

Education Sector Support Programme in Nigeria (ESSPIN)

Title: Overall CSO Self-Assessment Report

May 2016

***Quality of Civil Society Action for Quality, Inclusive
Education***

Report No: ESSPIN 440



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The documentary series is arranged as follows:

| | |
|------------|--|
| ESSPIN 0-- | Programme Reports and Documents |
| ESSPIN 1-- | Support for Federal Level Governance (Reports and Documents for Output 1) |
| ESSPIN 2-- | Support for State Level Governance (Reports and Documents for Output 2) |
| ESSPIN 3-- | Support for Schools and Education Quality Improvement (Reports and Documents for Output 3) |
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| ESSPIN 5-- | Information Management Reports and Documents |

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

| | |
|----|--------|
| JG | Jigawa |
| KD | Kaduna |
| KN | Kano |
| KW | Kwara |
| LG | Lagos |
| EN | Enugu |

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Acronyms

| | |
|--------|---|
| CGP | Civil Society Government Partnership |
| CSO | Civil Society Organisation |
| CGP | CSO-Government Partners |
| DFID | Department for International Development |
| DSM | Department of Social Mobilisation |
| ESSPIN | Education Sector Support Programme in Nigeria |
| IE | Inclusive Education |
| LGA | Local Government Area |
| LGEA | Local Government Education Authority |
| FMOE | Federal Ministry of Education |
| SBMC | School Based Management Committee |
| SDP | School Development Plan |
| SMD | Social Mobilisation Department |
| SMO | Social Mobilisation Officer |
| SUBEB | State Universal Basic Education Board |
| UBEC | Universal Basic Education Commission |

Civil Society Organisation (CSO) Self-Assessment 2016

**On 'Quality of CSO Action for Quality, Inclusive Education' the 2016 score overall is a
Band A**

1. This report sets out the outcomes and results of the 2016 and final CSO self-assessment workshop for 56 CSOs of Kano, Kaduna, Lagos, Enugu, Jigawa and Kwara States and provides a comparison of results over the last 5 years, 2012-16. The overall 2016 target for this indicator is a **A**. The target is therefore **MET** for 2016.
2. All individual CSOs also achieved an '**A**' with scores of either 18 or 19 out of a possible 20 marks.
3. ESSPIN has supported Civil Society Organisations across 6 states to partner with the Social Mobilisation Department (SMD) of the State Universal Education Board (SUBEB) to in turn support the development of School Based Management Committees in Nigeria, as a vehicle for increased community participation, demand, voice and accountability. Progress on SBMC development, voice and accountability has been measured in the following ways over the life of ESSPIN:
 - Through this annual CSO self-assessment which measures CSO capacity to partner with government, mobilise communities and conduct advocacy based on community voice and demand
 - Through the regular collection and analysis of data on SBMC progress by Social Mobilisation Officers in local government areas which is summarised at state level
 - Through annual State Self-Assessment, one dimension of which is to measure state government capacity to engage with communities/civil society.

States plan to sustain these methods of measuring progress as far as possible beyond ESSPIN.

4. This report is also the final CSO self-assessment report of the ESSPIN programme, and it is one of the documents which highlights the value of partnership between civil society and government in mobilising communities for school improvement. It also draws attention to the possibility and potential of CSOs playing both a service delivery and advocacy role simultaneously, particularly in contexts where capacity is low (human and technical), and where relations and trust between government and communities are weak.
5. The CSO self-assessment procedures have been designed to allow Civil Society Organisations which are partnering with ESSPIN and State Governments to conduct participatory and integrated assessments of key aspects of performance under the overall output indicator '**Quality of CSO Action for Quality, Inclusive Education**'. This output indicator comprises 4 sub-indicators, each of which is defined in terms of dimensions and performance criteria against which current practice is assessed. Assessment is carried out in a participatory manner by the CSOs, facilitated with the support of external consultants in the presence of government and SBMC Chair representatives, and informed by evidence. The results of the assessment are used by Civil Society and Government Partners as the basis for planning ahead and they provide a baseline against which improvements can be made at a later date.
6. The scores for the 2016 self-assessment for each state are set out in **Table 2** below, and the scoring system works as described in **Table 1**. There are 10 performance criteria overall therefore the total score available for each CSO is 20. The performance criteria can be found in Annex 1.

7. A score of MET against a particular performance criterion is awarded 2 points; a score of PARTIALLY MET is awarded 1 point and a score of NOT MET is awarded 0 points. These scores are then aggregated to MET, PARTIALLY MET or NOT MET for each sub-indicator, and finally aggregated to an A-D scale for the overall indicator as follows:

Table 1

| Score | Band |
|----------------|------|
| Score of 16-20 | A |
| Score of 11-15 | B |
| Score of 6-10 | C |
| Score of 1-5 | D |

Table 2: Overall Scores by State 2016

| LAGOS: A | | | | | | | | | | | KANO: A | | | | | | | | | | ENUGU: A | | | | | | | | |
|-----------|---------|-----|------|--------|------|--------|--------|--------|--------|-----------|---------|---------|-----------|----------|--------|------|------|------------|----------|----------|----------|-------------|---------|--------|--------|--------|------|--------|------|
| | CHEDCOM | DSI | LYNX | DCI | TPRI | HESDAN | ONEF | WOPO | QUALSI | | TURAKI | MAMBAYA | MAGAJIN M | Citizens | FOMWAN | CDI | BEA | Kano Forum | NEC | SWATCH | GLOYWSI | MEWOOD | POVINAA | YORDEL | A-CODE | RACTI | EEDI | YEHRCR | SIRP |
| | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| | A | A | A | A | A | A | A | A | A | | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| JIGAWA: A | | | | | | | | | | KADUNA: A | | | | | | | | | | KWARA: A | | | | | | | | | |
| | MARANDA | NUT | GDI | FOMWAN | REF | GYM | MACBAN | KAHDEV | SOCHAM | HDC | GAT | HVC | GAWON | SHED | MHP | JEBI | LERC | FANTSUAM | YOTASCID | ABANTU | WVDI | LIVING CARE | HILLTOP | FOMWAN | OCDI | CAPTEC | RHHF | WOKFEI | |
| | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | |
| | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | |

Self-assessment Participants 2016:

- One representative of each CSO, one SBMC Chair representative, and the SUBEB Director of Social Mobilisation of each state attended the workshop. The SUBEB Directors of Social Mobilisation supported the validation exercise. The self-assessment workshop is a rare opportunity for CSOs, SUBEB and SBMC Chairs to meet and share experience across states, and each year participant evaluations highlight the experience sharing to be a valuable exercise.

Background to SBMC Development through Civil Society-Government Partnership

- SBMC research conducted in 2009¹ highlighted that the links between communities and their schools and communities and local government education authorities were weak. Where SBMCs existed, they were not clear about their role and there was no unified vision of what an SBMC should be. Many SBMCs were not inclusive by nature, so the participation of the broader community, including women and children was limited. Schools were seen as solely government property and there was limited or no sense of community ownership or support for schools.
- ESSPIN supported 6 States to domesticate federal policy guidelines on School Based Management in Nigeria through a participatory SBMC Visioning process at state and community level. These were harmonised and developed into 6 sets of state-specific policy guidelines and an SBMC Guidebook, which sets out state SBMC policy and acts as the training tool for SBMCs. SBMCs are the vehicle for increased community demand, voice and accountability in education and school improvement. ESSPIN supported the implementation of the new

¹ Poulsen H (2009) School Based Management Committees in Policy and Practice: Research Synthesis Report

state-specific policies through the capacity development of a partnership of Civil Society and Government (CGP) to in turn activate, train and mentor SBMCs initially in **1,151** pilot schools across the 6 states, and latterly in a total of **11,695** schools as a result of states rolling SBMCs out using their own resources to additional schools in new local government authority areas. Capacity development of CSOs and the Social Mobilisation Officers of the SUBEB Department of Social Mobilisation (the institutional home of the SBMC) was initially provided by ESSPIN, but by July 2014 each state had its own team of Master SBMC Trainers in place, who train new CSOs and SMOs on SBMC development as and when necessary. Key areas of capacity have included change and relationships management, advocacy, leadership, communication and conflict resolution, resource mobilisation, child protection and participation, and gender and inclusive education.

11. Following visits in 2012 by the Federal Universal Basic Education Commission (UBEC) to ESSPIN-supported states to share experience on SBMC development, UBEC decided to replicate the model nationwide. By May 2014 UBEC had revised the National SBMC Guidelines with technical support from ESSPIN, supported all but two states of the Federation to domesticate the revised SBMC policy guidelines and implement SBMC training utilising their own resources, and had commenced delivery of the mentoring stage of the process. Since then UBEC have taken ownership of the SBMC development process nationwide, training a Core Team from all UBEC departments on SBMC development, providing funding for SBMC development to all states on an annual basis from the intervention Teacher Professional Development fund, leading a National Stakeholders Conference on Community Participation in Education (November 2014), adopting the ESSPIN-supported SBMC monitoring tool for use by all international development partners supporting SBMC development, and working with the Federal Ministry of Education to develop National SBMC Policy and put statutory funding for SBMC development in place in Nigeria.
12. By July 2014 through SBMC development there was a link between communities and schools and a partnership between civil society and government, which did not exist in 2008; states had contracted CSOs to support SBMC rollout, there was greater community ownership and support of schools; more children from marginalised groups in school as a result of community engagement; and SBMC forums established at LG/EA level as platforms for community voice and demand. Funding for SBMC development remained the greatest challenge to sustainability.

CSO-Government Partnership and SBMC Development Consolidation 2014-16

13. DFID granted ESSPIN a 2-year extension in 2014 to focus on consolidating, deepening and strengthening gains made from 2008-14, and in August 2014 ESSPIN facilitated a consolidation planning workshop for partners working on community engagement, CSOs and the SUBEB Department of Social Mobilisation. With a focus on sustaining SBMC development in states beyond ESSPIN, state partners identified gaps and developed areas for further strengthening and institutionalisation. These areas provided the basis for a community engagement consolidation/exit strategy 2014-17 to run concurrently with state-led SBMC rollout and for states to adopt beyond the delivery of the core SBMC training and eight mentoring visits.
14. In consolidation ESSPIN has supported Civil Society and State Governments to strengthen their partnership and work together beyond ESSPIN to facilitate community engagement in education and school improvement. The work on voice and accountability has been deepened with specific capacity development for each partner: for Social Mobilisation Departments to lead the process of SBMC development in states, ensure that it is funded, and respond to increased community demand ensuring that it is reflected in LG/EA

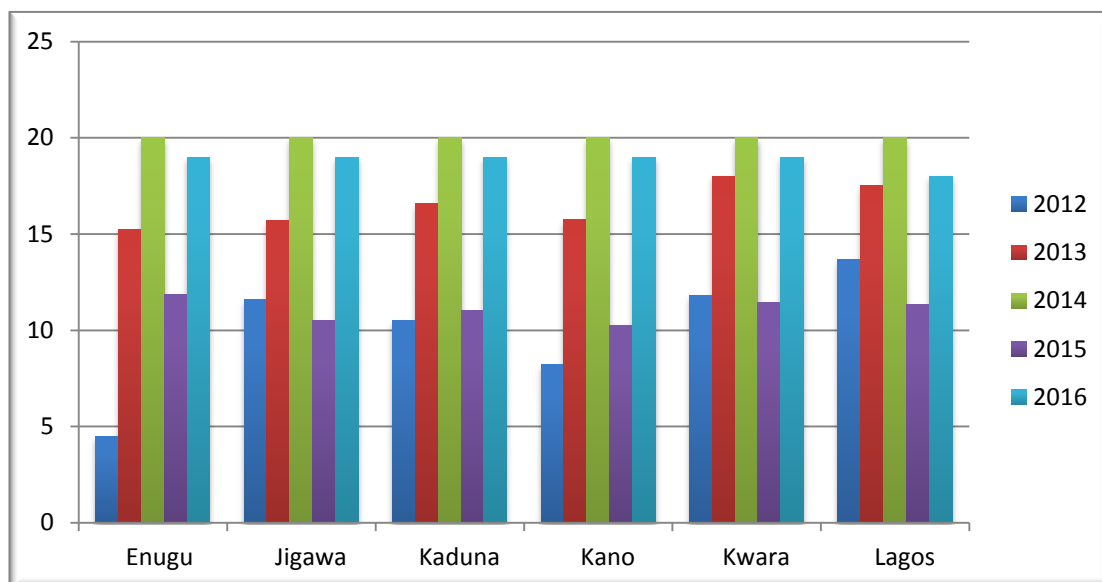
and State planning and budgeting processes; and for CSOs and SBMCs (including women, children, traditional and religious leaders) to advocate for and mobilise resources for school improvement, better learning outcomes and education for all children based on evidence from their own local context.

15. Specific capacity areas identified by state partners for consolidation, which featured in the consolidation work-plan and therefore in the 2016 self-assessment, included: strengthening the partnership between government and civil society; strengthening of the SBMC LGEA Forum as a mechanism/platform for community voice; further developing capacity for SBMCs, women, children and traditional rulers to articulate demand for school improvement; strengthening capacity at state, local government, school and community level to respond to conflict and violence in and around schools; further developing CSO capacity to identify key advocacy issues based strong evidence (including research) and conduct advocacy with relevant duty-bearers; developing CSO capacity to write quality concept papers and proposals and source for funds to sustain community engagement in school improvement.
16. Over 2014/2016, prior to providing consolidation support directly to selected SBMCs, additional capacity development was provided through workshops to CSOs as follows:
 - Developing concept papers and proposals to source for funding
 - Application process to work on the consolidation through concept and proposal writing process
 - Participatory research and advocacy
 - SBMC/Community, Women and Children's voice
 - Gender and inclusive education
 - Finance and Accountability
 - Child protection: reporting mechanisms for conflict/violence in and around schools (Kano, Kaduna and Jigawa to date).
17. Relevant capacity areas have been provided to SBMCs through CGP mentoring visits to schools, cluster level trainings with SBMCs women and children and traditional and religious leaders, and support to states to conduct SBMC forums at LGEA level.
18. At the time of writing, according to Social Mobilisation Officer reports, the number of schools benefiting from SBMC development across all ESSPIN supported states, through both ESSPIN support and State Government rollout, totals **11,695**. Of these SBMCs the Social Mobilisation Officers at LGEA level have been able to get monitoring data from **11,023** schools, and of these **8,175** are assessed to be 'functional' according to key state SBMC roles and responsibilities. This is **74%** of SBMCs monitored. When read together, SMO reports and CSO Voice and Impact Reports provide a very comprehensive account of SBMC development and progress in a state and constitute important data for planning at school, LGEA and state level.

Overall Results by State 2012-2016

Chart 1 below highlights the average CSO scores for all indicators by state from 2012-2016

CHART 1: Comparison of Overall Scores 2012-2016



19. The chart outlines progress using the overall average score for each state annually (all indicators combined). It clearly shows CSOs in each state progressing overall from what were mostly D's, C's and B's in 2012 to A's in 2014. It then highlights a drop back down to C's and B's in 2015 due to the revision of performance criteria for the extension period, the addition of new CSOs, and some delays in starting implementation. The 2016 results highlight CSOs managing again to meet all or most of the performance criteria, to an 'A' standard, having received all capacity development and implemented planned activities. It highlights that in 2016 the organisations are able to and are partnering effectively with state governments, are able to mobilise SBMCs/communities on school improvement, access and equity, and are able to conduct participatory research and advocacy based on their work at school and community level.

Overall Results by Sub-Indicator by State 2015 and 2016

20. **Charts 2 and 3:** The charts below show the overall CSO self-assessment results by sub-indicator. The columns are based on the overall average state score against each sub-indicator.

Chart 2: 2015

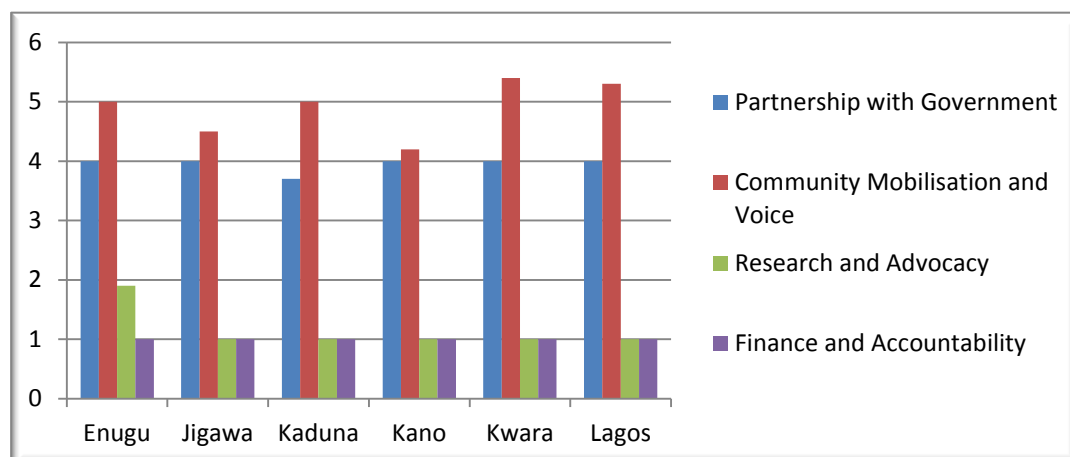
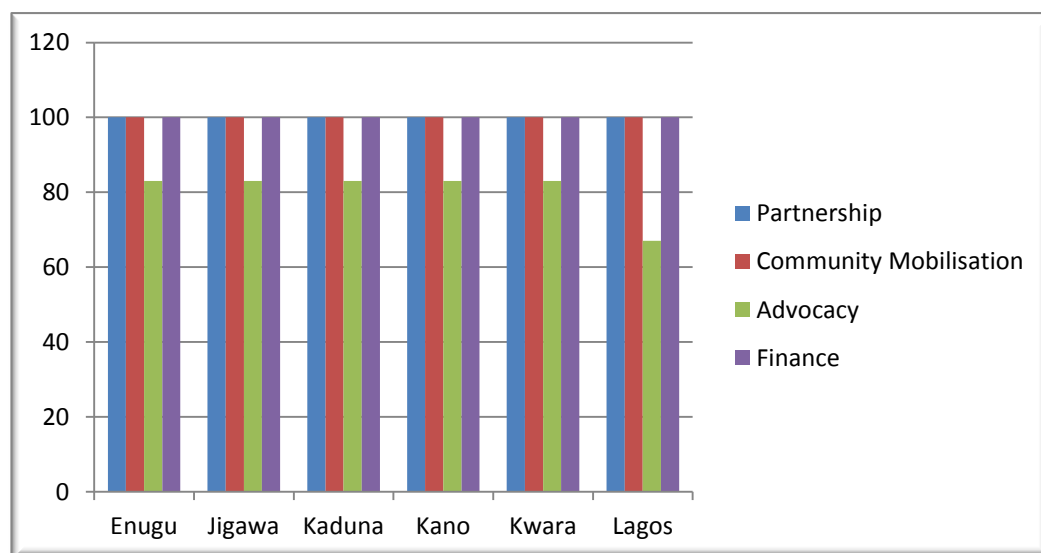


Chart 3: 2016



Analysis

- 21. Partnership with Government:** The 2015 chart shows that the CSOs were not able to fully meet this criteria, whereas in 2016 it is met for all. The partially met score in 2015 was largely due to the fact that an additional criterion was added for the 2015 self-assessment which scored CSOs not only on whether they had a formal partnership with government or not, but how effective the partnership was. Effectiveness it was agreed would be measured by the number and regularity of review and planning meetings between CSOs and SMD. In 2015 CSOs were not all able to provide evidence of regular meetings, whereas in 2016 this evidence was strong.
- 22. Capacity to Mobilise SBMCs and Communities to support school improvement, access and equity:** Across all self-assessments this is the sub-indicator in which CSOs have tended to consistently achieve their best scores, perhaps because it has been a core area of capacity development from inception with much experience gained. The 2016 scores are again fully met on this sub-indicator in 2016, whereas in 2015 they

were mostly partially met due to the addition of two new criteria and some delays in implementation of activities which would constitute the CSO evidence against the assessment criteria.

23. **Capacity to conduct advocacy at state level for school improvement, increased accountability based on participatory research:** In 2015 almost all CSOs were unable to score on this dimension of the sub-indicator, mainly due to the slight revision and tightening of the advocacy performance criteria and to delays in implementation of activities. Also CSO capacity to actually conduct advocacy (4.3.3.2) could not effectively be assessed until the 2016 self-assessment as they first had to do participatory research on which to base their advocacy, and then plan for the event ahead. In 2016 all CSOs scored MET on this sub-indicator apart from Lagos which scored Partially Met. This was largely due to continued re-convening of their planned advocacy event with the new Lagos State Government gradually coming on board. All CSOs gained responses from government on their advocacy messages with many commitments and promises made, some already being implemented, and some for further follow-up by the CSOs.
24. **Finance Management and Reporting:** This was a completely new sub-indicator incorporated in 2015 as a result of the need to: a) provide CSO staff with capacity development on how to request for consolidation funds, retire them and report on them in an accurate and transparent manner b) assess this new area of capacity and c) reflect this capacity area in documentation. CSOs managed to partially meet on this sub-indicator in 2015 and then meet it fully in 2016.
25. For further information by state, there are 6 specific state reports which support this overall one.

Conclusions

26. This report provides summary information about progress over 5 years on ESSPIN's indicator Output 4.3 'quality of CSO action for quality inclusive education', as well as progress by indicator, with comparison between the 2 years of consolidation work in the ESSPIN extension (2014-2016).
It highlights that overall CSOs assess their capacity to have improved over time on key areas of partnership with government, community mobilisation for school improvement, and participatory research and advocacy based on issues of community demand.
27. As mentioned in the introduction, this report is also the final CSO self-assessment report of the ESSPIN programme, and it is one of the documents which highlights how CSOs can play both a service delivery and advocacy role simultaneously, particularly in contexts where capacity is low (human and technical), and where relations and trust between government and communities are weak. As a result of joint capacity development activities, and of CSOs and government working together over time to identify problems, develop plans to address them, implement their plans and monitor progress, there is greater understanding of the roles that each play, greater understanding of the challenges that exist, recognition that government cannot resolve all the problems immediately, and that civil society can support without compromising their advocacy or 'watch-dog' role in society.
28. In the annexes of each state CSO-self-assessment report there is an action plan for sustainability developed by the CSOs with support from Social Mobilisation Directors. Each action plan sets out what CSOs think they

can do to sustain the partnership with government, continue to support community engagement in school governance, and work together to advocate at a high level on issues of community demand, inclusion, voice, and accountability. Whilst action plans are state-specific, all states have planned to continue to partner with civil society to rollout, mentor and monitor, and provide regular refresher training for SBMCs. State plans for partnership highlight both state willingness to engage with civil society beyond ESSPIN and improved capacity to manage CSO-government relations, agreements, contracts, finances, and reporting.

29. The major challenge for sustainability of this model of SBMC development in all 6 states, and nationally, will be the required investment by government to continue the process, including training of new SBMCs, mentoring and monitoring of all SBMCs by SMOs and CSOs, review of state SBMC policy guidelines, and provision of refresher training periodically. Also if states manage to provide direct funding to schools to support School Development Plans, this will impact positively on sustainability of community engagement. Evidence is clear that the return on investing in community participation in school management and governance is particularly high.

CSO SELF-ASSESSMENT 2016

Quality of Civil Society Organisation (CSO) action for quality and inclusive education

Abuja May 2016

| STATE | Full Name of CSO and Acronym |
|-------|------------------------------|
| | |

Instructions:

For each Activity/Dimension, discuss which of the three categories (“Met”; “Partially Met”; Not Met”) best represents the situation for your organisation

4.2.1: Civil society working in partnership with government to mobilise SBMCs and communities

| | | | |
|---|--|--|-----------------|
| 4.2.1.1 | Civil society organisation engaged by government to support and roll-out SBMC development in the state | | |
| MET | PARTIALLY MET | NOT MET | EVIDENCE |
| Civil society organisations engaged by government to support and roll out SBMC development in the state | Plans in place by government to engage civil society organisations in SBMC roll-out, but not yet engaged CSOs still mainly reliant on donor funds to support SBMCs/community engagement | CSOs not engaged by government, no plans in place to engage them | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Place X in the appropriate box above | | | |
| ISSUES/ COMMENTS | | | |

| | | | |
|--|--|---|-----------------|
| 4.2.1.2 | Civil Society Organisation has effective partnership with government | | |
| MET | PARTIALLY MET | NOT MET | EVIDENCE |
| CSO/Government Partners meet quarterly to review progress, resolve issues and strengthen partnership | CSO/Government Partners do not meet regularly enough to maintain an effective partnership. Some issues remain unresolved | CSO/Government Partners and CSOs meet rarely or not at all to review progress | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Place X in the appropriate box above | | | |
| ISSUES/ COMMENTS | | | |

4.2.2: Civil society organisations (working in partnership with government) mobilise SBMCs and communities to support school improvement, access and equity

| 4.2.2.1 | CSOs able to support SBMCs and community leaders to articulate demand for education at school, LGEA and state level | | |
|--|---|--|----------|
| MET | PARTIALLY MET | NOT MET | EVIDENCE |
| <p>CSOs able to mobilise SBMCs and community leaders to articulate demand for education evidenced by achievement within consolidation period of all of the following:</p> <ol style="list-style-type: none"> 1. CSO participated in all capacity development workshops to consolidate SBMC development 2. Capacity development for SBMCs on advocacy delivered by CSOs in partnership with SMOs 3. Traditional and religious leaders developed advocacy messages for school improvement based on workshop by CSO/SMOs 4. SBMCs conduct advocacy based on training at LGEA/SBMC forums or other opportunities (within consolidation period). | 2 - 3 out of 4 are met | Less than 0-1 out of 4 of the criteria are met | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Place X in the appropriate box above | | | |

| | | | |
|--|--|--------------------------|-----------------|
| 4.2.2.2 | CSOs support Women's and Children's SBMC Committees to articulate women and children's concerns related to access, equity and quality of education | | |
| MET | PARTIALLY MET | NOT MET | EVIDENCE |
| <p><i>CSOs able to mobilise women and children evidenced by achievement of all of the following:</i></p> <ul style="list-style-type: none"> • CSO participated in capacity development workshop on Women's SBMC Committee/gender • CSO support to formation of women and children's SBMC Committees in state rollout schools • Women's SBMC Committees engaged in advocacy in consolidation period for school improvement as result of capacity development by CSOs and SMOs • Children's SBMC Committees engaged in advocacy in consolidation period for school improvement as result of capacity development of children's SBMC Committees • Women and children representatives present advocacy issues at LGEA or state level/international forums (within consolidation period) | 3-4 of the criteria met | 0-2 of criteria met | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Place X in the appropriate box above | | | |
| ISSUES/ COMMENTS | | | |

| | | | |
|--|--|----------------------------|-----------------|
| 4.2.2.3 | CSOs able to mobilise school communities (SBMCs, teachers and head teachers, relevant community members) on issues of safety, security and child protection issues affecting the access, retention and learning of girls and boys in supported schools | | |
| MET | PARTIALLY MET | NOT MET | EVIDENCE |
| School safety and protection charter or guideline in place in schools which aims to protect children (and teachers) from abuse, violence, insecurity/conflict | Plans to support the development of the charter/guideline at school level in place but not yet delivered | No plans, nothing in place | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Place X in the appropriate box above | | | |
| ISSUES/ COMMENTS | | | |

| | | | |
|--|---|---|-----------------|
| 4.2.2.4 | CSOs able to prepare effective proposals to seek funding for community engagement in education | | |
| MET | PARTIALLY MET | NOT MET | EVIDENCE |
| <ul style="list-style-type: none"> CSO able to write quality narrative and financial proposals linked to situational analysis for donor funding and proposals to donors have been effective in gaining funding to support community engagement in education | <ul style="list-style-type: none"> Proposals written by CSOs for funding sufficient to be accepted by donors but conditional on quality improvements and adjustments | Proposals poor quality and not linked to situational analysis and in consequence not successful | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Place X in the appropriate box above | | | |
| ISSUES/ COMMENTS | | | |

4.2.3: CSO Advocacy: Civil Society conduct advocacy at state level on priority areas of school improvement for increased accountability based on participatory research and evidence

| 4.2.3.1 | CSOs produce high quality documentation and evidence to support advocacy including research data and reports, and relevant materials developed to support advocacy | | | |
|--|---|-----------------------------|----------|--|
| MET | PARTIALLY MET | NOT MET | EVIDENCE | |
| <p>CSO documentation encompasses all of the following:</p> <ul style="list-style-type: none"> • CSO advocacy and research plan developed with clear analysis, objectives, advocacy messages and targets. • CSO documentation clearly highlights the main findings of the research conducted • Recommendations based on the research are clearly set out • Documentation is tailored to the key target(s) of the advocacy • CSO Voice and Impact Reports clearly document changes and impact of increased community voice and participation in basic education | <p>3 or 4 out of 5</p> <p>Advocacy plan incomplete</p> <p>Research planned but not yet conducted,</p> <p>Changes and impact documented but with limited information</p> | <p>Less than 3 out of 5</p> | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Place X in the appropriate box above | | | | |

| | | | |
|---|---|---|-----------------|
| 4.2.3.2 | CSOs conduct advocacy/political engagement with relevant duty-bearers based on evidence from community engagement and research findings (within consolidation period) | | |
| MET | PARTIALLY MET | NOT MET | EVIDENCE |
| Advocacy event conducted by CSOs at state level with relevant duty-bearer(s) based on research findings | Advocacy/P/E event planned but not yet delivered | No plan for event, no advocacy plan developed | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Place X in the appropriate box above | | | |
| ISSUES/ COMMENTS | | | |

| | | | |
|---|--|---|-----------------|
| 4.2.3.3 | CSOs establish dialogue with duty-bearers resulting in demonstrable educational changes | | |
| MET | PARTIALLY MET | NOT MET | EVIDENCE |
| There is a change in education policy or practice as a direct result of CSO advocacy on issues of access, inclusion and quality of education based on community engagement and research | Commitments are made but not yet implemented or in place Intentions exist but no action | No commitments made, no changes in practice or policy | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Place X in the appropriate box above | | | |
| ISSUES/ COMMENTS | | | |

4.2.4: Finance Management and Reporting

| | | | |
|---|--|--------------------------|-----------------|
| 4.2.4.1 | CSOs demonstrate financial capacity and accountability | | |
| MET | PARTIALLY MET | NOT MET | EVIDENCE |
| <ul style="list-style-type: none"> • CSO participated in Finance Capacity Development for Consolidation Fund. • CSO has clear expenditure tracking mechanism in place against work plan/ budget. • CSO able to retire funds according to timeframe. • CSO able to produce quality financial reports using the agreed guidelines and templates within timeframe. • CSO able to populate the fund request and reporting templates in an accurate manner. | 3-4 out of 5 | Less than 3 out of 4 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Place X in the appropriate box above | | | |
| ISSUES/ COMMENTS | | | |