodology, Types or research and Basic tools for research.

Their responses were as follows:

Introduction

- Analysis of the need for the research
- Introduction
- Objective of the research
- Limitation and scope of the research
- Literature review
- Other research work
- Articles, journals, encyclopedia

Methodology

- Observation
- Public hearing
- Discussion
- Scientific experiments
- Conclusion and recommendation

Types of Research

- Broad or general
- Participant or non participant
- Scientific research
- Random sampling
- Social research
- Personal research
- Research in the humanities

Basic Tools of Research

- Questionnaire
- Interview
- Public hearing: Define purpose of public hearing
- Language

The facilitator rounded up the session by agreeing that all the submission of the various groups were appropriate and thanked them for the thorough understanding and contributions.

DAY TWO: SESSION 2

Objective: Introduction to Report and Report Writing

The facilitator introduced the discussion by requesting participants to state their understanding of a Report. Responses included giving of feedback, taking record of events, documentation of proceeding of a meeting, and presentation of findings of what is seen or observed. In rounding off, the facilitator defined Report as a way of giving account.

Features of a Report

Through the process of interaction, participants outlined the following as the features of a Report:

- Introduction
- Objective

- Preamble, background
- Findings
- Recommendations
- Terms of reference
- Executive summary
- Office where the report is going
- Table of content
- Writer and the date
- Subject matter

While applauding the understanding of participants, the facilitator made the point that all the features listed may not need to appear on every report. He added that the most essential reason for a report are for the purpose of documentation, education, planning, to enable decision and actions to be taken, and to store and share information.

The facilitator added that an organized report enables the follows:

On the part of the writer:

- To remain focused. If you write a title and state the purpose in the introduction, you are less likely to wander off point;
- Improves writing ability in general; in essays, memos, minutes, letter, lesson plans, and any other written work the writer produces;
- Clarifies information into particular sections - a good mental exercise.

On the part of the reader:

- It helps readers to easily locate what they need in the report, thereby spending less time;
- Helps better understanding of the report
- Helps decision making

Factors to Consider when Writing a Report

Through the process of questions and answers, participants agreed that factors to consider when writing a report should include the following:

- Having the reader in mind
- The tone used should be appropriate
- Check again the sections and see if they are clearly distinct
- Is there a flow from one section to another? Are there sections that should be deleted or require additional information?
- Proper layout - use appropriate style to indicate headings, sub-headings, list of items, etc.
- Illustrations: a lot of space can be save when some information are organized and presented in graphic form
- References
- Final presentation

The Facilitator closed the session by reiterating that participants should take note by dotting their l's and crossing the T's, and urged them to form the habit of seeking a second opinion from their friends and colleagues before final presentation of their written work.

SESSION 3

Introduction to Media and Media Reporting

The facilitator continued in the usual form of eliciting responses from participants by asking what they understood by the term Media? The responses were:

- A means one can pass information

- A tool for information dissemination e.g. white paper, gazettes, radio, etc
- A means to reach out to people with information

Participants defined Mass Media to mean a media that reaches a larger population spread over a large and far flung geographical area simultaneously through sound and/or motion pictures such as radio and television.

Functions of the Mass Media

Participants listed functions of a mass media to include:

- Educative
- Information dissemination
- Entertainment
- Commercial purposes
- A means for socialization
- It's of great importance to the National Assembly

Challenges of Media and Media Reporting

Participants observed the media face a number of challenges which include corruption and monetization of access, imbalance in reporting, overbearing influence of ownership, lack of legal right to access information (held by civil servants), subscription to oath of secrecy, poor remuneration, lack of job security and suspicion etc.

They observed that these have implication for National Assembly which include creating a communication gap between the principal and the administrative staff, and the tendency to fail to reveal information on wrong doing to protect jobs even at the detriment of the larger society.

Participants observed the media plays functional and dysfunctional roles in the polity. They identified functional roles to include engaging in proper use of language, being objective and setting agenda for public discussion. On the other hand, they observed that the media could play dysfunctional roles through formation of opinion rather than setting agenda for discussion, being emotional, hoarding of information and the use of offensive language.

SESSION 4

Taking Minutes

The facilitator noted that in taking minutes, there are basic things to observe and note as well how to structure your minutes. Participants listed the things to observe to include Title/Heading, Venue, Time, Deliberations, Conclusions and Attendance; to include also absentees and excuses.

She added that care must be taken to ensure that only issues discussed and agreed upon should be written down, any other business discussed besides the issues on the agenda must be reported as well who moved the motion for adjournment, who seconded and the conclusion such as date of next meeting.

Closing

The workshop came to a close with a message of appreciation by the Executive Director, Ms. Mimidoo Achakpa. She thanked participants most especially from the National Assembly for their valued contribution to the success of the workshop and looked forward with optimism of having such workshop in the nearest future.

ACTIVITY SIX:

REPORT ON CAPACITY BUILDING WORKSHOP ON MONITORING AND EVALUATION SKILLS AND CAPACITIES FOR PERFORMING OVERSIGHT FUNCTIONS

Venue: Bolton White Hotel, Abuja

Date: September 23rd – 24th, 2008

Day One:

Session one: Opening

Executive Director of WREP, Mimidoo Achepa presided over the opening. She welcomed all participants, thanking them for making out time to attend the workshop. She got them to introduce themselves.

She observed that the need for monitoring and evaluation ensuring efficiency, effectiveness and accountability in the execution of projects cannot be over emphasized. This, she said, is why the training was being held for staff of the various committees of the National Assembly to help build their capacity towards ensuring that they deliver on their duties for the greater good of the society.

Overview of workshop objectives and rationale for project - WREP

Giving an overview of the training, Ms Achakpa said it was intended to build capacity of beneficiaries to deliver on their normal routine work as well enhance their oversight functions to allow for value for money in public expenditures through improved efficiency and effectiveness for the benefit of all citizens.

She observed that it saddens that often, people in position of authority are unable to make connections between the action they take and the overall impact on the society at large. Hence they are routinely acting without discretions.

She introduced the facilitators, who are Mrs. Mabel Ade and Osaro Odemwingie

Session two:

Understanding the concepts of Monitoring and Evaluation - Definition of concepts etc.

The resource person noted that at the end of the session participants would have a refreshed understanding of the concept of monitoring, evaluation and reporting.

He observed that the aim of Monitoring is far from indicting people, he requested participants to volunteer their understanding what monitoring and evaluation.

Following on the lead by a participant that monitoring is official inspection to determine how a work is progressing towards meeting the objectives, the facilitator explained monitoring to refer to a systematic process of collecting and analyzing information to track the efficiency of the organization in achievement of goals.

He said in its simplest terms monitoring is 'collection and analysis of information to track and compare what you planned to do versus what you actually did'.

He said monitoring provides regular feedback that helps track costs, personnel, implementation time, organizational development, and economic and financial results to *compare* what was planned to actual events.

He also defined Evaluation as a systematic process of collecting and analyzing information to assess the effectiveness of the organization in the achievement of goals. Evaluation provides regular feedback that helps analyze consequences, outcomes and results, and organizations to assess their relevance, scope and sustainability.

Types of evaluation

The facilitator explained that there are three types of evaluation i.e. Process evaluation, Formative evaluation and Effective evaluation. He added that evaluation and monitoring differ from level to level or from project to project. Although there may be certain features that might be similar, different yard sticks may be used to determine the level of success achieved depending on what is been monitored or evaluated.

Importance of monitoring, evaluating and reporting

- Reporting helps put lessons learnt to others in order to make them benefit.
- They serve reference purposes, to bring about improvement, know existing lapses in order to ensure efficiency is been applied all round.
- It also provides an opportunity on how to know progress made or existing lapses.
- To help build confidence in collaborating groups e.g. enhances committee team work in order to know whether money meant for certain project are actually been utilized effectively. Monitoring, Evaluating and Reporting make the public have more confidence in the ministries or committees at the National Assembly,
- For committee members undertaking monitoring, evaluating and reporting, it would be a sense of meeting their statutory responsibility
- Monitoring, Evaluating and Reporting encourages learning by the organizations and other stakeholders to know what is on ground and what has happened in the past and how to make a better continuation.

The facilitator went over some aspects of the presentation following demands for clarification by some of the participants.

Who does monitoring work?

Following the prompting of the facilitator, participants said monitoring and evaluation is to be undertaken by experts, policy makers, special departments, such as Monitoring Units, Committees of legislatures etc.

However, the facilitator clarified that every one whether in the judiciary, legislative, and executive arm of government, CSOs and individuals should be involved in M&E to ensure effectiveness.

Steps to monitoring

Step one: The facilitator noted that there are approaches/framework for Monitoring, Evaluation and Reporting, depending on the type of project or services concerned. However, he noted the need to develop a standing annual framework for evaluation by each committee of the National Assembly to help them plan time, budget and logistics necessary for evaluating and monitoring.

In addition, he advised that the committees should develop a framework for consulting with stakeholders, including NGOs, communities and other stakeholders to ensure effective M&E

Step Two: The facilitator said it is necessary to develop form on how to carry out Evaluation and Monitoring which should contain educative outline; Background focus, Objective of Monitoring and Evaluating, Expected outcome, Partners to be involved, Sources of information, Location of project, Process of evaluation e.g. visit to site of project, invitation of committee members to the site of the project etc, Budget required, Who makes the team, and a Terms of Reference.

Step three: Selection and Recruitment, if you are recruiting a consultant, know the caliber of consultant employed, the amount to be paid the consultant depending on what one is monitoring, there may be changes in the approaches.

Step four: Observing that Participatory Evaluation is not always the same case with all projects, the facilitator advised that it is important to adopt a participatory approach where the community members are given an opportunity to be involved in projects that concerns them. If they are allowed to participate, it gives them a sense of belonging and allow for broad awareness which is important in Monitoring and Evaluation as it helps to know whether impact has been made or not.

Step five: In is appropriate to propose recommendations, lessons learnt and what is needed to be done as a follow up. Recommendations are an important part of Monitoring and Evaluation.

Step six: Reports on Monitoring and Evaluation must be taken and kept. Those report are needed to provide information on what is to be done to improve on what has been done. It is important for committee members to sit down with civil society organizations, and supporting staff members and look at the reports together as a team to make a way forward.

Practical experiences of M&E

The second facilitator, Mrs. Ade began by recounting the earlier understanding that Monitoring and Evaluation helps to give account of inputs and output, lessons learnt, how to correct and modify what is on ground. The essence of monitoring according to her was to build on what you have.

She then divided participants into two groups, Group A and B, with each group told to discuss how they undertake monitoring and evaluation in the various Committee which they belonged to and then make a brief presentation

Group A: Participants from Senate and Committees on Education and Women Affairs made a presentation on how they evaluated and monitored a project of a stadium built in the University of Maiduguri. To undertake the project, the Vice Chancellor of the University made a proposal and then drew up a budget which the committee members went through. The VC was called to defend the budget. If satisfactory, a Appropriation would be made for the project, and the committee would in due course visit the school to see the extent of work done in relation to the funds released, the problems encountered, if any, and then make a report.

The resource person added that it is very important to plan for such visits in order to know what to look out for, and that it is also important to engage an expert in such a field to accompany the committee members on such trips to ensure that the set standards are met.

The resource person also observed that in the presentation made by Group A, there was no mention of the goals and objectives of the Evaluation and Monitoring. She further said for a successful Monitoring and Evaluation to be carried out, there is a need to know the specific objectives set for the project at every stage. She added that M & E is not a fault finding mission, but to identify gaps and problem areas and if possible ensure reviews of certain aspects of projects.

Group B: Participants from Senate and House Committees on Appropriation said their oversight functions are even more elaborate and intensive than other committees. Affirming the need for oversight, the group recalled an instance where money was disbursed to all thirty six states for an

agricultural initiative that was to involve buying tractors and fertilizers and also mobilizing women to be more involved in farm work. The Committee was supposed to visit all the states but they ended up visiting only two states. In one of the states nothing was done in respect to the project, while the other state actually purchase the tractors and fertilizers and every thing was visible.

After the visit, the team wrote its report which regrettably has not been acted upon. They group emphasized the need to produce and keep reports and urged all to see M&E as a working document.

The resource person added that in reporting, one should remain focused and report within the objective of the project i.e. makes concrete, concise and meaningful recommendations.

The resource person also asked participants to discuss in groups the bad experiences they have encountered while carrying out M&E. Both groups shared similar experiences/challenges while undertaking oversight M&E. These problems include lack of funding, lack of adequate information, corrupt practices, lack of commitment on part of members of ministries, lack of expertise, time frame inadequate or unsuitable, non execution of projects. e.t.c.

Participants were unanimous in observing that the WREP and other NGOs should make efforts to also reach members of the National Assembly who have authority to act or cause action on M&E report to ensure that the desired objectives of the M&E are met.

Day two:

There was recap of the previous day's work after which the topic for the day was introduced.

On reporting, the resource person said reporting has to do with descriptive information which presents raw data in a way it would be useful to all who want to use it. Reporting could be presented in different ways depending on the sector one is from. Civil societies normally have a narrative and financial reports.

Reporting generally is trying to make observation. Written report is the best form of report than oral report since the information is on ground; reports can be dramatized, or presented in statistical form e.g. charts and graphs, but it is better for report to be in written form for future reference. Reports are supposed to be reader friendly; all technicalities should be broken down and be presented in a simple way. In determining basic tools on report writing, the resource person said, one should have in mind or be aware of who you are reporting to.

What is reporting?

A compilation of descriptive information which presents raw data and information as useful knowledge and provide an opportunity for project implementers and others to inform themselves of progress, problems, and difficulties encountered successes and lessons learnt during implementation.

Exercise: Why is reporting essential? Participants brainstormed and came up with why reporting is essential as:

- Enables assessment of progress and achievements
- Helps audiences to focus on the results and hence improve subsequent work-plans
- Helps form the basis for decision making and learning at the program level
- Communicates how effectively and efficiently an NGO is meeting its objectives

Types of Communication Tools

1. Oral presentation
2. Discussion sessions
3. Informal contacts

4. Written performance/evaluation reports
5. Press and media releases
6. Brochures and pamphlets
7. Formal academic papers and books
8. Presentations (video shows, films, etc.)
9. Internet, e-mails and websites
10. Drama / radio

How to determine the tool to use

- What is the tool?
- Who will it reach?
- When is employing this tool particularly useful?
- When is applying this tool not particularly useful?
- What will it cost to use this tool?
- What other resources are required?

Types of Communication Tools often required

- Written progress reports (quarterly)
- Financial Reports
- Internal Mid-term evaluation reports
- End of Project / Final Evaluation Reports

Reporting

- The best way to tell your story
- Clarify the results / change you are working to achieve
- Describe progress towards results with quantitative figures

Deepen and personalize the quantitative data with qualitative information consider a case study or success story that exemplifies the results claimed

The resource person asked the groups to give their own perception of what reporting entails. Both groups agreed that a report usually has, an introduction, objective, body of the report then recommendations and conclusions Group A added that it is important to state the methodology i.e. method used in gathering information, and literature review i.e. what others have said concerning what is been written in the report. It was agreed that report writing varies as report serves as a tool for evaluation; it also serves as a means for verification i.e. yardstick for evaluating performance. The resource person said there are different structures of reporting and when reporting one has to be conscious because of the important role reporting plays

In report writing, the resource person said it was important to have in mind the subject matter i.e. title and who the audience is,

The resource person then talked on the effectiveness of report writing. She said the essence of reporting is that it serves as tool for accountability, documentation of storing evidence, helps one take a quick decision because of issues and recommendations made in the report. She further said in report writing we have to think of different features and how to structure the reports. These features are:-

- **Title** - is very important and should be catching
- Table of content - which will contain details on how to get specific pages on certain issue or items.
- **Executive summary** – is very important as it gives an insight into what is contained in the report.
- **Introduction** – it gives an insight into the problem
- **Main text** – tells details, can be sometime sectioned. Main text has different headings
- **Conclusions** – has to be a link between the beginning and the end.

- **Recommendations** – places emphasis on actions to be taken

For a report to be considered good, it must have a flow, facts therein must be verifiable, referencing must be proper and language should be appealing and advocating.

As a recap of the issues discussed, Mr. Odemwingie, one of the resource persons, asked participants to recall what they have learnt or understand from the seminar. Sundry responses suggested that participants now know what effective Monitoring and Evaluation are, types of evaluation, steps in evaluation, importance of evaluation, better understanding on how to write report and features of a good report writing.

On way forward, in terms of putting to use lessons learnt from the training, participants pledged to undertake step down pep talk for their colleagues who could not benefit from the training and to share the resource materials shared. They also pledged to use every available opportunity to impress the lessons learnt on their principals; Senators and Honorable Members of the House.

However, they requested that efforts are made to spread the programme to other members of staff of the assembly so that everyone would be on the same level of understanding regarding the skills and need for Monitoring and Evaluation, and report writing. That way, they reason, they would encounter little or no opposition from colleagues when they propose to apply the lessons learnt.

Closing remark

The closing remark was made by the Executive Director of Women's Right to Education Programme Ms. Mimidoo Achakpa. The seminar came to a close at 4.45 with all participants and resource persons taking a snapshot.

ACTIVITY SEVEN:

REPORT OF THE DONATION OF BOOKS TO THE NATIONAL ASSEMBLY LIBRARY

Date: 21st October, 2008

Venue: Common Services Division/ Civil Society Organization Liaison Office

Office of the Deputy Clerk of the National Assembly

National Assembly, Abuja

In an effort to gather resource materials and books for donation to the National Assembly, WREP wrote letters to some government parastatals, international NGOs and donor agencies requesting donating of books for onward donation to the National Assembly library. Subsequently, books were received from Open Society Initiative for West Africa (OSIWA), ActionAid International, Nigeria, New Partnership for Africa's Development (NEPAD), the World Bank Country Office and The office of the Special Adviser to the President on the MDGs.

These books, in addition to a number of others WREP gathered in-house, were formally presented to the National Assembly Library through the Head of the Common Services Division/ Civil Society Organization Liaison Office, Office of the Deputy Clerk of the National Assembly, Mr Mohammed Halilu Bida Esq,

The WREP team lead by the Executive Director, Ms Mimidoo Achakpa, made the presentation at the National Assembly Complex in Mohammed Halilu Bida' office. On hand to join him in receiving the books were his staff and colleagues.

Making the presentation, Ms Achakpa, said WREP's gesture is borne out of the fact that the organization share the view that the capacity of the Assembly staff would be better enhanced and their service to the Nigerian people improved if they have access to contemporary resource materials on development. She added that the need to donate the books is also a core component of its current project: "Empowering the Adolescent Girl-child through Integral Education-2", being funded by National Democratic Institute (NDI). She assed that she feels fulfilled this activity is ultimately being carried out.

She proceeded to give the list of books and resource materials being donated. They include:

1. Gender and International trade: The Nigeria Situation (5 copies)
2. The Africa Peer Review Process in Nigeria (3 copies)
3. Open Society News (2005) 1
4. OSIWA News (2007) 2
5. SOROS Foundation Network Report (2007) 2
6. The World Bank annual Report-2007 -1
7. Issues and Options for Improving Engagement Between The World Bank and Civil Society Organizations - 1
8. Africa Development Indicators-2007 -1
9. World Bank Atlas- 1
10. Africa's Promise -1
11. Strategic Framework for Assistance to Africa -1
12. Africa Now- Building a Better Future -1
13. Decentralization of Education- 2
14. Capacity Development in Africa - Management Action Plan- 2
15. HIV/AIDS and Transport Best Practices in the Abidjan-Lagos Transport Corridor -2
16. APRM Country Review Report-no 8 10 copies

17. NEPAD Health Strategy 20 copies
18. NEPAD Health Action Plan 20 copies
19. NEPAD Education Sector Strategic Framework-10 copies
20. NEPAD Infrastructure Short-term Action Plan -10 copies
21. NEPAD Brainstorming Concept Document – 10 copies
22. Domesticating NEPAD in Nigeria – 20 copies
23. NEPAD Executive Summary-Draft – 20 copies
24. NEPAD Comprehensive Africa Agriculture Development 10 copies
25. SOROS Foundation Network Report-2006 -1
26. Primary Health Care in Nigeria -1
27. The New Partnership for Africa's Development-2001 -10 copies
28. APRM Country Self Assessment Report – 10 copies
29. The Travails and Challenges of Democracy in Nigeria-1999-2003 and Beyond -10 copies
30. Interactive Study Work Workshop-Edo South 2 copies
31. Interactive Study Workshop-Edo North -2 copies
32. Developing Alternative to Prisons in Central Edo -2 copies
33. Community Based Associations and Participatory-Transparent Development in Local Authorities 5 copies
34. Hard Road to Travel-Experiences of Women Politicians 2 copies
35. Escaping the Resource Curse -1 copy
36. Dissemination Workshop on Evaluation of OSIWA Projects in Four West African Countries
37. West Africa Resource Watch
38. Closing the Gender Gaps 2 copies
39. Wayward Matters-ActionAid – 2 copies
40. From Grace to Grass; Management and Funding of Basic Education in Nigeria-ActionAid-2
41. Little Beginnings, Noble Ends
42. Education Plus -2
43. Empowering the Adolescent Girl-Child Through Integral Education-10 copies
44. The Power Mongers at the Dome – An analysis of the Bases of Influence in the Appropriation, Women/Youths and education Committees of the Senate and House of Representatives of Nigeria's Legislative Chamber -20 copies

In his response, an elated Mohammed Bida, said that the National Assembly and in particular the Civil Society Liaison office is particularly grateful to WREP for her giant strides in assisting the National Assembly to reach a goal of an effective service delivery system through her many programmes. He noted that the support was long over due from the civil society actors, whom he described as partners in progress. He promised to notify the Management of the National Assembly of WREP' s magnanimous act, and expressed optimism that staff and other library users will find the books beneficial even in their duties. He called for more collaboration in the future.

Photographs were snapped and a list of the forwarded publications was also handed over and the WREP team left.

ACTIVITY EIGHT:

RREPORT OF FORUM BETWEEN STAFF OF COMMITTEES, MINISTRY AND PARASTATALS TO PROMOTE HARMONIOUS RELATIONSHIP

Date: 30th October, 2008

Venue: Bolton White Hotel, Abuja

Introduction

Women's Right to Education Program has organized series of training workshops for National Assembly committee members (Education, Appropriation, Women and Youth) with the aim to boost their capacity to be more effective and efficient in their various offices. A total of 42 people comprising 25 men and 17 women were in attendance, drawn from the NASS, government ministries and parastatals, and civil society organisations.

Opening session

The workshop started at 09.30. The facilitator Osaro Odemwingie introduced the special guests who included representatives of the National Democratic Institute, namely Mr. Clement Nwankwo, the acting Country Director, and Mrs. Ada Amina Ozonevo. He invited participants to introduce themselves.

Welcome address

In a welcome address, Ms. Mimidoo Achakpa, Executive Director of Women's Right to Education Program (WREP) thanked all participants for making out time to attend the workshop and spoke briefly on the project 'Empowering the Adolescent Girl Child through Integral Education 2'. She noted that the project is a follow-up on an earlier one under which WREP conducted a series of capacity building workshops for staff members of the Senate and House of Representatives' Committees on Appropriation, Education, Women and Youths, with the key objective of playing up pro-poor issues and making these the object of legislative intervention and budgetary allocations.

She added that the forum of the day is intended to create a platform for staff of Senate and House of Representative committee members on Education, Appropriation, Women and Youths, and Ministries of Education, Appropriation and Women Affairs, who have benefited from the various capacity building exercises, to interact with staff of the key ministries, parastatals and departments to share experiences, build and promote harmonious relationship towards ensuring that girl-child education receives desired attention both in terms of legal/policy framework and funding.

She thanked the NDI for sharing in the vision of WREP and providing necessary support.

In a goodwill message, Mr. Nwankwo, on behalf of NDI, commended WREP. He said the quality of education in Nigerian public schools is a cause of concern as standards of education is falling incrementally. He noted that there is an urgent need to give attention to education to ensure better training for the children who are the leaders of tomorrow.

He pledged NDI's commitment to improving the capacity of members of the National Assembly and their support staff in the various committees to deliver on their constitutional responsibilities for the betterment of the Nigeria citizens, and to continue to support WREP to deliver in this respect.

In his goodwill message was received from the representative of the Chair, Senate Committee on Education, who was represented by the Elder Felix Orumwense (Clerk of the Committee). The

Senate chair appreciated the training given to their support staff by WREP, noting that this training has proven to be useful in the course of carrying out their duties. She particularly commended the interest in the girl-child education.

In another message, the Advisor to Civil Society Action Coalition for Education for All (CSACEFA) Mr. Wale Samuel congratulated WREP on the work they are doing to promote the girl-child education. He observed that in the past, the issue of girl-child education was worse. But for the intervention by the government due to the advocacy and demonstrated intervention by CSOs, the situation could have been worse. He noted that in other countries, mechanisms are in place for citizens to input into policy making processes, and encouraged everyone who is a part of the policy making process in Nigeria to open up the process to take in views from members of the public for whom the policies are made.

Technical Session

The Concept of Oversight, Its Objectives and Advantages

First presentation

In a presentation, the facilitator, Elder Felix Orumwense said the Parliament is expected to make laws and carry out oversight functions. He noted oversight is only possible if there has been a law or policy has been made and implemented. Oversight functions are carried out to ensure that funds allocated are used for what they were actually meant for and the conditions given are been met. He noted that the idea behind oversight is to ensure a check and balance between the Legislative and the Executive arms of government.

Legislative oversight, he said, refers to the responsibility of the committee to review bills, appropriate funds based on budget proposals approved, supervise such projects to ensure compliance. He explained that appropriations come in form of a bill that goes through three readings in both Houses of the Assembly, as no one House can approve a bill.

Furthermore, he said oversight helps to enforce compliance as a periodic measurement of a program which assesses program implementation through result-based monitoring of set targets. So important is oversight that it needs to be carried out with diligence and sincerity.

He listed the objectives of oversight functions include:

- To improve efficiency in the economy of the country
- Evaluate programs and performances of agencies who collect public funds to carry out projects
- Dictate and prevent fraud and unnecessary waste
- Avoid poor administration (i.e. illegal conduct which will have a negative impact on the different sectors of the economy)

He listed the tools for oversight to include:

- Formal hearings from agencies to know how funds have been utilized
- Physical inspection through visits and
- Informal contacts (i.e. visits without prior notification).

He listed the Advantages of oversight that it ;

- Leads to increased efficiency in all ramification of public sector
- Justifies tax payers
- Helps promote good governance, accountability and transparency
- Improves public accountability
- Improves resource allocation and gives room for project reviews
- Reduces poverty and leads to development.

The facilitator said the steps to strengthening legislative oversight include unity of purpose and cooperation among members who carry out oversight function and a constructive relationship between the committee members and the agencies responsible for the award of contract. He added that oversight should be undertaken periodically, systematically, comprehensively and in a coordinated form to ensure effectiveness.

According to him, strategies of oversight include:

- It must be proactive i.e. doing things well and in good time.
- A lot of political will with genuine quest to improve implementation of projects.
- Ethics control
- Developing research and investigating capacities
- Strengthening CSOs in legislative process

Second Presentation:

Mrs. Esther Bisha from Universal Basic Education Board made the second presentation. She explained that the UBE act was established in 2004 with approval from National Assembly after several deliberations.

In the operations of the UBE ACT she said 2% consolidated revenue funds are set aside, amounting to billions of naira, for intervention in education in all the states of the federation and Abuja for intervention in education. She added that the large chunk of the fund, 70%, are disbursed to states for counterpart funding of primary school infrastructure such as renovation, furniture, provision of bore holes e.t.c., as well fulfillment of certain conditions such as constituting a board and an action plan (what the money will be used for). States who fail to meet these conditions cannot access funds. She observed that many states have failed to meet these conditions with the result that the UBE has excess funds in its account.

Further, she noted that 14% of the funds is set aside for educationally disadvantaged states, and to support communities seen to be hardworking, committed and undertaking self help project(s) to provide education for their children. Such communities will have to be recommended by the state basic education agency.

The UBEC also has a project where it is seeking to introduce formal education into Quoranic education for Islamic students. She said a nine year curriculum has been introduced with the main goal of ensuring that children who can not afford to proceed to senior secondary school can be self employed. That Universal Basic Education tries to reach the poor who mostly cannot afford higher education.

Discussions

Following the presentations, participants engaged in discussions. Some participants observed that the oversight function is largely not effective due to factors such as none involvement of communities or beneficiaries the projects were intended for.

Other questions raised include; why oversight functions almost always on infrastructure and why not on the quality of services rendered e.g. quality of lectures in the universities, outcome a training exercise, and the fact that members of the public do not have easy access into the National Assembly.

A participant inquired what the National Assembly could do in cases of prospective NYSC members who have not been mobilized for over three years whereas new graduates are being mobilized for the scheme, as well the issues of graduates who are denied mobilization based on the non-accreditation of the course, a fact not made known to them through their period in the university or other higher institutions.

What authority the Assembly has to sanction persons or agencies who fail to comply with projects requirement and spurns warnings.

A participant wondered if it does not amount to wastages and duplication for both Senate and House of Representatives committee to carry out oversight functions.

On the other hands, some participants noted that many people remain ignorant of the UBE scheme even though they may appreciate the importance of educating their children. They also wondered how a nine-year curriculum can equip one to be self employed, when it is not all fully focused on skills acquisition.

On the condition that states must counterpart UBE funds, some participants expressed the view that the strict adherence to the provision is denying many children in defaulting states from benefiting.

Supporting the view that the UBE needs monitoring, a participant reported that there a case in one of the Eastern states where a teacher is on pay roll but are away in Lagos where the individual is engaged in fulltime work. The person only comes once in a month or two to receive salary.

Responses

In respond to issues raised during the general discussions, Elder Orumwense said when agencies of government fail to comply with set criteria regarding a project, such agency is summoned for formal hearing to determine if the issue can be settled amicably. Where warnings has been issued and spurned, serious cases of fraud are referred to the law enforcement agencies for appropriate actions.

Further, he said separate Senate and House of Representatives oversight functions are not waste or duplication, but serves as a check and balance between them and the performance of their constitutional mandate.

He noted that although efforts are being made relax the checks on visitors to the assembly, but the challenges of security makes this a difficult one to achieve. He encouraged members of the public to write to bring such incidents of the non-mobilization of qualified graduates for the NYSC to the attention of the Assembly, noting that even if it is not within their normal purview, they could always put in a word or two to the appropriate quarter.

Mrs. Bisha noted that the UBE envisages a free primary education but regretted that there are reports of instances where some schools still charges levies under one guise or the other. She assed that the UBE has set up a board to create awareness and educate illiterate parents who were still ignorant on the importance of educating their children, and expressed the hope that some day the message will travel round and people buy into it.

She added that the scheme has been involved in training and re-training of both primary and secondary schools as part of their mandate.

Concerning the condition that states must counterpart UBE funds, she noted that is unfortunate that many states have defaulted in meeting their obligation. She prayed authorities are able to work out some other modalities for ensuring value for money so that children do not suffer unduly and are able to benefits from the program.

The case of any teacher who is on pay roll but not found on ground, is a fraud and hoped that the monitoring bodies discovers such fraud. He also advised anyone with such information to petition to relevant agencies including the police, as such act would usually involve connivance, conspiracy, co-operation between head teacher and the teacher or with the influence of political interference.

Recommendations /way forward

- Authorities and other stakeholders should promote awareness about policies and programmes meant for the benefit of the people, such as the UBS,
- UBEC should find way of being more flexibility in their conditions so that the children in defaulting states do not loose the benefits,
- UBEC should create more awareness on counterpart funding for self-help project so that interested communities can benefit.
- CSOs should be involved in monitoring and evaluation projects at all levels.
- Communities should be informed about amounts released for project in their community so that they can monitor and ensure such projects are actualized.
- Adopt participatory approach in community projects.
- In addition to enhancing infrastructures in education sector, there is urgent need to enhance teachers' quality.

ACTIVITY NINE:

RREPORT OF FINAL PROJECT EVALUATION MEETING

Date: 18th November, 2008

Venue: Angeles Hotel, Garki, Abuja

On November 11th, 2008, Women's Right to Education Program organized a roundtable to evaluate all the project activities undertaken under the project: *Empowering the Adolescent Girl-Child Through Integral Education 2'* funded by the National Democratic Institute (NDI).

The roundtable was attended by ten persons drawn from staff members of the National Assembly Committees on Education, Appropriation, Women and Youth, relevant government ministries and agencies, media, civil society organizations and Interns.

Opening remarks

In an opening remark, Ms. Mimidoo Achakpa, Executive Director of Women's Right to Education Program (WREP) noted that the roundtable was intended to bring together some beneficiaries of some of the activities undertaken under the project to take a wholistic appraisal of the project.

She listed the project activities to include:

- Advocacy visits to the relevant committees of the National Assembly to acquaint WREP staff of the key players at the assembly and formally reintroduce the second phase of the project to the committees as most beneficiaries of the first phase had been moved to other committees.
- Research on the power structures within and outside of the committees of the National Assembly as a guide for advocacy.
- Internship programme for CSO representative at the National Assembly, to expose participants on the workings of the NASS, and for members and staff of the NASS gain an insight into how CSOs operate, thereby enhance the capacity of CSOs advocacy in NASS.
- A three-day refresher training on budgetary preparations for the target committee staff to enhance their performance and expose new staff members to the training.
- Capacity building on technical skills for research, minutes/report writing using the media.
- Capacity building on Monitoring and Evaluation skills and capacities, and performance of their oversight functions.
- Donation of books and relevant documents to update the NASS library.
- Forum between staff of committee, ministry and parastatals to promote and build harmonious relationship.

She said the project goal was to provide a healthy policy and administrative environment for a sustainable educational system that guarantees job security for Nigerian youths, particularly girls. She then introduced the facilitator, Mrs. Mabel Ade.

Setting the stage

The facilitator began by asking participants to recollect the titles of the project activities that had attended in the past. She added that scoring would be based on 1 to 5, where 1 is Nil, 2 is Poor, 3 is Fair, 4 is Good, 5 is Excellent.

Therefore, if the evaluators were able to:

1. Recall no more than two of the activities, that would be a score of 1;
2. Recall no more than two of the activities, that would be a score of 2;

3. Recall no more four of the activities, that would be a score of 3;
4. Recall no more five of the activities, that would be a score of 4;
5. Recall 6 or more of the activities, that would be a score of 5.

At the end of the discussions, participants were able to recall all the activities that were carried out during the project, although with slight departures from the exact wordings. They all agreed that WREP merits 5.

Participants were given a questionnaire to fill out. The questionnaire contained the following seven questions:

1. Do you think the WREP programme you attended was worth is fulfilling a real need - i.e. if you had not attended the programme, was there anywhere else you could have gone acquired the knowledge cost free?
2. Have you done anything differently as a result of the training you attended which was organized by WREP under this project - and how has this helped your work (impact)?
3. Have you shared the information you received at the training or activity that you were present in with anyone else - staff or family?
4. Have you recommended the WREP training to anyone else?
5. Is there any one of the training you would indicate was most useful?
6. Is there any one of the training you would indicate was least useful?
7. How do they think WREP can improve on its programming?

Analysis of the questionnaire

S. No	Question	Yes	%	No	%	Comments
1	Do you think the WREP programme you attended was worth is fulfilling a real need - i.e. if you had not attended the programme, was there anywhere else you could have gone acquired the knowledge cost free?	9	90	1	10	The participant who answered No said he has attended other trainings on budget preparations in the past
2	Have you done anything differently as a result of the training you attended which was organized by WREP under this project - and how has this helped your work (impact)?	7	70	3	30	Majority of No have not had an opportunity to put training to use

3	Have you shared the information you received at the training or activity that you were present in with anyone else - staff or family?	10	100	0	0	Some organised formal debriefing with other staff and other passed on their materials for photocopies
4	Have you recommended the WREP training to anyone else?	7	70	3	30	Those who answered Yes said they agreed at the office to nominate colleagues in the future
5	Is there any one of the training you would indicate was most useful?	7	70	0	0	Seven of the participants indicated report writing
6	Is there any one of the training you would indicate was least useful?	0	0	1	10	One participant indicated budget preparation
7	How do they think WREP can improve on its programming?	7	70	3	30	Majority thinks it might make sense to share proposal with a select staff members of committees for input before being sent to funder

At the end of the exercise, the outcome was analyzed and shared with all present, for their endorsement. Participants agreed that it reflected their choices.

Round-off

The roundtable came to an end with the Ms. Achakpa thanking participants for their time and the support all through the project life span. She gave assurances that WREP would take into account the comments and suggestions from the participants.

Appendix 1:

Understanding the concepts of Monitoring and Evaluation Framework

By Osaro Odemwingie

This framework aims to support groups and institutions to monitor, evaluate and report on services or good provided to meet whatever purpose. It is recommended that the framework is used with modifications to suit whatever project or activity that is being evaluated.

5 steps to successful monitoring and evaluation

	What you have to do?
Step 1 Clarify your aims, objectives and outcomes	Make sure you have a clear set of outcomes to evaluate and agree them with your children's services planner.
Step 2 Set up systems to monitor your outputs	Put in place systems to collect output information.
Step 3 Set up systems to measure your outcomes	Put in place systems to collect outcome information.
Step 4 Review and analyse your outputs and outcomes	At least every six months, work out what the information you've collected about outputs and outcomes tells you about success and challenges so far.
Step 5 – Report on what you have achieved and your objectives for improvement	Fill in the reporting template a agreed interval based on your analysis at step 4.

Why have a framework?

The framework allows us to be systematic in the approach to M&E. For instance, the Nigerian government has articulated a vision that in year 2020 Nigeria will be among the 20 most industrialized nations.

In order to know whether Nigeria is growing its industrial base and experiencing growth in its GDP this vision we need to:

Record the activities and services delivered, when, how and for whom. This is monitoring.

Work out what difference is being made to the lives of its citizens through those goods, services and activities. This is evaluation.

This framework is a step-by-step guide to help groups and individuals design their own monitoring and evaluation plan, and to monitor, evaluate, review and plan. It is not essential to follow in detail what is suggested. Use your objective to work out what's appropriate for your vision.

The important thing is to have systems in place to help you know and report about what you are doing and what difference it is making. These systems in turn will help you identify how these products and services are helping to deliver the action points and the broader strategy for attaining the vision.

The reporting template must be completed at agreed interval and submitted.

5 steps to successful monitoring and evaluation

Step 1

Clarify your aims, objectives and outcomes

What you have to do:

- Make sure you have a clear set of outcomes to evaluate and agree them with the project team/agency you wish to evaluate. Adopt or adapt the outcomes below, and ensure they reflect the vision for project.
- It is always important to be clear at the start of a new service or project what you plan to do and what difference you hope this will make. The good news is that you already set the aims and objectives for your work in the Project Plan agreed by the department or agency.
- Also set out the outcomes in the Project Plan. But the outcomes in some plans were not as clear as they need to be for evaluation.
- Outcomes are the changes and differences in skills, knowledge, feelings, behaviour and infrastructure that should happen as a result of your services and activities. You should also have outcomes about improvements in partnership working.
- To help you we have produced the list of outcomes below. These outcomes are based on a service plan for abused children.

Examples:

Have a block of classrooms erected.

There are teaching staff in the school.

User fee is reasonably low or none existence.

The number of girl-child in school increases.

NOTE: These are merely for the purpose of examples and do not apply in all cases. Therefore, you have to adopt outcomes most suitable and appropriate for the objectives of the project that you seek to monitor and evaluate.

You should organise a meeting to discuss your outcomes with the relevant staff of the agency and ministry responsible for the programme. You will use these outcomes as the basis for evaluating their services and performance.

Working with beneficiating communities, groups or government agencies/ministries themselves to finalise your outcomes is a great way to get them involved in decisions about the impact of the project or service. They may have ideas about what your service or project should achieve for them and this can help make sure you identify the right outcomes.

Step 2

Set up systems to monitor your outputs

What you have to do:

You need to put in place systems to collect this information. You might be collecting some of this information already so use existing systems if you can. You will be monitoring your outputs – the activities and services that you deliver.

You should try to develop a system of collecting information for monitoring that works for you, without it being too demanding. It is likely to work best if all monitoring officials record the information as part of their day-to-day work.

Help note: Inputs, Outputs and outcomes – a quick definition

Outcomes are the changes and differences in people's lives that come out of your activities.

Outputs are the activities or services you provide for your users.

Inputs are the resources you need to do the work: money, people, time, premises, and equipment.

Take the term **Input** → and deliver the **output** → to achieve the **outcome** → and make a longer term **impact**

Outcomes don't happen by themselves. They need activities, services, and people. The output makes the outcome happen. So it's important to monitor and evaluate your outputs and your outcomes.

The core monitoring information to collect about your outputs

Example:

Outputs under Aim 1: To increase access of girl-child & Young People to primary education

- The number (no.) of girl-child and young people getting:
 - enrolled in school, (SE)
 - completes a session
 - etc

Outputs under Aim 2: To have a wide range of specialist support services that meet the diverse needs of girl-child and young people at primary school

- Nos of teachers:
 - The amount of user fee
 - etc

Key to monitoring tools

Activity Sheet (AS)	Completed by Evaluation Officer after each activity.
Contact Form (CF)	Completed by EO or other support person
Feedback Form (FF)	Completed by EO after each activity, session, or other regular interval as appropriate.
Inter-Agency Support form (IAS)	Completed by EO for each joint-working arrangement made with other agencies to support delivery on the project objective
Public Awareness form (PS)	Completed by EO as public awareness materials are developed and distributed.
Support Checklist (SCL)	Completed by EO with contact person at concerned agency
Service Profile (SP)	Completed by EO annually, six-monthly, or at some other regular interval as appropriate.

Other supporting documents such as timesheets, minutes from partnership/joint working meetings, worker logs or review journals, service user letters of support, can also be used as monitoring tools.

Step 3

Set up systems to measure your outcomes

What you have to do:

You need to decide how you will collect information about your outcomes and when you will collect it.

Outcomes are about change, so you need to measure them at least twice to see if change has happened. You should set a baseline early in the relationship with the child and then measure again at appropriate intervals, for example every month.

As far as possible you should try to collect information about your outcomes as part of your day-to-day practice. The most important thing is to get feedback from communities about any changes in their skills, knowledge and feelings.

The key principles are:

- Keep it simple.
- Use imaginative and friendly methods if you can.
- But please make sure you collect information about your outcomes.

Help for Step 3 - outcomes and how to measure them

Overall aim	Outcome	What this means for the child or young person	Suggestions on how to measure the outcome Don't use them all. You will need to measure more than once to show any change
Aim 1 To increase the access of girl-child and young people to primary education services	Number of children, particularly girl-child, in primary school increases.	I know that I will not have a sense that my life would be brighter.	Attendance records Record of fees paid by pupils. etc
	User fees for primary education reduces/subsidised	My parents do not have challenges allowing me to go to school	<u>Some of the following:</u> <u>Ask the child to rate on a scale of 1 to 10 various statements</u> <u>Use spokes of an evaluation wheel to measure isolation or value.</u> <u>Use a relationship circle to map the people CYP can rely on.</u>

Step 4

Review and analyse your outputs and outcomes

What you have to do:

At least every six months, work out what the information you've collected about outputs and outcomes tells you about success and challenges so far.

You need to set aside time to review and analyse the information you collect through monitoring your outputs and the information you collect about your outcomes. And you need to decide what it tells you.

You have to submit a report to the authority at an agreed interval so you should analyse your outputs and outcomes in time to submit the report.

As far as outcomes are concerned you should:

- Set aside some time.
- Have your list of outcomes to hand.
- Decide what you need to know about all the agencies and people you work with and which outcomes you want to analyse for.
- Pull together the main sources of information (in other words the information you have collected using the resources in the toolkit).
- Map the information you have against your outcomes.
- Analyse themes – what are the common issues in relation to your outcomes?
- What approaches worked best in achieving your outcomes?
- What did not work and why?
- Have any outcomes changed and if so, why?
- What does the information say to others?
- What will you do differently in the future to remedy any problems?

You could pull out an anonymous case study to illustrate the work you are doing and the outcomes you are achieving, including any particular challenges that you are facing in delivering those outcomes.

Step 5

Report on what you have achieved and your objectives for improvement

What you have to do:

Fill in the reporting template based on your analysis at step 4. You need to complete the reporting template every six months.

You need to complete the report based on your analysis from Step 4.

When to submit report	What period report should cover
27 October 2006	1 August 2005 to 30 Sept 2006 (1 year)

Please note that the reporting template should ask for some basic BASELINE information to give the position about your service as at the date of the commencement of the project/activity you are monitoring and evaluating.

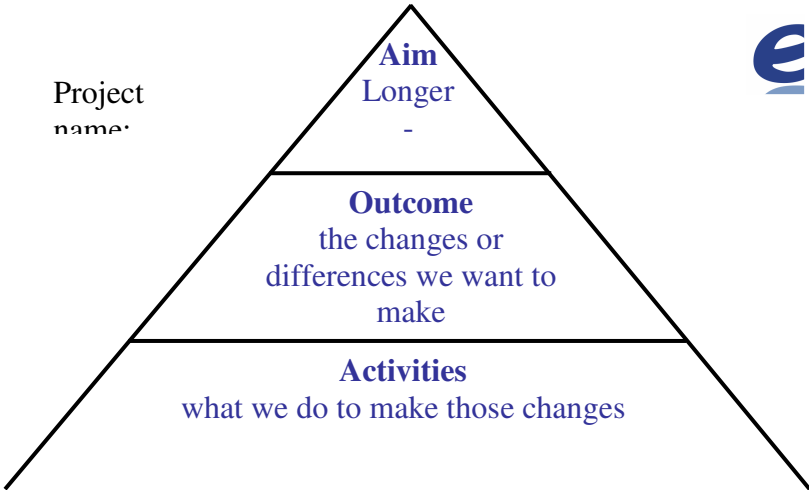
Tips on completing the reporting template

Remember to complete the reporting template for outputs AND outcomes. It's easy to get bogged down with the numbers but it is important to report on the difference you have made to people's lives.

Here is an example of what you could write about outcomes:

As a result of our work with young people we raised the self-confidence of 5 young people. We know this because we have evidence that the young people are taking part in more activities, making new friends and speaking up for themselves more since we started working with them. One other young person's self confidence has shown no improvement. We have refocused the support plan to help her build coping strategies and in time her self-confidence.

Be creative. The reporting template is a word document so you can play about with it and present information in a different way if you want – so long as it is all there. Use graphs and pictures if you can.



Appendix 2:

Report writing

By Osaro Odemwingie

Report writing is done by almost every body: students, businessmen, scientists, store keepers, marketers, etc. People write report of different kinds, length style, and for different audience. However, whatever the purpose or audience, report writing can be made more effective if we learn some basic tips and skill in doing it right.

Essence of report writing

This will include among other reasons;

- To document, store and or share information
- To help to make decisions and take actions

The main features of a report

- The title (or title page, which will also include date name of writer, etc.)
- The table of content
- The executive summary
- The introduction
- Main text (including sub headings, graphics, tables, pictures, etc.)
- Conclusion
- Recommendations
- Appendices

Others (such as list of acronyms, glossary of difficult words, references, notes.

Note, however, that not all these features need to appear on every report.

Importance of organizing a report

- You can enhance the quality of your report by using titles, headings, bullets and appropriate grouping of related texts and graphic illustrations.
- Doing this will help both the writer as well as the reader.

On the part of the writer:

- It helps you to remain focused. If you write a title and state the purpose in the introduction, you are less likely to wander off point;
- It improves your writing ability in general; in essays, memos, minutes, letter, lesson plans, and any other written work you have to produce;
- To be forced to clarify your information into particular sections is a good mental exercise.

On the part of the reader:

It helps the reader to find easily what they need in the report, thereby spending less time;

Understanding of the report;

Helps decision making.

What is the report about (terms of reference)?

This is defining the limits of the report. What is the report about? What is the purpose of the report? And who is the report meant for? Being able to provide answers to these questions is the first clear step in report writing. However, there are still other things to make clear too.

Writing the report:

The following are the main sections of a report and useful tips to note:

a) *The Title*: - This is important because it tells the reader directly, at the first glance, what it is you are discussing.

b) *The introduction* should clearly state the purpose of the report and the reader for whom it has been prepared. It could include a mention of the method you used in perhaps collecting information used in the report and of course the limitations (what you were able/ not able to do) in the process of preparing the report. It could also give a hint of how the report is structured.

c) *Main text*:

In writing up the main text you may need (or already have) a lot to write about, hence there is need for you to organize how the materials will be presented.

- Use sub-headings to show important and different sections of the report;
- Collect related points in the same paragraph. Start with a sentence that indicates what the paragraph is about. There could be more than one paragraph for a major section;
- Put these sections into logical order;
- Let there be links/ flow between the sections
- Use appropriate methods to identify sections: uppercase letters, numbers or alphabets
- Make notes (foot-notes or end notes) and references to appendices that may appear later in the report.

d) *Conclusions and recommendations*

This section should:

- Relate to the purpose of the report
- State the main points arising from the report
- Be conclusive
- Be brief.

In a good report, be it long or short, all these sections should be connected.

Title	Should be relevant
Introduction	Restates the terms of reference; states methods used; refers to any limitations; gives plan
Main body	Materials are grouped to relate to main aspects of the topic as mentioned in the introduction
Conclusion	Collects main points and restates them conclusively, refers back to terms of reference
Recommendations	States any proposed action necessary – in shorter reports, recommendations can be put in the conclusion.

Writing clearly:

Having learnt to write each section properly, there are some tips that can help improve the overall report.

Bearing the reader in mind. This will imply the use of familiar terms and the explanation of new ones or even acronyms.

The tone used should be appropriate (not be disrespectful) and gender sensitive.

Accurate expression, avoiding ambiguity

Distinct - Check again the sections and see if they are clearly distinct.

Flow - Is there a flow from one section to another? Are there sections that should be deleted, or another one to add?

The layout - Use appropriate style to indicate main headings, sub-heading, list of items and others like that by using capital letters, underline, bold, indent, numerals or alphabets and be consistent with their usage through the report.

Illustrations - A lot of space and time can be saved when some information are organized and presented in graphic form i.e. illustrations. Such illustrations include pie charts, bar charts, flow charts, plans, maps, photographs, tables, etc.

When using illustrations remember:

- Use an illustration only if it makes the point more effective than written word.
- Position the illustration carefully in the text, as near as possible to the point at which it is mentioned, unless you feel it would be better placed in the appendix.
- Introduce the illustration and discuss it in the text.
- Give details of the scale and symbols used.
- Do not over crowd the illustration.
- Label parts of the diagram if this will make it clearer.
- Always caption each illustration so that the reader can see at a glance what it shows.
- Number the illustrations e.g. figure 1:----- -----this makes it clearer to your reader which illustration you are referring to at any given point.
- Do not use too many illustrations.

References

Make a list of material you have referred or consulted in the course of writing the report so that anyone who wants to verify or make more inquiries can do so easily.

Final presentation

Finally, go through the report again, dotting the I's and crossing the T's. You can even give it to a colleague to help you go through. She/he may discover some errors which you have missed. After all these, make the front page cover beautiful with some design, print the final copy, and bind. Make as many copies as necessary.

Appendix 3

Legislative Oversight - Objectives, Authority, Forms, Effectiveness and Reasons For

By Osaro Odemwingie

- October 30, 2008

1. What is legislative oversight?

Legislative oversight is the process by which a legislative body takes an active role in understanding and monitoring the performance of state government and applies this knowledge to its other three primary functions: *making laws and public policy; setting budgets; and raising revenues*. A Legislature must know and understand the operations of state government in order to make informed decisions on the laws which it passes and the financial decisions which it makes.

As government has grown and become increasingly complex, holding the public business accountable through effective legislative oversight has become increasingly challenging and important. Illustrative of the complexity of modern state government, Nigeria's executive branch consists of approximately hundreds of agencies, boards, and commissions operating without close coordination under a complex administrative network which includes advisory boards, independent administrative regulatory boards, and states federal officials. One of the consequences of this fragmented authority is a great deal of disparity in the levels of efficiency and effectiveness achieved by various programs. Legislative oversight can untangle the administrative network and fix responsibility for corrective action. Adding to the complex government framework is the tight fiscal constraints. These make legislative oversight and its focus on the effective and efficient utilization of public sector resources even more critical.

While legislative oversight can involve obtaining any type of information for consideration in legislative deliberations, some of its primary objectives are to:

- identify and avoid inefficiency and waste in government. This objective includes identification of extravagance, fraud, and misuse of public funds as well as identification of functions which are duplicative, overlap, or for any other reason warrant redefinition, redirection, redistribution and/or restructuring;
- determine the extent of government's effectiveness in carrying out public policy as set by the Legislature;
- determine whether responsible parties are administering the law fairly and properly throughout the state; and,
- increase knowledge and understanding of government programs.

2. How do committees of the Legislature to carry out legislative oversight?

Committees of the legislature are the primary entities or organs through which the arm of government undertakes oversight in Nigeria. The constitution of the Federal Republic of Nigeria (Sections 80 to 89 which gives Powers and Control over Public Funds to the National Assembly) specifically grants the National Assembly sundry powers to control public funds and some of these powers are committed to committees of the legislatures to exercise on its behalf to perform the following activities at any time as the committee deems necessary:

- evaluate the performance of state and local agencies;
- review agency records;
- investigate agencies which are in whole or in part supported by public funds; and,

- review agency compliance with state laws.

The law also grants the Committee the power to:

- file or assist the Attorney General's office in filing actions for the recovery of any funds misused or misappropriated and to prosecute or assist in prosecution of criminal violations revealed;
- subpoena and examine witnesses and documents; and,
- appoint and house the auditor for the state's correctional system.

In addition to these legislated functions, Committees also perform such other function that the committee of the whole house may also direct. Some of these include investigative and evaluative work on first-hand observation of the operations of state agencies and local government.

While the primary objective of legislative oversight is to detect problems and deficiencies in the delivery of government services, this function assumes a variety of forms. The three major types of oversight reviews are:

- financial audits;
- economy and efficiency reviews;
- program evaluations.

A full scope review incorporates all three of these major oversight review types.

The purpose of a financial audit or fiscal review is to determine through financial records whether public monies are being legally spent and properly controlled. An economy and efficiency review (also referred to as management audit or operations review) focuses on whether an entity is managing and utilizing its resources (e.g., property, personnel) economically and efficiently. This type of review also seeks to determine the causes of inefficiencies and/or uneconomical practices. A program or performance evaluation determines the effectiveness of government programs and operations in accomplishing goals and objectives. This type of review compares what a program is accomplishing to what the Legislature intended the program to accomplish. A full scope review incorporates all of the previously described review types to arrive at a comprehensive assessment of overall program objectives and impact. A type of limited scope review which came into vogue in the late 1970's is the sunset review. While incorporating elements of all three major review types, a sunset review is limited in scope by time and legal constraints.

In addition to these more formal types of oversight reviews, committee staff spends a significant amount of time in performing the following types of legislative assistance:

- background investigations on state government appointments requiring legislative confirmation;
- fiscal notes which estimate the financial impact of bills being considered by the Legislature; and,
- informational requests initiated by legislators which are generally very short-term and non-controversial in nature, e.g. determining the number of employees in a given school district.

3. How do Committee oversight reviews originate?

Requests for committee reviews originate from a variety of sources including:

- statutory authorization;
- legislative committees;
- individual legislators;
- Committee members;

- staff proposals;
- other governmental agencies; and,
- citizen complaints.

A citizen can bring a matter of concern before the Committee for consideration by providing to the Committee a signed written summary of his or her complaint. With the exception of projects authorized by statute or legislative information requests that are neither sensitive (i.e., suggesting improper conduct) nor complex, the Committee leadership must approve any request for oversight review prior to initiation of the review by committee staff. The Committee assigns top priority to requests from legislators and legislative committees.

4. What form do oversight reviews take?

A published report is the most common product of a committee review. These reports have a standard format which includes a very brief summary of the report on its cover, followed by a more detailed "Executive Summary," the full text of report findings and recommendations, and concludes with the agency's response to the report. Some committee reports are available on tape. Committee staff are available to brief committee of the whole house, other committees or individual legislators, the media etc on the contents of reports.

5. How effective are committee oversight reviews?

Committees have become significant resource for the Legislature, providing in-depth evaluations of government operations as well as short-term informational assistance. Committees routinely publish reports of their oversight duties, including fiscal notes, budget and other limited scope analyses, special investigations, evaluations, and feasibility studies.

Annually, Committees distributes hundreds of reports to legislature, governmental agencies and interested citizens, as well as to public and private entities from numerous states.

Committees' oversight and review process has resulted in a significant number of actions by the Legislature and state agencies that have resulted in savings, cost avoidance, or additional revenue for the state. In addition, even those reports that were designed to inform or to recommend administrative or policy changes have often resulted in improved public services with the same level of spending.

6. Why is legislative oversight important?

Legislative oversight is an implied power of the Nigerian legislative bodies, derived from English tradition which works on the understanding that a representative assembly must be informed in order to properly execute its legislative functions. Making a case for the importance of legislative oversight in a representative democracy, Gray (1859) noted:

The power of the general assembly to obtain information on any subject upon which it has power to legislate, with a view to its enlightenment and guidance, is so obviously essential to the performance of legislative functions that it has always been exercised without question.

On his part, former US President, Woodrow Wilson (*Congressional Government*, 1885), noted:

It is the proper duty of a representative body to look diligently into every affair of government and to talk much about what it sees. It is meant to be the eyes and the voice, and to embody the wisdom and will of its constituents. Unless Congress have and use every means of acquainting itself with the acts and the disposition of the administrative agents of the government, the country must be helpless to learn how it is being served and unless

Congress both scrutinize these things and sift them by every form of discussion, the country must remain in embarrassing, crippling ignorance of the very affairs which it is most important that it should understand and direct. The informing function of Congress should be preferred even to its legislative function. The argument is not only that discussed and interrogated administration is the only pure and efficient administration, but, more than that, that the only really self-governing people is that people which discusses and interrogates its administration.

Telford Taylor (*Grand Inquest*, pp. 5-6), said:

A legislative body -be it the British House of Commons, or either house of Congress, or a state legislature-is endowed with the investigative power in order to obtain information, so that its legislative functions may be discharged in an enlightened rather than a benighted basis.

These quotes, taken together, best summarizes the importance of legislative oversight.