

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

**8<sup>th</sup> Quarterly Report**

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This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

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The documentary series is arranged as follows:

- ESSPIN 0-- Programme Reports and Documents
- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
- ESSPIN 2-- Support for State Level Governance (Reports and Documents for Output 2)
- ESSPIN 3-- Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
- ESSPIN 4-- Support for Communities (Reports and Documents for Output 4)
- ESSPIN 5-- Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

- JG Jigawa
- KD Kaduna
- KN Kano
- KW Kwara
- LG Lagos
- EN Enugu

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## Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Report
AESR	Annual Education Sector Review
ASC	Annual School Census
CCT	Conditional Cash Transfer
CSACEFA	Civil Society Action Coalition on Education For All
CSI	Community-School Interaction
CSO	Civil Society Organisation
C&KM	Communication and Knowledge Management
DFID	Department for International Development
EMIS	Education Management Information System
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
ESSC	Education Sector Steering Committee
EGRA	Early Grade Reading Assessment
EPSSim	Education Policy and Strategy Simulation Model
ETF	Education Trust Fund
FIS	Federal Inspectorate Services
FME	Federal Ministry of Education
GEP	Girls' Education Project
HME	Honourable Minister of Education
HR	Human Resources
IDPs	International Development Partners
IQTE	Islamiyya Qur'anic and Tsangaya Education
IT	Information Technology
JCCE	Joint Consultative Council on Education
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal
MOU	Memorandum of Understanding
MPB	Ministry of Planning and Budget
MTEF	Medium Term Expenditure Framework
MTSS	Medium Term Sector Strategy
MLA	Monitoring Learning Achievement

M&E	Monitoring and Evaluation
NCCE	National Commission for Colleges of Education
NCE	National Council on Education
NEDS	Nigeria Education Data Survey
NEMIS	National Education Management Information System
NTI	National Teachers' Institute
ODM	Organisational development & Management
PATHS2	Partnership for Transforming Health Systems 2
PFM	Public Financial Management
PSA	Programme Support Activity
PSM	Public Sector Management
QA	Quality Assurance
SAVI	State Accountability and Voice Initiative
SBMC	School-Based Management Committee
SESP	State Education Sector Project
SLP	State Level Programme
SMOE	State Ministry of Education
SPARC	State Partnership for Accountability, Responsiveness and Capability
SSIT	State School Improvement Team
STL	State Team Leader
STT	State Technical Team
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TDNA	Teacher Development Needs Assessment
TEQTT	Teacher Education Quality Task Team
TOR	Terms of Reference
TOT	Training of Trainers
UBEC	Universal Basic Education
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas

## Section 1: Introduction

### Overview

1. The DFID Annual Review has been one major event of this reporting period. This took place in May and preparations for the review and subsequent discussions with DFID have occupied ESSPIN management attention for much of the quarter. The preparations included the production of a series of Technical Papers (ESSPIN Report No. 018) outlining strategic progress to date and future challenges on the major activity areas. An agreed list of recommendations from the Review Report is appended to this report.
2. Two major themes which underpin the outcomes of the review and which also reflect the reality of the new political dispensation in UK are impact and value for money. The need for greater focus on reporting impact is well understood in ESSPIN and this will be reflected in future quarterly reports. The requirement to demonstrate value for money is also fully appreciated and ESSPIN is producing a strategy paper by the end of July to address the issues involved.
3. While the Review was going on, ESSPIN activities continued. Notable achievements this quarter have included:
  - Completion of Departmental Work Planning in the States in order to facilitate in-year budget releases and clarify required recurrent activities for the next round of MTSS.
  - Progress towards corporate planning in SUBEBs focusing on core functions and the fitness for purpose of their management structures and systems.
  - The completion of analysis of school census data in six states (including Enugu), which provides more accurate information for system performance monitoring and future planning than has ever hitherto been available.
  - An increasing awareness of the advantages of a unified approach to school inspection and links with school support.
  - The successful completion by the State School Improvement Teams (SSIT) of the second phase of head teacher training.
  - The provision of Training of Trainers (TOT) for Civil Society Organisations (CSOs) and staff of Social Mobilisation Units and their subsequent “step down” training of SBMCs.
4. A year on from the Inception Review is a good time to take stock and examine what progress is being made in the various activity streams, what impact is being made and where should ESSPIN go from here. ESSPIN is therefore looking critically at the existing plans for year 3 of the programme and also looking over the horizon of the original two year work plan, agreed at Inception, into year 4. The acid test for each activity stream is the impact it is having. The challenging question that is being applied to all activities is: what will have been achieved by the end of the next year/two years of the programme?



5. The Annual review and subsequent agreements have set the direction for year three. This does not constitute a major change of tack. However, some changes are necessary. The process of work planning, in which ESSPIN is now engaged, involves re-examining existing patterns of work, estimating where we will be by this time next year and predicting the strategic direction thereafter. The uncertainties of the political climate render the last of these tasks speculative at this stage.
6. For Output 1, work at the federal level, there are two important questions: i) what impact is ESSPIN having on the key functions of federal institutions - policy-making, setting standards and monitoring and providing funds, and ii) to what extent are federal institutions viable mechanisms for disseminating advances made in ESSPIN –supported states to other states in the Federation?
7. While progress is being made through the ESSPIN federal component, the crucial questions for the Mid-term Review will be: i) whether progress has been sufficient to justify the effort and resources ESSPIN is devoting to the FME and its parastatals; ii) the extent to which involvement at the federal level is critical to the aims of the programme and the SLPs generally. The theoretical case for involvement at the federal level is clear. Federal institutions set the framework in which the system works and could contribute positively to reform. They could also stand in the way of reform if minded to do so. The coming year will determine whether these factors are really critical to the success of state-based programmes.
8. The questions for the future for Output 2 relate to the degree to which ESSPIN, working in collaboration with the other SLPs, is able to capitalise on the progress already made. This progress has been in establishing evidence-based planning and budgeting mechanisms and in starting to improve the purposefulness and efficiency of state and local government organisations. The effect of these changes, other things being equal, will be to allow resources to flow through the system to the point of service delivery.
9. These processes and institutional changes are not yet robust and self sustaining. ESSPIN's task in the coming year is i) to strengthen the capacity of states to undertake planning and budgeting; ii) to cultivate institutional change, so that reform can be sustained; iii) to ensure that these mechanisms and institutional changes have positive effects on service delivery. This last task is vitally important. Changes at state and local government levels are not sought for their own sake, but for the effects they will have on schools and learning outcomes. Therefore it is the content of the MTSS and the nature of the organisational changes to SUBEBs and LGEAs that matter. The aim is the use of the states' own resources in the "right" directions.
10. For school and community-based activities (Outputs 3 and 4) the main question for the future is what will happen beyond the pilots. The focus of years two and three has been the improvement of schools and community participation and accountability mechanisms

in limited geographical areas. The purpose of this approach has been to demonstrate what can be done through integrated packages of inputs and to build successes that can be replicable. The key to replicability is the application of state funding to the successful reform measures that ESSPIN has demonstrated.

11. The means of leveraging state funds is through the planning and budgeting process. A great deal therefore depends on ensuring: i) that there is sufficient funding for basic education in the 2011 state budgets; ii) that this funding is prioritised to support reform measures, such as effective head teacher training on the SSIT model and the provision of operational funding for schools; iii) that the funds budgeted are actually made available for their stated purposes; and iv) that the institutions responsible are capable in order to carry out their mandated functions.

### Political environment

12. The successful roll-out of Output 3 and 4 activities therefore depends on the success of Output 2 processes and more broadly on the success of the joint SLP governance agenda. While there is evidence to suggest that progress is being made at technical levels, the unknown factor in the equation is the level of involvement and support of the political class. With elections coming up, the prospect of meaningful political engagement must be in doubt.
13. The imminence of the elections may be contributing to the problem of budget releases, which appear to be even more delayed than usual this year, although the drop in oil revenues has also been a factor. The elections will also have a direct impact in 2011 on the implementation of the next round of planning and budgeting in which States will shortly be engaged.
14. The new Federal Minister of Education has tackled her job with considerable energy and has adapted the largely aspirational Road-map of the previous Minister into a twelve month strategic plan. However, the increasingly short time-frame for achieving concrete results in the six policy areas she has selected militates against sustainable progress. If the Minister had a full term, or there was a chance of her being reappointed in the new administration, she would undoubtedly make a difference. However, despite the effort and sense of purpose with which she has set up Task Teams with specific short-term targets, it is hard to see how she will make lasting impact in the predominantly business as usual environment of the FME.

## Changes in key personnel

15. Professor Haruna Wakili has been appointed as new Commissioner for Education in Jigawa replacing Professor Ruqayyatu Ahmad Rufa'i, who is now the Federal Minister of Education. The Permanent Secretary of the State Ministry of Education, Science and Technology, Alh. M Abdullahi, is due to retire at the end of July 2010.
16. The Executive Governor of Kaduna State, Arc. Namadi Sambo has been appointed Vice-President. The new Governor has dissolved the Executive Council, so no Commissioners are in place. The Permanent Secretary of Kaduna State Ministry of Education, Haj. Nafisatu Babajo, retired from government service in late May. Currently there is an Acting PS, Abubakar Tanko, whose substantive job is Director, School Services. He is also the Chairman of the Kaduna Teacher Education Quality Task Team (TEQTT).
17. The new Permanent Secretary to the Kwara State Ministry of Education, Science and Technology is Alh. Abdulfatai Adebiji.
18. Within ESSPIN, Kayode Sanni has taken up his post as Deputy Programme Manager. Mustapha Balarabe Mohammed has been appointed State Team Leader in Jigawa

## Coordination

### *SLP coordination*

19. Unlike last year, the DFID Annual Review process did not attempt to tackle coordination, in addition to examining specific sectoral issues affecting ESSPIN. However, DFID has provided some useful opportunities for the SLPs to form common understanding and agree areas for concerted effort, notably State-based coordination meetings and the larger "download" in Abuja at the end of June.
20. The collective thinking on collaboration has developed and matured from the early days of the programme. Then, the emphasis was principally on the outward gestures of coordination, such as the co-location of offices, and ways of overcoming the different contractual arrangements of the various SLP consortia. Despite all the meetings, the structured approach papers and the discussion of nodes, the tendency towards insularity has been strong within each SLP. The emphasis has been on getting individual programmes up and running, while avoiding where possible conveying mixed messages to partner State governments.
21. However, coordination between SLPs is happening. At times this is connected with a common need to work together on broad issues of political engagement. At other times, the driving force is the need to make progress on particular technical issues. Agreements between ESSPIN and SPARC over a common approach to corporate planning or specific issues of budget categorisation in Lagos are cases in point. The development of the idea of

“big common areas” is welcome, although more work needs to go into definition. During the “download” discussions in Abuja, opinion on the nature of these areas ranged along a spectrum from broad common goal statements to specific time-bound targets.

#### *Coordination with other International Donor Partners*

22. ESSPIN continues to collaborate with the World Bank in the three SESP states. In addition to continuing to work on the three DFID-funded components of SESP, ESSPIN has conducted a review of construction costs/value for money covering infrastructure projects funded from a range of sources in Kano, Kaduna and Kwara. This work was conducted in response to one of the recommendations of the SESP Mid-term Review. A report of this work will be circulated shortly.
23. Collaboration on the CCT pilot in Kano has entered a new phase with the commencement of the Impact Evaluation, which ESSPIN is funding. ESSPIN still has reservations about the viability of the pilot in all 12 LGAs, but is committed to the project in the three ESSPIN-supported LGAs.
24. ESSPIN has been forging closer links with UNICEF and has initiated a number of meetings on EMIS, sector planning and SBMCs. ESSPIN and UNICEF will be jointly funding a high level meeting under the auspices of the Northern Governors’ Forum in early August. This will be an opportunity for ESSPIN and GEP-supported states to show off particular aspects of their reform work. ESSPIN state teams are working with their respective government counterparts to prepare for this gathering.
25. ESSPIN has established links with USAID. Both organisations have a shared interest in education data. ESSPIN is part funding the NEDS and USAID is keen to join in the IDP efforts to achieve reliable school census data. In addition, ESSPIN has been briefed on the outline of the USAID Northern Education Initiative and has been asked to contribute comments on the implementation of the new USAID teacher education project.

## Section 2: State Progress Summaries

### Jigawa

#### *Introduction*

26. Jigawa SUBEB was declared third best performer in the 2010 UBEC Good Performance Awards. This follows recent recognition as the first board to access its 2009 UBEC-IF funds. A total prize money of N420 million (N350m for placing third nationally and N70m for placing first in the zone) is now available as additional funds for basic education.
27. A change in leadership of the education sector saw Professor Haruna Wakili appointed as new Commissioner. The Permanent Secretary is also due to retire in July. Early engagement with the new leadership will be important to ensure seamless progress on activities.
28. There was also a change in ESSPIN management with Mustapha Ahmad Balarabe replacing Kayode Sanni as State Team Leader following the latter's appointment as Deputy Programme Manager. Recruitment of a Planning and Management Specialist is underway. The appointee should be in post early next quarter. Recruitment of a Specialist on Community-School Interaction (CSI) is also underway. The successful candidate will coordinate frontline community level work – CSOs, SBMCs and school improvement training.

#### *Output 2*

29. Preparations for the 2011-13 MTSS were undertaken with the following outcomes.
  - Lessons learned from the 2009 round were disseminated to other SLPs. PATHS2 has just commenced the MTSS process in the health sector and will utilise the ESSPIN experience. SPARC's redefined role is to support DBEP to clarify and fulfil its functions within the MTSS process. ESSPIN recommendations include critical DBEP functions, e.g. timely issuance of budget envelopes and rationalisation of the budget submission format.
  - Annual departmental work plans were developed to ensure that outlined 2010 MTSS activities are not lost in the routine business of MDAs.
  - Detailed analysis of the 2010 state education budget sought to establish the degree of variance with the 2010 MTSS. This is not yet conclusive, however, as there are still gaps in the budget information available.
30. A consultant mission is underway to organise the state team and prepare proposals for the 2011-13 MTSS process.
31. Following successful drafting of the SUBEB strategic plan, an organisational audit was conducted to review alignment of current structure, roles and responsibilities with the articulated strategy. The findings will inform the next phase of support for SUBEB.

32. Production of indicator tables from the ASC has now been completed and up-to-date data are available for MTSS preparations and other planning purposes. The sets of tables will be enriched with graphs and charts for a final publication. The first versions of School and LGEA Report Cards have been circulated internally for feedback.
33. Preparations are being finalised for the State 2010 Education Day event which will present, to a wide range of stakeholders, a progress report on education investment in the State over the last three years. The major source document for the event publication is the ESSPIN supported Annual Education Sector Performance Report (AESPR).
34. SEIMU secured a budget in the second quarter to fund QA school evaluations. ESSPIN TA provided refresher training for master inspectors and on-the-job support. SEIMU expects to visit 12 primary and JS schools this term spending a minimum of 2 days per school.
35. The MLA exercise commenced in 60 sample schools (30 ESSPIN pilot schools, 30 non-ESSPIN schools) and will last for a maximum of 5 weeks. A total of 15 enumerators, drawn from within education MDAs, were trained and are now testing Grades 2 and 4 children under the supervision of the State MLA working group.

### *Output 3*

36. The school improvement programme gained momentum with a total of 197 head teachers, 73 LGEA primary school inspectors (PSIs) and 9 heads of teacher training and inspection (HTTIs) in ESSPIN's 9 LGEAs having been trained in School Self Evaluation (Module 1). Further training in School Development Planning (Module 2) is scheduled for early July. Training of Trainers (ToT) courses on Modules 1 & 2 were delivered for the trainers. Other capacity building included shadowing of head teachers and providing post-training school support.
37. The Teacher Development Needs Assessment (TDNA) exercise was successfully conducted, with 10,793 out of 12,171 basic education teachers in the State participating. In preparation, 537 invigilators, 27 LGA coordinators and 9 zonal coordinators were trained to manage 62 assessment centres across the State. The exercise was co-funded by ESSPIN and SUBEB.
38. Water and sanitation (W&S) projects are progressing on schedule, with 17 out of 22 water points completed. School health clubs have been established in all 22 beneficiary schools and training is being provided to members in conjunction with PATHS2 and SUBEB. Preparations for construction of classrooms and toilets, to commence in September, will incorporate community involvement in monitoring of quality and delivery of infrastructural facilities through on-site workshops and provision of a maintenance manual.

**Output 4**

39. MoUs were formalised with 8 CSOs selected to facilitate community advocacy, SBMC training, and follow up / mentoring support. An induction course was held for the training teams - CSO facilitators and SBMC Desk Officers in 9 LGEAs. Community engagement visits were conducted in all 9 LGEAs to review the status of SBMCs. An intensive ToT course was then organised to prepare trainers for the first phase of SBMC training in July.
40. State SBMC Policy Guidelines have been finalised. The State Task Team will take forward the law formulation process with support from the SHA Education Committee. An SBMC Guide for SBMC members and an SBMC training manual have also been completed.
41. CSACEFA Jigawa was supported to mark EFA Global Week and the 1 Goal campaign. A lively civil society – journalist forum (a quarterly ESSPIN activity) on role of communities in basic education was followed by a sponsored dinner addressed by the Permanent Secretary, MOEST. A radio phone-in discussion programme featuring CSACEFA and SUBEB further explored the relative roles of government and communities in the delivery of basic education.
42. A number of IEC materials on role of SBMCs were produced to help CSOs in their community entry work. Similar materials are being developed for SSIT work and W&S.
43. Two thematic days – International Women’s Day and Children’s Day – were celebrated in conjunction with SAVI, Ministry of Women Affairs and selected CSOs. Children’s Day focused on the school health sub-theme; the resulting media publicity highlighted the need to develop a state policy on school health (an activity on which ESSPIN, SAVI, PATHS2 and SUBEB are collaborating).

**Major features of the work plan for the coming months**

44. The EMIS publication will be launched at a meeting of the State EMIS committee in July. State specific ASC CDs containing cleaned data sets, data dictionary and documentation, publications and the two report card sets will be distributed; these will also be downloadable from a website. Planning of the next ASC will commence, starting with updating of questionnaires and operational manual.
45. The State Annual Education Day, concluding the AESR process, will hold in early July.
46. The SSIT will deliver Module 2 training (School Development Planning) at LGEA level in July.
47. Phase 1 of the W&S project will be completed in July. The contract of the consultants will be negotiated and extended to cover phase 2. Phase 2 water locations (80) will be identified and a baseline survey initiated.

48. The MTSS 2010 round will kick off in early July. The Education Technical Steering Committee (ETSC) will convene to endorse the MTSS timetable and take forward decisions regarding SSIT management and a secretariat.

## Kaduna

### *Introduction*

49. At the time of writing there is no Commissioner for Education and no Permanent Secretary of the Ministry of Education.
50. Repair work on a serious electricity problem at Ishaku Road is on-going. ESSPIN, PATHS2 and SPARC have some staff on-site and extensive use is being made of the shared Conference Room. All three SLPS maintain an office in their respective Ministries.

### *Output 2*

51. MDA 2010 Departmental Work Plans have been completed. The 2011-2013 MTSS cycle has begun with the inauguration of a new MTSS team on Thursday June 10<sup>th</sup>, followed by a major workshop (14<sup>th</sup> – 18<sup>th</sup> June). Six LGEA Planning & Budget Officers are included in the team following a workshop to introduce all LGEAs to the MTSS planning process.
52. The first Kaduna Annual Education Sector Performance Report (AESPR) has been approved by the ESP Steering Committee for public dissemination. The AESPR will be a key reference point for the 2011-2013 MTSS. ESSPIN and SPARC liaised closely on the AESPR in line with SPARC's overall lead role on Civil Service Performance Review.
53. The first Kaduna State Annual Census Report (2009-2010) has been produced. Validation of the ASC has been completed and the School Report Card template produced.
54. The ESSPIN supported Kaduna State Education Quality Assurance Service (KADSEQUAS) operational framework (with revised assessment tools) was formally signed by the Hon Commissioner. This milestone also provides an entry point for QA into the MTSS process.
55. ESSPIN continues to collaborate and interface with SPARC, participating in a 2-day Review of the overall Kaduna Change Programme facilitated by SPARC (Abuja – June 14<sup>th</sup> & 15<sup>th</sup>). On ODM reform, ESSPIN is also collaborating with the Office of the Head of Service, the Bureau for Public Service Reform and the Bureau for Establishments in implementing interventions to ensure uniformity with State wide Public Service Reform.
56. ESSPIN carried out a review of functions and systems across all seven SUBEB Departments through face-to-face interviews with over 40 key staff. A report is now being compiled, the recommendations from which will be used for further negotiations on possible restructuring to fit revised Mandates/Goals and Key Result Areas (KRAs).



57. The MoE strategic planning process is postponed due to the current lack of a Commissioner or Permanent Secretary. The LGEA strategic planning process, however, has begun with a workshop for 23 LGEA Secretaries and PRS Directors to agree a Vision, Mission, Values, and Key Strategic Areas. These will feed into the 2011 MTSS process.
58. ESSPIN supported the State Communications Committee (KADSECC) and the State SBMC Task Team (STT) to produce IEC materials and messages linked to current SBMC activities. The Kaduna State documentary film has been shown at several workshops and ESSPIN is negotiating for a broadcast on Kaduna TV. A group has been formed within the 2011 MTSS team to promote communications and to seek a dedicated budget allocation.

### *Output 3*

59. Eighteen of twenty-one bore holes in ESSPIN's first water and sanitation (W&S) work phase have been drilled and hand-pumps installed. In liaison with SUBEB, Consultants for the building of 20 toilets and 7 classroom blocks have been appointed and are producing designs and BoQs. Payments will be processed through the Auditor General's PFM Unit.
60. Discussions are continuing on establishing School Health Clubs in ESSPIN pilot schools. ESSPIN has met further with LGEAs, PATHS2, SAVI and ENR to agree a collaborative approach on how to make the Clubs successful. Talks have also been held with UNICEF.
61. Syntarch (a Kaduna firm) has signed a contract with ESSPIN (June 22<sup>nd</sup> 2010) to refurbish offices on the Gidan Waya, Kafanchan Campus, which will house the State School Improvement Team.
62. Following the visit to Oro College by senior staff from Gidan Waya, ESSPIN has held meetings with the Provost on his plans for reform. Discussions are now in progress with ESSPIN Abuja as to the extent to which ESSPIN can support the College's plans.
63. The State School Improvement Team (SSIT) underwent a 10-day workshop on Module 2 (School Development Planning) for HTs, District Education Officers and District Education Supervisors. The SSIT then delivered Module 2 in eight locations across the seven pilot LGEAs during the week June 21<sup>st</sup> – 25<sup>th</sup>, reaching 170 Head Teachers and c. 70 LGEA staff.
64. The Teacher Development Needs Assessment was carried out on Saturday April 24<sup>th</sup>, with 2160 teachers tested. Analysis of the results is underway. The other major baseline survey, the MLA, is underway now (June-July), with the 15-member Kaduna enumerator team visiting 60 schools and testing 2,400 pupils from Primary 4 & 6.

### *Output 4*

65. The six ESSPIN-contracted CSOs who will work with SBMCs have concluded scoping and community forum activities in 164 primary school communities reaching a total of 8,200 stakeholders. The ESSPIN Output 4 team monitored this CSO-led exercise.

66. An SBMC-focussed Training of Trainers (TOT) workshop was held (June 7<sup>th</sup> – June 11<sup>th</sup>) with forty SUBEB, LGEA and CSO participants. The SUBEB Executive Chairman attended the opening sessions and received copies of the new State SBMC Policy and Guidebooks. CSOs have now begun step down training in the pilot LGEAs. SUBEB has undertaken to translate the key SBMC documents into Hausa and distribute them across all LGEAs.
67. ESSPIN held a Social Inclusion roundtable with SLPs, Ministry, ENR, SightSavers and the 2 Schools for the Deaf. ESSPIN also participated in producing an SLP Gender and Social Inclusion policy framework.
68. Four IQTE stakeholder group meetings were held during this period but no final decision on a preferred management structure for IQTE (a Board or an Agency) has been taken. The various IQTE interest groups are also planning to merge into one committee. ESSPIN visited IQTE schools in Kano (integrated schools of the Kumbotso LGEA cluster) and Kaduna (SUBEB pilot schools) to assess how different integration models are working.
69. CSACEFA has concluded an ESSPIN-designed community survey covering 91 schools in 17 LGEAs across Kaduna. The survey report is now awaited.

*Major features of the work plan for the coming months*

70. A completed draft 2011 MTSS is expected by late July, in time for the Budget Call Circular. ESSPIN will also support further ODM work in consultation with SPARC. ESSPIN hopes to target the School Services Departments in SUBEB and the LGEAs to link institutional reform with Outputs 3 & 4 School Development work. ESSPIN will also continue to support SEQAS as it develops its 'unified' structure.
71. Contracts for infrastructure (toilets and classroom blocks) will be signed in time for an October 1<sup>st</sup> construction start. 80 further schools across the 7 pilot LGEAs will be selected to receive W&S inputs. Refurbishment of the SSIT offices at Kafanchan will be completed.
72. Analysis of the TDNA and MLA survey findings will continue, with reports disseminated upon completion. The Head teacher / LGEA staff development programme will continue with school support visits following Module 2. CSO-led SBMC training will roll out at cluster level.
73. A retreat will be held for a limited number of key people to agree IQTE strategies. An initial consultancy on Social Inclusion issues, with a focus on disabled children, will be held starting in late June.
74. Two VSOs, based at SUBEB, will take up their posts under ESSPIN, one supporting the Social Mobilisation Unit and the other the Whole School Development programme.

## Kano

### *Introduction*

75. Both the British High Commissioner and the Head of DfID Nigeria visited Kano on separate occasions and were received by the Governor. They both emphasised their concern about Government funding for Education in general and the specific failure to release State UBE Intervention Fund contributions since 2008. This has resulted in failure to access federal UBE contributions since then and a loss to the education sector in the State of N3.8 billion. In addition it was urged that the commitment of N350 million to CCT in the 2010 budget be honoured, as failure to release these funds would jeopardise DFID/ESSPIN participation in the pilot programme,
76. Monthly SLP co-ordination meetings have revised the notion of 'nodes' and the focus is now on government processes. The five provisionally agreed common areas for Kano are: Budget Cycle and Process; PSR/HRD; Community; Gender and Inclusion; and Local Government.
77. Mustapha Ahmad Balarabe, the Education Quality Specialist and Deputy Team Leader, Kano, has been promoted to the position of ESSPIN Team Leader, Jigawa State. The recruitment of a replacement Kano QA specialist has started.

### *Output 2*

78. The Education Sector Steering Committee (ESSC) met for the second time on June 15. At the meeting, the reviewed 2009 MTSS was endorsed for printing and distribution, the Annual School Census Report was tabled in draft, along with the AESPR. The committee established a process for completing the recommendations/lessons learnt section under Chapter 6 of the AESPR.
79. However, the main purpose of this major stakeholder meeting was to discuss the serious budget implications implied by the 9% Kano State Roadmap for Development (KSRD) 3 year MTEF Budget envelope for the whole Education Sector, including Higher Education. The meeting was useful in bringing the issue forward and sensitising stakeholders to Education's predicament: 9% barely covers present payroll, leaving minimal finance for operating cost and nothing for capital. In contrast the 2010 appropriation is 22%, not including Higher Education. The consequence will be a continuing and accelerated decline in educational service provision in Kano state. The consensus of the meeting was that this is ultimately a political issue in a time of acute resource constraint and that the Commissioners should present a Cabinet Memo justifying an increase to EXCO and the Governor.
80. Kano ESSPIN-SPARC collaboration in MTSS/MTEF has increased over the reporting period. Senior Education MDA officials, including the Permanent Secretary, SUBEB Executive Chair and Permanent Member 2, attended a workshop in Kaduna organised by Ministry of

Planning and Budget/SPARC to discuss the KSRD 3 year MTEF budget envelope. The technical work focussed on the serious negative implications of the 9% envelope allocated to the Education Sector. In response the more than 30 senior MDA Directors and officials developed 17 reform initiatives aimed at cost and programme efficiency measures in order to inform KSG/MPB that a re-negotiated and increased allocation would be accompanied by internal reform.

81. It has been agreed that the MTSS preparation for 2011/13 should start in early July and ESSPIN TA will be provided. Responding to MPB/SPARC comments, the exercise will encompass budget reality and utilise the recurrent budget more efficiently via prepared Departmental Work Plans. It will include payroll and attempt to capture LGEA funding and activities. The success and viability of this exercise is obviously linked to the outcome of the MPB re-negotiation of the budget envelope. If available funds for 2011/13 barely encompass current payroll, let alone the mooted 10% rise, then the MTSS becomes a theoretical exercise and it loses its usefulness as a planning tool.
82. All 34 Departments from all MDAs have submitted Departmental Work Plans following ESSPIN training. This is the first time such an exercise has been attempted and some work plans, understandably, require further refinement. The biggest challenge has been aligning the currently fungible and incremental recurrent budget to the operational cost of prioritised activities in the MTSS and ultimately the 2011 Budget. The integration of the DWPs will be of great value in preparing the MTSS and 2011 Budget Proposal, as, with the encouragement of MPB, the state moves towards output based budgeting. The DWP exercise has also strengthened an understanding of the need for effective monitoring and evaluation, in line with directives from the Head of Service. All PRS departments throughout Government are under the jurisdiction of the HOS and the Ministry, with ESSPIN support, will consolidate diverse MDA M/E activities under DPRS, SMoE during 2010. Education is one of the first 4 sectors selected for this reform.
83. The Annual School Census (ASC) data entry and analysis has been completed and a draft report tabled with the ESSC on June 15<sup>th</sup>. The SMoE EMIS section has started work on the ESSPIN-led IQTE Census results from the 3 pilot LGEAs. Discussions are continuing with SESP to finance an IQTE Census for all 44 LGEAs using the model developed in the pilot to accompany the ASC in November 2010. This IQTE data will be integrated with EMIS and give a clear picture of the complete situation of education in Kano.
84. The agreed AESPR (minus Chapter 6), was presented to the ESSC on 15<sup>th</sup> June. A process for completing Chapter 6 was agreed involving a sub-committee and written feedback from committee members. The AESPR will be finalised and printed by the end of June.
85. Mandate visioning for both SUBEB and LGEAs has taken place and a joint workshop was held on June 16/18. The aim was to develop a common vision and discuss, for the first time, how these institutions can work together effectively, within the framework laid down

by the state UBE legislation. This process is already yielding practical results. Arising from the SUBEB visioning an institutional review was requested and carried out with ESSPIN support. SUBEB has agreed to most of the recommendations. The nature of ESSPIN support to the restructuring of SUBEB is now being discussed. At SUBEB's request, terms of reference are being prepared for ESSPIN support to a second stage Institutional Audit of SUBEB. This will specifically include a payroll review encompassing more than 60,000 trained and untrained teachers.

86. It is anticipated that similar ODM support will be requested by LGEAs, working through the Ministry of Local Government and the Associations of Local Government Chairmen and Education Secretaries. The logical outcome, apart from restructuring in line with HOS/PSR guidelines, is a joint Memorandum of Understanding followed eventually by a legal review leading to proposals for legislative change.
87. Continuing progress is being made, albeit slowly, in reforming the State Inspectorate Services. ESSPIN trained twenty five senior members of the MDA Inspectorate teams in early March and co-ordinated 'master training' will start in late June/July. The Ministry has approved the upgrading of the Kano Education Resource Division (KERD) to encompass a Quality Assurance Agency. Unfortunately EXCO has not met for 2 months and a prepared Memo has not been presented yet. The SMOE and other parastatals have agreed to provide the necessary funds to commence the step-down training of the rest of the state inspectors. ESSPIN TA support continues in this area, through the deployment of a national consultant (shared with Jigawa).
88. Following the pilot Monitoring Learning Achievement (MLA) the main exercise has been implemented in June by the State Quality Assurance team with ESSPIN support. Results are expected shortly.
89. At a recent joint workshop with Jigawa State the C & KM work plan for year 3 has been agreed for both States with collaboration as a major feature. This includes supporting SUBEB publications, media training, local radio initiatives, newsletters and increased community involvement. Unfortunately, in Kano, CSACEFA failed to present a viable and meaningful proposal for supporting the 1 Goal Project.

### **Output 3**

90. The implementation of the Head Teacher Training Programme is continuing, with the completion of the training for the State School Improvement Team (SSIT) of 30 master trainers. In-school and cluster-based training for over 300 head teachers and Local School Supervisors (Advisory staff of the LGEAs) is now taking place.
91. ESSPIN is maintaining a watching brief on developments at the State College of Education. Senior management of the College has approved the Development Plan prepared with ESSPIN assistance last year. ESSPIN and the College management has agreed a programme

consisting of: i) computerisation and training for financial and records systems; ii) development of an operational plan to facilitate release of KSG and ETF funding; iii) working with USAID/IFESH to develop and implement systemic reform in primary teaching methodology. It has been agreed that the two VSOs will spend 50% of their time with the College assisting with in-service course development for the Primary Department and modelling improvements in teaching practise methodology. The remaining 50% will be split equally between supporting SSIT and IQTE Tsangaya cluster programme.

92. The ESSPIN water supply programme phase 1 is progressing, with half of the first 20 sites completed and the remainder at 80% completion. For the next phase, 80 schools are being identified and work will start in July. This programme is being enthusiastically received by communities and provides a valuable counterpoint to the establishment of SBMCs. An example is Gobirawa Primary School in Fagge LGEA; with 12,000 pupils it is the largest primary school in West Africa. It now has an adequate and reliable water supply for the first time; consisting of 2 boreholes with overhead solar tanks and a total of 24 delivery points delivering over 1.7 litres of clean water per second. Contracts are being prepared for the complementary sanitation programme at the same schools and will start in September/October once the rainy season is over. Health Education and Maintenance programmes are being developed, the former in collaboration with PATHS2.
93. The Community-managed Construction Programme involving up to 12 demonstration classrooms in six schools, two in each pilot LGEA, has been agreed with SMoE/SUBEB. Contractors are being identified and will be recruited through a competitive procurement process. Manuals to guide communities through the building process are being developed.

#### **Output 4**

94. As the culmination of an extensive period of consultation and “visioning”, State guidelines for the composition, functions and responsibilities of SBMCs have been approved by all the relevant MDAs. At a recent MTSS Planning Group meeting these documents were adopted by the Ministry for use in all 44 LGEAs. The Guide for SBMC/ Community use is being translated into Hausa.
95. The programme to sensitise communities and establish SBMCs, working with 6 dedicated CSOs, is now at the cluster training stage. All SBMC/community work is being supported, through ESSPIN, by SUBEB and LGEA officials. The scheduling of community-based activity is synchronised with the training of head teachers and Local School Supervisors by the SSIT and will converge, during the third quarter of 2010 with the development of school development plans.
96. EXCO has not met for over 2 months and consequently the Memorandum for the establishment of an Islamic Education Board has not been discussed. The ESSPIN-supported pilot programme involving 30 Tsangaya pilot clusters and serving 150 Tsangaya schools in the 3 ESSPIN-supported LGEAs is progressing. Community teachers have been

intensively trained and are regularly supported by a VSO. 900 almajiri boys are now being taught and the response from communities so far has been enthusiastic. School committees have been established with the mallams and a Thursday feeding programme has been established, as that day involves 5 hours of instruction. Through the committees efforts are being made to interest local philanthropists in supporting the programme. With DFID help it is hoped that the Islamic Development Bank can be engaged to consider and support this intervention. The model will also be showcased by the Ministry of Education at a forthcoming Northern Governors' Forum meeting in August.

97. Apart from the concern about the availability of the contribution of N350 million in the Budget the CCT pilot seems to be advancing. The beneficiary targeting exercise is underway with ESSPIN support. Ayala Associates has been mobilised by KSG and the offices of the CCT PMU should be renovated, equipped and staff trained by the end of July. Should there be a hitch over the 75% grant funding contribution from the KSG Budget, ESSPIN will proceed with implementing the programme in the 3 designated 'ESSPIN' LGEAs, regardless of a late or non start in the 9 SESP designated LGEAs.

#### *Major features of the work plan for the coming months*

98. In output 2 the MTSS will be the major PFM activity starting in July. Major issues about the inadequate 9% MTEF budget envelope have to be resolved before Budget preparation. Unfortunately this is largely a political issue beyond ESSPIN's control. Working closely with SPARC, the MTSS will be brought into line with budget reality, incorporate recurrent expenditure and bring LGEAs into the process. The cost saving reform activities developed in the Kaduna MTEF workshop will be incorporated into the MTSS and will be implemented in 2010.
99. ESSPIN will work with SUBEB on a major Payroll Review involving up to 60,000 SUBEB and LGEA teachers and staff. This should result in considerable cost savings, as well as instituting a better managed and secure system. SUBEB has agreed with the majority of the structural reforms recommended in the Institutional Review and ESSPIN will be working with the Ministry and SUBEB to develop and implement a structured work plan to implement these major changes.
100. The next quarter will see a continuing expansion of school and community based activity. The SSIT will have progressed to module 2 for 300 Head Teachers. It is anticipated that up to 100 schools will be fully ready for the grants programme by October, including 60 designated CCT schools.
101. Work is due to start on the next 80 recipient schools for water supply and a contractor will be procured for the start of the sanitation programme after the rainy season in October.
102. ESSPIN will engage fully in developing implementation mechanisms for the provision of CCTs in the three pilot states. The SUBEB CCT/PMU will have been established and trained,

beneficiaries identified and a mechanism for delivery of grants to 60 schools in the 3 'ESSPIN' LGEAs finalised.

103. The IQTE cluster programme will be continued and strengthened and a second pilot involving the expansion of secular education in Islamiyya schools started in September.

## Kwara

### *Introduction*

104. The new Permanent Secretary of the Ministry of Education, Science and Technology (MoEST) is Alh. Abdulfatai Adebisi.

105. Mary Atolagbe has been appointed ESSPIN State Specialist for Education Quality.

### *Output 2*

106. While the new policy law is currently being scrutinised by the Governor of Kwara State, the ESA, ESP and the MoU have been printed and distributed by the MoEST to 250 stakeholders. The Institution-building Reform Group is currently responsible for arranging quarterly meetings to assess progress in implementing the MoU and to provide a measure of the success of the MoU. The roles identified in the MoU have provided a basis for the visioning exercise which has been undertaken at the MoEST, SUBEB and the LGEAs. From this exercise, strategic (corporate) plans have been prepared. A consequence of this is that many teachers have been posted away from the SUBEB and LGEA offices and back to schools.
107. The cross cutting work of Communications and Knowledge Management has increased awareness of ESSPIN's activities to support the state's reform agenda. The State Communications Committee has initiated a weekly education programme on the Federal radio station, Harmony FM 103.5. It provides not only an opportunity for the Every Child Counts reform agenda to be shared with the people of the State, but also for discussions to be held on the direction in which the reform is moving. The Communications Committee has also designed posters articulating the vision and mission of SUBEB.
108. The 2010 MTSS implementation has been continuing with the finalisation of the Annual Departmental Work Plans (DWPs) by all the MDAs under the supervision of the Directors of PRS and the Budget Officers. This has been a substantial challenge for Directors in SUBEB, overcome only by the commitment of the Executive Secretary and the Director of Finance to the reform process. Historically, budget release in the first two quarters of the year is minimal and this has been highlighted as one of the challenges to implementing the DWPs during the preparation for the 2011–2013 MTSS process. Improvements to financial structures and systems continue to be supported by the ESSPIN PFM consultant at the MoEST and SUBEB.



109. Although the Quality Assurance Board (QAB) has been affected by the limited budget release, developments have been made. All Zonal QA officers have been trained on the new QA instrument on school evaluation, following which they have trained the QA officers within their zones.
110. All twelve EMIS Officers have been trained in: data cleaning, validation, storage, maintenance and analysis; the Annual School Census Report format and generation; education indicators; and operational functions of the EMIS Department. This training will enable the EMIS Officers to train 48 LGEA PRS Unit officers on data analysis and interpretation, record keeping and LGA / School Report Cards. As part of our drive to strengthen the functionality of the LGEAs, this training will be done at the LGEA level.
111. The final draft of the AESR has been discussed with the policy makers ready for discussion at state and LGA level. This will be supported with a training session for the Directors of the MDAs how the AESR should impact on their work.

### **Output 3**

112. The development of the State School Improvement Team (SSIT) has continued with workshops on classroom management, ICT and internet use and planning for group work. They have finalised the head teacher shadowing exercise as part of the process to prepare for the head teacher training. The SSIT have also commenced training and knowledge sharing exercises with the QAB and staff of Oro College of Education. This has been very successful in ensuring that all those involved in school improvement are working consistently by using the same materials such as lesson plan templates.
113. Visits to the LGEAs to monitor the cluster trainings on lesson plans being run by the School Support Officers(SSOs) for head teachers and primary 1 – 3 teachers has continued and the evaluation of these visits continues to feed into the development of future work. As part of the institutionalising of the SSIT, several support staff have been posted from SUBEB and running costs have been agreed. Internet facilities have also been installed at their base in the ERC. The funding of the training programme using UBEC funds channelled from SUBEB through the LGEA offices continues to work well and is a model which it is hoped can be replicated with the SBMC work.
114. ESSPIN will continue to support the development of the SSIT. This will be coordinated with two other work streams: work done with the Quality Assurance Bureau, to make the link between the diagnostic work of the inspectorate and the remedial work of the School Support Officers; the work on SBMCs, so that the supply-side work with head teachers, school support officers and teachers converges with the demand-side work with communities and SBMCs at the point at which school development plans are made. The coming quarter will see an intensification of work at the community level, with the formation of SBMCs and their initial training and subsequent in situ follow-up support.

115. A training workshop on Monitoring Learning Achievement (MLA) was attended by 12 enumerators and 2 MLA steering committee members in Lagos. The MLA exercise has begun and is being managed and monitored efficiently by the committee. An article on the exercise was published in the state newspaper.
116. Implementation of the teachers' career path proposals is dependent upon approval from the Head of Service to reform salary structures and conditions of service. Until this approval is given work on developing the model further cannot proceed. In line with the guidelines developed by the career path teams on teacher standards, TRAPCo has prepared criteria for recruitment and this is currently being used to recruit 300 teachers for senior secondary schools by TSC. The success of this exercise will hopefully provide an incentive for adoption of the wider career path proposals.
117. Support to the College of Basic Education, Oro has continued to move into a consolidation phase. To aid this, Alh Ibrahim Woru has been appointed by ESSPIN in order to support implementation of the institutional plan. As the former Chair of the Oro Turn Around Committee he brings both an in depth knowledge of the reform agenda and the weight of being a representative of the Commissioner to bear. The development of learning programmes for the new departments has also been supported during this quarter as has the development of the internal QA system.

#### **Output 4**

118. ESSPIN is supporting the partnership of civil society with state government to empower community voice for improved accountability. Training for 57 CSOs and Social Mobilisation staff at SUBEB and the LGEAs was carried out in 3 phases: advocacy and community entry; gender and child awareness; and SBMC training. Advocacy and community visits followed immediately after the first and second phases of the training. This was to create awareness on the importance of community support to schools through functional SBMCs. As an outcome of the greater awareness created, democratically elected SBMCs in over 200 schools in the 4 pilot LGAs have been established, a process that generated a great deal of public interest. With the last phase of the training on SBMC completed, the step-down training at cluster level has commenced.
119. In order to strengthen the mechanisms by which government will be held accountable, a one-day workshop was held to sensitise LGA/LGEA education actors on positive responses to community voice. About 80 participants were present from the State MDAs, LGA/LGEA offices in the 4 LGAs and community representatives. As a result, each LGA has developed an action plan for how they intend to create systems for accountability.

#### **Major features of the work plan for the coming months**

120. A major focus over the next quarter will involve finalising the departmental work plans for fund release across the MDAs. The degree to which plans are implemented will be the true

measure of the utility of the planning process. The 2011 MTSS process will progress and the tracking of 2010 state budget will be intensified.

121. For SUBEB, the preparation of the Finance Operational Manual will commence and job descriptions will be developed for the new structure. Strategic Planning at the MOEST and SUBEB will be finalised. The ASC Report cards and AESR will be printed and discussed at state and LGA levels. The EMIS Staff at state and LGA will receive more training in the area of use of data. More support will be given to QAB in report writing.
122. Focus will also be on head teacher training in self evaluation to lead into school development planning with SBMC involvement. The QAB will also be involved in this to ensure that this self evaluation process matches their processes of quality assurance. The fact that different actors in the education sector are beginning to see the relevance of other people's work to their own and are engaging in order with each other is a very positive development.
123. SBMC training will continue with further training on participatory monitoring, evaluation and mentoring for CGP, DSM, SMU and SBMC State Task Team Members in months ahead.

## Lagos

### *Introduction*

124. A new State Finance Officer for Lagos Office, Mr. Adeshina Yusuf, took up his post in April, 2010. He replaced the former State Finance Officer, Taiwo Okotore who is now the Deputy Finance Manager of the ESSPIN programme in Abuja.

### *Output 2*

125. ESSPIN continued support for improved planning and management in the education sector with the commencement of work on the updating of the MTSS for 2011-2013. Prior to this, key MDAs were assisted to develop Departmental Work Plans (DWP), which provide the basis for updating the MTSS. Improved understanding amongst the MDAs about the linkage between MTSS, DWP and Budget Allocation and the principles that guide the development of the MTSS was clearly demonstrated during the MTSS Planning Week. Within a 2-day period, the participants were able to review the Logical Framework and make amendments as necessary. By the end of the 5-day workshop, the commitment of high level policy makers towards the process had been obtained and a steering committee had been set up to oversee the costing of activities and drafting of the final document. Two of the PATHS 2 consultants collaborated with ESSPIN consultants in facilitating the process and thereby gained valuable experience, which will guide them in supporting the health MTSS.

126. ESSPIN has successfully agreed with SPARC a way of defining the budget presentation format for the MTEF/ MTSS so that the goals in the education MTSS would be treated as programmes in the Programme Budgeting Approach, which the Ministry of Economic Planning and Budget has decided to adopt in Lagos. SPARC has also accepted to float with MEPB the idea of using the education sector as a pilot for Activity Based Budgeting, which could eventually be the model for a later, wider reform of the state budget classification system.
127. A draft report of the Annual School Census, supported by ESSPIN in Lagos state, is now ready. The report showed very high response rates. One interesting outcome is that a comparison of enrolment figures of 2008/2009 and 2009/2010 showed a 5% decrease in the enrolment of pupils at both primary and junior secondary schools and 1% decrease in senior secondary school. This suggests a possible migration to private schools and strengthens the need for a private school census in Lagos to understand the trend and inform policy decisions.
128. A draft report of the first Annual Education Sector Performance Review (AESPR) has been produced. Following ESSPIN/SPARC agreed guidelines, State personnel produced the draft report in participatory sessions with professional guidance from ESSPIN consultants. The State Steering Committee headed by the Special Adviser to Deputy Governor will review the report early in July. It will then agree on further steps on the dissemination of the Report for the purpose of influencing policy and making informed decisions.
129. ESSPIN and SPARC consultants developed a technical paper on the links between the AESPR, ASC and the annual Budget cycle with view to advising the Ministry of Economic Planning and Budget on the proper timing of the ASPR if it is to impact the sector planning process.
130. The full SUBEB Board has approved the Strategic Plan developed by SUBEB, with ESSPIN support, earlier in the year. Discussions on a communication strategy to disseminate the Strategic Plan to other stakeholders will commence soon. In line with SPARC's corporate planning guide, ESSPIN supported the functional review of departments in SUBEB to ascertain the extent to which SUBEB is fit for purpose. A report of the review is currently being reviewed by the Board and management of SUBEB ahead of a formal presentation by ESSPIN.
131. QA evaluators, particularly at the LGEAs and Ministry, have commenced Quality Assurance evaluation of schools using the new Quality Assurance instruments. As at May, 146 Schools have been inspected and 138 reports written. However, the training of significant numbers of Head Teachers and Principals on School Self-evaluation is still outstanding. One of the options being pursued with the assistance of the SA to the Deputy Governor is the use of QA evaluators at the Education Districts to conduct the self-evaluation training for

Secondary School principals, while SUBEB is being asked to use part of the UBEC IF for the training of primary head teachers and Junior School principals.

132. ESSPIN Consultants on Quality Assurance supported a mentoring exercise of two QA teams, with 10 QA evaluators shadowing the process to further build capacity for QA. In addition, 30 QA evaluators were trained in report writing to bring them to speed after examining the quality of samples of QA reports.
133. There appears to have been some headway in the establishment of an autonomous body responsible for Quality Assurance in Lagos State. This is not unconnected with the ESSPIN supported Study Tour of selected Lagos Inspectors to the Quality Assurance Bureau in Kwara. The report submitted by the team led to a formal request by the Deputy Governor of Lagos State to the Director of Inspectorate to develop an EXCO memorandum for the establishment of an autonomous agency in Lagos. ESSPIN is supporting the Inspectorate Department to develop this submission.

### *Output 3*

134. A Teacher Development Needs Assessment (TDNA) exercise was held in 53 centres across the state in April 2010. ESSPIN supported the process by printing 26,000 question papers and mark sheets, identification slips and posters to communicate the purpose of TDNA to all stakeholders. The State funded all other related logistics costs.
135. As part of the TDNA exercise 80 District Coordinators and Chief Invigilators, 800 invigilators and 150 markers were trained with the support of ESSPIN. A total of 22,836 scripts were coded from an estimated 25,000 teachers expected to have been assessed. Data entry is on-going. The results are expected to form the basis for further policy reform in the education sector, because the Governor has indicated particular interest in the outcome of the exercise.
136. ESSPIN is supporting the conduct of MLA as a way of measuring the effectiveness of the education system. Enumeration of primary classes 2 and 4 pupils in 30 ESSPIN focus schools, 30 non focus schools and 30 private schools commenced in early June and is expected to be completed in early July. 20 enumerators were trained for this study.
137. The SSIT members commenced the training of 441 (135 male; 306 female) Head Teachers and Assistant Head Teachers and School Services Officers in April. A feedback workshop was held to review the process and set out strategies for school follow up visits. The SSIT members thereafter conducted school follow up support visits on the basis of set tasks from training. In addition, indicators and band descriptors for head teacher shadowing activities by the SSIT were developed. The SSIT members are at present, undergoing further training, which will be delivered to head teachers in a couple of weeks to come.

138. Contracts have been awarded for the drilling of boreholes with overhead tanks in 13 Lagos State Public Schools. The firms have commenced work and are making good progress. A consultant has been selected for the management and supervision of provision of water closets in 13 public schools.

#### *Output 4*

139. ESSPIN's partnership with 10 CSOs on the promotion of voice and accountability initiatives within the community was formalized. The CSOs in partnership with Social Mobilization units of the LGEAs have started sensitization of SBMCs, through a community awareness campaign in the 20 LGEAs. This has re-awakened the interest and resulted in a move by some SBMCs to replace inactive members. It has also created awareness among teachers about the roles of SBMCs and an understanding among community members about their contributions to school development processes.

140. ESSPIN involvement in private education continued with an initial meeting with the private school associations and government on the formation of a Coalition of Private School Associations. The development of a framework and a set of principles to underpin such a coalition is to be worked out, with support of ESSPIN. The meeting identified other splinter associations that would be contacted and brought into the coalition. The existence of the coalition is a way forward in compiling a useful private school list, which is a prerequisite of a private school census.

141. ESSPIN supported the 1 Goal campaign in Lagos by collaborating with CSACEFA in a press briefing and the official 1 Goal launch in the state. Both occasions were used to bring to the public knowledge the activities of ESSPIN in Lagos which are all related to the 1 Goal objectives.

#### *Major features of the work plan for the coming months*

142. The next round of MTSS and a continuation of the organisational development of SUBEB will dominate Output 2 activity in the coming period. Renewed interest in a possible unified QA body is also likely to require ESSPIN attention and support.

143. It is anticipated that the results of the TDNA and the MLA will need to be handled with care, in view of the sensitivities of Lagos State Government to implied criticism. Emphasis will be placed on ESSPIN's supporting role in these exercises, which were fully endorsed and indeed largely carried out by the State Government.

144. SSIT training and subsequent head teacher training will continue. The training of SBMCs will be synchronised with this to ensure that school development planning is carried out immediately after the July/August school holidays.

145. It is anticipated that ESSPIN will initiate significant new work with private schools.

## Enugu

### *Introduction*

146. ESSPIN continues to consolidate its presence in Enugu State. An ESSPIN-inspired Enugu State Education Technical Steering Committee with membership drawn from education MDAs and the civil society with responsibility for oversight and coordination of state education reform has been inaugurated. There have been fruitful engagements with the Ministry of Education, SUBEB, State Economic Planning Commission, Budget Office, SPARC and UNICEF Field Office on harmonization and effective support to education reform in the state.

147. Looking forward to the next twelve months, an understanding has been reached with the State that ESSPIN will focus on supporting:

- The development of a realistic 2011-2013 Education MTSS that is linked to the state budget;
- Quality Assurance (QA) reform and capacity development;
- The conduct of Monitoring of Learning Assessment (MLA) and Teacher Development Needs Assessment (TDNA) as State-owned and led initiatives.

148. An appropriate approach is being worked out for ESSPIN's support to selected primary schools in the State that will include the inclusion of the State's 'matching fund' in the MTSS and Budgets from 2011.

149. The following staff members have been appointed to ESSPIN in Enugu State: Simeon Ogbonna as Education Quality Specialist and Christabel Omolade as Planning and Management Specialist.

150. The set up of the office, which is the next building to the office block shared by SPARC and PATHS2 in Enugu, is almost complete. All IT equipment, back-up electricity generator and necessary furniture are installed and in use. Work on the alteration and conversion of the large sitting room of the building to a 35-seater SLPs' Joint Training/Workshop should be completed by the end of July 2010.

### *Output 2*

151. Support was provided for data entry and analyses of Enugu 2009 ASC with MS Access. Twelve selected staff members of EMIS Units of MoE, SUBEB and PPSMB were trained by ESSPIN for the data entry. Six of these were further trained to do the analyses. Data from 2009 ASC was made available by the SMoE for UNICEF-supported EPSSim modelling for SESP and SESOP development. Enugu 2009 ASC data will also be used for 2011-2013 MTSS development.

152. ESSPIN provided support for 2009 Annual Education Sector Performance Review (AESPR) in Enugu with the incorporation of 2009 ASC data. The first draft produced by a group of

thirty departmental heads and schedule officers selected from across education MDAs has been reviewed by a committee of five chaired by the Permanent Secretary, SMOE. On completion and approval by the State Education Technical Steering Committee, the AESPR will be a vital guide for 2011-2013 MTSS development.

153. To ensure the development of a realistic 2011-2013 education MTSS that is linked to the State budget, ESSPIN facilitated a 2-day pre-MTSS workshop. Presentations were made by the Honourable Commissioner, State Economic Planning Commission, SPARC and ESSPIN. The workshop which had eighty participants from education MDAs, Ministry of Finance, State Economic Planning Commission, Budget Office and the civil society:

- aimed to enhance understanding of the necessity of a realistic and implementable MTSS and its development process; and
- initiated the process of consensus building on Enugu State educational development challenges, priorities and targets for 2011-2013 MTSS.

154. ESSPIN will continue to engage with the State and with SPARC and UNICEF to ensure that a harmonized set of planning, budgeting and implementation monitoring processes are carried out in the education sector.

### *Output 3*

155. ESSPIN is supporting the conduct of MLA in Enugu State. Test administration on Primary 2 and 4 pupils in a sample of 30 public and 30 private primary schools has been successfully concluded by 15 staff selected from SMOE, SUBEB and PPSMB whom ESSPIN trained as MLA enumerators. The 11-member State MLA Management and Supervisory Committee played an active role through daily monitoring and reporting on the exercise.

156. Planning for a Teacher Development Needs Assessment (TDNA) survey in Enugu has been initiated with the target of commencing the exercise in September, 2010.

### *Major features of the work plan for the coming months*

157. Support to the development of a realistic 2011-2013 MTSS that is coordinated with the Enugu 2010-2013 Medium-Term Development Plan (ENMTDP) and linked to the State MTEF and annual Budget will be a major engagement for ESSPIN in the State. Collaboration and coordination with SPARC and UNICEF will be critical. In particular, a formal agreement will have to be reached with UNICEF on joint support to sector planning in the State.

158. Preparation and dissemination of School and LGAs report cards as well as the overall State 2009 ASC Report will feature prominently. Lessons learnt from 2009 ASC for improving 2010 ASC to capture all public and private schools and to ensure accurate completion of the forms by Head-teachers will be emphasized. In collaboration with UNICEF, it is hoped that ESSPIN approach to ASC will be shared with a number of States in the South-East and South-South geo-political zones.



159. ESSPIN will engage with SPARC and SAVI for effective collaboration in addressing unrealistic budgeting and the Enugu State’s record of low education budget appropriations and untimely releases for planned activities.
160. Quality Assurance reform and capacity development will be supported. The State will be supported to develop or adapt QA Operational Guidelines and training of relevant staff in the use of School Evaluation. Enugu State will also be supported to develop a draft bill for the creation of a State Quality Assurance Service (SEQAS).
161. As part of its work to build a full baseline profile of educational quality, ESSPIN will support Teacher Development Needs Assessment in Enugu State. Planning and details of the exercise will be finalized and agreed with the State in July, 2010.

## Federal

### *Introduction*

162. The start of the quarter coincided with the change in the leadership of the Federal Ministry of Education. The new Minister of Education, Professor Ruqayyatu Ahmed Rufa’i was the former Commissioner for Education, Jigawa State and supporting her in her new role is of major priority for ESSPIN.
163. This report explains progress on the new Minister’s strategy plan. It also covers continuing work with the Policy Planning Management and Research Department (PPM&R) of the Federal Ministry of Education, the Federal Inspectorate Service (FIS), NCCE and UBEC.

### *Output 1*

164. ESSPIN, as part of the Core Implementation Team of the *Roadmap for the Nigerian Education Sector*, has been closely involved in preparing the new Minister’s *One Year Strategy Plan for the Development of the Education Sector*. The new Minister has identified 6 priorities which are derived from the existing roadmap. This desire for continuation is a positive and unique departure from the past. The 6 Priority Areas are:
- Strengthening the Institutional Management of Education
  - Standards and Quality Assurance
  - Teacher Education and Development
  - Access and Equity
  - Technical and Vocational Education & Training (TVET)
  - Funding, Partnerships and Resource Utilization
165. The emphasis of the One Year Strategy Plan is on interventions that will have maximum impact on the education sector and are achievable within the timeframe of the existing administration. Six Task teams have been established to take responsibility for the implementation of each priority area and ESSPIN is represented in 2 of the task teams

namely: Strengthening the Institutional Management of Education and Funding, Partnerships and Resource Utilization. The ESSPIN Federal Team Leader has been nominated to serve on the Steering Committee responsible for coordinating and monitoring the Task Teams and thereafter reporting on a regular basis directly to the Minister.

166. At the end of April, DFID and ESSPIN staff met with the Minister and offered to support external Technical Advisers if required. The Support which has been agreed corresponds to the 3 areas in which ESSPIN is fully engaged namely - Strengthening the Institutional Management of Education (PPM&R Institutional Development work); Teacher Education & Development (NCCE, NTI); and Funding, Partnerships and Resource utilization (UBEC).

167. At the end of April a major decision on EMIS was taken by the Technical Committee on ESSPIN. With the evidence of success in the 2009 Annual School Census in the ESSPIN states and the reports of interest from UNICEF, the Committee resolved to push for the EMIS approach to be adopted in non-ESSPIN states and for this to influence the workings of the NEMIS unit. A two pronged approach was approved at the meeting:

- For states to focus on developing and implementing their EMIS capability and for the ESSPIN approach to data entry (using the simpler Access software) to be adopted in struggling states.
- For the central NEMIS Unit under the Policy, Research & Statistics division of PPM&R to focus on developing the capability to upload the data from the States EMIS and to produce nationwide reports from the data.

168. However, subsequent meetings between FME, UNICEF, UNESCO and ESSPIN have tended to unravel these agreements. Consequently the search for a workable consensus continues. It is hoped that the issues can be sorted out in time for the planned National EMIS Committee meeting in August.

169. Initial scoping work has been done on a review of the policy formulation process. The National Consultant for PPM&R Organisational Development (OD) work has met with senior members of the JCCE/NCE Secretariat and attended pre-reference committee meetings with the Chairmen and Secretaries of Reference Committees. The findings of an initial scoping exercise, coupled with a review of previous reports on the challenges of the policy formulation process, has resulted in an ESSPIN discussion paper on the Policy Formulation process. This is timely as the HME recently set-up a committee to restructure the JCCE/NCE Secretariat. ESSPIN will work with the Secretariat to implement approved changes.

170. Working sessions held with the Federal inspection Service (FIS) management this quarter focused on harmonising into one final document, the original QA Handbook from the FIS and the Handbook ESSPIN used to train evaluators and inspectors in ESSPIN states. Also

produced from this working session was a guidance document on how to conduct external evaluations to be used alongside the QA Handbook

171. The next step is to select 30 people from FIS – not based on seniority – but based on passion and enthusiasm to be trained over 5 days (as was done in ESSPIN States) on the use of the QA Handbook and Guidance document. These 30 people would have responsibility for training Inspectors in non-ESSPIN states. In addition an ESSPIN supported FIS Strategy document is to be produced that will direct FIS engagement with states for greater effectiveness and implementation of QA across states.
172. ESSPIN work at the NCCE is focused on developing minimum standards in 3 areas which are: curriculum reform; college evaluation and quality assurance; and college institutional restructuring. Progress in terms of drafting of the minimum standards has been made in all the 3 areas. Critical elements of the draft QA Toolkit have been developed namely – the set of questions that the QA evaluators should ask and the evidence that the assessors expect to see in Colleges. The work done has also led to a revision of the timeline for the production of the QA Toolkit including collaboration with Oro and pilot testing with other “real life” colleges. This is planned to occur in the next quarter.
173. In UBEC the ESSPIN National Consultant for Institutional Development commenced work in April, 2010. The Institutional Development work seeks to achieve the following:
- Improved funding to states;
  - More direct funding to schools;
  - Improved monitoring of the utilization of UBE funds by the states;
  - Improved financial management within UBEC;
  - Improved relationship between UBEC and the SUBEBs.
174. To facilitate the work the process which has commenced includes:
- A review of the functions of UBEC to ascertain its fitness for purpose.
  - Review of key processes, especially those relating to:
    - disbursement of UBE funds – to improve access of schools to funds
    - monitoring utilization of funds – to ensure accountability of the SUBEBs and LGEAs
  - Building the capacity of UBEC’s staff to carry out the mandate efficiently.
175. At the end of May a presentation was made on initial findings from interactions with UBEC senior management staff. The presentation highlighted issues around UBEC strategy, disbursement guidelines, structure and personnel, funding processes, monitoring, and data management. The implications of the issues on the Commission were pointed out and some high level recommendations made.

176. A more detailed functional review commenced in June with interactions with unit heads and departmental staff, review of departmental/unit function documentation, schedule of duties where available. A visit was also conducted to the Zonal and State Offices in Kaduna and Kano, respectively and the Sub-zonal Office in Abuja. There was interaction with Zonal Coordinators (South-West and North-West) and State Coordinators (Lagos and Kano).

Points noted from the Function review include the following:

- Some units/functions within UBEC have been moved from one department/unit to another in times past for administrative/supervisory convenience, thereby distorting the UBEC organizational structure and reporting relationships.
- Policy/guideline development has not been given adequate attention except in the area of disbursement of funds.
- Zonal and State Offices currently operate as an arm of UBEC for carrying out monitoring activities as directed from the Head Quarters. Zonal Offices call for more autonomy. The Head Quarters however questions the capacity of the Zones to manage their own resources and operations effectively.

177. The National Campaign on Access to Education was finally launched in Yola on June 8, 2010 by the Vice-President on behalf of the President. This was an event planned by the previous Minister, for which ESSPIN had produced numerous posters and arranged radio jingles. A plan for the campaign across the country is being prepared by the Ministry.

#### *Major features of the work plan for the coming months*

178. High on the agenda for the Technical Committee on ESSPIN is the implementation of the ESSPIN EMIS approach in non-ESSPIN states. In view of the current problems in the working relationship with FME in this area, greater collaborative work with UNICEF and USAID is proposed leading to an MOU that would capture the expected input of each IDP as well as the NEMIS unit of the PPM&R Department.

179. The discussion paper on improving the policy formulation process will be presented to the Ministry for incorporation into their plans for restructuring. The intention is to assist the Ministry to draft an action plan in July.

180. The Functional review of the Planning Division at the PPM&R will commence in July.

181. With regard to FIS the training and planned school visits will provide an opportunity to build capability and test out the new QA Handbook and its accompanying instruments and Guidance in real situations.

182. At NCCE, ESSPIN plans to conclude the QA Toolkit for Colleges of Education, following incorporation of initial insights from Oro; the next steps will involve training of assessors and selection of pilot colleges.

183. The functional review of UBEC will be fully discussed with UBEC management by mid July. A review of the UBEC – SUBEB relationship will be carried out to clarify the role of UBEC in supporting the SUBEBs, and the SUBEBs’ understanding of the funding guidelines.

### Cross-cutting Issues

#### *EMIS*

184. The school census activities have progressed according to plan as set out in the operational manual:

- Data cleaning procedures were developed and applied to the five data sets (Jigawa, Kaduna, Kano, Kwara and Lagos).
- Based on the training provided during the first quarter, the state EMIS teams prepared the draft state school census reports (which were checked by the ESSPIN team). These are now ready for printing and are expected to be disseminated in early July.
- In parallel, a programme to produce the LGEA report cards and the school report cards has been prepared. The format of the cards will be finalised in early July and the report cards are expected to be printed in August.
- Support was provided for the first time to Enugu to complete the data entry and prepare the state school census report. Enugu is expected to fully catch up with the other states by the end of June.
- The data of the school census validation survey were entered. The draft report is due by the end of June.
- Efforts continued to disseminate the lessons learned in the ESSPIN states with interested stakeholders at the national level (notably at a workshop in Ondo) and achieve consensus for necessary process improvements in view of the 2010-11 school census.

#### *Monitoring and evaluation*

185. A report on the programme logframe indicators was prepared to clarify the definitions and the sources of information.

186. With respect to the ESSPIN survey programme outlined in the ESSPIN monitoring and evaluation framework document, the following progress was made:

- The fieldwork of the community survey was completed in mid-April in a sample of 330 schools. The report is expected to be completed by September.
- The first results of the shadowing and observation exercise of head teachers were released, as part of the continuing capacity building programme of SSIT members.
- The fieldwork of the 2010 Nigeria Education Data Survey began. This is expected to be completed in August and the preliminary report is scheduled for November.

187. There was further progress in terms of building monitoring and evaluation capacity at the state level through the preparation of annual education sector performance reports (AESPR):
- The process was launched in Lagos and Enugu. Drafting workshops for the main narrative chapter of the AESPR and meetings of the review team were held in April and June respectively. A full draft of the Lagos report was completed in early June, whereas the Enugu report is expected to reach this stage in mid-July.
  - Full drafts of the AESPR, inclusive of the final chapter on conclusions and implications, were completed in Jigawa, Kaduna and Kwara.
  - A meeting of the Education Sector Steering Committee to approve the document was held in June in Kano, where the full draft was completed in the first quarter of the year.
188. In line with its objectives, the AESPR is being used as the evidence basis that helps identify the priorities that need to be the focus of the MTSS revision process.

### *Communications and Knowledge Management*

189. The five ESSPIN short state documentaries have now been supplemented by 6 minute versions and local language versions of the 15 minute originals. ESSPIN was also able to produce a music video to accompany the series (at no further cost). ESSPIN responded positively and promptly to DFID requests to produce and despatch a 1 Goal film, using ESSPIN material.
190. DVD copies of the film collection have been widely distributed and shown at key events at state and national level. The 15 minute films (with the exception of the film on Lagos) were shown on national and international TV in early June. (ESSPIN promoted the broadcast using the in-house bulk SMS service). A composite 30 minute film of the education reform process, using previously recorded material, is currently being finalised and is scheduled for broadcast and distribution on DVD next quarter.
191. Other planned C&KM Programme Support Activity this quarter has seen radio drama production, beginning with the writers' workshop in Abuja and research in the northern and southern states. Discussions on the approach and cost of community theatre work and orientation for journalists are continuing. The ESSPIN photo library is being catalogued ahead of uploading to the intranet. DFID communication colleagues have been alerted to its current availability on disk.
192. ESSPIN continues to collaborate with other SLPs through the Knowledge Management Working Group. Plans are afoot to collaborate more closely on lesson sharing and highlighting the governance reform agenda across the SLPs.
193. Despite concerns about the 1 Goal campaign, ESSPIN responded positively and committed funds and programme resources to the CSACEFA led Nigeria 1 Goal campaign at national

and state level. The ESSPIN 1Goal film was highly regarded by DFID in London and is scheduled to be used in the high level international education forum in South Africa at the end of the FIFA World Cup.

194. The website and intranet overhaul is nearly complete and should be available to users by the end of this quarter. A short user survey for the intranet is underway. High quality IEC materials have been developed and are being distributed across all ESSPIN states in support of SBMC development and the SSITs.
195. The FMoE Access Campaign launch was supported with the production and dissemination of appropriate publicity and campaign materials and the distribution of 23,000 copies of the Road Map Summary document.

### Section 3: Emerging Issues / Risks

196. There are two related risks that threaten to derail ESSPIN and the SLPs generally. The first is uncertainty over political leadership in the coming electioneering months and the likely disruption and delay this will cause. In previous quarterly reports, ESSPIN has set out a number of mitigation strategies, including establishing sufficient appreciation of reform processes amongst senior and middle-ranking civil servants, through developing the capacity of the technical committees and by having a set of solid achievements on the ground in pilot schools. This is still the chosen strategy and ESSPIN intends to carry on until it becomes clear that government servants' attention to the technical issues of education reform is lost in the midst of the excitement of democracy at work. It is, however, realised that the pace of ESSPIN activity will be affected during the prolonged election period and the subsequent settling-in of new administrations.
197. The second risk was alluded to in the introduction to this report. The SLPs, particularly the sector programmes are operating on the premise that it will be possible to leverage Nigerian government resources towards the reform processes necessary to achieve MDG goals. The key to this lies in budgetary allocations and releases for reform measures, together with measures to make government structures and processes more efficient and effective. It is an appreciation of these key facts that underpins ESSPIN's emphasis on MTSS and budgetary processes.
198. The prospect of gearing government expenditure to school improvement provides the rationale for the use of pilot LGAs. By demonstrating improvement through integrated packages of inputs, which are replicable by States, ESSPIN intends to have an impact on a far larger scale than could be achieved from direct interventions.
199. There are signs in Kwara, and to a lesser extent in other states, that this strategy is working. The use of Kwara State's own funds and its UBE IF to support the work of the SSIT is a prime example. The Kano budget crisis, reported above, has however, been a shock. Unless

resolved, it opens up the possibility that none of the reforms supported by ESSPIN will be taken up by the state and the likelihood that the pilots will never be rolled out, or at least not in the foreseeable future. If this happens, by the end of six years, ESSPIN will have been an interesting project in a limited number of locations, with little impact on service delivery throughout the State.

200. The fragility of the SLPs' ability to leverage indigenous funding is exacerbated by the uncertainty surrounding this point of the political cycle. Year 3 is the pivotal year for ESSPIN, because by the end of this year the main school and community based effort in the pilots will be complete and ESSPIN will be looking to states to take on responsibility for disseminating school improvement and community participation using their own funds. In this respect it is unfortunate that so much hinges on the 2011 budget and its implementation, because 2011 is the year in which political commitment to reform, backed by resources is likely to be at its lowest ebb.
201. The possibility of missing the opportunity of securing a reform-enabling budget for 2011 will have a major impact on ESSPIN's agenda. It is likely to delay the achievement of outcomes on a significant scale until after the mid-term and to extend the period, in which achievement of the long-term objectives of the programme can be realised. Given the desire of the UK government to achieve impact quickly, we recognise that the task of successful political engagement, in concert with the other SLPs, is the most important challenge that we face and one to which we must devote considerable energy over the coming months.



## Annex 1: Agreed recommendations from the 2010 Annual Review

### Summary of ESSPIN review recommendations, responsibility and completion dates<sup>1</sup>: DFID – ESSPIN post review agreement June 2010

	Recommendations	Responsibility	Date
1	We recommend that ESSPIN continues to; (a) support to the FMoE & PPM&R in its programme of organisational development and capacity building; (b) support the FMoE in achieving an agreed coordinated approach to NEMIS and EMIS, including providing guidelines on how EMIS may be financed in each state (c) ensure that the State level EMIS, developed in simpler software is rolled out nationwide and a protocol for interface with NEMIS is developed (d) pro-actively seek to support the conduct of a credible basic EMIS school census activity by Nov. 2010. (d) build on the UBEC functional systems rationalisation by providing support for organisational development and financial management reform.	ESSPIN/DFID/FME/U NICEF/UNESCO	Ongoing
2	We recommend that; (a) the MoU be expanded to include all development partners (DP) supporting the State, (b) ESSPIN should support state efforts to implement effective arrangements to coordinate education sector initiatives and other donors' relevant interventions through the Education Sector Technical Committee, (c) the MoU should include a small number of key (MDG) indicators to supplement the broader governance indicators and, (d) the state ESSCs should have oversight of TA support plans and discuss priorities at quarterly meetings.	DFID/State Governments	31/12/10

<sup>1</sup> To be used in future mission and assessments, on the grounds that not all 2010 recommendations were endorsed and wording / dates have been altered and additional recommendations in the review report prose have been inserted into this table for completeness

	Recommendations	Responsibility	Date
3	We recommend that ESSPIN continues, (a) with the process already started, and that the departmental planning exercise is done effectively and incorporated in the MTSS 2011-13; (b) the MTSS process includes all personnel costs as well as plans for rationalisation of staff, (c) to contribute to the dialogue on how best to improve the MTSS and to collaborate closely with the SLPs to this end, (d) to support state efforts to strengthen the (regular) process of reviewing implementation of medium and longer term sector plans to measure effectiveness, chart progress and revise rolling plans according to need and circumstance and (e) that the Annual Education Sector Performance Reviews become institutionalised at State level and used to inform the MTSS	ESSPIN/SPARC/State Governments	Ongoing
4	We recommend that ESSPIN TA works with the SMOEs, the SUBEBs and UBEC in order to agree a process whereby sufficient funds are allocated and released on time and UBEC continues to refine its funding processes so as to ensure the State MTSSs can be supported appropriately	ESSPIN/SPARC/UBEC /SMoEs/SUBEBs	Ongoing
5	We recommend that SPARC consider whether the issues underlying the teacher strike in Kachia should be investigated to see if they are representative of the whole State and to assess any potential impact on ESSPINs major reform initiatives in PFM (decentralised finance and procurement/ PSM (HR deployment).	SPARC/ESSPIN	30/9/10
6	We recommend that ESSPIN ensure that a viable system of school support / quality improvement is in place to support the pilot schools in the direct grant scheme. The SBMC will require support and advice on a range of issues relating to school management, development and quality, including an articulation of their own role and responsibilities in the process. In the longer term the State's capacity to deliver these services through the release and utilisation of funds is crucial to the success of the school improvement component.	ESSPIN/State Governments	Ongoing

	Recommendations	Responsibility	Date
7	We recommend that state studies should be conducted on teacher supply, recruitment and deployment, including numbers of unqualified, in order to provide information on teacher requirements, placements and strategies for skill upgrading. These studies should result in a strategy paper and help to ensure that any expenditure of PSA funds on HR deployment be closely linked to agreed state, LGA plans and actions in order to improve public financial management and public sector management.	ESSPIN/SPARC/ State Governments/ NCCE/USAID	31/12/10 Ongoing
8	We recommend that expenditure of PSA funds at community level be closely linked to school development plans and be used innovatively through SBMCs (with CSO support) for school improvements. ESSPIN to review methodologies both in Nigeria and other African countries to guide the development of the approach and DFID be provided with a position paper outlining the proposed school grant system.	ESSPIN/ SPARC/State Governments	30/11/10
9	We recommend that ESSPIN should continue to monitor state government commitment and direct efforts and PSA finance to reforms minded states. A major review of PSA leverage strategy will be needed in 2011 aligning support with the reality of political change. The first school grants, having increased community involvement in financial management should allow for infrastructure provision and be disbursed to pilot schools from September 2010	ESSPIN/DFID/State Governments	Ongoing
10	We recommend that PSA proposals for use of the challenge funds are defined as a matter of urgency, CSCAEFA appear to be an obvious partner to be engaged in the administration and decision making process of awards	ESSPIN/ CSACEFA	31/07/10
11	We recommend that the long-term status of the SSIT and QA services be defined, appropriate posts established (with an acceptable level of female members) and an organisational home found.	ESSPIN/State Governments	31/03/11
12	There should be collaboration with USAID to produce an MLA 2010 report covering Bauchi and Sokoto as well as the six ESSPIN States and to engage in joint advocacy with FME for an EGRA-based or hybrid approach in 2011.	ESSPIN/USAID	30/09/10 Ongoing

	Recommendations	Responsibility	Date
13	We recommend that Kano IQTE school census in focal LGEAs be repeated in all the focal LGEAs in Jigawa and Kaduna to support the planning process. The pilot exercises in Kano should be evaluated and where appropriate replicated. The new boarding school for <i>Almajirai</i> in Kaduna appears an expensive and unsustainable approach and it is further recommended that DFID pursue the issue with KSG and the Islamic Development Bank.	ESSPIN/DFID/KdSG	Ongoing
14	We recommend that using the Lagos analysis and the experience gained to date, that work be undertaken to develop more specific options for providing pro-poor finance and quality support to non-government low cost education providers in urban and peri-urban environments that can be implemented using ESSPIN, or other available funding sources.	ESSPIN/DFID/State Governments	31/03/11 Ongoing
15	Access and equity activities proposed in Kano, Jigawa and Kaduna should be commenced without further delay. Examples of innovative practice such as CCT's and scholarship schemes from other programmes and countries should be drawn on and replicated	ESSPIN	30/09/10 Ongoing
16	We recommend that ESSPIN management actively seek and deliver better value for money (VfM); especially around TA deployment and being selective / scaling back some activities, now that relationships with government partners are established.	ESSPIN	31/07/10 (Strategy paper) Ongoing
17	Programme activities should be scaled up or down depending on level of political commitment and prospects for successful reform	ESSPIN/DFID	Ongoing
18	We recommend that ESSPIN management reassess the role of the state based C&KM officers to determine whether the current ToR are justified with the view to expanding the role and retaining focus on programme needs. Overall C&KM plans / budgets should also be reviewed with impact and VfM in mind.	ESSPIN	31/08/10

	Recommendations	Responsibility	Date
19	We recommend that ESSPIN should finalise the indicators, expand its gender dimensions and complete the new LogFrame baseline by end September 2010 <sup>2</sup> . The external M&E consulting services contract when active should also review ESSPIN’s logframe: its overall adequacy and alignment with the other SLP.	ESSPIN Ext. M&E consultants	30/09/10  31/10/10
20	A simple concise forward looking two year overall implementation plan covering August 2010 – July 2012 be provided.	ESSPIN	31/08/10
21	DFID decide in a timely manner upon the extent of ESSPIN in Kwara state beyond 2011.	DFID	31/07/10

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<sup>2</sup> See Annex E for detailed review comments

## Annex 2: List of Consultancies over the Last Quarter, April – June 2010

Consultant	Description of Assignment	Nat/Int	Days	05-Apr	12-Apr	19-Apr	26-Apr	03-May	10-May	17-May	24-May	31-May	07-Jun	14-Jun	21-Jun	28-Jun
Agodi Alagbe	FME Reform ( Education Quality)	I	46	█	█	█	█	█	█	█	█	█	█			
Allan Findlay	EMIS	I	46	█	█	█	█	█	█	█	█	█	█			
Allison Peareth	IQTE	I	18	█	█	█	█									
Austin Edeze	FME Reform	N	45	█	█	█	█	█	█	█	█	█	█			
Ayo Adeosun	SSIT	I	36		█	█	█	█	█	█	█	█	█			
Baki Mlalazi	Human Resource Development	I	24		█	█	█	█	█	█						
Barry Reeves	Organisational and Development Mgt (ODM)	I	25					█	█	█	█	█	█			
Chris Morgan	Communications	I	56	█	█	█	█	█	█	█	█	█	█	█		
Daniel Akogwu	School Infrastructure	N	23	█	█	█		█	█	█						
David Johnson	Teacher Assessment	I	7			█	█									
David Strawbridge	Schools Improvement	I	41		█	█	█	█	█	█	█	█	█			
Dick Coppinger	Architecture and Engineering	I	11					█	█	█						
Harold Thomas	Institutional & Employment (teachers) - Kwara	I	30		█	█	█	█	█	█				█	█	█
Jaap Kuiper	Teacher Education,Oro College Reform	I	23		█	█	█	█	█							
Jawaad Vorha	MTSS	I	24		█	█	█	█	█	█						
John Gray	Public financial Managemnt	I	24		█	█		█	█	█	█	█				
Kenneth Uwah	FME Reform (Communication)	N	41	█	█	█	█	█	█	█	█	█	█			
Lawrence Onibon	School Infrastructure	N	23	█	█	█		█	█	█						
Lilian Breakell	Schools Development	I	31		█	█	█			█	█	█	█			
Lynton Gray	MTSS	I	17			█	█	█	█	█						
Manos Antoninis	Lead Specialist Monitoring and Evaluations	I	27		█	█	█	█						█	█	█
Mathias Rwehera	MTSS-Jigawa, Kano and Kaduna	I	33		█	█	█	█	█	█	█	█	█	█		
Mohammed Bawa	Community Participation	N	28	█	█	█	█				█	█	█	█	█	
Nigel Wakeham	Architecture and Engineering	I	11					█	█	█						
Olajide Florence	Inspectorates	I	11							█	█	█	█			
Penny Holden	Lead Specialist Inspectorates & Quality Assurance	I	17						█	█	█	█				█
Ray Jardine	Inspectorates	I	11				█	█	█	█						
Sergij Gabrasck	Assessment of Primary & JSS Teacher's Subjects	I	11		█	█	█	█								
Sulleiman Adediran	SBMC Research	N	28	█	█	█	█				█	█	█	█	█	█
Susan Williamson	Teacher Strategy	I	41	█	█	█	█	█	█	█	█	█	█			
	<b>Total International</b>		621													
	<b>Total National</b>		188													

### Annex 3: List of Consultancies for the Next Three Months, July – September 2010

Consultant	Description of Assignment	Nat/Int	Days	05-Jul	12-Jul	19-Jul	26-Jul	02-Aug	09-Aug	16-Aug	23-Aug	30-Aug	06-Sep	13-Sep	20-Sep	27-Sep
Allan Findlay	EMIS	I	65	■	■	■	■	■	■	■	■	■	■	■	■	■
Allison Peareth	IQTE	I	20													
Ayo Adeosun	SSIT	I	39													
Baki Mlalazi	Human Resource Development	I	30													
Christiana Lekwat	Inspectorate	N	18													
Chris Morgan	Communications	I	10													
Daniel Akogwu	School Infrastructure	N	11													
David Strawbridge	Schools Improvement	I	60	■	■	■	■	■	■	■	■	■	■	■	■	■
Devesa Domenec	EMIS	I	65	■	■	■	■	■	■	■	■	■	■	■	■	■
Dick Coppinger	Architecture and Engineering	I	12													
Eccua Oyinloye	Inspectorates	N	30													
Eunice Olademeji	SSIT	N	27													
Gaurav Siddhu	Assistant Specialist M & E	I	65	■	■	■	■	■	■	■	■	■	■	■	■	■
Jaap Kuiper	Teacher Education, Oro College Reform	I	24													
James Adewunmi	Inspectorates	N	36													
Jawaad Vorha	MTSS	I	17													
Joanna Harma	EMIS	I	45													
John Gray	Public financial Management	I	42	■	■	■	■	■	■	■	■	■	■	■	■	■
Kenneth Uwah	FME Reform (Communication)	N	22													
Lawrence Onibon	School Infrastructure	N	16													
Lilian Breakell	Schools Development	I	46													
Louise Daniel	KM NERDC (Comm)	I	9													
Lynton Gray	MTSS	I	18													
Manjola Kola	Social Inclusion	N	6													
Manos Antoninis	Lead Specialist Monitoring and Evaluations	I	23													
Mohammed Bawa	Community Participation	N	16													
Obinna Onwujekwu	Kwara activity based planning and budgeting	N	14													
Penny Holden	Lead Specialist Inspectorates & Quality Assurance	I	30													
Rachel Cipryk		I	24													
Rusell Craig	MTSS	I	14													
Sandra Graham	Community/CSO involvement	I	48													
Sergij Gabrasck	Assessment of Primary & JSS Teacher's Subject Knowledge	I	24													
Sulleiman Adediran	SBMC Research	N	24													
Susan Williamson	Teacher Strategy	I	65	■	■	■	■	■	■	■	■	■	■	■	■	■
Waterkyns Anthony	Architecture and Engineering	I	26													
Wole Olumiyete	MTSS	N	28													
<b>Total International</b>			<b>821</b>													
<b>Total National</b>			<b>248</b>													

## Annex 4: Three Months Indicative Rolling Workplan, July – September 2010

### Federal Level Workplan: July - September 2010

Act. No	Act. Code	OUTPUT 1 - Federal Level	Activity	Previous Month					05-Jul	12-Jul	19-Jul	26-Jul	02-Aug	09-Aug	16-Aug	23-Aug	30-Aug	06-Sep	13-Sep	20-Sep	27-Sep
				31-May	07-Jun	14-Jun	21-Jun	28-Jun													
1	FED1.1	Engagement with National Roadmap Implementation Task Team (NRITT)																			
i	FED1.1.1	Provide advisory support																			
ii	FED1.1.2	Provide support to events																			
2	FED1.2	Institutional development in selected Federal MDAs (see below for detailed activity schedules - to be offset for individual institutions)																			
i	FED1.2.1	PPM&R	●●●●●		●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
ii	FED1.2.2	UBEC	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
iii	FED1.2.3	NCCE																			
iv	FED1.2.4	NAEQA																			
v	FED1.2.5	NTI																			
vi	FED1.2.6	NIEPA				■	■	■	■												
A	FED1.2.7	Institutional development processes e.g PPM&R																			
i	FED1.2.8	Self evaluation Exercise: review of mandate and current performance - similar to SEAT																			
ii	FED1.2.9	Functional system review & development: (focus on UBEC & Planning and Policy, Research & Statistics Depts - FME.)	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●									
iii	FED1.2.10	Human Resource Management System: Needs assessment, Job profiling & descriptions, Individual profiling, Appraisal											●●●●●	●●●●●	●●●●●	●●●●●	●●●●●				
iv	FED1.2.11	Staff Development Plan: TNA, capacity building plan, Leadership & Management plan. Implementation															●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
v	FED1.2.12	Process mapping and Re-engineering: review of processes & collaboration process with States				●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●									
3	FED1.3	Supporting Selected Functions within Policy, Planning, Mangement & Research (PPM&R)																			
A	FED1.3.1	POLICY																			
i	FED1.3.2	Scope and analyze the NCE/JCCE process - management, effectiveness, stakeholder involvement, monitoring role e.t.c	●●●●●		●●●●●	●●●●●	●●●●●	●●●●●	●●●●●												
ii	FED1.3.3	Support processes for commissioning and conduct of policy based research (TBD)											●●●●●	●●●●●	●●●●●	●●●●●	●●●●●				
iii	FED1.3.4	Provide capacity building opportunities and training for developing policy briefs (TBD)																			■
B	FED1.3.5	PLANNING																			
i	FED1.3.6	Support PPMR role in development and implementation of Federal MTSS based upon Roadmap																			
ii	FED1.3.7	Strengthen PPM&R to coordinate ESP and MTSS implementation in States.																			

































Act. No	Act. Code	Output 2 Activity	Previous Month																	
			31-May	07-Jun	14-Jun	21-Jun	28-Jun	05-Jul	12-Jul	19-Jul	26-Jul	02-Aug	09-Aug	16-Aug	23-Aug	30-Aug	06-Sep	13-Sep	20-Sep	27-Sep
4	KN2.4	<b>Engagement with SUBEB</b>																		
	KN2.4.1	SUBEB visioning/strategic planning																		
	KN2.4.2	Institutional Audit																		
	KN2.4.3	Development of MoU with SUBEB								■	■	■	■	■	■	■	■	■	■	■
	KN2.4.4	Capacity Building/Follow Up activities to Institutional Audit	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	KN2.4.5	Support to Departmental Work Plans/materials/training	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	KN2.4.6	Monitoring Departmental Work Plans	●	●	●	●	●	●	●	■	■	■	■	■	■	■	■	■	■	■
	KN2.4.7	Restructuring Recurrent Budget		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
5	KN2.5	<b>Engagement with LGEA's</b>																		
	KN2.5.1	LGEA visioning/strategic planning																		
	KN2.5.2	Institutional Audit																		
	KN2.5.3	Development of MoU with LGEA's								■	■	■	■	■	■	■	■	■	■	■
	KN2.5.4	Follow Up activities to Institutional Audit																		
	KN2.5.5	Develop Operations Manual																		
	KN2.5.6	Operations Manual/Dissemination and training																		
	KN2.5.5	Support to Departmental Work Plans/materials/training																		
	KN2.5.6	Monitoring Departmental Work Plans																		
	KN2.5.7	Restructuring Recurrent Budget																		
	KN2.5.8	Establishing LGEA Forum																		
6	KN2.6	<b>Support for 2010/12 MTSS</b>																		
	KN2.6.1	2009 MTSS Review																		
	KN2.6.2	Developing LGEA engagement with MTSS		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	KN2.6.3	Strengthening SUBEB engagement with MTSS		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
	KN2.6.4	Preparation of 2010/12 MTSS																		
	KN2.6.5	2010 MTSS Review																		
	KN2.6.6	Preparation of 2011/13 MTSS		●	●	●	●	●	●	■	■	■	■	■	■	■	■	■	■	■
	KN2.6.7	2011 MTSS Review								■	■	■	■	■	■	■	■	■	■	■
	KN2.6.8	MTEF preparation with MPB/SPARC																		











Act. No	Act. Code	Output 4 Activity	Previous Month					05-Jul	12-Jul	19-Jul	26-Jul	02-Aug	09-Aug	16-Aug	23-Aug	30-Aug	06-Sep	13-Sep	20-Sep	27-Sep
			31-May	07-Jun	14-Jun	21-Jun	28-Jun													
1	KN4.1	School Based Management Committees																		
	i	KN4.1.1 Select train CSO's																		
	ii	KN4.1.2 CSO partnership cost	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	
	iii	KN4.1.3 Community sensitisation activities	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	
	iv	KN4.1.4 LGEA sensitisation	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	
	v	KN4.1.5 Clustering workshops																		
	vi	KN4.1.6 Community/LGEA training	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	
	vii	KN4.1.7 SUBEB/DSM capacity Building										●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	
	viii	KN4.1.8 SBMC training	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	
	ix	KN4.1.9 SBMC monitoring and supervision	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	●●●●●●●●●●	
	x	KN4.1.10 Quarterly Reviews					■	■												
	xi	KN4.1.11 Roll out to 6 LGEA's ( late 2010)																		
	xii	KN4.1.12 Roll out to 6 LGEA's ( late 2010)																		
	xiii	KN4.1.13 Statewide roll out with SUBEB ( 2012)																		
2	KN4.2	CSO's																		
	i	KN4.2.1 CSO Capacity Assessment and selection																		
	ii	KN4.2.2 CSO sensitisation																		
	iii	KN4.2.3 CSO operations manual																		
	iv	KN4.2.4 CSO/Memoranda of Understanding																		
	v	KN4.2.5 CSO training																		
	vi	KN4.2.6 CSO mobilisation in 3 LGEA's																		
	vii	KN4.2.7 CSO logistics																		
	viii	KN4.2.8 Selection of CSO State Task Leader																		
	ix	KN4.2.9 Monitoring and supervision																		
	x	KN4.2.10 Performance reviews																		
	xi	KN4.2.11 Phase 2 Implementation : 300 schools/3 LGEA's																		





Act. No	Act. Code	Output 2 Activity	Previous Month																	
			31-May	07-Jun	14-Jun	21-Jun	28-Jun	05-Jul	12-Jul	19-Jul	26-Jul	02-Aug	09-Aug	16-Aug	23-Aug	30-Aug	06-Sep	13-Sep	20-Sep	27-Sep
3b		<b>Support to Budget Execution (including monitoring)</b>																		
		<i>Support for preparation of 2011-2013 MTSS</i>																		
xii	KW2.3.12	Clarify Status of On-going Projects							●●●●●	●●●●●			●●●●●	●●●●●	●●●●●	●●●●●	●●●●●			
xiii	KW2.3.13	Support Preparation of MTSS 2011-2013				●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	■	■	■	■	■	■	■	■	■	■
xiv	KW2.3.14	MTSS Process with LGEAs										■								
xiv	KW2.3.14	Workshop of the Policy Group to consider the MTSS																■	■	■
xiv	KW2.3.14	Support to MDAs 2011 Budget preparation based on MTSS														●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
4	<b>KW2.4</b>	<b>Strengthening Transparency and Accountability Mechanism</b>																		
iv	KW2.4.4	Provide follow-up support accounting and financial reporting systems reviews(SUBEB)-supporting the Finance Task Team					■			■			■			■				■
v	KW2.4.5	Support the preparation of SUBEB Financial Operational Manual											■	■	■	■	■	■	■	■
5	<b>KW2.5</b>	<b>Support to Decentralisation in funds Management and Planning in Basic Education</b>																		
i	KW2.5.1	Conduct a study to identify and document the benefits of direct funding to schools											●●●							
6	<b>KW2.6</b>	<b>Institutional-Based OD/HR</b>																		
iii	KW2.6.3	Support activity Planning for SUBEB	■	■		●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●		■	■
iv	KW2.6.4	Development of comms.strategy for the Institution building Reform Comm.	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■
vii	KW2.6.7	Commence work on SUBEB Operation Manual								■	■	■	■	■	■	■	■	■	■	■
xi	KW2.6.11	Support the Activities for hiring teachers (TRAPCo Activities)	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■
xiv	KW2.6.14	Meetings on Institution Reform		■		■			■		■		■		■		■		■	■
xvii	KW2.6.16	Support Organisational/Institutional reform at the MOEST and SUBEB			●●●●●	■	■								■	■	■	■		■
7	<b>KW2.6</b>	<b>QA</b>																		
i	KW2.7.1	Support School Inspections for QA		■	■	■	■			■	■	■	■	■	■	■	■	■	■	■
ii	KW2.7.2	Training/ workshop on feedback and report writing		■	■	■	■			■	■	■	■	■	■	■	■	■	■	■
iii	KW2.7.3	Implementing Communication Strategy on QA Activities	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■
v	KW2.7.5	Monitor inspections reports across MDAs		■					■		■	■	■	■	■	■	■	■	■	■
\	KW2.7.8	Head Teacher Training on self evaluation along with Output 3 -follow-up activites																		
ix	KW2.7.9	SSIT/QAB Training to share lessons learnt along with Output 3-follow-up activities																		



















Act. No	Act. Code	Output 3 Activity	Previous Month																	
			31-May	07-Jun	14-Jun	21-Jun	28-Jun	05-Jul	12-Jul	19-Jul	26-Jul	02-Aug	09-Aug	16-Aug	23-Aug	30-Aug	06-Sep	13-Sep	20-Sep	27-Sep
1	LG3.1	<b>Infrastructure</b>																		
	i	LG3.1.1 Scoping study on school infrastructure																		
	ii	LG3.1.2 Review of material for State prototypes																		
	iii	LG3.1.3 Capacity building at State level: Workshops on school layouts and prototypes																		
	iv	LG3.1.4 Preparation of construction & maintenance manual																		
	v	LG3.1.5 Development and implementation of procurement and supervision procedures for school infrastructure development									●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
	vi	LG3.1.6 Capacity building at LGEA and community levels on supervision, maintenance, data collection																		
	vii	LG3.1.7 Implementation of school based infrastructure project	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
	viii	LG3.1.8 Handover of project															●●●●●	●●●●●	●●●●●	●●●●●
	ix	LG3.1.9 Reporting and finalisation of report																		
		LG3.1.9.1 Monitoring of infrastructure projects	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
2	LG3.2	<b>Water and sanitation</b>																		
	i	LG3.2.1 Scoping/Baseline study activities will be aligned with the infrastructure programme above																		
	ii	LG3.2.2 Development and implementation of procurement and supervision procedures									●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
	iii	LG3.2.3 Capacity building at SUBEB, LGEA and community levels on supervision, maintenance, data collection																		
	iv	LG3.2.4 Installation of water facility	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
	v	LG3.2.5 Support the establishment of Environmental Health Clubs in Schools	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
	vi	LG3.2.6 Handover of water points															●●●●●	●●●●●	●●●●●	●●●●●
	vii	LG3.2.7 Reporting and finalisation of report																		
	viii	LG 3.2.8 Monitoring of water and Sanitation projects	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
3	LG3.3	<b>School Transformation/Development</b>																		
	i	LG3.3.1 Organise specialist forum on school Improvement																		
	ii	LG3.3.2 Develop modalities for Piloting school Improvement in public primary schools																		
	iii	LG3.3.3 Review of school funding, disbursement and utilisation																		
	iv	LG3.3.4 Initiate school Improvement in pilot schools	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
	v	LG3.3.5 Replicate school Improvement across the State																		
4	LG3.4	<b>Local School Supervisor and Headteacher Development</b>																		
	i	LG3.3.1 Scoping study																		
	ii	LG3.3.2 Identification, selection and inauguration of State School Improvement Teams																		
	iii	LG3.3.3 Support the renovation of office for the SSIT																		
	iv	LG3.3.4 Design and development of training modules																		
	v	LG3.3.5 Induction/ Development workshop for SSIT																		











