Education Sector Support Programme in Nigeria (ESSPIN)

Title: Lagos State CSO Self-Assessment Report

May 2016

Quality of Civil Society Action for Quality, Inclusive Education

Report Number: ESSPIN - LG 404

Sandra Graham

Uwem Umoh

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Scope of Checking

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Nguyan Feese	National Programme Manager, TDP

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Education Sector Support Programme in Nigeria

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7. Defence for Children International (DCI)

8. Development Support Institute (DSI)

9. Centre for Health Development & Communication (CHEDCOM)

Acronyms and Abbreviations

CGP	Civil Society Government Partnership
CSO	Civil Society Organisation
DFID	Department for International Development
DSM	Department of Social Mobilisation
ESSPIN	Education Sector Support Programme in Nigeria
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

Lagos CSO Self-Assessment 2016: Executive Summary

CSOs from Lagos State in the 2016 self-assessment have scored a **Band A**

1. This report sets out the outcomes and results of the 2016 CSO self-assessment workshop for Lagos State and it provides some comparison of results over 5 years of self-assessments (2012-16). Self-assessment procedures were 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 informed by evidence. The results of the assessment are then used by CSO and Government Partners to identify priorities for forward planning and they provide a baseline against which improvements can be made at a later date. ***Table 1*** below sets out the overall scores out of a total of 20 marks, and results for Lagos State 2012-2016.

Name of Organisation	2012		2013		2014		2015		2016	
	Score	Score	Band	Band	Score	Band	Score	Band	Score	Band
CHEDCOM	14	B	16	A	17	A	12	B	**18**	**A**
DSI	15	B	16	A	20	A	11	B	**18**	**A**
LYNX	14	B	14	B	20	A	12	B	**18**	**A**
DCI	15	B	16	A	20	A	12	B	**18**	**A**
TPRI	15	B	18	A	20	A	11	B	**18**	**A**
HESDAN	13	B	17	A	19	A	11	B	**18**	**A**
WOPO	14	B	18	A	20	A	11	B	**18**	**A**
ONFEF	11	B	16	A	20	A	11	B	**18**	**A**
QUALSI							11	B	**18**	**A**
OVERALL SCORE	**B**		**A**		**A**		**B**		**A**	

The CSO Self-Assessment Scoring System

2. The scoring system works as described in **Table 2** below. There are 10 performance criteria overall therefore the total score available for each CSO is 20. The performance criteria can be found in Annex 3

3. 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 2

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

Comparing the 2016 CSO Self-Assessment to Previous Years

4. The 2015 and 2016 CSO Self-Assessment results are broadly though not directly comparable to those of 2012-14 and this is due to two main factors. The first factor is the slight revision of performance criteria for self-assessment undertaken with state partners in 2014 when DFID granted ESSPIN a 2.5-year extension (2014-17) at which point a consolidation/exit strategy was formulated. The second was the addition of new Civil Society Organisations to the 2015 self-assessment (1 in Lagos) which had not previously participated 2012-14 and which had at that point received less direct capacity development from ESSPIN than CSO partners participating since 2010.

5. Performance criteria were slightly revised under the same broad areas under which CSO (and SMO) capacity has been developed in the life-time of ESSPIN: 1. CSO Partnership with Government; 2. CSO capacity to mobilise communities for school improvement and marginalised children; 3. CSO capacity to conduct evidence-based advocacy based on experience of working with schools and communities. To reflect the revisions, the self-assessment tool for 2015 and 2016 differed in to the 2012-14 tool in the following ways:

- Under Partnership (4.3.1) one dimension was added to measure not only whether the CSOs were able to partner with government for school improvement, but also the quality of that partnership, evidenced through regularity of review and planning meetings with the SUBEB Department of Social Mobilisation (DSM).
- Under CSO capacity to mobilise communities for school improvement (4.3.2) the performance criteria were adjusted to reflect better the activities to be undertaken during the extension period, including a Traditional and Religious Leader's Forum, the strengthening of child protection in and around schools, and CSO capacity to produce good quality narrative and financial proposals for funds to support school improvement.

- Under CSO advocacy capacity criteria were strengthened to capture whether any changes in policy or practice were directly as a result of CSO advocacy or not.
- A whole new sub-indicator was added (4.3.4) to reflect CSO capacity to request for, receive, manage, and retire funds in a timely and transparent manner based on training provided by ESSPIN.

6. It is often though not always the case that CSOs from the same state score the same overall mark. This is because they participate jointly and simultaneously in capacity development workshops, and they plan, deliver and review activities together. Differences which have existed in previous self-assessments have usually been due to new organisations joining the programme which did not participate in early capacity development workshops and had to 'catch-up' a bit, or due to the inability of an organisation to produce evidence to support a self-assessment claim. In 2016 the Lagos CSOs have all scored the same on all assessment areas.

Self-Assessment Participants

7. For this final CSO self-assessment 2 representatives of each CSO were in attendance, one SBMC Chair representative, and the SUBEB Director of Social Mobilisation of each state attended the workshop. The SUBEB Directors of Social Mobilisation made presentations on state SBMC progress since the 2015 self-assessment and 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 and desirable exercise. ANNEX 2 summarises the outcomes of the Experience Sharing Session for 2016 which comprised one CSO representative from each state making a presentation and leading following discussion on the state-level advocacy event in which all CSOs from a state participated as a 'coalition' of organisations.

Background to SBMC Development through CSO-Government Partnership

8. SBMC research conducted in 2009[1] 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 a 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.

9. 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 state-specific policies through the capacity development of a partnership of Civil Society and Government (CGP) to in turn activate, train and mentor School Based Management Committees (SBMCs) initially in *1,151* pilot schools across the 6 states, and latterly in a

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

total of **10,442** 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.

10. 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.

11. 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 LGEA level as platforms for community voice and demand. Funding for SBMC development remained the greatest challenge to sustainability.

### SBMC Development Consolidation 2014-16

12. 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 sustainability and consolidation 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 8 mentoring visits.

13. In consolidation ESSPIN has continued to support Civil Society and State Governments to strengthen their partnership and work together beyond ESSPIN to facilitate community engagement in education and school improvement. There has been a deepening of work on voice and accountability 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 LGEA 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.

14. Specific capacity areas identified by state partners for consolidation, which feature in the consolidation work-plan and therefore in the 2016 self-assessment, include 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 on 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.

15. Over 2014/2015, 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
    • Gender, women and children's participation and inclusive education
    • Finance and Accountability
    • Child protection: reporting mechanisms for conflict/violence in and around schools (Kano, Kaduna and Jigawa to date).

16. Relevant capacity areas from the above are being 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.

17. At the time of writing 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 across all states. 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.

18. In Lagos SMO reports from 2016 highlight SBMCs of the 1,007 schools to be **94%** functional according to the roles and responsibilities of SBMCs as set out in Lagos State SBMC policy.

Analysis by Year by Sub-Indicator Lagos State

1. **Partnership**

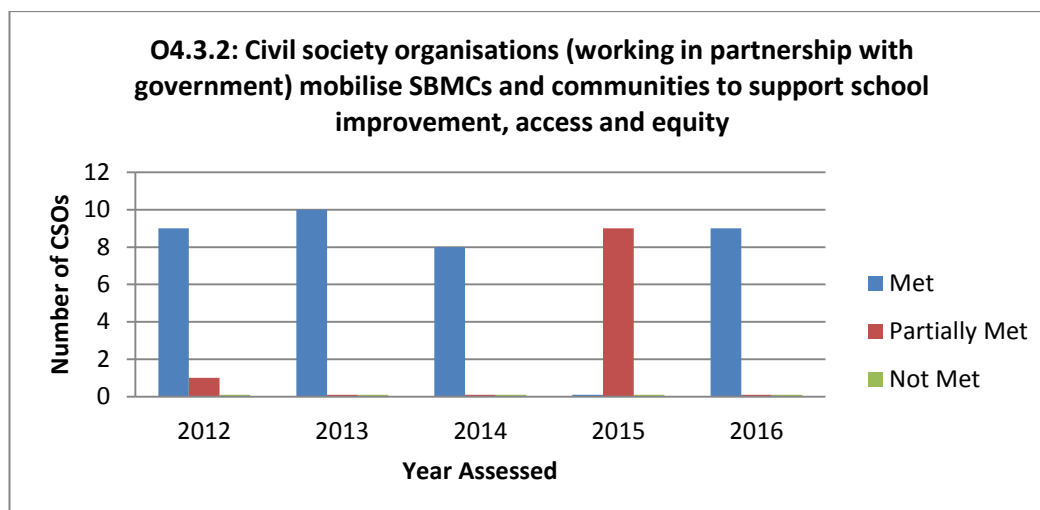O4.3.1: Civil society working in partnership with government to mobilise SBMCs and communities
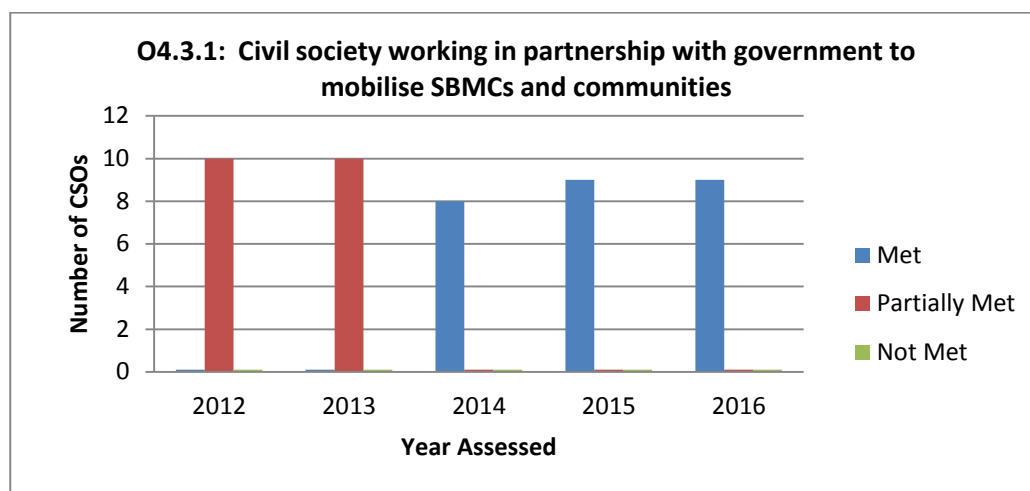
19. **Key Revisions 2015 and 2016:** From 2012-14 there was one key performance criteria on partnership: O4.2.1.1. (now O4.3.1.1). An additional one was added in 2014. The first of the 2 performance criteria measures whether CSOs have a partnership/engagement with government in their state to roll out SBMC development or not.

20. The second performance criteria is a measure of the **effectiveness** of the partnership (O4.3.1.2). It was agreed that this be measured based on whether there are regular meetings held between the government and civil society to review progress, resolve issues and plan ahead, and evidenced by meeting minutes and attendance. Ideally beyond ESSPIN this would happen on a quarterly basis to ensure improved partnership.

21. The score on partnership for 2016 is derived from both performance criteria. The score is *met* for all and reflects the 9 CSOs partnering with Lagos State Government and ESSPIN to rollout, scale-up and consolidate SBMC development. It also reflects the achievement of a strengthened definition of partnership since 2014, which includes 'effectiveness' of partnership.

Sub-Indicators	Dimensions	LYNX	CHEDCOM	DSI	DCI	WOPO	TRI	HESDAN	ONEF	Qualsi
4.2.1: Civil society working in partnership with government to mobilise SBMCs and communities (Met 2, P/M 1, Not met 0)	4.2.1.1: Civil society organisation engaged by government to support and roll-out SBMC development in the state	2	2	2	2	2	2	2	2	2
	4.2.2: Civil Society Organisation has effective partnership with government	2	2	2	2	2	2	2	2	2
	For sub-indicator 4.2.1	Met	Met	Met	Met	Met	Met	Met	Met	Met

Supporting evidence provided included contract documents and MOU between CSOs and Government and reports/minutes of meetings held between CSOs and SMD.

2. Community Mobilisation

O4.3.2: Civil society organisations (working in partnership with government) mobilise SBMCs and communities to support school improvement, access and equity

22. **Key Revisions 2015 and 2016**: From 2012-14 there were 3 performance criteria under the community mobilisation sub-indicator. They were slightly revised to 4 performance criteria in 2015 with more emphasis on voice and accountability and to reflect CSO capacity to continue to mobilise resources for community participation/SBMC development beyond ESSPIN (see table below 4.3.2.1 – 4.3.2.4). The score on the community mobilisation sub-indicator is *Met* for all Lagos CSOs in 2016 compared to 'partially met' in 2015. The drop in performance between 2014 and 2015 from a 'met' to a 'partially met' was due to a number of factors including the revision of the performance criteria for the extension period, and a delay in implementation of activities which limited the possible score for each organisation.

23. Supporting evidence included draft CSO Voice and Impact Reports, CSO and SMO work plans, and proposals submitted to ESSPIN (and other donors) for community engagement funds.

| Sub-Indicators	Dimensions	LYNX	CHEDCOM	DSI	DCI	WOPO	TRI	HESDAN	ONEF	Qualsi
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	2	2	2	2	2	2	2	2	2
	4.2.2.2: CSOs support women's and children's SBMC Committees to articulate and document women and children's concerns related to access, equity, and quality of education at school and LGEA level	2	2	2	2	2	2	2	2	2
	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	2	2	2	2	2	2	2	2	2
	4.2.2.4: CSOs able to prepare effective proposals to seek funding for community engagement in education	2	2	2	2	2	2	2	2	2
	For Sub-indicator 4.2.2	Met	Met	Met	Met	Met	Met	Met	Met	Met

3. **O4.3.3: Advocacy and Research**
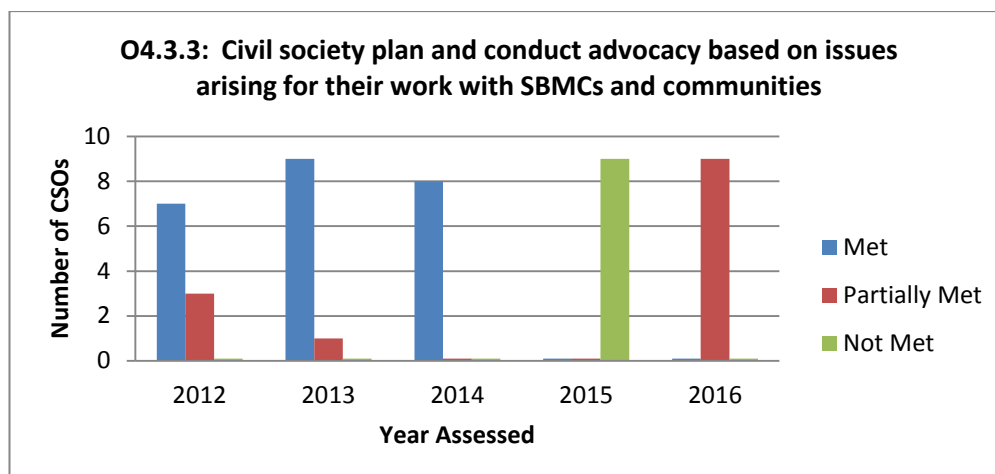
24. **Key Revisions 2015 and 2016**: One of the gaps identified by CSOs and state partners during the 2014 sustainability gap analysis was around capacity of CSOs and SBMCs (and SMD internally) to conduct advocacy on issues related to access, quality and inclusion and community participation in school improvement. Partners highlighted that whilst advocacy capacity had increased (captured in 2012-14 results), there was a need to strengthen the gathering of evidence on which to base advocacy to increase the likelihood of bringing about the desired change. ESSPIN responded by providing capacity development on participatory research for advocacy to all CSOs, and research was included as a key activity in the consolidation work. Following the actual research conducted by the CSOs, ESSPIN provided some additional technical support on data entry, analysis, and presentation in preparation for high state level advocacy events which were implemented within Tranche 3 (May 2016) of the consolidation fund workplan.

25. The scores in 2016 highlight the Lagos CSOs to be **Partially Met** overall on the performance criteria for advocacy (O4.3.3). The Lagos CSOs were able to present a strong research report for advocacy, showing that the research had been conducted in selected school communities, data entered and harmonised, data analysed and developed into key recommendations for the Lagos State Government on school infrastructure in the state and inclusive education. However, at the time of self-assessment the CSOs had not yet implemented the actual advocacy event necessary to score fully against 4.3.3.2 (advocacy event conducted), and as a result of this, were also not able to score fully against 4.3.3.3 (changes in policy or practice as a direct result of CSO research and advocacy).

Sub-Indicators	Dimensions	LYNX	CHEDCOM	DSI	DCI	WOPO	TRI	HESDAN	ONEF	Qualsi
4.2.3: CSO Advocacy: Civil Society conduct advocacy at state and local government levels on priority areas of school improvement for increased accountability	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	2	2	2	2	2	2	2	2	2
	4.2.3.2: CSOs conduct advocacy/political engagement with relevant duty-bearers based on evidence from community engagement and research (within consolidation period)	1	1	1	1	1	1	1	1	1
	4.2.3.3: CSOs establish dialogue with duty-bearers resulting in demonstrable educational changes	1	1	1	1	1	1	1	1	1
	For sub-indicator 4.2.3	P/M	P/M	P/M	P/M	P/M	P/M	P/M	P/M	P/M

4. O4.3.4: Finance and Accountability
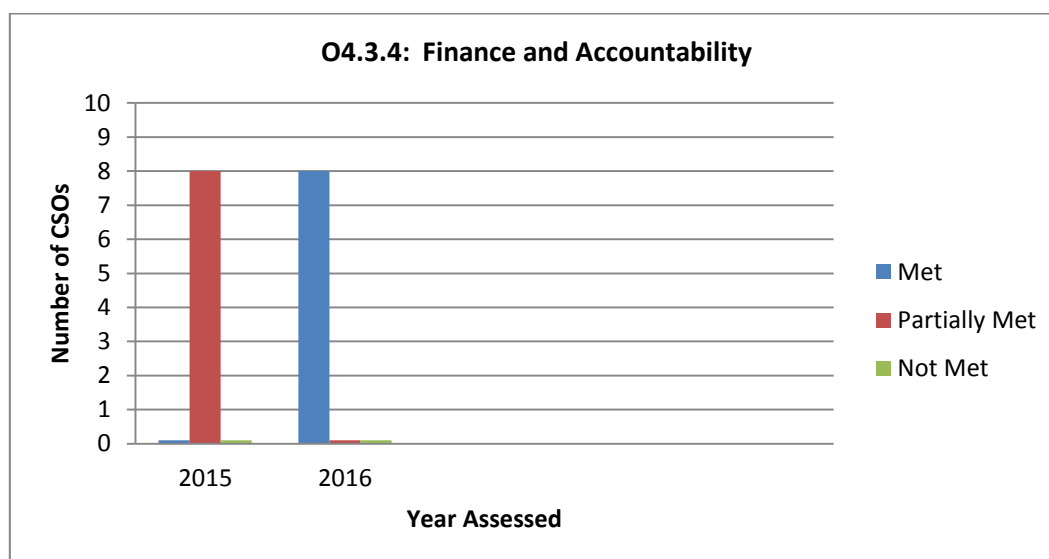
26. This was a new sub-indicator introduced to the 2015 and 2016 self-assessments. It was added as the result of the decision taken in 2014 to develop CSO capacity further on finance management and accountability, as well as to conduct *Due Diligence* on each organisation as part of the selection process for consolidation. Finance training was provided by ESSPIN to all CSO Finance Officers to strengthen the grant's management and financial reporting aspect of partnering with civil society organisations. This is additional organisational capacity for the CSOs which when visible in their organisational portfolio can help them to be successful in bids or applications for funding in the future.

27. There are no comparisons with years 2012-14, but CSO capacity has improved during the consolidation period from a 'partially met' to a '**MET**' as CSOs have become more familiar with and able to use templates and spreadsheets which help them to better manage and retire funds in a transparent manner.

28. Evidence provided included reports of the finance training workshop delivered to CSO finance officers, expenditure tracking mechanisms either developed by organisations themselves or presentation of the one provided by ESSPIN, and the correctly filled advance fund request form for tranche funds. It also included documentation demonstrating timely and proper retirement of funds by the CSOs.

Sub-Indicators	Dimensions	LYNX	CHEDCOM	DSI	DCI	WOPO	TRI	HESDAN	ONEF	Qualsi
4.2.4: Financial management and reporting	4.2.4.1: CSOs demonstrate financial capacity and accountability	2	2	2	2	2	2	2	2	2
	For sub-indicator 4.2.4	Met	Met	Met	Met	Met	Met	Met	Met	Met

Conclusions Lagos

29. In conclusion, the overall score for Lagos is an **A** in 2016 with an average score of 18 out of 20. As an A is the overall target for the indicator '***Quality of CSO Action for Quality Inclusive Education***', Lagos State CSOs have met the 2016 target.

    This is a most positive reflection on the CSOs (and SMD) of Lagos State and a strong statement of their capacity to both support government effectively on service delivery whilst at the same prepare to play an advocacy role based on experience and evidence.

30. Other achievements for the Lagos CSOs this year include the continued successful completion of DFID's 'due diligence' exercise which is periodically conducted by an external consultant. This is a thorough external assessment of each CSO's organisational and technical capacity to receive funding and be part of the consolidation work and the Lagos CSOs have continued to be successful. This external assessment has been conducted over the consolidation period in addition to the initial very detailed assessment of the CSOs undertaken by ESSPIN and states to participate in the pilot and state SBMC rollout, **and** the technical application process through which all CSOs had to go to participate in the consolidation work (proposal application as capacity development), and the usual annual CSO self-assessment. All these different assessments/performance reviews have in themselves added capacity to the CSOs, and they also tell us that the organisations engaged by ESSPIN and states are well qualified to do the work they are doing.

31. The Lagos CSOs were able to present on high quality documentation and evidence to support their self-assessment in 2016. Documentation of evidence to support advocacy is one area in which all CSOs have grown enormously over the life time of ESSPIN. CSO Voice and Impact Reports are now of a particularly high standard and if continued beyond ESSPIN have the potential when used alongside SMO and SSO reports to greatly assist the state in planning for school improvement based on evidence and information from schools and communities.

ANNEX 1: **Lagos State CSO-Government Partnership Action Plan for Sustainability**

	Action	Time-Frame	Resources
SMD	Strengthening CGP relationship to generate evidence to support SIP Quarterly CGP Meeting Organised state SM	On-going. July 2016	Venue Fund (Transport, refreshment, mobilisation, etc.)
CSO	Carry out advocacy to SUBEB • Lagos State Ministry of Education • Lagos House Committee on Education • State Council of Traditional Rulers • Media Forum Observe international and national days such as Children's Day Develop Lagos CSO Coalition Meet regularly with the state SBMC Executive	3rd to 4th quarter 2016 Quarterly	Venue Transport, refreshment, mobilisation Newsletter Fact sheets
SBMC	Continued sensitisation Follow up on SBMC capacity development, mentoring and monitoring LGEA forum Support the Mother's Association and link to women's SBMC Committees	On-going Annually Ongoing	SBMC Guidebooks IEC Materials Venue

Annex 2: Experience Sharing: Lagos CSO Advocacy Event Report Presented

Advocacy Issues Selected

1.   Inclusive Education
2.   School infrastructure and health

Scope of Participatory Research for Advocacy

2.4% of the tools were administered in schools in the riverine communities (schools on or by the Lagos lagoon or rivers) while 97.6% of were in schools in cities and suburban areas.

Children		Teachers		SBMCs, Parents, Community	
Female	Male	Female	Male	Female	Male
386	333	468	132	385	215
720		600		600	
Total Number of Respondents **1,920**					

Findings

At least 7 out of 10 schools have security concerns as a result of frequent invasion of street urchins often referred to as area boys. They invade the schools harassing the teaching, non-teaching staff and the pupils even during school hours.

95% of the schools have issues of overcrowded classrooms and dilapidated infrastructure as seen in the pictures below:

Pupils are not aware of their rights so are the parents and caregivers lack of awareness about children's rights and right to education.

Children and adults recommend awareness raising and capacity building activities for parents, teachers and children, clear policies, and collaborative measures that involve all stakeholders including community leaders as measures to address VAC in schools.

Key Recommendations

- Government should provide at least one meal to pupils in the primary schools
- There should be a balance in the implementation of projects in all the LGEAs
- Adequate teaching staff should be recruited and be posted to schools with shortage of staff
- Government and other corporate bodies should help provide portable water to all schools

- Government should take adequate step to curb the problem of insecurity in schools
- School environment must be made safe for pupils
- For proper inclusive education, the government should provide adequate instructional materials to all schools.
- Institutionalisation of the SBMCs to help monitor situation in schools.
- Provision of buses for LGEAs for effective monitoring by SMOs

Way Forward: New schools are needed

- Create an enabling environment for external support. It can cover government financing short falls
- Community involvement through SBMCs
- This will quickly address socio-cultural and political obstacles, such as transportation, safety, and child labour.

Need for a statewide out of school census

- Clarify the number of children that are out of school in Lagos State
- Help planning to reduce dropout rates and increase enrolment in Lagos State.
- Important for the EMIS team in the Ministry and SUBEB to track progress of the out of school children in Lagos state.

CSO SELF-ASSESSMENT 2016

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

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

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

4.3.1.1	Civil society organisation engaged by government to support and roll-out SBMC development in the state		
MET	**PARTIALLY MET**	**NOT MET**	**EVIDENCE**
Civil society organisation 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	
☐	☐	☐	
Place **X** in the appropriate box above			
ISSUES/ COMMENTS			

4.3.1.2	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	
☐	☐	☐	
Place **X** in the appropriate box above			
ISSUES/ COMMENTS			

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

4.3.2.1	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**
CSOs able to mobilise SBMCs and community leaders to articulate demand for education evidenced by achievement within consolidation period of **all** of the following: 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	
☐	☐	☐	
Place **X** in the appropriate box above			
ISSUES/ COMMENTS			

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4.3.2.2	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**
CSOs able to mobilise women and children evidenced by achievement of all of the following: • 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	
☐		☐	☐	
Place **X** in the appropriate box above				
ISSUES/ COMMENTS				

4.3.2.3	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	
☐		☐	☐	

Place **X** in the appropriate box above

ISSUES/ COMMENTS	

4.3.2.4	CSOs able to prepare effective proposals to seek funding for community engagement in education			
MET		**PARTIALLY MET**	**NOT MET**	**EVIDENCE**
• 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		• Proposals written by CSOs for funding sufficient to be accepted by donors but conditional on quality	Proposals poor quality and not linked to situational analysis and in consequence not successful	

	improvements and adjustments		
☐	☐	☐	
Place **X** in the appropriate box above			
ISSUES/ COMMENTS			

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

4.3.3.1	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**
CSO documentation encompasses all of the following: • CSO advocacy report written 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	3 or 4 out of 5, Research report incomplete Research planned but not yet conducted, Data analysis/report-writing ongoing, advocacy messages not clear	Less than 3 out of 5	
☐	☐	☐	
Place **X** in the appropriate box above			
ISSUES/ COMMENTS			

4.3.3.2	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	
☐		☐	☐	
Place **X** in the appropriate box above				
ISSUES/ COMMENTS				

4.3.3.3	**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 research and 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	No commitments made, no changes in practice or policy	

	Intentions exist but no action		
☐	☐	☐	

Place **X** in the appropriate box above

ISSUES/ COMMENTS	

4.3.4: Finance Management and Reporting

4.3.4.1	CSOs demonstrate financial capacity and accountability		
MET	**PARTIALLY MET**	**NOT MET**	**EVIDENCE**
- 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	3-4 out of 5	Less than 3 out of 4	

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using the agreed guidelines and templates within timeframe. • CSO able to populate the fund request and reporting templates in an accurate manner.			
☐	☐	☐	

Place **X** in the appropriate box above

ISSUES/ COMMENTS	