# Education Sector Support Programme in Nigeria (ESSPIN)

# Title: Jigawa State CSO Self-Assessment Report

# May 2016

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



**Report Number: ESSPIN – JG 404**

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# Report Distribution and Revision Sheet

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## Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies, accuracy of data, completeness of scope and responsiveness to client's requirements.

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JG      Jigawa

KD      Kaduna

KN      Kano

KW      Kwara

LG      Lagos

EN      Enugu

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## List of Jigawa CSOs

1. Gadawur Youth Forum (GYF)

2. Rural Education Foundation (REF)

3. Hadejia Development Circle (HDC)

4. Kamala Health and Education Development Initiative (KAHDEV)

5. Gumel Youth Movement (GYM)

6. Society for Community Health Awareness and Mobilisation (SOCHAM)

7. Federation of Muslim Women Association of Nigeria (FOMWAN)

8. Miyetti Allah Cattle Breeders Association of Nigeria (MACBAN)

9. Nigeria Union of Teachers (NUT)

10. Maranda Development Association (MDA)

## Acronyms and Abbreviations

| | |
|---|---|
| CGP | CSO 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 Area |
| 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 |

# Jigawa CSO Self-Assessment 2016: Executive Summary

CSOs from Jigawa 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 Jigawa 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 Jigawa State 2012-2016.

| Name of CSO | 2012 | | 2013 | | 2014 | | 2015 | | 2016 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Score | Band | Score | Band | Score | Band | Score | Band | Score | Band |
| 1. National Union of Teachers | - | | 17 | A | 20 | A | 10 | C | **19** | **A** |
| 2. MACBAN | - | | 13 | B | 20 | A | 11 | B | **19** | **A** |
| 3. Federation of Muslim Women Association of Nigeria | 10 | C | 14 | B | 20 | A | 10 | C | **19** | **A** |
| 4. Rural Education Foundation | 12 | B | 16 | A | 20 | A | 9 | C | **19** | **A** |
| 5. KAHDEV | 12 | B | 18 | A | 20 | A | 11 | B | **19** | **A** |
| 6. Gadawur Development Initiative | 12 | B | 17 | A | 20 | A | 11 | B | **19** | **A** |
| 7. Hadeja Development Circle | 12 | B | 15 | B | 20 | A | 11 | B | **19** | **A** |
| 8. Maranda Development Assoc | Joined 2014 | | | | | | 10 | C | **19** | **A** |
| 9. Gumel Youth Movement | Joined 2014 | | | | | | 11 | B | **19** | **A** |
| 10. SOCHAM | Joined 2014 | | | | | | 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 (3 in Jigawa) 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 due to the fact that 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 Jigawa 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 1 & 2 summarise 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 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 (Jigawa, 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 Jigawa State the number of SBMCs supported total **1,002** which is a significant percentage of all public primary schools in the state. As of July 2015 SUBEB have monitoring information for 1,002 to date of which **729** (**73%**) were functioning effectively. In 2016 to date it has not been possible to collect

data from all 1,002 schools due to funding constraints caused by the broader economic situation in Nigeria.
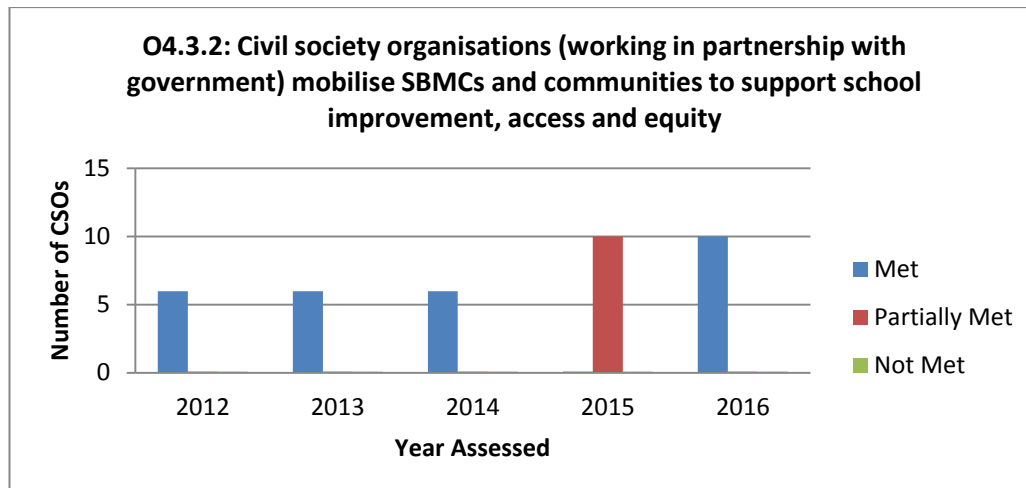
## Analysis by Year by Sub-Indicator Jigawa State

1. **Partnership**
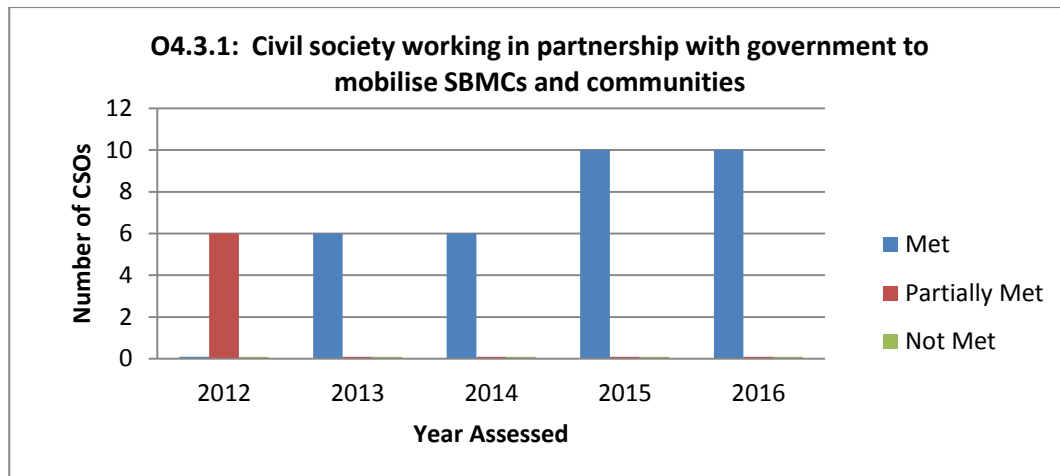


19. **Key Revisions 2015 and 2016:** From 2012-14 there was one key performance criteria on partnership: O4.2.1.1. (now O4.3.1.1). An additional one was added in 2014. The first of the 2 performance criteria measures whether CSOs have a partnership/engagement with government in their state to roll out 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 10 CSOs partnering with Jigawa 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 | MDA | NUT | GDI | FOMWAN | REF | GYM | MACBAN | KAHDEV | SOCHAM | HDC |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 2 | 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 | 2 |
| | For sub-indicator 4.2.1 | Met | Met | Met | Met | Met | Met | Met | Met | Met | Met |

**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
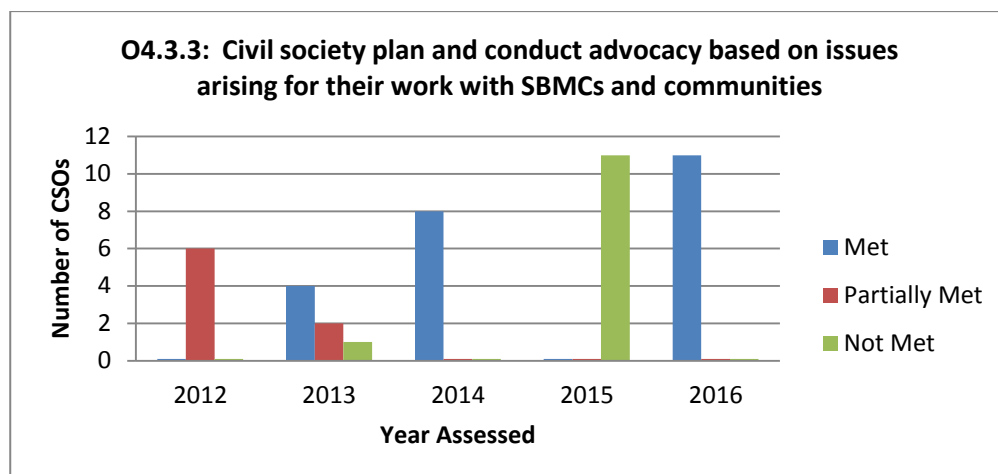
22. **Key Revisions 2015 and 2016**: From 2012-14 there were three performance criteria under the community mobilisation sub-indicator. They were slightly revised to four performance criteria in 2015 with more emphasis on voice and accountability and to reflect CSO capacity to continue to mobilise resources 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 Jigawa 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.

| 24. Sub-Indicators | Dimensions | MDA | NUT | GDI | FOMWAN | REF | GYM | MACBAN | KAHDEV | SOCHAM | HDC |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 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 | 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 | 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 | 2 |
| | For Sub-indicator 4.2.2 | Met | Met | Met | Met | Met | Met | Met | Met | Met | Met |

3.  **O4.3.3: Advocacy and Research**



**O4.3.3: Civil society plan and conduct advocacy based on issues arising for their work with SBMCs and communities**

25. **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.

26. The scores in 2016 show the Jigawa CSOs to be **Met** overall on the performance criteria for advocacy (O4.3.3).  The Jigawa 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 Jigawa State Government on teacher deployment in the state and inclusive education.

| Sub-Indicators | Dimensions | MDA | NUT | GDI | FOMWAN | REF | GYM | MACBAN | KAHDEV | SOCHAM | HDC |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 4.3.3:  CSO Advocacy: Civil Society conduct advocacy at state and local government levels on priority areas of school improvement for increased accountability | 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 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | 4.3.3.2:  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 | 2 | 2 | 2 |
| | 4.3.3.3:  CSOs establish dialogue with duty-bearers resulting in demonstrable educational changes | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | For sub-indicator 4.3.3 | Met | Met | Met | Met | Met | Met | Met | Met | Met | Met |

4. **O4.3.4: Finance and Accountability**



O4.3.4: Finance and Accountability
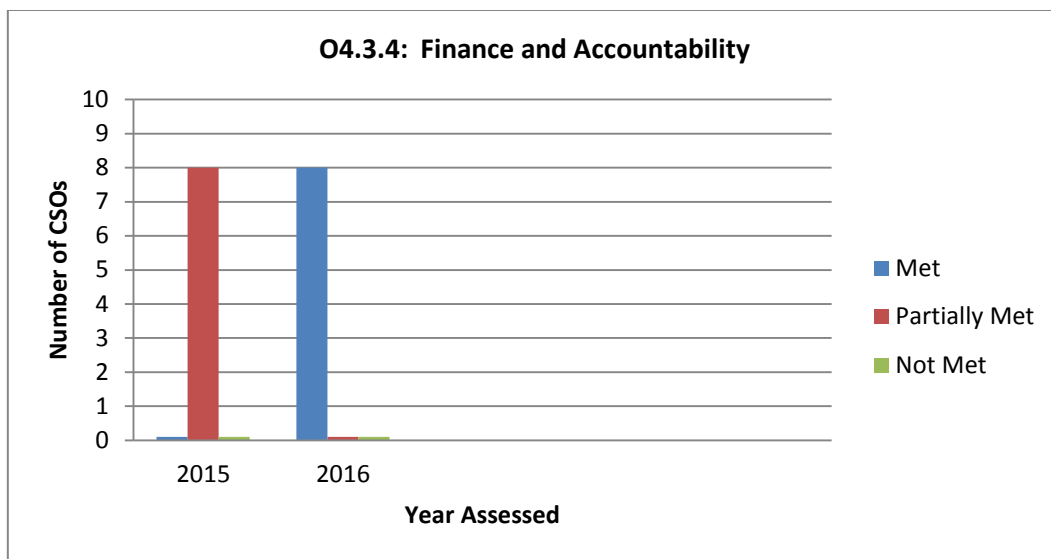
27. This was a new sub-indicator introduced to the 2015 and 2016 self-assessments. It was added as the result of the decision taken in 2014 to develop CSO capacity further on finance management and accountability, as well as to conduct *Due Diligence* on each organisation as part of the selection process for consolidation. Finance training was provided by ESSPIN to all CSO Finance Officers to strengthen the grants 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 | MDA | NUT | GDI | FOMWAN | REF | GYM | MACBAN | KAHDEV | SOCHAM | HDC |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **4.3.4:** Financial management and reporting | 4.2.4.1: CSOs demonstrate financial capacity and accountability | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| | For sub-indicator 4.3.4 | Met | Met | Met | Met | Met | Met | Met | Met | Met | Met |

## Conclusions Jigawa

30. In conclusion, the overall score for Jigawa 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***', Jigawa State CSOs have met the 2016 target.

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

31. Other achievements for the Jigawa 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 Jigawa 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.

32. The Jigawa CSOs were able to present 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: CSO Advocacy Presentation Jigawa State



### Research and Advocacy Background

- School Based Management Committee (SBMC) was launched in 2008 in Jigawa State through directive from Federal level
- ESSPIN/State pilot SBMC development in selected 198 schools of Nine Local Government Areas (Dutse, Buji, Miga, Gumel, Ringim, Roni, Kafin Hausa, Birniwa and Malam Madori)
- SUBEB has rolled out SBMC work in 303 selected schools beyond the ESSPIN supported pilot schools
- Another additional 501 schools/ communities were rolled out in the 27 LGAs

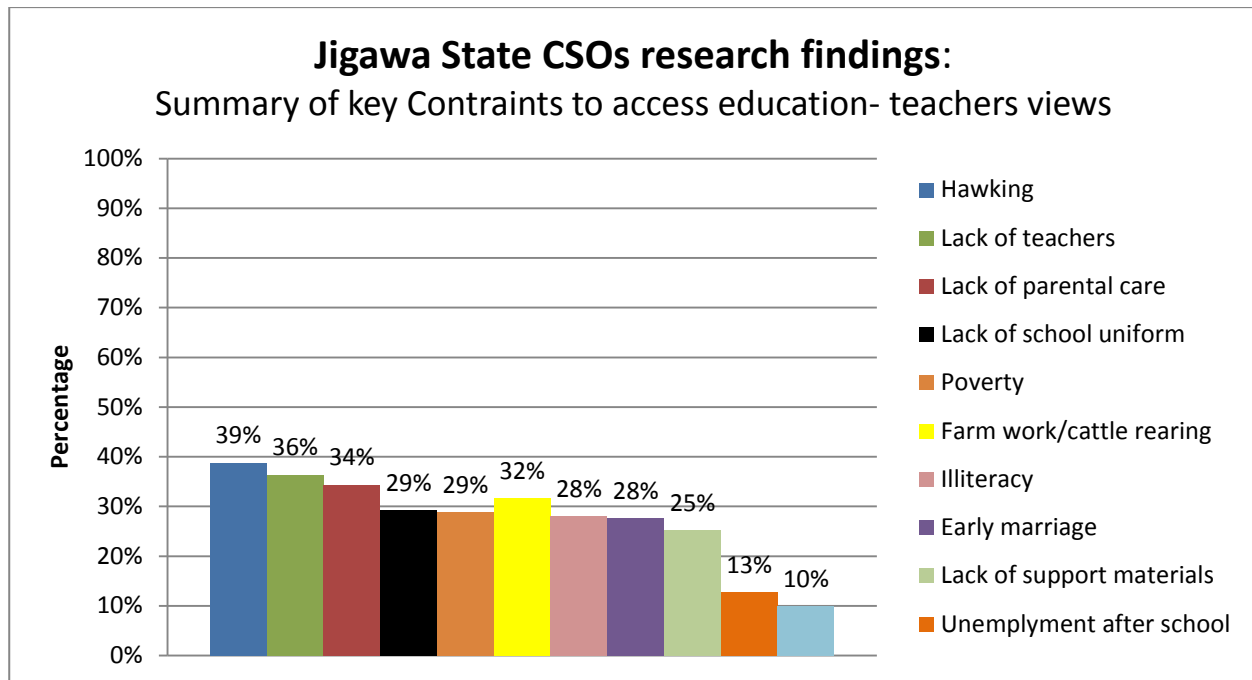### Advocacy Issues Selected by Jigawa CSOs

- Teacher deployment
- Inclusive Education

### Key Findings on Inclusive Education

### a) According to Teachers, Children and Parents
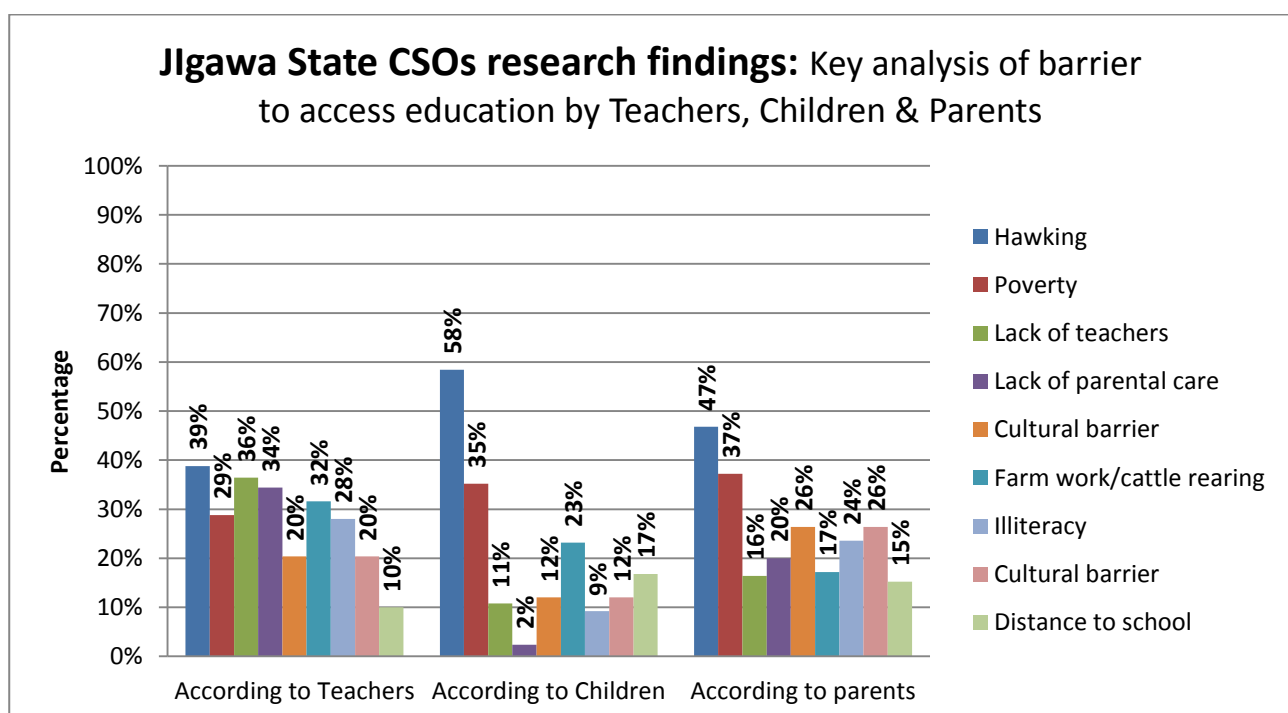
**b) Summary of Key Constraints to Children's Access and Learning**

**Jigawa State CSOs research findings:**
Summary of key Contraints to access education- teachers views



**Recommendations to Government:**

- There is need for mass recruitment of qualified teachers in the State.
- Appropriate measures to proscribe hawking (during school hours)
- Rural schools should be given priority during posting.
- Rural inducement allowances should be introduced.
- CGP should provide good accommodation
- Jigawa State Inclusive Education Strategy should be signed and adopted.
-  for teachers.
- Female teachers should be posted to rural school to encourage other girls in the communities.
- Quarter system approach in the recruitment of teachers

**Response by Government to CSO Recommendations**

- Pledged to adopt quarter system recruitment strategy
- Ministry will liaise with other MDAs and State Assembly to establish  IE Law in the State
- Continuation of SBMC consolidation work
- Provide special allowances for the rural teachers.

## ANNEX 2:  Jigawa State CSO-Government Partnership Action Plan for Sustainability

| Action | SMO | CSO | SBMC | Timeframe | Resources |
|---|---|---|---|---|---|
| **1. Follow up on advocacy issues** | | | | | |
| • Planning meeting among CSO on follow up advocacy<br>• Follow up visits to relevant stakeholders (HE, SUBEB Chair, SHOA, Hon Com. Edu Etc) on advocacy issue<br>• Monitoring of implementation of advocacy issues | | X<br>X<br><br>X | | June-Aug 2016 | • Zero cost<br>• Transport and refreshments<br>• Transport and refreshments |
| **2. Continue to support SBMC** | | | | | |
| • Mentoring visits of nearby schools in collaboration with SMOs<br>• Strengthening SBMC forum at LGEA level<br>• Grant proposal writing to source funds for SBMC activities from development partners | X | X<br>X | X | October, 2016<br>October, 2016<br>October, 2016 | Zero cost<br>Transport and refreshments |
| c) Continue advocacy to fund SBMC activities | X | | | Nov. 2016 | Transport |
| **3. CSO collaboration with State** | | | | | |
| • CSOs to source funds for conduct of quarterly CSO State meetings<br>• Quarterly CSO forum meetings | | X | | Nov, 2016 | Transport and refreshments |
| **4.  Strengthen CSO-Government Partnership** | | | | | |
| a) Advocacy for continuing collaboration with Government<br>b) Involvement in MTSS process for SBMC budgeting | | X | X | Nov 2016 | Transport and refreshments |

## Annex 3:  Update by Jigawa SUBEB Social Mobilisation Director

### CGP-SBMC Development Consolidation (198 ESSPIN Pilot plus initial 303 State rollout schools)

Civil Society and Government Partners have undertaken tranche 3 SBMC consolidation work comprised of:

- Monitoring and mentoring visit 3, focusing on disseminating and adoption of Child Protection Charter and Reporting Mechanism at School and Community Levels.
- Cluster Level Workshop for Women's Committee of SBMCs.
- CSO Led Advocacy Event at state level.

### Phase 3 Schools (501 additional schools added by Jigawa State for SBMC development)

- Monitoring and mentoring visits 1- 3 conducted by CGPs in 501 phase 3 schools.
- LGA SBMC forum conducted by CGPs in 27 LGAs.
- Hausa version of SBMC posters produced and distributed to schools by SUBEB.
- Production of SBMC Guide Book Hausa version underway.
- Monitoring and mentoring visits 4-10 to be conducted by CGPs in 501 phase 3 schools upon availability of funds from the state.

SBMC Development in new **phase 4** schools yet to commence

### Key Challenges

- Insufficient fund for SBMC Development in phase 3 and 4 school communities.
- Lack of timely release of fund by the government.
- Insufficient number of SMOs to support SBMC Development in phase 4 schools.
- Low capacity of new SMOs to support SBMC Development in phase 4 schools.

### Inclusive Education

- Sensitisation meeting with women committees of SBMCs in Roni, Miga and Birniwa LGEAs
- Girl's Education Initiative Coordination meetings.
- Monitoring and data collection by LGEA Gender Desk Officers.
- Celebration of IDG - girls were selected based on school attendance and awarded with gifts
- Schools sports- part of SUBEB action plan and calendar

### Milestones on Inclusive Education

- Improved community mobilisation by women SBMC and Gender officers on girls' enrolment and attendance
- Increased enrolment and attendance - data collected
- Celebration of IDG - girls were selected based on school attendance and awarded with gifts
- Monitoring of schools by gender desk officers and SMD, reports and update ES, GE SWG
- School sports- Part of SUBEB action plan and calendar

## State Forward Planning in Jigawa State:  Maintaining and Strengthening Partnership and Capacity for SBMC Development and School Improvement Beyond ESSPIN

- Continued and regular coordination meetings with CSOs on community engagement.
- Continued contractual engagement of CSOs to support SBMC Development in phase 4 schools.
- Implementation of GPE Programme, building on SBMC development to date in Jigawa State
- Institutionalising annual Budgetary provision for SBMC Development in the state
- Budgetary provision for SBMC Development on MTSS.
- UBEC Intervention Fund for SBMC Development.

### Way forward for SBMC Development

- Funding from the state's budget and GPE Programme
- Timely release of funds by the government.
- Mobilisation of additional SMOs to support SBMC Development in phase 4 schools.
- Continuous capacity building for SMOs

### Next Steps

- Implementation of GPE Programme in the state which includes SBMC development alongside teacher and head teacher development
- Monitoring and mentoring visits 4-6 in 501 phase 3 schools.
- SBMC development in phase 4 schools.
- Mobilisation of additional SMOs to support SBMC development in phase 4 schools.
- Continuous capacity building for SMOs as SBMCs are added to cover all schools in Jigawa State

**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<br><br>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** | | | |

**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:<br><br>1. CSO participated in all capacity development workshops to consolidate SBMC development<br>2. Capacity development for SBMCs on advocacy delivered by CSOs in partnership with SMOs<br>3. Traditional and religious leaders developed advocacy messages for school improvement based on workshop by CSO/SMOs<br>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** | | | |

| 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:*<br><br>• CSO support to formation of women and children's SBMC Committees in state rollout schools<br>• Women's SBMC Committees engaged in advocacy in consolidation period for school improvement as result of capacity development by CSOs and SMOs<br>• Children's SBMC Committees engaged in advocacy in consolidation period for school improvement as result of capacity development of children's SBMC Committees<br>• 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** | | | | |

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| 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** | | | | |

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| 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 improvements and adjustments | Proposals poor quality and not linked to situational analysis and in consequence not successful | |
| ☐ | | ☐ | ☐ | |
| Place **X** in the appropriate box above | | | | |
| **ISSUES/ COMMENTS** | | | | |

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**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:<br>• CSO advocacy report written with clear analysis, objectives, advocacy messages and targets.<br>• CSO documentation clearly highlights the main findings of the research conducted<br>• Recommendations based on the research are clearly set out<br>• Documentation is tailored to the key target(s) of the advocacy<br>• 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<br><br>Research planned but not yet conducted,<br><br>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<br><br>Intentions exist but no action | No commitments made, no changes in practice or policy | |
| ☐ | | ☐ | ☐ | |
| 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><li>CSO participated in Finance Capacity Development for Consolidation Fund.</li><li>CSO has clear expenditure tracking mechanism in place against work plan/ budget.</li><li>CSO able to retire funds according to timeframe.</li><li>CSO able to produce quality financial reports using the agreed guidelines and templates within timeframe.</li><li>CSO able to populate the fund request and reporting templates in an accurate manner.</li></ul> | | 3-4 out of 5 | Less than 3 out of 4 | |
| ☐ | | ☐ | ☐ | |
| Place **X** in the appropriate box above | | | | |
| **ISSUES/ COMMENTS** | | | | |