

Education Sector Support Programme in Nigeria (ESSPIN)

Title: Kwara State CSO Self-Assessment Report

May 2016

Quality of Civil Society Action for Quality, Inclusive Education



Report Number: ESSPIN – KW 404

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Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Code: 337662

Report No.: ESSPIN – KW 404

Report Title: Kwara State CSO Self-Assessment Report – May 2016

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
01	May 2016	Sandra Graham Uwem Umoh	Laura McInerney	Kayode Sanni	Accuracy, completeness, formatting

Scope of Checking

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Kwara Civil Society Organisations

1. Olive Community Development Initiative (OCDI)
2. Centre for Appropriate Technology for Rural Women (CAPTEC)
3. Hilltop Foundation
4. Federation of Muslim Women Association of Nigeria (FOMWAN)
5. Living Care Community Development Foundation (LCCDF)
6. Royal Health Heritage Foundation (RHHF)
7. Womankind Family Enhancement Initiative (WOKFEI)

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

Kwara CSO Self-Assessment 2016: Executive Summary

CSOs from Kwara 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 Kwara 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 Kwara State 2012-2016.

Name of CSO	2012		2013		2014		2015		2016	
	Score	Band	Score	Band	Score	Band	Score	Band	Score	Band
1. Royal Heritage Health Foundation	12	B	19	A	20	A	12	B	19	A
2. Hilltop Foundation	11	B	19	A	20	A	11	B	19	A
3. Federation of Muslim Women Association of Nigeria (FOMWAN)	12	B	18	A	20	A	11	B	19	A
4. CAPTEC	11	B	18	A	20	A	12	B	19	A
5. WOKFEI	13	B	18	A	20	A	11	B	19	A
6. Olive Community Development Initiative (previously ACDI)	12	B	19	A	20	A	12	B	19	A
7. Living Care Community Development Foundation	Joined in 2014 with first self-assessment 2015						11	B	19	A
SCORES BY YEAR	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 Kwara) 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 Kwara 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 of 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 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 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

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

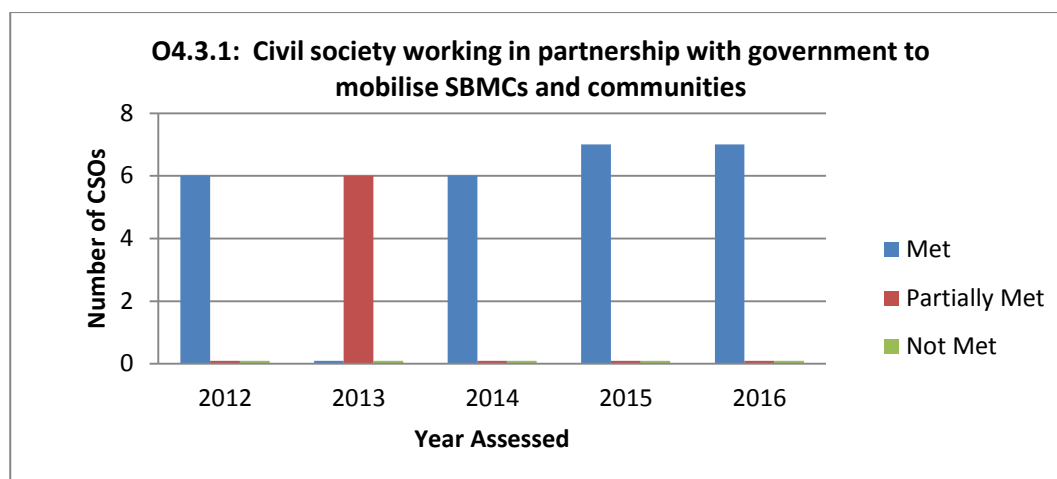
specific capacity development for each partner: for Social Mobilisation Departments to lead the process of SBMC development in states, ensure that it is funded, and respond to increased community demand ensuring that it is reflected in LGEA and State planning and budgeting processes; and for CSOs and 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 (Kaduna, Kwara 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 Kwara State the number of SBMCs supported total 1,412 which is almost all public primary schools in the state. In 2016 it has been possible to get monitoring information for **902** of these SBMCs, including

the most recently added, **87%** of which are now functioning effectively, according to Social Mobilisation Officer monitoring data and as per Kwara State SBMC policy criteria.

Analysis by Year by Sub-Indicator Kwara State

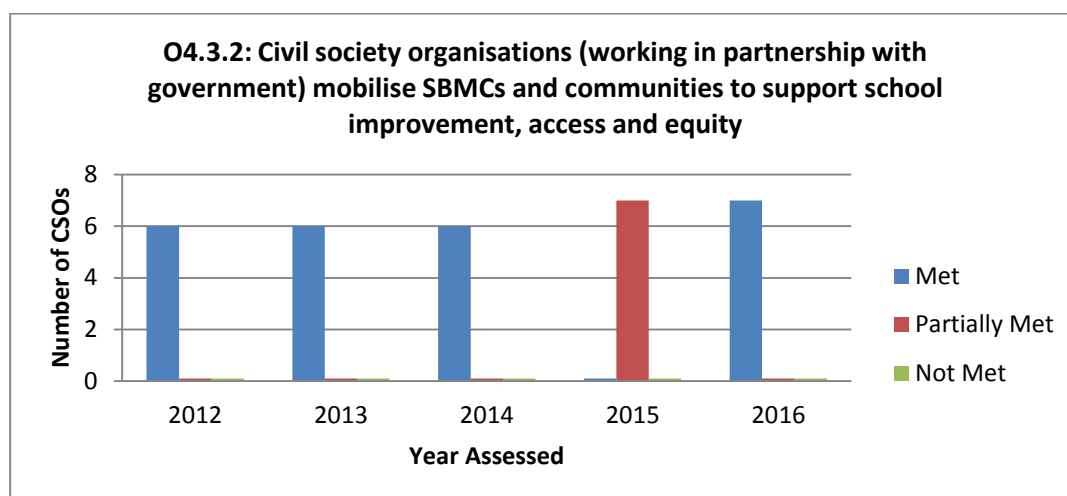
1. Partnership



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 7 CSOs partnering with Kwara 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	LCCDF	HTF	FOMWAN	OCDI	CAPTEC	RHHF	WOKFEI
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
	4.2.2: Civil Society Organisation has effective partnership with government	2	2	2	2	2	2	2
	For sub-indicator 4.2.1	Met	Met	Met	Met	Met	Met	Met

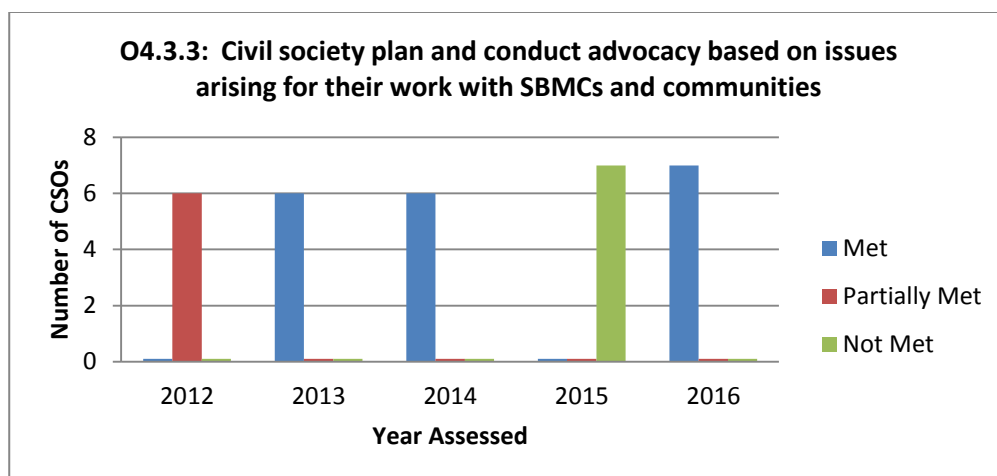
2. Community Mobilisation



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 Kwara 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. 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.

23. Sub-Indicators	Dimensions	LCCDF	HTF	FOMWAN	ODI	CAPTEC	RHHF	WOKFEI
4.2.2: Civil society organisations (working in partnership with government) mobilise SBMCs and communities to support school improvement, access, and equity For sub-indicator: (met 4-6, P/M 2-3, not met 0-1)	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
	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
	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
	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
	For Sub-indicator 4.2.2	Met	Met	Met	Met	Met	Met	Met

3. O4.3.3: Advocacy and Research

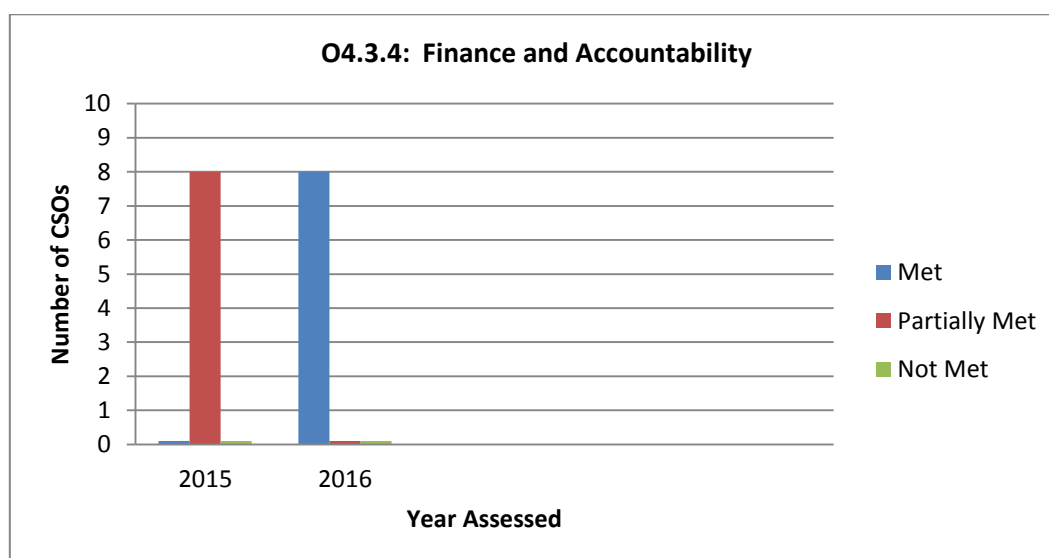


24. **Key Revisions 2015 and 2016:** One of the gaps identified by CSOs and state partners during the 2014 sustainability gap analysis was around capacity of CSOs and SBMCs (and SMD internally) to conduct advocacy on issues related to access, quality and inclusion and community participation in school 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 Kwara CSOs to be **Met** overall on the performance criteria for advocacy (O4.3.3). The Kwara 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 Kwara State Government on inclusive education and government response to increasing community demand.

26. Sub-Indicators	Dimensions	LCCDF	HTF	FOMWAN	OCDI	CAPTEC	RHHF	WOKFEI
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
	4.2.3.2: CSOs conduct advocacy/political engagement with relevant duty-bearers based on evidence from community engagement and research (within consolidation period)	2	2	2	2	2	2	2
	4.2.3.3: CSOs establish dialogue with duty-bearers resulting in demonstrable educational changes	1	1	1	1	1	1	1
	For sub-indicator 4.2.3	Met	Met	Met	Met	Met	Met	Met

4. O4.3.4: Finance and Accountability



27. 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.

28. 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.

29. 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	LCCDF	HTF	FOMWAN	ODI	CAPTEC	RHHF	WOKFEI
4.2.4: Financial management and reporting	4.2.4.1: CSOs demonstrate financial capacity and accountability	2	2	2	2	2	2	2
	For sub-indicator 4.2.4	Met	Met	Met	Met	Met	Met	Met

Conclusions Kwara

30. In conclusion, the overall score for Kwara is an **A** in 2016 with an average score of 19 out of 20. As an A is the overall target for the indicator '**Quality of CSO Action for Quality Inclusive Education**', Kwara State CSOs have met the 2016 target.
31. ***This is a most positive reflection on the CSOs (and SMD) of Kwara State and a strong statement of their capacity to both partner with government to effectively support service delivery whilst at the same time to play an advocacy role based on experience and evidence. The CSOs working in Kwara State on SBMC development with their Social Mobilisation partners have excelled in what they have been able to achieve, mobilising school communities right across the state to support school improvement, access, equity and inclusion of all children in basic education.***
32. The Kwara CSO and Government Partnership Action Plan in Annex 1 of this report sets out a draft plan of action for CSOs and Government to continue to partner beyond ESSPIN to institutionalise community engagement through SBMC development in the state as one core element of any strategy to improve schools and the learning outcomes of all children in the state. Evidence suggests that the benefits of community engagement in the longer term far outweigh initial costs of SBMC training, mentoring and monitoring, and of regular refresher training.
33. Other achievements for the Kwara 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 Kwara 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.
34. The Kwara CSOs were able to present on very 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. They also document, with many examples and case studies, the process and achievements, and the challenges of SBMC development in Kwara State, working through a partnership of civil society and government.

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

S/N	ACTION	SMD	CSO	SBMC	TIMEFRAME	RESOURCES
1	Regular Mentoring & Monitoring Visits to the schools	✓	✓		Once per term	Transportation
2	Holding LGA SBMC Forum	✓	✓	✓	Once per year	Venue, Refreshment, Media, Transport
3	Community Forum	✓	✓	✓	Twice per term	Venue, Refreshment
4	Report writing and feedback	✓	✓		Termly	Writing materials
5	CSO and Government Partnership (CGP) meeting	✓	✓		Quarterly	Venue, Refreshment
6	Celebration of relevant international day activities	✓	✓	✓	Annually	Venue, Transport, Refreshment, Publicity
7	Engagement of relevant duty bearers and advocacy follow-up including: <ul style="list-style-type: none"> State House of Assembly Honourable Commissioner, MoEHCD Council of First Class Traditional and Religious Leaders HE Executive Governor of Kwara State 		✓		Quarterly	Transportation
8	Training and re-training of women committee on life-skills		✓		Once per year	Venue, Refreshment, Training materials, Transport
9	Engagement of SBMC in other projects		✓		As need arises	As need arises
10	Writing joint proposals for funding opportunities		✓		Twice in a year	Stationery, Venue, Refreshment
11	Media engagement		✓		As need arises	Refreshment, Venue, Transportation
12	Monitoring of schools			✓	Weekly	-----
13	Inter-community experience sharing			✓	At least twice termly	-----
14	Central SBMC Working Committee meeting			✓	Termly	Venue, Transportation
15	Enrolment drive for all children especially marginalised			✓	Yearly	Transportation, Refreshment
16	Resource mobilisation			✓	As necessary	Stationery
17	Engagement of traditional and religious leaders with government on school improvement			✓	As need arises	Transportation
18	Showcase achievements and challenges on social media			✓	Termly	Data

Annex 2: Kwara CSOs Advocacy Presentation for Experience Sharing

Advocacy Issues jointly chosen by the Kwara CGP.

- Preferred language of instruction in schools
- Uneven Distribution/Redeployment of Teachers in Kwara State, over 70% of teachers preferred to be posted to urban schools.

Situational Analysis

Teacher Deployment: Documentation on teachers in Kwara State points to a general portrait of the teachers in a rural school as having less training, lower levels of skills or knowledge, and being younger and more male than the average teacher (UNICEF, 2012). There is a severe imbalance of female teachers in the oversubscribed urban schools; in Ilorin East, there are 2 female teachers per rural school as opposed to 19 per urban school (*Annual School Census 2010-2011*). With over 70% of teachers stating that their preference is to work in an urban school the NUT admits that ‘teachers will do anything to get to urban areas’.

Teachers spoke of being able to use connections, ‘godfathers’ and ‘godmothers’, to help them to choose which school they teach in.

Teachers remain unsure as to what their rights are; when questioned a majority of teachers in Kwara state are unclear (30%) or do not know (40%) what the current teacher transfer process or conditions of service are (CSACEFA, 2013)

Language of Instruction in Schools: It was discovered during SBMC mentoring and monitoring visits that pupils especially the ones from the rural and nomadic schools find it difficult to comprehend what they are being taught in the classroom, this is due they said to their non-familiarity with English Language which is the official language of instruction. The report further reveals that when pupils are not exposed to their local language in school, it usually has impact on dropout from primary school. The highest levels of dropout is linked to unfamiliar school language among rural pupils. The above formed the basis upon which this research work is premised.

Research Methodology

- Purposive sampling technique was used for the two advocacy research issues. Though, sampling was limited to nomadic schools for the first advocacy issue.
- The instrument for collecting information jointly developed by CSOs, SMOs, and HoS Planning Research and Statistics Kwara SUBEB, was first pretested few weeks before the main research on a sample (3 communities each) outside the sample area to ensure the validity and the reliability of the instrument.
- Questionnaires were used to elicit information from 184 teachers and 382 community members while focus group discussions were used to obtain information from 232 SBMC members and 262 school children.
- Descriptive statistical tools such as frequency counts, percentages, pie and bar charts, etc., were used to analyse data obtained from the field.

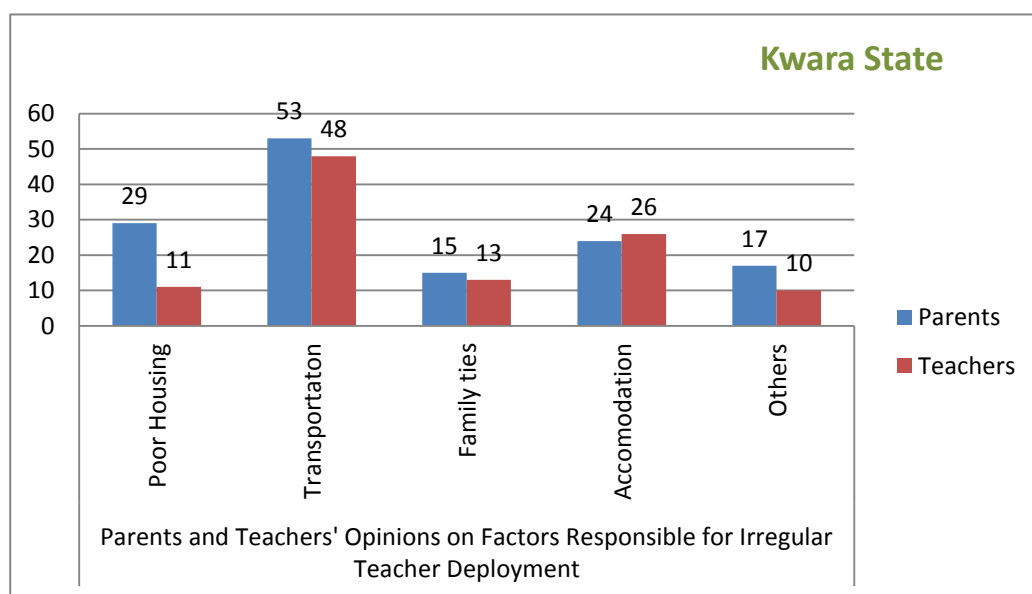
Scope of Research

- The population for the study comprised the sixteen LGAs in Kwara state. Target population was 12 LGAs in Kwara State with functional SBMCs. Sample size was drawn from forty two (42) schools in forty two (42) communities out of the 12 LGAs where SBMC have been activated.

- This research was carried out in 12 local government areas (Edu, Ekiti, Ilorin East, Ilorin South, Ilorin West, Irepodun, Isin, Kaiama, Moro, Offa, Oke-Ero and Oyun) based on the presence of well-established and functional SBMCs.

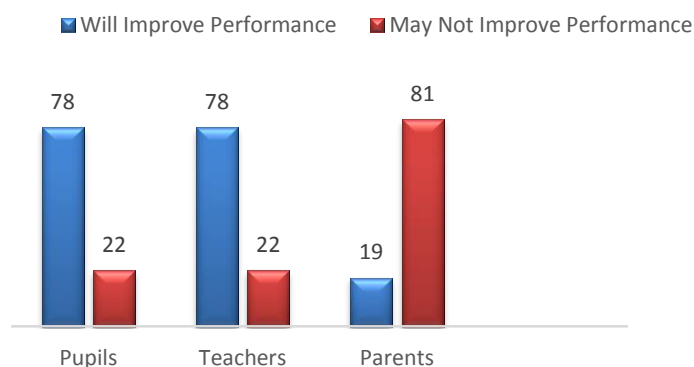
Findings (a sample of key findings):

1. Teacher Deployment



2. Language of Instruction

Opinions of Parents, Pupils and Teachers on Use of Local Language as Language of Instruction



Advocacy Messages: Language of Instruction

- There should be the posting of at least one teacher that could speak the local language of pupils in all Kwara State Nomadic schools.
- Civil society appeals for strong political will to revitalise local language learning the college of education curriculum by making firm commitments to support education in local language languages.
- The Kwara State House of assembly should enact relevant bills and laws that will support and ensure implementation of the use of local language in the early years of education of the children.

- We appeal for language policies which will ensure that early education is carried out in the local language to ensure children become literate in their first language. Second language can thereafter be introduced in a gradual and carefully managed stages with specially trained language teachers leading the process.
- We appeal for the development of low cost local language learning materials by setting-up flexible textbook and reader purchasing and development schemes rather than centralised book ordering and distribution.

Advocacy Messages: Teachers

- There should be effective implementation of policies on employment and deployment of teachers to rural schools.
- There is a need for policies to review rural allowance for teachers posted to rural schools from the present #200 (Two Hundred Naira) to #5,000 (Five Thousand Naira).

Further Recommendations

- That one teacher who could speak the local language be posted to each of the nomadic schools in Kwara State.
- The Kwara State House of assembly should enact relevant bills and laws that will support and ensure implementation of the use of local language in the early years of education of the children.
- That language policies which will ensure that early education is carried out in the local language to ensure children become literate in their first language be put in place.
- Policies that will encourage the employment of qualified indigenes as teachers from the rural communities where the schools are located should be in place
- That the absorption of teachers employed by SBMCs/PTAs in most of the rural schools to fill the existing gaps since these teachers live within the communities where those schools are located.
- Review rural allowance for teachers posted to rural schools from the present #200 (Two Hundred Naira) to #5,000 (Five Thousand Naira).
- That newly recruited teachers' policy specifying a stay for a minimum of two years and a maximum of five years in any school posted to be strictly followed.

Annex 3: Presentation Made by the Director Social Mobilisation Kwara State on SBMC

Development

SUMMARY REVIEW OF KWARA STATE PROGRESS ON SBMC DEVELOPMENT

Presented by MRS AJIDE MARY

Director Social Mobilisation Department, Kwara state Universal Basic Education (KWASUBEB)

Kwara SBMC Policy Review

Kwara State is at the final stage of domesticating the National SBMC policy. The state is the first to domesticate the policy and secondary schools are now included in the SBM policy.

IDENTIFIED ISSUES FOR ADVOCACY BY CGP

- a. The use of preferred language of instruction in the first 3 years of public primary schools.
- b. Uneven distribution /deployment of teachers.

Progress

- Increase in the number of Social Mobilisation Officers in LGEAs from 80 to 150 through written and oral assessment
- SBMCs now in 1,412 schools with mentoring and monitoring in 902 with mostly ESSPIN support
- Community to school support totalling over N400m across 12 LGAs out of 16
- All LGAs in Kwara State have Central SBMC Working Committees now in place
- SBMC State Central Working Committee has been inaugurated with members drawn from the 16 LGAs
- All our schools now have their own child protection charter and are security conscious
- Stakeholders forum & press conference held on CGP Advocacy in the State.
- Press release by CGP on sustainability after ESSPIN exit
- Sensitisation on Girl Child Education by awareness rallies around the streets of notable communities in Ilorin emirate
- Pilot survey on inclusive education focusing Albinos in selected LGAs has been carried out.
- SMD is part of the leading department in the forthcoming Kwara State Stakeholders Education Summit to address problems of Education in the State and ways out.
- Community contribution to school development through SBMCs' activities now over 400 million naira
- Sustainability of SBMCs is now the focus of all stakeholders.

Special National and International Day celebrations e.g.

- a. International Women's Day, 2016 was celebrated by Civil Society – government partnership
- b. Day of the African child was also colorfully marked by CGP in the state
- c. Global Action Week (GAW) on Education for All was marked
- d. Albino Day with 2-day workshop with Jake Eppelle of the Nigeria Albino Foundation in attendance. Jake Eppelle gave support to some albino pupils in Kwara primary schools and made an advocacy visit to the local FM radio station

CSO Additional Support

- Donation of wheel chairs to physically challenged
- Donation of desktop computer to SMOs
- Distribution of personal hygiene product to vulnerable learning in public Primary Schools
- Restoration of sight to a 10-year old girl in Ajegunle Community, Offa.
- All CSOs have additional funding for their work from Unilever Plc, VSO, Airtel, Global Fund

Achievements

- Strong CGP with high capacity to carry on the good work
- Good community reception to a good work
- Receptions with HC & PS in the MoEHCD
- Contributions of CSOs to the development of Schools is highly commendable.
- Traditional and religious leaders have shown commitment and support for SBMCs in the state.

Challenges Remaining for SBMC Sustainability in Kwara State

- There is urgent need for state to commit more financial resources to SBMC activities in the state.
- Need for new donor agencies to support education now that ESSPIN is winding up.
- Need for more organisations and philanthropists to participate in the school adoption project.

Annex 4**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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Place X in the appropriate box above			
ISSUES/ COMMENTS			

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
<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			
ISSUES/ COMMENTS			

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
<i>CSOs able to mobilise women and children evidenced by achievement of all of the following:</i> <ul style="list-style-type: none"> • 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			

4.3.2.3	CSOs able to mobilise school communities (SBMCs, teachers and head teachers, relevant community members) on issues of safety, security
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	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			

4.3.2.4	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			

4.3.3: 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: <ul style="list-style-type: none"> • 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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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 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			

4.3.4: Finance Management and Reporting

4.3.4.1	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			