

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

**Monitoring and Evaluation Framework – Position Paper**

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## Acronyms and abbreviations

C&KM	Communications and knowledge management
CWIQ	Core Welfare Indicators Questionnaire
DFID	Department for International Development
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
FBS	Federal Bureau of Statistics
FMOE	Federal Ministry of Education
GEP	Girls Education Project (DFID and UNICEF)
IQTE	Islamiyya, qur’anic and tsangaya education
LEAP	Literacy Enhancement Assistance Project (USAID)
LGEA	Local Government Education Authorities
MDG	Millennium Development Goals
MICS	Multiple Cluster Indicator Survey
MLA	Monitoring Learning Achievement
MTSS	Medium-Term Sector Strategy
NLSS	Nigeria Living Standards Survey
NGO	Non-government organisations
PATHS	Partnership for Transforming Health Systems
PFM	Public Financial Management
PPM&R	Policy, Planning, Management and Research (Department at the FMOE)
SAVI	Strengthening Accountability and Voice Initiative
SBMC	School-based management committees
SEEDS	State Economic Empowerment and Development Strategy
SESP	State Education Sector Project (World Bank)
SLP	State Lead Programmes
SMOE	State Ministry of Education
SPARC	State Programme for Accountability Responsiveness and Capability
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission
UNICEF	United Nations International Children Emergency Fund
USAID	United States Agency for International Development

## Abstract

1. This document outlines the ESSPIN monitoring and evaluation framework. The approach is aligned with the monitoring and evaluation activities of the Nigerian government authorities at the Federal and State levels. It presents the monitoring indicators in the context of the performance assessment framework, the sources of information and the capacity building measures.

## Executive summary

2. The M&E activities under ESSPIN have two objectives: (i) in terms of ‘input and output monitoring’, M&E activities will assess whether *workplans* are being realised (inputs, activities and short-term outputs); (ii) in terms of ‘output to purpose monitoring’ and ‘impact monitoring’, M&E activities will assess whether *results* are being achieved (medium- to long-term outputs, outcomes and impact) and whether they can be ascribed to programme activities.
3. This document focuses on results monitoring and the related information collection, capacity building and reporting requirements. In this context, the M&E activities will ensure that reliable and timely information is used to enable: (i) *FMOE* and the *SMOE* in each Lead State to take informed policy decisions; (ii) *ESSPIN management* and *DFID* to incorporate lessons learned into any mid-term decisions related to the direction of the programme.
4. State Level Programmes (SLP) were jointly designed to strengthen the capacity of selective States to deliver basic services through stronger governance arrangements. The ESSPIN M&E framework addresses both the *governance* and the *service delivery* results in the basic education sector. As such it is fully consistent with:
  - SLP M&E frameworks: SPARC and SAVI lead on governance and accountability issues and their M&E frameworks are a point of departure for ESSPIN.
  - State-level education sector M&E frameworks: Following the endorsement of Education Sector Plans, each State has implicitly put in place its own M&E framework for service delivery. In agreement with the ESSPIN Programme Memorandum (§2.7), ESSPIN will use the same supervision structures and M&E arrangements with a strong focus on building State Governments’ capacity to undertake M&E of their own policies.
5. The ESSPIN *performance assessment framework* is derived from the ESSPIN programme logframe, which is underpinned by key relationships that will link together inputs, activities, outputs, outcomes, and impact. The M&E framework needs to establish, respectively, the degree to which outputs and outcomes are being achieved (through a set of monitoring indicators) and the veracity of the key anticipated relationships that link outputs to outcomes (through a set of evaluation studies).

6. The ESSPIN monitoring indicators (of which the ESSPIN logframe indicators are a subset) have been specified at three levels: *key performance indicators* (corresponding to the goal and purpose of ESSPIN), *quality indicators* (corresponding to service delivery outputs) and *system indicators* (corresponding to governance outputs).
7. In order to monitor these indicators a range of different *sources of information* will be used: administrative sources (school census, inspection reports and public expenditure records); survey sources (household surveys, student surveys and school surveys); and special studies. ESSPIN will: support administrative data systems; co-finance a household survey; assist the Federal government to develop a national learning assessment system (student survey); and carry out a series of school surveys and special studies.
8. In order for these data collection activities to be effective, there needs to be demand for information at different levels of government. ESSPIN will support capacity building measures, notably around the introduction of an *annual education sector review process* at the State level, which will be tied to the planning and budgeting calendar.
9. The *evaluation studies* will draw on the sources of information to establish whether some of the most important interventions supported by ESSPIN have the expected effects.
10. The main *reports* that will highlight achievements against the M&E framework are: the annual education sector performance reports; the individual survey reports; and the DFID progress reports. However, a wider set of publications will also be supported to address the information needs of diverse audiences.
11. Two annexes complement the report. Annex A is the action plan on M&E activities for the first two years of implementation (July 2009 – December 2010). Annex B addresses in detail the process by which the indicators were reached.

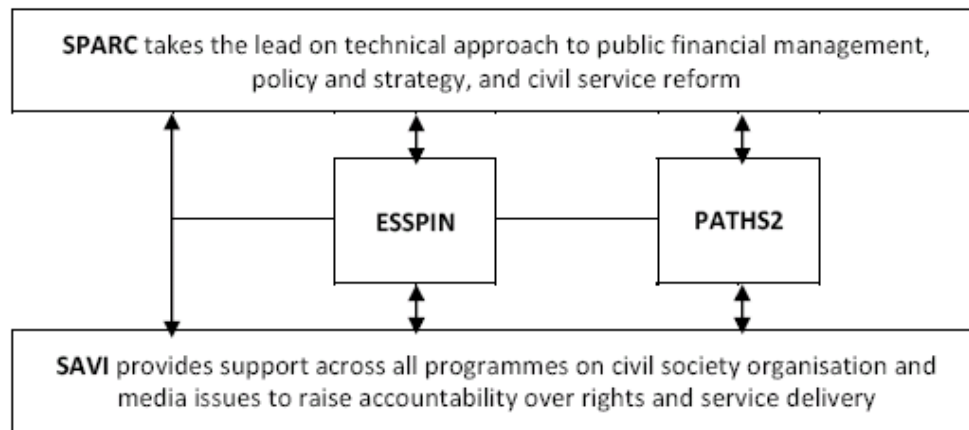
## Introduction

12. The M&E activities under ESSPIN have two objectives:

- In terms of **‘input and output monitoring’**, M&E activities will assess whether *workplans* are being realised. With reference to the results chain, this aspect focuses on the inputs, activities and short-term outputs. This type of monitoring is led by the ESSPIN Operations Unit. This document touches on this objective only insofar as it refers to coordination and reporting mechanisms.
- In terms of **‘output to purpose monitoring’** and **‘impact monitoring’**, M&E activities will assess whether *results* are being achieved. With reference to the results chain, this aspect focuses on the medium- to long-term outputs, outcomes and impact. This document focuses on this type of monitoring and the related information collection, interpretation, reporting and capacity building activities. As part of this focus, the M&E activities will ensure that reliable and timely information is used to enable:
  - FMOE and the SMOE in each Lead State to take informed policy decisions
  - ESSPIN (and other SLP) management and DFID to incorporate lessons learned into any mid-term decisions on the course of the programme

13. The ESSPIN M&E framework addresses both the governance and the service delivery results in the basic education sector. As such it will be fully consistent with:

- **Other SLP M&E frameworks:** The SLPs were jointly designed to strengthen the capacity of selective States to deliver basic services through stronger **governance** arrangements. The figure below, based on the ESSPIN terms of reference, shows that SPARC and SAVI lead on governance and accountability issues and their M&E frameworks are a point of departure for ESSPIN. This is in agreement with the ESSPIN Programme Memorandum (Technical Annex 6, §8), which states the need for “annual rolling indicators” in public financial management, public sector reform, and planning.



- **State-level education sector M&E frameworks:** Following the endorsement of Education Sector Plans, each State has implicitly put in place its own M&E framework for **service delivery**. ESSPIN adopts and will support these frameworks in agreement with the ESSPIN Programme Memorandum (§2.7), which states that ESSPIN will “to the greatest extent possible, use the same supervision structures and monitoring and evaluation arrangements. There will be a strong focus on building State Governments’ capacity to undertake monitoring and evaluation of their own policies and programmes and to use outputs from these improved State systems in order to meet ESSPIN reporting needs”. The need to align with the SESP M&E framework is also considered.

### Structure of the report

14. This document is structured as follows:

- The first section summarises the main expected results and the key relationships of the results chain that will link together inputs, activities, outputs, outcomes, and impact. This **performance assessment framework** is derived from the ESSPIN overall logframe.
- The second section pins the overall scope down to a bounded set of **monitoring indicators** at three levels: *key performance indicators* (corresponding to the goal and purpose of ESSPIN), *quality indicators* (corresponding to service delivery outputs) and *system indicators* (corresponding to education governance outputs).
- The third section describes in detail the **supply of information**, in other words the sources of data, available options and methodological aspects for ensuring that data are available in time and at the necessary standard of quality.
- The fourth section discusses the roles of different levels of government in this process as users of data and translates these into corresponding capacity building measures to strengthen **demand for information**.
- The fifth section outlines the purpose of the **evaluation studies**, which will be carried out in the course of ESSPIN and will focus on some of the key relationships.



- The sixth section identifies the mechanisms for **reporting** progress against the M&E framework, including the setting of the baseline. The broader issue of how findings are shared is addressed in a separate document on communications and knowledge management (C&KM).
- The final section summarises the principal **coordination** issues, with particular reference to three areas: integration of information sources at the State level; alignment with SESP; and alignment with the SLP.

ESSPIN goal: Effective and efficient use of Nigeria’s own resources for education and gender equity
<ul style="list-style-type: none"> <li>• MDG INDICATOR 6 Primary education net enrolment rate</li> <li>• MDG INDICATOR 7B Primary education completion rate</li> <li>• MDG INDICATOR 9 Ratio of girls to boys in primary and junior secondary education</li> </ul>

ESSPIN purpose: Sustainable and replicable basic education services improved
<ul style="list-style-type: none"> <li>• EQUITY Primary education gross enrolment rate of the bottom two consumption quintiles</li> <li>• QUALITY Percentage of Grade 4 and 6 students who meet competency levels in English and maths</li> <li>• MANAGEMENT Annual development of medium-term operational plans; budget utilisation rate</li> </ul>

ESSPIN output 1: Federal Government governance framework strengthened
<ul style="list-style-type: none"> <li>• PUBLIC FINANCE Utilisation rate of Federal funds for basic education</li> <li>• PUBLIC SERVICE REFORM / POLICY AND STRATEGY Institutional functionality of Federal bodies of: quality assurance; teacher professional development; and policy and planning</li> </ul>

ESSPIN output 2: State-level governance and management of basic education strengthened
<ul style="list-style-type: none"> <li>• PUBLIC FINANCE Variation of total allocation between MTSS Year 1 and annual budget</li> <li>• PUBLIC SERVICE REFORM / POLICY AND STRATEGY Institutional functionality of State bodies of: quality assurance; teacher professional development; and policy and planning; schools inspected using the reformed quality assurance instrument; equity of teacher distribution; availability of timely and good quality statistics through annual school census</li> </ul>

ESSPIN output 3: School capacity to provide a quality learning environment developed and sustained
<ul style="list-style-type: none"> <li>• Percentage of schools preparing School Development Plans</li> <li>• Percentage of schools inspected using the reformed instrument being graded ‘satisfactory’</li> <li>• Percentage of teachers being graded as ‘competent’</li> <li>• Percentage of head teachers and principals graded as competent managers</li> </ul>

ESSPIN output 4: Capacity of communities to support schools and of civil society to effectively articulate demand for basic education services strengthened
<ul style="list-style-type: none"> <li>• Percentage of schools inspected where feedback was given to the community</li> <li>• Percentage of schools where a community organisation (SBMC, PTA or other) demonstrates active involvement in the preparation and implementation of the school development plan</li> <li>• Quality and scale of civil society partners basic education advocacy work on behalf of communities</li> <li>• Impact of basic education advocacy work of civil society partners in terms of government response</li> </ul>

15. Two annexes complement the report. Annex A is the action plan on M&E activities for the first two years of implementation (July 2009 – December 2010). Annex B addresses in detail the process by which the indicators were reached.

## Performance assessment framework

16. The ESSPIN logframe presents the goal, purpose and outputs of the programme and describes implicitly how inputs will be translated into results: if a set of *activities* are carried out and a set of external *assumptions* hold, then the identified *outputs* are expected to lead to the desired *outcomes*. The M&E framework needs to establish, respectively, the degree to which outputs and outcomes are being achieved (through a set of **monitoring indicators**) and the veracity of the key anticipated relationships that link outputs to outcomes (through a set of **evaluation studies**).

## Monitoring indicators

17. Using the logframe ‘objectively verifiable indicators’ as a basis, this section also looks into indicators contained in a number of other key policy and planning documents (e.g. ESP, SPARC and SESP M&E frameworks) to provide a single and encompassing reference framework that can apply across the ESSPIN States. The process through which the list of monitoring indicators was derived is described in Annex A (available upon request).

18. Three levels of indicators are defined which broadly correspond to the result chain:

- **Key performance indicators**, which correspond to the goal and purpose of ESSPIN
- **Quality indicators**, which correspond to service delivery outputs – and are derived primarily from the ESP documents of the ESSPIN States but are also related to the school effectiveness model
- **System indicators**, which correspond to governance outputs – and are derived in correspondence with the SPARC M&E framework (and broken down accordingly into public financial management, public service reform, and policy and strategy indicators)

19. These indicators are presented in the next three tables with the following information:

- The extent to which the information on the indicator will be disaggregated by level (primary or junior secondary), gender and grade, where relevant.
- The relationship of the indicator with:
  - the ESSPIN logframe
  - the SESP logframe and the EFA indicators (in the case of key performance and quality indicators)
  - the Craig-Heneveld school effectiveness model (in the case of quality indicators);
  - the SPARC and SAVI M&E frameworks (in the case of system indicators);
- The sources of information for each indicator (these are discussed in detail in the next section) and the expected frequency of their availability.

20. Targets for the indicators which appear in the main logframe are specified in the revised format of the logframe. Targets for other indicators – to the extent that these have not

been already specified in the State ESP documents – will be set in collaboration with the State authorities in the course of the education sector performance review processes and the finalisation of the medium-term sector strategies.

21. Most system indicators are qualitative and will be based on a self evaluation process similar to the State Evaluation and Assessment Tool (SEAT) conducted under SPARC. Guidance to the grades (A-D) for these qualitative indicators will be outlined in a separate document.

		Primary	Junior secondary	Breakdown	ESSPIN logframe	SESP framework	EFA	Source	Frequency
<b>Key performance indicators</b>									
1	Gross intake rate in Grade 1			By gender			3	Household survey	Variable
2	Net intake rate in Grade 1			By gender			4	Household survey	Variable
3	Gross enrolment rate	X	X	By grade and gender			1, 5	Household survey	Variable
4	Net enrolment rate	X	X	By grade and gender	G1		6	Household survey	Variable
5	Gender disparity index of enrolment	X	X	By grade	G3			School census, household survey	Annual
6	Enrolment of children with special needs	X	X	By grade and gender				School census	Annual
7	Enrolment of children by quintile	X	X	By grade and gender	P1			Household survey: NLSS	Every 5 years
8	Survival rate to Grade 5			By gender			13	School census	Annual
9	Transition rate, primary to junior secondary			By gender		PDO		Household survey	Variable
10	Completion rate	X	X	By gender	G2	PDO		School census	Annual
11	Repetition rate	X	X	By grade and gender			12	School census	Annual
12	Dropout rate	X	X	By grade and gender				School census	Annual
13	Coefficient of efficiency	X	X	By gender			14	School census	Annual
14	Share of students who master set of defined learning competencies			By gender Grades 4, 6 and 8	P2		15	Learning achievement survey	Every 2-3 years

		ESSPIN logframe	SESP framework	EFA	School model	Source	Frequency
<b>Quality indicators</b>							
1	[Indicator of effective SBMC] [To be defined]	O4.2			1a	Community involvement survey	Every 3 years
2	Students per core textbook		2.2.1		1c	SESP, [Validation survey]	Every 2 years
3	Teachers per teacher guide		2.2.2		1c	SESP, [Validation survey]	Every 2 years
4	Share of schools with potable water supply		2.3.1		1c	School census	Annual
5	Share of schools with functional toilets		2.3.1		1c	School census	Annual
6	Students per functional toilet				1c	School census	Annual
7	Students per classroom		2.3.2	11	1c	School census	Annual
8	Share of classrooms with functional blackboards				1c	School census	Annual
9	Share of classrooms in need of major repairs				1c	School census	Annual
10	Share of classrooms where students are seated				1c	School census	Annual
11	[Head teachers who demonstrate school management skills] [To be defined]	O3.4	1.2		2a	Head teacher management survey	Every 3 years
12	Share of teachers with [professional qualification]			10	2b	School census	Annual
13	Share of teachers who complete [course of in-service training] [To be defined]				2b	School census	Annual
14	Students per (qualified) teacher				2b	School census	Annual
15	Students per (qualified) teacher, variance across LGEA	O2.4			2b	School census	Annual
16	Share of schools with school development plans	O3.1	1.1		2c	SESP, School census	Annual
17	Average instructional hours per school year				2d	Validation survey	Every 2 years
18	Student absenteeism				2d	Validation survey	Every 2 years
19	Teacher absenteeism				2d	Validation survey	Every 2 years

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20	Percentage of lessons observed being graded as 'competently delivered'	O3.3			4a	Classroom observation survey	Variable
21	[Teachers who use curriculum guides and core subject textbooks effectively]		2.1		4b	SESP, Classroom observation survey	Variable
22	Number of schools inspected using the reformed quality assurance instrument	O2.3				Inspectorate records	Annual
23	Percentage of schools inspected being graded 'satisfactory'	O3.2				Inspectorate records	Annual

		ESSPIN logframe	SPARC M&E framework	SAVI M&E framework
<b>System indicators</b>				
<b>Public financial management</b>				
1	Budget credibility: Aggregate expenditure out-turn compared to original approved budget (i) variation between budget and expenditure (including the absorption of Federal funds) (ii) variation between MTSS and budget	(i) P4, O1.1 (ii) O2.1	A	
2	Budget comprehensiveness: State budget includes information on both own funds and Federal funds		B	
3	Transparency of inter-governmental fiscal relations		B	
4	Public access to key fiscal information		B	
5	Multi-year perspective in fiscal planning, expenditure policy and budgeting: State develops MTSS	P3	C1	
6	Competition, value for money and controls in procurement		C2	
7	Availability of information on resources received by service delivery units		C3	
8	Legislative scrutiny of external audit reports		C4	
9	Financial information provided by donors for budgeting and reporting on aid: ESSPIN assistance is reflected into the MTSS and budget		D	
<b>Public service reform and organisational management</b>				
10	Statutory functions: Clarity of division of responsibilities across institutions at the Federal level: (i) quality assurance (ii) teacher professional development (iii) policy and planning	O1.2	A1.1	
11	Statutory functions: Clarity of division of responsibilities across institutions at the State level: (i) quality assurance (ii) teacher professional development (iii) policy and planning	O2.2	A1.1	
12	Policy guidelines and performance management: An annual education sector performance review process takes place		B1-B2	
13	Service planning and resource allocation: MTSS procedures are documented and disseminated to civil servants		B3	
14	Accountability in public service performance management: Service standards / inputs are specified, mechanisms which assess performance against these standards and publish results exist and public complaints can be recorded		B6	
15	Human resource management policies and organisation: Teacher records are linked to and reconciled with planning databases and		C	

	payroll records			
16	Workforce planning and management: Teacher deployment takes into account skill and age profiles and ensure rational and equal distribution at the school level		D	
17	Employee performance management system: There is an annual assessment of teacher/inspector performance against set standards		E1	
18	Manpower development policy: There exists an in-service teacher training policy		E2	
19	Manpower development management systems: Training quality is reviewed and its impact is evaluated regularly to amend training plans		E3	
	<b>Policy and strategy</b>			
20	FMOE basic education national policy guidelines include outline targets		1A	
21	MTSS financial projections are realistically compiled within projected financial envelopes		1B	
22	Sector outcomes drive the development of State MTSS documents		2	
23	Quality of baseline information is adequate for MTSS development: State school census produces timely and good quality statistics	O2.5	3	
24	National policy guidelines are fully integrated into State policies and strategies		4	
25	Actions of private or non-government sector partners are into consideration in strategy development		5	
26	Plans are made and implemented to improve capacity before new strategies are implemented		6	
27	MTSS demonstrates that the views of beneficiaries, including disadvantaged groups, have been taken into account		7	
28	Government has signed up to a public commitment to deliver feasible policy outcomes		8	
	<b>Community participation and demand</b>			
29	Community access to information: Percentage of schools inspected where feedback was given to the community	O4.1		
30	Civil society capacity to represent community voice: Quality and scale of civil society basic education advocacy work for communities	O4.3		X
31	Civil society influencing change: Impact of basic education advocacy work of civil society partners in terms of government response	O4.4		X



## Supply of information

22. The previous chapter introduced the list of indicators that ESSPIN will monitor jointly with the governments at the Federal and State level. The respective tables provide a rough outline of the information sources. These are examined in detail in this section and are grouped in three categories:

- Administrative sources
- Regular surveys
- Special, one-off surveys that will need to be carried out to assess some other measures of interest that the other two types of sources cannot address.

### Administrative sources

#### *School census*

23. The Education Management Information System (EMIS) was reformed from 2004 onwards. The data of the annual school census are stored and processed through a customised software programme (NEMIS), which is maintained by the Federal Ministry of Education. A national policy document, which was approved by the National Council of Education in 2007, advocates the decentralisation of the system from 2009 onwards: States will be responsible for the implementation of the school census. Overall steering is provided by the National EMIS Committee.

24. However, there are numerous challenges facing the development of the EMIS:

- The organisational roles of the Federal and State levels are not yet clearly defined with the result that the decentralisation policy not yet fully understood. Poor management, including the delayed availability of Federal funding, means that since 2005 the census has not taken place during the designated month (February).
- School lists are poorly maintained with the result that coverage of the rapidly expanding private school sector is low.
- Despite improvements in questionnaire design, there are continuing problems, which affect the relevance and quality of the collected data.
- Parallel data collection activities at the school level, organised by both Federal and State authorities, result in duplication of effort and inefficiency.
- Quality control mechanisms are inadequate in terms of field, data entry and validation procedures with the result that the quality of data is questionable.
- There are inadequate provisions for the training of respondents and enumerators (and no common procedures across States), which result in low response rates and late return of census forms.
- Problems such as poor networking or software inflexibility mean that technology is a constraint in the development of EMIS and serious delays in the production of results.

- Weak feedback and reporting mean that there is lack of ownership and lack of incentives on the side of stakeholders to provide good quality data. The last year for which data were published is the school year 2004-2005.

#### Implications for ESSPIN

25. The ESSPIN approach on EMIS development is outlined in a separate document. The emphasis will be on clarifying the respective roles of the Federal and State institutions so that the decentralisation policy can be implemented. ESSPIN will focus on the development of formal guidelines that will describe the steps that States need to take to ensure the timely completion of the school census process and a good quality output. ESSPIN will work alongside the Federal and, particularly, State authorities to help implement the guidelines.

#### *Inspection reports*

26. The adoption of a reformed school inspection schedule, included in the Education Quality Assurance Handbook, is a significant innovation in the Nigerian education quality assurance system. Both external reporting (based on accredited evaluators) and internal reporting (based on school self-evaluation) will be used to observe trends over time.

#### Implications for ESSPIN

27. ESSPIN M&E activities will focus on building linkages between EMIS and the reformed quality assurance system to ensure that:

- EMIS provides inspectors with basic information before they visit a school, e.g. in the form of a school report card
- inspectors feed the information on school grading back to EMIS: from that point of view, ESSPIN will assist inspectorates to manage the information

#### *Public expenditure records*

28. Being able to access information on budget and public expenditure is a precondition if the impact of the implementation of ESSPIN on the effective and efficient use of resources is to be evaluated. However, the starting point is very weak. As the 2007 State Education Public Expenditure Review indicated, budget and expenditure data are only partially available in terms of the level of disaggregation, coverage and level of government across States.

#### Implications for ESSPIN

29. ESSPIN will work closely with SPARC, which will take the lead in grappling with this problem across government. Emphasis will be on transparent and timely reporting that will improve accountability.

## Survey sources

### *Household surveys*

30. The school census is the main but not the only source of information on basic education. Valuable complementary information is provided by a series of sample surveys, which focus on the household and its members (rather than the school) as a unit of measurement. These surveys may be an alternative or even the only source of reliable information for some core education sector indicators. For example, surveys may be better able to capture enrolment rates, as they do not suffer from the problem of incomplete school lists.
31. This section summarises the most informative surveys that have taken place in recent years and discusses current plans to repeat some of these surveys in coming years. The following table introduces the main characteristics of the four principal recent surveys.

Survey	Year	Focus	Sample size (households)	Representative at the level of:
Nigeria Education Data Survey	2004	Education	4268	Geopolitical zone
Nigeria Living Standards Survey	2003-04	Poverty	21900	State
Core Welfare Indicators Questionnaire	2006	Social sectors	77400	State
Multiple Indicator Cluster Survey	2007	Social sectors	28603	State
Nigeria Living Standards Survey	2008-09	Poverty	77000	State

32. The **Nigeria Education Data Survey (NEDS)** is the only nationally representative survey whose main focus is education. The *2004 NEDS* was linked to the 2003 Nigeria Demographic and Health Survey (DHS) (and as such it can combine information on basic education and health status for children). It had two principal instruments:
- The parent questionnaire collected background information on parents, general information related to the school attended by their children, and their views on the quality of the particular school as well as on schooling in general.
  - The child questionnaire collected information from parents of children aged 4-16 years on their schooling status during the current and previous school year, reasons for either absenteeism or dropout, and expenditures on schooling. Children aged 4-9 years had their height and weight measured and children aged 4-12 were given a rudimentary literacy and numeracy question.
33. USAID and DFID will co-finance the *2010 NEDS*. ESSPIN will cooperate in the survey design with RTI, which has been contracted to carry out the survey, to ensure that a broader range of indicators of interest can be measured and that the sample is sufficiently large to allow precise estimates in the ESSPIN States. The survey is scheduled to take place in the period February-May 2010.
34. The Federal Bureau of Statistics conducts the **Nigeria Living Standards Survey (NLSS)** on a nationally representative sample of households every five years. The instrument collects information on food and non-food consumption in order to calculate a consumption-based

estimate of poverty. In addition, it collects a wide range of individual socioeconomic characteristics, including a short module on education. It is therefore the only survey that can provide a rigorous estimate of a key performance indicator on equity: enrolment by consumption quintile.

35. However, key estimates of the *2003NLSS* were inconsistent with those of the 2004 NEDS according to the 2007 State Education Public Expenditure Review (Box 1.2). In particular:
- The 2004 NLSS primary enrolment rates were about 15 percentage points lower than those of the 2004 NEDS.
  - The 2004 NLSS indicated no gender differences in primary enrolments in the North East and North West regions, while NEDS estimated that female enrolment was about 10-15 percentage points lower.
36. The fieldwork of the *2008 NLSS* was completed in February 2009. The two main differences compared to the 2003 NLSS are the significantly larger sample size and the fact that the instruments were machine readable (like the CWIQ survey; see below) to speed up data entry. Changes were made to the questionnaire to address some of the above issues.
37. The **Core Welfare Indicator Questionnaire** (CWIQ) surveys collect a very limited set of socioeconomic data but they have the advantage of drawing very large sample sizes (which mean that the survey is representative at the State level) and of entering data rapidly and efficiently. In the education and health modules of the Nigeria *2006 CWIQ*, there are four questions of practical interest: enrolment status, type of school (whether public or other), distance from school and disability. It is possible to develop a ranking of households by socioeconomic status but this is based on proxy indicators and not on a systematic measurement of consumption. The enrolment data of the 2006 CWIQ were generally consistent with those of the 2004 NEDS. There is no plan to repeat the CWIQ.
38. The **Multiple Indicator Cluster Survey** (MICS) is a household survey programme developed by UNICEF, which has been assisting countries to fill data gaps on the situation of children and women and to monitor the MDG. The Nigeria *2007 MICS* was carried out on a sample that was one half of what had been originally intended. It consisted of 3 questionnaires (household, women aged 15-49 years and children under the age of 5). The household questionnaire contains a concise and well formulated questionnaire on enrolment during the current and past school year. The results of the 2007 MICS have been posted on the FBS website but have not yet been released formally by UNICEF. Given the focus on the MDG, it is expected that there will be at least one other round during the course of ESSPIN as we get closer to 2015.

Implications for ESSPIN

39. There are a good number of recent and anticipated household survey sources in Nigeria. ESSPIN will monitor them closely and will take the following steps:

- Participate in the preparation of the 2010 NEDS.
- Present the implications of household survey results to the Federal and State education authorities and engage them to use household surveys in education sector planning and take active part in the design of future surveys.

*Student surveys: learning achievement*

40. There is no national system to monitor learning achievement over time. Nigeria took part in two rounds (1996 and 2003) of the UNICEF and UNESCO ‘Monitoring learning achievement’ (MLA) project. In 1996, students of Grade 4 were tested in numeracy and literacy drawn from a sample of 960 schools across all States. In 2003, students of Grade 4, Grade 6 and Grade 8 were tested in numeracy and literacy drawn from a sample of 1036 schools across all States (28 schools per State and 30 students per school). Tests were national primary school curriculum referenced with questions designed to test the associated competencies. Results from both rounds were poor and – to the extent that they were comparable across countries – suggested that Nigeria compared unfavourably to other African countries. There were valid comparisons between States, between boys and girls (whereby near gender parity was observed) and between types of schools (whereby private schools performed significantly better). A variant of the MLA test was administered in selective States by the DFID/UNICEF Girls Education Project in 2007 and provided further evidence of low learning achievement. In addition to the MLA project, UBEC also has carried out national assessments in 2001 and 2003. These were criterion referenced tests based on primary school curriculum items from four core subjects (English, mathematics, science and social studies). Tests were administered at Grades 4, 5, and 6.

Implications for ESSPIN

41. The ESSPIN approach on the development of a national learning assessment system is outlined in a separate document. The emphasis will be on building capacity in an existing institution to support a sustainable national learning assessment system for basic competencies. The system should be based on a sample survey of schools, which would be representative at the State level. Given the need for comparability across States, the programme should be coordinated at the Federal level with a pilot phase concentrating on the ESSPIN States before the system can be rolled out at a national level.

*Summary on household surveys and student surveys*

42. Summarising the discussion so far, the following table shows that households and student surveys will cover all key performance indicators.

Survey	KPI 1-2	KPI 3-5	KPI 6	KPI 7	KPI 8-10	KPI 11-13	KPI 14
Nigeria Education Data Survey (NEDS)	X	X			X	X	
Nigeria Living Standards Survey (NLSS)	X	X		X	X	X	
Core Welfare Indicators Questionnaire (CWIQ)	X	X	X	?			
Multiple Indicator Cluster Survey (MICS)	X	X	?	?	X	X	
Learning achievement survey							X

43. The table below shows the timeline of completed and anticipated household and student surveys. Different household surveys spread over time and have been providing new evidence on a regular basis. Although it cannot be foreseen with accuracy what new surveys will take place from 2010 onwards, it can be safely assumed that a sufficient number of core surveys will continue as we move closer to 2015 and the need to report on MDG achievement grows.

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Nigeria Education Data Survey (NEDS)		X						X				
Nigeria Living Standards Survey (NLSS)	X					X						
Core Welfare Indicators Questionnaire (CWIQ)				X								
Multiple Indicator Cluster Survey (MICS)					X							
Monitoring learning achievement survey	X							?		?		?

### School surveys

44. Surveys which have the school facility as a unit of measurement are better suited to provide information on quality indicators and can complement administrative sources:

- A simple example of a school facility survey is one that tries to validate the *school census*. It can add value because survey teams pay unannounced visits to verify the reliability of the data provided by schools, e.g. on classrooms and teachers. With a more complex survey design, such a survey can also touch upon issues like student absenteeism, teacher lateness and absenteeism and school opening hours.
- Other examples of facility-based surveys are those that complement *inspection reports*: for example, studies that focus on the teaching and learning process, head teacher management skills and community participation.
- A more complex example of a facility survey are public expenditure tracking surveys (PETS) and quantitative service delivery surveys (QSDS), which complement *public expenditure records*. They address resource availability, utilisation and effectiveness.
  - PETS try to answer the question: do public resources reach schools as intended? They track the flow and management of public money and other inputs from the

top, through various levels of government, to their final destination: schools and students. They compare what had been allotted or recorded as spent by government with what was reported as received or spent by the recipient student, school or office. Their complexity depends on the range of questions.

- QSDS try to answer the question: what are the quantity and quality of services that these resources are able to deliver? QSDS can assess the factors behind the quality of service delivery, including public and private resources, human resources and management systems. Quality is frequently defined in terms of learning outcomes and, in that sense, QSDS are best combined with the results of a learning assessment survey.

#### Implications for ESSPIN

45. ESSPIN will introduce a **validation survey** whose primary objective will be to control the quality of school census data. It will take place two months after the next school census: if the school census is scheduled for late November 2009, then the validation survey will be planned for February 2010. The survey will be based on unannounced visits to a representative sample of schools of all types and from all ESSPIN States. The possibility of also sampling (mostly private) schools that did not respond to the school census questionnaire will be considered. A second objective of the survey will be to capture issues such as absenteeism and school contact hours. It is intended to repeat this survey in 2012.
46. ESSPIN will conduct a **classroom observation survey** on a random sample of schools to assess the quality of the teaching-learning process and progress over time. The first round of the survey will take place in June 2009 on a sample of 380 schools. The sample will ensure that there can be feedback on the direction of the impact of specific ESSPIN interventions at least in those States (like Kaduna and Kano) have agreed to target specific LGEA in initial stages. The second round will take place in 2010 and a third round is expected to take place in 2012 or 2013. Inspection reports address these issues. The survey will complement the new inspection instrument until this has been fully rolled out and can provide education planners with the necessary information.
47. ESSPIN will also carry out a **head teacher management skills survey** to assess the impact of interventions on school leadership. The survey will be designed in the second half of 2009 and its first round will be carried out in early 2010. Its design will be informed by the findings of visits to a number of schools by a team of VSO during the inception period. This survey will share the same sample as the classroom observation survey.
48. ESSPIN will finally carry out a **community involvement survey** to assess the support provided to schools by SBMC, PTA and community-based organisations. The survey will be designed in the second half of 2009 and its first round will be carried out in early 2010. Its design will be informed by the experience of a pilot survey of 10 SBMC conducted during

the inception period. This survey will also share the same sample as the classroom observation survey.

49. According to Berryman and Gueorguieva (2007), “PETS can be used only minimally in Nigeria for the same reason that attempts to conduct a reliable education public expenditure review have foundered. “... Nigeria’s funding flows are convoluted and variable between and within states. In addition, to measure discrepancies between intent and actuality, there have to be policies that specify how much should be allocated for some input to a beneficiary, whether student, school, household, or clinic. For many inputs – e.g., school maintenance, students’ textbooks, textbooks and subject matter teaching guides for teachers, in-service training – it is not clear how much, if anything, is supposed to be allocated per school, student, or teacher”. In the absence of such conditions and of good public expenditure records, there have not been any PETS in Nigeria so far despite the fact that there are serious concerns about leakage.
50. A World Bank/DFID QSDS in 2007 in Enugu and Kaduna covered 240 primary schools. There were two main conclusions. First, there was evidence of inefficient use of resources, such as variations in student-teacher ratios between local authorities indicating a lack of enforcement of staffing norms. Second, basic preconditions for accountability were not in place: accurate records, clear financing flows, and unambiguous powers to make decisions. According to the final report, “head teachers and LGEA directors have no shared understanding about who has the power to make and is therefore accountable for key decisions for primary education. ... No agreement about who is responsible equates to no accountability for actions” (p.12).
51. Communities have the right to know what resources their schools are entitled to. ESSPIN will work closely with SPARC, which leads efforts for transparency in the budget process, including budget and expenditure documentation. Once a measure of progress has been achieved in terms of clarity in recording budget allocations and public expenditure, ESSPIN will discuss with the Federal / State governments the possibility of a focused **public expenditure tracking survey** for specific funding flows. If conditions allow, the survey will be designed in 2010 and implemented in 2011.
52. In the case of QSDS, given the recent survey in Kaduna and Enugu, there is no need for ESSPIN to carry out a new similar survey soon. Instead, it is proposed that a smaller scale alternative is considered: additional modules to the validation survey will capture quality aspects that the school census cannot report on.

### *Summary on school surveys*

53. Summarising the discussion so far, the scheduled school surveys can be organised in two groups. The first group consists of surveys that are linked in terms of a common (public) school sample and pre-announced visits. This is necessary in order to ensure school



cooperation. The second group of surveys require unannounced visits, as the objective is validation. The following table shows the proposed timing of the ESSPIN surveys.

	Jun 2009	Jul 2009	Aug 2009	Sep 2009	Oct 2009	Nov 2009	Dec 2009	Jan 2010	Feb 2010	Mar 2010	Apr 2010	May 2010
Group A: surveys on public schools with pre-announced visits and sharing a common sample												
1. Classroom observation survey	X											
2. Head teacher management skills survey						X						
3. Community involvement survey						X						
Group B: surveys on different types of schools with unannounced visits and changing sample over time												
1. Validation survey									X			
2. Public expenditure tracking survey												

### Special studies

54. The school surveys described in the previous section to a large extent aim to support administrative practices (school census, inspection, and public financial management). However, additional studies will be required either for particular aspects of the M&E framework or for assisting States to push through necessary reforms.

#### *Teacher knowledge survey*

55. A survey of teacher knowledge took place in Kwara in 2008 following an initiative of the State government in agreement with the teacher union and with support from CUBE. The results of the survey are used to guide reforms in teacher and inspector recruitment, deployment and training. The other four ESSPIN States have indicated their intention to conduct this type of survey on a sample basis and ESSPIN will support this initiative.

#### *Out-of-school children study*

56. ESSPIN will address in more detail the issue of out-of-school children, which is at the centre of attention following the publication of the 2009 EFA Global Monitoring Report. As a first step, it is proposed that there will be an analysis of existing household survey sources in 2009 to clarify where the main problems lie and where the study should focus.

#### *Islamiyya, qur'anic and tsangaya school studies*

57. ESSPIN is supporting its partner States in northern Nigeria to improve the management of the IQTE sector. A number of studies have been planned to support policy design, such as: an analysis of the demand for tsangaya education (to plan interventions for this sector which caters to vulnerable children, such as the almajari); an analysis of community preferences for islamiyya over secular schools in the case of girls (to plan interventions at

secular schools so that they can attract more girls); and an analysis of the strong support communities provide to in islamiyya and qur’anic schools (to plan interventions that will encourage communities to also develop similar ownership of State schools). The latter study might be combined with the community involvement survey mentioned above.

### *Opinion surveys*

58. Using information on public and other stakeholder opinion to push for reform in the education sector is a key mechanism underlying ESSPIN. The C&KM approach paper sets out a range of ways to assess awareness, user satisfaction and views of key stakeholders. In order to measure *awareness of education reform* among the population, a State needs to have a clear policy which can be translated into a set of clear messages (e.g. standards that every school should satisfy and targets that the State will try to achieve), which will be communicated through campaigns before their outreach can be measured
59. In order to measure *user satisfaction*, the 2006 CWIQ survey had included questions on attitudes, such as whether the children “have any problems with the school” or whether the parent would “like (the school) improved in this community”. However, the 2008 NLSS/CWIQ has not included similar questions and alternative attempts are needed to measure perceptions of the quality of service provision. Public opinion polling is fraught with difficulties: relatively low levels of literacy, exclusion and remoteness, low exposure to media and polling techniques, and weak infrastructure and capacity to do robust surveys. Nevertheless, it is expected that each State will carry out some form of public opinion survey during 2009-10.
60. To supplement opinion polling, ESSPIN will solicit *views of key stakeholders* who have the potential to influence decision makers, for example Education Secretaries at the LGEA level or teaching professionals. Each State will conduct an annual survey of opinions around the reform programme. Although some issues may vary from State to State, ESSPIN will provide a core set of questions, which each survey should address.

### *Capacity assessment of civil society organisations*

61. ESSPIN is interested in building the capacity of civil society organisations to reach out to community-based organisations. SAVI has undertaken a capacity assessment of a selective group of civil society organisations across States based on self evaluation along three dimensions: programme (i.e. their capacity to plan and implement, monitor and evaluate, and research), organisation (i.e. their core values, leadership, internal systems, and quality of staff) and relationships (i.e. their capacity to negotiate and communicate). ESSPIN will cooperate with SAVI to assess the latter dimension in more depth, namely whether civil society organisations have sufficiently strong links with community-based organisations to truly engage with their concerns and advocate on their behalf.

## Demand for information

62. The ESSPIN approach to M&E will strengthen what are (or should be) standard government M&E operations in order to build capacity and ensure sustainability. It is assumed that there is an audience willing to absorb information and able to put it to good use for policy and planning purposes. This assumption may not be always correct:

- It is commonly assumed that civil servants can resort to evidence when they assist the process of decision making. In practice, planning processes are often not fully functional and informed decisions may be overturned for other considerations. Such incidents frustrate civil servants and limit the confidence in the value of training.
- The skill to interpret and utilise statistical data for decision making is not easy to acquire. Short training courses, in-country or abroad, tend not to be directly linked to everyday management problems. On-the-job mentoring within an existing planning process is necessary but it is a costly alternative.

63. The ESSPIN approach to capacity building in the use of information for planning and budgeting will be based on the following principles:

- Training in the use of information will be *tied to the decision making process*, which begins with policy design and review; moves on to (medium-term) strategy and planning; proceeds to (annual) budget preparation; materialises in budget execution; accounts for and monitors results; and concludes with reporting and auditing. Training will be developed around the generation and use of the information needed to improve the quality of these decisions.
- Rigid, formal and technically advanced training programmes cannot cater for the relatively simple (in technical terms) but constantly evolving needs that are more common in practice. For this reason, *training will need to be ongoing* and it is proposed that members of the State teams (with emphasis on the role of the planning and management specialists), supported by the M&E specialist, will lead these capacity building efforts in the form of short inputs over a long period of time. This will enable ESSPIN to respond quickly where there is evidence of real demand for information.
- The decision making process will need to be more transparent. In particular, *the policy design and review component of the planning cycle needs to be strengthened*. At the Federal level, M&E activities will need to focus on the National Council of Education (NCE) process and on the Policy, Planning, Management and Research (PPM&R) Department. At the State level, M&E capacity building activities will focus on a new process, an annual education sector review, which will bring together government and non-government stakeholders in each State to discuss the available evidence.

## Annual education sector review

64. The **annual education sector review** process will have the following objectives:

- Focus attention on assessing evidence on sector performance as the basis for planning and budgeting decisions – and help provide explicit recommendations.
- Provide a clear point in time by when regular administrative information collection procedures, such as the school census, need to be completed and results reported.
- Provide an opportunity for education sector authorities to evaluate their own achievements against a set of system/governance indicators.
- Involve all stakeholders to enhance accountability and transparency within the sector.

65. The review will consist of the following main elements:

- Preparation of a government annual education sector performance **report** that will summarise the status of the education sector on the basis of available information
- Dissemination of the draft report to the participating stakeholder groups and **invitation** to an annual education sector performance review conference
- Annual education sector performance review **conference** taking place over two days where each main group presents their views on progress made
- Adoption of main **recommendations** and finalisation of the government report: a summary of these recommendations will feature as an annex to the final report to promote transparency and accountability in the education sector

66. All States have committed to the idea of an annual review in their Education Sector Plans:

- Jigawa (§3.1, §5.1 , priority PME3)
- Kaduna (§3.1, §5.3; PPRM 5.2 output target 1.3 and ME 6.2 output target 2.2, Annex 2)
- Kano (§8.1, priority EPM4)
- Kwara (priority EF2)
- Lagos (§8.3)

67. Indeed, some of the States have committed to the review’s participative character and its tight link to the budget cycle. In a standard public financial management cycle, the most suitable time for an annual performance review is the period after the approval of the annual budget and before the beginning of the MTSS process (January-February). This period is suitable for policy review and performance assessment, as key staff are no longer pre-occupied with budget preparation issues. In addition, placing the review just before the start of the MTSS process provides the evidence background needed for a strategic look at the sector. While other considerations might influence the actual timing, it would be preferable if the review were tied explicitly to the public financial management calendar.

68. At the *State level*, there are commitments in the Education Sector Plans of most ESSPIN States for the first sector review to take place over the next two years (Jigawa and Kaduna for 2009, Kano and Lagos for 2010). It is possible that the introduction of the review might be staggered and not simultaneous across States. The issue of whether a similar review process should be organised at the *Federal level* is more complicated. A Federal review should perhaps not be attempted before all ESSPIN States have successfully completed one or two cycles.

### *Implications for ESSPIN*

69. The following capacity building initiatives are envisaged to help governments at all tiers increase the use of information in decision making.
70. At the **Federal** level, the starting point is the Roadmap for Education (March 2009), which identifies the institutional capacity of the PPM&R Department for M&E as inadequate (p.72). An institutional review supported by ESSPIN will identify the main focus of technical assistance activities. In order to develop capacities, ESSPIN will work with key information managers and planners at FMOE and UBEC in the following directions:
- review of key recurring and strategic decisions in terms of their evidence basis
  - assessment of existing information for decision making in terms of its quality and gaps
  - advice on improvements in data collection activities (e.g. school census forms only requesting information that supports identified needs for planning and budgeting)
  - advice on the financing of necessary information collection activities to ensure that these are sustainable
71. At the **State** level, ESSPIN will draw lessons from the MTSS process in order to develop the capacity of the PRS Department to manage information. In particular, ESSPIN will help:
- review of key recurring and strategic decisions in terms of their evidence basis
  - assessment of existing information for decision making in terms of its quality and gaps
  - advice on improvements in data collection activities (e.g. reducing parallel data collection efforts)
  - advice on the financing of information collection activities to ensure that these are sustainable
  - advice towards ensuring that key planning and budgeting documents make explicit references to the information behind specific resource allocation decisions
  - drafting of a manual on the use of (administrative and survey) information for decision making (by late 2010)

72. In the case of the annual education sector review process, ESSPIN will provide the following types of support:

- Assist the preparation of the government annual education sector performance report. This task will be coordinated by the SMOE PRS Department, in close association with the SUBEB PRS Department, and will represent the main M&E capacity building activity.
- Facilitate conference proceedings.
- Provide financial support for items such as publication of reports and selective costs that would help maximise the participation of non-government stakeholders.
- Support communications both at the preparation of the conference and the dissemination of the proceedings. This will involve work with the communications committees and the local media.
- Help identify questions and design appropriate research to follow up on these issues.

73. At the **LGEA** level, the scope of decision making power is relatively limited. ESSPIN will support the management of existing administrative information and sensitise officers to the need to support the school census process.

### Evaluation studies

74. Specific studies are required for the complex task of combining the different sources of information described so far into an assessment of whether the expected relationships between inputs, outputs and outcomes actually worked. These studies will be carried out in the second half of ESSPIN when sufficient evidence has been accumulated. However, the focus of these studies will be decided in 2009-2010 to allow refinements to be made to existing information collection instruments supported by ESSPIN. Indicatively, it is expected that the studies will aim to answer questions about the impact of:

- the introduction of the *MTSS process* on ensuring that resources are allocated towards the main education sector priorities in the ESSPIN States
- reforms in *teacher training institutions* on the teaching and learning process in schools
- the adoption of new inspection forms and *quality assurance processes* on school performance
- *community-level interventions* on the extent of community participation and on school performance

### Reporting

75. Information will be disseminated through various means for diverse target audiences (as described in the C&KM paper). This document focuses on the following types of reports:

- Annual education sector performance reports
- ESSPIN supported survey documenting the main findings

- DFID progress reports, such as updates against programme logframe indicators
76. The government **annual education sector performance reports** will not be as advanced as the Education Sector Analysis in order to ensure that they are driven by contributions of the SMOE and SUBEB staff and can be produced on an annual basis. It is proposed that the reports have the following chapter structure, which captures the results chain:
- Performance assessment framework: a brief description of what was planned and of the information basis available to measure progress towards the expected results
  - Inputs: resources allocated by the State / made available by the Federal government, released and spent
  - Processes: main changes in governance and management that were undertaken to improve the effectiveness and efficiency of government operations (equivalent to the ESSPIN ‘system’ indicators)
  - Outputs: main outputs achieved (equivalent to the ESSPIN ‘quality’ indicators)
  - Outcomes: progress with respect to the main outcomes (equivalent to the ESSPIN ‘key performance’ indicators)
  - Implications: key findings in terms of the need to re-allocate resources to help ensure that there is faster progress towards the desired results
77. ESSPIN will produce **survey reports**, such as the classroom observation survey and the validation survey, in order to disseminate the main findings to a broad audience.
78. In terms of **DFID progress reports**, the Programme Memorandum (Annex 7) specifies that:
- At the level of inputs and activities monitoring (implementation focus), a quarterly report will be submitted presenting progress against the work plan, spending against budget, achievement of milestones, issues of concern and proposed remedial action (*standard progress report*).
  - At the level of output-to-purpose monitoring (results focus), the standard progress report will have attached to it a detailed discussion once a year on progress relative to the programme logframe indicators (*extended progress report*).
79. The first extended progress report will therefore include a discussion of the baseline. It should be stressed that the assignment of values for a number of key performance and quality indicators depends on surveys and administrative data which may, in some cases, only be available until well into the implementation period.
80. Annual monitoring of progress towards the purpose of the programme will be carried out by external independent M&E consultants.

## Coordination

### SLP

81. ESSPIN has prepared jointly with SPARC, SAVI and PATHS II a *structured approach paper* on M&E activities. The paper (which also sets the terms of reference for the SLP M&E working group) addresses the following coordination issues:

- align attempts to introduce *sector performance review* processes across government (as well as to introduce non-government stakeholders in the review process) in order to design mutually reinforcing and complementary M&E capacity building activities
- exchange views on different approaches to SLP *impact evaluation* and coordinate M&E methodologies and data collection exercises where possible

### SESP

82. The SESP M&E framework has been almost fully accommodated within the ESSPIN M&E framework, as it imposes no additional or unnecessary M&E requirements on States. The only exception is SESP-specific procurement, technical and financial monitoring reports. ESSPIN will work with the SESP M&E coordinators to update the 6-month EMIS workplans.

### GEP

83. The GEP operates in four States in northern Nigeria. In each State there is a planning and EMIS adviser equivalent to the ESSPIN State planning and management officers. ESSPIN will collaborate with the GEP team members to exchange lessons on M&E issues.

### Country Education Status Report

84. The World Bank is planning a Country Education Status Report in 2009-2010. ESSPIN will collaborate in preparation activities to the extent that these complement and strengthen the overall ESSPIN M&E approach.



## Annex A – Workplan

### Outline of activities

85. An Excel worksheet is attached with the detailed outline of activities. The table below provides the outline classification of monitoring and evaluation activities to be supported in the period to December 2010:

	Activity area	Responsibility	When							
			Q2 2009	Q3 2009	Q4 2009	Q1 2010	Q2 2010	Q3 2010	Q4 2010	
	<b>A. Review performance assessment framework and monitoring indicators</b>									
1	Work with lead specialists, task leaders and State team leaders to finalise logframe indicators and identify means of verification		X							
2	Work with lead specialists, task leaders and State team leaders to finalise M&E framework indicators and elaborate grading schemes for qualitative/process indicators		X	X						
	<b>B. Support supply of good quality information</b>									
1	Administrative data: Explore SUBEB school-level information		X	X	X					
2	Administrative data: Improve links of inspection reports with EMIS					X	X			
3	Household surveys: Assist the design of the NEDS		X	X						
4	Household surveys: Analyse survey data [notably MICS (Q3 2009), NLSS (Q3-Q4 2009), and NEDS (Q2-Q3 2010)]			X	X		X	X		
5	School surveys: Design and implement validation survey				X	X	X	X		
6	School surveys: Advise on the design of head teacher and community involvement surveys									
	<b>C. Demand for information and use for planning</b>									
1A	Annual education sector performance review			X	X	X	X			
1B	Annual education sector performance report			X	X	X	X			
2	Further capacity building at the State level: set out roles and responsibilities at PRS departments and coordinate work between SMOE and SUBEB, harmonise State M&E frameworks and coordinate work across the five States (feedback workshops to improve monitoring schedules, processes and procedures), prepare training materials and carry out training to develop M&E staff in PRS departments, examine alternative approaches to processing school-level information at the State level			X	X	X	X	X	X	X
3	Develop approach for capacity building at the LGEA level								X	X
4	Develop approach for capacity building at the Federal level					X	X			

D. Evaluation studies									
1	Advice on the focus of ESSPIN studies, ensuring efficient use of resources and data and adherence to the M&E framework		X	X	X				
2	Develop appropriate instruments where required and agree on data collection procedures with lead specialists and task leaders				X	X			
E. Reporting									
1	Prepare for external M&E reviews		X		X		X		X
2	Contribute inputs to ESSPIN annual report			X				X	
3	ESSPIN C&KM: support dissemination of information about sector performance and key achievements to government and the public								
F. Coordination									
1	Participate in SLP M&E working group to develop common approaches to capacity building and data collection methods		X	X	X	X	X	X	X
2	Coordinate with SESP M&E framework			X		X		X	
3	Coordinate with GEP								
4	Coordinate with World Bank Country Education Status Report								

### Consultancy inputs

86. The M&E activities over the period to December 2010 will be supported by the following international technical assistance inputs:

- the M&E task specialist [150 days on annual basis]
- an assistant M&E specialist who will support the annual education sector review and reporting process and the capacity building activities at the States [September 2009 – December 2010 (75% or full-time basis)] [180 days on annual basis]
- an adviser on sampling and survey design for the validation survey [30 days]
- a survey manager for the validation survey [120 days]

87. In addition, depending on the outcome of the institutional review at the FMOE and UBEC, a national consultant to support M&E technical assistance activities at the Federal level may be required.