

**Education Sector Support Programme in Nigeria
(ESSPIN)**

Inception Report

Volume 1

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Acronyms and Abbreviations

A&E	Access and Equity
ANCOPSS	All Nigerian Conference of Principals of Secondary Schools
ASC	Annual School Census
C&KM	Communications and knowledge management
CBO	Community Based Organisation
CCT	Conditional Cash Transfer
C-EMIS	Education Management Information System
C&KM	Communication and Knowledge Management
COPSHON	Committee of Primary Schools Head-teachers of Nigeria
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organisation
CUBE	Capacity for Universal Basic Education
DFI D	Department for International Development
DVD	Digital Video Disc
EA	Equitable Access
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
EFA	Education For All
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
FBO	Faith Based Organisation
FBS	Federal Bureau of Statistics
FCC	Federal Communication Committee
FCKMO	Federal Communication & Knowledge Management Officer
FIS	Federal Inspection Service
FMOE	Federal Ministry of Education
G&SE	Gender and Social Exclusion
GEP	Girls Education Project
GER	Gross Enrolment Rate
GIS	Geographic Information System
GMR	Global Monitoring Report
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HRM	Human Resource Management
HT	Head Teacher
ICT	Information Communication Technology
IEC	Information, Education and Communication
IQT	Islamiyya, Qur'anic and Tsangaya

IQTE	Islamiyya, Qur’anic and Tsangaya Education
JCCE	Joint Consultative Council on Education
JSS	Junior Secondary School
KM	Knowledge Management
LASGEMS	Lagos State Government Education Management Systems
LEAP	Literacy Enhancement Assistance Project (USAID)
LGA	Local Government Area
LGEA	Local Government Education Authority
LS	Lead Specialist
LSS	Local School Supervisor
M&E	Monitoring and Evaluation
MDA	Ministries, Departments and Agency
MDG	Millennium Development Goal
MICS	Multiple Cluster Indicator Survey
MIS	Management Information System
MLA	Monitoring Learning Assessment
MTEF	Medium Term Expenditure Framework
MTSS	Medium Term Sector Strategy
NAEQA	National Agency for Education Quality Assurance
NCCE	National Council for Colleges of Education
NCE	National Council on Education
NCoE	National Committee on EMIS
NEMIS	National Education Management Information System
NER	Net Enrolment Rate
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
NLSS	Nigeria Living Standards Survey
NUT	Nigeria Union of Teacher
PATHS 2	Partnership For Transforming Health Systems 2
PFM	Public Financial Management
PPM&R	Policy, Planning, Management and Research
PRS	Planning, Research and Statistics
PSA	Programme Support Activity
PTA	Parent Teacher Association
QA	Quality Assurance
SAME	State Agency for Mass Education
SAVI	Strengthening Accountability and Voice Initiative
SBMC	School-Based Management Committee
SCC	State Communication Committee
SEAT	Self Assessment Tool
SEEDS	State Economic Empowerment and Development Strategy

SEN	Special Educational Needs
SESP	State Education Sector Project
SLP	State Level Programme
SMOE	State Ministry of Education
SPARC	State Programme for Accountability Responsiveness and Capability
SSS	Senior Secondary School
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TV	Television
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations International Children Emergency Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
VSO	Volunteer Service Overseas

Introduction

Introduction

1. This Inception report is organised in three volumes. The first volume provides a brief overview of the context in which ESSPIN is working, an outline of ESSPIN's technical approach and the programme management arrangements. It then sets out narrative reports for the five ESSPIN states, the Federal level and Programme level activity. A number of appendices deal with specific issues.
2. The second volume sets out detailed implementation workplans together with explanatory notes.
3. ESSPIN's technical approach is set out in detail in a series of Position Papers which form Volume three of this Inception Report.

Section 1: Summary of Approach

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Political / Economic / Technical Environment

4. A fundamental premise of ESSPIN is that the programme, working in collaboration with other State level programmes (SLPs), supports the State and Federal authorities to push through reforms that will improve the governance of education and the quality of service delivery. This implies an awareness of the need for change, the political will to drive it through and the wherewithal to do so.
5. The SLPs are operating in an uncertain environment. They cannot be confident of sustained political engagement and the downturn in the global economy may make it more difficult for the SLPs to leverage Nigeria's own resources in support of reform. Progress in establishing the steering committee arrangements for the SLPs at a level under the State Executive Councils has been patchy, as has DFID ability to engage with Governors. Only one MOU yet exists between a State and DFID by which the State Government can be held to account. With just two years before the next elections, there is limited time for the programmes to establish a degree of political sustainability.
6. There are however, reasons for optimism. ESSPIN is well established at technical levels in Ministries, Departments and Agencies (MDAs) of Federal and State governments. Strong personal working relationships are being forged. The history of past engagement and the presence of other international donors in most of the ESSPIN States is on the whole, a positive advantage. ESSPIN has, for example, been able to build on the work done and the relationships established by CUBE and SESP in three States.¹ Initial ESSPIN activities, during the Inception Phase, have been well received and there is a general perception that ESSPIN is there to help.
7. Although generalisations can be misleading, it is possible to make some observations about the operating context for ESSPIN in each of the five States.
 - In Jigawa there is a strong willingness to accept change, which derives from an energetic Governor. With a smaller population and relatively less venerable and sclerotic institutions than its neighbouring States, it has a less complicated mesh of political interests. However, in development terms, it is starting from a low base and has a long way to catch up.
 - In Kaduna, all the SLPs are having difficulty in achieving political engagement. Although ESSPIN has strong relationships in the State Ministry of Education (SMoE) and SUBEB, political engagement in the reform process has been sporadic.
 - Political support is forthcoming in Kano, but translating this into action is invariably a challenge in the State. Antiquated and politicised government structures and systems

¹ The relationship of ESSPIN and SESP and other programmes such as the DFID Girls' Education Project (GEP) are explored in Appendix 5

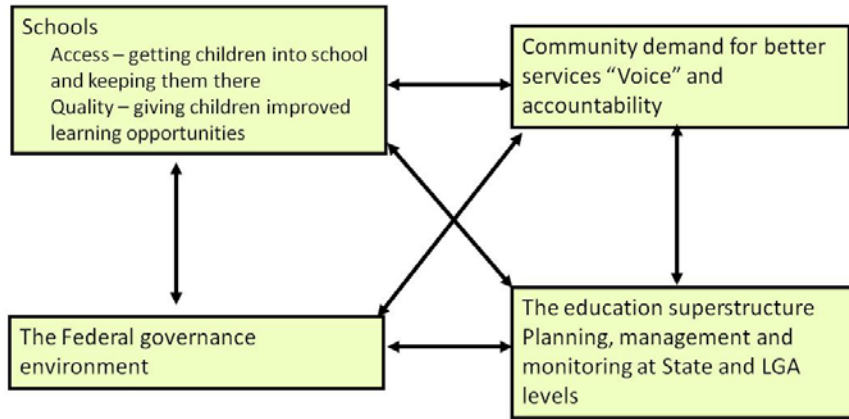
are struggling to cope with serious economic and social problems, exacerbated by a rapidly expanding population.

- The sense of dynamism that is palpable in Kwara demonstrates the world of difference that political support can make. Here it has been possible to say with conviction that ESSPIN has been able to support the government's own reform agenda. There are opportunities for real progress over the next two years, despite the absence of other SLPs in the State.
- Lagos too, conveys a sense of dynamism, emanating from a reformist Governor, but while the pace is frenetic, the coherence of the State's reforms is less certain. Defining a strategic role for ESSPIN, that is not simply reactive, remains a challenge. The interface with the World Bank EKO project has not yet been fully established.

8. At the Federal level, the Ministry of Education, under its new leadership, is also a hive of industry. The Minister's Road Map, developed with ESSPIN assistance, is driving an ambitious reform agenda, which requires higher standards of performance from the Ministry and its parastatals and places moral pressure on the States to pay greater attention to education services. Despite constitutional restrictions on direct Federal government influence on basic education delivery, the development of the Road Map is an important development, which should be applauded. It sets the tone for national debate on education and signifies a Federal policy direction that will reinforce the support that ESSPIN is providing to States.

Technical Approach

9. This section discusses the main themes of the ESSPIN approach. The practical application of this approach varies depending on the different operating environments in the States and at the Federal level. These variations are explained in Sections 2 and 3.
10. The four programme outputs in the programme logframe define the scope of the programme, which involves four broad components and a number of cross cutting issues. The four components can be described as:
- (i) Strengthening the policy, funding and quality assurance functions of the federal MDAs;
 - (ii) Improving the management and governance of education within States and local governments;
 - (iii) Transforming schools to improve children's learning outcomes;
 - (iv) Supporting communities and civil society to demand better and more accountable education services.



A focus on issues of quality

11. The poor state of education in Nigeria and the magnitude of the task required to improve it cannot be understated. Public schools are failing to provide even minimum opportunities for learning. Physical conditions and facilities are inadequate; teaching standards are low; teachers lack the necessary competencies and have little motivation. The system is poorly managed, administratively top-heavy, ineffective and inefficient. Financial management is weak and policy confused. Capital and recurrent funds for schools leak from the system before they reach the point of service delivery.
12. Poor quality lies at the heart of Nigeria’s public education problem. It explains why children fail to learn, why many children stay away from school and why even poor parents look to private and faith-based alternatives. It explains the lack of engagement of many communities. It is the causes of poor quality that provide the agenda for ESSPIN.

An integrated approach

13. Central to an understanding of ESSPIN’s technical approach is the idea of school transformation and the inter-connected factors and conditions necessary to enable this to happen. These include factors within the school itself, such as the competence of the teaching staff, the physical conditions of the infrastructure and the availability of learning materials. It also involves outside factors, which include the social and cultural environment that influences the attitudes of parents and communities and the support that schools receive from the education superstructure of local government and State organisations, such as funding arrangements and governance structures and systems. These determinants and their inter-relationships are discussed in detail in the Position Papers.
14. Transformation cannot be achieved by tackling problems in isolation. It requires a concerted effort to impact the whole system. A comprehensive approach is required and this calls for progress on multiple fronts at once. Thus interventions at the school level (ESSPIN Output 3) require simultaneous efforts with communities (Output 4) and changes at State and Local Government levels (Output 2). Improvements in the legislative, policy and funding environment at the Federal level (Output 1) will also contribute to creating the overall environment in which such change can take place.

15. It would be convenient to be able to describe the ESSPIN technical approach simply in terms of the four outputs. However, it is important to emphasise their inter-connectedness. Moreover, some elements in the approach do not lend themselves to neat categorisation. Quality Assurance, for instance, falls within Component 1, because of ESSPIN work with the Federal Inspectorate; Component 2, because of the reorganisation of State inspectorates; and Component 3, because of the reorientation of inspections towards assessment of quality issues in schools. Work with Islamiyya, Qur’anic and Tsangaya Education (IQTE) in the Northern States involves State level institutional reorganisation and school level quality improvement. The generally high levels of community participation in IQT schools also provide lessons for Component 4. Communications and Knowledge Management represent activity streams at Federal and State levels and are particularly relevant to community demand and accountability.
16. In addition there are some activity streams that impinge upon all aspects of the approach. Issues of gender and social exclusion, access for out-of-school children and equity of provision are important at all levels. The issue of gender cuts across the whole programme and is not simply a matter of getting more girls into school. It is about the different experiences of boys and girls and men and women in the education system and the different impacts that programme interventions will have. It requires awareness, for instance, that, while the provision of safe, hygienic school environments should improve female attendance, gender issues also affect achievement. How education systems are organised, explicit or informal school policies and what happens in the classroom all contribute to gender differences in learning. Overcoming such inequalities requires specific measures to support girls and boys at all levels of the system.
17. While the overall ESSPIN approach can be regarded as integrated, this does not imply that the same prescribed activities will be followed in different locations. The descriptions of the State programmes contained in Sections 2 and 3 portray considerable variation in the ways in which ESSPIN will respond to differing circumstances. This flexibility is an important feature of the approach.

The importance of planning

18. The task for the SLPs is to support and guide the reform process and leverage Nigeria’s own resources. For this reason, much attention is placed on planning and budgetary processes, to harness State resources and direct State activities towards agreed strategic goals. Thus, much of ESSPIN’s activity during the Inception period has concerned operational planning with States, translating long-term Education Sector Plans (ESPs) towards Medium Term Sector Strategies (MTSS) and then linking these to operational budgets.
19. This emphasis on planning and budgeting is, and will remain, important throughout the programme for three principal reasons. Firstly, the MTSS is a means of aligning financial allocations to sector priorities and long-term plans. This is essential if progress towards MDG targets is to be made and maintained. Secondly, it is also a means of ensuring that necessary reforms are funded by the States. ESSPIN can provide models, examples of transformed schools and community participation in pilot locations, but it does not have the capacity to

replicate these advances throughout the States. Resources for doing this need to be sourced through the MTSS process.

20. The third reason why the planning process is important is because it forces the different parts of government to work together. The achievement of MDG targets will not be achieved without fundamental changes in governance and institutions. These changes, however, will take time. Institutional change implies changes in legislation, organisational reorganisation and a realignment of functions and systems, all of which are lengthy processes. In the meantime, planning mechanisms can be regarded as a useful way of getting things moving, even in a dysfunctional institutional structure.
21. Furthermore, it is not expected that this process will be successful at the first attempt. The nature of the process and ingrained practices mean that funds will not automatically become available to implement the MTSS when required. However, awareness will be heightened and it will be possible to gradually build 'demand' from within for budgets that are not only matched to plans but that are also disbursed when needed. It is expected to take several more annual iterations of the process before substantial gains will be seen.
22. The requirements of the planning process provide guidance on the necessary direction of institutional development, because it focuses the need for greater clarity in the key functions of government: policy formulation, informed decision making, funding and system monitoring. It is these key functions that ESSPIN will support at State and Federal levels. In the States, ESSPIN will initially focus support on Planning, Research and Statistics Departments in SMOEs and on SUBEBs more generally. Support will be provided to planning and budgeting, through the MTSS and annual budget processes; to the development of reliable data, through EMIS development; and to the easing of financial flows through sustained work to introduce some transparency and rationality into SUBEB and LGEA working practices. At the Federal level, ESSPIN will focus institutional development support on the Policy, Planning, Management and Research Department of FME and on UBEC.

School and teacher development

23. The Position Paper on Education Quality sets out a menu or package of interventions that will be developed in pilot schools. These will include school development planning, a head teacher training programme, in-service teacher training and support to school facilities, both in terms of grant funding and infrastructural development, particularly the supply of toilets. The essential feature of these packages is that they are replicable by the States using their own resources.²
24. Teacher professional development will also be approached as an institutional development issue. Thus, support will be given to develop better systems for initial teacher training, teacher deployment and career structures in all ESSPIN States along the lines of the pioneering work undertaken in Kwara State (*see section 3*).

² This approach is in line with the Federal Ministry of Education's Road Map, which ESSPIN helped to develop.

Finding an entry point for demand side interactions

25. ESSPIN will use the development of SBMCs as the main vehicle for promoting greater community participation and channelling civil society demand for better quality education services. The Position Paper on Community Demand and Accountability describes a process whereby the initial focus will be on ensuring that SBMCs (or equivalent bodies) are established as representing community interests. In those areas where SBMCs have not developed, or have developed in some variant form, it may be necessary to support alternative community-based organisations. Progressively more challenging functions will be introduced, so that in the pilot areas SBMCs, or their alternates, will proceed through a development process to take on monitoring and eventually more of a governance role.
26. ESSPIN will partner with Civil Society Organisations (CSOs) in order to work with communities and will work closely with SAVI in identifying and engaging with CSOs. This collaboration will also be important in the development of community messages and the use of media for public information and mobilisation campaigns.

How ESSPIN will operate

27. ESSPIN consists mainly of Technical Assistance (TA). This can be expected to have direct impact on education management and governance systems at State and Federal government levels, but when it comes to school transformation and work with communities, the volume of resources needed, far exceeds ESSPIN capacity. Components 3 and 4 will involve work to develop pilots which will subsequently lead to replication using State funding. The size of the pilot areas, the entry points and nature of pilot interventions and the proposed scaling up arrangements vary from State to State – see section 3 for details.
28. In order to deliver the logframe outputs a considerable amount of TA has been planned. ESSPIN management has considered the risk that this level of TA may strain the absorptive capacity of the States. However, a reduction in the volume of TA would weaken the technical approach and frustrate the expectations of the States. It is also the case that the nature of the TA is such that it will be distributed between various MDAs and institutions so that the strain on any single organisation or individual should be contained. *(See Appendix 3 for a full discussion of this issue).*
29. The principles which will determine the spending of Programme Support Activity (PSA) funds are set out in Appendix 4. A major expenditure item will be the provision of water and sanitation facilities in schools. Improvement in school sanitation is a worthy objective in its own right. Particular schools will benefit, but a subsidiary reason for funding any school infrastructure will be to provide models of efficient and transparently managed civil works and to influence the ways in which States themselves manage capital projects.
30. Another major use of PSA funds will be the provision of school grants to demonstrate the value of direct grant funding of schools over the current trickle down approach, which provides next to nothing. There is considerable sensitivity over financial flows and the accountability arrangements will need to be carefully developed. Lessons will be learned from the SESP

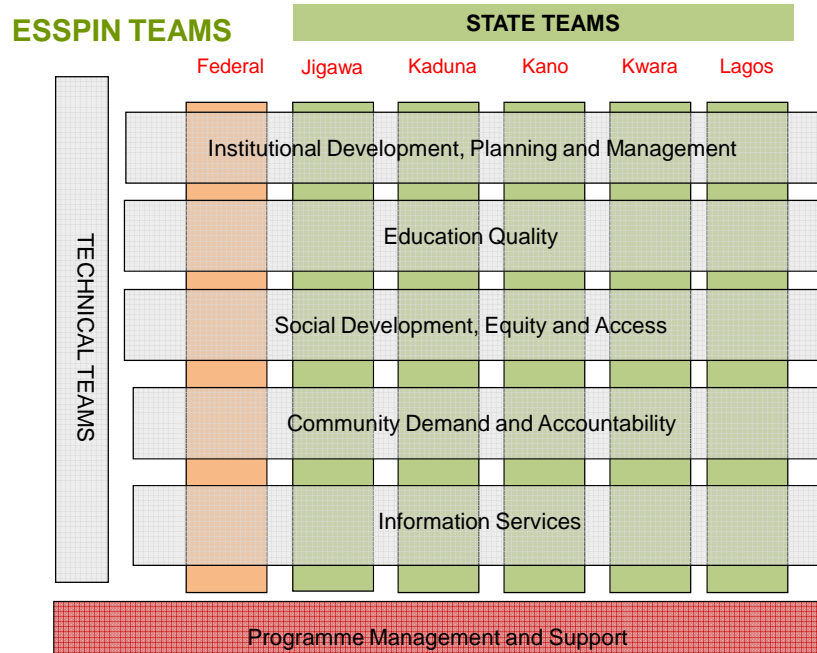
School Development Scheme on fund flow mechanisms and community involvement through School-based Management Committees (SBMCs). Similar considerations will apply for Conditional Cash Transfers (CCTs). ESSPIN is collaborating with the World Bank in the design of a pilot CCT scheme to encourage girls' participation in education in Kano and will want to ensure that the scheme is developed as part of an integrated package of measures.

Information management

31. The Position Papers in Volume three include a Monitoring and Evaluation Framework for ESSPIN and papers on the development of the Education Management Information System (EMIS) and Monitoring Learning Achievement (MLA).
32. The Communications and Knowledge Management (C&KM) Position Paper emphasises the need to integrate C&KM into the activities of the main components of the programme, rather than consider these activities as contributing to a separate programme output. It also emphasises the cross-SLP nature of much of the communications and knowledge management work.

Management Arrangements

33. This section gives an overview of management arrangements for the programme. It also explains the links to other SLPs and coordination arrangements. An organogram is provided in Appendix 1.
34. ESSPIN is organised in a matrix arrangement with
 - (i) state teams: comprising state technical specialists and support staff reporting to State Team Leaders (STL);
 - (ii) a central Technical Team of Lead Specialists, Task Leaders and short-term consultants; and
 - (iii) central programme management and support units.
35. The Senior Management Team responsible for programme management comprises the National Programme Manager, the Deputy Programme Manager and the Technical Team Coordinator.
36. Coordination is achieved through regular monthly Technical Team Meetings attended by the Senior Management Team, the STLs and the Lead Specialists. Although ESSPIN personnel are sourced from different consortium partners, there is a strong sense of programme identity. Internal consortium arrangements do not impinge on how the programme is managed.
37. During the Inception Phase, the development of the technical approach has been driven through a collaborative effort between the central Technical Team and State Teams (*see diagram below*). In this matrix, State Specialists are both members of their State team and also of a Technical Team.

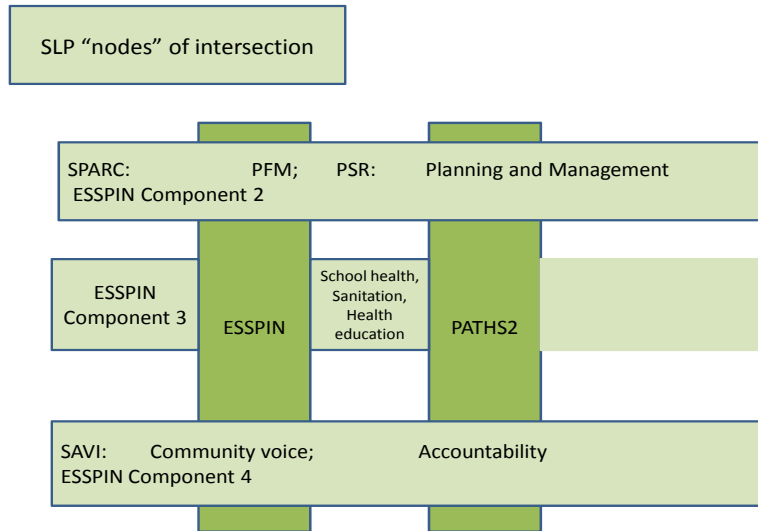


38. A strong programme management lead has been necessary during the early stages to establish a common sense of understanding and direction in what is a complex programme operating in an extremely complex environment. Also time has been needed for State teams to be formed and settle in, to establish offices, engage with contacts and develop collaboration with other SLPs. The influx of considerable amounts of TA for multi-state situation analyses has required central logistical control. However, Abuja-based Lead Specialists have developed their technical positions in consultation with the State Teams and in line with State priorities, as set out in Education Sector Plans (ESPs) and the on-going MTSS process.
39. This approach has allowed State Teams to borrow ideas from one another, as intended, but also to develop State specific approaches to problems. This is reflected in the diversity in the State programmes set out in Sections 2 and 3 of this report. The development of detailed implementation workplans has been devolved to State Teams and, as ESSPIN moves into implementation, it is expected that State Team Leaders will assume greater delegated control over the scheduling of activities and greater responsibility for delivering results.

SLP Collaboration

40. ESSPIN is working in collaboration with the other SLPs. The work of SPARC in public sector reform, public financial management and policy planning and management across State institutions is particularly relevant to ESSPIN Component 2 activities in States and Local Governments. SAVI is providing a lead on community demand and accountability (ESSPIN Component 4). The “nodal” points between ESSPIN and PATHS2 occur in technical areas, such as school health and sanitation and family health education.

41. The diagram below illustrates the relationship and points of intersection between the two programmes which have both governance and service provision components (ESSPIN and PATHS2) and the two governance SLPs (SPARC and SAVI).
42. Coordination amongst SLPs is taking place at programme management level, through monthly NPM meetings and the development of joint policies on various issues. At the State level collaboration is facilitated by co-location of SLP offices and regular inter-programme discussions³. A table recording collaborative actions by the SLPs is attached at Appendix 1.



³ Not all SLPs are operating in the same States. In Kwara only ESSPIN is working.

Section 2: Federal and State Level (Summary) – Focus and Issues

Section 2: Federal and State Level (Summary) – Focus and Issues

Federal Component

43. ESSPIN’s purpose is to “support the Federal and State Governments in Nigeria to make sustainable improvements in basic education service”. A distinctive feature of ESSPIN is the fact that it is both an education and governance intervention. It is a programme whose aim is to strengthen the stewardship and governance framework of the Federal Government to enable basic education reform at the state, local and community levels. Strengthening the Federal Ministry of Education and its key parastatals is, therefore, critical to the success of ESSPIN at all levels.
44. ESSPIN will work with the key stakeholders at the Federal level, which impinge on the provision of basic education. These comprise: the FME and selected Parastatals (namely UBEC, NCCE and NTI); other funding agencies such as the MDG Office; and the Legislative arm of Government, the National Assembly. The objective is to strengthen the capacity of these Federal Institutions to fulfil their mandates and, equally important, provide an enabling environment that enhances the performance of the State Governments in their attainment of the MDGs and EFA Goals.
45. The Inception Phase of ESSPIN has witnessed an increasingly collaborative and engaging relationship with the FME. The Ministry in March 2009 shared the Road Map for the Nigerian Education Sector with key stakeholders through a series of stakeholder events for further input and adoption. The Road Map was developed over a 3-month period with strategic input from ESSPIN and the active involvement of ESSPIN Lead Specialists and Technical Advisers. ESSPIN is fully represented in the recently constituted National Road Map Implementation Task Team (NRITT) and will be actively involved in implementation over the next two years (June 2009 to 2011). ESSPIN’s workplan at the Federal level reflects this emphasis.
46. ESSPIN has identified, during its Pre-Inception and Inception phase, several key areas that need to receive attention if the Federal Ministry of Education is to fulfil its mandate and its stewardship role. These areas, which align completely with the priority areas outlined in the Road Map include:
 - Standards and Quality Assurance – the reform of the Federal Inspectorate Services (FIS) through the establishment of a new agency, the “National Agency for Education Quality Assurance” (NAEQA);
 - Funding and Financial management;
 - Access and Equity with emphasis on “out-of-school” children and gender issues;
 - Institutional development of key Departments namely PPM&R in FME, Quality Assurance & Funding in UBEC, Teacher Education (Academic) in NCCE; and
 - In PPM&R specifically, institutional strengthening of the policy and planning process, EMIS, MLA and communication and knowledge management are high on the priority list.

47. In NCCE close attention is being paid to teacher education and motivation by applying the major reform work at Oro College in Kwara State to other Colleges of Education through the technical support of a Technical Working Group set up by NCCE in partnership with ESSPIN.
48. One of the major risks that ESSPIN could face at the Federal level is the cessation of the implementation of the Road Map, if the political leadership is changed at the Ministerial level. This is one of the reasons why legislative reform through engagement with the National Assembly is important and the possibility of giving the Road Map legislative backing will be encouraged and supported by the NRITT.

Jigawa State

49. A key feature of the inception phase involved setting up working teams, building up relationships within education MDAs and other ministries, and opening up dialogue with key education stakeholders. At all levels, there has been enthusiasm and a willingness to consider different ways of doing things. The leadership of the ministry is committed and supportive and the state political leadership is welcoming – all ingredients for success. The challenge is to build on this good will as the reform process gathers pace.
50. Governor Lamido’s administration has prioritised teacher development as a pivot for school reform and has backed this up with significant investments, e.g. the state teacher upgrade programme. The need for planning information and thorough analysis is also recognised, as demonstrated by a teacher reform committee composed of eminent Nigerian professors which turned in its draft report in April 2009. SUBEB is equally committed to the cause. This is clearly a high impact area for ESSPIN support.
51. The state has full ownership of its ESP and ESOP documents. These have provided a meaningful foundation for the current development of the MTSS. Although aspects of the ESOP have been reviewed, key policy directions remain the same. MTSS development areas, based on ESP policy objectives, correlate with ESSPIN’s outputs, ensuring that ESSPIN’s support plan is aligned with the state’s foci.
52. Jigawa is a relatively young state with a relatively low resource and capacity base. This has hampered effective service delivery over the years and led to the present situation where dynamic reform is required. Potentially, all areas of educational intervention are important to Jigawa. However, the following are prioritised given immediate needs and medium term targets: i) teacher development, ii) planning & management (MTSS),
53. iii) school infrastructure, iv) gender parity at all levels of education, v) EMIS and vi) SBMCs and IQTE integration.
54. A major constraint to implementation is a dearth of skilled personnel within and outside the government sector. The few skilled personnel within MDAs are inevitably involved in nearly every intervention, an unsustainable situation given the volume of work that the MTSS and its

implementation will entail. The situation is worse in the non-government sector where there are very few qualified CSOs and potential service providers.

55. The need for accurate, complete and timely baseline information is critical. Without this, MTSS targets will be inaccurate (potentially undermining the entire planning process) while effective Monitoring and evaluation (M&E) will be all but impossible.

Kaduna State

56. ESSPIN's initial MTSS work and baseline findings confirm the poor state of basic education in Kaduna as identified in the March 2008 Education Sector Analysis. Problems exist at all levels of education administration (SMoE, SUBEB and LGEAs) and across the whole spectrum of activity - from policy formulation to classroom teaching. Three specific instances can be highlighted. Firstly, the MTSS work has shown the weakness of current planning skills. Secondly, a study of LGAs & LGEAs has confirmed the complexities of management structures in relation to primary schools. Finally, an in-depth case-study of schools has highlighted the poor quality of school management and classroom delivery.
57. ESSPIN baseline activity has included an IQTE situation analysis (which will lead to a report with draft policy options for consideration). Further teacher assessment studies (teacher knowledge and teacher classroom behaviour) are planned for May-June, while a brief review of the SESP TPD programme is also underway. A report on School Infrastructure will inform Output 3 Whole-School Development work. At the pre-service level, ESSPIN has begun work with the State College of Education to produce a long-term development plan. ESSPIN TA support to EMIS is now in place and activities are being discussed with SMoE (and SESP). The focus will be on building state EMIS capacity to administer the Annual School Census, while a better functioning EMIS will support an accurate M&E framework for the State. At the community level, ESSPIN has conducted an in-depth case-study of two SBMCs (one each in a SESP- and non-SESP LGEA) to inform ESSPIN's approach to SBMCs.
58. ESSPIN must now work with Ministry MTSS teams to include key development activities derived from inception studies within the 2010 MTSS plans and budget.
59. SLP collaboration has been a priority over the Inception Period. Regular SLP meetings have been held to discuss progress and identify 'nodes' of activity where two or more SLPs will collaborate. Examples include ESSPIN collaboration with SPARC on the MTSS, while SAVI-identified consultants are engaged on mainstreaming gender within the MTSS.
60. On oversight structures, two ESP Committees (one Steering and one Technical) have been formed, as have six Task Teams to lead on the 6 ESP development areas.
61. A Kaduna State ESSPIN Logframe has been developed.
62. Two issues which pose risks are (a) the low level of political buy-in to an overall state reform agenda; and (b) the 2009 education budget. *(See further comment in Section 3 below).*

Kano State

63. ESSPIN is designed to provide technical support and limited material assistance to Kano State Government (KSG) within its remit to catalyse reform of the educational system. Previous assistance from the DFID financed Capacity for Universal Basic Education (CUBE) project enabled the State Ministry of Education (SMOE) to develop an approved Education Sector Analysis (ESA) and Education Strategic Plan (ESP) covering all Ministries, Departments and Agencies (MDAs) in the sector.
64. Building upon this, ESSPIN has focused sector planning upon a three year rolling Medium Term Sector Strategy (MTSS) which is now at the stage of detailed activity planning/costing prior to alignment with 2010 budget proposals. This activity is central to the ESSPIN strategy of helping Kano State Government utilise its own resources more effectively and transparently on a 'value for money' basis in accordance with MTSS priorities.
65. The difficulty of achieving MDG targets by 2015 is complicated by the fact that less than 50% of eligible students in Kano are engaged in formal secular education at state or private schools, whereas a very large proportion of all students attend schools offering Islamic education. In order to assist government in addressing this, ESSPIN is supporting the priority of the State to integrate Islamiyya, Qur'anic and Tsangaya Education (IQTE) with secular education.
66. For the next two years, major foci for ESSPIN will include:
 - The MTSS/Budget process;
 - Capacity building leading to MDA institutional change;
 - The Whole School Development Programme (incorporating school development planning, teacher development and training and community participation);
 - IQTE;
 - The promotion and expansion of education for girls;
 - The Monitoring and Evaluation/EMIS process linked to Annual Education Sector Reports (AESR).
67. The major challenges to the success of the overall reform programme defined by the MTSS will be:
 - Resistance to necessary institutional change once implementation begins;
 - Current problems in the access to, and effective use of, both the State Budget and Federal financial entitlements from UBEC, MDG and ETF;
 - Lack of capacity within SMOE/SUBEB, particularly in the areas of targeted infrastructure procurement, planning and supervision;
 - The need for an efficient and transparent working relationship between LGAs and SUBEB, particularly in terms of untrained teachers employed by LGAs;
 - The disconnect between the practical and academic skills required by teachers in Basic education classrooms and how they are trained at the Kano State College of Education;

- The lack of complete baseline data and a functioning EMIS.
68. Co-ordination with SPARC, PATHS2 and SAVI is well advanced and areas of mutual concern and interest have been identified; particularly with SPARC in terms of PFM and PSR at State level, PATHS2 in respect of school/community based health initiatives and SAVI in respect of community participation and voice at ground level.

Kwara

69. In common with the situation in the rest of Nigeria, education in Kwara is in a state of crisis, which has resulted from a long period of systemic failure. However, the Commissioner of Education is committed to a Reform Agenda for the education sector launching and promoting the '*Every Child Counts (ECC) Charter*', a vision for the development of basic education within the State which describes a commitment to the people of Kwara by the State Ministry of Education. The main driver behind the campaign is the need to improve learning outcomes particularly in basic literacy and numeracy. The high level of political backing for educational reform distinguishes Kwara from the other ESSPIN states.
70. Support to Kwara's Reform Agenda began in early 2008, initially under CUBE, which undertook a comprehensive assessment of education in Kwara State which resulted in an ESA (March 2008). The ESA informed the development of ECC, which in turn influenced the structure and priorities of the ESP. The plan, although not yet formally signed off, has a high degree of political buy-in and has been carefully studied at senior level. That the ESP remains a relevant guiding vision for the state is critical for the success of ESSPIN in Kwara.
71. Reform of the education superstructure will be characterised by two principle developments; institutional development of the State and local government education management bodies and a focus on sector planning and quality assurance as conduits for reform. Interventions in these areas are described in detail below. One potential issue has emerged with the beginning of the MTSS work, which has necessitated the establishment of sub-sectoral MTSS teams. ECC Reform Committees already exist and it will be important to ensure that these two sets of committees work in concert and do not duplicate or contradict each other.
72. A major focus of work in Kwara is on teacher improvement. This reflects the strong political pressure to follow through reforms once the dire levels of teacher competence were revealed through the Teacher Assessment in 2008. The development of a comprehensive in-service teacher training programme for all basic education teachers in the state will be a major preoccupation during the first two years of implementation of ESSPIN
73. A significant early success in Kwara, which bears lessons for other States, is the institutional reform of Oro College. Kwara currently has 20,000 teachers but needs only about 7000. Despite this the various CoEs in Kwara were producing several thousand new teachers each, a vast majority of whom were poorly qualified to even enter training. The reforms in this area have reduced training to a single college, which now has an annual intake of only 300 highly qualified students.

74. A peculiarity of education in Kwara is that most of the primary aged pupils are in school (albeit not necessarily in public schools). Access is not perceived as a problem by the State authorities. Output 4 is therefore conceptualised around a contract between the State and the civil society.
75. ESSPIN is the only SLP operating in Kwara.

Lagos

76. ESSPIN is operating in Lagos alongside the State Education Sector Project (alternatively referred to as Lagos EKO, or L'EKO), which is an IDA credit facility, directed at secondary education. Dual donor funding raises both opportunities and challenges, because of possible synergies and overlaps and the various perceptions amongst State officials about the different approaches of ESSPIN and L'EKO.
77. In the first months of ESSPIN's engagement in Lagos, the following priorities were agreed with Lagos State senior officials:
 - MTSS/ESP;
 - Quality assurance;
 - Private School Strategy;
 - Teacher development;
 - EMIS;
 - Communication & Knowledge Management;
 - Budget Tracking;
 - Monitoring Learning Achievement; and
 - School Transformation
78. Lagos state has 985 public primary school, 313 public junior secondary schools and 317 public senior secondary schools. Significantly, it also has 6,251 private primary and secondary schools (Ministry of Education 2006). The State government faces considerable challenges with poor educational quality and low literacy levels especially among the poor. The problem of poor infrastructure is evident in dilapidated school buildings and lack of adequate sanitary, water, and boarding facilities. Along with a lack of material resources, this adversely affects the teaching and learning environment. There is also a large number of out-of school children.
79. ESSPIN technical workshops were held in the priority areas to create a common understanding amongst State stakeholders, leading to the development of work plans on activities for engagement in the coming months. This established a conceptual framework for activities based on planning mechanisms, specifically the Education Sector Plan (ESP) and the Medium Term Sector Strategy (MTSS).
80. For the two years of the Implementation Plan, the major focus will be:
 - the MTSS/Budget process;
 - Capacity building leading to Institutional reform;

- Improvements in data collection and analysis;
- Extensive reform in inspectorate leading to the establishment of a quality assurance agency;
- A whole school Development programme, incorporating school development and teacher development and training;
- Monitoring and Evaluation/EMIS process linked to Annual Educational Sector Reports and Annual Joint Reviews;
- Increase in demand and voice from community participation;
- Increased registration and improved regulation of private schools.

81. The major challenge to the success of the overall reform programme defined by the MTSS will be a propensity amongst State politicians and officials to rush off in different directions at once. A lack of patient reflection and measured response to circumstances creates the risk of ill-considered policies and wasted resources. A significant management challenge for ESSPIN stems from marrying ESSPIN approaches with strongly-expressed Lagos State priorities.
82. Co-ordination with SPARC and SAVI is well advanced and areas of mutual concern and interest have been identified; particularly with SAVI with respect of to school and community participation in the delivery of social services.

Section 3: Federal and State Level (Detail) – Focus and Issues

Federal Component

Section 3: Federal and State Level (Detail) – Focus and Issues

Federal Component

Political / Economic / Technical Environment

83. The change in Ministerial appointments during the pre-inception phase of ESSPIN has brought greater focus and commitment by the Ministry’s leadership to address the major issues and challenges plaguing the education sector in Nigeria. For the first time there appears to be a strong collaborative effort to engage with the State Governments to tackle the challenges of the education sector. The introduction of the *Road Map for the Nigerian Education Sector* through a series of internal and external stakeholder sessions has created sufficient interest in State Commissioners of Education for them to establish a special forum that would partner with the Federal government to implement the Road Map.
84. The Road Map focuses on 4 priority areas that deserve urgent attention namely:

Access and Quality	Standards & Quality Assurance	Technical & Vocational Education Training	Funds & Resource Utilization
<ul style="list-style-type: none"> • Out-of-school children • Lack of essential infrastructure • Gender disparity • Poverty • <i>Almajirai</i> Challenge 	<ul style="list-style-type: none"> • Infrastructural needs • Teacher development, motivation & retention • Curriculum relevance & review • Information & Communications Technology (ICT) 	<ul style="list-style-type: none"> • Dearth of qualified teaching staff • Low societal estimation of vocational education • Inadequate number of technical and vocational colleges 	<ul style="list-style-type: none"> • Inadequate budgetary allocation • Inadequate funding of schools • Poor management and utilization of funds
Institutional and Legislative Issues			
<ul style="list-style-type: none"> • Inadequate capacity for policy formulation • Low private sector involvement 		<ul style="list-style-type: none"> • Ineffective, obsolete and outdated policies and legal framework 	

85. In addition the Road Map recognizes the need for Institutional reform and dedicates a whole section on “*Institutional and Legislative Issues*” that include – Policy and Planning, EMIS and legislative reform.
86. The challenge will be sufficient funding to implement the major initiatives in the Road Map within the 2-year period of 2009-2011, in view of the major constraints with respect to resource availability. The “global meltdown” and sudden reduction in oil prices has led to a fall in oil revenue for the Federal Government. Initial costing of the Road Map has revealed that what is required cannot in the light of global changes and earnings be made available. Prioritisation of initiatives and more realistic timelines are therefore critical.
87. Technical expertise through ESSPIN and other International Development Partners (IDPs) should aim to assist the Federal Ministry in addressing these two issues.

Federal Level – Stewardship and Governance

88. ESSPIN is an important education and governance reform programme that intends to adopt a comprehensive approach to addressing the issues at the level where it really matters – the School Level. Reform at the Federal level is to enhance the effectiveness of the programme at the School, Local Government and State Government Levels.
89. Central to ESSPIN’s approach is that effective stewardship at the Federal level (Output 1) is critical to creating effective education systems, which in turn is critical to creating effective schools. Stewardship speaks of effective policies, good planning, transparent financial budgetary management, the existence of agreed minimum standards and effective regulation and monitoring.
90. In the Inception Strategy document (January-June 2009) the following key areas were identified as areas to be given ESSPIN’s support at the Federal level:
 - Policy and Planning;
 - Standards and Quality Assurance;
 - Resource allocation/funding; and
 - Monitoring & Evaluation.
91. The completion of the Road Map and the findings of major scoping consultancy assignments carried out between January and June 2009 has brought greater clarity and information that has led to a more precise understanding of the work that ESSPIN will engage in over the next two years at the Federal level. The work aligns extremely well with the Minister of Education’s four priority areas as well as the institutional and legislative reform work, as stated in the Road Map. ESSPIN is engaged in three of the four priority areas with the exception of Technical & Vocational Education and Training (TVET).

ESSPIN Work at the Federal level

Institutional development in selected MDAs	PPM&R	UBEC	NCCE & NTI	NAEQA
Support & Strengthen selected functions in key MDA – PPM&R	Policy	Planning	EMIS	MLA
Support & strengthen selected functions in key FME Parastatals - UBEC	Funding	Quality Assurance (M&E)		
Support & strengthen selected functions in key FME Parastatals - UBEC	Teacher education	Teacher standards	Career paths	
Support Legislative/ political arm	Legislative reform			
Develop strong partnership with other funding agencies – MDGs Office	Improving funding flows to priority areas at State level			

Institutional development in selected Federal MDAs

92. There are two fundamental features of the state of education at the Federal level. The first is the systemic collapse of the education system in Nigeria. At the centre of this collapse are issues relating to institutions, policy, infrastructure and human capacity.
93. The institutional challenges include inadequate facilities, unsustainable cost structure, over-bureaucratic and centralized management structures, weak quality assurance mechanisms, inadequate funding at the various levels, corrupt monitoring and policing systems exemplified by declining academic standards, examination malpractice, cultism, low admission capacity and lack of comprehensive information/data on education expenditure.
94. The second fundamental feature of the state of education at the Federal level is that the “management of the Nigerian education system and the implementation of educational policy are hindered by the complicated constitutional and legal framework of the education system”.
- The 1999 Constitution suggests that all three tiers of Government have joint responsibility for all levels and types of education, except that the Federal Government’s role in primary education is limited to the maintenance of standards. This interpretation was upheld by the Supreme Court ruling in April 2002, which concerns the hitherto leading role of the Federal Government in the UBE Program and the status of NPEC/UBEC. At the same time, this ruling reasserted the leading role of the State and Local Government in basic education.
 - In practice, the Federal Government is principally responsible for tertiary institutions and 102 unity schools while the states are responsible for secondary schools and some tertiary institutions, and the local Governments responsible for the primary schools. However, the administrative lines are not so clearly demarcated in practical terms, as overlaps can be seen at different levels, for instance the various agencies involved with non-formal education.
 - The legal and regulatory framework for education is further complicated by the existence and operation of the 25 parastatals organizations which relate to the Federal Ministry of Education in various ways. Some of these have functions which overlap with those of FME, and may duplicate them, such as the M&E unit of UBEC and the Inspectorate (FIS), or potential conflict such as among DPRS, UBEC, ESA, and NERDC - each with mandates to collect data. These duplications increase the number of administrative staff, create higher running costs and have created an unwieldy, costly and inefficient system of service delivery.
 - This situation is mirrored at the State level where there is a similar proliferation of parastatals and overlaps of function. There are also overlaps between the functions of Federal parastatals and their State counterpart institutions. (For example inspections are currently carried out by the Federal Inspectorate, State Inspectorates and Local Government Inspectorates. Each uses its own procedures and instruments, and there is no coordination concerning which schools will be inspected.)

- These institutional constraints impose severe limitations on individual and organizational capacity for policy-making, planning and management of the education system as a whole, which in turn limit its efficiency, effectiveness and accountability.
 - Reforms attempting to address all the issues highlighted above have been implemented over the last 3 to 5 years with varying degrees of success.
95. Under ESSPIN the focus is not on widespread public sector reform but on institutional development; specifically the departments that have been identified as critical to efficient and effective service delivery of basic education at the state level. Focus is on strengthening the systems, processes and the capacity of the people in these departments to enhance functional effectiveness.
96. The PPM&R Department of the FME is responsible for policy formulation, planning, monitoring learning achievement and managing the Education Management Information Systems (EMIS). Activities to drive institutional development, that will be carried out over a 6 to 12- month period commencing in June 2009, include the following:

Functional system review and development : policy formulation, planning (ESP & MTSS), EMIS, M&E, Communication & knowledge management
Human resource management system: needs assessment, job profiling and descriptions, appraisal review
Staff development plan: training needs analysis, capacity building plan, leadership & management development plan
Process mapping and re-engineering: review of processes

97. These same institutional processes will be applied to selected departments in UBEC and NCCE.

Support of Specific Functions in key MDAs- PPM&R

98. Beyond the generic institutional development activities specific *functional* responsibilities will also be supported by ESSPIN. With respect to PPM&R Department these will include:
- Policy Formulation Processes & Evidence Based Policy Research: This process is currently severely hampered by a chronic lack of reliable and timely information and data and associated technical skills. Also the policy formulation process through the institutional framework of the National Council of Education (NCE) and education planning, monitoring and evaluation is performing sub-optimally. PPM&R's ability to turn policy into reality through a structured, systemic and cyclical approach to planning, resource allocation, monitoring and evaluation of interventions is weak. ESSPIN will over the next 2 years through technical support and capacity building initiatives address these systemic weaknesses.

- Strategic Planning (the Road Map and MTSS) and Providing Support to States' Planning: As earlier stated ESSPIN will support the Ministry to implement the Road Map especially in the area of Basic Education. An important vehicle of implementation is the MTSS process. The MTSS allows States to produce annual budgets that are strategic, realistic and forward-looking rather than, as at present, continuing to produce annual budgets that are incremental and essentially backward-looking. ESSPIN will support PPMR to enable it perform a coordinating and supervisory role to ensure that all States within an agreed timeframe have ESPs and approved MTSSs. A one-day seminar to kick-start the process is being planned in June 2009 to be followed by a concerted effort to build capacity through planned training courses.
 - EMIS (Education Management Information Systems): The National EMIS has been fraught with many challenges that still make it difficult to have reliable, timely data on basic education on which to base decisions. ESSPIN's support of the decentralised NEMIS will be more strategic than operational. A major output will be to develop a set of operational guidelines critical to standardising school census and the implementation of EMIS across the states. In addition other activities will include developing the EMIS software for the 2009-2010 school census, identifying training needs and designing and implementing validation survey in representative school samples.
 - Monitoring Learning Achievement (MLA): Despite the Monitoring Learning Achievement (MLA) project organized by UNESCO-UNICEF in 1996 and 2003 there is no institutional mechanism set up to monitor learning achievement on a systematic basis. Given the concerns about the quality of learning outcomes, the Federal and State governments need to establish a national assessment system that can provide reliable information on literacy and numeracy trends to guide policy and inform practice in the classroom and in teacher education institutions.
99. The Road Map has identified the establishment of "a standardized assessment system that annually monitors and reports academic achievement in the core subjects" as one of its priorities.
100. ESSPIN will support the establishment of a national assessment system that will serve the following purposes:
- Assess student numeracy and literacy learning outcomes in basic education.
 - Enable robust comparisons of results over time by ensuring that the assessment instruments originate from a pool of questions that have been generated using the same principles.
 - Enable comparisons of results across States.
 - Feed into robust analyses that lead to policy recommendations for decision makers and education practitioners by combining the assessment results with supplementary information on:
 - basic school characteristics, preferably through integration with annual school census data

- basic individual characteristics, such as sex, age, education history, and – if possible – parental characteristics such as their education
- Inform the general public on progress made towards achieving the EFA goals.
- Build national capacity in assessment issues through sustainable funding by national sources.

Support of Specific Functions in key MDAs- UBEC: Funding, Resource Mobilization & Utilization

101. With respect to funding, an area that still needs attention is the UBEC Intervention Fund. The disbursement to date (2005 to October 2008) is N123 billion. But only N61.2 billion has been disbursed with only 7 states accessing all the 4 quarters of the 2007 Matching Grant. No State had accessed the 2008 Matching Grant by January 2009. A strategic plan for addressing these weaknesses in disbursement mechanisms is necessary and one that places these issues in the wider context of funding flows to education as follow up to the National Public Expenditure Review published in 2008. It must however be acknowledged that significant progress has been made, with the relaxation of the guidelines for accessing funds and the concerted effort by UBEC to create awareness through events such as the “Good Performance” Award ceremony held in February 2009.

102. ESSPIN intends to support UBEC in the area of funding as follows:

- For greater efficiency in the use of resources at school level establish an institutional framework that links access to UBE IF and VPF (MDG funding) to ESPs and MTSS and not just SUBEB Action Plans;
- Support development of legislation for reform of funding flows;
- Facilitate dialogue and interaction between key stakeholders to obtain consensus on the main priorities for improving public financial management of federal flows to basic education;
- Review current procurement practices;
- Develop internal and external accountability mechanisms aimed at streamlining federal funding flows and making them more transparent.

Support of Specific Functions in key MDAs- NCCE: Teacher Education & Motivation

103. During the pre-Inception phase a closer collaborative relationship with the NCCE has been established. In joint partnership, an NCCE/ESSPIN Technical Working Group (TWG) has been set-up with the mandate to:

- Replicate the reform of the College of Education at Oro, Kwara State in other CoEs first in ESSPIN states and then non-ESSPIN states;
- Encourage the widespread application of the teacher professional standards approved by the Federal Executive Council in the National Strategy document on Teacher Education (2007);
- Field test NCCE developed Teaching practice modules;
- Develop a comprehensive quality assurance system for CoEs;

- Structure and benchmark a teacher career path process to address present inequities in the current system.

104. Other important activities will include the audit of the recently revised NCE curriculum.

Standards & Quality Assurance: The Reform of the FIS

105. **The Federal inspectorate (FIS)** will in time, and in line with the Federal Minister of Education’s Road Map, become the National Agency for Education Quality Assurance (NAEQA). The shape for this agency is not yet determined in detail and there is discussion about the relative merits of either as a freestanding agency, a bureau under the Minister of Education, a parastatal or some other arrangement. ESSPIN will work on developing the systems needed to support quality assurance inspection regardless of the structure agreed upon.

106. NAEQA will have a strategic role, setting national policy for quality assurance inspections, including:

- providing the criteria for inspections;
- guiding the schedule, frequency, length and cycle of inspections;
- providing guidance on self-evaluation;
- setting criteria for selecting, accrediting and training inspectors;
- determining the quality assurance process to be used by state inspectorates (SAEQA) to ensure equity of method, standardised categories for judgements and the coordination of cycles so there is fairness in the system;
- managing and analysing data and judgements from reports to ensure they influence policy and supply evidenced based information about the state of education at state and national level.

107. NAEQA would be the national authority for quality assurance; setting high standards, offering guidance and support whilst working with and alongside State inspection teams to develop consistency and good practice. NAEQA would also coordinate the information collected on inspections by using inspection judgement tables and the States’ own annual inspection reports, where they collate their inspection findings. NAEQA would use this information to draw up a national report to be used to inform the public and federal policy makers. In the model ESSPIN is supporting, inspectors would have a rigorous and assessed training leading to an accreditation or license as an inspector. Quality assurance inspection teams would then contain a mix of inspectors from state and federal levels, for example, to inspect all schools, federal unity, public and private with the unifying characteristic that all would be ‘accredited’ and would follow the same schedule and process for inspection.

108. The Road Map identifies December 2009 as the date for establishing NAEQA, with the date of December 2010 as the time to “professionalise education quality assurance practice by training, accrediting and certifying practitioners”. The intervening year is allocated for training schools to self-evaluate.

Legislative Reform

109. Engagement at the political level is a key sustainability strategy for the successful transitioning of reform initiatives from one administration to another. ESSPIN has met with the Senate Committee on Education and has committed to a review of current legislation to align them with current realities and requirements.
110. Proposals will be prepared for legislation and regulatory reform to remove barriers and improve effectiveness of basic education service delivery. The need to give the Road Map legislative backing has been mooted.

Jigawa State

Jigawa State

Political / Economic / Technical Environment

111. Governor Sule Lamido's reputation as a populist leader was further enhanced by the October 2008 *Talakawa* summit which sought to give voice to the poorest of the poor within a policy arena. The main outcome of the summit was the presentation in April 2009 of a pro-poor 'policy package' to alleviate poverty in the medium term. The package comprises of a micro finance scheme, training of traditional health workers, and the launch of locally assembled tricycles for public transport. The prioritisation of Jigawa's social charter by the current government offers an important opportunity to transform delivery of basic social services, particularly education and health, which DFID aims to do.
112. Shortfalls in the state's monthly statutory allocations from the federation account have been recorded as a result of declining oil revenue occasioned by the global economic crisis. The 2009 appropriation budget passed earlier in the year was reviewed in March 2009 to bring budget proposals in line with available resources (the state depends primarily on federal revenues to implement budget plans). This has the potential of impacting negatively on the state's capacity to deliver its 2009 budget proposal in coming months. For example, with the exception of ongoing projects, capital expenditure cannot be incurred until the third quarter of the year.
113. The state is proactively pursuing public private partnerships (PPPs) as means for transforming the social sector. Specifically, commercial banks have been visibly involved in the construction and renovation of schools. The micro finance element of the *Talakawa* policy package is expected to be delivered in partnership with Unity Bank. The ability of the state to creatively mobilise resources from non-government sources is a positive factor in the social reform environment.
114. The SEEDS2 development process has been reactivated and has gathered new momentum under the direction of the Directorate for Budgets & Economic Planning. Lessons appear to have been learned from previous efforts as there is now a deliberate effort to source the state document from sectoral strategic plans, e.g. the education MTSS currently in development. This bodes well for the medium term objective of aligning state and sectoral budgets with strategic plans, and can form a useful basis for introducing MTEF as a planning mechanism.
115. DFID remains the major development partner of note in the education sector. State expectations are high and political support for the work of ESSPIN and other SLPs appear satisfactory following the signing of a Memorandum of Understanding between DFID and the state government, and a subsequent state launch of the SLPs in March 2009, personally attended by the Governor and the head of DFID. State oversight of DFID SLPs will be achieved through a State Steering Committee formally inaugurated under the leadership of the Secretary to the State Government.
116. The Federal Education Road Map recently launched by the Minister for Education provides a strategic direction and planning framework which resonate with the work being undertaken by

the state education MTSS team. It is also a significant first step in strengthening consultation and collaboration between the state and federal education MDAs.

Output 2: State and local government-level governance and management of basic education strengthened

117. ESSPIN's outlined approach in the inception phase was to support development of strategic plans and budgets while ensuring that the state retains ownership of the process and products. Therefore, a main focus of the inception phase has been capacity building of state personnel and relevant stakeholders with regards to development of the MTSS.

Development of the MTSS

118. Analysis of the ESP and ESOP documents drafted with UNICEF support has been undertaken by the ESSPIN Task Team and comments discussed with the state planning team. Technical MTSS retreats have advanced the process of reviewing strategic targets to make them more realistic, introduced policy simulation (EPSSim) to refine targets, identified inputs in the light of available resources, and identified critical data gaps to be addressed by ongoing improvement of baseline information (linked to development of EMIS capacity).
119. A clear management structure for MTSS planning and, subsequently, implementation has been established and state members are successfully adapting to the new way of working. Four technical committees based on strategic development areas in the MTSS (Planning & Management, Access & Equity, Education Quality and Communications & Knowledge Management) regularly meet to undertake planning in their specific areas. The chair of each technical committee sits on the state Education Technical Steering Committee (ETSC) headed by the Honourable Commissioner to ensure a clear reporting line between the two levels of education management. Membership of both the ETSC and technical committees extends beyond education MDAs to include other ministries (finance, information and local government) and civil society.
120. The first year of ESSPIN implementation will aim to strengthen the capacity of state planning and finance departments to undertake medium term planning and prepare draw-down budgets and work plans. The capacity of relevant MDAs to monitor budget allocations and releases, to track expenditure and to evaluate the impact of annual and medium term plans will be developed. This process will be underpinned by firm stakeholder buy-in.
121. Development of the MTSS will continue into the implementation phase of ESSPIN with a zero draft document expected in August 2009. Further capacity building will be provided in the areas of educational and financial data analysis (including review of the 2009 state budget), policy scenario development and M&E prior to final drafting of the document. The draft document will be presented to stakeholders and the education steering committee for approval at the end of August 2009. Experience of producing the first MTSS will provide learning points for institutionalising an annual cycle of planning, budgeting, implementation and review.

Institutional Development

122. A study was undertaken in conjunction with SPARC to analyse the role and functions of LGAs and LGEAs in education service delivery, examine relationships between states and LGAs, and assess the extent to which LGAs and LGEAs facilitate funding flows to schools. The study found institutional relationships to be fragmented, service delivery non-accountable and resource allocation inefficient and inequitable.
123. No work was undertaken, during the inception period, in the area of organisational development and management.
124. Following the MTSS, the next step in operationalising the education sector strategy is the preparation, implementation and monitoring of departmental work plans within MDAs. Institutional capacity building during the implementation phase of ESSPIN will focus on staff development and deployment, performance management, institutional and participatory leadership, financial and human resource management systems, asset management and procurement systems, and review of organisational structures. Initial activities will include situational reviews, audits and needs analyses and, in the case of institutional leadership, study tours. Two departments will be focused upon initially (Planning and Finance) within MOEST and SUBEB before rollout to other MDAs. A lot of this work will be undertaken in conjunction with SPARC under its public sector reform (PSR) agenda.
125. The legal and regulatory framework governing basic education service delivery will be reviewed. The purpose will be to identify and eliminate barriers to effective regulation and identify strategies for improving service delivery. SAVI's engagement with the State House of Assembly will be fully utilised to help with this process.
126. The capacity of LGEAs to undertake medium term planning and prepare annual work plans and budgets will be strengthened. Data management facilities at LGEA level will be improved and the capacity of personnel to collect, aggregate, analyse and utilise data developed. This work will coincide with the decentralisation element of EMIS development. Job roles and staff development & deployment practices will be reviewed, particularly in relation to monitoring of schools and teachers. A staff development strategy will be developed as a basis for ongoing capacity support to LGEAs. Technical staff within LGEAs will benefit from training in contract management and procurement based on best practice.

Education Management Information System (EMIS)

127. EMIS activities proposed for the inception phase were delayed by the need for extensive programme level consultations and analyses leading to formulation of the ESSPIN EMIS Strategy and mobilisation of an international adviser and a full time specialist to cover Jigawa, Kano and Kaduna. State EMIS personnel have participated in a planning meeting to kick-start EMIS work.
128. ESSPIN's approach to state EMIS development will be to identify, document, develop and implement effective procedures. ESSPIN will provide practical support to improve the overall quality of the school census process and products. New techniques, mechanisms and processes will be developed and applied where necessary, leading to a body of good practice

which will be set down in operational guidelines and can be disseminated to other states to conduct the Annual School Census (ASC). November 2009 is the targeted date for the 2009/10 school census. Overall organisation and management of EMIS will be improved by supporting formation and functioning of an EMIS sub-committee with access to sustainable budgetary allocations.

129. Efforts will be made to improve data quality and timeliness. Alternative data collection mechanisms will be considered and incentives for qualitative responses from schools and head teachers identified. Extensive training in completion of the school census form and basic school record keeping will be organised for head teachers while LGEA staff will be trained and mentored in applying quality checks to key variables in data collection. Data validation surveys and data entry will be supported.
130. A clear reporting timetable guiding dissemination of processed census data to end users at state and LGEA level will be instituted. School report cards will be printed and distributed to schools. Emphasis will be placed on outputting data in public reports and using them in policy processes, e.g. supporting construction of baseline information for the MTSS. In Jigawa, there will be limited support for hardware procurement. The NEMIS software will be installed and EMIS staff will benefit from a comprehensive training package.

Output 3: Capacity of primary and junior secondary schools to provide a high quality learning environment developed and sustained

131. ESSPIN's approach to this output is to help create school environments in which effective teaching and learning can take place. A whole school transformation model in which capacity building integrates with hard supporting inputs will be applied (teacher and head teacher development, school infrastructure, water & sanitation, health education and textbooks). The state currently lacks the human and financial capacity to rollout this model state wide and will, therefore, adopt a phased approach to implementation. The proposal is for the state's 27 LGAs to be covered in three phases, nine per phase (based on the LGA configuration currently utilised by MOEST, SUBEB and SEIMU). Schools from the nine LGAs will engage with the transformation approach based on integrated school development planning.
132. The inception phase focused on generating increased understanding of two key supporting inputs in the context of Jigawa – teachers and infrastructure. The teacher study is ongoing and has three main strands – an institutional review of the College of Education in Gumel which produces NCE teachers, an assessment of teacher competency and a baseline assessment of teaching methodology based on classroom observation. A preliminary review of Gumel CoE revealed a weak connection between the supply of Gumel graduates and the placement needs of SUBEB on the one hand, and between Gumel's programmes and the CPD needs of primary education teachers on the other. Further, only a small proportion of Gumel graduates end up teaching lower basic years (Grades 1-3). These initial findings have provoked debate and will be taken forward from June 2009.
133. During implementation, the classroom practice survey will be conducted and written up as baseline information to be assessed in October 2010. The sample of schools to be used will

include schools from the nine LGAs in Whole School Development implementation phase one and a selection from subsequent phases. The teacher competency assessment will include a capacity building element on development of survey instruments. Subsequently, state personnel will be actively involved in data check and analysis.

134. The support to Gumel CoE will kick off with a comprehensive institutional review leading to a staff development programme (organisation, management, training and materials development) and development of College Quality Assurance Systems. The National Commission for Colleges of Education (NCCE), partnering with ESSPIN, will be part of this process. The work in Gumel will be complemented by development of strategic management roles in teacher education focused on SUBEB. This element will subsume a teacher deployment study and follow up, development of a finance model for teacher education, and development of a programme on teacher (educator) career path.
135. In-service support to teacher development will apply a cascade approach beginning with composition and training of State School Improvement Teams (SSIT). With technical assistance, the SSIT will work with identified service providers to review existing in-service materials, design and develop training modules, pilot test and revise modules, train head teachers and local school supervisors, and provide in-school support, follow-up and overall quality assurance. Trained head teachers and local supervisors will then undertake direct training of teachers with state funding.
136. Support for infrastructural development will span state, LGEA and community levels. At state level, material for construction prototypes and manuals for construction and maintenance will be prepared with state personnel and associated capacity building provided. State work plans and pilot projects will be prepared and implemented (data collection and preliminary proposals, finalisation of proposals, preparation of procurement documents, and implementation). Capacity building at LGEA and community levels will focus on supervision, maintenance and data collection with a core group of trainers developed to rollout training. A quarterly supervision mission will provide ongoing support.
137. No situational review has yet been undertaken on water & sanitation. Therefore, the initial activity during implementation will be a scoping study. Following the scoping study, activities will be developed in alignment with the infrastructural development programme. ESSPIN sees the provision and use of school toilets and hand-washing facilities as a priority and will direct PSA funds to pump prime state provision.
138. The health education activity will be initiated with a situational analysis in conjunction with PATHS2, to be followed by strategy formulation and implementation.
139. Textbooks activity will be initiated with a procurement and distribution survey to assess current provision, to be followed by strategy formulation and implementation.

Output 4: Capacity of communities and civil society to articulate demand for educational services created and sustained

140. Parental support for education, community participation and children’s social characteristics are important elements of the whole school transformation model – output 3 and output 4 are, therefore, intrinsically linked. In operational terms, output 4 activities, particularly around community mobilisation and SBMCs, will be set in the same schools selected for the WSDP approach and linked to the school transformation package. In addition to enabling communities to mobilise resources for school development, this output will equip communities to hold state/LGA governments accountable for delivery of basic education services. Civil society and community based organisations will be central to this process. Identification, assessment and capacity building of CSOs will be carried out in conjunction with SAVI.
141. A pilot research exercise to review policy and practice in respect of SBMCs was conducted in two communities – in Maigatari (GEP) and Miga (non-GEP) LGAs – during the inception phase. The Miga pilot was interesting in that its focus school was a community managed Islamiyya school with limited access to public resources. It offers an instructive alternative to government or donor supported SBMCs. A joint state-national forum on SBMCs reviewed government guidelines and also showcased the potential impact of giving children voice in how schools are managed.
142. Findings of the SBMC pilot research will be presented at the start of the implementation phase. It will flag off an extensive programme of support to SBMCs utilising identified CSOs /service providers to develop community mobilisation strategies and advocacy materials, train facilitators and conduct community mobilisation activities in selected LGAs/school communities. This preparatory phase will also include development of school grant processes and costing based on experience in SESP states and elsewhere. The actual rollout of SBMC support will involve organising selected schools into manageable clusters and providing training, monitoring and mentoring.
143. Communication packages will be developed in conjunction with the Communications & Knowledge Management team and with SAVI for advocacy and community sensitisation activities.
144. A preliminary situational review of girl child and inclusive education was conducted during the inception phase. However, further analysis is required to comprehensively address the needs of girls, nomadic children, children with special needs, and out-of-school children.
145. A scoping mission on Conditional Cash Transfers (CCTs) will be conducted to review the World Bank pilot in Kano and Bauchi and formulate a Jigawa strategy. Consideration will be given to the potential of CCTs to increase female enrolments in junior secondary schools and in teacher training (increasing the proportion of female teachers in primary education is a key strategic Access & Equity target for the state). The scoping mission will inform the strategy for implementation.

146. A preliminary review of existing policies on IQTE and the management mandate of the Islamic Education Bureau will set the scene for a more comprehensive analysis and strategy formulation during implementation.
147. Support to the IQTE sub-sector will initially aim to strengthen the capacity of the state to regulate and monitor. A review of the Islamic Education Bureau will form the basis of institutional capacity building. An ongoing process of data gathering on IQT schools linked into the state EMIS will be initiated. The UBEC funded pilot on integration of 15 Qur'anic schools, managed by SUBEB and the IEB, will be reviewed and ESSPIN will support systematic scaling up on an annual basis. Four special studies will be conducted over the first two years of implementation to expand understanding of critical themes – *Al-majiri* children, Islamiyya schools and girls' educational choices, IQTE schools management, and IQTE schools & women education.

Cross Cutting Initiatives

Gender

148. Gender will be addressed as a cross-cutting activity area infused into all outputs. Within output 2, the inspectorate work on systems, processes and capacity will include gender-sensitive inspection tools. Within output 3, infrastructural development will incorporate focus on sanitation facilities for girls. Pre-service teacher development will include consideration of distance learning as an option for young women constrained from attending the College of Education for a variety of reasons. Baseline assessments of teacher competency and classroom practice and a teacher deployment study will build in gender analyses. The scoping work on CCTs will focus on incentives for girls going into basic education and teacher training. IQTE research will include analysis of the phenomenon of *Al-majiri* boys in mobile Tsangayas. Within output 4, community mobilisation campaigns, development of communication packages and support of SBMCs will include sensitisation to gender.

Monitoring and Evaluation

149. The state's Education Sector Plan, subject to improvement, contains a monitoring & evaluation framework that is a good reference point for measuring the quality of service delivery. ESSPIN's approach is to support refinement of this framework so that it becomes institutionalised as the basis for monitoring and evaluating sector performance / service delivery. The implementation phase will, therefore, proceed with strong emphasis on building up the capacity of the state government to monitor and evaluate its own policies and programmes.
150. The main capacity building activity on M&E will be the annual education sector review. It will demonstrate to the state the need to assess evidence of sector performance as a basis for planning and budgeting activities. The AESR process will involve production of annual education sector performance reports, dissemination of reports to education stakeholders, conduct of AESR conferences, and revision, adoption and publication of reports. ESSPIN will support these activities. The capacity of Jigawa to hold an AESR in 2009 is being assessed, although 2010 appears a more realistic target for the AESR conference.

151. ESSPIN will support a capacity building programme for M&E staff in Planning, Research & Statistics departments to enable them meet the M&E commitments outlined in the ESP / MTSS. This will involve a review of work schedules, development of a training plan and materials, and ongoing monitoring and support.
152. An initial study will assess the scope of M&E activities at LGEA level. An M&E training programme for LGEAs will be developed and implemented in three phases – 9 LGEAs per phase.

Communications & Knowledge Management

153. The strategic aim for communications & knowledge management in the implementation phase is to directly support programme outputs by identifying high level themes to support each output, key messages to communicate and activities to create, share information and deliver the messages.
154. Within output 2, ESSPIN will support MOEST to develop a clear vision statement for education, develop Key Facts on education and a bi-annual newsletter (English and Hausa), provide user friendly versions of key state and LGA documents, support the state communications committee in managing its work programme, support messaging of special thematic days, and organise learning visits for state personnel to share experiences with other ESSPIN states. A State Documentation Centre will be set up at NERD or the State Library and staff will be trained in preparation and dissemination of publications, e.g. annual reports, research reports, etc. A State Electronic Database of key education publications will also be hosted by the Centre with relevant capacity building provided.
155. Activities contributing towards the achievement of outputs 3 and 4, will support production and dissemination of material containing guidance on roles of SBMCs. A social charter for schools promising deliverable learning outcomes will also be produced and disseminated to familiarise parents and communities with what schools should deliver to children. A number of polling activities and surveys will be supported by ESSPIN to sample public opinion on education reform. Quarterly information sharing fora will also be organised to keep journalists, the mass media and civil society abreast with reform objectives.

Issues and Recommendations

156. The volume and intensity of activities from the first year of ESSPIN implementation and from 2010 for delivery of the state MTSS require substantial internal capacity, particularly in terms of human resources. While there are skilled and committed personnel within education MDAs, the numbers are relatively small. The dearth of capacity is even more apparent in the non-government sector where very few CSOs/CBOs can be found with primary focus on education. A fundamental aim of the first year of implementation, therefore, must be to rapidly scale up the number of skilled personnel available through intensive capacity building. The option of sourcing service providers and identifying qualified CSOs from neighbouring states, e.g. Kano, also exists.

157. The MTSS is a state planning tool that will be resourced from the annual state budget. While it is inevitable that ESSPIN will provide considerable investment to start off initiatives, long term sustainability of reform initiatives rests with the state and its ability to institutionalise the MTSS as a planning and budgeting process. The state response has been positive and it is hoped that this planning mechanism will be firmly in place by the end of the current political cycle in 2011.
158. ESSPIN has a commitment to help the state achieve its strategic targets regarding improvement of gender parity at all levels of the education sector. However, there are deep underlying factors which necessitate adoption of a long term view to achieving impact. For example, a strategic access & equity target in the MTSS is to increase the proportion of female teachers in primary education. However, analysis reveals that less than 10% of teacher trainees are females; there are not enough females transiting from secondary education to teacher training, and so on. There are no quick fixes; although quick wins can lift morale, a more strategic approach has to be applied to the gender parity problem.
159. The lack of availability of consistently reliable, complete and timely data is a threat not just to immediate planning and monitoring products (accuracy of MTSS strategic targets, ESSPIN baseline information, etc.) but to the capacity / ability of the education sector to measure performance and the quality of service delivery. This is linked to the need for improved EMIS capacity, an important area of focus in the ESSPIN implementation plan. A mixed approach needs to be taken which balances medium to long term EMIS development (the sustainability dimension) with immediate outputs essential for setting a solid foundation for planning and monitoring mechanisms.

Kaduna State

Kaduna State

Political / Economic / Technical Environment

160. At a **political** level, there are two major concerns. Firstly, there is a disconnect between the decision-making political class and the line Ministry civil servants charged with overseeing implementation. Reform agendas such as the development of sound Public Financial Management mechanisms (e.g. MTEFs and MTSSs), may be jeopardised if the high level sponsorship needed to support such reforms is lacking. Secondly, there is every indication (e.g. campaign posters already on the streets) that the current administration's mind is on the 2011 elections, although they are still over two years away. Interest in and support for reforms, which require a long-term perspective, may take second place to shorter-term decisions and actions which will bolster the electoral prospects of the existing administration. On a more positive note, a revised SPARC-supported "Change Programme" for Kaduna which reflects the Governor's Eleven Point Agenda is being taken forward through a 'Special Group' which has support from the Governor and the highest levels of the Civil Service. Also, within senior levels of the Ministry of Education itself, interest in reform, through adoption of the ESP and support for the MTSS process, is markedly more evident than it was during 2007 and early 2008.
161. On the **economy**, there are concerns over the impact of the general down-turn in global finance, in particular the fall in oil prices. The current economic climate might be expected to produce budgets which are more-than-usually realistic. The recently adopted 2009 Kaduna State budget, however, belies this – it is larger than ever and contains income streams which look decidedly unrealistic. A SPARC analysis has shown that around N 35 billion of revenue is to be raised through internal loans, an unlikely scenario.
162. On the **technical** environment, the situation is as reported on in several recent analyses (Kaduna Institutional Assessment, 2005; ESA 2008). At all levels of the administration (Ministry, SUBEB and the LGEAs), there is a lack of capacity, from policy formulation and strategy to routine management and administration. Specific weaknesses include poor data collection and reporting (EMIS), which hinders effective planning, and a very low level of basic computer literacy. LGEAs are particularly ill-equipped to fulfil their responsibilities within the primary sector. At the school level, there is poor leadership by Headteachers and poor classroom methodology on the part of teachers, both untrained and trained. Outside government, there is a large and active CSO and CBO network. Staffing and capacity levels, however, vary widely, from quite large organisations with functioning departments and structures, to small units which often rely on the leadership of one individual, struggle to access funds and make little or no significant impact.

Output 2 – State and Local Government level governance, planning and management of basic education strengthened

Part A: Analysis and diagnosis of the overall situation at Ministry, SUBEB and LG levels

163. The Kaduna ESA (March 2008), which underpinned the 2009-2020 ESP, is the most recent comprehensive diagnosis of the state education system. The ESA highlighted the weak state of education provision and summarized state learning and teaching conditions thus:

‘.....on textbooks, two out of ten teachers do not have the textbook for a given subject, and even fewer have a teacher’s guide; (...). In terms of buildings, the average pupil/classroom ratios (PCR) were 72:1 in primary, 50:1 in junior secondary (...), and situations of extreme overcrowding of classrooms are frequently observed. (...) About 75 percent of Kaduna schools have no toilets of any kind for students or teachers.’

164. Large increases in the education sector share of state and SUBEB expenditure have not produced positive changes in school conditions and performance. Poor governance and management continue to hinder progress. Education planning is not informed by a credible EMIS, with both SMOE and SUBEB PRS departments inadequately staffed and funded.
165. The Kaduna state government recognizes these shortcomings and is committed to reforms. A key ESP policy objective is ‘to strengthen Government’s capacity to manage, plan and monitor the delivery of educational services more effectively and efficiently’.
166. Turning to the situation at the Local Government level, the 1999 Constitution and the UBE Act 2004 clearly cater for the active participation of LGAs and LGEAs in basic education provision. The UBE Act 2004 prescribed the establishment of SUBEBs and LGEAs with the mandate to implement UBE at their levels. Flaws in the Kaduna SUBEB Law, however, undermine the quality of participation and contributions by LGEAs and LGAs.
167. A joint ESSPIN-SPARC analysis of the roles of LGAs and LGEAs in supporting basic education in Kaduna State, (Dec 2008 – Feb 2009), identified the following weaknesses:
- state and local governments do not prepare budgets based on a single strategic plan;
 - there are overlapping roles and responsibilities between LGEAs and SUBEB;
 - SUBEB does not account to the LGAs for how they manage primary education and LGAs in turn make few demands to get such information;
 - non-existent or un-enforced minimum standards result in disparities across LGAs;
 - there is a lack of a clear and properly implemented teacher deployment policy.

Part B: ESSPIN Kaduna action to-date and plans for Institutional Development activity within SMOE, SUBEB and the LG(E)As between 2009 and 2011

168. During the Inception Period of Jan-June 2009, ESSPIN has:
- helped raise stakeholder awareness of and subscription to the 2009-2020 ESP;
 - supported early work on the 2010-2012 MTSS (year 1 of the 3-year rolling MTSS cycle);
 - conducted EPSSim training for selected SMOE and SUBEB EMIS staff;

- commissioned a range of studies (*see para. 5 on page 1 above for details*) to provide a Kaduna baseline on issues relating to governance and management
169. Over the two years July 2009 to June 2011, ESSPIN Kaduna will support reform activity within four broad areas: Governance Framework, Educational Planning, Quality Assurance, and Human Resources and Performance Management. ESSPIN will support institutional development and organisational reforms to achieve more efficient and effective service delivery, targeting:
- improved education policy development and implementation;
 - enhanced educational planning, monitoring and evaluation and standards;
 - strengthened quality assurance through Schools' Supervision and Inspectorate reforms;
 - transparent & accountable resource allocation, PFM and effective expenditure tracking;
 - more effective civil society and community participation in the management of schools;
 - better school conditions, quality teaching and improved learning.
170. ESSPIN will continue its close partnership with SPARC on policy and strategy formulation, M&E, PFM and PSM. Effective collaboration with SAVI will empower civil society and communities to effectively demand for and participate in quality education provision.
171. At the LGA & LGEA level, the ESSPIN Kaduna plan for strengthening governance, management and administration focuses on:
- supporting revision of the SUBEB Law to clearly define roles and responsibilities;
 - developing co-ordination mechanisms for SMoE, SUBEB, LGA and LGEA interventions;
 - ensuring the use of a common Strategic Plan and MTSS;
 - supporting the establishment of appropriate policies and procedures (e.g. on budget discipline, accountability, teacher deployment, and performance M&E);
 - collaborating with SPARC on key governance work streams and with SAVI on community participation in and demand for equitable quality basic education provision;
 - developing the LGEA ESs' capacity to provide effective professional leadership;
 - building LGEA capacity in planning, inspection, supervision and resource management;
 - enhancing the capacity for reliable, accurate and timely education data collection and management, to include verification measures to quality assure data .

Table 1: Summary of proposed support activities for Education Governance and Management

FOCUS AREAS	OBJECTIVES	SUPPORT INITIATIVES/MAJOR ACTIVITIES
Legal and policy/guideline framework	Facilitate legal reforms to support quality education provision. Review Federal guidelines (e.g. on SBMCs) and revise to suit Kaduna context.	Sponsorship of the revision of State UBE Law. Review and domestication of existing national policy guidelines on Quality Assurance, SBMCs, Teacher Quality, EMIS, Gender in Basic Education and School Health for relevance and ease of implementation. Education study tours by relevant members of the political leadership and education management.
Educational Planning	Develop capacities of MoE and SUBEB for quality educational planning. Facilitate the availability and use of quality data for decision-making and planning. Develop State's capacity to adopt the use of ESP and realistic and adequately financed MTSS.	Review and dissemination of the 2009-2020 ESP. Development and annual update of MTSS Collaboration with SPARC to support budget and expenditure reforms. Staff training and capacity development in: Results-based programming. Strategic and Operational planning. Basic IT (Word processing and internet use). Education data management. Education Policy and Strategy Simulation (EPSSim). Institutional support for EMIS development and management. Systemic development for accurate record keeping and quality data management at School and LGEA levels: Design and production of appropriate classroom, school and LGEA record books and Templates. Training of H/Teachers and LGEA staff in the use of the record books and Templates. Provision of Hardware and Software to LGEA for data management (storage, analyses and retrieval) Publication of Annual Educ. Statistics (Schools' Report Card).
Human Resources and Performance Management	Strengthen SMoE and SUBEB institutional capacities for improved service delivery. Strengthen management and operational procedures and practices in SMoE and SUBEB for improved staff performance and optimal resources utilization.	Conduct of Institutional Assessment of selected SMoE and SUBEB Departments & Functions. Support independent Management Audit of SMoE and SUBEB, and facilitate the implementation of its recommendations. Harmonization of functions and responsibilities of Departments and units of SMoE, SUBEB, LGA and LGEAs. Delineation and specification of job description, work schedules and work flow processes to optimize staff and resources utilization. Design and implementation of an enabling staff performance appraisal and incentives system. Leadership and Management training.
Quality Assurance	Assist the establishment and compliance to standards and quality benchmarks in basic education. Facilitate improvement in schools' supervision and inspection.	Specification and publication of standards for schools. Inspectorate Reforms and capacity development: Support for the establishment of a State autonomous Quality Assurance Agency. Staff training in the use of new FIS inspection schedule / Quality Assurance Manual. Sponsorship of foreign Study Tours to observe best practices in schools inspection.

Output 3 – Primary and Junior Secondary schools deliver quality teaching and learning

Part A: Analysis and diagnosis of the education (school) quality situation in Kaduna State

172. Despite positive interventions by SESP (infrastructure, textbooks, TPD and SDS in up to 500 schools), Inspectorate reform (supported by CUBE and ESSPIN), and the distribution of some textbooks and school uniforms (under the 2007 Road-Map), education service delivery quality within Kaduna State remains poor. Many schools are characterised by dilapidated infrastructure, insufficient textbooks, un-trained or under-trained teachers (often also unmotivated) and weak school leadership. Complex management and funding practices at the LG level contribute to the problem. The result is continued poor teaching and learning.
173. This situation is confirmed by an ESSPIN baseline school case-study in which three VSO head teachers spent 3 days each in different schools in 3 LGEAs. The VSO team tracked the school heads in their daily duties, observed classes and spoke to teachers, parents, unions and the community. There are bright spots, e.g. some SESP schools using their grant funds effectively, but the overall report is gloomy reading. Most schools seen don't reach even a basic minimum quality level. The following are excerpts from the team's report:
- **On physical premises** – "... another classroom was almost unusable because of severe ant infestation."
 - **On leadership** – "A lack of training coupled with a dearth of opportunity to see good practice at first hand means that senior leaders (within the school) are not in a position to drive forward the teaching and learning agenda."
 - **On teacher deployment within the school** – "Many schools choose to have their most confident and knowledgeable staff in the older age groups. However, many teachers have been trained in subjects other than those on the primary curriculum, and so are not really 'specialists' other than by default."
174. Three further teacher baseline activities are in progress. The first is an assessment of a sample of Kaduna teachers using the Kwara 2008 written instruments; the second is a classroom observation survey of how teachers interact with their learners; and the third is a brief survey of progress in and impact of the SESP TPD programme. The findings will help inform ESSPIN's school-based teacher development work. At the pre-service level, ESSPIN is currently carrying out a Situational Analysis of the State College of Education at Gidan Waya – (see comment on this in Output 2 above).
175. An ESSPIN report on school infrastructure highlights the urgent need for improvements in management processes, the quality of building, proper maintenance and the provision of toilets and water. The report suggests greater involvement of the community in monitoring infrastructure work and possibly in actual building work – (see Output 4 below).
176. During the inception period, ESSPIN has supported an analysis of **Islamic, Qur'anic** and **Tsangaya** education within Kaduna, focussing on identifying current practices and gaining some idea of the scale of the issue (e.g. the number of institutions involved). This area is of specific interest to the Governor, who has initiated a pilot boarding school programme to house al-

majari boys. ESSPIN's IQTE work has involved consultation with different religious education stakeholders (who do not often meet). The TA consultant's report, due soon, will offer different strategy options for the Ministry to consider. It is likely that ESSPIN will focus on strengthening an existing pilot involving 40 Qur'anic Schools which has some funding from UBEC. Accurate IQTE data remains a problem. For example, the number of Qur'anic Schools in Kaduna varies, according to different informant groups, from between 5-14,000.

Part B: Kaduna plan for improving education quality, with a focus on a pilot development in selected LGEAs

177. Quality teaching is not an automatic result of having well trained teachers –institutional arrangements and personal interests play a significant role. The current motivation level of many Nigerian teachers is low, in large part because financial rewards and career prospects do not constitute a major encouragement for people to enter the profession.
178. ESSPIN's strategy at the institutional level is to work (in liaison with SPARC as appropriate) with the Ministry, SUBEB, the Civil Service and other relevant stakeholders to achieve institutional reform in the management of teachers and schools. ESSPIN support will target areas such as teacher recruitment and deployment, the development of a career path for teachers and school administrators and improved resource allocation so that schools are better equipped financially and in terms of materials to deliver quality teaching. ESSPIN activities in these areas are outlined in Output 2 (Institutional Development) above.
179. ESSPIN will also support reform at the LGEA and LGA level, where a serious lack of clarity of roles within governance structures and low levels of efficiency and transparency in management practices hinder the LGEAs' capacity to fulfil their role vis-à-vis the State's Primary Schools. The following excerpt from ESSPIN's Dec. 2008 report on *“Role of LGAs & LGEAs in Supporting Basic Education in Nigeria”* is but just one indicator of this:
- “The funding and management of basic education in Nigeria is highly fragmented, with complex and unregulated institutional arrangements that are prone to political interference. This leads to the neglect of some areas and the duplication of others”*
180. Governance and management of schools at the LG level are in clear need of reform, but the situation is complex and does not offer a 'quick-win'. ESSPIN cannot wait for the external context to improve before embarking on interventions to help schools. ESSPIN Kaduna's strategy under Output 2 must thus be a dual approach, i.e. working over time to bring about institutional reform while working with the Ministry, SUBEB and the LGEAs to support immediate improvements in schools. This will be done through a **pilot** development programme in a number of schools in selected LGEAs.
181. The pilot is premised on ESSPIN's conceptual model for school transformation, where both *within-school* factors and *external* conditions should be mutually supportive if schools are to improve. In an ideal world, whole-school development has a greater chance of success if all elements of the transformation model are addressed. The current state of Nigerian schools and the context within which they operate makes this impossible.

182. The April 2008 Draft FME Road Map has a goal of developing “**High performing schools with high achieving, functional and self-reliant students.**” ESSPIN’s strategy is not to produce model schools as such, but to offer a package of inputs, physical, resource and TA-based, which will contribute to a better performing school and hence improved learning. An important consideration is the replicability of this model.
183. Infrastructure inputs within the package will be limited in number but designed to demonstrate good quality at costs which can be replicated through the MTSS process. Toilets and water will also be funded. Special infrastructure items (e.g. a school fence) may be funded depending on the cost package and particular circumstances of each pilot school, expressed in their school development plans. Resources (text-books) and school grants (pending operationalisation of the Kaduna ESP capitation allowance) will also be available. All Headteachers and all teachers in the ‘cluster centre’ schools will benefit from training in the first pilot phase.
184. ESSPIN will also strengthen the pilot LGEAs through management training of the Executive Secretaries (ES) (*see Output 2 above*), together with an up-grading of the Local Supervisory Staff (whose current capacity levels are very weak). Political co-operation, e.g. from the LG Chairmen, will also be vital (*an ‘MOU’ on expectations and responsibilities will be proposed*).
185. ESSPIN will collaborate closely with the other DFID SLPs: with SPARC on issues of governance at the LGA level; with PATHS2 on issues of water, sanitation and children’s health and well-being (*see reference below to Teacher Support Packs*); and with SAVI on community involvement, through both SBMCs and CBOs . (SAVI has Teacher Quality as one of its Advocacy Projects, a specific collaborative ‘node’ between ESSPIN and SAVI).
186. In terms of how the pilot will work in practice, the following are some key features:
- 18 ‘cluster centre’ schools (CCS) across six LGEAs will be provided a major input package, as these will be the main centres for activity in the three clusters developed in each LGEA.
 - There will be two LGEAs involved from each Senatorial District. A range of criteria is being used for LGEA selection and final decisions on the selection of the initial batch of LGEAs will be made in June, in consultation with the State government.
 - Ministry/SUBEB ‘Development Teams’ will be formed to co-ordinate and lead the pilot, while the ESs will provide sponsorship to strengthen ownership and build momentum.
 - Most training will be delivered in modular format at the **local** school or LGEA level.
 - A baseline M&E framework will allow tracking of pilot inputs and impact.
 - There will be close co-operation with the Inspectorate teams in the pilot LGEAs (e.g. on use of new instruments and Quality Assurance Manual).
187. On IQTE, ESSPIN will continue its support by providing appropriate assistance to the existing ‘pilot’ work in 40 Qur’anic Schools as well as offering advice on an appropriate IQTE management structure which the Ministry is currently considering establishing.
188. ESSPIN will also target support to the following areas:

- **Teacher Support Materials** - core subject 'Teacher Resource Packs' (TRPs) will be developed, plus a possible TRP on Health & Family Life (in linkage with PATHS2).
- **Twining with/visits to UK schools** – early links with UK schools are proposed, possibly leading to targeted exchange visits focussing on 'best practice' in school development planning and within-school teacher professional development.

Output 4 – Communities and Civil Society effectively demand and influence Government action in the provision of basic education

Part A: Analysis and diagnosis of the community and civil society situation in Kaduna State

189. The Kaduna Logframe Output 4 statement above focuses on action from the Government, rather than just the capacity of communities to appeal for action. The Kaduna Education Sector Analysis (March 2008) provides ample evidence of access and equity problems which need addressing. Across most indicators, the Gender Parity Index (GPI) shows a bias in favour of boys (e.g. the primary completion rate GPI in Kaduna is 0.751 against 0.841 in Nigeria as a whole). On overall primary enrolment, the 2008 ESA cites the CWIQ Survey figure of 54% for Kaduna (lower by some ten percentage points than the 2005/6 EMIS figure and lower than the national average for Nigeria).
190. On out-of-school children, much is known 'anecdotally' about groups such as the 'al-majari' boys, or on girls who leave school early to marry. But overall, data on disadvantaged groups is sketchy and there is limited research on the 'hard-to-reach' population. Reaching out to such groups is mostly done by the NGO community. The 2008 ESA comments:
- "Experience in other countries shows that it is impossible to tackle this particular section (= 'hard-to-reach' groups) of the population with macro-measures (...). What should be done is a process of micro-planning that starts from a detailed study of the local situation, (...) and suggests solutions at the local level."*
191. ESSPIN's Inception Period work has focussed on information gathering and baseline studies; developing contacts and building networks with community organisations; and forming linkages with SAVI. Much of this work is still in-progress. Specifically, ESSPIN has:
- **Developed a strong partnership with SAVI** - through regular meetings and joint activity, ESSPIN and SAVI have built a collaborative partnership. For the period 2009-2011, *teacher quality* will be a 'node' of joint action (it will be a SAVI Advocacy Project).
 - **Supported CSO scoping and assessment work** - ESSPIN supported SAVI's Kaduna CSO mapping study and capacity assessment. ESSPIN will further investigate educationally oriented CSOs to ensure that those chosen to work with ESSPIN are fit for the purpose.
 - **Conducted an in-depth SBMC review** – ESSPIN commissioned an in-depth case-study of two Kaduna SBMCs, one in a SESP LGEA (Zaria), the other in a non-SESP LGEA, Kachia. The findings will help inform ESSPIN's approach to its work with SBMCs.

- ***Begun to mainstream gender in the MTSS process*** - SAVI-selected Gender Consultants are working alongside ESSPIN in all MTSS development workshops/meetings. The SAVI gender team will work with ESSPIN throughout the MTSS process.

Part B: Activities for Output 4 from July 2009 to July 2011

192. Kaduna’s Output 4 strategy revolves around a number of different but inter-connected streams of work and processes:

- Strengthening the SBMCs.
- Developing partnerships with the wider community (CBOs & FBOs) outside the SBMCs.
- Linking with other SLPs, in particular SAVI, on community involvement in general and on specific SAVI ‘advocacy’ issues in particular (e.g. teacher quality).
- Carrying out further research, e.g. on the girl-child, al-majari boys, other Social Exclusion issues such as Special Needs, and involvement of the private sector in schools (PPP).
- Using a range of information and communication strategies to inform communities of what is happening and to support SAVI’s demand-side work in ensuring messages reach local and state government officials.
- Building a stronger and more trusting relationship between the non-formal and government sectors, for example through working more closely with (and supporting the strengthening of) of the Social Mobilisation Unit in SUBEB.

193. Although there is sometimes conflict between government and the non-formal sector, growing government recognition of the valuable role communities can play is evidenced in the recently published (2009) FIS pamphlet on the importance of Community Involvement in Quality Assurance, which states:

“Involving the community makes it more proactive and dynamic. Communities become more committed to their schools when they have a greater say in school planning and self evaluation.”

194. SBMCs will be a key focal point of ESSPIN support and intervention. Although many SBMCs are inactive (generally due to a lack of operational funds), there is no other equivalent body at the community level and so it makes sense to build on what already exists. ESSPIN will strengthen SBMCs, learning from both its own baseline study and the SESP SDS experience in 6 Kaduna LGEAs. ESSPIN will support customisation of the original Federal Guidelines to produce a Kaduna set of SBMC TORs. The long-term goal for SBMCs may be a stronger governance role (e.g. responsibility for recruiting staff), but this must be set against the current level of SBMC capacity and the cultural shift which a governance role would involve. A progressive development of SBMC roles, from monitoring to management and then to governance, is a more pragmatic path. ESSPIN will support a School Development planning (SDP) and monitoring function for SBMCs as an initial stage (but extending monitoring to include a role in new build and/or post-build maintenance). At the same time, ESSPIN will use SBMCs as a

vehicle to investigate local access and equity issues and identify solutions, e.g. the possible use of CCTs to encourage girls to attend schools. Pending Ministry school grants (based on the ESP capitation allowance), PSA funds will be used to support SBMCs.

195. SBMCs must have funding to enable them to work. The Kaduna ESP allows for the payment of ₦375 per child per year to each school to enable them to develop and implement SDPs. ESSPIN will support the implementation of this promise in the first MTSS, but as a back-up PSA funds will be used early on to make grants available to pilot school SBMCs.
196. CBOs will be ESSPIN's partners in different elements of community participation, in particular early community sensitisation. ESSPIN will select a number of CBOs and build their capacities and skills in the dissemination of messages through local drama presentations and so that they can participate in other ESSPIN work such as local research.
197. SBMCs are critical to both Output 3 and Output 4 - there will need to be very close liaison between these two components of the programme. Support to and training of SBMCs in the initial phase will take place in the same schools as the School Quality Pilot outlined above in Output 3.
198. Considerable further investigation is needed on out-of-school children. ESSPIN will conduct research on vulnerable and marginalised groups at a local level (linking with SAVI) and at a wider, more formal research level through TA. ESSPIN will also investigate the private school sector. The State's Private Schools Board has expressed interest in extending its role beyond a 'registration' function - ESSPIN will offer an initial scoping consultancy.
199. Effective communications will play a significant role in Output 4 – *(see comment below in the section on **Cross-cutting** issues).*

Cross-cutting issues, with focus on SLP collaboration & communications

Cross-cutting issues: SLP Kaduna Collaboration (not all elements included)				
Area	ESSPIN	PATHS2	SAVI	SPARC
Civil Society Baselines e.g. CSO Mapping; CSO Projects Scoping; CSO, media and Unions Cap. Assessment. Facilitated by SAVI and shared with SLPs.		Contributed key consultancy support	Facilitated and shared analysis	
Baseline: LGA political & CS contexts mapping (14/23 LGAs). Facilitated by SAVI, shared with SLPs	Using SAVI analysis to help identify pilot LGAs		Facilitated and shared analysis	
Baseline: LG(E)A education analysis (ESSPIN / SPARC / SAVI joint report)	Consultancy-led	PATHS2 in feedback		
Baseline: SAVI/SPARC joint Political Economy analysis (feedback session with all SLPs)			Consultancy-led	Consultancy-led
Baseline: SPARC PSR, P&S and PFM Self-assessments. All SLPs participated in workshops. Analysis shared.				Facilitated & shared analysis
Gender / exclusion baseline: co-ordinated Abuja-led consultancy (ongoing), all SLPs. SAVI/SPARC joint consultancy.		Shared Gender Mainstreaming strategy		
Baseline / planning: KDSG PFM Reform Plan	Education PFM reforms & link to MTSS	Health PFM reforms and link to MTSS	State House of Assembly Component	Overall plus to 11 of 12 components & link to MTSS
EPA node – fleshing out & linking to sectoral planning. Includes V&A.	Participation in EPA high level group. Education Ministry ESP component	Participation in EPA high level group. Health Ministry Health Sector Plan component	Participation in EPA high level group. Facilitated CS/HoA participation.	SPARC-led work
MTSS node – (including gender mainstreaming, V&A)	Pilot MTSS	SMoH Medium Term Plan (2008-2011) reviewed and 2009 Operational Plan developed	CSO gender mainstreaming through Education MTSS; and CSO engagement in Health MTSS	Led MTSS framework development
Quality of Teachers node ESSPIN / SAVI / SPARC	ESSPIN-led		SAVI quality of teachers CS Partnership (including NUT)	HR (line Ministries), and LGA self-assessment
School Health Services: (in-school youths health programmes; advocacy for water and sanitation in schools), etc.		PATHS2-led		
Development of Teachers’ Resource Pack (generic teaching guide)	ESSPIN-led	PATHS2 to contribute (appropriate health messages)		

200. SLP collaboration has already been identified as a priority within the DFID suite of programmes. The table above summarises the main areas of co-operation involving ESSPIN.
201. Although important in all ESSPIN Outputs, it is Output 4 in particular where the cross-cutting issue of **effective communications** will be critical. The ESSPIN KM&C Officer, in partnership with SAVI, will support the flow of relevant and appropriately packaged information on reform activities, across Outputs where appropriate and across the SLPs. Sensitisation campaigns, participatory planning, polls, the use of local radio and ‘town criers’ in the market place will all be used as a means to design and communicate messages and build support for reform. Within SMOE and SUBEB, ESSPIN will work with the State Communications Committee and its three Zonal Sub-Committees (one per Senatorial District) which ESSPIN has helped establish.

Issues and Recommendations

202. ESSPIN must work to see that up-front investment of funds, in particular in the Whole-School Development pilot, is rewarded by the Ministry seeing, believing and acting on the results that better quality physical structures, resourced classrooms and (in time) better trained teachers will hopefully produce. At the level of the school, it should not prove difficult to make improvements on what is after all a very low base. Many teachers, Headteachers, local (i.e. LGEA) administrators do recognise how bad the schooling system has become and are keen to see improvements. Local communities feel the same.
203. To institutionalise the improvements a pilot scheme may bring, however, will require political, legal and management changes at the higher echelons of the education administration. This may prove more problematic. In the short-term, a key task is to leverage a level of reform-minded activities into the 2010 MTSS with an appropriate supporting budget. Given the current financial situation, this may be a major challenge and risk. ESSPIN will need to monitor the financial situation very carefully. While PSA funds can support immediate activity, it must be within a ‘seed-capital’ framework and not as a long-term funding-gap mechanism. Full use of UBEC and other Federal funds must be a priority.
204. Staff requirements to implement ESSPIN activities may also prove an issue. At the informal level, different DFID programmes may ‘compete’ for the same pool of limited people (e.g. capable CBO members in smaller rural areas becoming Trainers or Service Providers). Within the Ministry/SUBEB, ESSPIN already knows from the CUBE era that the Director pool is small – competent staff are already called on to serve on many committees and Task Forces and there is a limit to what they can cope with. The SLPs must be aware of these demands on official staff and take care to ensure careful use of people and their time. The promotion of a sense of Ministry ownership of the reform process is a key objective.
205. The Whole-School Development pilot in particular is going to need substantial support in the first 1-2 years if progress and momentum are to be maintained. Much of this support should come from Ministry teams which ESSPIN will train so building the establishment of and running costs for these teams into the MTSS will be critical if the pilot is to succeed.

Kano State

Kano State

Political / Economic / Technical Environment

206. From a political perspective Kano faces a certain change of Government in 2011, with all of the uncertainties that implies. It is therefore important that key programmes such as MTSS, WSDP and IQTE be embedded as much as possible so that they will continue unimpeded and supported by increased local demand, interest and support.
207. The economy of Kano continues to be moribund with the key commercial and agricultural sectors continuing to decline. An increasing proportion of the working population is engaged in informal sector activities, such as petty trading. It is hoped that the KSDP will start the process of growth, provided that its objectives and priorities are reflected in the 2010 and subsequent budgets.
208. The technical environment under which ESSPIN will operate is characterised by lack of capacity within MDAs; primarily in the areas of procurement, planning and monitoring/supervision. The current lack of wholesale competitive bidding for procurement is a major issue holding back progress and appears intractable as it has been embedded for so long. This is particularly true with regard to the operations of SUBEB and the LGEAs.
209. For the next two years, the six major foci for ESSPIN will be:
- The MTSS/Budget process;
 - Capacity building leading to MDA institutional change;
 - the Whole School Development Programme;
 - IQTE;
 - Teacher Development and Training; and
 - The Monitoring and Evaluation/EMIS process linked to Annual Education Sector Reports (AESR) and Annual Joint Reviews (AJR).
210. The Inception Strategy was designed to provide baseline information for Quality Assurance, Access and Equity, IQTE and Planning/Management. Major studies were conducted in the areas of School Management, SBMCs and IQTE. This work will continue during May/June in respect of the reform of Kano State College of Education, a Legislative/ Institutional Review, IQTE and SBMC research, Teacher Competence and Classroom Management case studies and surveys. Quality Assurance via an integrated MDA Inspectorate Framework and training based upon the federally approved Quality Assurance Handbook will also continue. Support to EMIS will have been agreed between the 6 ESSPIN states and NEMIS and will be focused upon decentralisation with Census formats and software provided by NEMIS with technical assistance from ESSPIN Abuja. A functional and functioning EMIS will enable the development of an M&E framework in Year 1 for the first comprehensive AESR and AJR in 2010.

Output 2: Improved planning, financing and management of education services at State and Local Government levels

211. Developing the MTSS as a planning and budgeting tool, as required by the Federal Govt. and highlighted in the Federal Road Map for Education, has been a major activity during the Inception period and will continue to 2014. To date programmes and activities have been identified, training in the Educational Planning and Strategy Simulation model (EPPSim) conducted with State EMIS personnel, baseline data is being collected. Identified activities will be costed by the end of June and the MTSS drafted in July. The MTSS process is well understood and accepted by all Directors of the MDAs, as members of the three Task Teams, and has the full support of the Permanent Secretary and Hon. Commissioner. A review of the 2009 budget will be conducted in July and the 2010 budget proposals prepared by late August.
212. The formal Education Sector Steering Committee, representing all major stakeholders, will meet quarterly, be chaired by the Hon. Commissioner and will be inaugurated prior to the Annual Sector Review towards the end of 2009; where both will be approved prior to submission to the Ministries of Planning and Budget and Finance respectively.
213. The Legislative and Policy Framework under which SMOE and SUBEB operate needs clarity and ESSPIN will carry out a review with the intention of assisting in the presentation of new or amended legislation to the State Assembly where necessary. Close co-operation will be maintained with the three Education State House of Assembly committees; which will be represented on the Steering Committee and at the Annual Sector Review.
214. Institutional Capacity Building will be a major activity throughout the life of ESSPIN. Following an Institutional Review in June 2009, a Management Audit and Training Needs Analysis will be conducted in association with MDAs and a modular training programme designed to meet the many identified needs. This will be done in co-operation with the Head of Service and SPARC with cognizance of the developing PSR framework.
215. The ESSPIN M&E system (common to all five States) will be developed during Year 1 based upon OVIs in the National and State Log Frames.
- ESSPIN will work co-operatively with SESP and SMOE/SUBEB in the development of an integrated EMIS system incorporating all MDAs (including Senior Secondary Schools Board, Science and Technical Schools Board, Agency for Mass Literacy and the newly created Ministry for Higher Education).
 - Assistance will be provided to conduct the Annual School Census for 2009/10 in November 2009; preceded by preliminary work on School Lists and Report Cards. It will be necessary for the Census form to accommodate IQTE and private schools.
 - Once the EMIS baseline is established following the 2009 Census a School Mapping exercise may be conducted in subsequent years.
 - Monitoring Learning Achievement (MLA) surveys will be conducted, commencing in 2010
 - Annual Education Sector Reviews, informed by the M&E system, will be conducted from 2010.

216. Along with SUBEB the LGEAs will be major implementation partners. Apart from a general lack of capacity, which will be addressed via the overall capacity building programme, there are specific issues which will need to be addressed as the WSDP advances. There is lack of clarity in the joint roles and responsibilities of SUBEB and the LGEAs which ESSPIN will attempt to resolve. Legally the LGAs are responsible for the management of primary education. The fact that this programme is funded from both state and federal funds and also involves the Ministry for Local Government requires careful co-ordination. The creation of a forum for LGEAs is currently being considered and if this materialises then ESSPIN will provide support.
217. ESSPIN will work with SUBEB to reform the system of infrastructure provision. A recent ESSPIN study on their infrastructure programme highlighted lack of planning, opaque procurement methods and a lack of construction quality and supervision. A comprehensive reform package, highlighted in the MTSS, will need initial agreement from both SUBEB and the SMOE Physical Planning Dept. This programme will require significant national/external TA inputs and will encompass:
- accurate mapping and planning;
 - capacity building, particularly in respect of middle management and administration down to SBMC level;
 - transparent and competitive procurement;
 - supervision; where both SBMC/community involvement (such as direct labour) and outsourcing will be considered;
 - construction, rehabilitation and maintenance of infrastructure via school grants; and
 - production of simple but comprehensive and enforceable Manuals (in English and Hausa) with universal applicability.
218. In respect of rehabilitation the study found that most schools visited were so poorly constructed that demolition was almost as cost effective as rehabilitation. Further study on infrastructure design to effect the ESP/MTSS goal of a 30% overall cost reduction will be conducted during the first year of implementation. This infrastructure reform, following SUBEB capacity building, will be piloted in the three LGEAs.
219. Communications and Knowledge Management will play an important part in the success or failure of Output 2 by advocating the radical changes demanded by implementation of the reform programme and MTSS. Planned activities include advocacy, use of media, improved SUBEB publications, ready availability of hard copy and virtual (via a website and State Documentation Centre) research material and assistance to the Annual Sector Review.

Output 3: Improved resourcing and management of primary and junior secondary schools

220. School-based programming is the key to ESSPIN success for helping to improve quality service delivery and access for Basic Education. With over 6,000 primary schools and JSS and an estimated 23,000 IQTE schools it would be foolish to underestimate the task of achieving MDG goals by 2015. Even with the full support of SMOE/SUBEB, Budget restructuring, full access to

eligible funding and effective LGEA and SBMC/community support, this will be a very difficult task. Almost 30 years of decline and the current high birth rate exacerbate the scale of the problem. The huge problems of access cannot be addressed by the public school system alone. The integration of state education and IQTE may provide a partial answer to problems of access, but the large numbers of out-of-school children cannot be catered for without a significant expansion of both public/secular and Islamiyya schools.

221. A major key to success will be the WSDP, based upon properly constituted, committed, gender sensitive and competent SBMCs. These bodies need to reflect community ownership, promote demand, and exercise oversight on issues of management and finance for the development of their schools. They can also harness the practical skills found in all communities. The first year of SBMC/community sensitisation and training is therefore crucial. It is anticipated that ESSPIN can also improve the functioning of the LGEAs as major partners via capacity building and close collaboration and co-operation. This will also involve the establishment of SBMC and LGEA Forums, or consultative bodies, plus engagement with the Ministry of Local Government, which will be a partner in the AJR and Steering Committee.
222. The WSDP will be initially implemented in three pilot LGAs representing urban (Fagge), peri-urban/rural (Kumbotso) and remote/rural (Albasu). Considerable research and preliminary work has already been done in these three areas during the pre-inception phase and a good working relationship with the LGEAs has been developed. After mapping in consultation with the three LGEAs each will be divided into 10 clusters consisting of +/- 10 schools. One school will be selected as the cluster focus at which WSDP components will be trialled. All training activities will be tested at the focal schools and then extended to the remainder within 24 months. In addition WSDP will be trialled at 15 Islamiyya schools. The WSDP will involve the following inputs in approximately the following order, once the situation on the ground is fully understood:
- (i) **SBMC Sensitisation and Training** will be sustained intermittently throughout all stages of the pilot programme phase; participation of women will be strongly promoted;
 - (ii) **Head Teacher Training** : all Head Teachers , Zonal Supervisors and Education Secretaries (approximately 320 persons) will follow a training programme based at focal schools;
 - (iii) **School Development Planning**: including participatory planning, budgeting and financial management training (approximately 180 persons);
 - (iv) **Teaching/Learning and School Improvement Grants**: grants will be introduced initially to focal schools on a capitation basis in the case of teaching/learning grants and on an agreed formula according to enrolment for improvement grants in order to accommodate classrooms/furniture if required. The system will be based on a manual (derived in some part from the SESP School Development Scheme Manual). A trained SBMC and a completed school development plan will be pre-conditions of grant receipt. After 9 to 12 months, or longer in the case of individual school preparedness, grants will be introduced to the remaining schools. Grants will be administered by SBMCs on behalf of communities. The Grants

Scheme will be based upon commitments from SMOE/SUBEB/MLGLGAs to replicate and extend such grants over and above initial pilots from SESP and ESSPIN. This proviso applies to all other WSDP inputs;

- (v) **Water and Sanitation:** following community sensitisation, mapping and design, each focal school will have an appropriate water supply provided and separate VIP latrines for both boys and girls in accordance with SMOE standards. Water will be treated as a community resource and maintenance training via a Manual conducted. After 6/9 months similar facilities will be extended to remaining schools during the remainder of the two year implementation period.
- (vi) **Infrastructure:** ESSPIN may also provide a limited number of small grants to schools to cover minor works, repairs and furniture but this would be on the clear understanding that such funding can be taken up, replicated and expanded by States. It is not intended to engage in a wholesale classroom building phase; rather ESSPIN will work with SUBEB to target and manage its programme more effectively and use the LGEAs as a platform to demonstrate reformed procurement, building and supervisory procedures.

223. **Phase 2 :** During the first 18 months a further 6 (non SESP) LGAs will be selected and approved in accordance with approved criteria, clustered and receive Head Teacher and SBMC training and community sensitisation. Following the 18 month period WSDP will be externally reviewed and lessons learned applied to implementation of the above components in the 6 peripheral LGAs. A further six will be selected and have Head Teacher and SBMC/community preparation and training. By the end of year 3 WSDP will be fully implemented in 15 LGEAs plus the nine SESP LGAs once that programme closes in 2011. Following a mid-term review in 2012/13 it is anticipated that the programme can be accelerated into the remaining 20 LGAs by the end of Year 5, at which time it will be reviewed again and consolidated. To have reached this stage considerable state resources will have to have been committed in the 2010/11 and 2013 SMOE /SUBEB and LGA Budgets.

224. Teacher Development and Training is a major concern. The following studies will be completed during Year 1:

- a Teacher Competence Sample Survey; using the Kwara State model;
- Classroom Observation Studies, initially in all 6 ESSPIN states involving a sample of 380 schools, and subsequently a state specific exercise in Kano, using the same methodology but including IQTE schools;
- an Institutional and Curriculum Review of the Kano State College of Education, leading to a comprehensive Development Plan for implementation. There is a major disconnect between the way the College prepares its Teachers and actual pedagogical requirements and classroom management skills required in both primary and JSS classrooms. There are also major administrative and financial management capacity shortcomings in the College, which will be addressed as the first priority;
- a repeat of the Head Teacher Case Studies in the three pilot LGAs (in Year 2);

- a Situation Analysis of Teacher Terms and Conditions (in Year 2). A comprehensive study on payroll issues will be conducted in Year 3.
225. IQTE is a priority in the MTSS. Considerable preparatory work started under CUBE has been continued with ESSPIN during the pre-inception phase to date. Kano is the lead state in terms of promoting and implementing IQTE. Preliminary work on establishing the Islamic Education Board has been completed with the Office of the Special Adviser, Sharia Commission, SMOE and other stakeholders. It is expected that appropriate legislation will be passed during Year 1. Participatory Research into IQTE in the three Pilot LGEAs is ongoing and so far reveals strong community interest in expanding the Islamiyya integrated approach.
226. The IQTE programme will also involve other planning and advocacy activities, namely:
- a pilot involving 15 Islamiyya schools in the three LGEAs which will participate in the WSDP;
 - further and on-going research studies; and
 - advocacy workshops; a national/international Conference on IQTE will be considered if results merit. Kano is taking the lead for replication in Kaduna and Jigawa States and it is intended to develop functioning models for future replication in other States in Northern Nigeria.
227. The more difficult area of the al-majiris, putatively enrolled in Tsangaya education, in Kano is bound up with traditional, cultural and migration issues and is far more intractable. Once it is established ESSPIN will support the IEB in its search for solutions.
228. The Quality Assurance Programme, initiated by CUBE at both State and Federal levels, will continue with the establishment of the State Quality Assurance Agency by the end of Year 1 in line with Federal directives. The 'on-the-job' training element, based on the approved Quality Assurance Manual developed with assistance from CUBE and consisting of combined inspectorate elements from all educational MDAs, will continue on a state-wide basis.
229. Communications and Knowledge Management will play an important part in the success of Output 3. Effective advocacy and sensitisation at school and community level is vital, both in terms of English/Hausa publications and Manuals, State and community radio, State Television and publicity advertising progress and success. It is also intended to conduct annual Lessons Learned Reviews for school/community based programming.
230. Output 4: Strengthened community demand and accountability
231. The Output 4 statement is 'Capacity of communities and civil society to articulate demand for educational services created and sustained.' Overall success in Output 3/WSDP is also dependent upon this and sensitisation and advocacy interventions at school and community level are an important first step for every component. SBMC development and strengthening is therefore a critical part of both Outputs 3 and 4.
232. CBOs will be major ESSPIN partners in the areas of community participation and voice, promotion of girl's education, strengthening SBMCs through training, implementation, baseline

research, monitoring and school based supervision. In this regard ESSPIN will be working with SAVI to identify CBOs in the educational field, engage in training and capacity building and conduct field research. Preliminary work with SAVI/CSACEFA in the pre-inception phase indicates that there are over 40 CBOs in Kano focussed on aspects of education. Once potentially competent partners are identified, ESSPIN will need to engage in training and capacity building activities, such as participatory planning, effective advocacy and networking and coherent use of available information and media networks.

233. The main activities in this output will therefore be studies/situation analyses and community sensitisation and participatory planning in communities, but focussed upon SBMCs. The former will take place both state-wide and in the 30 clusters in three pilot LGEAs, to both understand the nature and scope of the situation of 'out of school children' in collaboration with the other SLPs and to discover and try out possible solutions. Work of this nature has been done by other donors (UNICEF/GEP, COMPASS etc) and their collective experience will be studied and built upon. This would also include study tours within Northern Nigeria.
234. Considerable baseline research needs to be undertaken in the area of out of school children and youth. This needs to be addressed if the MDG goals are to be achieved by 2015. This grouping is not homogenous; consisting of such disparate groups as children never enrolled, dropouts, children with disabilities, special needs, young married, divorced or 'run away' girls and al-majiris. The main SMOE strategy in this area is IQTE, which is of high priority as indicated in the output 3 section above. Similarly we will work with CBOs, identified with SAVI, to conduct research on all marginalised or vulnerable groups. In the research area Nomadic Education will be treated separately, starting with a Situation Analysis.
235. It is intended to initiate separate studies on Girl's education issues of access and availability and conduct a major Conference to discuss results. The developed M&E system will ensure that gender issues are always safeguarded.
236. Design for a Conditional Cash Transfer (CCT) scheme between Government and the World Bank, with ESSPIN participation, will take place in June 2009. The CCTs will be targeted at girls from poor or disadvantaged households on condition that the beneficiaries continue their schooling for the six years from Grade 4 to the end of three years of JSS. MDG has stated that it would support Kano and Bauchi as pilot states. Considerable funds will have to be budgeted at state level, as financing requirements will increase cumulatively for six years as girls enrol in Grade 4. While limited funds from World Bank and ESSPIN would be available in the early stage the programme should be financed internally within 2-3 years so that it can be institutionalised as a national poverty reduction strategy, as in countries where it already operates successfully on a large scale (Mexico, Brazil, Kenya etc).
237. ESSPIN has offered support to a limited pilot to be started in 45 WSDP focal and pilot Islamiyya schools in September. This would be administered and monitored by SBMCs who would choose beneficiaries with community participation and agreement and subsequently monitor progress. Impact evaluations will be carried out regularly, starting in mid 2009/10 academic year in

conjunction with the World Bank. A wider CCT programme could then be rolled out on a state-wide basis by year 4 of ESSPIN.

238. Communications and Knowledge Management will play an important part in the success or failure of Output 4. It is expected that C&KM will work closely with SAVI in the areas of community sensitisation, participatory planning at ground level and regular simple communications via local radio, town criers etc.
239. Challenge Fund. Whilst specific guidelines about the Challenge Fund are still forthcoming, the expectation is that it will be used to encourage CBO, community and school based innovations in Basic Education.

Cross Cutting Initiatives

240. Certain aspects of the programme are cross-cutting across all three State Outputs, specifically:
 - Communications and Knowledge Management; where data/information is available throughout and where media strategies are co-ordinated through the already established SMOE/SUBEB Communications Committee.
 - Capacity Building: all government officials in the wider education sector will eventually be eligible for formal accredited training as described above; although the first phase will be SMOE/SUBEB/LGEAs.
 - Monitoring and Evaluation in collaboration with all education MDAs for MTSS activities
 - Health issues, including HIV/AIDS prevention.
 - Girls' Education is an underlying priority in all three state level inputs and will be independently monitored and safeguarded by the MTSS Girls' Education Focal Group

Issues and Recommendations

241. Pilot programmes at SBMC/Community level, involving PSA funding, should be embedded by 2011 when a change in government will occur. Similarly the MTSS/Budget reform should also be embedded by then.
242. Research so far indicates that the SBMC/community aspects of the programme will find fertile ground. The caveat is that co-operation/ capacity building with SUBEB and LGEAs can create an upward channel for community demand and pressure. The issues of untrained teachers, disposition of funds and budget issues with SUBEB and LGAs are largely political and can only be resolved at the Steering Committee or higher political levels.

Kwara State

Kwara State

Political / Economic / Technical Environment

243. The successful implementation of the ESP and ECC will require a sustained, long term commitment in terms of policy direction, finance, and investment in human resources. However, this time frame will cut across a number of administrations that will inevitably see changes of personnel, including the Executive Governor, Commissioner, SUBEB Executive Secretary and TSC Chair and other significant people. Despite the plan to enshrine reforms in law and efforts to publicise and thereby popularise the ECC, this remains a major threat to the programme.
244. Many lessons were learnt from the 2009 budget process, including that even priorities of the most committed and well-supported Commissioner are not safe against high profile projects, such as the construction of a State University. Budgetary commitments have also been at risk as a result of the falling price of oil.
245. In Kwara, SMOE has exerted strong control over its agencies and parastatals, including SUBEB. During much of the inception phase, SUBEB was without a Chair or Board, but this situation has now changed and it remains to be seen how this will affect the Reform Agenda.
246. Change is never “socially easy” and as the Reform Agenda presses ahead, some interest groups are inevitably less happy than others. To date, ESSPIN has been able to rely on the Commissioner to smooth difficulties and encourage active involvement. This may change as the election gets closer. This makes a strong clear communications strategy vital.

Output 2: Kwara State-level education governance structures reformed, and management systems improved

247. All evidence obtained to date (sources indicated in bold in the text) indicates that the successes to date of the Kwara Reform agenda have made *despite* the systems and structures of SMOE and its agencies and parastatals. Although there is evidence of increased capacity and commitment amongst individual officers, the findings of the **Institutional Development Position Paper (April 09)** are broadly confirmed during ESSPIN’s engagement with the governance and management systems during the Inception phase, that “educational services at the state level are delivered within a dysfunctional ... management environment. Education laws are not fully enforced and there is weak policy formulation and poor planning capacity. **(Support to the Kwara State 2009 Education Budget, Feb 09.)** The MDAs have overlapping roles and responsibilities. **(Analysis of the role of LGAs and LGEAS in supporting basic education in Nigeria, Dec 08.)** There is also limited public finance management capacity, poor accountability mechanisms and weak human resource management capacity among others **(Review of Institutional Arrangements of Education Management and Administration in Kwara State; CUBE, April 08.)** The systemic weakness has led to weak implementation capacity leaving schools without infrastructure and poorly trained teachers. SMOE, however, recognises these shortcomings and is committed to institutional reform, which constitutes one plank of the Reform Agenda.

248. Over the two years, July 2009 to July 2011, ESSPIN will address four focus areas, namely: Policy and Legal Framework, Planning and Budgeting, Quality Assurance, and Human Resources and Performance Management. ESSPIN will support both institutional development and organisational reforms and will work with three different groups of stakeholders: political leaders, administrators, and beneficiaries.

Policy and legal framework

249. During the inception phase discussions began about the need to reform the State UBEC Law. Since the days of CUBE, key issues for the success of the ESP and ECC, such as the simplification of the primary curriculum or the establishment of a harmonised QA Inspectorate, have been addressed on an ad hoc basis. ESSPIN will support, through the provision of TA, a comprehensive review of the current legislative framework, the purpose of which is to ensure the sustainability of the Reform Agenda and to set the direction for the future of education in the State. The complexity of the institutional arrangements for the governance and management of education, both within and between the different levels of government, mean that it is necessary to review the roles, responsibilities, powers and accountabilities across the education sector. This will include a review of the functions and scope of SBMCs, and their legal status. Following this review, ESSPIN will support the drafting of an Education Reform Bill which will capture the key reforms of the ESP and the ECC and enshrine them in law.

250. Much of Kwara's success to date is as a result of clear leadership by the Commissioner for Education, and a Vision for improving education within the State has been developed. In order to build upon this, ESSPIN will also seek to strengthen participatory leadership by supporting a series of workshops and fora, and policy studies for senior officers and politicians. The purpose of these events will examine the structure, systems and procedures needed to implement State goals and identify the resources and capacity strengthening required.

251. Reliable and accessible data is essential for evidence based policy development and planning. **ESSPIN's Approach to Supporting EMIS (May 09)** describes the range of shortcomings with the current EMIS system. ESSPIN has provided TA for EMIS development, including a junior consultant dedicated to Kwara and Lagos. This TA will focus on institutional development at state level and systemic development of accurate record keeping and data management at School and LGEA levels. It will include supporting the development of a revised School Report Card (linked with Output 4).

252. Linked to this there will be TA support to enable senior officers to monitor and evaluate institutional performance. This will be linked to supporting SMoE's leadership of the Annual Education Sector Review process.

Planning and Budgeting

253. ESSPIN supported the development of a 2009 budget based on the ESP priorities in order to enable the reform agenda to be advanced during the lifetime of this administration. This exercise was hampered by the absence of a three year operational plan, but it did produce one comprehensive budget for the Ministry and its agencies and parastatals broadly based on the ESP priorities. It also helped to engage the senior staff of the broader Ministry in the details of

the ESP and exposed them to the process of producing an activity based budget, rather than the traditional incremental budget. The budget was successfully defended and approved and valuable lessons were learnt for the MTSS process.

- 254. The use of the MTSS as a planning and budgeting tool has been a major activity during the Inception phase and this will continue throughout the life time of the programme. A team of TA will develop mentoring and training schemes to strengthen the capacity of the State planning and finance departments to undertake medium-term planning and prepare annual budgets and work plans based on those plans.
- 255. TA will also support the reform of the financial management systems in SMOE (including selected agencies and parastatals) and develop the capacity to monitor budget allocations and releases, track expenditure and evaluate the impact of work plans. Initially this will take the form of direct training, but subsequently the focus will be on supporting the review of the previous year's MTSS and identifying strategies to improve future rounds.

Human Resources and Performance Management

- 256. In order to support more effective service delivery, ESSPIN will help the State review and reform the organisational structures of the selected departments of the Ministry and parastatals, with a view to their rationalisation and harmonisation. In doing so, particular attention will be paid to SUBEB (and through SUBEB the LGEAs).
- 257. The review of structures will be linked with the legal framework reform work and will be followed by assistance to the Ministry to strengthen human resource management, including recruitment, deployment, discipline, performance management and promotion practices. This will extend to SUBEB and the roles, responsibilities and management arrangements for the LGEA Education Secretaries.
- 258. Capacity building through a programme of training and mentoring will be a major activity throughout the life of ESSPIN. In early Year 1 an audit (including a gender audit) and training needs analysis will be jointly conducted with MDAs. A modular training programme will then be designed to meet the identified needs. The possibility of this training programme being developed in association with a University partner will be explored. This would lead to external accreditation, thus encouraging committed uptake and adding value to the programme as part of the reform of career structures.
- 259. ESSPIN will also assist the State to improve practice in asset management and procurement and develop strategies to embed this in relevant MDAs. This will be linked with the infrastructure and resourcing interventions under the Education Quality component (*see Output 3*).

Quality Assurance

- 260. A rigorous quality assurance system, differentiated from the advisory system, is a necessary input for school improvement. Structural reform of the inspection system is underway in Kwara with the harmonisation of the four traditional inspectorates into one interim State Quality Assurance Bureau. With ESSPIN support, new staff have been selected according to the guidelines in the Federal Quality Assurance Handbook, which has been adopted by Kwara.

Once the recruitment process is completed, work will commence to support the development of systems and processes for the new Bureau. In addition, training on the new processes and practices, which focus on educational impact rather than compliance, will begin. ESSPIN will continue to support these activities and the introduction of school self evaluation.

- 261. The Honourable Commissioner wishes to institute a system of school grading, with high performing schools being rewarded with grants. ESSPIN will support this, using TA support to conceptualise these grants as being for “most improved”, rather than “best” schools.
- 262. An increasing number of pupils in Kwara are attending private schools and ESSPIN will support the development and introduction of a regulatory framework for these schools.

Output 3: Capacity of primary and junior secondary schools to provide a high quality learning environment developed and sustained, staffed by teachers able to deliver quality basic education

- 263. The analytic and diagnostic work undertaken to date (sources indicated in bold in the text) has largely confirmed Kwara’s approach as outlined in the Inception Plan. It is based on an understanding that schools are the main locus of change and must be helped to take responsibility for changing themselves so that, with support, they can create the conditions for school improvement. This support includes the development of an effective advisory and support service.
- 264. The necessary conditions for school improvement include: effective leadership and management; development planning; appropriate infrastructure and resources. Two further conditions, a capable teaching force and school based staff development, have long been acknowledged as critical issues in Kwara. The State’s strong priority is to improve the quality of its teachers. Two of the four main planks of the Reform Agenda are directly concerned with this. This emphasis was given validity and urgency by the results of the Teacher Quality Assessment, 2008. This assessment confirmed: that teachers, qualified as well as unqualified, lack the knowledge and skills to teach even basic subjects effectively; that few teachers at present are able to take a leadership or mentoring role and that the situation is particularly extreme in certain rural LGEAs.
- 265. A comprehensive teacher improvement strategy for Kwara commenced during the inception phase. Although ESSPIN’s support plan discusses teacher development in different strands, teacher improvement is conceptualised as a coherent continuous professional process linked to the development of a career path. A vision and framework for this strategy has been developed through participatory workshops, and widely disseminated. The existing Teacher Quality Reform Committee with TA support will lead the process of development and implementation of the recommendations of **The Discussion Paper on Career Path for Teachers and Advisors (April 09)**. These pointed to the development of a professional standards framework and corresponding salary grades, assessment procedures and recruitment processes, and relevant staff development. The premise is that teacher education it is a career-long proposition, which seeks to meet teachers’ developing needs during different stages in their careers.

School improvement

266. Effective leadership and management play a key role in determining a school's success, yet the **School Management Research study (February 09)** undertaken by VSO in collaboration with the UK's School Leadership College, in three States including Kwara found little evidence of leadership, with headteachers reduced to performing low-key management and clerical/administrative tasks. **The Discussion Paper on Career Path for Teachers and Advisors (April 09)** confirmed that the appointment of headteachers is usually related to length of service, and there are few performance incentives to encourage headteachers to take responsibility for their school's development. Headteachers and prospective headteachers receive little or no training for headship.
267. ESSPIN will work with SMOE to put in place a modular management development programme for headteachers. In addition, and as part of the career path initiative, ESSPIN will encourage SMOE to look at incentives and differentials for headteachers as part of a stimulus package so that teachers would aspire to become headteachers. This work has already begun and is being taken forward by the Teacher Quality Reform Committee.
268. Planning for development is an essential part of the school improvement process, and the school improvement plan, as a basic management tool, lies at the heart of this process. The skills necessary to lead this will be introduced through the school management development programme. The current approach to school planning is linked to development grants given to SBMCs, established in Kwara through the State Education Sector Programme (SESP). Before any decision on scaling up and institutionalising this approach is taken by SMOE a comprehensive assessment will be undertaken. ESSPIN will support SMOE to improve the timeliness of its transfers of cash to schools, evaluate the extent to which they are used for school improvement and make recommendations for improving this. If appropriate, ESSPIN will advise SMOE on the nature of future grant schemes, alongside a review of the responsibilities and scope of SBMCs.
269. The ESSPIN conceptual framework for Quality Improvement acknowledges the importance of effective institutional support from the education system, and there is much evidence that a robust advisory and support system is essential for improving learning outcomes. ESSPIN will therefore assist the transformation of the existing Local School Supervisor system so that it is able to fulfil this professional function. During the inception phase ESSPIN has supported the development of a vision for this advisory and support system through a series of small scale technical workshops and larger consultative meetings. LSS will need considerable professional reorientation and training. This will be linked to that of the head teachers, resulting in the development of an integrated system for school-based support for teacher development.
270. It is intended that all schools will benefit from this capacity building support programme, and during the inception phase an outline operational plan was developed by the SMOE with ESSPIN TA support, and the necessary SMOE commitments discussed and agreed.
271. The ESSPIN conceptual framework for Quality Improvement also describes a package of physical interventions which support school improvement. SMOE intends to ensure the proper

utilisation by SUBEB of UBEC funds for school construction and aims to build approximately 200 three-classroom blocks in existing schools. ESSPIN will support the State's decision with appropriate TA. Where necessary, using the PSA funds, ESSPIN will demonstrate the value of a comprehensive health intervention, including but not limited to, the provision of clean water and appropriate sanitation at these sites. In addition PSA funds may be used to demonstrate how the provision of teachers' tables, secure storage and movable tables for pupils can enhance teaching and learning.

272. As SMOE is committed to providing supplies of textbooks for basic subjects, ESSPIN's support will focus primarily on assisting SUBEB to ensure correct distribution and other issues of textbook management. The possible provision of supplementary reading materials will also be considered. Furthermore, ESSPIN will encourage SMOE to consider a more comprehensive provision of infrastructure and resources when reviewing their MTSS and developing future budgets.

Teacher improvement

273. Work to improve the quality of new teacher graduates from Oro College is well underway, the need for this emerging from the **Education Sector Analysis (February 08)** and from the initial necessary analytic and diagnostic work also undertaken by CUBE (**Review of Kwara College of Education, Oro; May 08**). During the inception phase, steps were taken to reduce (and screen) the intake to Oro to bring teacher supply in line with demand. This will result in fewer, better, and more motivated teachers who are properly prepared to teach core subjects at basic level. Reform of the College's financial base is underway. Work has begun to strengthen the college's management and leadership, to review and strengthen the staffing structure and to revise the curriculum.
274. Over the next two years, long-term part-time TA, augmented by short term curriculum specialists will continue to support the process of management and curriculum transformation, which is led by the College Transformation Reform Committee. This will include support to the process of appointing senior staff and the development and introduction of learning materials, learning programmes, assessment tools and a Quality Assurance Framework for a fully transformed curriculum.
275. During the inception phase, linkages were made with the National Council for Colleges of Education (NCCE) and it this will continue throughout the next two years, supported by the TA working with Oro. It is anticipated that Kwara's experience will feed into NCCE's major policy and practical teacher education reforms, whilst the NCCE's work on teacher competencies will inform both Oro's revised curriculum but also the career path.
276. In early 2009, departmental responsibilities within SMOE were re-organised, creating a separate Directorate of Tertiary Education. Although this is outside ESSPIN's brief, this directorate will be responsibility for the strategic direction of Oro College and will therefore need support to ensure the tertiary education policy is supportive of the teacher education reforms.

277. During the inception phase the Teacher Quality Reform committee determined upon a two stage in-service programme: the first is a necessary and immediate response to Kwara's perceived main problems (poor teaching of basic subjects leading to poor pupil learning outcomes). This aims to directly upgrade the teaching of basic subjects and restore confidence in the public education system whilst ensuring that pupils are better able to meet learning outcome benchmarks; the second being a longer term programme of continuous teacher education.
278. The first programme, improving the teaching of literacy and numeracy, was developed during the Inception phase (Teacher Strategy: improving the teaching of literacy and numeracy; international specialist scoping visit report April 09). The Teacher Assessment indicated that there were profound problems with classroom teaching and this was borne out by the case study work undertaken as part of the School Management Research study (February 09). It is proposed to develop a structured programme for teaching literacy and numeracy in the primary school. An operational plan for this programme (linked with the establishment of the advisory and support system) has been developed and agreed. Detailed planning will be informed by the forthcoming Survey of Teaching and Learning. The programme will be managed by the Teacher Quality Reform committee and implemented by a State School Improvement Team, seconded for two years from amongst the staff of the MDAs and offered an intensive training programme. Long-term TA will advise the Reform committee, further supported by short term TA curriculum specialists. The programme will be school based and will support the introduction of a literacy and numeracy hour in schools, providing lesson plans and other good quality resource materials. A resource base will be established and the development costs of this programme will be met from PSA funds.
279. The longer term comprehensive programme of continuous teacher education will be developed over the next two years. This will relate to the teacher standards, supporting teachers as they move up the career path. It will comprise modules to help meet specific needs e.g. developing curriculum expertise (based on the TPD materials developed by SESP) or more formal school management qualifications (evolving from the training package for heads and LSS being developed during 2009). Experience teaches that in-service provision is best supported and institutionalised when linked to a qualification. It is envisaged that this may evolve into a flexible 'Advanced Diploma in Education' to be offered at tertiary institutions and accessible by NCE holders. This work will be managed by the College Reform Committee, with inputs by the Teacher Quality Reform Committee. Support will be provided by the TA working on related areas of activity: the transformation of Oro College, the teaching of literacy and numeracy, and Head teacher and LSS training.

Output 4: Accountability systems between State, Local Government, school and civil society for delivering the priorities of the ESP relating to basic education are initiated and strengthened.

280. ECC can be seen as a **contract** between the State and its people to improve the learning outcomes for the children of Kwara. Activities related to this output aim to put flesh on the bones of this contract. ESSPIN will aim to enhance community capacity to articulate demand for better education services, through civil society groups and community based organisations,

(including SBMCs and PTAs). It will also strengthen the State’s ability to inform, respond to and engage with communities.

281. In Kwara, SBMCs are not regarded as the only school-level community based organisations with an interest in improving standards of education. However they do form an obvious contact point. Following a review of SBMC functions and their subsequent legal redefinition, it is anticipated that their role will become more central in the school improvement process.
282. The drive to improve the quality of education is generally regarded as more pressing in Kwara than the question of access. Although Nigeria has the largest number of out of school children in the world and access issues therefore loom large, the picture is seen to be different in Kwara. The ESP reports that:
283. “Kwara is not just enrolling very high numbers [of both boys and girls] in Primary 1 but is keeping them in school... with an increasing number of those completing Primary 6 now moving on to junior secondary.”
284. However, the large number of children in private schools suggests that, for the State, questions of access and quality are interrelated.
285. There are clearly equity issues. Many children who are classified as being “out of school” are from specific vulnerable or disadvantaged groups. ESSPIN will encourage collection of better data on these children in order to inform policy and planning in this area. In addition, the ESA and the Teacher Assessment demonstrated that there are huge inequities in provision and outcomes within and between LGAs.
286. ESSPIN’s Inception Period work has focussed on: information gathering and baseline studies; developing contacts and building networks with community organisations; developing linkages between the Communication Strand and Output 4. Much of this work is still in-progress. Specifically, ESSPIN has:
 - *supported CSO scoping and assessment work* – In the absence in Kwara of SAVI, ESSPIN, together with CSACEFA and VSO, conducted the CSO mapping study and capacity assessment. ESSPIN will further investigate educationally oriented CSOs to ensure that those chosen to work with ESSPIN are suitable.
 - *piloted communication activities in one LGA* (Nupe translations of the Learning Outcomes benchmarks in Patigi)
 - *conducted an in-depth SBMC review* – ESSPIN commissioned an in-depth case-study of two Kwara SBMCs.
 - conducted an audit and needs assessment of SUBEB’s social mobilisation unit
 - reviewed gender and equity issues in Kwara.

Raising demand

287. This strand reflects the responsibility of the State to raise demand by making sure civil society, including parents and SBMCs, have the information they need about their school in terms of learning outcomes and basic resource entitlements. In order to facilitate this information flow,

ESSPIN will support the ability of the State to communicate clearly and effectively with its citizens. This will be done: by developing, implementing and monitoring a clear communication and information strategy; by enhancing the skills and capacity of SUBEB's Social Mobilisation Unit and by supporting SMOE's Communications Committee. Kwara has already developed a Charter, which sets benchmarks in literacy and numeracy by grade. This has been translated into one of the mother tongues and a pilot dissemination strategy has been developed. The impact of this will be assessed and the activity modified as necessary, before being extended on a greater scale. The development of school report cards, designed that the information included will inform school improvement, will be a key activity.

Access, equity and quality

288. This second strand explores the relationship between access, equity and quality, in terms of the responsibilities of both parties. Key targets for school improvement such as meeting the optimum instruction time can only be reached when both teacher and pupil attendance are improved. Studies, including one on teacher retention in rural areas, pilot interventions and information sharing activities will be piloted and disseminated.

Accountability

289. ESSPIN will explore ways in which civil society, including SBMCs, can hold the State to account, in terms of learning outcomes and equitable resourcing levels, both at individual school level, and within and between LGAs. ESSPIN will work to develop the capacity of CSOs, including their capacity to advocate and influence on policy issues. Collaboration with the Social Mobilisation Unit of SUBEB (SMU) will be taken forward. ESSPIN will also engage with CSOs and with CBOs (increasingly SBMCs) to strengthen their role in holding the State to account.

Cross-cutting issues

290. Gender will be addressed as a cross-cutting activity area infused into all outputs. On the surface, Kwara's indicators on gender parity, at least with regard to primary enrolment and retention, are favourable, however it would be naïve to assume that gender is not an issue. There are deep underlying factors which necessitate adoption of a long term view to achieving impact.
291. Within output 2, the inspectorate work on systems, processes and capacity will include gender-sensitive inspection tools. The capacity audit and training needs assessment for departmental staff will include a gender element. Within output 3, ESSPIN will support an examination of gender differences in learning outcomes, explore gendered barriers to achievement and develop interventions to reduce differences. Strong role-models for girls are important. Work on the Career Path for Teachers and Advisors will explore degrees of female participation at different levels of management. The capacity building plan will address ways of strengthening women's eligibility for promotion. Infrastructural development will incorporate focus on sanitation facilities for girls. Baseline assessments of teacher competency and classroom practice and a teacher deployment study will build in gender analyses. Within output 4, community mobilisation campaigns, development of communication packages and support of SBMCs will include sensitisation to gender. Increased involvement of women in decision-making roles in CSOS and SBMCs will be actively supported.

Monitoring and Evaluation

292. ESSPIN will support a capacity building programme for M&E staff in Planning, Research & Statistics departments in SMoE and SUBEB to enable them meet the M&E commitments outlined in the ESP / MTSS. This will involve a review of work schedules, development of a training plan and materials, and ongoing monitoring and support. The implementation phase will proceed with strong emphasis on building up the capacity of the state government to monitor and evaluate its own policies and programmes.
293. The main capacity building activity on M&E will be the annual education sector review. It will demonstrate to the state the need to assess evidence of sector performance as a basis for planning and budgeting activities. The AESR process will involve production of annual education sector performance reports, dissemination of reports to education stakeholders, conduct of AESR conferences, and revision, adoption and publication of reports. ESSPIN will support these activities. The capacity of Kwara to hold an AESR in 2009 is being assessed, although 2010 appears a more realistic target for the AESR conference.
294. The lack of consistently reliable, complete and timely data is a threat to immediate planning and monitoring outcomes, such as MTSS strategic targets and ESSPIN baseline information. It also threatens the ability of the education sector to measure performance and the quality of service delivery.

Communications & Knowledge Management

295. The strategic aim for communications & knowledge management in the implementation phase is to directly support programme outputs by identifying high level themes to support each output, key messages to communicate and activities to create, share information and deliver the messages.
296. Across the outputs, ESSPIN will continue to support SMoE's articulation of its clear vision statement, develop and disseminate key messages on the reform agenda, provide user friendly versions of key state and LGA documents, support the state communications committee in managing its work programme, support major dissemination fora on key reform issues, and organise learning visits for state personnel to share experiences. A State Electronic Database of key education publications will be developed in conjunction with SMoE website and with relevant capacity building provided. Quarterly information sharing fora will also be organised to keep journalists, the mass media and civil society abreast with reform objectives.

Issues and Recommendations

297. Consideration should be given to a specific leadership and capacity building programme for the Kwara State Education Reform Committee members, in addition to that for SMoE officers.
298. The MTSS is a state planning tool that will be resourced from the annual state budget. While it is inevitable that ESSPIN will provide considerable investment to start off initiatives, long term sustainability of reform initiatives rests with the state and its ability to institutionalise the MTSS as a planning and budgeting process. The state response has been positive and it is hoped that this planning mechanism will be firmly in place by the end of the current political cycle in 2011.

Lagos State

Lagos State

Political / Economic / Technical Environment

299. The Political environment in Lagos State has been set by an energetic Governor, who is pushing through simultaneous reforms in different sectors. The priority of the state presently in education and other sectors is infrastructure renewal. This is important in creating the right environment for learning but there is a need to address more fundamental issues that will ensure a systemic reform of the entire sector. Since ESSPIN began there has been strong pressure from the State for ESSPIN to move fast in line with the Government agenda.
300. Lagos State is a centre of great economic importance to Nigeria. It is one of the highest contributors to the growth of the national economy. It also has huge environmental and social problems. There are great disparities of wealth and youth unemployment and under-employment are very high. In the current economic climate government budgets are likely to be squeezed.
301. The public school system is in a dire state. Up to sixty per cent of Lagos school children are educated in private schools. The public system is characterised by lack of capacity, dysfunctional management and organisational structures and overlapping roles and responsibilities at all levels of the administration (Ministry, SUBEB and the LGEAs). Specific weaknesses include poor data collection, collation, analysis and reporting (EMIS), which hinder effective planning, and a very low level of basic computer literacy. LGEAs are particularly ill-equipped to fulfil their responsibilities within the primary sector. At the school level, there is lack of classroom resources for teachers and students to use and this is made worse by the poor leadership by head teachers and poor classroom management skills amongst teachers.
302. An Education Summit is scheduled to hold in Lagos State in June 2009, focusing on public private partnerships for improved provision of quality educational services. ESSPIN will be participating in the discussions and activities.
303. The DFID Funded programmes that will impact on education are SAVI and SPARC. Monthly SLP meetings are held to ensure coordination of activities. ESSPIN will collaborate with SPARC, on institutional reform of SMOE and SUBEB and on MTSS under output 2. SPARC will also assist in engagement in the LGAs. Areas of collaboration with SAVI will mainly be under output 4, where SAVI will help to strengthen community demand for better quality education.

Output 2: State and LG Institutions supported to more effectively meet demand for basic education services

304. Management and governance changes are at the core of educational recovery. A comprehensive review of the current state of the Lagos education system was carried out in preparation for the L'EKO project. Brainstorming sessions during a series of ESSPIN technical workshops during the inception period provided additional opportunities for analysis of the challenges in the sector.
305. Although an Education Sector Plan (ESP) was drawn up in 2007, it remains inconclusive as the ten year plan and is uncostered. The costing of the ESP will be undertaken in the latter part of

2009. An MTSS exercise had also been undertaken in 2008, but this had little impact on the annual budget process. Budgeting had been done incrementally and was not activity based.

306. The central focus of ESSPIN's intervention in the inception period was the updating of the MTSS and setting up a process and structure that could be sustained by the MDAs. Development of the MTSS will continue into the implementation phase of ESSPIN with a complete draft document expected in June 2009. Further capacity building will be provided in the areas of educational and financial data analysis (including review of the 2009 state budget), policy scenario development and M&E prior to final drafting of the document. The draft document will be presented to stakeholders and relevant steering committees for approval at the end of July 2009.

Institutional development

307. State institutions are characterised by serious overlaps in responsibilities, conflicting job roles and duplication of activities. Structural problems and staff capacity gaps have led to challenges in many areas: teacher deployment; leadership; financial management; human resources management; incentives and performance management.
308. ESSPIN will undertake institutional reviews of selected departments of the Ministry and its agencies in the next two years which will include an analysis of the existing organisational structures, inter-relationships between key players, knowledge and skill levels and the technological tools available. This will identify key weaknesses (systemic, personnel, resources and budgetary), assess on-going initiatives for capacity development and develop strategies to improve the delivery educational services.
309. ESSPIN interventions will result in institutional strengthening in areas of leadership, visioning and management of human resources. ESSPIN will also support capacity development for improved planning, data analyses and interpretation, which will strengthen the management of basic education in pilot LGEAs.
310. The legal and regulatory framework governing basic education service delivery will be reviewed. The purpose will be to identify and eliminate barriers to effective regulation and identify strategies for improving service delivery. ESSPIN will take a lead from SAVI in engaging with the State House of Assembly in order to carry through this legal review.
311. The capacity of LGEAs to undertake medium term planning, prepare annual work plans and budgets, monitor budget allocations and releases, track expenditure and evaluate impact will be strengthened. Data management facilities at LGEA level will be improved and the capacity of personnel to collect, aggregate, analyse and utilise data developed. This work will be coincided with the decentralisation element of EMIS development. Job roles and staff development & deployment practices will be reviewed, particularly in relation to monitoring of schools and teachers. A staff development strategy will be developed as a basis for ongoing capacity support to LGEAs. Technical staff within LGEAs will benefit from training in contract management and procurement based on best practice.

312. Over the next two years, ESSPIN will address the following focus areas, namely: Management & Planning, Quality Assurance, Institutional reform, Human Resources and Performance, Political Level Governance reform, EMIS development and management. ESSPIN will also support institutional development and organisational reforms to achieve more efficient and effective service delivery, targeting:

- improved education policy development and implementation;
- enhanced educational planning, monitoring and evaluation and standards;
- strengthened quality assurance through Schools' Supervision and Inspectorate reforms;
- transparent & accountable resource allocation, PFM and effective expenditure tracking;
- more effective civil society and community participation in the management of schools;
- better school conditions, quality teaching and improved learning.

313. At the LGA & LGEA level, the ESSPIN Lagos plan for strengthening governance, management and administration focuses on:

- supporting revision of the SUBEB Law to clearly define roles and responsibilities;
- developing co-ordination mechanisms for SMoE, SUBEB, LGA and LGEA interventions;
- ensuring the use of a common Strategic Plan and MTSS;
- supporting the establishment of appropriate policies and procedures (e.g. on budget discipline, accountability, teacher deployment, and performance M&E);
- collaborating with SPARC on key governance work streams and with SAVI on community participation in and demand for equitable quality basic education provision;
- developing the LGEA ESS' capacity to provide effective professional leadership; and
- building LGEA capacity in planning, inspection, supervision and resource management;
- enhancing the capacity for reliable, accurate and timely education data collection and management.

Education Management Information System (EMIS)

314. Although Lagos State has entered EMIS data from the 2006-07 annual school census and has struggled with the NEMIS software to produce a statistics, much still need to be done. The data that are available are grossly inadequate, particularly in relation to enrolments in private schools. Despite efforts to capture information on private schools through Lagos Education Management Information System (LASGEMS), problems still persist. The capacity to analyse and utilize existing educational statistics to inform planning and policy is very limited. Data derive from varying sources and are often contradictory.

315. In the next few months, ESSPIN intends to assist through the provision of technical assistance to develop EMIS processes in time for an annual school census in November 2009. In addition, ESSPIN will assess the possibility offered by LASGEMS to reach out to a larger number of private schools and will cooperate with the State authorities to improve the school list and assess the

incentives that will generate better response rates. During the implementation period, ESSPIN intends to fund the provision of technical assistance to adjust the software and train administrators over time to its use. It will also develop and support a training programme that will address past bottlenecks in view of the next annual school census expected in November 2009. In addition to this ESSPIN will assess the possibility offered by LASGEMS to reach out to a larger number of private schools and will cooperate with the State authorities to improve the school list and assess the incentives that will generate better response rates.

316. A clear reporting timetable guiding dissemination of processed census data to end users at state and LGEA level will be instituted. School report cards will be printed and distributed to schools. Emphasis will be placed on outputting data in public reports and using them in policy processes, e.g. supporting construction of baseline information for the MTSS. In Lagos, there will be limited support for hardware procurement. The NEMIS software will be re-installed and EMIS staff will benefit from a comprehensive training package.

Quality Assurance

317. Since the inception of its work in Lagos, two of the priority areas agreed by ESSPIN were the enhancement of quality assurance and development of systems for monitoring learning and achievement. A task group comprising of senior representatives of the State Ministry of Education (SMoE), SUBEB, Districts and Local Government Education Authorities (LGEAs) has met periodically since November 2008 in order to discuss and make recommendations about how reform can be achieved. The following key priorities have been identified:

- develop a structure or model that brings together all the existing agencies involved in work of an inspection kind to remove duplication and inefficiencies and create efficient systems that promote school effectiveness;
- create a Quality Assurance process and cycle that involves all stakeholders through a process of rigorous self evaluation and external validation.

Output 3 Capacity of Primary and Junior secondary schools to provide quality learning improved and sustained

318. For years education experts have been alarmed at the growing inability of Lagos state public schools to deliver high quality education and produce competent and academically sound students. ESSPIN's objective under Output 3 is to help drive systemic change which leads to improved standards of teaching and learning in schools.
319. The fundamental premise of ESSPIN's approach to school development is that schools are multi-faceted entities, in which many different factors come together as determinants of overall performance. Improving one key element, such as teacher competencies, or school infrastructure, is no guarantee of improved school performance overall.
320. In the coming months, ESSPIN will organise a stakeholders' forum on school transformation and develop modalities for piloting the approach. The aim is to create packages of interventions to

provide the enabling conditions for teaching and learning. These enabling conditions are outlined below:

- A capable teaching force;
- Effective leadership and management;
- Development planning;
- Responsibility and autonomy;
- School-based staff development.

321. The School infrastructural situation in the state is in a parlous state with dilapidated classrooms and classrooms lacking in furniture for pupils and teachers. The situation is changing with concerted effort from different state based MDAs. ESSPIN will be supporting this effort through a review of the state buildings prototypes, organising capacity building on school layouts and prototypes, preparation of manuals on school infrastructure construction and maintenance and the development of procurement and supervision procedures.
322. No situational review has yet been undertaken on water & sanitation. Therefore, the initial activity during implementation will be a scoping study. Following this, activities will be developed in alignment with the infrastructural development programme.
323. In the State, there is no systematic approach to teacher development, with the consequent impact on quality and on the morale of the teaching force. Assessment of teacher's competence and a baseline assessment of teaching methodology based on classroom observation will take place from June 2009.
324. Local School supervisor and head teacher development will form a major area of support in the state in the next two years. Effective leadership and management play key roles in determining a school's success. In Lagos State public schools there is little evidence of leadership, and head teachers are reduced to performing low-key management and clerical/administrative tasks. ESSPIN will work with the State government to put in place a capacity building programme for head teachers which would empower head teachers to lead and develop their own schools. Studies to determine the present situation and technical assistance to design and develop training modules for school supervisors and head teachers on school development planning and professional leadership are planned for the next two years.
325. Pre-service teacher training activities will centre on the institutional reform, staff development and quality assurance systems in the State Colleges of Education (AOCOED and MOCPED). Lagos will draw on lessons from Kwara State, where such work is already under way to reform of the College of Education, together with work on teacher competencies, continuous professional development, and career paths.
326. ESSPIN in-service teacher training support will, in the next two years be focused on improving teacher quality through a series of professional development activities with the objective of building capacity for teachers on student centred teaching (SCT) and active learning approaches to meet national standards and improve learning achievement levels

327. A cascading approach beginning with composition and training of State School Improvement Teams (SSIT) will be used. With technical assistance, the SSIT will work with identified service providers to review existing in-service materials, design and develop training modules, pilot test modules and revise, train trainers and then teachers, and provide in-school support, follow-up and overall quality assurance.
328. Teacher training will be seen as a process of continuous professional development, recognising that teachers need to develop throughout their working life. This model emphasises that teacher education should be seen, from day one, as a career-long proposition. Training will therefore focus on pedagogical intervention especially around gaps discovered in the ESSPIN classroom observation survey, and encouragement of the pupil-centred approaches.
329. Activity relating to textbooks will be initiated with a procurement and distribution survey to assess current provision, to be followed by strategy formulation and implementation.
330. Most Nigerian children are described as being malnourished with 29% of age 4-9 as moderately and severely stunted while 11% are severely stunted. Health and nutrition have long term effects on their cognitive development. School Health is therefore a concern of ESSPIN and this is reflected in the work plan. A situational analysis study will be done on this in June 2009 in collaboration with PATHS2 with the objective of developing a strategy for improving the health and learning environment of pupils in schools. There is a strong relationship between measures to improve school health and effort to improve school infrastructure, through provision of toilets and portable water. Recent study in Nigeria also showed intestinal worms prevalence of 54.9% in urban govt. schools, 63.5% rural & 28% in private. Teachers and head teachers and pupils would therefore be trained on hand washing as strategy for preventing common diseases.

Output 4: Disadvantaged Communities and Civil society empowered to effectively demand relevant and sustained education services

331. The basis of ESSPIN's work in relation to Output 4 is the promotion of a participatory environment where citizens have opportunities to voice their needs, demand higher standards, realize the benefits of participation and ultimately share a sense of responsibility for education service delivery improvements.
332. Parental support for education, community participation and children's social characteristics are important elements of the whole school transformation model – output 3 and output 4 are, therefore, intrinsically linked. In operational terms, output 4 activities, particularly around community mobilisation and SBMCs, will be set in the same schools selected for the transformation model approach and linked to the school transformation package. In addition to enabling communities to mobilise resources for school development, this output will equip communities to hold state/LGA officials accountable for delivery of basic education services.
333. ESSPIN strategy is based on developing School-based Management Committees (SBMC). By encouraging community participation in SBMCs and introducing school development planning and community monitoring of schools, it is anticipated that these bodies will provide a means

for communities to demand better services and greater accountability from government at the state and local government levels.

334. A pilot research exercise to review policy and practice in respect of SBMCs was conducted in two schools in the Alimosho local government during the inception phase. SBMCs in Lagos manage and overlook schools in clusters of 7-10 schools. The research found that the SBMCs are not school based and therefore detached from the schools and communities and this renders them ineffective. Most of their members were selected by the Lagos State Government and communities were not fully involved in their selection.
335. Findings of the SBMC pilot research will be presented at the start of the implementation phase. It will flag off an extensive programme of support to SBMCs utilising identified CSOs/service providers to develop community mobilisation strategies and advocacy materials, train facilitators and conduct community mobilisation activities in selected LGAs/school communities. This preparatory phase will also include development of school grant processes and costing based on experience in SESP states and elsewhere. The actual rollout of SBMC support will involve organising selected schools into manageable clusters and providing training, monitoring and mentoring
336. ESSPIN will continue the exercise started during the inception period to identify CSOs/CBOs/NGOs that are focused on education issues. An earlier CSOs/CBOs/NGOs mapping exercise commissioned by SAVI (Lagos) was carried out by a team of National consultants. Thirty-two CSOs/CBOs/NGOs were identified. These are largely concentrated in the metropolitan area of the State.
337. ESSPIN's community voice and accountability activities will be supported by communications and knowledge management initiatives, including campaigns, advocacy, printed support materials, training and skills development in collaboration with other SLP programmes.
338. There are estimated to be over 8000 private schools in Lagos, from which less than 3000 are approved by Lagos State. Staff quality and qualifications are suspect; the state of infrastructure in many private schools is appalling. In order to improve the supervision of these schools, ESSPIN will work with the State to develop a code of standards and guidelines for all schools and a system of incentives to registration.
339. ESSPIN will conduct a survey to investigate the numbers of out-of-school children and identify the reasons. The result of the findings will determine strategies for the State to adopt to bring these children to school. In a pilot survey conducted by SUBEB in 18 out of 20 LGAs, over 12,000 out-of-school children of basic education age were identified.

Cross-Cutting Initiatives

340. Gender and social exclusion issues in Lagos state will be addressed, firstly, by conducting a scoping study to identify gender disparity in schools; secondly by means of a community awareness campaign to support retention and achievement in school by both male and female children. ESSPIN will use social marketing approaches to the communities to promote the

value for education among male students, who are vulnerable to drop out. Thirdly ESSPIN will investigate Conditional Cash Transfers (CCT) for both male and female pupils to keep them in schools.

341. The Lagos ESP, which will be revised and completed in the next few months, requires the setting up of reference groups for monitoring and evaluation, which will include representatives from SMOE and other agencies. The group will monitor how the plan is being implemented and targets are attained and will measure progress against agreed indicators for service delivery. The implementation phase will, therefore, proceed with strong emphasis on building up the capacity of the state government to monitor and evaluate its own policies and programmes. ESSPIN will provide support with a capacity building programme for M&E staff in the Planning, Research & Statistics department to enable them meet the M&E commitments outlined in the ESP/MTSS. This will involve a review of work schedules, development of a training plan and materials, and ongoing monitoring and support.
342. The main capacity building activity on M&E will be the annual education sector review. It will demonstrate to the state the need to assess evidence of sector performance as a basis for planning and budgeting activities. The AESR process will involve: production of an annual education sector performance report; dissemination of the report to education stakeholders; an AESR conference; and revision, adoption and publication of report. ESSPIN will support these activities.
343. Communication and Knowledge Management cuts across all other state level outputs. The role of C&KM is to ensure the collection and dissemination of accurate, appropriate, relevant and timely information across the education sector, which may stimulate the demand for and facilitate the supply of quality basic education.

Issues and Recommendations

344. The World Bank-funded EKO project is due to become effective in September 2009. While “Lagos EKO” Project concentrates on junior and senior secondary education support, ESSPIN is focused on basic education (primary and junior secondary). However, several of ESSPIN’s core activities will support the whole sector and nearly all complement the “Lagos EKO” activities, particularly in teacher management and school development. There are going to be demands on the already limited capacity of the State MDA.
345. The general availability, quality and reliability of data are poor in Lagos State. Discrepancies exist between the various data sources available in Lagos (LASEEDS, SUBEB, EMIS, SMOE, schools). Lagos State is in urgent need of a credible source for data, as the information emanating from EMIS, which is being used by SUBEB and other parastatals for planning and management. Support to improve data collection, analysis and use is urgently needed.
346. Lagos State has a huge concentration of private schools, there is need to urgently reform the private schools department of SMOE to ensure the department is empowered to guide and register and regulate the schools.

347. The risk of reduced funding to fund the activities in the MTSS is because the global economic crisis is a real threat. The 2009 MTSS was budgeted at \$70 per barrel and due to the crash in oil prices, the ministry is not confident that it will get the allocation to meet its priorities for 2009.
348. A significant risk, that could undermine the achievement of the programme's outputs, is Lagos State's urgent desire to accelerate programme implementation, without following a step by step approach to reform. Lagos state officials have consistently stressed that all reforms should be in place within the current political term. The political imperative is short-term. Educational reform takes a long time. The challenge for ESSPIN is to harness some of the energy in the state in the direction of long-term goals.

Appendix 1: SLP Cross Cutting Issues and Coordination – Progress and Plans

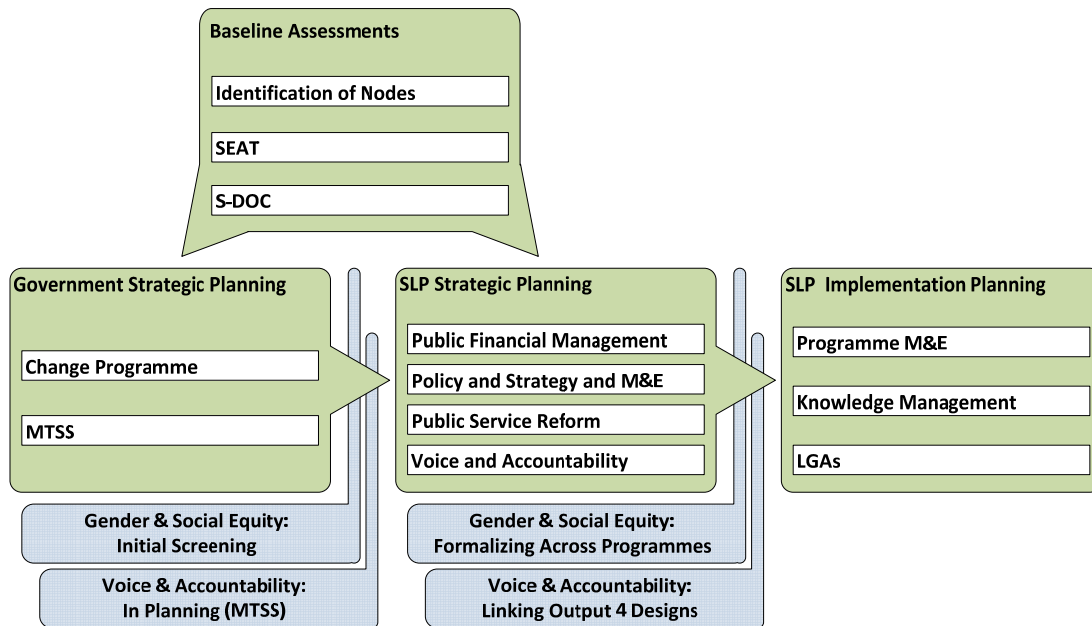
Appendix 1: SLP Cross Cutting Issues and Coordination - Progress and Plans

349. The following presents a summary of the progress made during the inception period by State Lead Programmes (SLPs) in collaborating and coordinating on a number of cross cutting issues. This is shown under six broad categories:

- (i) baseline assessments,
- (ii) government strategic planning,
- (iii) SLP strategic planning,
- (iv) SLP implementation planning,
- (v) gender and social equity and vi) voice and accountability.

350. The relationship between these six categories, in terms of phasing and sequencing over the inception period, together with specific cross-cutting issues associated with them, are shown in Figure 1.

Figure 1: Schematic of SLP Cross Cutting Issues and Coordination Progress

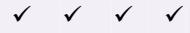


351. The progress made by SLPs in responding to these issues is summarized in the table below.

Issue	Progress To Date	SPARC	SAVI	ESSPIN	PATHS II
Baseline Assessments	▪ Joint PE Analysis in 5 Lead States	✓	✓		
	▪ Integration of SEAT assessment with CA in Kaduna and Enugu SHoAs	✓	✓		
	▪ Sharing of Capacity Assessment work of CSOs with other SLPs		✓	✓	✓
	▪ Sharing of Media Mapping results	✓	✓	✓	✓
	▪ Identification of sources for baseline information e.g. Household welfare survey & CWIQ		✓	✓	
	▪ Joint LGA identification and assessments	✓	✓	✓	✓
	▪ Joint SLP development of sectoral performance indicators for incorporation into DFID-Jigawa State MoU monitoring framework	✓	✓	✓	✓
	▪ Adoption of SPARC methodology on governance indicators (PFM, public service reform, policy and strategy) [evaluation to take place during State annual reviews]	✓	✓		
	▪ Development of structured approach paper on M&E issues - to be followed up with quarterly meetings of cross-SLP M&E working group	✓	✓	✓	✓
	▪ Analysis of the Role of Local Governments and Local Government Education Authorities in Supporting Basic Education in Kaduna State	✓	✓	✓	
	▪ Analysis of the Role of Local Governments and Local Government Education Authorities in Supporting Basic Education in Kaduna State	✓	✓	✓	
	▪ Education CSO mapping and capacity assessment		✓	✓	
	▪ Sharing of SAVI capacity assessment work of CSOs and adoption of relevant indicator in ESSPIN logframe	✓		✓	
	▪ Participation in cross-SLP baseline workshops in order to share methodologies and tools and identify common approaches	✓	✓	✓	✓
	Government Strategic Planning	▪ Supporting V&A and Gender & SI in the MTSS process (Kaduna)	✓	✓	
▪ Other SLP participation in SPARC led governance baseline assessments in selected, including ensuring sufficient focus on health and education sectors		✓		✓	✓
▪ Budget tracking at LGA in (Lagos), Kaduna, Jigawa and Enugu		✓		✓	✓
▪ Beam Committee re-established for CSO / Enugu Government Platform (to Monitor Budget and service delivery)		✓	✓		
▪ CSO engagement in MTSS processes – development of policy and strategy and Public engagement in Appropriation Bill Public Hearings		✓	✓		
▪ Working with SPARC on Budget Analysis and tools towards the preparation of MTSS in Kaduna, Kano and Jigawa		✓		✓	
▪ Sectoral (education and health) and state level support to SEEDS2 development process		✓		✓	✓
▪ Joint review of ToRs for State Steering Committee		✓	✓	✓	✓
▪ At the Federal level, supporting the Ministry of Education in its role of assisting States that do not have Education sector plans to develop them				✓	
▪ Supporting the FME to implement MTSS in line with the SLP -ESSPIN/SPARC/PATHS joint approach		✓		✓	
▪ Co-operation and support from/with SPARC re Kano SDP and MTSS		✓		✓	
▪ Sharing Budget information with SPARC		✓		✓	
▪ Co-operation with SPARC re Public Service Reform and Public Financial Management		✓		✓	
▪ Joint mission with SPARC to explore function and systems within LGAs		✓		✓	

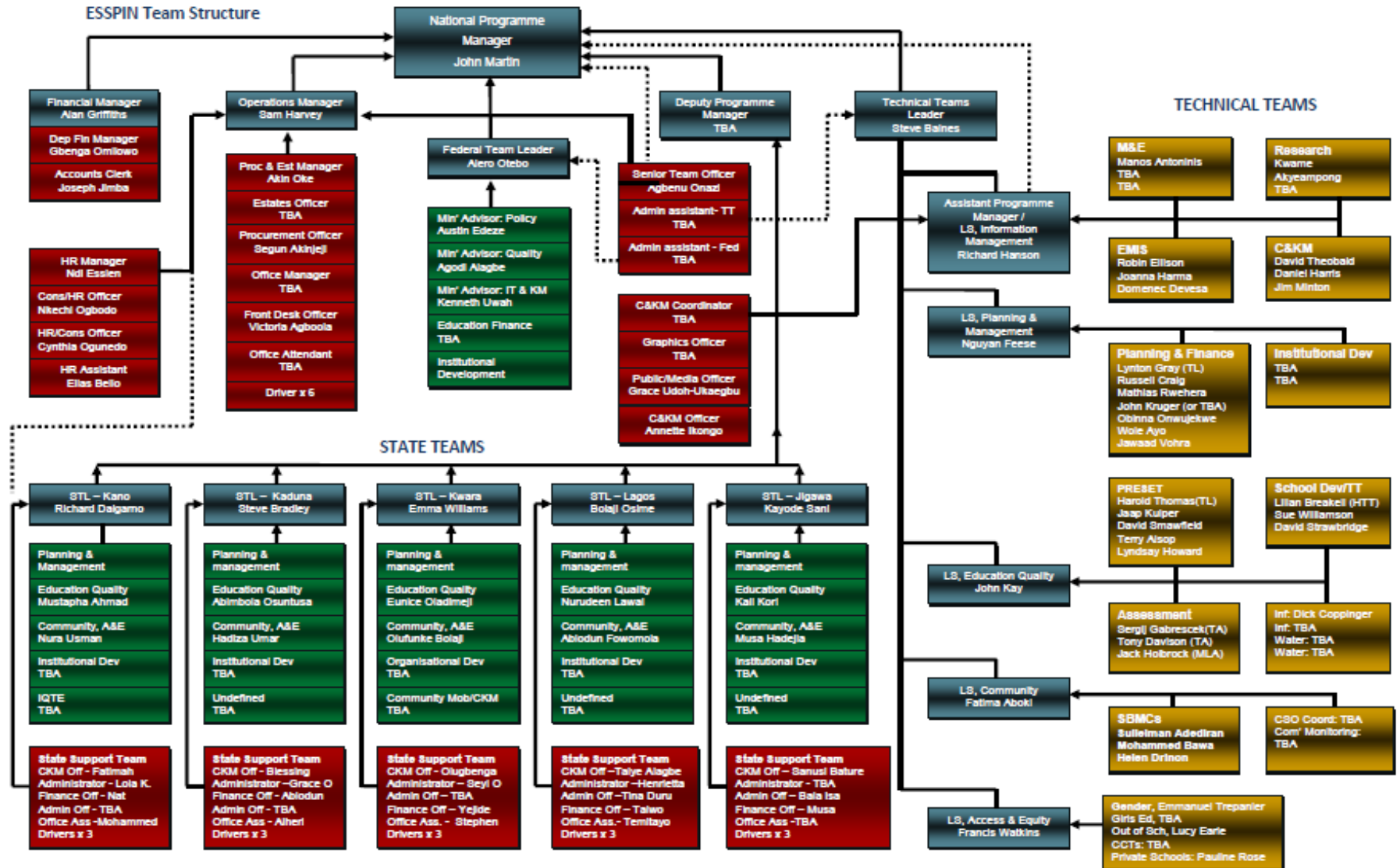
SLP Strategic Planning	▪ Formulation of cross-SLP MTSS structured approach paper (SAP), including cross referencing and agreement at state level	✓	✓	✓	✓
	▪ Development of cross-SLP Local Government Engagement SAP	✓	✓	✓	
	▪ Formulation of cross-SLP M&E SAP	✓	✓	✓	✓
	▪ Preparation of cross-SLP SHoA Engagement SAP (in development)	✓	✓	✓	✓
	▪ Preparation of cross-SLP Public Service Reform and Training/Development SAP (in development)	✓	✓	✓	✓
	▪ Preparation of cross-SLP IT Systems Development and Implementation SAP (in development)	✓	✓	✓	✓
	▪ Development of cross-SLP Knowledge Management SAP	✓	✓	✓	✓
	▪ Formation and meetings of cross-SLP thematic working groups, including: PFM, P&S (including MTSS), PSR (including training and development), KM, M&E, Research, LGAs and civil society, gender and social Inclusion	✓	✓	✓	✓
	▪ Regular co-ordination meetings with other SLP's and agreement on 'co-operation Nodes', including development of coordination matrix to assist with aligned programming	✓	✓	✓	✓
	▪ Agreement to work closely with PATHS2 on School Family Health and HIV/AIDS strategies			✓	✓
	▪ Supporting CSO – LASG interface through LASCOP	✓	✓		
SLP Implementation Planning	▪ SLP work plan and budgets guided by and consistent with agreed or draft structured approach papers	✓	✓	✓	✓
	▪ Strong State and Programme level coordination around identified "nodes"	✓	✓	✓	✓
	▪ Coordinated development of individual SLP logframes through presentations at seminars and sharing of draft logframes between programmes	✓	✓	✓	✓
	▪ Joint monthly national programme coordination meetings include a joint review of progress and of worked planned	✓	✓	✓	✓
	▪ Planning to work with SPARC to undertake Education Sector Assessment using SEAT in Lagos, Kwara, Kaduna, Kano and Jigawa	✓		✓	
	▪ Planning to jointly carryout training of civil servant in the ministry of Education, SUBEB and LGEA with SPARC	✓		✓	
	▪ Advocacy Projects and joint identification with SLPs	✓	✓	✓	✓
Gender & Social Equity	▪ Developing a coordinated G&SI approach between all SLPs	✓	✓	✓	✓
	▪ Possibly job share between SPARC / SAVI to mainstream G&SI	✓	✓		
	▪ SPARC with SAVI take lead in a cross-SLP gender and social inclusion sensitivity training (July 2009) for SLPs	✓	✓	✓	✓
	▪ Mainstreaming gender in the MTSS process for Education in Kaduna	✓		✓	
	▪ Gender and social inclusion analysis (planned for July 2009) in Kaduna	✓	✓	✓	
	▪ Radio talk show series focused on women role models and anti-poverty themes	✓	✓	✓	
	▪ Campaign for inclusion of more women in management, e.g. steering and technical committees			✓	
Voice & Accountability	▪ Governance Baseline to be shared between all SLPs as V&A index for CS and Government	✓	✓	✓	✓
	▪ Participating in the development of a cross-SLP V&A framework (ongoing)	✓	✓	✓	✓
	▪ Engaging in issue-specific (TBD) advocacy campaigns with government officials (in cooperation with SAVI)	✓		✓	
	▪ Developing the demand side of education via community mobilization (potentially working jointly with PATHS2)			✓	✓

- Development of specific strategies to strengthen voice and accountability mechanisms within sector performance review processes as part of M&E support



Appendix 2: ESSPIN Organgram

Appendix 2: ESSPIN Organogram



Appendix 3: Programme and State Logframes

Appendix 3: Programme and State Logframes

ESSPIN LOGFRAME – Goal and Purpose

Narrative Summary	Objectively Verifiable Indicators ⁴	Means of Verification ⁵	Assumptions ⁶
<p>Goal Effective and efficient use of Jigawa State’s own resources for universal basic education and gender equity realised</p>	<ul style="list-style-type: none"> • % increase in Net Enrolment Rate, primary and JSS • % increase in Survival Rate, primary and JSS • Increase in ratio of girls to boys, primary and JSS 	<ul style="list-style-type: none"> • Household surveys (EdData, MICS) (for MDG 2.1, 2.2, 3.1) • School census (for MDG 2.2, 3.1) • CWIQ 2006 (interim) • Update using 2008 NLSS • Update using 2010 NEDS (for MDG 2.3) 	
<p>Purpose Sustainable and replicable basic education services improved</p>	<ol style="list-style-type: none"> 1. Primary Gross Enrolment Rate of bottom two quintiles in terms of consumption 2. % increase in learning outcome scores at primary and junior-secondary schools⁷ 3. X% of budget allocated to ESOP/MTSS utilised 	<ul style="list-style-type: none"> • School census • State EMIS data • 2008 NLSS • Monitoring learning achievement surveys (MLA) • JSS terminal examination results • Public expenditure records • NLSS/CWIQ 	<p>Purpose to Goal</p> <ol style="list-style-type: none"> 1. Economic growth remains at levels adequate to support required expenditure 2. Adequate political and economic stability is maintained within the state to support benefits gained 3. The model of education reform is replicable in non-target LGA 4. HIV/AIDS, TB and malaria incidence does not undermine gains achieved

⁴ Wording of all Indicators will need to be reviewed and aligned with ESSPIN Programme logframe

⁵ All the Means of Verification will need to be checked against the new Indicators

⁶ Assumptions are numbered for ease of reference

⁷ To be re-worded

Jigawa State logframe

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>Outputs</p> <p>1. Capacity to engage with mechanisms for policy consultation between state and federal MDAs strengthened</p> <p>2. State-level and local government-level governance and management of basic education strengthened</p>	<p>1.1 <i>At least X policy or organisational initiatives involving broad-based government stakeholder participation implemented by EOP</i></p> <p>1.2 <i>Greater consistency between state and federal policy</i></p> <p>1.3 <i>Federal guidelines and policy reflected in state policies</i></p> <p>2.1 <i>Measures of the variation in State's spending from MTSS budgets</i></p> <p>2.2 <i>Rational and equitable teacher deployment at LGA-level [??]</i></p> <p>2.3 <i>Clarity of roles and responsibility between state-level organizations and/or LGA</i></p>	<ul style="list-style-type: none"> • <i>Proceedings of JCCE/NCE</i> • <i>UBEC and MDG Office expenditure records</i> • <i>Annual sector review</i> • <i>Public expenditure records</i> • <i>School census</i> • <i>State EMIS data</i> • <i>Opinion polls</i> • <i>SMOE and SUBEB records and reports</i> • <i>Public expenditure tracking and service delivery survey</i> • <i>Household surveys</i> • <i>Opinion polls</i> • <i>Surveys, studies and data generated by other SLPs</i> • <i>Stakeholder surveys</i> • <i>Inspectorate reports</i> • <i>M&E reports</i> 	<p>Output to Purpose</p> <ol style="list-style-type: none"> 1. Political and economic stability and financial resources exist at appropriate levels 2. Political support for reforms remains consistent 3. Skilled staff are retained within the education sector 4. Financial and employment incentives to complete basic education [financial, employment, places in secondary and tertiary training] exist 5. Oil revenue and economic growth is sustained and supports reform processes 6. Capacity of education sector and the state keeps up with, or exceeds growth of school age population 7. Population migration does not strain the education sector 8. Institutional reforms in public sector enhance good governance

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
3. Capacity of primary and junior-secondary schools to provide a high quality learning environment improved	3.1 ⁸ Percentage of schools preparing and implementing School Development Plans (SDPs) by 2014 3.2 Percentage of schools being graded satisfactory in inspections by 2014 3.3 Percentage increases in teachers being graded as satisfactory by 2014 3.4 Percentage increases in head teachers being graded as satisfactory by 2014		
4. Capacity for communities and civil society to articulate demand and mobilise resources for educational services strengthened	4.1 Increases in the percentage of the population by sex and location who know what standards of service to expect and what their rights, responsibilities and entitlements to resources are by 2014 4.2 Percentage increase in the numbers of target education authorities responding specifically to advocacy outcomes from stakeholder consultation by 2014 4.3 Percentage increase in number of SBMCs, responding to community demand according to guidelines by 2014	As above	As above

⁸ Indicators 3.2, 3.3 and 3.4 rely heavily of the development of the QA Manual

Narrative Summary	Budgets and Inputs	Assumptions
<p>Activities</p> <p>1.1 ESSPIN-Jigawa will support and assist the following activities to deliver Outputs:</p> <p>1.2 Review and evaluate funding, policy and administrative arrangements and mechanisms of education sector ministries, departments and agencies in collaboration with other SLP programmes as appropriate.</p> <p>1.3 Identification of weaknesses and opportunities [SWOT Analysis] of mechanisms for interaction between key stakeholders.</p> <p>1.4 Develop and strengthen mechanisms for formulation, facilitation and advocacy of policy options for educational reform [NCE process].</p> <p>2.1 Development and implementation of rolling education sector MTSS.</p> <p>2.2 Support integration of education sector strategy into state development planning processes.</p> <p>2.3 Support institutional development and reform of human resource systems and capacity⁹</p> <p>2.4 Provide support to the development and implementation of quality assurance standards for basic education, including systems for monitoring performance of primary and junior-secondary schools.</p> <p>2.5 Development of evidence-based systems for monitoring state level performance to support analysis and development of interventions in collaboration with other SLP programmes as appropriate.</p> <p>2.6 Identify, develop and promote appropriate information and knowledge management systems and mechanisms, in collaboration with other SLP where appropriate.</p>	<p>To be completed</p>	<p>Activity to Output</p> <ol style="list-style-type: none"> 1. Political will and support of community leaders and unions is maintained at adequate levels 2. Changes and reforms are institutionalised and support is de-personalised 3. Enabling environment to encourage integration of IQTE is maintained at adequate levels 4. Appropriate incentives to complete basic education exist and/or are maintained 5. Strong demand for secular education exists 6. HIV/AIDS, TB and malaria levels do not adversely affect gains

⁹ Including teacher service and training covering, *inter alia*, gender sensitive career structures & recruitment, planning, policy, conditions of service, incentives (particularly for female teachers in remote areas), training, deployment and management

Narrative Summary	Budget and Inputs	Assumptions
<p>Activities continued</p> <p>ESSPIN-Jigawa will support and assist the following activities to deliver Outputs:</p> <p>3.1 Situation analysis and review including establishment of baseline data set.</p> <p>3.2 Strengthening capacity and quality of school leadership, management and staff development.</p> <p>3.3 Development of school-level quality assurance systems.</p> <p>3.4 Development of Participatory school governance, school finance and development plans as a means of linking a range of school improvement initiatives.</p> <p>3.5 Develop appropriate responses and strategies aimed at increasing enrolment and attendance especially for girls and disadvantaged children.</p> <p>3.6 Provide support to systems for better resourcing of schools with materials, equipment, infrastructure and water and sanitation (especially to encourage enrolment & retention of girls) in collaboration with other SLP programmes.</p> <p>3.7 Support to development and implementation of systems to monitor learning achievement.</p> <p>3.8 Development of appropriate responses to family life and health education, school health and HIV/AIDS with other SLP Programmes.</p> <p>3.9 Support the identification, development and promotion of information and knowledge management systems and mechanisms in the education sector in collaboration with other SLP programmes where appropriate.</p> <p>4.1 Map and empower civil society and communities, including, inter alia, availability of information, communication, learning outcomes, use and articulation, campaigns, advocacy skills in collaboration with other SLP programmes where appropriate.</p> <p>4.2 Review current, and develop further, initiatives aimed at encouraging demand for education especially for out of school children and girls, such as CCT.</p> <p>4.3 Development of appropriate responses for IQTE, girl’s education, special needs, social exclusion, HIV/AIDS and out of school children in collaboration with other SLP programmes where appropriate.</p> <p>4.4 Develop appropriate advocacy toolkits for civil society and communities in collaboration with other SLP where appropriate</p> <p>4.5 Increasing and encouraging the participation of community (especially women) and civil society in governance in collaboration with other SLP programmes.</p> <p>4.6 Identify, develop and promote appropriate communication, information and knowledge management systems and mechanisms in collaboration with other SLP programmes where appropriate.</p>	<p>As above</p>	<p>As above</p>

Kaduna State Logframe

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>Outputs</p> <p>1. State and Local Government-level governance, planning and management of basic education strengthened.</p>	<p>1.1 % variance between annual evidence-based MTSS and the budget</p> <p>1.2 % variance between the budget and actual disbursement at State and LG levels.</p> <p>1.3 clarity of mandates and responsibilities of basic education organisations</p> <p>1.4 % of SMoE, SUBEB and LGEA staff assessed as satisfactory in meeting minimum performance targets</p> <p>1.5 % variance from the mean in gender parity in basic education enrolment and completion across the LGEAs</p>	<p>Approved annual budgets MTSS documents</p> <p>Auditor General Reports Accountant General Reports</p> <p>Baseline study report Annual Review Reports</p> <p>Annual Staff Performance Evaluation Reports</p>	<ul style="list-style-type: none"> • Governance reform initiatives such as strengthening of legal frameworks and organisational restructuring are successful • Political support for reforms remains consistent • Financial and employment incentives to complete basic education [financial, employment, places in secondary and tertiary training] do not decline • Oil revenue and economic growth is sustained • Private sector provision of basic education continues to increase • Institutional reforms in public sector enhance education sector's ability to deliver services at school level

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>2. Primary and junior-secondary schools deliver quality teaching and learning</p>	<p>3.5 % of schools using SDPs by 2014</p> <p>3.6 % of schools meeting specified Minimum Standards, including gender issues</p> <p>3.7 % of Head Teachers being graded as satisfactory in school leadership and management</p> <p>3.8 % of schools where teachers are evaluated as satisfactory in lesson delivery</p>	<p>School Inspection Reports</p> <p>School Inspection Reports</p> <p>Head teacher Performance Evaluation Reports</p> <p>Teachers' Classroom Observation and Performance Evaluation Reports</p>	<p>As above</p>
<p>3. Communities and Civil Society effectively demand and influence Govt action in the provision of basic education</p>	<p>4.4 % of schools with SBMCs that participate in the development and implementation of their SDP</p> <p>4.5 % of communities who have their demands for improved basic education services met by Government</p> <p>4.6 % of women and disadvantaged groups actively involved in community initiatives for improved basic education</p>	<p>Minutes of SBMC Meetings School Inspection Reports.</p> <p>EMIS School Report Cards</p> <p>Surveys</p>	

ACTIVITIES		
<p>1.1 Situation Analyses and Reviews to establish Kaduna Baseline on Educational Governance, Planning and Management.</p> <p>1.2 Development , production and dissemination of 2010-2012 MTSS</p> <p>1.3 Review, production and dissemination of 2009-2020 ESP</p> <p>1.4 Sponsorship of Comparative Education Study Tour by key Political Leaders and Top Education Managers</p> <p>1.5 Organisation of Education Stakeholders Retreats and For a</p> <p>1.6 Conduct of Capacity Building Workshops - on Basic IT, Leadership and Management, Educational Planning, Quality Assurance, School Supervision, Record-Keeping and Data management for relevant staff of SMoE, SUBEB, LGEA and H/Teachers.</p> <p>1.7 Provision of VSAT and 30N0s. Computers to the SMoE; 46Nos. Computers and Generators to LGEAs</p> <p>1.8 Support for the Review and Amendment of the Kaduna SUBEB Law</p> <p>1.9 Support for Restructuring and Institutional Reforms of SMoE and SUBEB</p> <p>1.10 Support for the development of state-specific policy documents on Minimum Standards in Basic Education Services, Teacher Recruitment and Deployment, and SBMCs.</p> <p>1.11 Design and production of LGEA and School-level Record-Keeping and Data Management Books.</p> <p>1.12 Support for the development of organisational and staff performance monitoring and evaluation systems for SMoE and SUBEB.</p> <p>2.1 Situational Analyses and studies to establish a Kaduna Baseline on the quality of Basic Education provision</p> <p>2.2 Capacity building for school leadership, organisation and Whole-School Development Planning (WSDP) for Head teachers</p> <p>2.3 Support for teacher professional development – Pre- and In-service training, deployment & teacher and learner support materials</p> <p>2.4 Capacity building at LGEAs for improved school governance , management and supervision</p>		

<p>2.5 Infrastructure development and management - construction of classrooms, rehabilitation, maintenance and provision of furniture</p> <p>2.6 Provision of water and sanitation facilities (especially to encourage enrolment and retention of girls)</p> <p>2.7 Support the identification, development and promotion of information and knowledge management systems and mechanisms to support quality basic education delivery in collaboration with other SLP programmes</p> <p>3.1 Situational Analyses and studies to establish a Kaduna Baseline on community, Civil Society and private sector capacities, demand for and participation in quality and equitable basic education provision in collaboration with SAVI</p> <p>3.2 Studies and analysis of the status, needs of and demands for girl-child education, special-needs education, HIV/AIDS, out-of-school children and other disadvantaged groups</p> <p>3.3 Capacity building in advocacy and campaign strategies and skills for communities and Civil Society (with a focus on women) in collaboration with other SLP programmes</p> <p>3.4 Support for capacity building in governance, management and monitoring for SBMCs</p> <p>3.5 Provision of School Grants to SBMCs (for SDP implementation)</p> <p>3.6 Provision of CCT to encourage demand for basic education, and enrolment and completion (especially for girls)</p> <p>3.7 Support for integration of the national basic education curriculum within IQTE Schools</p> <p>3.8 Support for increasing private sector participation and their monitoring in basic education provision</p> <p>3.9 Identifying and promoting appropriate information and knowledge management systems and mechanisms in support of community and Civil Society demand for and participation in quality and equitable basic education provision in collaboration with other SLP programmes</p>		
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Kano State Logframe

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>Outputs</p> <p>2 State-level and local government-level governance and management of basic education strengthened</p>	<p>2.1 At least X policy or organisational initiatives involving broad-based government stakeholder participation implemented by EOP</p> <p>2.2 Greater consistency between state and federal policy</p> <p>2.3 Federal guidelines and policy reflected in state policies</p> <p>2.4 Measures of the variation in states' spending from ESOP budgets</p> <p>2.5 Rational and equitable teacher deployment at LGA-level [??]</p> <p>2.6 Clarity of roles and responsibility between state-level organizations and/or LGA</p>	<ul style="list-style-type: none"> • Proceedings of JCCE/NCE • UBEC and MDG Office expenditure records • Annual sector review • Public expenditure records • <i>School census</i> • <i>States' EMIS data</i> • <i>Opinion polls</i> • <i>SMOE and SUBEB records and reports</i> • Public expenditure tracking and service delivery survey • Household surveys • Opinion polls • Surveys, studies and data generated by other SLPs • Stakeholder surveys • Inspectorate reports • M&E reports 	<ul style="list-style-type: none"> • Political and economic stability exists at appropriate levels • Political support for reforms remains consistent • Financial and employment incentives to complete basic education [financial, employment, places in secondary and tertiary training] exist • Oil revenue and economic growth is sustained and supports reform processes • Capacity of education sector and the state keeps up with, or exceeds growth of school age population • Ability of states to support reforms is sustained • Population migration doesn't strain the education sector • Private sector provision of education continues to meet demand • Institutional reforms in public sector enhance governance

Narrative Summary		Objectively Verifiable Indicators	Means of Verification	Assumptions
3	Capacity of primary and junior-secondary schools to provide an improved learning environment developed and sustained	<p>3.1 ¹⁰Percentage of schools preparing and implementing School Development Plans (SDPs) by 2014</p> <p>3.2 Percentage of schools being graded satisfactory in inspections by 2014</p> <p>3.3 Percentage increases in teachers being graded as satisfactory by 2014</p> <p>3.4 Percentage increases in head teachers being graded as satisfactory by 2014</p>	As above	As above
4	Capacity of communities and civil society to articulate demand and mobilise support for educational services enhanced	<p>4.1 Increases in the percentage of the population by sex and location who know what standards of service to expect and what their rights, responsibilities and entitlements to resources are by 2014</p> <p>4.2 Percentage increase in the numbers of target education authorities responding specifically to advocacy outcomes from stakeholder consultation by 2014</p> <p>4.3 Percentage increase in number of SBMCs, responding to community demand according to guidelines by 2014</p>		

¹⁰ Indicators 3.2, 3.3 and 3.4 rely heavily of the development of the QA Manual

Narrative Summary	Budgets and Inputs	Assumptions
<p>Activities</p> <p>ESSPIN-Kano will support and assist the following activities to deliver Outputs:</p> <ol style="list-style-type: none"> 1.1 Review, identify and strengthen funding and mechanisms for policy arrangements of ministries, departments and agencies in collaboration with other SLP programmes. 1.2 Strengthen mechanisms for formulation, facilitation and advocacy of policy options for educational reform [NCE process]. 1.3 Identify and promote the development of appropriate information and knowledge management systems and mechanisms in collaboration with other SLP programmes. 2.1 Continued programme of appropriate review and analyses of educational sector including, <i>inter alia</i>, socio-economic issues – gender, religion, disabilities. 2.2 Continue to review <i>financing gap</i> in basic education in context of KSDP and emerging Kano State medium-term plans and budgets. 2.3 Support development and implementation of MTSS. 2.4 Budget reform including development of State and LGA budgeting mechanisms and funding systems for schools in collaboration with other SLP programmes. 2.5 Support institutional development and reform of human resource development systems and capacity including teacher service and training covering, <i>inter alia</i>, gender sensitive career structures & recruitment, planning, policy, conditions of service, incentives (particularly for female teachers in remote areas), training, deployment and management. 2.6 Development of systems for monitoring performance of primary and junior-secondary schools. 2.7 Identify, develop and promote appropriate information and knowledge management systems and mechanisms. 2.8 Provide support to the development and implementation of quality assurance standards for basic education. 2.9 Development of systems for monitoring state level performance in collaboration with other SLP programmes. 	<p>To be completed</p>	<ul style="list-style-type: none"> • Gains are not compromised by lack of political will or support from government and unions. • Changes and reforms are institutionalised and support is de-personalised. • Skilled staff are retained within the educational sector. • HIV/AIDS, TB and malaria levels do not adversely affect gains. • Capacity and will exists at state-level to respond to benefits/gains. • Enabling environment encourage integration of IQTE is maintained at adequate levels • LGA but-in to reform process

Narrative Summary	Budget and Inputs	Assumptions
<p>Activities continued</p> <p>ESSPIN-Kano will support and assist the following activities to deliver Outputs:</p> <p>3.1 Situation analysis and review to establish baseline data set of basic schools.</p> <p>3.2 Capacity strengthening of school leadership, management, staff development and quality assurance.</p> <p>3.3 Development of school governance and school finance and development plans as a means of linking a range of school improvement initiatives</p> <p>3.4 Develop appropriate responses and strategies aimed at increasing enrolment and attendance especially for girls and disadvantaged children.</p> <p>3.5 Provide support to systems for better resourcing of schools with materials, equipment, infrastructure and water and sanitation (especially to encourage enrolment & retention of girls) in collaboration with other SLP programmes</p> <p>3.6 Development of appropriate responses to family life and health education, school health and HIV/AIDS with other SLP programmes.</p> <p>3.7 Support the identification, development and promotion of information and knowledge management systems and mechanisms in the education sector in collaboration with other SLP programmes.</p>	As above	As above
<p>4.1 Undertake participatory analysis at community level to document and understand the status, needs and demands of <i>out of school</i> children.</p> <p>4.2 Map and empower civil society and communities, including, <i>inter alia</i>, availability of information, communication, learning outcomes, use and articulation, campaigns, advocacy skills in collaboration with other SLP programmes.</p> <p>4.3 Review current, and develop further, initiatives aimed at encouraging demand for education especially for girls such as CCT.</p> <p>4.4 Development of appropriate responses for IQTE, girls' education, special needs, social exclusion, HIV/AIDS in collaboration with other SLP programmes.</p> <p>4.5 Increasing and encouraging the participation of community (especially women) and civil society in governance in collaboration with other SLP programmes.</p> <p>4.6 Identify, develop and promote appropriate information and knowledge management systems and mechanisms in collaboration with other SLP programmes.</p>		

Kwara State Logframe

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>Outputs</p> <p>2. Kwara State-level education governance structures reformed, and management systems improved</p>	<p>Institutional</p> <p>2.1 State edits and laws revised in line with education reform.</p> <p>2.2 Clearly delineated, harmonised roles and responsibility within SMOE and its agencies and parastatals, and between State- and LGA- level bodies</p> <p>2.3 Quality data routinely used for planning decisions.</p> <p>Plans and Budgets</p> <p>2.4 % reduction in variance between annual budget allocation and MTSS</p> <p>2.5 % reduction in variance between annual budget allocation and disbursement</p> <p>2.6 Useable and relevant reports submitted on an agreed basis showing progress against objectives</p> <p>Organisations</p> <p>2.7 % increase in number of staff being assessed against performance / competency indicators</p> <p>2.8 % of resource utilisation decisions made in line with operational policies and guidelines.</p>	<p>Revised Education and state UBE Laws</p> <p>Revised laws Clear reporting structures Revised organisational structure reflects reform. MTSS uses EMIS data School census includes data on a higher proportion of private schools EMIS reports, School report cards</p> <p>Budget envelope compared to MTSS budget. Budget reports.</p> <p>Budget tracking reports.</p> <p>Revised HR procedures Job descriptions Staff assessments</p> <p>Teacher deployment Contract awards Adequate disbursement of materials to school - EMIS</p>	<p>There is strong and continuous political will and commitment House of Assembly passes the bill. Acceptance of the reform and commitment beyond present Administration</p> <p>Improvement in the capacity of the Technical officers to collect and analyse data</p> <p>MTSS process is embedded in the Ministries planning processes The final budget envelop is timely and adhered to SMoE is able to co-ordinate all its agencies and parastatals</p> <p>There is clear career path for officers</p> <p>Due process is adhered to in the award of contracts and general procurement procedures</p>

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
3a. Capacity of primary and junior secondary schools to provide a high quality learning environment developed and sustained	3a.1 % increase amount of school visits by LSS spent on improving teaching and learning. 3a.2 60% of schools preparing and implementing improvements plans by 2014. 3a.3 50% of schools graded as good or above in inspection by 2014 3a.4 80% of Head teachers meet Head teachers competencies by 2014	Report cards??	Quality Assurance bureau is established, well staffed and equipped
3b. Capacity of teachers to deliver quality basic education developed and sustained	3b.1 90% of newly qualified teachers meet the SMOEST recruitment criteria 3b.2 60% of schools graded as satisfactory or above for the quality of teaching and learning in basic subjects in inspection by 2014 3b.3 80% of teachers are in Band 1 or 2 of the TDNA by 2014. 3b.4 <i>?% increase in pupils learning achievement by 2014. – should this go, wrong level?</i>	Transition, promotion and repetition rates of pupils/students Result of another TDNA	There is a clear career path for teachers Minimum standards for recruitment is adhered to There is transparency in the recruitment process TDNA process is institutionalized

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>4. Accountability systems between state, LG, school and civil society for delivering the priorities of the ESP relating to basic education are initiated and strengthened.</p>	<p>Demand</p> <p>4.1 % increase of targeted CBOs having usable and relevant information for their school about learning outcomes and basic resource entitlements.</p> <p>Access & Equity</p> <p>4.2 % increase of school age children receiving 880 hours of teaching and learning per year</p> <p>4.3 % increase in schools and CBOs addressing teacher retention issues (eg rural housing).</p> <p>Quality Assurance, Accountability and Voice</p> <p>4.4 Learning outcomes and resourcing levels become more equitable by and within each LGA.</p>	<p>Report on impact assessment of pilot. Report on workshops held Training manuals developed Minutes of meetings at school / community level Report cards produced by EMIS based on data from PRS / QAB</p> <p>Leaflets produced Increased enrolment (disaggregated) Decreased drop-out (disaggregated) Improvements in teacher attendance QAB reports.</p> <p>Report on teacher deployment to rural areas Improved teacher deployment and retention figures in rural areas.</p> <p>Learning outcome assessments EMIS data on resource allocation.</p>	<p>Report cards produced by EMIS and QAB</p> <p>The roles of CSOs are recognized.</p> <p>The social mobilization unit of SUBEB is well staffed and equipped and trained to function.</p> <p>Current government's acceptance to be held accountable for the system.</p> <p>There is transparency in government.</p>

Narrative Summary	Budgets and Inputs	Assumptions
Activities		
<ul style="list-style-type: none"> 2.1.1 Develop short user-friendly version of ESP. 2.1.2 Conduct Mid-Term Review of ESP. 2.1.3 Review and revise ESP as necessary. 2.2.1 Review and revise existing edicts and laws on education. 2.2.2 Stakeholder forum to discuss proposed changes. 2.2.3 Finalize, print and share with stakeholders the revised edicts and laws. 2.3.1 Review, harmonizing and restructuring the MDAs and LGEAs in line with the reform. 2.4.1 Harmonise all the EMIS databases into one centralised EMIS and set up structures to manage this. 2.4.2 Support school census management including private school inclusion. 2.4.3 Identify and provide training support for EMIS on data collection, collation and utilization at state and LGEA level. 2.4.4 Develop, review and disseminate EMIS software. 2.5.1 Provide support for effective planning and budgeting 2.5.2 EPSSim training for Task Team Members 2.6.1 Conduct risk and impact analysis of activities 2.6.2 E-payment training 2.7.1 Provide support for preparation and tracking of budget 2.7.2 Develop a short readable summary of the MTSS process, its essence and results 2.8.1 Review of staff recruitment, deployment and promotion processes and job descriptions against institutional needs at state and LGEA level 2.8.2 Provide support to review assessment instrument of staff 2.8.3 Preparation and dissemination of “reader-friendly” career path process to state and LGEA staff 2.9.1 Prepare and deliver training and mentoring strategies to raise standards in contract award and procurement practices. 2.9.2 Provide support for operational policies and guidelines that will encourage adherence to due process through contract tracking. 2.9.3 Provide training on Resource Management to Management officers. 		
<ul style="list-style-type: none"> 3a.1.1 Situation analysis and review including establishment of baseline situation. 3a.1.2 Strengthening capacity of a professionally oriented school advisory cadre working to new job descriptions. 3a.2.1 Strengthening capacity of school leadership. 3a.2.2 Introduction of an award system for “most improved schools”, linked to a school grading system. 3a.2.3 Preparing regular publications that highlight school plans that share best practice. 3a.3.1 Development of school level quality assurance systems 3a.3.2 Support to provision of “hardware package”, including infrastructure, water, textbooks. 3a.3.3 Catalogue of School grading parameters prepared for PRS staff of LGEA offices 3a.4.1 Development of head teacher competencies and a system of promotion based on performance 3a.4.2 Strengthening capacity of school management 3a.4.3 Developing management procedural manuals 		

3a.4.4 The development of easy to read competency manuals for Head Teachers and LGEA staff		
3b.1.1 Strengthening the management of the College of Education Oro 3b.1.2 Transforming the curriculum of the College of Education Oro 3b.1.3 Bringing the supply of new graduates into line with the demand for new teachers 3b.2.1 Conducting a baseline assessment of teaching and learning 3b.2.2 Development of a set of teacher competencies linked to a career path which recognises performance 3b.2.3 Development of a long term comprehensive programme of teacher education related to the competencies 3b.2.4 Awareness campaigns conducted down to LGEA level eliciting teacher competencies 3b.3.1 Developing and introducing a short term programme to raise the ability of teachers to teach literacy and numeracy. 3b.3.2 Awareness campaigns on the TDNA process and its benefits carried out. 3b.3.3 Scheduled stakeholder consultation on TDNA process produced. 3b.3.4 Introduction of a literacy and numeracy hour in primary schools. 3b.3.5 Providing 150 lesson plans per year per grade for literacy and numeracy. 3b.3.6 Reassessing teacher quality (sample).		
4.1.1 Piloting (incl impact assessment) of translated benchmark learning outcomes to communities 4.1.2 Capacity building of SMU / Communications Committee to develop a SM and Communications Strategy and the institutional roles, functions and links of the two bodies with other agencies and with CSOs / CBOs 4.1.3 SMU conduct workshop with relevant SUBEB departments on information needed 4.1.4 SMU to develop an information sharing procedure for data to reach schools including HT training 4.1.5 Capacity building of CSOs on community participation in information use 4.1.6 Capacity building of SMU officers at LGEA level, including the identification of CBOs to target for each school 4.2.1 Designing leaflets and easy to read information booklets for literate and non-literate members of the community. 4.2.2 Dissemination of information to communities about their responsibilities and that of each level of government (State, LGA, School) towards pupils' school attendance and teachers' commitment. 4.2.3 Activities conducted by CSOs at community / school level to sensitise HTs, teachers and communities on enrolment and teacher attendance issues such as gender / exclusion, geographical exclusion, VAGs and HIV 4.3.1 Conduct study on 'push' & 'pull' factors behind teachers' retention in rural areas for better planning. 4.3.2 Dissemination of information to communities about teacher retention and community support to teachers. 4.3.3 Sharing of SBMC Research findings with stakeholders and adoption of best practices for implementation. 4.3.4 Training of targeted CBOs on roles and functions in their responsibilities and how they can hold government accountable. 4.3.5 Training of targeted CBOs & HTs on whole school transformation approach to enhance performance 4.4.1 Conduct baseline study on LGA disparities in learning outcomes and geographical disparities in resource allocation to identify gaps and proffer solutions for implementation. 4.4.2 Capacity building of CSOs on ability to advocate and influence policy issues on quality education service delivery. 4.4.3 CSOs support communities to give them voice to demand for quality education from government and to hold government accountable for quality. 4.4.4 Conduct information dissemination workshops at LGA and community levels, and sensitization & awareness campaigns at school level on self assessment by schools. 4.4.5 Support sharing of best practices among schools and CBOs to enhance learning outcomes. 4.4.6 Visioning workshop to facilitate community action plans to enhance sustainability & ownership of schools.		

Lagos State Logframe

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>Outputs</p> <p>2 State and LG Institutions supported to more effectively meet demand for basic education services.</p>	<p>2.1 Measures in Variation between MTSS Year 1 plan and allocated budget and state spending.</p> <p>2.2 Rational and equitable teacher recruitment deployment at LGA-level.</p> <p>2.3 Clarity of roles and responsibility between state-level organizations and/or LGA.</p> <p>2.4 100% Increase in Number of schools being inspected under reformed Quality assurance system.</p> <p>2.5 Decrease in variance from mean of teacher: pupil ratios per school across Lagos State.</p>	<ul style="list-style-type: none"> • Annual sector review. • Public expenditure records • <i>School census.</i> • <i>States' EMIS data</i> • <i>SMOE and SUBEB records and reports.</i> • Public expenditure tracking and service delivery survey • Household surveys. • Surveys, studies and data generated by other SLPs. • Inspectorate reports. 	<ul style="list-style-type: none"> • Political and economic stability exists at appropriate levels. • Political support for reforms remains consistent. • MPEB and SPARC make progress on MTEF • State will not deviate substantially from MTSS • Oil revenue and economic growth is sustained and supports reform processes • Capacity of education sector and the state to keep up with, or exceed growth of school age population • Ability of state to support reforms is sustained • Reforms can be achieved without substantial legislative changes • Population migration doesn't strain the education sector • Private sector provision of education continues to meet demand • Institutional reforms in public sector • enhance governance • Changes and reforms are institutionalised and support de-personalised • Skilled staff are retained within the educational sector • Funding is made available to support reforms • All stakeholders are willing participants • Local communities are willing to participate in school monitoring.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
3 Capacity of primary and junior-secondary schools to provide quality learning improved and sustained.	3.1 ¹¹ Percentage increase in schools preparing and implementing gender sensitive School Development Plans (SDPs) by 2014. 3.2 Percentage increase in number of schools being graded satisfactory in inspections by 2014 3.3 Percentage increase in number of schools where teachers and pupils copies of textbooks are available and utilised including teachers guide 3.4 Percentage increase in number of teachers who completed in service training 3.5 Percentage increase in number of head teachers demonstrated enhanced school mgmt skills 3.6 Percentage increase in number of schools whose school committee received grants to carry out completed SDP projects	<ul style="list-style-type: none"> - Special study on head teachers - Classroom Observation Survey - Teachers Records of professional development - Records & Reports (WB, MoE, SUBEB, SESP) - Sample survey on teaching and learning outcomes - Annual sector review - Public expenditure records - States' EMIS data - Public expenditure tracking and service delivery survey - Opinion polls - Surveys, studies and data generated by other SLPs - Stakeholder surveys - Minutes of SBMC and Parents forum meetings - Inspectorate reports - M&E reports 	As above
4 Disadvantaged communities and civil society empowered to effectively demand relevant and sustained education services	4.1 Increases in the percentage of the population by sex and location who know what standards of service to expect and what their rights, responsibilities and entitlements to resources are by 2014 4.2 Percentage increase in the numbers of target education authorities responding specifically to advocacy outcomes from stakeholder consultation by 2014 4.3 Percentage increase in number of SBMCs, responding to community demands according to guidelines by 2014 4.4 Percentage increase in number of Out-of School Children back in school 4.5 Evidence of community members aware of reforms & participating in school performance appraisal meetings and setting new targets for schools 4.6 75% Increase in number of private schools registered 4.7 Number of IEC/BCC materials produced and distributed	<ul style="list-style-type: none"> - Public expenditure tracking and service delivery survey - Opinion polls - Surveys, studies and data generated by other SLPs - Stakeholder surveys - Minutes of SBMC and Parents forum meetings - Inspectorate reports - M&E reports 	As above

¹¹ Indicators 3.2, 3.3 and 3.4 rely heavily of the development of the QA Manual

Narrative Summary	Budgets and Inputs	Assumptions
<p>Activities</p> <p>ESSPIN-Lagos will support and assist the following activities to deliver Outputs:</p> <p>2.1 Review, identify and strengthen funding and mechanisms for policy arrangements of ministries, departments and agencies in collaboration with other SLP programmes</p> <p>2.2 Strengthen mechanisms for formulation, facilitation and advocacy of policy options for educational reform [NCE process]</p> <p>2.3 Identify and promote the development of appropriate information and knowledge management systems and mechanisms in collaboration with other SLP programmes</p> <hr/> <p>2.4 Continued programme of appropriate review and analysis of educational sector including, <i>inter alia</i>, socio-economic issues – gender, religion, disabilities.</p> <p>2.5 Support state to develop MTSS processes and related planning activities including annual review leading to budget and workplan.</p> <p>2.6 Budget reform including development of State and LGA budgeting mechanisms and funding systems for schools in collaboration with other SLP programmes.</p> <p>2.7 Assist state to utilise funding more effectively through techniques such as budget tracking.</p> <p>2.8 Carry out review and development of selected state institutions focusing on their functions and purpose, processes and systems, structure, roles and responsibilities, staff performance and incentives and communication and knowledge management.</p> <p>2.9 Support institutional development and reform of human resource development systems and capacity including teacher service and training covering, <i>inter alia</i>, gender sensitive career structures & recruitment, planning, policy, conditions of service, incentives (particularly for female teachers in remote areas), training, deployment and management.</p> <p>2.10 Review the planning, management, school support and procurement procedures and identify areas where resources can be utilised more effectively for the benefit of the schools.</p> <p>2.11 Help the state to develop improved teacher employment and deployment systems that take account of term and conditions of employment, incentives and promotion, roles and responsibilities and performance.</p> <p>2.12 Support review of legislation relating to education systems in the state, with a view to identifying weaknesses, constraints and duplication of services.</p> <p>2.13 Support state to establish a reformed regulatory framework, minimum standards and monitoring systems for</p>	<p>To be completed</p>	<ul style="list-style-type: none"> • Gains are not compromised by lack of political will or support from government and unions • Changes and reforms are institutionalised and support is de-personalised • Skilled staff are retained within the educational sector • HIV/AIDS, TB and malaria levels do not adversely affect gains • Capacity and will exists at state-level to respond to benefits/gains • LGA but-in to reform process

<p>private schools.</p> <p>2.14 Provide support to the development and implementation of quality assurance standards for basic education</p> <p>2.15 Development of systems for monitoring state level performance in collaboration with other SLP programmes</p> <p>2.16 Identify, develop and promote appropriate information and knowledge management systems and mechanisms</p> <p>2.17 Support state in developing an effective functioning EMIS</p>		
<p>ESSPIN-Lagos will support and assist the following activities to deliver Outputs:</p> <p>3.1 Situation analysis and review to establish baseline data of basic schools</p> <p>3.2 Capacity strengthening of school leadership, management, staff development and quality assurance</p> <p>3.3 Work with government to develop a ‘sustainable-replicable-model’ for school transformation</p> <p>3.4 Development of school governance and school finance and development plans as a means of linking a range of school improvement initiatives (school transformation).</p> <p>3.5 Develop appropriate responses and strategies aimed at increasing enrolment and attendance especially for girls and disadvantaged children</p> <p>3.6 Provide support to systems for better resourcing of schools with materials, equipment, infrastructure and water and sanitation (especially to encourage enrolment & retention of girls) in collaboration with other SLP programmes</p> <p>3.7 Development of appropriate responses to family life and health education, school health and HIV/AIDS with other SLP programmes</p> <p>3.8 Support the identification, development and promotion of information and knowledge management systems and mechanisms in the education sector in collaboration with other SLP programmes</p>	<p>As above</p>	<p>As above</p>
<p>4.1 Undertake participatory analysis at community level to document and understand the status, needs and demands of <i>out of school</i> and disadvantaged children.</p> <p>4.2 Map and empower civil society and communities, including, <i>inter alia</i>, availability of information, communication, learning outcomes, use and articulation, campaigns, advocacy skills in collaboration with other SLP programmes.</p> <p>4.3 Conduct CSO/FBO/CDA/CBO mapping and Capacity Building Assessment with SAVI</p>		

<p>4.4 Provide Curriculum enrichment supports at all levels towards meeting with emerging demands</p> <p>4.5 Review current, and develop further, initiatives aimed at encouraging demand for education especially for girls and special needs students.</p> <p>4.6 Development of appropriate responses for private education, IQTE, girls education, special needs, social exclusion, HIV/AIDS in collaboration with other SLP programmes</p> <p>4.7 Increasing and encouraging the participation of community (especially women) and civil society in governance in collaboration with other SLP programmes</p> <p>4.8 Build capacity of Private School Department and develop a framework for more synergy between department for private education and inspectorate department.</p> <p>4.9 Develop of appropriate responses for Private Schools, HIV/AIDS in collaboration with other SLP</p> <p>4.10 Increase and encourage community and civil society participation in governance in collaboration with other SLP programmes.</p> <p>4.11 Identify, develop and promote appropriate information and knowledge management systems and mechanisms in collaboration with other SLP programmes Advocacy for policy change to enhance QA Community sensitization.</p> <p>4.12 Involve community in School monitoring and provide logistical support to hard-to-reach schools/parents/communities.</p> <p>4.13 Improve information flows to the general public</p> <p>4.14 Strengthen SBMCs through supporting them to develop SDPs as a way of linking them to funding</p> <p>4.15 Work with Govt/WB to support (fiscal and administrative) decentralisation of community assisted school projects at JS level to SBMCs</p>		
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ESSPIN New Format Logframe

Notes

352. The following 'new format' logframe has been prepared as a first draft revision of the existing ESSPIN programme logframe. In agreement with DFID this has been carried out as a paper exercise to provide an indication of what the new format logframe will eventually look like. However, to become an effective tool, this logframe needs to be viewed and worked upon in participation with the whole ESSPIN team, and the team in turn needs to develop a deeper understanding of this format through training. Not least because activities and indicators will need to be more closely linked to the State logframes, which currently remain in the original format. Such an exercise is intended later in 2009 as more baseline information becomes available.
353. ESSPIN strategy is to focus on development of M&E systems in its host States, and only then base its own indicators upon these. The baseline that ESSPIN is trying to set is therefore firstly for States and only secondly for ESSPIN itself. Their success is ESSPIN's success.
354. Most of the first year of ESSPIN has been taken up with planning and programme design and while we are now confident that the indicators in this logframe are meaningful, both for States and ESSPIN, many have never been measured before and require specific studies and/or activities to collect baseline data.
355. The comments below give information about how these baseline indicators and milestones will be collected and filled in the coming months.
356. More information is available in Annex 5, the Approach Paper for Monitoring and Evaluation, where a much more detailed monitoring framework is presented.
357. Most target indicators have been set in 2014, but because data inevitably lags activity, to obtain measures which actually relate to 2014 will require a post programme review in the second half of 2014 (or later). It is assumed that DFID will in any case wish to conduct such a review for programmes of this size and importance.
358. Activities in the programme logframe are necessarily broad and generic to cover 5 differing States, and it is not meaningful to attempt to develop milestones for these at present. Such milestones will be more relevant when applied to State level activities as detailed in the following (old format) State logframes.

Comments on Indicators

G1. Primary education net enrolment rate

Definition: Ratio of number of students enrolled in primary education aged 6-11 years relative to the population of children aged 6-11

The figures are from the 2006 CWIQ briefing notes on each State.

G2. Primary education completion rate

Definition: Percentage of the cohort of 15-19 year olds who have finished primary school
 The above is a stock indicator approach to primary completion. A commonly used flow indicator, namely the ratio of the number of children graduating from primary school each year relative to the population of official graduating age has not been adopted because of practical calculation difficulties.

Note above on targets applies here also.

G3. Ratio of girls to boys in primary and junior secondary education

Definition: Ratio of number of female students enrolled in primary and junior secondary education relative to the number of male students enrolled in primary and junior secondary education.

The calculations are based on the 2006 CWIQ.

P1. Primary education gross enrolment rate of the bottom two consumption quintiles

The results of the 2008 NLSS are expected in two stages: the education module is expected to be made available in Q3 2009; the consumption module data collection is expected to be completed in Q1 2010.

Note above on targets applies here also.

P2. Percentage of students at Grade X and Y who meet defined competency levels in English and mathematics

The options for a national assessment survey are currently being assessed. The intention is that a pilot survey covering all five ESSPIN States should take place during the school year 2009-10. The target competency levels have not yet been defined

P3. Number of States that annually develop medium-term operational plans

The baseline year for this indicator is 2008.

P4. Budget utilisation rate

The budget does not differentiate between expenditure on basic and other levels of education. The figures apply to the utilisation of the SMOE budget. Figures for Lagos have not yet been made available.

O1.1 Utilisation rate of Federal funds for basic education

The source of this indicator is the study “Study of States access to and utilisation of Universal Basic Education Intervention Funds” (June 2008) and refers to cumulative spending in the period 2005-2008.

O1.2 Institutional functionality in relation to constitutional roles and responsibilities of Federal bodies of: a. quality assurance; b. teacher professional development; c. policy and planning

This indicator will be measured on the basis of an institutional review to take place in the second half of 2009. This review will also develop the qualitative scale (A-D) that will be used to evaluate functionality.

O2.1 Measure of variation of total allocation between MTSS Year 1 and annual budget

This indicator will be first measured at the end of 2009.

O2.2 Institutional functionality of State bodies of: a. quality assurance; b. teacher professional development; c. policy and planning

This indicator will be measured on the basis of a self-assessment process to be conducted by the ministries and agencies involved and will be akin to the SPARC State Evaluation and Assessment Tool process. The self-assessment will be informed by an institutional review to take place in the second half of 2009; this review will also develop the qualitative scale (A-D) that will be used to guide the government counterparts. The self-assessment process itself is expected to take place during the annual education sector review process, which is currently scheduled for October 2009 and February 2010.

O2.3 Number of schools inspected using the reformed quality assurance instrument

The reformed quality assurance instrument has been approved as part of the Education Quality Assurance Handbook but has not yet been applied. Although there are multiple levels of quality assurance institutions at the Federal and State levels, there is a monitoring structure in each State that will report on inspections under the new instrument.

O2.4 Measure of variation of teacher distribution

The indicator will be based on school census data. Currently, ESSPIN is attempting to collate different and often conflicting evidence from the Federal school census and SUBEB data in order to verify the reliability of different sources. A baseline figure will be reported in Q3 2009 but the first proper assessment will be based on the results of the forthcoming school census.

O2.5 Number of ESSPIN States which annually carry out a school census and produce timely and good quality statistics

The assessment will be made by ESSPIN. Currently no State has a functioning system.

O3.1 Percentage of schools preparing School Development Plans

The figure is available from the SESP Aide Memoire (March 2009). The intention is for this question to be added to the school census questionnaire.

O3.2 Percentage of schools inspected using the reformed instrument being graded 'satisfactory'

The 'satisfactory' grade is part of the evaluation scale under the reformed instrument and it will be reported by the quality assurance coordinators. See O2.3 above.

O3.3 Percentage of lessons observed being graded as 'competently delivered'

The source will be the classroom observation instrument survey, which will be conducted in June 2009 on a representative sample of 380 schools across the ESSPIN States. It is intended that this survey will be repeated in 2010 and then every two years. The precise indicator capturing a competently delivered lesson will be decided after the analysis of the results of the baseline survey.

O3.4 Percentage of head teachers and principals graded as competent managers

The source will be a head teacher management skills survey, which will be conducted in Q4 2009 on the same sample of schools as the classroom observation survey.

O4.1 Percentage of schools inspected where feedback was given to the community

Reporting the results of the inspection back to the community is a requirement under the reformed instrument. The verification of this feedback will be made through the various ESSPIN school studies (notably the community involvement survey; see below).

O4.2 Percentage of schools where a community organisation (SBMC, PTA or other) demonstrates active involvement in the preparation and implementation of the school development plan

The source will be a community involvement survey, which will be conducted in Q4 2009 on the same sample of schools as the classroom observation survey.

O4.3 Quality and scale of civil society partners basic education advocacy work on behalf of communities

The source will be an extension in Q4 2009 of the SAVI CSO self-assessment survey, which took place in Q2 2009. This assessment will also develop the qualitative scale (A-D) that will be used to evaluate advocacy.

O4.4 Impact of basic education advocacy work of civil society partners in terms of government response

The source will be an extension in Q4 2009 of the SAVI CSO self-assessment survey, which took place in Q2 2009. This assessment will also develop the qualitative scale (A-D) that will be used to evaluate impact.

Logframe

PROJECT TITLE	Education Sector Support Programme in Nigeria				
GOAL	Indicator	Baseline [2006]	Milestone 1 (2010)	Milestone 2 (2012)	Target [2014]
Nigeria's own resources are efficiently and effectively used to achieve the MDGs for universal education and gender equity*	G1. Primary education net enrolment rate [MDG Indicator 6]	Jigawa, Male 33.7% Female 25.4% Kaduna, Male 67.0% Female 65.0% Kano, Male 50.8% Female 44.2% Kwara, Male 79.4% Female 80.0% Lagos, Male 84.2% Female 79.3%	Male 35% Female 28% Male 70% Female 68% Male 55% Female 47% Male 83% Female 83% Male 86% Female 82%	Male 42% Female 35% Male 75% Female 70% Male 63% Female 57% Male 87% Female 87% Male 88% Female 86%	Jigawa, Male 55% Female 50% Kaduna, Male/Female 83% Kano, Male/Female 70% Kwara, Male/Female 90% Lagos, Male/Female 90%
		Source			
		CWIQ 2006 (interim) To be updated using the 2008 NLSS and the 2010 NEDS			2013 NLSS 2014 NEDS
	Indicator	Baseline [2006]	Milestone 1	Milestone 2	Target [2013]
	G2. Primary education completion rate [MDG Indicator 7B]	Jigawa, Male 30.5% Female 15.5% Kaduna, Male 67.6% Female 54.5% Kano, Male 49.9% Female 42.2% Kwara, Male 77.2% Female 71.0% Lagos, Male 94.3% Female 95.3%	Male 35% Female 20% Male 70% Female 60% Male 53% Female 45% Male 78% Female 74% Male 95% Female 96%	Male 45% Female 30% Male 70% Female 65% Male 60% Female 50% Male 80% Female 78% Male 96% Female 96.5%	Jigawa, Male 55% Female 45% Kaduna, Male/Female 75% Kano, Male/Female 70% Kwara, Male/Female 85% Lagos, Male/Female 97.5%
		Source			
		CWIQ 2006 (interim) To be updated using the 2008 NLSS and the 2010 NEDS			2013 NLSS 2014 NEDS
	Indicator	Baseline [2006]	Milestone 1 (2010)	Milestone 2 (2010)	Target [2014]
	G3. Ratio of girls to boys in primary and junior secondary education [MDG Indicator 9]	Jigawa, 59.6% Kaduna, 72.9% Kano, 72.5% Kwara, 90.5% Lagos, 95.5%	Jigawa, 65% Kaduna, 75% Kano, 75% Kwara, 92% Lagos, 96%	Jigawa, 72% Kaduna, 80% Kano, 80% Kwara, 94% Lagos, 97%	Jigawa, 86.5% Kaduna, 90% Kano, 90% Kwara, 95% Lagos, 98%
		Source			
		CWIQ 2006 (interim) To be updated using the 2008 NLSS and the 2010 NEDS			2013 NLSS 2014 NEDS

* Interpreted as meaning *Effective and efficient use of Nigeria's own resources for education and gender equity realised with indicators showing achievement of the MDG*

PURPOSE	Indicator	Baseline [200X]	Milestone 1	Milestone 2	Target [2013]	ASSUMPTIONS	
The planning, financing and delivery of sustainable and replicable basic education services in terms of access, equity and quality are improved at Federal level and in up to six States*	[Access and equity] P1. Primary education gross enrolment rate of the bottom two consumption quintiles	Jigawa, Male ...% Female ...% Kaduna, Male ...% Female ...% Kano, Male ...% Female ...% Kwara, Male ...% Female ...% Lagos, Male ...% Female ...%			Jigawa, Male ...% Female ...% Kaduna, Male ...% Female ...% Kano, Male ...% Female ...% Kwara, Male ...% Female ...% Lagos, Male ...% Female ...%	1. Economic growth remains at levels adequate to support required expenditure 2. Adequate political and economic stability is maintained within the region to support benefits gained 3. The model of education reform is replicable in non-target States 4. HIV/AIDS, TB and malaria incidence does not undermine gains achieved	
	Source						
		2008 NLSS (Q3 2009)			2013 NLSS		
	Indicator	Baseline [2010]	Milestone 1	Milestone 2	Target [2014]		
	[Quality] P2. Percentage of students at Grade X and Y who meet defined competency levels in English and mathematics	<ul style="list-style-type: none"> English Grade X: Male ...% Female ...% Grade Y: Male ...% Female ...% Mathematics Grade X: Male ...% Female ...% Grade Y: Male ...% Female ...% 			<ul style="list-style-type: none"> English Grade X: Male ...% Female ...% Grade Y: Male ...% Female ...% Mathematics Grade X: Male ...% Female ...% Grade Y: Male ...% Female ...% 		
	Source						
		National assessment survey			National assessment survey		
	Indicator	Baseline [2008]	Milestone 1 [2009]	Milestone 2 [2012]	Target [2014]		
	[Management I] P3. Number of States that annually develop medium-term operational plans	0	5		5		
	Source						
	Approved plan			Approved plan			
Indicator	Baseline [2006-2008]	Milestone 1 (2010)	Milestone 2 (2012)	Target [2014]			
[Management II] P4. Budget utilisation rate	Jigawa 62% (2006), 163% (2007) Kaduna 48% (2006), 55% (2007) Kano 43% (2006), 74% (2007) Kwara 108% (2006), 49% (2007) Lagos ...% (2006) ...% (2007)	Jigawa 80% Kaduna 75% Kano 75% Kwara 85% Lagos 85%	Jigawa 90% Kaduna 80% Kano 80% Kwara 90% Lagos 90%	Jigawa 95% Kaduna 90% Kano 90% Kwara 95% Lagos 95%			
Source							
	Public expenditure records			Public expenditure records			
INPUTS (£)	DFID (£)	Government (£)	Other (£)	Total (£)	DFID share (%)		
INPUTS (HR)	DFID (FTE)						

* Interpreted as meaning *Sustainable and replicable basic education services improved with indicators showing how access, equity, quality and management have been addressed*

OUTPUT 1	Indicator	Baseline [2008]	Milestone 1 (2010)	Milestone 2 (2012)	Target [2014]	ASSUMPTIONS
Federal Government governance framework for enabling basic education reform strengthened	[Public finance] O1.1 Utilisation rate of Federal funds for basic education	UBE-IF 44.9% (up to March 2008)	UBE-IF 60%	UBE-IF 75%	UBE-IF 95%	1. Political and economic stability and financial resources exist at appropriate levels 2. Political support for reforms remains consistent 3. Financial and employment incentives to complete basic education exist 4. Oil revenue and economic growth is sustained and supports reform processes 5. Institutional reforms in public sector enhance governance
	Source					
	Public expenditure records				Public expenditure records	
	Indicator	Baseline [200X]	Milestone 1	Milestone 2	Target [2014]	
	[Public service reform / Policy and strategy] O1.2 Institutional functionality in relation to constitutional roles and responsibilities of Federal bodies of: a. quality assurance b. teacher professional development c. policy and planning	[QA] _ [TPD] _ [P&P] _ [A-D scale]			[QA] _ [TPD] _ [P&P] _ [A-D scale]	
	Source					
	Institutional review				Institutional review	

IMPACT WEIGHTING	10%					RISK RATING
INPUTS (£)	DFID (£)	Government (£)	Other (£)	Total (£)	DFID share (%)	
	£16 million					
INPUTS (HR)	DFID (FTE)					

OUTPUT 2	Indicator	Baseline [200X]	Milestone 1	Milestone 2	Target [2014]	ASSUMPTIONS
State-level and local government-level governance and management of basic education strengthened	[Public finance] O2.1 Measure of variation of total allocation between MTSS Year 1 and annual budget	Jigawa Kaduna Kano Kwara Lagos			No variance	1. Political and economic stability and financial resources exist at appropriate levels 2. Political support for reforms remains consistent 3. Skilled staff are retained within the education sector 4. Financial and employment incentives to complete basic education exist 5. Capacity of education sector keeps up with, or exceeds growth of school age population 6. Population migration does not strain the education sector 7. Private sector provision of education continues to meet demand 8. Institutional reforms in public sector enhance governance
		Source				
		Public expenditure records			Public expenditure records	
	Indicator	Baseline [2009]	Milestone 1	Milestone 2	Target [2014]	
	[Public service reform /]Policy and strategy] O2.2 Institutional functionality of State bodies of: a. quality assurance b. teacher professional development c. policy and planning	Jigawa [QA] _ [TPD] _ [P&P] _ Kaduna [QA] _ [TPD] _ [P&P] _ Kano [QA] _ [TPD] _ [P&P] _ Kwara [QA] _ [TPD] _ [P&P] _ Lagos [QA] _ [TPD] _ [P&P] _	(A-D scale)		Jigawa [QA] _ [TPD] _ [P&P] _ Kaduna [QA] _ [TPD] _ [P&P] _ Kano [QA] _ [TPD] _ [P&P] _ Kwara [QA] _ [TPD] _ [P&P] _ Lagos [QA] _ [TPD] _ [P&P] _	
		Source				
		Self-assessment as part of annual education sector review validated by institutional review			Self-assessment as part of annual education sector review validated by institutional review	
	Indicator	Baseline [2008]	Milestone 1 [2010]	Milestone 2 [2012]	Target [2014]	
	[Public service reform] O2.3 Number of schools inspected using the reformed quality assurance instrument	0	500	1500	3000	
		Source				
	State quality assurance institutions			State quality assurance institutions		
Indicator	Baseline [2009]	Milestone 1	Milestone 2	Target [2014]		
[Public service reform] O2.4 Measure of variation of teacher distribution	Jigawa Kaduna Kano Kwara Lagos			Jigawa Kaduna Kano Kwara Lagos		
	Source					
	School census			School census		

Indicator	Baseline [2008]	Milestone 1 [2010]	Milestone 2 [2012]	Target [2014]
[Policy and strategy] O2.5 Number of ESSPIN States which annually carry out a school census and produce timely and good quality statistics	0	3	4	5
Source				
School census				School census

IMPACT WEIGHTING		35%				RISK RATING
INPUTS (£)	DFID (£)	Government (£)	Other (£)	Total (£)	DFID share (%)	
	£25 million					
INPUTS (HR)	DFID (FTE)					

OUTPUT 3	Indicator	Baseline [2008]	Milestone 1(2010)	Milestone 2 [2012]	Target [2014]	ASSUMPTIONS
Capacity of primary and junior secondary schools to provide an improved learning environment developed and sustained	O3.1 Percentage of schools preparing School Development Plans	Kaduna: 162/3630 public schools	350 public schools	1000 public schools	3000 public schools	1. Skilled staff are retained within the education sector 2. Financial and employment incentives to complete basic education exist 3. Capacity of education sector keeps up with, or exceeds growth of school age population 4. Population migration does not strain the education sector 5. Private sector provision of education continues to meet demand 6. Institutional reforms in public sector enhance governance
		Kano: 194/3259 public schools	400 public schools	1000 public schools	3000 public schools	
		Kwara: 143/1696 public schools	300 public schools	1000 public schools	1500 public schools	
	Jigawa: 0/2125 public schools	100 public schools	1000 public schools	2000 public schools		
	Lagos: 0/1352 public schools	100 public schools	1000 public schools	1300 public schools		
	Source					
	SESP report / School census			School census		
	Indicator	Baseline [2008]	Milestone 1 [2010]	Milestone 2 [2012]	Target [2014]	
	O3.2 Percentage of schools inspected using the reformed instrument being graded 'satisfactory'	
		Source				
	Quality assurance institution			Quality assurance institution		
	Indicator	Baseline [2009]	Milestone 1 [2010]	Milestone 2 [2012]	Target [2014]	
O3.3 Percentage of lessons observed being graded as 'competently delivered'	...	10	15	25		
	Source					
Classroom observation survey			Classroom observation survey			
Indicator	Baseline [2009]	Milestone 1	Milestone 2	Target [2014]		
O3.4 Percentage of head teachers and principals graded as competent managers		
	Source					
Head teacher survey			Head teacher survey			

IMPACT WEIGHTING	40%					RISK RATING
INPUTS (£)	DFID (£)	Government (£)	Other (£)	Total (£)	DFID share (%)	
	£36 million					
INPUTS (HR)	DFID (FTE)					

OUTPUT 4	Indicator	Baseline [2008]	Milestone 1 [2010]	Milestone 2 [2012]	Target [2014]	ASSUMPTIONS
Capacity of communities & civil society to support schools and effectively articulate demand for basic education services strengthened	[Information availability] O4.1 Percentage of schools inspected where feedback was given to the community	0	20	50	100	1. Political and economic stability and financial resources exist at appropriate levels 2. Political support for reforms remains consistent 3. Skilled staff are retained within the education sector 4. Financial and employment incentives to complete basic education exist 5. Oil revenue and economic growth is sustained and supports reform processes 6. Capacity of education sector keeps up with, or exceeds growth of school age population 7. Population migration does not strain the education sector 8. Private sector provision of education continues to meet demand 9. Institutional reforms in public sector enhance governance
	Source					
	Inspectorate reports, validated by ESSPIN school study				Inspectorate reports, validated by ESSPIN school study	
	Indicator	Baseline [2009]	Milestone 1	Milestone 2	Target [2014]	
	[Community involvement] O4.2 Percentage of schools where a community organisation (SBMC, PTA or other) demonstrates active involvement in the preparation and implementation of the school development plan	...				
	Source					
	SBMC/Community involvement survey				SBMC/Community involvement survey	
	Indicator	Baseline [2009]	Milestone 1	Milestone 2	Target [2014]	
	[Information use] O4.3 Quality and scale of civil society partners basic education advocacy work on behalf of communities	[A-D scale]			[A-D scale]	
	Source					
	Self-assessment in cooperation with SAVI				Self-assessment in cooperation with SAVI	
	Indicator	Baseline [2009]	Milestone 1	Milestone 2	Target [2014]	
[Effectiveness in information use] O4.4 Impact of basic education advocacy work of civil society partners in terms of government response	[A-D scale]					
Source						
Self-assessment validated by ESSPIN qualitative assessment				Self-assessment validated by ESSPIN qualitative assessment		

IMPACT WEIGHTING		15%				RISK RATING
INPUTS (£)	DFID (£)	Government (£)	Other (£)	Total (£)	DFID share (%)	
	£7 million					
INPUTS (HR)	DFID (FTE)					

OUTPUT 1	Activity 1.1	Milestone 1	Milestone 2	Milestone 3	Risks	Monitoring officer
	Review, identify and strengthen funding and policy arrangements of ministries, departments and agencies in collaboration with other SLP programmes					
	Activity 1.2	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Provide support to the development and implementation of quality assurance standards for basic education					
	Activity 1.3	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Strengthen mechanisms for formulation, facilitation and advocacy of policy options for educational reform (NCE process)					
	Activity 1.4	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Identify and promote the development of appropriate information and knowledge management systems and mechanisms in collaboration with other SLP programmes					
	Activity 1.5	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Develop systems for monitoring state level performance in collaboration with other SLP programmes					

OUTPUT 2	Activity 2.1	Milestone 1	Milestone 2	Milestone 3	Risks	Monitoring officer
	Undertake analyses of educational sector including, inter alia, demographic, economic, socio-economic issues – gender, religion, disabilities etc					
	Activity 2.2	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Assess and review financing gap in basic education to identify optimum scenarios					
	Activity 2.3	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Support and promote the development of a 10 year sector plan with stakeholders					
	Activity 2.4	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Development of an ESOP/MTSS					
	Activity 2.5	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Budget reform including development of budgeting mechanisms and funding systems for schools in collaboration with other SLP programmes					
	Activity 2.6	Milestone 1	Milestone 2	Milestone 3		Monitoring officer

Support institutional development and reform of human resource development systems and capacity				
Activity 2.7	Milestone 1	Milestone 2	Milestone 3	Monitoring officer
Implementation of MTSS				
Activity 2.8	Milestone 1	Milestone 2	Milestone 3	Monitoring officer
Alignment of ESOPs with SEEDS in collaboration with other SLP programmes				
Activity 2.9	Milestone 1	Milestone 2	Milestone 3	Monitoring officer
Development of systems for monitoring performance of primary and junior-secondary schools				
Activity 2.10	Milestone 1	Milestone 2	Milestone 3	Monitoring officer
Identify, develop and promote appropriate information and knowledge management systems and mechanisms in collaboration with other SLP programmes				

OUTPUT 3	Activity 3.1	Milestone 1	Milestone 2	Milestone 3	Risks	Monitoring officer
	Strengthen capacity for school leadership, management, staff development and quality assurance					
	Activity 3.2	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Develop school governance, school finance and development plans as a means of linking a range of school improvement initiatives					
	Activity 3.3	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Develop appropriate responses and strategies aimed at increasing enrolment and attendance especially for girls and disadvantaged children					
	Activity 3.4					
	Provide support to Teacher Service reform including, inter alia, gender sensitive career structures & recruitment, planning, policy, conditions of service, incentives (particularly for female teachers in remote areas), training, deployment and management					
	Activity 3.5	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Provide support to systems for better resourcing of schools with materials, equipment, infrastructure and water and sanitation (especially to encourage enrolment and retention of girls)					

Activity 3.6				
Provide support to strengthen and improve learning outcomes				
Activity 3.7	Milestone 1	Milestone 2	Milestone 3	Monitoring officer
Develop appropriate responses to family life and health education, school health and HIV/AIDS in collaboration with other SLP programmes				
Activity 3.8	Milestone 1	Milestone 2	Milestone 3	Monitoring officer
Support the identification, development and promotion of information and knowledge management systems and mechanisms in the education sector in collaboration with other SLP programmes				

OUTPUT 4	Activity 4.1	Milestone 1	Milestone 2	Milestone 3	Risks	Monitoring officer
	Undertake participatory analysis at community level to document and understand the status, needs and demands of out of school children					
	Activity 4.2	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Map and empower civil society and communities, including, inter alia, availability of information, communication, campaigns and advocacy skills in collaboration with other SLP programmes					
	Activity 4.3	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Review current, and develop further, initiatives, such as CCT, aimed at encouraging demand for education especially for girls					
	Activity 4.4	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Develop appropriate responses for IQTE, girls education, special needs, social exclusion, HIV/AIDS in collaboration with other SLP programmes					
	Activity 4.5	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Increase and encourage the participation of community (especially women) and civil society in governance in collaboration with other SLP programmes					
	Activity 4.6	Milestone 1	Milestone 2	Milestone 3		Monitoring officer
	Identify, develop and promote appropriate information and knowledge management systems and mechanisms in collaboration with other SLP programmes					

Appendix 4: Technical Assistance Utilisation and Estimates

Appendix 4: Technical Assistance Utilisation and Estimates

359. The following tables provide estimates of the amount of TA days used from Programme initiation to end of July 2009, approx 12 months, and gives an estimate of the amount of TA needed to July 2011.

Notes on Technical Assistance Estimate Tables

360. Of the 54,102 days (Table 1) originally allocated for the core State and technical teams approximately 4700 days will have been used. This is less than the originally budgeted amount for Year 1 of 6,790, mainly because of time taken to identify and hire suitable personnel to these positions. However, while a few positions remain deliberately vacant, most have now been filled and the remainder will be filled in the coming months. When new partner States come on board the utilisation rate will of course rise significantly and, depending on timing, utilisation is expected to reach close to 100% going forward. Any surplus can be offset against increased demands for other TA shown in Table 2. Approximately 80% of these positions are or will be filled by national specialists.
361. Of the 16,018 days allocated to other TA (Table 2), approximately 3000 days will have been used to end of July 2009. With encouragement from DFID this is more than double the Year 1 budget of 1443 days and is a direct result of the amount of progress ESSPIN has made in its various work streams. While much of the work in the Inception Phase has been planning, design and preparation with States, ESSPIN has also been able to enter into significant amounts of implementation in its first year.
362. Thus far, only 25% of these “other TA” days have been used for national TA. This is to be expected in the planning phase. The preponderance of international TA will, in due course, be far outweighed by the national TA in the core team, where the strategy has been to build and maintain national expertise. The overall weightings for all TA in Year 1 currently stand at: 60:40 international to national, but this will quickly move to approximately 25:75, as more national positions are filled and large amounts of national TA are used for training and facilitation.
363. As ESSPIN enters full implementation mode we anticipate that the utilisation of TA will rise even further. Table 2 gives estimates of TA days to be used in the next two years based upon workplans¹². The workplans are undoubtedly ambitious however, so is the SLP initiative in itself, and DFID has already determined they require this level of investment. We have examined these workplans thoroughly, activity by activity, and are of the opinion that this level of activity is necessary and can mostly be delivered in the time period given. There will inevitably be some slippage on a small proportion of activity lines, although it is difficult to predict which ones at this stage. However, even if this is taken into account, we would expect to utilise at least 80% of the estimated TA in Table 2, on planned activities. Furthermore, this does not make any allowance for as yet undetermined demands from States and consequent

¹² It is worth noting that original estimates from workplans were more than double those shown in Table 2. This was reduced only by allowing for specialists doubling or tripling up across States.

new work streams. We would anticipate that this new work would quickly fill up any such 'slippage'.

364. Overall we believe that the stated amount of TA will be required to deliver the technical approach as reflected in the workplans as they stand. We are confident that ESSPIN can deliver this schedule.
365. This schedule, for the first three years alone, will use up more TA than currently exists in the ESSPIN contract for 6 years. However this is not in excess of our original technical proposal. At the time of contract negotiations, DFID were cautious about our capacity to deliver this amount of TA, and wished to see how this would develop. The first year of ESSPIN is a good indication of this, during which period we have utilised 1/5 of the 'other TA' days, while still mainly in planning mode. During implementation this will rise significantly, more so when new States come join the programme.
366. As an example of the need for this level of activity, we would refer to the work done at Oro College (Kwara), which has had notable results, but which has taken two specialists (one institutional and one for curriculum & standards) significant amounts of time, spread over a 12-month period, to achieve this success. There is a need to repeat this type of exercise in each of the other four Partner states. However, even if the work at Oro were complete and we could redeploy these specialists, they could not cover more than one other State. To do this requires several other similar specialists working as a team. This situation is repeated over and over in other work streams.
367. An additional line for Facilitators, Trainers & Researchers has also been added. This is to cover the enormous amounts of personnel that will be needed to engage in community facilitation & training, studies, etc.
368. Beyond the first 3 years we can only make projections. It is anticipated that many of the activities ESSPIN is supporting in the first half of the programme, would be in a mature stage and require much less TA support but to offset this, new activity streams are likely to commence, and new Partner States join ESSPIN. It can be expected that the elections in 2011 will have the effect of slowing down activity, particularly new activity or activity in new States. However, we would expect on-going activities to proceed almost uninterrupted. Overall we have taken the view that we would need slightly less TA in the second half of the programme, but still at levels much higher than currently contracted.
369. In total we have the estimated number of TA days required for 6 years to be approximately 37,000 days, however approximately 14,000 of these days are to cover the cost of facilitators, trainers, researchers etc.

370. If this increase is not possible then other options are either:
- (i) to slow down significantly delivery of some of the activity streams. That would be difficult because it would water down the ESSPIN technical approach and weaken chances of delivering the logframe outputs. It would also be an inadequate response to the demand that ESSPIN is facing from within States;
 - (ii) to cut out some activity streams completely. Again this would mean tempering States' expectations and risk delivery of outputs.

Table 1: Core Technical Teams

Core Position	Name	Used Year 1 Aug 08 - July 09	Allocated year 1	Balance	Total Allocation	Remaining
Programme Management						
National Programme Manager	John Martin	230	230	0	1,380	1,150
Deputy Programme Manager	Nick Santcross	123	230	107	1,380	1,257
Operations Manager	Sam Harvey	224	230	6	1,380	1,156
Technical Team leader	Steve Baines	223	230	7	1,380	1,157
Programme Officer (UK)	Carol Armit	120	120	0	720	600
	Sub Total	920	1,040	120	6,240	5,320
Long Term Specialists (Abuja)						
Federal level Team Leader	Alero Ayida-Otobo	187	230	43	920	733
Lead Specialist - Education management	John Kay	208	230	22	1,380	1,172
Lead Specialists - Information and Communications	Richard Hanson	154	120	-34	760	606
Lead specialist - Institutional development	Nguyan Feese	192	230	38	1,380	1,188
Lead specialist - Community demand & accountability	Fatima Aboki	189	200	11	1,350	1,161
Unallocated position	TBA	0	230	230	1,380	1,380
	Sub Total	930	1,240	310	7,170	6,240
Kano Technical Personnel						
State Team Leader	Richard Dalgarno	211	230	19	1,380	1,169
Education Quality State-Based Adviser	Mustapha Ahmad	236	230	-6	1,380	1,144
Equity & Access State-Based Adviser	Mohammed Nura	177	230	53	1,380	1,203
Planning & Management State-Based Adviser	TBA	51	230	179	1,150	1,099
Unallocated Position	TBA	119	0	-119	920	801
Unallocated Position	TBA	0	0	0	920	920
	Sub Total	794	920	126	7,130	6,336
Kaduna Technical Personnel						
State Team Leader	Stephen Bradley	218	230	12	52	-166
Education Quality State-Based Adviser	Abimbola Osuntusa	166	230	64	1,380	1,214
Equity & Access State-Based Adviser	Hadiza Umar	86	230	144	1,380	1,294
Planning & Management State-Based Adviser	Pius Elumeza	167	230	63	1,150	983
Unallocated Position	TBA	119	0	-119	920	801
Unallocated Position	TBA	0	0	0	920	920
	Sub Total	756	920	164	5,802	5,046
Jigawa Technical Personnel						
State Team Leader	Kayode Sanni	206	230	24	1,350	1,144
Education Quality State-Based Adviser	Kori Kalli	116	230	114	1,320	1,204
Equity & Access State-Based Adviser	Musa Mhd Hadijia	66	230	164	1,320	1,254
Planning & Management State-Based Adviser	TBA	0	230	230	1,150	1,150
Unallocated Position	TBA	121	0	-121	920	799
Unallocated Position	TBA	0	0	0	920	920
	Sub Total	509	920	411	6,980	6,471
Lagos Technical Personnel						
State Team Leader	Abolaji Osime	99	200	101	1,350	1,251
Education Quality State-Based Adviser	Nuradeen Lawal	0	230	230	1,320	1,320
Equity & Access State-Based Adviser	Fowomola Johnson	40	200	160	1,320	1,280
Planning & Management State-Based Adviser	Ilusanya Gboyege	25	200	175	1,150	1,125
Unallocated Position	TBA	119	0	-119	920	801
Unallocated Position	TBA	0	0	0	920	920
	Sub Total	283	830	547	6,980	6,697
Kwara Technical Personnel						
State Team Leader	Lilian Breakell/Emma Williams	141	230	89	690	549
Education Quality State-Based Adviser	Eunice Oladimeji	62	230	168	690	628
Equity & Access State-Based Adviser	Grace Bolaji	77	230	153	690	613
Planning & Management State-Based Adviser	Katherine Adeyemi	51	230	179	690	639
Unallocated Position	TBA	119	0	-119	0	-119
Unallocated Position	TBA	0	0	0	0	0
	Sub Total	450	920	470	2,760	2,310
State 5						
State Team Leader	TBA	0	0	0	920	920
Education Quality State-Based Adviser	TBA	0	0	0	920	920
Equity & Access State-Based Adviser	TBA	0	0	0	920	920
Planning & Management State-Based Adviser	TBA	0	0	0	920	920
Unallocated Position	TBA	0	0	0	920	920
Unallocated Position	TBA	0	0	0	920	920
	Sub Total	0	0	0	5,520	5,520
State 6						
State Team Leader	TBA	0	0	0	920	920
Education Quality State-Based Adviser	TBA	0	0	0	920	920
Equity & Access State-Based Adviser	TBA	0	0	0	920	920
Planning & Management State-Based Adviser	TBA	0	0	0	920	920
Unallocated Position	TBA	0	0	0	920	920
Unallocated Position	TBA	0	0	0	920	920
	Sub Total	0	0	0	5,520	5,520
	TOTAL	4,642	6,790	2,148	54,102	49,460

Table 2: Other Specialists

Consultancy Assignments				Year 1 Used to May 2009		Year Jun 2009 - Aug 2010		Year 3 Aug 2010 - Jul 2011		Totals Years 1 - 3		Extrapolated TA Years 4 - 6	
	Assignment	Consultant	Band	Int	Nat	Int	Nat	Int	Nat	Int	Nat		
PROGRAMME WIDE ACTIVITIES													
1	Lead Specialist	Francis Watkins	1	92		90		60		242	0		
2	Gender & Social Exclusion Specialist	Shalini Bahuguna	3	45		90		60		195	0		
3	National Gender TA - South	TBA	5				120		120	0	240		
4	National Gender TA - North	TBA	5				100		100	0	200		
5	M&E Task Leader	Manos Antonios	1	81		150		150		381	0		
6	Assistant M&E specialist	TBA	4			180		180		360	0		
7	Sampling specialist	TBA	3			30				30	0		
8	Validation survey manager	TBA	3			60				60	0		
9	MLA Specialist	Jack Holbrock	2	15		50		50		115	0		
10	MLA Test design	TBA	3			50				50	0		
11	MLA Test design	TBA	4				100			0	100		
12	HIV/AIDS	David Clarke	1			24		18		42	0		
13	HIV/AIDS	TBA	4				30		30	0	60		
14	Research	Kwame Akyeampong	3	16		80		80		176	0		
15	Research	TBA	3			60		60		120	0		
16	Research	TBA	4				40		40	0	80		
17	Information, C&KM Lead Specialist	Richard Hanson	3	93		180		180		453	0		
18	K&M	David Theobald	1	48		50		50		148	0		
19	Communications	Jim Minton/ other	2	140		60		60		260	0		
20	Production, radio, film	Chris Morgan	2	1		30		40		71	0		
21	Graphics	Bob Wilkinson	4			120		120		240	0		
22	State Documentation Management	other)	4			80		80		160	0		
23													
TOTAL days Programme Activities				531	0	1384	390	1188	290	3103	680	1500	1000
OUTPUT 1													
24	Institutional Development	TBA	3				180		180	0	360		
25		TBA	1			60		60		120	0		
26	Quality Assurance	Penny Holden	1	82		80		80		242	0		
27		TBA	4				180		180	0	360		
28	Financial Flows	Alex Manu	1	21		80		80		181	0		
29	Financial Flows	TBA	3				120		120	0	240		
30	Ministerial Adviser (Quality)	Agodi Alagbe	3	92		180		60		332	0		
31	Ministerial Adviser (IT)	Kenneth Uwah	4		103		180		60	0	343		
32	Ministerial Adviser (State partnerships)	Austin Edeze	4		103		180		60	0	343		
Total days Output 1				195	206	400	840	280	600	875	1646	1000	1500
OUTPUT 2													
33	State Planning and MTSS	Lynton Gray	2	83		80		60		223	0		
34		Mathias Rwehera	2	41		60		60		161	0		
35		Jawaad Vorha	4	48		60		60		168	0		
36	State Financial Flows and MTSS	John Kruger (TBR)	1	44		60		60		164	0		
37		Wole Ayo	3		35		80		80	0	195		
38		Obinna Onwujekwe	3		72		80		80	0	232		
39	Education legislation	TBA	1			35		35		70	0		
40		TBA	3				80		80	0	160		
41	Institutional/Organisational Development	TBA	2			60		60		120	0		
42		TBA	4				100		100	0	200		
43		TBA	4				100		100	0	200		
44	Quality Assurance	Florence Adejo	1	10		80		40		130	0		
45		TBA	1			80		40		120	0		
46		Christiana Lekwat	3		62		100		100	0	262		
47		Lanre Oluso (+others)	3	20			100		100	20	200		
48	EMIS Task Leader	Robin Ellison (TBR)	2	44		180		180		404	0		
49	Junior EMIS specialist	Domenech Devesa	4	58		180		100		338	0		
50	Junior EMIS specialist	Joanna Harma	4	63		180		100		343	0		
Total day Output 2				411	169	1,055	640	795	640	2,261	1449	750	1000

OUTPUT 3													
51	Headteacher and LSS development	Breakell Lilian	3			130		130		260	0		
52	Infrastructure	Coppinger Dick (+ano)	3	41		90		90		221	0		
53		TBA	4				125		125	0	250		
54	Baseline classrooms	Davison Tony	3	26		80				106	0		
55		Funfami Elihsa	4			40				0	40		
56	Baseline teacher assessment	Gabrescek Sergij	3	40		90		50		180	0		
57	Teacher deployment	Gannicott Ken	2			80		40		120	0		
58	Baseline teacher assessment	Johnson David	2	15		60				75	0		
59	Teacher reform pre-service	Allsop Terry	3							0	0		
60		Kuiper Jaap	3							0	0		
61		Short Peter	3	123		300		225		648	0		
62		Howard Lindsay	3							0	0		
66		Edelenbosch Geert	3							0	0		
63		Smawfield David	2							0	0		
64		Ed Burke	2	167		180		135		482	0		
65	Thomas Harold	2							0	0			
67	School improvement/in-service	Strawbridge David	3			180		180		360	0		
68		Williamson Sue	3	17		180		180		377	0		
69		Helen Drinan	3			80		60		140	0		
70	Support pre and in-service teacher training	TBA	3				150		150	0	300		
71	Health Education	TBA	2			20		60		80	0		
72		TBA	4				20		100	0	120		
73	Water and sanitation	TBA	3				80		80	0	160		
74		TBA	4				80		80	0	160		
75	Textbooks	TBA	3			20		40		60	0		
76		TBA	4				20		40	0	60		
77	IQTE	Masooda Bano	2	46		80		80		206	0		
78		TBA	5				100		100	0	200		
79	Out of School Children	Lucy Earle	2			36		36		72	0		
80		TBA	4				60		60	0	120		
81	CCTs	TBA	3			36		24		60	0		
82	Private Schools	Pauline Rose	2			36		36		72	0		
83		Folasade Adefisayo	4		25		60		60	0	145		
Total day Output 3				475	25	1678	735	1366	795	3519	1555	2500	1500
OUTPUT 4													
82	CSO assessment	TBA	4			30				30	0		
83	CSO Coordination & participation	TBA	4				180		180	0	360		
84	Community mob' strategy and training	Dr Sulleiman Adedirin	5		15		80		80	0	175		
85		Mohammed Bawa	5		12		80		80	0	172		
86	SBMC Training	TBA	3			50		30		80	0		
87	SBMC Training	TBA	5				80		80	0	160		
88	Community Monitoring	TBA	3			30		30		60	0		
89		TBA	5				50		50	0	100		
Total day Output 4				0	26.5	110	470	60	470	170	967	500	1500

TA by Bands

	Year 1 Used to May 2009		Year 2 Jun 2009 - Aug 2010		Year 3 Aug 2010 - Jul 2011		Totals Years 1 - 3		Extrapolated TA Years 4 - 6		
Band 1	426	0	789	0	673	0	1888	0	1125	0	3013
Band 2	570	0	1012	0	897	0	2479	0	2125	0	4604
Band 3	837	169	1996	970	1479	970	4312	2109	3000	500	9921
Band 4	169	231	830	1495	640	1215	1639	2941	0	1500	6080
Band 5	0	27	0	610	0	610	0	1247	0	500	1747
Band 6: FT&RA	0	0	0	1000	0	1000	0	2000	0	1000	3000
	2,002	427	4,627	4,075	3,689	3,795	10,318	8,297	6,250	3,500	28,364

Facilitation, Training and Research

Facilitators, trainers & Res' Asst'	0	0	0	3500	0	3500	0	0	0	3000	10,000
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Appendix 5: ESSPIN – Programme Support Activities

Appendix 5: ESSPIN – Programme Support Activities

371. This paper is an updated version of an earlier discussion paper presented to DFID, modified and simplified to reflect those comments and discussions.

372. The ESSPIN programme Memorandum states that:

35% (of funds) will provide an essential underpinning for this long-term transformation process, facilitating and incentivising reform by helping States to deliver more immediate improvements in services and to build popular support for reform by demonstrating what a revamped system would provide.

This will include support to States to improve water and sanitation facilities in schools, provision of educational materials, some infrastructure improvements and exploring innovative approaches to transferring operating resources directly to schools and communities.

373. In the event the amount actually allocated to PSA activities in the ESSPIN contract is £35 million.

374. In response to this, in their Technical and Financial Proposals Cambridge Education made a number of proposals as to how these funds might be split. These included:

- Capacity development
- Research and studies
- School grants
- Challenge fund
- Study tours
- Media & communications
- Innovative construction
- Education materials
- Water and sanitation
- Teacher Deployment - Pilot

375. Nominal funding was attached to each of these elements but this was at best a first guess, and was never intended to be definitive. It was always intended to keep such funds as flexible as possible to meet specific needs as they are identified to be important to ESSPIN goals. For this reason we propose that the PSA funds are NOT broken into specific budget lines in the ESSPIN contract, as at present, but are put into one consolidated line which can be used flexibly upon request, and subsequent agreement from DFID. We are aware that substantial sums need to be skewed towards DFID core indicators.

376. This discussion paper provides an interim look at the ways in which these funds might be spent, based upon a more up to date knowledge of the education sector in Nigeria and the methods of working with States that are gradually evolving under ESSPIN. Even now this position is not intended to be definitive, as the very nature of the PSA funds means that

flexibility should be maintained for some time to come. Neither does it, at this stage, attempt to tie down the sub-allocations of funds to various categories or activities, for the same reason.

377. The main purpose of this paper is to develop a set of underlying principles for disbursement of the PSA funds, further develop potential areas of spending, and provide a basis for discussion, prior to development of the Inception Plan.
378. Our interpretation of the statement from the PM is that the first part of this statement outlines the basis for a set of principles upon which spending should be spent. The second part of the statement provides some particular components which should be included as part of PSA spending, BUT that these are not exclusive AND any such spending should also satisfy the underlying principles in the first part of the statement.
379. Below we have tried to expound the principles for disbursement of PSA funds little further.

Principles

380. Below we set out a set of principles to help decide how and when PSA funds should be used. In practice each case will be considered on its own merit and in full discussion with DFID. The two most fundamental principles which underlie PSA spending are to:

leverage and provide incentives for reform to States, LGA's, schools or individuals
develop strategies and models which can be replicated widely by States themselves

381. In addition there are several contributory principles. There are:
- to develop innovative approaches
 - to demonstrate 'proof of concept' for initiatives recommended to States, e.g. school transformation, school grants, innovative school building, etc
 - to leverage States' own spending on important initiatives
 - to provide publicity and initiate public debate
 - to document and publicise(in various media) successes deriving from reform agendas
 - to address urgent issues which cannot await funds to be available from States
 - as far as possible initiatives supported by PSA funds should be part of an integrated reform framework, and not stand alone activities,
 - such initiatives should also stand a good chance of becoming sustainable through uptake and continued funding from States

Potential Uses of PSA Funds

382. The headings included in our Technical Proposal, cover all of the components mentioned in the PM statement. We have expanded upon these and now give further detail of what each of these components might include.

Water and Sanitation

383. DFID have indicated that they anticipate that this should be by far the largest component of the PSA – up to 40%. This is not in conflict with either the above fundamental principles or emerging ESSPIN approaches. Such investment is likely to be at the school level and consist of

- The supply of facilities for clean water, sanitation, (toilets, boreholes, hand washing etc)
- Training and campaigns for SBMCs, communities and schools on the importance of good hygiene and how to achieve it.

384. In line with the above principles, we would prefer to provide such facilities as part of a broader package of integrated initiatives and as an element of whole school development.

Pragmatically, however we understand that the need for such facilities is a pressing one, and that DFID have certain spending targets in this area. We will therefore seek to spend a large proportion of such funding in the first two years of the programme (circa £10 million).

Infrastructure

385. ESSPIN does not have sufficient funds to become involved in wide-scale provision of new classrooms and in any case States, using UBEC funds, should be able to mount significant infrastructure programmes of their own. A main task for ESSPIN will be to assist with improving systems for management of infrastructure, which is largely a technical task not covered by the PSA.

386. However, there are several possibilities for ESSPIN to spend PSA funds in this area:

To create a better learning environment within a school: - boundary fences, safe playgrounds, playground equipment etc.

To demonstrate better classroom design and construction: - better structures, better built, designed to purpose etc.

To provide an inroad into systems for procurement, construction and supervision at both SUBEB and LGEA levels

As specific small infrastructure grants to schools to engage in Community infrastructure projects (but not construction of classrooms).

387. All of the above are possible as complementary strategies. States would be expected to use their own funds for further role out.

Capacity Building

388. DFID has raised question over several of the activities which were included under this category in our original proposal, and within our current contract. These include items such as study tours, conferences and workshops, which DFID does see of clear value, but which it would like to be financed from separate budget lines. As of this moment this is the only budget line in the ESSPIN contract where such items can be charge so either the whole budget line must be moved outside of the PSA, or a new and substantial budget line must be created under the reimbursable element of the contract. We will move these funds as directed by DFID.

389. This still leaves the possibility open that PSA funds could be used for specific large scale trainings. This would not be training delivered by ESSPIN personnel or consultants, but training of cadres or large numbers of Federal or State personnel, through third parties. This would only be considered in the light of the above principles. For example a one-off set of training which is fundamental to resolution of a set of key issues.
390. It is also possible that schools might be given access to training grants through the creation of a training fund. This is an idea which will be investigated at a later date..

Research & Studies

391. In this we loosely include all studies which collect and analyse data, for the benefit of creating a more functional education system. This might be data to inform policy and planning, or it might be action research or analytical research to determine how well initiatives are working.
392. ESSPIN also has two research agendas. The first is to carry out research/studies which can inform programme implementation and evaluation, and the second is to build capacity within States (and their institutions) to conduct their own research in education.
393. Small scale research involving small numbers of personnel can be handled through the usual TA route, however should it be decided to undertake and major research projects, for example as a joint initiative between Nigerian & International Institutions then PSA funds might be used for this.
394. An example of such large scale studies already agreed, is the EdData survey soon to be initiated.

Learning Materials

395. Discussions have already taken place about whether ESSPIN might part fund a large scale procurement of textbooks in Kaduna, but this initiative clearly breached most of the above principles. In practice, there is not much leverage in ESSPIN becoming involved with funding a small proportion of what is a very large need, except in exceptional circumstances. For example, this might be as an element in a package of measures provided to schools undergoing school transformation, but only on the understanding that this is a model which States themselves might replicate.
396. Another potential area for expenditure on materials which ESSPIN will support is for teaching guides and/or school management manuals etc. These will be relatively affordable within ESSPIN's budget, and offer greater impact per item.
397. Finally, there might at a later date also be scope for experimental publication of materials such as supplementary readers, possibly in mother tongues, but this particular demand has not been examined closely as yet and is given here merely as an example.

School Grants

398. These are fairly self explanatory and have already been used in SESP. However, although grant funding is incorporated in some States' ESPs, so far there have been no signs that States are replicating SESP grants and broadening their application, thus making grants sustainable. For

ESSPIN this would be a clear criterion, even if it is adjudged that it might take time to demonstrate the worth, and thereby gain such agreement.

Study Tours and Conferences

399. As already mentioned DFID does not consider that study tours should be funded from the PSA funds. They are however an important element of a programme such as ESSPIN for various reasons. They will therefore be included in any new budget line for Capacity Development

Incentivised Funds

400. Several of these have been mentioned already subsumed under the above headings. These include a research fund, a training fund, and to some extent school grants also. To this we can add Conditional Cash Transfers (CCTs) for girls, which we would intend to school development plans and the achievement of targets concerning access for girls and socially excluded groups.
401. In addition the CE proposal makes mention of a Challenge Fund which would be used to fund small scale projects by schools, communities, CSOs or institutions, selected through a set of criteria and/or possibly through competitive bidding. Clearly such projects will need to be closely linked to ESSPIN priorities, and preference would be to community level projects aimed at improving participation, accountability and voice. This is an initiative which will be developed once school and SBMC development is well under way.
402. A series of awards and competitions aimed at schools, institutions and/or individuals to reward good performance, and thereby incentivise others to do better, will also be developed.

Knowledge Management and Use of Media

403. ESSPIN can make great use of the media (print, radio, TV and internet) to assist with its aim of generating and supporting change and reform. This is a coin with two sides. Firstly there is the need to provide information to the public about the issues in the education sector, to generate demand for better services. Secondly, is the need to publicise initiatives and celebrate successes in order to create a common sense of direction and confidence that change can take place.
404. Principles for ESSPIN engagement with the media can therefore be summarised as follows.
ESSPIN will:
- publicise information about the state of education/schools etc in order to generate discussion;
 - try to create a sense of expectation about standards of service delivery to create demand for better services;
 - provide information and positive messages about ongoing initiatives and reforms to create a sense of common direction and encourage change;
405. Significant funds will be used for production, mainly of radio programming, but also potentially of film – e.g. with BBC Nigeria. Such funding will be contracted through fixed sum contracts with clear milestones related to product, after careful negotiation with the sub-contractors.
406. In terms of the internet, ESSPIN has already begun to develop its own website, which will make information available to those Nigerian stakeholders who have access to such technology, as

well as the external World (where the information might also be useful). This has been funded through TA and reimbursable lines so far, however, the long term aim will be to enable SMOEs and/or FME to be able to maintain websites, which can deliver such information directly. Support for such initiatives would be both through TA and/or as direct grants or contracts for supply of services to SMOEs/FME.

407. Other CKM initiatives which will be supported both by TA and with PSA funds would include document managements systems for SMOEs/FME.

Equipment and Furniture

408. Any funding for equipment and furniture to schools, where it occurs, will most likely be through school grants.
409. The intention generally is that ESSPIN will not fund either furniture or equipment for FME, SMOEs, LGEAs or other institutions. There may be pressing exceptions to this rule to meet specific and very focused needs which would result in the unblocking of a constraint to an important initiative. For example supply of IT equipment to EMIS depts. would be a relatively limited investment which could make a major impact.

Other

410. We do not rule out other initiatives, ideas and needs which might become apparent as the programme progresses. These will be discussed with DFID as and when they arise.

PSA Expenditure – next two years

411. It is anticipated that about 45%% of PSA funds will be spent within the next two years, including expenditure of approx £11-12 million on water and sanitation, £2-3 million on infrastructure and another £2-3 million on the NEDS survey, school grants, equipment for EMIS depts. Etc.

Appendix 6: ESSPIN interaction with other education projects

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412. Much has been written in this Inception Report on the practical manifestations of collaboration amongst the four DFID SLPs. This Appendix briefly outlines the position of ESSPIN in relation to other education projects.
413. The Appendix principally covers relations to the World Bank State Education Sector Project (SESP) in Kaduna, Kano, Kwara and the EKO Project in Lagos. However, ESSPIN will also interact with DFID's Girls' Education Project (GEP), which is managed by UNICEF and operating in Bauchi, Niger, Katsina and Sokoto and a small number of other donor projects, such as a JICA project in Kaduna and new USAID programme in Katsina and Zamfara.

ESSPIN and SESP in Kano, Kaduna and Kwara

414. DFID was deeply involved in the development of the SESP, through the Capacity for Universal Basic Education Project (CUBE). This was developed into a relatively open-ended commitment to assist Kano, Kaduna and Kwara to access a World Bank credit. It evolved from previous close DFID involvement in earlier World Bank projects, under the country partnership arrangement.
415. Under the agreement for SESP, not only would CUBE provide Technical Assistance to assist States to prepare for the credit, but DFID would also provide parallel grant funding for two components of the SESP (concerned with quality assurance and the development of management capacity). When CUBE finished in July 2008, this continuing commitment became part of the legacy that ESSPIN inherited. It was further agreed in October 2008 that another component of SESP, the development of Education Management Information Systems (EMIS) would be moved over to ESSPIN.
416. In a very direct way therefore, in these activity areas, ESSPIN and SESP are working together. ESSPIN has a commitment to work towards the original objectives of the three SESP components, but since these do not conflict with ESSPIN objectives in supporting the States, this is a mutually beneficial arrangement. Although there has been some confusion over the extent to which States still have reporting obligations to the World Bank for these components, this is expected to reduce over time.
417. The advent of ESSPIN necessitated a change in the previously close relationship that the CUBE State Teams had cultivated with the SESP Project Support Units (PSUs). ESSPIN would not be a continuation of CUBE and would not be primarily concerned, as CUBE had become, with servicing the States' capacity to meet World Bank requirements. This change was complicated by the translation of many of the CUBE personnel into ESSPIN. ESSPIN was required by DFID to draw a line under CUBE involvement and set out in establishing relationships with government officials on a new basis. ESSPIN's perceived "stand-off", although initially

misunderstood, has in fact allowed the PSUs to develop greater autonomy. It has also allowed ESSPIN State teams to develop relationships in the States that avoid the trap of dependency.

418. ESSPIN school and community-based activities will be developed in pilot LGAs. These will deliberately exclude the 21 SESP LGAs in the three States to allow SESP to operate in these areas. Thus the School Development Scheme (SDS) and Teacher Professional Development (TPD), which were developed with CUBE assistance and commenced in 2008, will proceed in these LGAs until SESP finishes in 2011. There are currently no State or World Bank plans to scale-up the SESP SDS and TPD beyond the 21 LGAs. However, State roll-out of ESSPIN piloted activities is likely to include SESP LGAs after SESP has finished in 2011.
419. The development of SESP has been a test-bed for ESSPIN. Lessons will be learned and ESSPIN will borrow significant features of SESP activities. A variation of the SDS will be the basis of ESSPIN school development planning and work with SBMCs. SDS grants provide a model for grant funding of schools under ESSPIN. Many of the TPD teacher training modules developed by CUBE for SESP will be adapted by ESSPIN. ESSPIN will also use the school building prototypes developed for the SESP infrastructure component as a basis for classroom and toilet design.
420. ESSPIN collaboration with the World Bank is continuing with the joint design of a pilot scheme to provide Conditional Cash Transfers (CCTs) to increase female participation in Kano.

ESSPIN and EKO (SESP II) in Lagos

421. The links between ESSPIN and SESP in the “3K” states are likely to grow as ESSPIN support to States develops. In Lagos the situation is different. Although ESSPIN has been able to benefit from much of the analysis undertaken by Lagos State in preparation for the EKO Project (SESP II), ESSPIN activities have actually started before the credit has become effective. There are also some significant demarcation issues. EKO is concerned principally with secondary education and ESSPIN’s focus is basic education. There is an obvious overlap in relation to junior secondary education. There are also likely to be areas of education management and administration at State and Local Government levels which fall within both programmes’ remits.
422. Further work will be initiated by ESSPIN in Lagos to determine and agree with the State the boundary lines and nodes of intersection between ESSPIN and EKO. The situation is complicated by a lack of clarity amongst senior officials in Lagos State about how ESSPIN and EKO will co-exist. The assumption that the two programmes can operate in parallel under a single umbrella is fine in theory, but underestimates how the differences in programme modalities and approaches will play out in practice. Given the general sense of impatience in the State to make progress in many directions at once, uncertainties about donor positions are likely to be continuing sources of tension. This situation will require careful management throughout ESSPIN.

ESSPIN and GEP

423. Relations between ESSPIN and GEP have yet to develop their full potential. There has been some cross over between UNICEF, which manages GEP, and CUBE in the past. CUBE and UNICEF cooperated in developing the Community Led Education Development Project (CLEDEP) which initiated much of the school development planning and SBMC work, which was the starting point for SESP and will be subject to further development by ESSPIN. UNICEF adopted the model for education sector analysis and planning developed by CUBE. In Jigawa, which was involved in the first phase of GEP, there is an expectation that ESSPIN will continue GEP activities.
424. In view of the fact that the objectives of the two programmes are not dissimilar and DFID is funding both, the relatively weak linkages may seem strange. ESSPIN's preoccupation with setting up during the Inception period is part of the explanation. The fact that ESSPIN and GEP are operating in different locations is also a factor. However, there are also other reasons. UNICEF has a strong corporate culture and often appears disinclined to listen and learn from others. ESSPIN management, for its part, has some reservations about UNICEF's general approach to education development.
425. While both sides could clearly get on with their work without interacting, this is not a satisfactory state of affairs. ESSPIN has a responsibility to reach out to non-ESSPIN states and to other projects and will make every effort to build bridges and to reap the benefits and synergies that collaboration offers. Initially this will take the form of joint discussions with UNICEF and inclusion of GEP states in ESSPIN activities, such as the planned national workshop on strategic planning. There should also be a sharing of training materials. Interaction with UNICEF is however only a first stage. Of more significance is interaction between ESSPIN and GEP States and the sharing of information and experience this entails. This will be achieved through joint workshops, national meetings and exchange visits and through the extension of ESSPIN Communications and Knowledge Management activities beyond the ESSPIN states.

ESSPIN and other donor projects

426. There has been little opportunity for interaction with other IDP projects. ESSPIN is reviewing mathematics and science materials produced by JICA's SMASE project in Kaduna. The new USAID project has yet to start but the design of this programme is remarkably similar to ESSPIN, in many respects. So much so that several of the bidders for this programme have already been in contact, keen to learn lessons from ESSPIN and discuss cooperation. When it starts, ESSPIN will therefore continue such discussions and investigate ways in which the programmes can collaborate.