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Quality of Civil Society Action for Quality, Inclusive Education



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The documentary series is arranged as follows:

- ESSPIN 0-- Programme Reports and Documents
- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
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- JG Jigawa
- KD Kaduna
- KN Kano
- KW Kwara
- LG Lagos
- EN Enugu

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Enugu Civil Society Organisations

1. Youth Education on Human Right & Civic Responsibilities (YEHRCR)
2. Raise a Child Today Initiative (RACTI)
3. Economic Empowerment & Development Initiative (EEDI)
4. Agents of Communication and Development (ACODE)
5. Society for the Improvement of Rural People (SIRP)
6. Youth Resource Development Education & Leadership (YORDEL)
7. Poverty in Africa Alternative (POVINAA)

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 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

Enugu CSO Self-Assessment 2016: Executive Summary

CSOs from Enugu 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 Enugu 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 and results for Enugu State 2012-2016.

Table 1: ENUGU RESULTS	2012		2013		2014		2015		2016	
(score out of 20)	Score	Band	Score	Band	Score	Band	Score	Band	Score	Band
Poverty in Africa Alternative (POVINAA)	5	C	15	B	20	A	11	B	19	A
Society for the Improvement of Rural People (SIRP)	4	D	16	A	20	A	12	B	19	A
Youth Resource Development Education (YORDEL)	4	D	15	B	20	A	13	B	19	A
Mediating for the Less Privileged (MEWOOD)	5	C	15	B	20	A	11	B	19	A
Agent for Communication and Development (A-CODE)	Joined in 2015						12	B	19	A
Raise a Child Today Initiative (RACTI)	Joined in 2015						12	B	19	A
Economic Empowerment and Development Initiative (EEDI)	Joined in 2015						12	B	19	A
Youth Education on Human Right and Civil Responsibilities (YEHRC)	Joined in 2015						12	B	19	A
Overall Scores by Year	D		B		A		B		A	

The four CSOs listed above which joined in 2015 were engaged by Enugu State Government, using state resources to roll SBMCs out to an additional 405 schools in the 16 remaining LGAs of the state. They were

also successful in applying to support the SBMC consolidation work conducted in the ESSPIN extension period (2014-16) and were therefore included in the self-assessment for the first time in 2015.

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 (4 in Enugu) 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 better reflect 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 Enugu CSOs have all scored the same on all assessment areas.

Self-Assessment Participants

7. For this final CSO self-assessment 2 representatives of each CSO were in attendance, one SBMC Chair representative, and the SUBEB Director of Social Mobilisation of each state attended the workshop. The SUBEB Directors of Social Mobilisation made presentations on state SBMC progress since the 2015 self-assessment and supported the validation exercise. The self-assessment workshop is a rare opportunity for CSOs, SUBEB and SBMC Chairs to meet and share experience across states, and each year participant evaluations highlight the experience sharing to be a valuable and desirable exercise. ANNEX 2 summarises the outcomes of the Experience Sharing Session for 2016 which comprised one CSO representative from each state making a presentation and leading following discussion on the state-level advocacy event in which all CSOs from a state participated as a 'coalition' of organisations.

Background to SBMC Development through CSO-Government Partnership

8. SBMC research conducted in 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

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

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 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 contacted 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.

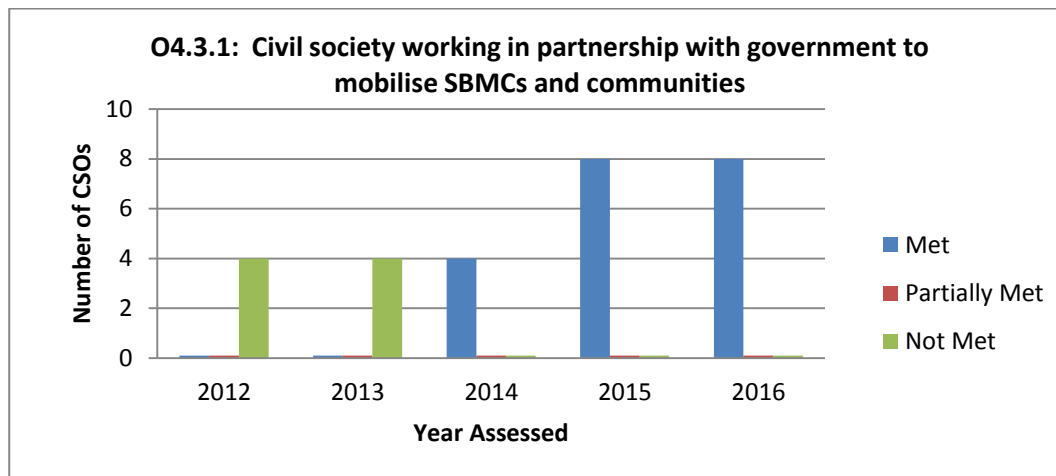
SBMC Development Consolidation 2014-16

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 strong evidence (including research) and conduct advocacy with relevant duty-bearers; developing CSO capacity to write quality concept papers and proposals and source for funds to sustain community engagement in school improvement.
15. Over 2014/2015, prior to providing consolidation support directly to selected SBMCs, additional capacity development was provided through workshops to CSOs as follows:
- Developing concept papers and proposals to source for funding
 - Application process to work on the consolidation through concept and proposal writing process
 - Participatory research and advocacy
 - Gender, women and children's participation and inclusive education
 - Finance and Accountability
 - Child protection: reporting mechanisms for conflict/violence in and around schools (Kano, Kaduna and Jigawa to date).
16. Relevant capacity areas from the above are being provided to SBMCs through CGP mentoring visits to schools, cluster level trainings with SBMCs women and children and traditional and religious leaders, and support to states to conduct SBMC forums at LGEA level.
17. At the time of writing, the number of schools benefiting from SBMC development across all ESSPIN-supported states, through both ESSPIN support and State Government rollout, totals **11,695**. Of these SBMCs the Social Mobilisation Officers at LGEA level have been able to get monitoring data from **11,023** schools, and of these **8,175** are assessed to be 'functional' according to key state SBMC roles and responsibilities. This is **74%** of SBMCs monitored across all states. When read together, SMO reports and CSO Voice and Impact Reports provide a very comprehensive account of SBMC development and progress in a state and constitute important data for planning at school, LGEA and state level.

Analysis by Year by Sub-Indicator Enugu State

1. Partnership

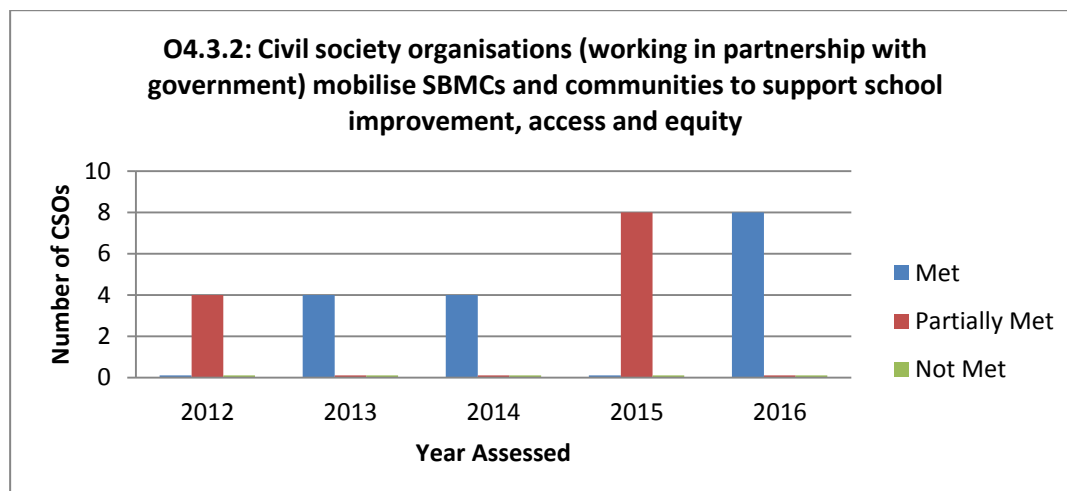


18. **Key Revisions 2015 and 2016:** From 2012-14 there was one key performance criterion on partnership: O4.2.1.1. (now O4.3.1.1). An additional one was added in 2014. The first of the two performance criteria measures whether CSOs have a partnership/engagement with government in their state to roll out SBMC development or not. The above table shows that the initially contracted CSOs in Enugu State were not able to score on this until 2014 when the Enugu State Government committed to and took forward the implementation of SBMC development in 405 additional schools covering all LGEAs of the state using state/UBEC funds.
19. 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.
20. The score on partnership for 2016 is derived from both performance criteria. The score is **met** for all and reflects the increased number of CSOs (from 4-8) partnering with Enugu 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	MEWOOD	POVINNA	YORDEL	A-Code	RACTI	EEDI	YEHRCR	SIRP
4.3.1: Civil society working in partnership with government to mobilise SBMCs and communities (Met 2, P/M 1, Not met 0)	4.3.1.1: Civil society organisation engaged by government to support and roll-out SBMC development in the state	2	2	2	2	2	2	2	2
	4.3.2: Civil Society Organisation has effective partnership with government	2	2	2	2	2	2	2	2
	For sub-indicator 4.3.1	Met	Met	Met	Met	Met	Met	Met	Met

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

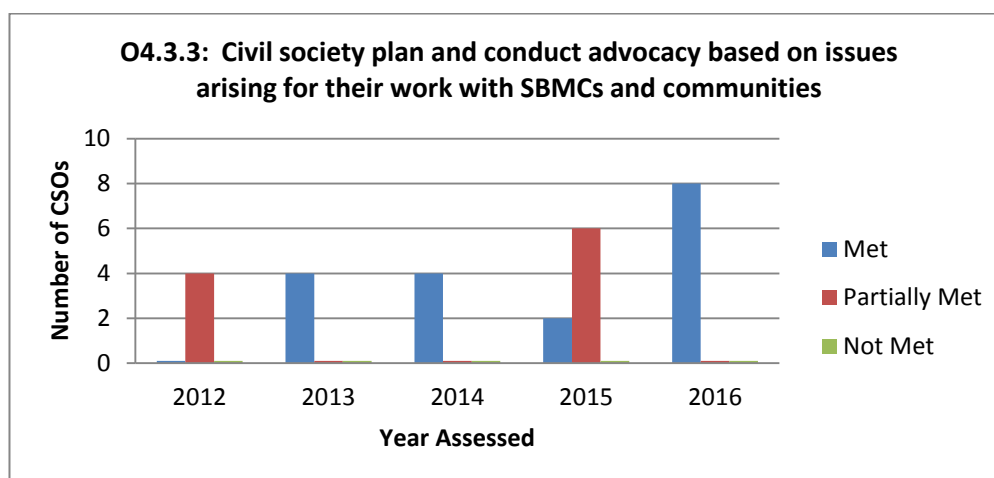
2. Community Mobilisation



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

Sub-Indicators	Dimensions	Dimensions								
		MEWOOD	POVINNA	YORDEL	A-Code	RACTI	EEDI	YHRCR	SIRP	
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	2	2	2	2	2	2	2	2	
	4.3.2.2: 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	
	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	2	2	2	2	2	2	2	2	
	4.3.2.4: CSOs able to prepare effective proposals to seek funding for community engagement in education	2	2	2	2	2	2	2	2	
	For Sub-indicator 4.2.2	Met	Met	Met	Met	Met	Met	Met	Met	

3. O4.3.3: Advocacy and Research

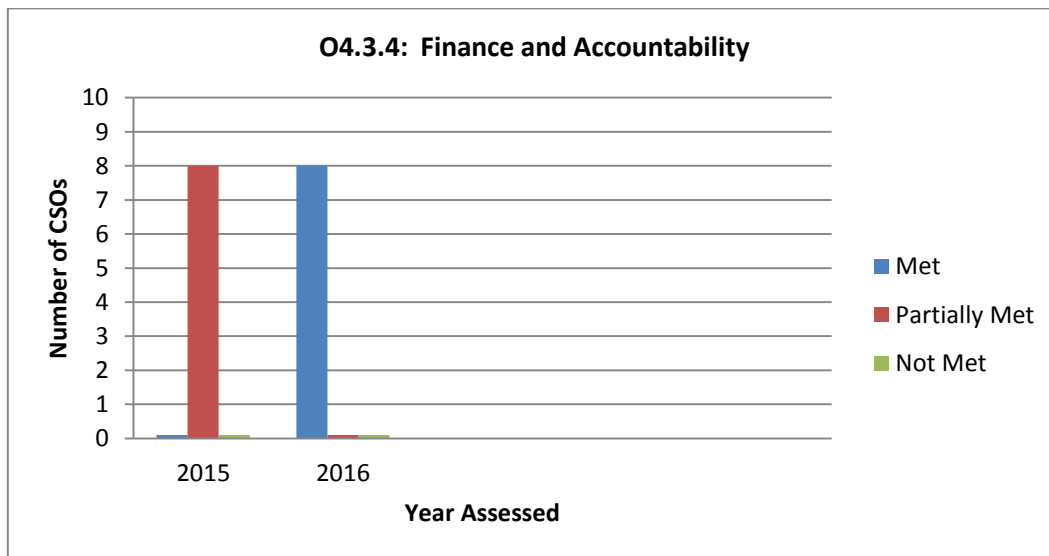


23. **Key Revisions 2015 and 2016:** One of the gaps identified by CSOs and state partners during the 2014 sustainability gap analysis was around capacity of CSOs and SBMCs (and SMD internally) to conduct advocacy on issues related to access, quality and inclusion and community participation in school 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.
24. The scores for 2016 highlight the Enugu CSOs to be **MET** overall on the performance criteria for O4.2.3. The Enugu CSOs presented strong evidence to show that the research had been conducted in selected school communities, data entered and harmonised, data analysed, and developed into key recommendations to the Enugu State Government on teacher deployment in the state and inclusive education. The final advocacy event was a great achievement for the Enugu CSOs working together as a platform to argue for school improvement based on strong evidence around their advocacy issues.

Sub-Indicators	Dimensions	MEWOOD	POVINNA	YORDEL	A-Code	RACTI	EEDI	YEHRCR	SIRP
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
	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
	4.3.3.3: CSOs establish dialogue with duty-bearers resulting in demonstrable educational changes	1	1	1	1	1	1	1	1
For sub-indicator 4.3.3		Met	Met	Met	Met	Met	Met	Met	Met

25. The 4.3.3.3 score of ‘partially met’ indicates that whilst promises and commitments were made by duty bearers in respect of the CSO advocacy, there were not yet direct actions taken on those commitments at the time of the self-assessment. The self-assessment has also therefore been useful to the CSOs in pointing the way forward in terms of following-up on promises and commitments made in the future and beyond ESSPIN. During the experience-sharing session at the self-assessment, organisations planned together on how to follow-up on the state level advocacy events.

4. O4.3.4: Finance and Accountability



26. This was a new sub-indicator introduced to the 2015 and 2016 self-assessments. It was added as the result of the decision taken in 2014 to develop CSO capacity further on finance management and accountability, as well as to conduct *Due Diligence* on each organisation as part of the selection process for consolidation. Finance training was provided by ESSPIN for 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.

27. There are no comparisons with years 2012-14, but CSO capacity has improved during the consolidation period from a ‘partially met’ to a ‘MET’.

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

Sub-Indicators	Dimensions	MEWOOD	POVINNA	YORDEL	A-Code	RACTI	EEDI	YEHRCR	SIRP
		2	2	2	2	2	2	2	2
4.3.4: Financial management and reporting	4.3.4.1: CSOs demonstrate financial capacity and accountability	Met	Met	Met	Met	Met	Met	Met	Met
	For sub-indicator 4.3.4	Met	Met	Met	Met	Met	Met	Met	Met

Conclusions Enugu

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

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

30. Other achievements for the Enugu 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 Enugu CSOs have continued to be successful. This external assessment has been conducted over the consolidation period in addition to the initial very detailed assessment of the CSOs undertaken by ESSPIN and states to participate in the pilot and state SBMC rollout, **and** the technical application process through which all CSOs had to go to participate in the consolidation work (proposal application as capacity development), and the usual annual CSO self-assessment. All these different assessments/performance reviews have in themselves added capacity to the CSOs, and they also tell us that the organisations engaged by ESSPIN and states are well qualified to do the work they are doing.

31. The Enugu CSOs were able to present with 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 lifetime 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.

32. Despite entering the ESSPIN programme later than other states, the Enugu Social Mobilisation Department and the CSOs with whom they are working in partnership, have excelled. They have a plan in place to sustain this work beyond ESSPIN, and they are already working with state government to roll SBMCs out to the remaining 627 schools in the state.

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

SN	ACTION	SMD	CSO	SBMC	Timeframe	Resources
1	Strengthening of Enugu CSOs network on SBMC support and School Improvement Programme [SIP] through <ul style="list-style-type: none"> ➤ (a) development of operational guideline/TOR for the network ➤ (b) Membership and platform registration ➤ (c) identification and adoption of allies 	✓	✓		August 2016	Meeting venue Stationeries Membership Registration Realized
2	<ul style="list-style-type: none"> ➤ Termly mentoring and monitoring visits to ten (10) schools and phone call interactions with additional ten schools, per term responding to their issues and submit reports to the network ➤ Collaboration with the LGEA SBMC steering committees to hold yearly SBMC forum in the LGAs ➤ Quarterly engagement with key education stakeholders in the state on government funding of SBMC and other advocacy issues identified ➤ Periodic meetings with education secretaries at education zonal level 		✓		September 2016 January 2017 March/October 2017 June 2017	Transport fare Recharge card
3	<ul style="list-style-type: none"> ➤ Encourage education stakeholders to feature in annual state SBMC conference, to share experience and stimulate healthy competition among the seventeen (17) LGEAs in school improvement issues. ➤ Seek for fund for further engagement ➤ Periodic meetings with state traditional ruling council ➤ Engagement with religious leaders 		✓		June 2016 January 2017 December 2016	Funds Meeting place
4	<ul style="list-style-type: none"> ➤ Advocate for Budgetary provision for all SBMC activities at all levels ➤ The engagement with the state House of Assembly Education Committee members to provide support to SBMCs/Community participation in education. ➤ Advocacy to sustain the momentum to redistribute the teachers, especially to give the rural pupils opportunity to access teachers now and not schools ➤ Advocacy to sustain the plan to anchor teacher promotion on performance of pupils more than any other criteria ➤ Advocacy to sustain the issue of one, master trainer (School Support Officer) in each of the schools in the state. ➤ Advocacy to train the inclusive education experts and distribute to schools at least one to train others ➤ Advocacy to design all new buildings and renovations by ENSUBEB to be IE Compliant with Ramps, sizeable doors to give access to wheel chairs and the colour of the chalk boards to encourage albinos. ➤ Advocacy to review the Enugu State SBMC Policy to accommodate the new national SBMC Policy. 	✓		✓	October 2016 July 2016 June 2016 June 2016 June 2016 September 2016 June 2016 November 2017	
5	<ul style="list-style-type: none"> ➤ MoE quarterly meeting with CGP feedback/review meeting with CSOs on SBMC activities ➤ SMD to Include SBMC activities in their monthly work plan and budgets ➤ SMD Continues engagement with the chair and other board members for the timely release of funds ➤ SMD to improve their department to be IT compliant and able to use the new media in communication 	✓			Quarterly	

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

1. Key advocacy issues selected by Enugu CSOs in 2014 on which they conducted research:

- A. Implementation of Enugu State Inclusive Education Policy
- B. Teacher/Pupil Ratio in Government-owned Primary Schools across Enugu State.

2. Specific change advocated for/advocacy messages:

The Enugu State government had adopted the IE policy in February 2014. The main challenge since adoption is implementing the policy to achieve the desired result and impact intended. However, we expect the following changes:

- Improved funding
 - Training of teachers to be inclusive Education compliant
 - An improved access to budgetary allocation
 - Improved facilities to aid Inclusive Education policy in the State.
- a. The Enugu State government is currently renovating and building over 400 schools in the state. The state had also established the School Based Management Committees in One thousand, Two Hundred and Twenty Three (1223) schools (all the Public Primary schools in Enugu State), to encourage the local communities to be involved in school management.
 - b. The major challenge in the education sector Enugu State is the dearth of teachers. A random sampling carried out in 40 primary schools showed that the teacher-pupil ratio is 1:80. This means that many of the classrooms being reconstructed or built will not be put to use due to lack of teachers to manage the classrooms. This will result in poor learning outcomes for pupils. We want to see the following changes:
 - Government should carry out a survey to ascertain the actual number of teachers in Public Primary Schools in Enugu State,
 - Equitable re-distribution of teachers between urban and rural primary schools in Enugu State.
 - Recruitment of teachers to close the existing gap

Our Key Advocacy Messages

- Despite the huge resources the government has spent on school improvement, there is clearly inadequate number of teachers in our schools; the government should increase the number of teachers in each school to reduce the teacher - pupil ratio to 35:1.
- The government is currently renovating and building new schools in state, however the infrastructural development is not inclusive education compliant. Government should make provisions to address the needs of all classes of pupils including the physically and mentally challenged pupils.
- Enugu State Government should train all Government primary school teachers in the State on Special Education skills.
- Government should enhance budgetary allocation to Ministry of Education for effective implementation of inclusive education in Enugu State.

3. Our Advocacy Event and Key Targets of our Advocacy:

The Enugu State Advocacy event was held on the 16th of May 2016 at the Oakland Amusement park in Enugu State. There were education stakeholders drawn from all the Seventeen (17) LGAs in Enugu State in attendance. Our targets of the advocacy were; the Commissioner of Education- Prof Uche Eze, Chairman- Enugu State Universal Basic Education Board, all the Directors under Enugu State Ministry of Education, all the Directors under Enugu State Universal Basic Education Board (ENSUBEB), the Speaker Enugu State House of Assembly, Enugu State House of Assembly House Committee Chairman on Education, Special Adviser to Enugu State Governor on Civil society Matters, Local Government Education Authority, Traditional rulers and the Religious leaders. However, all our targets were in attendance except members of the Enugu State House of Assembly.



A banner produced by the CGPs for the State Advocacy Event

4. Response to Our Advocacy:

Responses from the Enugu State Commissioner for Education:

- Government recognises that the research was based on known method but remarked that issues were based on specific schools.
- Government agreed that the findings were on hand to authenticate the government findings, he stressed that coming from an independent group, and the research was more than anything impeccable.
- Government promised to roll-out a number of policies in the state that will address the concerns of the research findings, including teacher redistribution before the next academic session in the state.
- Government promised to send every teacher to his or her community during the next teacher's redistribution exercise.
- Government promised to conduct a teacher based survey to determine the real and actual teachers in the state.
- Government also promised to employ teachers immediately after that survey to close existing gaps.
- Government said that hard times await teachers who will not be dedicated to work as promotion of teachers in the state will no longer be on the basis of year of service but on impact of learning delivery in a particular school.
- Government insisted that the Local Government Education Secretaries who protect truant teachers are on their way out of service as soon as the policies are out.
- Government said that all dilapidated school buildings have been charted for renovation in batches.
- Government said that a committee has been set up to handle all cases of trespass and encroachment on school lands.
- Government said that the ESSPIN model of school support officers will be replicated with teachers trained to function as school support officers for our schools.
- Government said that their on-the-spot visit to some schools showed that there is urgent need for some schools to be merged where the conditions for them to exist independently are not met.
- The Enugu State commissioner for Education advised the SBMC members not to see SBMC activities as government job where they will be sharing resources mobilised in the schools, while SBMCs are established to be a link between the community, the government and the schools with the aim of improving community participation and quality of learning through community contribution and support. He encouraged and thanked the CSOS, recognising them as partners in progress, he noted that CSOs research report tallies with their own observations and should the government do their own research, the two would be speaking same voice.



Hon. Commissioner for Education, Prof. Uche Eze with the CGPs, religious leaders and traditional rulers present during the State Advocacy event.

- The Director for school services A.O Nwobodo corroborated the commissioner's earlier promise stressing that God-willing, dilapidated schools in the State would be taken care of soon and in batches. He urged SBMCs to report issues on teacher's absenteeism to SUBEB for proper action.
- The acting chairman ENSUBEB Mrs Chiama Rose .N, implored SBMCs to report contractors who carry school old materials or who do shabby jobs in schools. He asked the school where there was a child who broke his skull due to school environment to take a picture of the child, and write to government stating actions that should be taken. He stressed that from now henceforth, the government will be backing teacher's redistribution exercise and as such, only the governor reserves the right to transfer teachers. This will curtail indiscriminate transfer of teachers from the rural to the urban areas.

5. Voices of Children during the State Advocacy Event

- Chukwu Chinaza- from Town school Mgbo, Awgu LGA, "our school pavement and toilet are bad. Please government should come and help us".
- Chukwuemeka Isreal from Nenwe, Aninri LGA sited insecurity and discomfort as a result of open defecation by community members and having nursery section of the school in a dilapidated building.
- Ude Chiemerie- City Primary school, Enugu North LGA- Our school is situated on top of a hill making it difficult to climb up to school and climb down after dismissal, No Tank for drinking water, bad environment that hurts children to the extent of having a case of a child who fell down and broke his skull while playing. A specialist hospital is presently attending to the child; the bill is over Seven Hundred Thousand Naira (N 700,000) which parents of the child cannot pay. They have borrowed but cannot even pay back to the people they borrowed from.
- Eze Pascal- CPS ugo-Iheaka, Igboeze South LGA- "inadequate classroom in addition to abandoned class room since 2012".
- Egbo Mercy- MFCS Ojeshi Isiuza LGA- "the name of my school is MFCS Ojeshi Ikem Nkwo, no school building, No teachers in our school, other schools are too far. Children had to wait till 12 years to be able to trek to the next school".
- Eze Chidumeje from C/S EgwuAchi, Oji-River LGA, "No toilet, we sit on the floor, we don't have teachers, Primary 3 to primary 6 sit in one class so as to be attended to by one teacher".

6. Plenary Session

The plenary gave the participants the opportunity to make comments and ask questions during the advocacy event. The participants raised a number of issues concerning teachers and education. These issues include:

- Inadequate number of teachers and poor infrastructures in most of our public schools. Participants then advised the government to declare state of emergency on public schools.
- Connivance of Education secretaries with teachers as to promote absenteeism and truancy. The participant then urged the government to set up an effective monitoring with a view to curb that.
- Women also showed concern for teacher's welfare including pension and gratuity. They suggested that voucher should be centrally prepared for internal check.
- Other issues raised and discussed during the plenary include; land encroachment, school ownership tussle between the church and the school.

7. Way Forward and Next Steps

- Advocacy to sustain the momentum to redistribute the teachers, especially to give the rural pupils opportunity to access teachers now and not schools
- Advocacy to sustain the plan to anchor teacher promotion on performance of pupils more than any other criteria
- Advocacy to sustain the issue of one, master trainer (School Support Officer) in each of the schools in the state.
- Advocacy to train the inclusive education experts and distribute to schools at least one to train others
- Advocacy to design all new buildings and renovations by ENSUBEB to be IE Compliant with Ramps, sizeable doors to give access to wheel chairs and the colour of the board to encourage albinos.

Annex 3**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"/>	EVIDENCE
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
<p><i>CSOs able to mobilise women and children evidenced by achievement of all of the following:</i></p> <ul style="list-style-type: none"> • CSO 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 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
<p>CSO documentation encompasses all of the following:</p> <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 	<p>3 or 4 out of 5, Research report incomplete</p> <p>Research planned but not yet conducted,</p> <p>Data analysis/report-writing ongoing, advocacy messages not clear</p>	<p>Less than 3 out of 5</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Place X in the appropriate box above			
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			