



**invictus**  
AFRICA

# **GREBS** Fellowship

FELLOWS' TRAINING GUIDE











## About Invictus Africa

Invictus Africa is a civic-tech organization that develops, amplifies, and catalyzes the use of rights-based and gender-based data to drive inclusive policies, equitable resource decisions, transformative programs, and institutional accountability.

### Executive Director

Bukky Shonibare

### Invictus Africa Team

Adenike Adeoye, Ayomide Ajayeoba, Ebunoluwa Adegbe, Edidiong Inyang, Gabriel Mobuogwu, Ikechukwu Prince, Japheth Stephen, Joy Edo, Margaret Chrisantus, Olorunnisola Abe, Perpetua Aende, Tobacaleb Akanmu, Witson Onipe.

### Contact:

Plot 54, Cadastral Zone, C01, Karmo, Abuja.

+234-901-910-1011, +234-703-326-3444

[info@invictusafrica.org](mailto:info@invictusafrica.org)

[www.invictusafrica.org](http://www.invictusafrica.org)

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## Acknowledgement

The GREBS Fellowship is a leadership and advocacy program that builds the capacity of grassroots advocates to raise public awareness and engage stakeholders on gender-responsive education budgeting and spending at subnational levels.

Fellows work directly within communities to engage and sensitize key actors, track education budget allocations and spending with a gender lens, identify GREBS-related policy commitments, and advocate for improvements that ensure education budgets work better for girls.

Our heartfelt gratitude goes to the GREBS Fellows for believing in this work and for being part of a growing movement that puts girls' education at the heart of budgeting and policy decisions. We are also thankful to the Commissioners, Directors, and other government officials in Oyo and Gombe States for engaging with us and showing commitment to GREBS. We thank the CSOs, community members, and other stakeholders for their passion, insights, and commitment.

Finally, we deeply appreciate the Malala Fund for providing the support for the GREBS Project, ensuring that more girls can access and complete primary and secondary school in Nigeria.



# GREBS Fellowship

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# Introduction

## **Overview of the GREBS Project**

The Gender-Responsive Education Budgeting and Spending (GREBS) project is a policy advocacy and civic engagement initiative implemented by Invictus Africa with support from the Malala Fund. It focuses on ensuring that education financing at the subnational level, particularly in Oyo and Gombe States, is responsive to the unique needs of girls at the primary and secondary levels, ensuring their access and completion of secondary education.

In Nigeria, systemic challenges such as inadequate funding, lack of gender-disaggregated data, and limited community engagement have hindered the effectiveness of education budgets in promoting gender equity. The GREBS project addresses these issues by providing tools and frameworks to integrate gender considerations into education budgeting processes.

The GREBS project promotes inclusive, equitable, and responsive education financing by equipping government officials and communities with a knowledge-tool to understand, influence, and monitor education budgets towards ensuring access and completion of secondary education.

## **About the GREBS Fellowship**

The GREBS Fellowship is a leadership and advocacy program that builds the capacity and empowers grassroots advocates in Oyo and Gombe States, to drive public awareness and government accountability for gender-responsive education budgeting and spending. Fellows work in communities, engage with stakeholders, and track policy commitments, making GREBS accessible and actionable at the grassroots.



## Fellowship Expected Outcomes

The expected outcomes of the GREBS Fellowship are:

01. **Strengthened Awareness:** Community members demonstrate increased awareness and understanding of the GREBS initiative, fostering broader public engagement in equitable education financing issues.
02. **Enhanced Local Capacity:** Local stakeholders, including civil society actors and education advocates, possess improved knowledge and skills to effectively champion gender-responsive education financing and influence policy decisions.
03. **Improved Accountability:** Monitoring mechanisms for education budget allocation and implementation are strengthened, with documented shifts in local advocacy strategies and stakeholder behaviour that support greater transparency and accountability.



## Role and Responsibilities of GREBS Fellows

Fellows are expected to:

01. Sensitize 10 communities each on GREBS
02. Organize townhalls, school visits, and stakeholder dialogues
03. Track, document, and report findings on education budget developments and implementation in their assigned LGAs to inform advocacy
04. Write monthly reports and stories of change
05. Participate in peer learning and mentoring sessions
06. Participate in the state budget processes
07. Represent the project in advocacy meetings when required

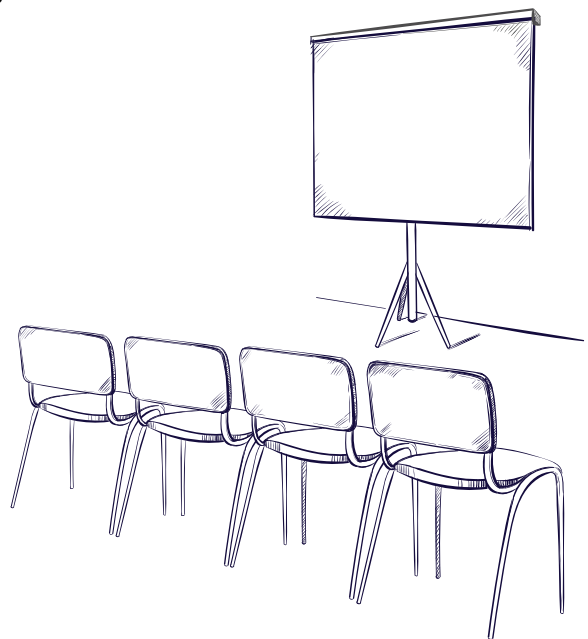
## Fellowship Code of Conduct

01. Integrity: Be honest, respectful, and consistent in communication
02. Non-Partisanship: Do not represent political parties or endorse candidates
03. Professionalism: Show up prepared, punctual, and organized
04. Confidentiality: Protect sensitive stakeholder information
05. Accountability: Submit reports on time and communicate challenges promptly

## Aim and Objectives of the Training Guide

The Training Guide aims to build practical knowledge and confidence among GREBS Fellows to:

01. Understand the structure and flow of education budgeting in Nigeria and their states.
02. Apply the GREBS framework in budget analysis and community work.
03. Design and implement community-based sensitization and advocacy activities.
04. Monitor, collect, and report credible data and feedback from stakeholders to inform advocacy strategies.
05. Build cross-sectoral partnerships for education equity.

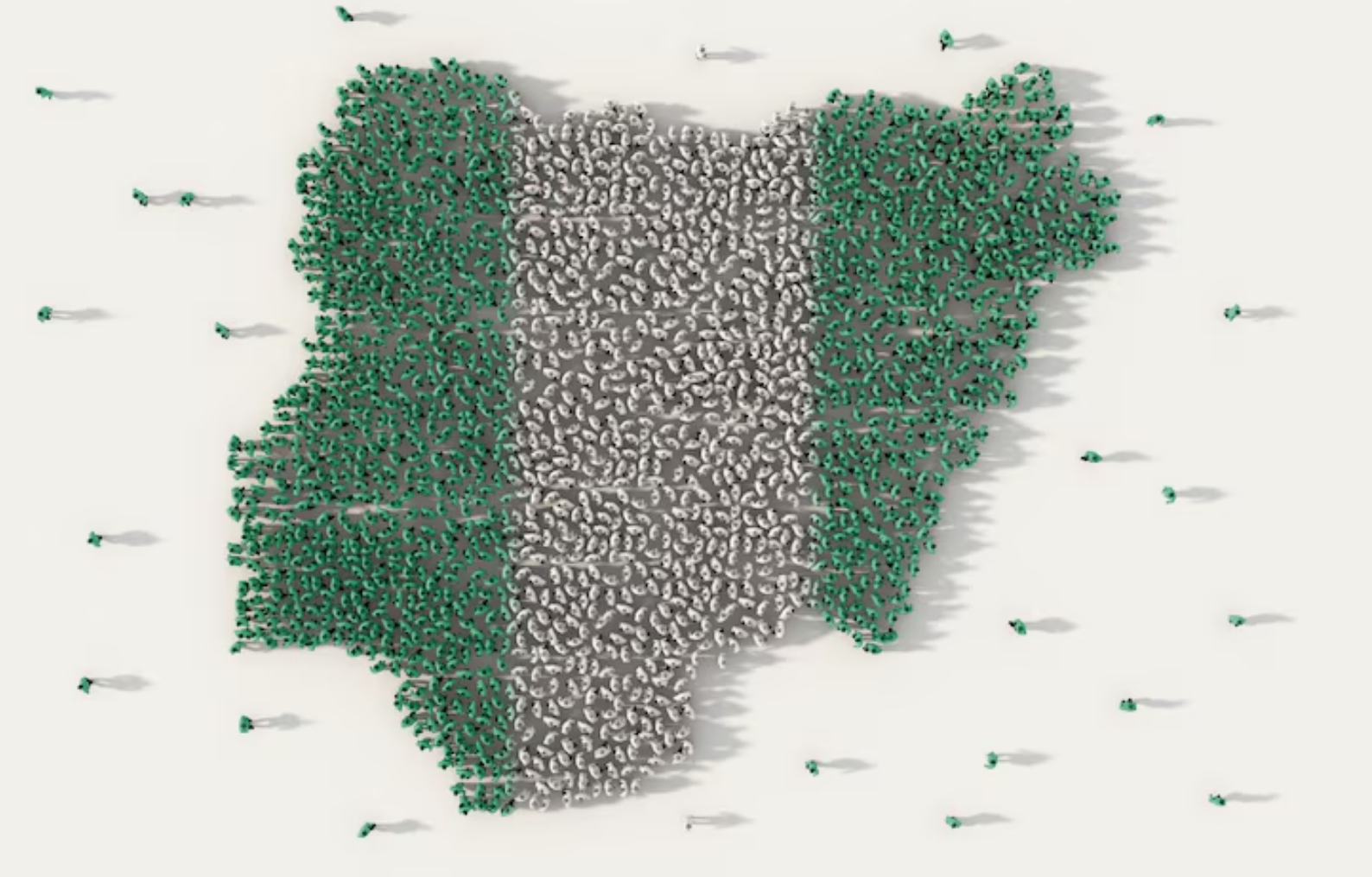


# Module 1

Understanding Gender-Responsive  
Education Budget and Spending(GREBS)







## Overview of Nigeria's Education Budgeting Process

Nigeria's education budgeting process is a multi-tiered system involving federal, state, and local governments. It encompasses several stages, each critical to ensuring that educational funds are appropriately allocated and utilized.

### Key Stages in the Budgeting Process

There are 5 key stages in the budgeting process. Ultimately, each key stage is dependent on the other to drive and achieve effectiveness in governance. The key stages are:

01. **Policy Formulation:** The process begins with policy formulation, where the government identifies educational needs and sets priorities. This stage involves the development of policy frameworks that guide budget allocations, considering macroeconomic fundamentals and stakeholder consultations.
02. **Budget Preparation:** Following this, the budget preparation phase entails estimating revenues and expenditures. The Ministry of Education collaborates with the Ministry of Finance to draft budget proposals that align with national and subnational educational goals.

03. **Legislative Approval:** Once the budget proposals are ready, they are submitted to the legislative bodies by the executive arm of the government, the National or State Assembly, for scrutiny and approval. This legislative approval stage ensures that the proposed budgets are thoroughly reviewed, amended if necessary, and endorsed to reflect the educational priorities of the nation and respective states.

04. **Budget Execution:** Upon approval, the budget execution phase commences. This phase involves the release of funds to implementing agencies. These agencies are responsible for the implementation of educational programs and projects as outlined in the approved budgets.

05. **Monitoring and Evaluation:** The final stage is monitoring and evaluation, where expenditures are tracked, and outcomes are assessed to ensure accountability and effectiveness in the utilization of educational funds. This is about auditing and reporting to ensure accountability





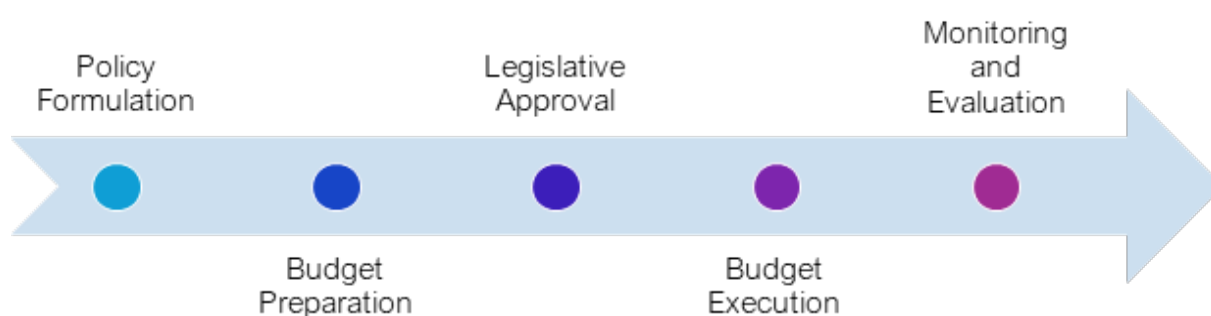


Figure 1: Stages in the Budgeting Process

## Budget Cycle

The budget cycle is the recurring process of planning, approving, executing, monitoring, and evaluating a budget to ensure the effective management of educational funds.

Table 1: Nigeria's Education Budget Cycle

Stage	Description
Preparation/Planning	Assessment of educational needs and setting of priorities.
Approval	Legislative scrutiny and endorsement of budget proposals.
Execution/Implementation	Execution of approved budgets through programs and projects.
Oversight/Monitoring & Evaluation	Ongoing assessment to ensure funds are used as intended and objectives met.

Table 1 shows that the education budget cycle in Nigeria is a continuous process that ensures the effective management of educational funds. It begins with planning, where educational needs are assessed, and priorities are set. This is followed by approval, involving legislative scrutiny and endorsement of budget proposals. The implementation phase sees the execution of approved budgets through various educational programs and projects. Finally, the monitoring and evaluation stage involves ongoing assessment to ensure funds are used as intended and objectives are met.

## Budget Stages and Budget Cycle

The terms “budget cycle” and “key budget stages” are closely related in budgeting. While they are interconnected, they serve distinct purposes and have unique characteristics.

Table 2: Differences Between Budget Stages and Budget Cycle

Aspect	Budget Cycle	Key Budget Stages
Definition	The overarching, recurring process of budgeting	Specific steps within the budgeting process
Scope	Broad, encompassing the entire fiscal period	Detailed, focusing on individual actions
Function	Ensures continuity and responsiveness in budgeting	Provides structure and clarity to budgeting tasks
Interrelation	Comprises multiple key budget stages	Components that make up the budget cycle

The table shows that the budget cycle is a comprehensive process that repeats each fiscal year, while the budget stages are the building blocks of this cycle. Budget stages are the distinct phases within the budget cycle.

## Education Budget at National, State, and LGA Levels

Education budgeting in Nigeria operates at three primary levels. These are the federal, state, and local governments. The roles of Nigeria's federal, state, and local governments in education budgeting are delineated by constitutional mandates and specific legislation, such as the Universal Basic Education (UBE) Act of 2004. These roles encompass policy formulation, funding allocation, implementation, and oversight across various educational levels.

- (a) **Federal Level:** The federal government is responsible for tertiary education and policy formulation. Funds are allocated through the Federal Ministry of Education to support higher education institutions and national education initiatives. This is always through the Universal Basic Education Commission (UBEC).
- (b) **State Level:** State governments manage primary and secondary education. State Ministries of Education develop budgets aligned with state-specific educational priorities, ensuring that resources are allocated to address local educational needs. State Universal Basic Education Boards (SUBEB) play a huge role in this sense.
- (c) **Local Government Level:** The Local Government Education Authorities (LGEAs) oversee basic education. They implement programs at the grassroots level, ensuring that educational services are delivered effectively within communities.

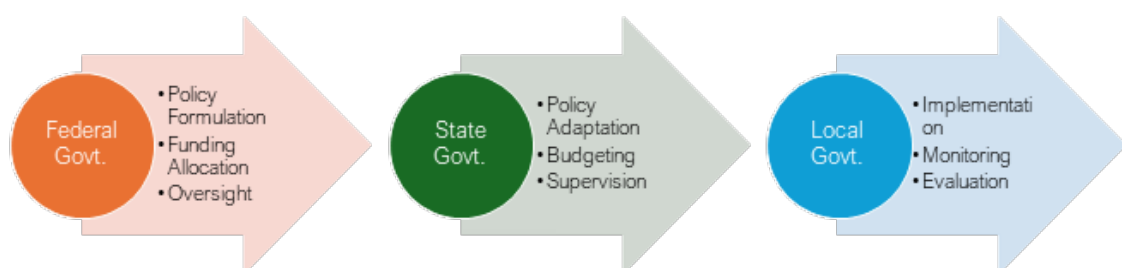


Figure 2: Flowchart Illustrating the Roles of Federal, State, And Local Governments in Education Budgeting

## Entry Points for Gender Responsiveness

Integrating gender considerations into education budgeting is essential to ensure equitable access and outcomes for all genders. Key entry points for gender responsiveness include:

- Needs Assessment: Collecting gender-disaggregated data to identify disparities in educational access and outcomes.
- Policy Formulation: Developing policies that address gender-specific challenges and promote inclusivity.
- Budget Preparation: Allocating funds to programs targeting gender equity, such as girls' education initiatives.
- Budget Implementation: Ensuring that educational policies and programs are designed, resourced, and executed to benefit all genders equally.
- Monitoring and Evaluation: Assessing the impact of educational programs on girls to inform future budgeting decisions.



## Understanding Gender-Responsive Education Budgeting (GREBS)

Gender-responsive education budgeting and spending (GREBS) is an approach that integrates gender perspectives into all stages of the education budgeting process. It aims to identify and address gender disparities in education, ensure equitable allocation of resources, and promote inclusive policymaking and implementation.

Gender-responsive education budgeting and spending (GREBS) initiatives are very diverse, but they all have in common the answer to one essential question: What is the impact of the education budget, and the policies and programs that it funds, on promoting education for girls? GREBS is the process of ensuring consideration is given to gender perspectives and needs in budget allocations and expenditures to promote educational parity for boys and girls.



GREBS is not about having a separate budget, but ensuring gender sensitivity is reflected in existing education budgets and spending. It is also not only about allocating more budget to education but about allocation and spending through a gender responsive lens, taking into cognizance the unique and overlapping needs and realities of girls in comparison to boys, in relation to their access and completion of basic education.

Essentially, a gender-responsive education budget contains budget lines that promote gender parity in education, such as budget allocation for programs and actions that guarantee high enrolment rates of girls in primary and secondary schools, while funding educational amenities and services in ways that guarantee high retention of girls and completion of their education in schools.

Examples of such expenditures are special scholarships for girls such as in male-dominated subjects, development of gender-responsive education policies and curriculums, training of curriculum developers and teachers on gender-responsive pedagogy, employment of additional teachers of which a larger percentage are women, policies and actions to prevent and respond to gender-based violence and to support pregnant schoolgirls, and provision of sanitary materials as well as Water, Sanitation, and Hygiene (WASH) facilities, among others.

It should be emphasized that education is a fundamental human right. As such, GREBS ensures gender equity in education, where all forms of barriers that can prevent any gender from being enrolled, retained, and completing school are totally removed. It advocates and promotes equal participation in educational activities, supports all genders to attain comparable educational outcomes, and uses education as a tool to empower marginalized genders. This points to accessibility, full participation, achievement, and adequate empowerment. And this is why GREBS encompasses inclusivity, transparency, accountability and sustainability as its key principles.

When we talk about GREBS, we are essentially describing a way of managing educational finances that puts fairness and inclusion at its heart. Imagine a school community where decisions about spending are made behind closed doors by a small group of administrators, with little input from teachers, parents, or students themselves. Now let us imagine the opposite, a system where everyone who has a stake in education gets a voice in what is needed and how money is spent in education. This is what inclusivity in GREBS looks like. It means that when budget meetings happen, there is space at the table not just for the usual decision-makers, but for representatives from all communities. Think of that poor girl on the farm, that poor boy on the street, that market woman whose daughter has been at home because of a lack of WASH facilities in their school. Every voice matters because each group understands unique challenges that others might overlook.

However, having everyone in the room is only the first step. Transparency takes this further by demanding that when governments make budget decisions, they do not just announce the final numbers, they explain their reasoning in language that ordinary citizens can understand. It is the difference between a government saying, “We allocated N20bn to education” and explaining “We allocated N20bn to education: N5bn specifically goes to reducing class sizes in underfunded schools, N5bn is earmarked for girls’ science programs, and N6bn will fund scholarships for students from low-income families, while N4bn will be used to provide water and toilet facilities in schools.” When information is presented clearly and openly, people can engage meaningfully with the decisions that affect their lives.

This transparency creates the foundation for real accountability. When citizens understand how their tax money is being spent on education, they can ask tough questions: Why did boys receive more funding for sports while girls' programs were cut? Why do schools in urban areas have better resources than those in rural areas? Accountability means governments must be able to justify their choices and demonstrate that they are distributing resources fairly across all groups, not just those with the most political influence.

Finally, sustainability ensures that gender equity in education is not treated as a one-time checkbox to tick, but as an ongoing commitment that spans years and even decades. It is like planting a garden, you cannot just scatter seeds once and expect lasting results. Instead, governments must develop and stick to long-term strategies that gradually but persistently address educational inequalities. This is to ensure that progress made today will not be undone by the next administration or budget cycle. And this is also why policy formulation is essential as the first stage of the budgeting process.





Figure 3: Key Principles of GREBS

Invictus Africa developed a GREBS Guide, which provides a comprehensive step-by-step approach to implementing gender-responsive budgeting in education. It includes assessment tools for analysing budgets and identifying gaps, planning frameworks for developing gender-equitable budget plans, and monitoring mechanisms for tracking progress and outcomes.

## Relevant Ministries/Institutions in GREBS and their Roles

The following ministries and institutions play a critical role in embedding gender-responsive principles into education budgeting and spending. By understanding their mandates, structures, and levels of influence, one will identify where and how to advocate for gender-equitable allocations.



### Ministry of Education

The state's Ministry of Education advises the government on education policy development, oversees the implementation of school-based programs, and manages teacher recruitment and infrastructure projects. The ministry is saddled with the responsibility of ensuring that all-inclusive, qualitative education is achievable so that no child is left behind in the acquisition of sustainable and productive skills.





### Ministry of Women Affairs

The Ministry of Women Affairs champions policies and programs to promote women's rights, protection, and participation. They translate these national mandates into programs, such as scholarships for girls, campaigns against gender-based violence, awareness on early marriage, and support services for pregnant students. There must be records of gender-focused initiatives and community outreach plans in this ministry to examine how these line items appear in state budget documents and implementation reports.



### Ministry of Health

School-based health interventions, menstrual hygiene management, school feeding programs (in some cases and relating to nutrition programs), vaccination campaigns, and provision of WASH facilities fall under the Ministry of Health's purview. For example, Oyo State's Health Ministry partners with SUBEB on WASH improvements in schools, funded through its own health-sector allocations and UBEC matching grants.



### Ministry of Information

Public awareness and behavior change communication are essential for sensitizing communities on GREBS principles. The Ministry of Information (and state-owned media outfits such as BCOS in Oyo and GMC in Gombe) issues press releases, organizes radio/TV talk shows, and publishes citizens' budgets. GREBS Fellows can monitor the frequency and content of gender-responsive education stories—examining media-buy line items in the state budget—and use freedom-of-information requests to obtain copies of official communication plans and advertising schedules.



### Ministry of Budget and Economic Planning

This ministry designs the Citizens' Budget, issues budget-call circulars to all MDAs and consolidates the Appropriation Act. In Oyo State, its website posts the annual budget documents, budget performance reports, and multi-year fiscal projections. By comparing approved figures against quarterly releases, one can identify under- or over-utilization of gender-targeted allocations (e.g., "girls' scholarship fund") and raise queries through public hearings convened by the State House of Assembly.



### State House of Assembly

Legislators exercise oversight by reviewing, amending, and approving budget proposals. The Education and Appropriations Committees hold public hearings during which people can submit position papers, question budgetary allocations for gender equity, and track committee reports. Assembly transcripts and committee minutes, available via the Clerk's office or on official portals, allow fellows to document commitments from lawmakers and follow through on promised budget amendments.



### Office of the Governor

The Governor's Office issues executive orders, directives to MDAs, and signs the Appropriation Act into law. It frequently launches flagship initiatives (e.g., free education, school-feeding programs) that may not appear clearly under MDA line items. Citizens can monitor Gazette publications and official press briefings from the Governor's Press Unit to identify these discretionary programs, then trace their funding through supplementary budget bills or Special-Purpose Vehicle (SPV) accounts.



### Other Agencies/Institutions

There are more agencies that, in one way or another, have indirect roles in making a budget that is gender responsive. Note that these agencies, though, are not primarily responsible for preparing or implementing GREBS, but they can advocate for and influence the primary ministries/institutions responsible for GREBS. Some of these agencies/Institutions are the State Universal Basic Education Board (SUBEB), Post Primary Schools Teaching Service Commission (TESCOM), the State Agencies for Orientations and Awareness, e.g., Oyo State Mobilization Agency and Socio-economic Development. Office of the Wife of the Governor, though not an officially recognized office, also plays key influential roles in ensuring GREBS.

# Module 2

Understanding State Contexts  
(Oyo and Gombe)







## Oyo State

Oyo State was created on February 3, 1976, from the old Western State, and later ceded part of its territory to form Osun State in 1991. It hosts over 7.9 million inhabitants as of the 2022 census, predominantly the Yoruba ethnic group, engaged in agriculture and urban commerce.

### Administrative and Political Structure in Oyo State

The state government operates through three arms:

- **Executive:** Headed by the Governor, currently Oluwaseyi Makinde, supported by commissioners and other members of the cabinet.
- **Legislature:** A 32-member State House of Assembly, with Education and Appropriations Committees that review the annual budget, hold public hearings, and amend proposals.
- **Local Government:** 33 LGAs, each led by an elected Chairman and overseen by the Ministry of Local Government and Chieftaincy Affairs for grassroots policy execution
- **Traditional institutions:** They serve as community mobilizers and can facilitate or impede policy uptake at the local level.

### Geopolitical Zones and LGAs in Oyo State

Oyo State's 33 LGAs are grouped into five informal geopolitical “zones” to streamline administration and decentralize service delivery:

Table 3: Oyo State Mapping by Geopolitical Zones

Zone	LGAs	Count
Ibadan	Ibadan North; Ibadan North-East; Ibadan North-West; Ibadan South-East; Ibadan South-West; Akinyele; Egbeda; Ido; Lagelu; Oluyole; Ona-Ara	11
Oyo	Afijio; Atiba; Oyo East; Oyo West	4
Ogbomosho	Ogbomosho North; Ogbomosho South; Oriire; Surulere; Ogo-Oluwa	5
Oke-Ogun	Iseyin; Itesiwaju; Iwajowa; Kajola; Saki East; Saki West; Atisbo; Irepo; Olorunsogo; Orelope	10
Ibarapa	Ibarapa North; Ibarapa Central; Ibarapa East	3

This zonal grouping aligns with community identities and local administration; it does not carry legislative authority but informs resource distribution and service planning.

## Navigating Information and Communication Channels in Oyo State

Fellows tracking GREBS indicators must know where to find official documents and engage government actors:

- State Ministries, Departments, and Agencies:
  - » The Ministry of Education publishes the Medium-Term Sector Strategy (MTSS) and annual performance reports on its website ([www.oyostate.gov.ng](http://www.oyostate.gov.ng))
  - » The Ministry of Budget & Economic Planning issues the Citizens' Budget, budget call circulars, and the Appropriation Act via its portal.
  - » The Ministry of Information and Orientation disseminates pieces of information for public awareness
- State House of Assembly:
  - » Committee proceedings, transcripts, and appropriations bills can be accessed through the Assembly Clerk's office or requested under the Freedom of Information Act.
- Local Government Authorities:
  - » LGEA offices maintain quarterly release schedules and expenditure ledgers, which can be inspected in person.
- Other Channels
  - » Oyo State Website ([www.oyostate.gov.ng](http://www.oyostate.gov.ng))
  - » Governor's Social Media Pages (Seyi Makinde: X, Facebook, Newsletter, Instagram)
  - » Oyo State Agencies' Social Media Pages (X, Facebook, Newsletter, Instagram)
  - » Obas' councils and Community Development Associations often receive briefing papers from elected officials; leveraging these forums can reveal announced projects and budget commitments.
  - » The State Broadcasting Stations (BCOS, Oluyole FM, Ajilete FM, Oke-Ogun FM, etc.)

## Gombe State

Gombe State sits in Nigeria's northeastern savannah belt, covering 18,768 km<sup>2</sup> and home to an estimated 3.96 million people as of 2022. Created on October 1, 1996, from Bauchi State, it ranks 22nd in area and 33rd in population among Nigeria's 36 states. Gombe State is characterized by significant ethnic and linguistic diversity. Its population is principally composed of the Fulani (also called Fulbe), who account for more than half of its residents and speak Fulfulde as their first language. Gombe city, the state capital, similarly features Fulfulde and Hausa as the two major spoken languages in urban and rural settings alike. The Fulani are the single largest ethnic group in Gombe State, with concentrations in both northern and central senatorial districts. Their traditional roles include cattle herding, trade, and Islamic scholarship.

### Administrative and Political Structure in Gombe State

Gombe's governance mirrors Nigeria's federal model, comprising:

- **Executive:** Headed by the Governor, currently Alh. Mohammed Inuwa Yahaya, supported by the Commissioners and other members of the cabinet.
- **Legislature:** The Gombe State House of Assembly consists of 24 members. Its Education and Appropriations Committees scrutinize, amend, and approve the annual budget, and hold public hearings on education sector performance.
- **Local Government:** Eleven Local Government Areas (LGAs), each led by an elected Chairman and managed by Local Government Education Authorities (LGEAs), implement primary education programs on the ground.
- **Traditional Authorities:** Emirs and district heads serve as community gatekeepers, influencing local acceptance of education policies through Emirate and district councils.

### Senatorial Districts and LGA Distribution in Gombe State

Gombe State's eleven LGAs fall into three senatorial districts, reflecting both political representation and administrative coordination:

Table 4: Gombe State Mapping by Senatorial Districts

Senatorial District	LGAs	Count
Gombe Central	Gombe, Yamaltu/Deba, Kwami	3
Gombe North	Akko, Balanga, Dukku, Funakaye	4
Gombe South	Billiri, Kaltungo, Shongom, Nafada	4

These districts guide resource allocations and legislative advocacy, while the LGEAs under each district coordinate local education delivery.

### Communication and Information Channels in Gombe State

To track education budgets and policy in Gombe, GREBS Fellows should leverage:

- **Official Portals:**
  - » Gombe State Government Website ([www.gombestate.gov.ng](http://www.gombestate.gov.ng)) publishes the Citizens' Budget, Appropriation Acts, and budget call circulars from the Ministry of Budget & Economic Planning.
  - » Ministry of Education section provides the Medium-Term Sector Strategy (MTSS), annual performance reports, and circulars on school funding and gender initiatives.
- **Legislative Records:**
  - » Transcripts and committee reports are obtainable via the House of Assembly Clerk or by submitting Freedom of Information requests under Nigeria's Fol Act.
- **Local Government Offices:**
  - » o LGEA Offices maintain local release schedules, payment vouchers, and project registers; these records can be inspected in person.
- **Traditional and Community Channels:**
  - » Emirate Councils and Community Development Associations frequently receive briefings on state projects; engaging these forums can surface planned and ongoing education initiatives.
- **Other Sources**
  - » Governor's Social Media Page (Muhammadu Inuwa Yahaya: Facebook)
  - » State's Broadcasting Stations (Gombe State Government TV, Gombe Media Corporation Channel)



# Module 3

Community Sensitization, Advocacy  
Strategies , and Monitoring and Evaluation





## Effective Communication and Sensitization Strategies

As a GREBS Fellow, you are both a storyteller and a bridge between budgets and the lived experiences of schoolchildren, especially girls, in your community. In this module, you will learn to choose the right words, craft compelling narratives, and shepherd decision-makers and neighbours through town halls, radio studios, and digital platforms, always with a gender lens.

### Core Communication Skills

We have identified two core communication skills for the purpose of this fellowship. They are gender-sensitive language skills and storytelling skills.

- (a) **Gender-Sensitive Language:** Finding and using the right words in communication is important. Let us imagine you step into an office for a meeting, and the meeting starts with the Director of the meeting referring to “the manpower needed.” Such language is gender biased. The right word to have been used should be ‘human resources.’ While the first phrase psychologically shuts out the other gender from participation, the second phrase includes everyone, regardless of gender or age. Why does this matter? This is because small word choices shape minds. When we say, “school heads” instead of “headmasters,” or “pupils/students” instead of “girls and boys separately,” we signal that education, and budgets must serve all equally.

Table 5: Gender-Inclusive Phrase and Impact

Gender-Biased Phrase	Gender-Inclusive Phrase	Impact
"Chairman of the PTA"	"Chairperson of the PTA"	Opens the role to women and men
"Manpower development"	"Human resource development"	Embraces everyone's contributions
"The headmaster of the school"	"School head" or "Head teacher"	Removes male-centric language from school leadership roles.
"Every child needs his father"	"Every child needs parental support."	Embraces everyone's contributions
"Men at work"	"People at work" or "Workers ahead"	Represents all genders doing physical or professional work.
"Girls are weak in science"	"Support all learners in science equally"	Eliminates gender bias and reinforces equity in educational outcomes.
"Manpower allocation"	"Workforce allocation" or "Human resources"	Uses a more accurate and inclusive term for labor.
"Mothering role"	"Parenting role" or "Caregiving role"	Acknowledges that men can be caregivers too.

Using inclusive and non-discriminatory language is critical in GREBS advocacy. Gender-sensitive language avoids bias and stereotyping, acknowledging diversity, and promoting equity.

- (b) **Storytelling for Advocacy:** Stories evoke emotion and connect with lived experiences, making them powerful tools for explaining complex issues like GREBS. This involves you appealing to emotions. It is a "Heartbeats over Headcounts" technique. Imagine you meet a girl who quietly shows you her worn notebook. "I miss school when it rains," she tells you. "There's no roof on our classroom, and I don't have a raincoat." Also, imagine a 13-year-old girl who is absent from school 5 days every month for a lack of water and menstrual hygiene materials, or drops out due to a lack of sanitary facilities in school. The contextual interpretation here illustrates how budgetary neglect disproportionately affects girls and shows the need for gender-responsive allocations. Tell stories in a way that will appeal to attendees of the meeting's emotions to push for action. If you are to tell the story of the girl who misses school anytime it rains, it can be like this: "Imagine a girl, bright as dawn, whose dreams are dampened every rainy day. Aisha's dream is to become an engineer, yet without proper classrooms, she is losing precious learning days."

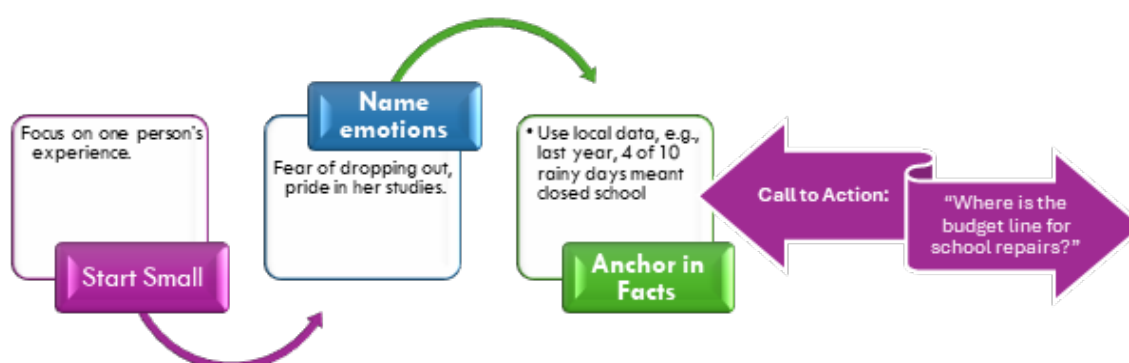


Figure 4: Effective Storytelling Tips



## Community Engagement Methods

GREBS Fellows are expected to actively engage community members through participatory formats. We have identified some communities to work with. These communities are divided into two. They are public and government:

### Community Types for GREBS Engagement

#### Public:

- Parent-Teacher Associations (PTAs) or School-Based Management Committees (SBMCs)
- Community Leaders
- Traditional Rulers and Chiefs' Councils
- Religious Institutions
- Youth Groups, Networks, Associations
- Women's Cooperatives and Self-help Groups
- Transport Worker Unions, including Okada Riders' Associations
- Civil Society and Community-Based Organizations (CSOs/CBOs)
- Farmers' Associations and Agricultural Cooperatives
- School Alumni Associations
- Landlord Associations/Community Town Hall Meetings

#### Government:

- State Ministries (e.g., Education, Women Affairs, Finance, Health, Information)
- Education Agencies (e.g., SUBEB, TESCOM)
- Local Government Education Authorities (e.g., Education Secretaries at LGA level)
- State House of Assembly (e.g., Committee on Education, Budget, Women Affairs)





## Instances of Community Engagement Format

- (a) Town Hall Meetings: Town halls can bring community leaders, parents, teachers, or policymakers to discuss GREBS. Checklist for successful townhalls includes:
- Pre-event mobilization: Letters of introduction, notification, consent seeking, etc.
  - Facilitation plan: Allocate time for open discussions and feedback.
  - Documentation: Record issues raised, promises made, and next steps.
- (b) School Outreaches: Schools are direct beneficiaries of GREBS. Engagement includes:
- Interactive sessions with pupils/students on budget advocacy.
  - Dialogues with School-Based Management Committees (SBMCs).
  - Distribution of IEC materials (discussed below).

The outreaches to schools should be primary and secondary schools. It can be with the teachers and/or heads of schools. The pupils/students are the future advocates. Engage them well. If you pick an outreach school, you can gather a circle of pupils. With flipcharts, you ask: “What makes a school safe?” They shout “toilets!”, “books!”, “Teachers!”. You draw a simple bar graph on the board showing how much is spent on textbooks vs. sanitation. “See how the numbers tell a story?” you ask. “Who here wants to ask the PTA for more toilets?”, etc.

- (c) Community Dialogues: Community dialogues are more informal than town halls and are often held in local languages to encourage frank discussions. For those in rural areas, you should often use local proverbs and pictorial IEC materials to explain why budgets should fund girls’ toilets, water, sanitary pads, scholarships, etc.

## Information, Education, and Communication (IEC) Materials

IEC tools help translate GREBS principles into an understandable, shareable format. Let everything around you talk GREBS. Examples of IEC materials can be posters with infographics on budget allocation, flyers summarizing the benefits of GREBS, and storybook comics featuring girls advocating for school facilities.

You can also use digital and social media tools. The digital platforms will complement physical outreach. Examples of these can be tools to use, such as your WhatsApp broadcast lists for mobilization, Facebook/X/LinkedIn/Instagram for story sharing. You can tell stories on your WhatsApp status.

## Message Framing and Audience Analysis

Table 6: Knowing Your Audience

Stakeholder	Key Concern	Best Approach	Sample Opening Line
Traditional Council	Community harmony and heritage	Link GREBS to social stability	“Honourable Chiefs, when girls learn...”
School Management	Resource constraints	Show cost-benefit of targeted spending	“With just <del>N</del> 50,000, we can...”
Parents’ Association	Children’s safety and future jobs	Emphasize health and employability gains	“A safe school means healthy graduates...”
Youth and Students	Voice and representation	Use social media and peer testimonials	“We’re the future—here’s our budget ask...”
Media Houses	Newsworthy human-interest stories	Provide personal stories backed by data	“Meet Aisha: her school needs our help...”

## Conservative and Progressive Communities

Communities can be categorized as conservative or progressive. It is crucial to identify the type of community you are engaging with. Conservative communities tend to maintain existing social and political structures, while progressive communities advocate for reform and change within society and politics. Conservatives believe in respecting and preserving tradition and established norms, whereas progressives aim to reform and update societal norms to reflect evolving values.

Many rural communities are often conservative. Therefore, as a GREBS fellow, it is essential to understand their culture and traditions when delivering your message. You must identify the entry point for each community to ensure your message is not misunderstood or misinterpreted. For example, in a community where farming is a priority or where girls/women are viewed as property of men, your narrative should be framed in a way that emphasizes how GREBS can empower their daughters to bring pride and honor to the family. Avoid making your message competitive; it should not be perceived as suggesting that GREBS elevates girls to compete with boys.

Always include yourself as part of their community. Avoid phrases like “Your community” or “Your children.” Instead, use terms like “This is our community,” “We are your children,” or “Our government.” The use of inclusive language will trigger their interest in your cause. Personalize your message but always remain sensitive to their values and your security.

Effective GREBS communication goes beyond talking, it is about connecting, relating, simplifying, and mobilizing. Therefore, you should use clear, inclusive, and gender-sensitive language, integrate storytelling to humanize data, engage through diverse channels—from school visits to social media, and tailor your messages to resonate with each unique audience.

## Building Alliances and Coalitions

GREBS is not a solo endeavour. Real and lasting change requires collective voices, especially when it concerns systemic issues like gender inequality in education budgeting. You are stronger when you stand with others, e.g. civil society organizations, media houses, religious leaders, youth groups, and even social media influencers. Building strategic alliances amplifies your advocacy, lends credibility to your demands, and spreads your message far beyond your immediate community.

## Working with CSOs, Media, and Influencers

### Civil Society Organizations (CSOs)

There are CSOs in your state that may already be working on education, gender equality, child protection, or budget transparency. You need to engage them because they often have technical skills, existing platforms, government contacts, and grassroots networks that can strengthen your advocacy. For instance, you meet a local NGO in Gombe working on girl-child education. You propose a collaboration: while they provide access to community schools where you deliver GREBS sensitization talks. You can co-host community dialogues or advocacy meetings or publish joint press statements demanding gender-responsive budgeting and spending.

### The Media

Media shapes public perception and influences political decisions. A powerful headline or interview can do in one day what door-to-door campaigns take weeks to achieve. Work with

journalists, broadcasters, bloggers, content creators, and editorial writers, especially those with an interest in education or human rights. You can offer real stories of children affected by gender-insensitive education budgets or pitch articles during budget season: “How Oyo’s 2025 Education Budget Affects Girls.”

Table 7: Tips for Engaging Media Practically

Tip	Description
Be Newsworthy	Link GREBS to current events (e.g., school closure, exam season)
Speak in Human Language	Avoid technical jargon. Talk about real people.
Provide Stories and Data	Blend emotion and evidence.
Tag and Follow	Mention journalists or outlets on social media to build rapport.

## Social Media Influencers

Influencers, especially youth activists, educators, or bloggers, can quickly reach thousands of people. Take, for instance, an X influencer in Ibadan, e.g. @AdigunIbadan, who posts about education and shares your GREBS message. Your message can reach like 300 people in a week. All you need to do is ensure that you approach them politely with a brief message (and a compelling flyer or video).

### Mobilizing Support at the Local and State Levels

Fellows must move beyond information-sharing to active mobilization, where you turn passive audiences into active advocates and allies.

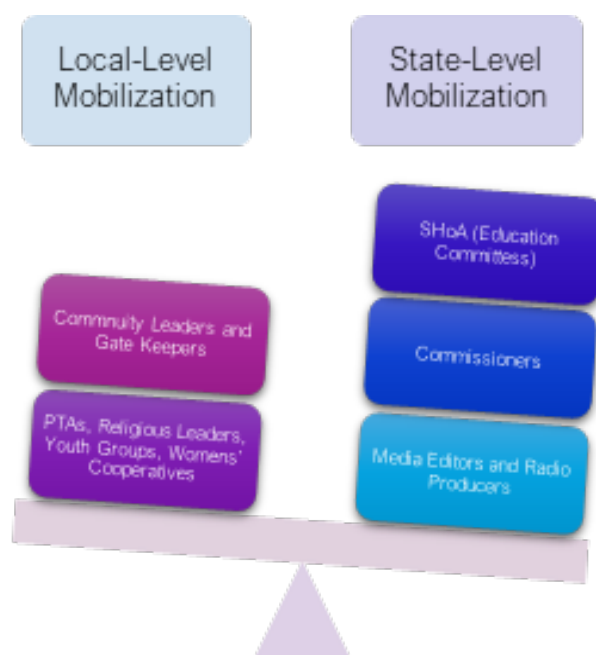


Figure 5: Local and State Level Mobilization



The entry points can be public budget hearings, education sector summits, and ministry press briefings.



Figure 6: Mobilization Ladder

## Creating Sustainable Partnership Networks

Sustainable change requires relationships, not transactions. Here's how to build partnerships that last.

Table 8: Principles for Partnership-Building

Principle	Meaning
Mutual Respect	Listen to others' priorities, not just your own
Clear Roles	Define who does what—don't assume participation
Regular Contact	Follow up! Send updates, tag on social media, or request to have meetings with them
Shared Vision	Align around GREBS goals and mutual benefits (e.g., data sharing, events)
Institutional Memory	Document agreements and share contact persons to avoid breakdowns

Table 9: Sample Partnership Map (Gombe and Oyo State)

Partner	Role in GREBS Advocacy	Type of Support
FIDA (International Federation of Women Lawyers)	Legal backing for budget rights and girls' education	Legal advice, media presence
BCOS (Radio/TV)	Amplifying GREBS messages	Airtime, interview slots
State Ministry of Women Affairs	Implementing gender-inclusive initiatives	Policy support, program data
CSACEFA, (Education-focused CSO) Gombe State	Policy analysis, grassroots coordination	Technical resources, networks
Oyo State Education Coalition (OYSEC)	Policy analysis, grassroots coordination on the gender-responsive education sector plan	Technical resources, networks
Youth Parliament	Peer-to-peer engagement	Mobilization, social campaigns

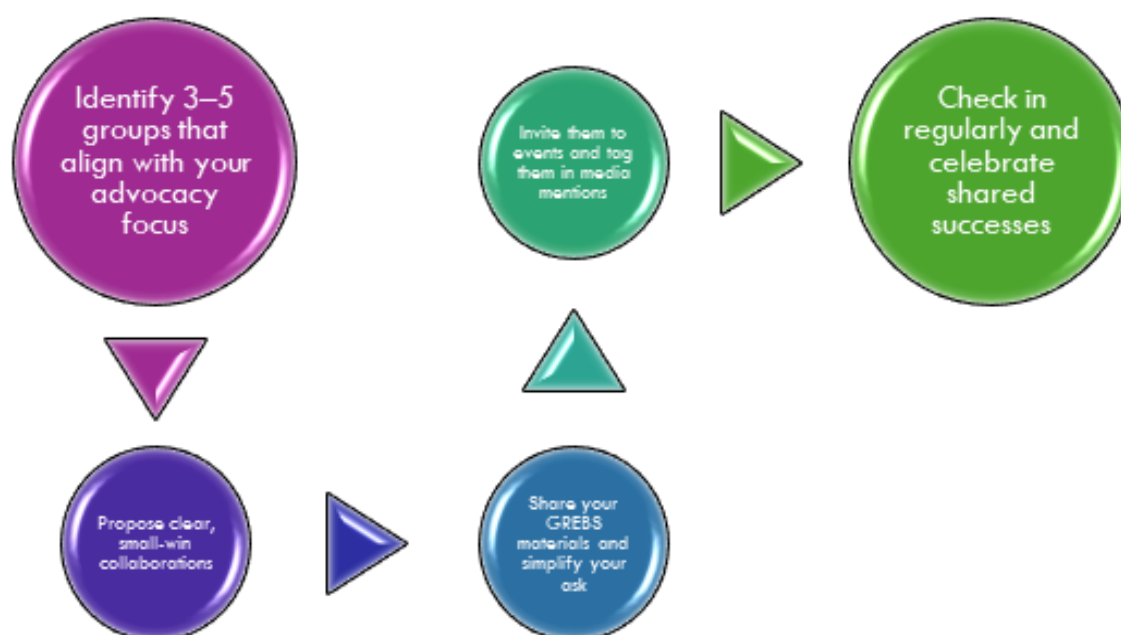


Figure 7: How to Build Your GREBS Coalition

Advocating for a gender-responsive education budget and spending is not only a technical process; it is also deeply human. You are not expected to walk alone. To succeed in the fellowship, you should build a coalition of committed voices. When traditional rulers endorse your message, CSOs co-host your events, radio stations air your campaign, and community groups start demanding safe toilets for girls, then GREBS stops being a document and starts becoming a movement.

## Strategic Advocacy Planning

Strategic advocacy is the deliberate process of influencing decisions, policies, and practices that affect people's lives. Regarding GREBS, it means shaping how education funds are allocated, spent, and monitored, especially to meet the needs of girls and marginalized groups. Advocacy without a strategy is like navigating without a map; you might move, but not in the right direction.

This section will help you set clear goals, choose smart routes, and engage with decision-makers effectively.

### Setting SMART Advocacy Goals

To drive change, as GREBS Fellows, you must define your intentions clearly. Vague objectives like “I want more money for girls’ education” are noble, however, it is not strategic. Effective advocacy goals should be SMART:

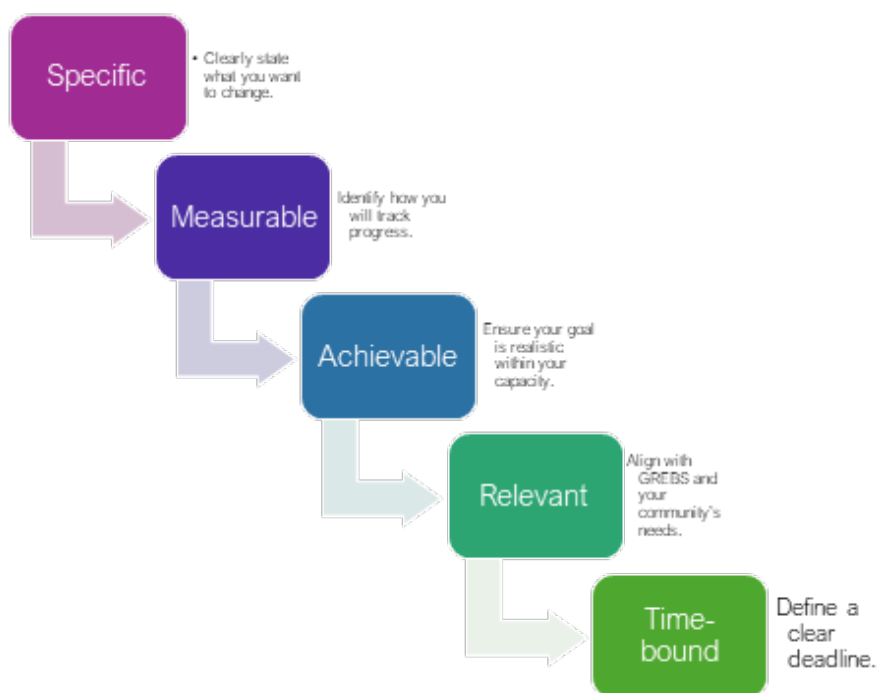


Figure 8: Setting SMART Advocacy

Table 10: Example of Weak vs. SMART Goal

Weak Goal	SMART Goal
“Push for better funding for girls.”	“Advocate for the allocation of ₦10 million for the construction of girls’ toilets in two secondary schools in Kaltungo Local Government Area, Gombe State, by December 2025.”



Table 11: Example of GREBS-Specific SMART Goals

Goal	SMART Breakdown
Increase community awareness of GREBS.	Host 10 town hall meetings across 5 LGAs by November 2025, targeting at least 200 community members.
Influence the education budget for WASH in schools.	Ensure that the 2026 Oyo State and Gombe State education budget includes at least one line item for WASH in girls' schools, with documentation submitted to the State House by September 2025.

## Mapping Advocacy Pathways

Advocacy is not a one-size-fits-all effort. Depending on the goal, you must select the right mix of strategies to reach the right audience at the right time. These strategies are your advocacy pathways.

Table 12: Advocacy Channels and Pathways

Pathway	Tools/Actions	Target Audience	Example Activity
Media Advocacy	Radio shows, articles, social media posts	General public, media consumers	Oke-Ogun FM interview on the impact of GREBS on rural girls.
Policy Engagement	Public hearings, legislative visits, and budget memos	Lawmakers, civil servants	Submit the GREBS policy brief to the Gombe House Committee on Education.
Community Mobilization	Town halls, school outreaches, street rallies	Parents, teachers, and youth	Community walks for girls' school toilets in Pantami, Gombe State.
Request Letters	Written requests, endorsements, public signatures	Commissioners, Permanent Secretaries	Petition to the Commissioner of Education to earmark funds for WASH facilities.
Social Media Campaigns	Hashtag movements, digital storytelling	Urban youth, diaspora, policymakers	#BudgetForHer campaign on social media.

Table 13: Matching Pathways to Goals

Advocacy Goal	Best Pathways
Push for a specific budget line item	Policy engagement, request letters
Raise awareness in local communities	Town halls, radio talks, WhatsApp broadcasts
Mobilize youth or online voices	Social media campaigns, influencer engagement
Demand accountability for unused funds	Media exposure, community monitoring reports

## Leveraging Government Entry Points

GREBS is about engaging. It is not about attacking government structures. To do that effectively, you need to know where, when, and how to enter.

Table 14: Understanding the Budget Calendar

Stage	When it Happens	Your Advocacy Opportunity
Policy Formulation	Jan – March	Submit community needs reports, host consultative meetings
Budget Preparation	April – July	Push for the inclusion of specific GREBS initiatives
Approval	August – November	Attend public hearings, submit position papers
Implementation	Jan – Dec (Next year)	Monitor disbursement and spending, report gaps
Monitoring/Evaluation	Ongoing	Submit citizen feedback reports

The budget calendar also has its entry point for effective engagement. This is well illustrated in the timeline wheel in Figure 9.

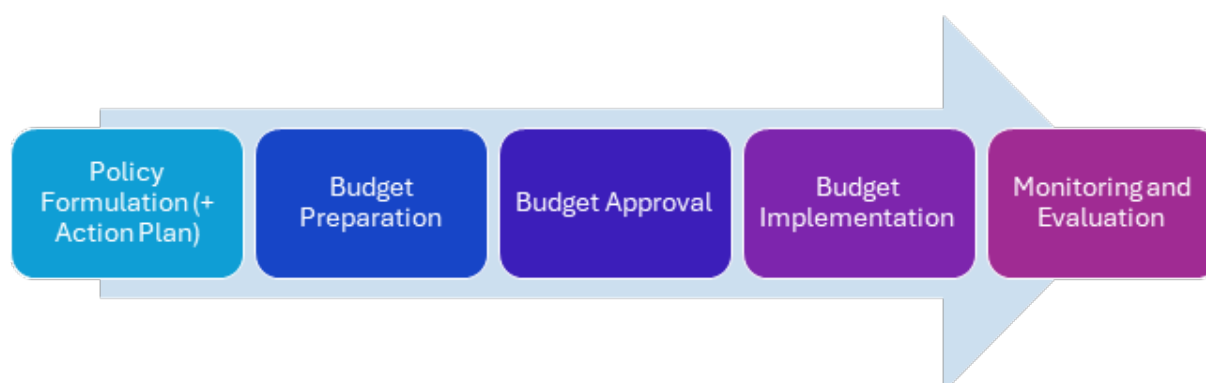


Figure 9: GREBS Advocacy Timeline Wheel

Table 15: Identifying and Targeting the Right Government Actors

Institution	What They Control	Your Ask
Ministry of Budget & Economic Planning	Budget proposals/ circulars , Citizens' Budget	Include GREBS indicators in templates
State House of Assembly	Budget hearings, amendments	Sponsor or support GREBS-specific motions
Ministry of Education	Program design, school funding	Prioritize girls' needs in MTSS & budget drafts
Governor's Office	Executive orders, special funding	Launch GREBS-aligned flagship initiatives
SUBEB/TESCOM	Basic education programs, teacher postings	Train educators on gender-responsive pedagogy

Advocacy is a journey. It is not a one-time event. However, strategic advocacy requires planning, patience, and persistence. With SMART goals, carefully mapped pathways, and well-timed engagement with government entry points, you can move from mere awareness-raising to policy-influencing and budget-changing.

## Monitoring, Evaluation, Learning, and Reporting (MELR)

As a GREBS Fellow, your work goes beyond sensitization and advocacy. You should also be equipped with the practical knowledge and tools to effectively monitor your activities, evaluate your impact, foster continuous learning, and report your findings. Effective monitoring, evaluation, learning, and reporting enable you to identify gaps necessary in advocating for GREBS and adapt your strategies when necessary.

## Understanding MERL in the GREBS Context

Monitoring, evaluation, learning, and reporting are interconnected, but each serves a different purpose in your GREBS fellowship journey and activities.

Table 16: Components of Monitoring, Evaluation, Learning , and Reporting

Component	Definition	GREBS Application
Monitoring	Continuous tracking of activities and immediate outputs	Tracking community sensitization activities, attendance, stakeholder meetings, and budget advocacy activities.
Evaluation	Systematic assessment of outcomes and impact	Measuring changes in knowledge, attitudes, and practices regarding GREBS; assessing policy and budget changes
Learning	Systematic process of reflecting on and applying knowledge and insights gained from experiences to improve future performance and decision-making.	Continuous documentation of what worked and what didn't during your community engagement activities, reflect on challenges faced with different stakeholders and how you overcame them, and use these insights to improve your approach in subsequent communities or advocacy efforts.
Reporting	Documentation and communication of progress and findings	Monthly reports, stories of change, and final fellowship documentation.

## The MELR Cycle in the GREBS Fellowship



## Key Indicators for GREBS Monitoring

It is imperative that your monitoring captures both process indicators (what you do) and outcome indicators (what changes as a result). Below are key indicators aligned with your GREBS fellowship responsibilities:

Table 17: GREBS Fellowship Monitoring Indicators

Category	Indicator	Data Collection Method	Frequency
Community Sensitization Activities	Number of communities you have sensitized on GREBS (your goal is 10 communities each).	Fellow's Report	Monthly
	Number of town halls, school visits, and stakeholder dialogues you have organized.	Fellow's Report	Monthly
	Number of participants (disaggregated by gender, role, age group, etc).	Activity log sheet	Per activity
		Fellow's Report	Monthly
	Level of participant engagement and understanding	Fellow's Report	Per activity



Stakeholder Engagement	Number and type of engagements with key stakeholders. (e.g., Ministry of Education, SUBEB, State House of Assembly, traditional leaders, CSOs, media).	Activity log sheet  Fellow's Report	Per activity  Monthly
	Evidence of policy engagement, petitions, or social media campaigns.	Fellow's Report	Monthly
	Commitments made by stakeholders.	Fellow's Report	Monthly
Budget Advocacy (Education budget developments and implementation in your assigned LGA)	Number of participations in state budget processes (e.g., public hearings, submission of position papers).	Fellow's Report	Monthly
	Number of budget documents analysed with gender lens (including findings from tracking and documenting education budget developments and implementation. Note the inclusion of gender-responsive indicators in the budget documents).	Report	No of female
	Number of budget allocations and expenditures related to gender-specific initiatives (e.g., special scholarships for girls, provision of sanitary materials and WASH facilities, training of teachers on gender-responsive pedagogy).	Fellow's Report	Quarterly
	Number of gender-responsive budget recommendations submitted (monitor the timely release of funds to implementing agencies like SUBEB/TESCOM for educational programs and projects).	Fellow's Report	As applicable
	Number of documented commitments from lawmakers (follow-through on promised budget amendments).	Fellow's Report	Monthly
Media Engagement	Number of media appearances/interviews	Fellow's Report	Monthly
	Social media reach and engagement Analytics report,	Fellow's Report	Monthly
	Media mentions of GREBS	Fellow's Report	Monthly

## Tools for Data Collection

These are the basic tools needed for you to effectively monitor your activities, easily track your indicators, and skillfully prepare a well-detailed and comprehensive report. The link to the activity log sheet and educational budget tracking will be shared with you for your use until the end of the fellowship. Kindly take note that every data in this data collection tool must feed into your monthly and final report. These tools do not in any way replace your report, they are to help you capture and document details on the spot, guide you in collection of the correct data and appropriate reporting. These data collection tools form part of the supporting documents that **MUST** be scanned and submitted with your report monthly and at the end of the fellowship.

### i. Activity Log Sheet

Fellow Name \_\_\_\_\_ State \_\_\_\_\_ Date \_\_\_\_\_

LGA/ Community	Activity type	Stakeholder Name	Key Points Discussed	Key Issues Raised	No of male	No of female

### ii. Education Budget Tracking Template

Budget Line	Total Allocation	Gender-Specific Allocation	Implementation Status	Gender Impact Notes

- iii. Informal Key Informant Interviews: To achieve this, you need to ensure regular conversations with community members and stakeholders to gather qualitative data on observed changes, challenges, and perceptions.
- iv. Observation: Directly observe school facilities like WASH facilities, classroom dynamics, and the effectiveness of community engagement sessions.
- v. Social Media Monitoring: Track engagement metrics (likes, shares, comments) on GREBS-related campaigns you initiate or participate in on platforms like WhatsApp, Facebook, X, and Instagram.

## GREBS Evaluation Questions

Fellows, well done on the work so far!

Welcome! This is where you take a step back to see if your efforts are actually making a difference and helping to achieve the fellowship's goals. Yes, you've done a great job, but this section is about understanding the "so what?" of your activities. These evaluation questions will help you to know whether the fellowship's expected outcomes are being met. When you're writing your report, it is important that you specify the change or difference your work has made

and/or is making. Here are the evaluation questions that you need to ask yourself and include in your report:

- i. To what extent have you observed an increase in community awareness and understanding of GREBS? How do you know?
- ii. Do stakeholders understand gender gaps in education budgeting?
- iii. Has support for gender-responsive budgeting and spending increased?
- iv. How has your work contributed to enhancing the capacity of local stakeholders (e.g., policymakers, PTAs/SBMCs, youth groups, traditional leaders, and students) to advocate for equitable education financing? What evidence do you have?
- v. Are there observable improvements in monitoring and accountability mechanisms for education budget implementation at the subnational level in your LGA such as greater community access to budget information, increased questioning of spending?
- vi. What specific changes in local advocacy and stakeholder behavior can you document and attribute to your work as a GREBS Fellow? Use compelling stories to illustrate this.
- vii. Are schools now implementing gender-responsive educational measures?
- viii. What unforeseen positive or negative impacts, if any, have emerged from your community engagements and advocacy efforts during the GREBS fellowship?

### **Data Sources for Your Evaluation Questions**

- i. Informal Baseline and Endline Assessment: As part of your planning and preparation before your session, draft a few assessment questions to be asked. At the beginning of your session ask them those questions in order to know what they know, then build on that as an introduction for your discussion. By doing so, you can informally assess changes in knowledge, attitudes, and practices. At the beginning, note community members' initial understanding of "budget" versus later/at the end, note if they are using budget terms or asking specific questions about allocations for girls.
- ii. Focus Group Discussions: Organize an informal discussions with small groups of community members, parents, teachers, and youth to gather qualitative insights into perceived changes, challenges, and the effectiveness of your GREBS interventions.
- iii. Stories of Change: Document detailed narratives that highlight the impact of specific GREBS advocacy efforts or community interventions. Describe specific examples of how your work has led to a girl returning to school due to improved facilities or a community group successfully demanding accountability for education funds.
- iv. Policy Scan: Review new or amended local/state education policies and budget documents to assess the extent to which gender considerations are being integrated, particularly those you advocated for.
- v. Expenditure Tracking Documentation: Check out quarterly budget implementation reports in each state to compare approved budget figures against releases (spend) for gender-targeted actions (e.g., "girls' scholarship fund," WASH facilities) to identify under- or over-utilization. This provides concrete evidence for your advocacy.

### **Capturing Stories of Change**

As a data-driven organization, we—at Invictus Africa—use data to drive changes. While capturing stories of change in your report, they include compelling narratives that illustrate the human impact of GREBS advocacy. These "Stories of Change" humanize data and help stakeholders connect emotionally with the importance of gender-responsive budgeting and spending.

Template for Documenting Stories of Change:

- i. Title: Create a compelling headline that captures the essence of the change.
- ii. Context: Briefly describe the situation before your intervention using data.
- iii. Key Characters: Introduce the main people involved.
- iv. Challenge: What gender-related education budgeting issue needed to be addressed?
- v. Intervention: What specific GREBS advocacy actions were taken?
- vi. Change Observed: What changed as a result? Be specific and provide evidence.
- vii. Stories and Quotes: Include direct stories and quotes from those affected by or involved in the change.
- viii. Lessons Learned: What worked well? What could be improved?
- ix. Next Steps: How will this change be sustained or expanded?

Example Story of Change Outline:

- Title: When Girls' Voices Changed the Budget: How Iseyin Secondary School Got Its First Girls' Toilets.
- Context: At Iseyin Community Secondary School, 300 female students shared a single dilapidated toilet, causing many to miss school during menstruation...
- Key Characters: Aisha, a 15-year-old student of the school, with the support of Mrs. Adeyemi the School Principal, and Alhaji Ibrahim, the SBMC Chairman did...
- Challenge: Despite repeated requests, budget allocations ignored girls' sanitation needs for three consecutive years...

## **Learning and Adaptation**

Learning is a continuous process that involves reflecting on findings from your monitoring and evaluation to adapt your strategies and improve future interventions. It's about recognizing what works, what doesn't, and why, and continuously building your practical knowledge and confidence.

## **Learning Activities**

Monthly Peer Learning Sessions: These are dedicated times for you and other GREBS fellows to share insights from your field experiences, discuss common challenges, and collectively brainstorm solutions.

## **Principles of Learning**

- i. Regular Reflection: Dedicate time to reflect on your daily/weekly activities. What were the successes? What challenges did you face? What could you have done differently?
- ii. Peer-to-Peer Learning: Actively engage with other fellows to share your experiences, challenges faced, best practices, and lessons learned.
- iii. Documentation of Best Practices: For every successful advocacy approach or communication strategy, document it so you and others can learn from it.
- iv. Adaptive Management: Be flexible and willing to adjust your strategies based on new information or changing contexts in your LGA. Advocacy is a journey, not a one-time event, and requires patience and persistence.

## **Using Evidence for Adaptive Management**

The purpose of monitoring and evaluation is not just reporting, it's learning and improving. Use



your evidence to adapt your strategies and maximize impact. Here is how you can use your evidence to change your strategy in order to achieve fellowship outcomes and goal.

## The Evidence-to-Action Cycle



If your evidence shows...	Consider these actions...
Low community turnout during sensitization activities	Change timing, location, or mobilization approach. If possible, involve influential community members in the mobilization.
Limited stakeholder understanding of GREBS	Simplify messaging. You can develop visual aids and provide concrete examples during discussion.
Strong interest from religious leaders.	Develop specific engagement materials using appropriate religious references.
Resistance from education officials	<ul style="list-style-type: none"> <li>- Identify champions within the system.</li> <li>- Gather more evidence on benefits.</li> <li>- Frame GREBS as alignment with existing priorities.</li> </ul>
Budget transparency challenges.	Focus advocacy on disclosure requirements and partner with transparency-focused CSOs.

## Reporting Schedule

Report Type	Frequency	Submission Date
Activity Report	Per Activity	End of each activity
Monthly Progress Report	Monthly	Before 5th of the following month
Story of Change	Monthly	Before 5th of the following month
Final Fellowship Report	Once	Within 14 days of fellowship conclusion
Supporting Documents	Monthly	Attached with monthly and final reports

## Reporting Template

Instruction: use this to document program activities implemented (sensitization, community dialogues, media engagements, stakeholders' engagements, etc.)

### Project Details

<b>Fellow Name</b>	
<b>State/LGA</b>	
<b>Reporting Period</b>	
<b>Project Location</b>	

### Project Summary

*(Provide detailed description of activities carried out)*

--

### Narrative

<b>Community Visited (from the mapped-out community)</b>	<b>Key Concerns Addressed</b>	<b>Gaps Identified</b>	<b>Actions taken</b>	<b>Next step / Recommendation</b>

### Key Issues or Questions Raised

*(Feedback, contributions, suggestions, questions, key issues)*

--

### Findings and Observations

--

### Challenged Experienced and Lessons Learned

*(Please describe the key issues or challenges that affected project implementation, share what caused them, and how they have affected the project implementation. For each issue identified, provide action(s) taken to manage, lessons learned, ways to mitigate these issues in future activities).*

### Success Stories

### Opportunities

*(Mention any existing or upcoming opportunity that can offer a positive outcome if taken advantage of).*

### Recommendations

### Annex

*(Include annexures such as links to news reports, pictures, videos, documents, etc.)*

# Module 4

Stakeholder and Power Mapping  
(Group Activities)





As a GREBS Fellow, your advocacy will only be effective if the right people are at the table and if you understand who holds the power to influence education budgets. Stakeholder and power mapping is not just paperwork but the foundation of smart advocacy. They help you identify who to engage, understand their level of power and interest, and build meaningful relationships that can lead to change. You cannot change education budgeting alone. You must partner with others, understand their influence, and design relationships that move GREBS from policy talk to policy action.

## Identification and Mapping of Key Stakeholders

Table 18: Categories of Stakeholders

Category	Examples
Government actors	Ministry of Education, SUBEB, Ministry of Budget and Planning, LGEAs
Legislators	State House of Assembly (Appropriations and Education Committees), female legislators
Traditional leaders	Obas, Emirs, Chiefs, Village Heads
Civil society	CSOs working on education, gender, transparency, or budget tracking
Parents' groups	PTA, SBMC (School-Based Management Committees)
Women/girls' groups	Girl-child education clubs, women's cooperatives, market women, women business owners
Media and influencers	Local journalists, radio presenters, and social media influencers
Religious leaders	Imams, pastors, and church departments
Youth platforms	Student unions, youth parliaments, NYSC corps members

## Group Work

Fill the table, using real names from your LGA and State

## Sample Stakeholder Identification Table

Sector	Stakeholders	Role in GREBS	Level of Influence (High, Low, Medium)
Legislature		Chairs Education Committee	
Media		Amplifies GREBS stories and requests, ask political office holders about GREBS during interviews	
Traditional		Mobilizes women's groups, influence cultural norms	
Civil Society		Tracks education spending, advocates for girls education	

Religious		Guides cultural framing of gender issues	
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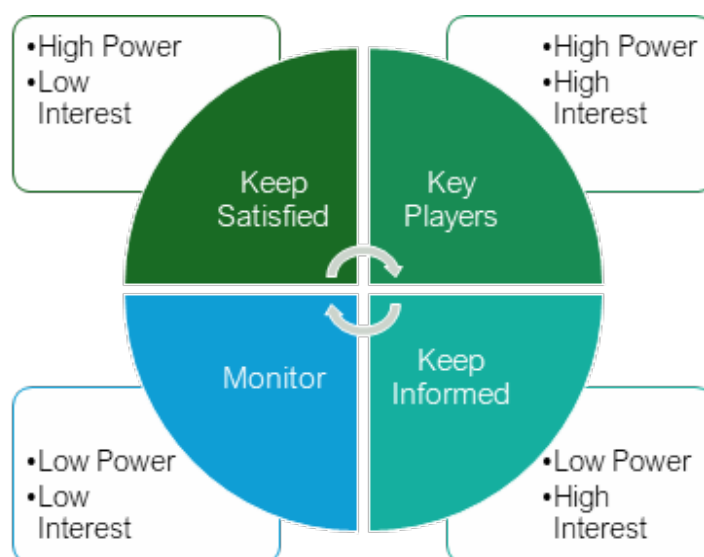


Figure 10: Power vs. Interest Matrix

Table 19: The Quadrant Analysis

Quadrant	Stakeholder Type	Power	Interest	Strategy
Keep Satisfied	LGA Chairpersons, School Principal	High	Low	Do not ignore them; involve occasionally
Key Players	Hon. House Committee Chair, PTA Leader, SUBEB Director, Education Commissioner	High	High	Engage regularly; seek their leadership
Monitor	Some elders, former principals	Low	Low	Some elders, former principals
Keep Informed	Youth groups, girl-child activists	Low	High	They're your champions; update regularly

## Relationship-Building Strategies

Now that you know who matters and how much influence they have, how do you build lasting relationships with them?

Table 20: Principles of Relationship Building

Principle	Application
Start with Respect	Use appropriate titles, cultural norms, and show appreciation for their time.
Find Shared Goals	Link GREBS to their interests (e.g., safety for girls, prestige, service to God, community development).
Follow Up	After each meeting, share notes, photos, or appreciation messages.
Be Transparent	Explain your advocacy goals clearly and honestly.
Offer Value	Share data, media coverage, or invite them to be speakers.

## Group Activity

Draw a matrix table or chart and place your identified stakeholders on the matrix.

1. Write the names of real people/stakeholders in your LGA.
2. As a group, debate where each person belongs on the matrix.
3. Assign engagement strategies for each.
4. Present your stakeholder map to the room.

# Communications Between GREBS Fellows and Invictus Africa





## Communication Guidelines with the Invictus Africa Team

During the fellowship period, fellows are expected to maintain professionalism in all interactions with the Invictus Africa team, as well as collaborate and support other fellows when needed.

### Activity Report

Submit an activity report using the activity log sheet. The activity report must be submitted at the end of each activity.

### Monthly Progress Reports and Stories of Change

Submit a monthly performance report and stories of change using the standardized template at the latest on the first day of the next month.

### Meetings

Participate in scheduled monthly fellows' check-in meetings. If for any reason, you are unavailable, communicate via email 48 hours before the meeting time, stating the reason for your absence.

### Feedback /revisions/ corrections/ data quality concerns

Response to feedback, corrections, and data quality issues should be within 48 hours of notification.

### Messages/Emails

Emails and messages on the GREBS Fellows' WhatsApp group must be acknowledged or responded to within 24 hours of notification. Also, financial issues and concerns should not be discussed on the WhatsApp group but directed to the relevant Invictus Africa staff.

## Communication Channel Reference Guide

Purpose	Contact persons	Communication channel	Response time	(Invictus Africa team) Available hours
Activity Report	Toba and Adenike	Microsoft Form	-	-
Monthly Progress Reports and Stories of Change Submission	Toba and Adenike	Email: toba@invictusafrica.org cc adenike@invictusafrica.org	Acknowledgement within 24 hours	Monday – Friday 9:00am – 5:00pm
Technical issues/ support	Toba	WhatsApp/ phone call- 0706909114	Immediate	Monday – Saturday 9:00am – 5:00pm
Advocacy-related issues/ concerns	Toba	WhatsApp/Phone call- 07069091141	Immediate	Monday – Saturday 9:00am – 5:00pm

Withdrawal from the GREBs Fellowship	Invictus Africa team	Email- hr@invictusafrica.org; cc toba@invictusafrica.org	Within 24 hours	Monday – Friday 9:00am – 5:00pm
Finance/ Administrative issues	Ebun and Joy	Email- hr@invictusafrica.org; joy@invictusafrica.org	Within 24 hours	Monday – Saturday 9:00am – 5:00pm

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