

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

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

**September 2010**

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in Nigeria



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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
AIT	African Independent Television
ASC	Annual School Census
BCIA	Big Common Impact Area
CCT	Conditional Cash Transfer
CSACEFA	Civil Society Action Coalition on Education For All
CSO	Civil Society Organisation
C&KM	Communication and Knowledge Management
DFID	Department for International Development
DFS	Direct Funding of Schools
DPRS	Director, Planning Research and Statistics
DWP	Departmental Work Plan
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
FIS	Federal Inspectorate Services
FME	Federal Ministry of Education
GEP	Girls' Education Project
HT	Head Teacher
IQTE	Islamiyya Qur'anic and Tsangaya Education
IT	Information Technology
JCCE	Joint Consultative Council on Education
JSS	Junior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal
MEPB	Ministry of Economic Planning and Budget
MLA	Monitoring Learning Achievement
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
MOU	Memorandum of Understanding
MTEF	Medium Term Expenditure Framework
MTSS	Medium Term Sector Strategy
M&E	Monitoring and Evaluation
NCCE	National Commission for Colleges of Education
NEI	Northern Education Initiative
NEMIS	National Education Management Information System
NTA	Nigerian Television Authority
NTI	National Teachers' Institute
NUT	National Union of Teachers

ODM	Organisational development and Management
PATHS2	Partnership for Transforming Health Systems (Phase 2)
PPM&R	Policy, Planning, Monitoring & Research
PRO	Public Relations Officer
PRS	Planning Research and Statistics
QA	Quality Assurance
QAB	Quality Assurance Board
SAVI	State Accountability and Voice Initiative
SBMC	School Based Management Committee
SEQAS	State Education Quality Assurance Service
SESP	State Education Sector Project
SLP	State Level Programme
SMOE	State Ministry of Education
SMU	Social Mobilisation Unit
SPARC	State Partnership for Accountability, Responsiveness and Capability
SSIT	State School Improvement Team
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TDNA	Teacher Development Needs Assessment
TRCN	Teachers' Registration Council of Nigeria
TWG	Technical Working Group
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VFM	Value for Money
VSO	Voluntary Service Overseas

## Section 1: Introduction

### Overview

1. This report covers a period of readjustment and consolidation following the ESSPIN Annual Review in May, partial realignment of DFID priorities in response to the new government in UK and concern over the extent to which momentum for reform can be maintained as Nigeria enters a period of political uncertainty. It has also been a period of sadness. ESSPIN records with regret the untimely death on 23 July of Richard Dalgarno, State Team Leader in Kano.
2. ESSPIN has provided DFID with a number of documents as follow up to the Annual Review. These have included: an action plan against the recommendations in the Review report; a summary of the strategic direction and work plan targets for the coming two years; a value-for-money strategy; a paper on a revised approach to infrastructure; and a paper on the Challenge Fund. A collection of two-year work plans for States, Federal level and Communication & Knowledge Management has also been submitted. Following initial comment from DFID, the VFM paper has been revised and will be re-submitted in early October, together with the latest revision of the ESSPIN logframe. A paper on school grants will also be made available. Work has begun on the development of a strategy for engagement with private schools. This will draw on evidence that is becoming available from TDNA and MLA surveys and additional research work.
3. The documents mentioned above have been drafted to comply with the renewed emphasis on results, impact and value-for-money that is driving the strategic direction of the new government in UK. ESSPIN is responding to the need to show quantifiable results and is developing systems that provide a routine tally of achievements. The following bullet points provide a summary of the main achievements to date:
  - Positive understanding and good working relations established with Federal and State MDAs.
  - Annual Medium Term Sector Strategies (MTSS) linked to annual budgets, departmental work plans and Annual Education Sector Reviews completed in all States.
  - Reviews of functions carried out and facilitation of corporate planning and organisational development (UBEC SUBEBs and LGEAs).
  - Annual School Census successfully completed in 6 states providing, for the first time, reliable disaggregated data on school facilities, teachers and students. 1,430 enumerators, field personnel and data entry staff trained. Guidelines/procedural processes made available to National EMIS and other states. Agreement reached on the conduct of a census of approx 8,000 private schools in Lagos. IQTE census conducted in Kano, now being extended to Kaduna and Jigawa.

- State School Improvement Teams (SSIT) established as state in-service training task teams (average 28 per state) and intensive training in progress.
  - Over 1200 head teachers and local school support officers trained in school management and professional leadership.
  - 1,000 School-based Management Committees established (approx 8,000 individuals, of whom approx 3,000 women).
  - 36 civil society organisations actively engaged in a programme of visits working with 1000 school communities to support SBMCs and community participation and voice.
  - Water supplied to 83 schools through provision of boreholes. School health clubs established in these schools.
  - Separate girls and boys toilets provided in 83 schools.
  - 35,100 teachers, in four States, tested in grade 4 and grade 6 literacy and numeracy through the Teacher Development Needs Assessment, in addition to the 19,823 already tested in Kwara State).
  - Standardised tests conducted for 18,000 grade 2 and 4 students (Monitoring Learning achievement).
  - Approximately 500 classes observed in a teacher observation survey.
  - Revised Quality assurance procedures developed and agreed. 500 school inspectors trained in new inspection methods. Revamped, independent Quality Assurance Agency established in Kwara and being established in Kaduna and Lagos. Functions and statutory mandate of the Federal Inspectorate Service revised.
  - Preparations nearing completion for the provision of operational grants to 1000 schools by the end of 2010.
  - Procedures developed for the provision of Conditional Cash Transfers (CCTs) to more than 3000 girls in Kano by the end of the year.
  - 960 almajiri children provided with maths and literacy schooling in 140 Tsangaya schools in Kano.
  - Oro College of Education (Kwara) restructured and reorganised to match teacher supply to demand and improve the quality of graduates.
  - Accreditation procedures and teacher competency standards of National Commission for Colleges of Education (NCCE) revised and being implemented.
  - Active participation in Federal Minister's One Year Strategic Plan and provision of TA to the Minister.
  - IEC materials, public information support, regular newsletters, lesson plans, SBMC guides, films produced.
  - Open access to collected ESSPIN reports provided.
4. Despite this long list of achievements, much more needs to be done before ESSPIN can claim to have had a major impact on the Nigerian education system. The results of the Teacher Development Needs Assessment (TDNA) demonstrate just how bad things are and provide an immediate antidote to complacency. The test methodology was



sophisticated, designed to assess both the subject knowledge of teachers based on the class 4 and class 6 primary curriculums, and the professional competence of teachers in carrying out pedagogical tasks. Over 35,000 teachers participated in the exercise in Lagos, Jigawa, Kano and Kaduna. Comparable tests had been carried out on nearly 20,000 teachers in Kwara in 2008. The findings from the studies have not yet been shared with the States, which commissioned them and, as the information on the results is highly sensitive at this point in the political cycle, it is not yet in the public domain.

5. While it is not possible in this report to convey a picture of the full richness of the data, it is possible to provide some indication of the extent of the problem without being too specific and without attribution to particular States.
  - Only 18 teachers of a total of 35,100 in four States achieved an overall score of 80% and can thus be thought of as having achieved an ‘established’ level of professional working knowledge.
  - Only 2,610 i.e. 7.4% of the total, achieved over 60% in the tests.
  - 19,713 i.e. 56% of teachers scored less than 40%.
  
6. The results from all states are poor, but the problems are particularly severe in the northern states, where the vast majority of teachers showed low levels of professional working knowledge. The results of standardised tests (Monitoring Learning Achievement), which have been carried out in six ESSPIN-supported States are not yet available, but it is anticipated that these will be equally dispiriting and that they will show some correlation to the teachers’ results. It is, however, necessary to stress that the problem does not lie exclusively with teachers. The problem is one of system failure, of which the low level of teacher competence is a symptom. This is an unpalatable message for politicians and officials and it would be unwise to underestimate the power of denial. It is also worth noting that by unearthing the full horror of the situation, ESSPIN and DFID have a responsibility to suggest solutions. Fortunately, having been through the experience of dealing with the fall-out from teacher testing in Kwara, ESSPIN has an understanding of how to respond, if the political will to tackle the problem emerges. Such a response would however have significant resource implications for the programme.

### The political environment

7. The election season is now very evident. Campaign posters are everywhere and the involvement of politicians in party political activities is beginning to affect business in the education sector. There is anecdotal evidence of civil servants also engaging in politically-oriented activities. The release of government funds for both routine and development activity has been particularly slow this year and the general assumption, based on past experience, is that funds will be diverted to finance campaigning and to “win” votes.

8. In these circumstances, it will be really challenging to realise the SLP aim of achieving realistic budgets, related to MTSS activity plans. As reported in the last Quarterly Report, the coming budget round is critical to the strategy of increasing Nigerian government commitment to funding reform activities. From this point of view, the elections are coming at a particularly inconvenient time for the SLPs, especially the sector programmes, which have a particular reliance on leveraging government funds to meet programme objectives. Not only can campaigning squeeze funds out of the system this year and early next, the expectation that political supporters will be rewarded, once new administrations are installed, can be expected to affect government budget releases throughout next year.
9. The likely postponement of the election from January to April, a move which may be necessary in the wider interests of democracy, will have the effect of prolonging the period in which the programmes are in limbo. It is not possible to predict with any accuracy how the elections will affect the implementation of programme activity. The working assumption is that the bulk of the technical work will continue, but that events involving political leaders will not be worth pursuing. The frequently rescheduled meeting of Commissioners and senior officials under the Northern Governors' Forum, which ESSPIN and UNICEF had offered to fund, has already fallen victim to a lack of interest. During the final stages of the campaigns, ESSPIN will cease any short-term consultancies, but maintain those activities which do not involve much travel using only resident staff.

### Changes in key personnel

10. In Jigawa Alh Hamza Ibrahim Ringim, has been appointed Permanent Secretary (SMOEST), following the retirement of Munkaila Abdullahi.
11. Following the sudden death of Richard Dalgano, Olalekan Saidi has acted as ESSPIN State Team Leader, Kano. Jake Ross has recently arrived to take over pending a substantive appointment to the post.

### Coordination

#### *SLP coordination*

12. SLP coordination is progressing along two separate and apparently divergent lines. At a practical level, useful discussions are taking place amongst the SLPs on areas of work such as MTSS and voice and accountability. ESSPIN is fully engaging with SPARC of a reassessment of common approaches on budget formats and on relating MTSS activities to realistic budget allocation and release. It is hoped that this process is leading SPARC to a more consistent approach across States. ESSPIN is also engaging in discussions with PATHS2 in its nascent attempts to introduce an element of civil society involvement in

planning approaches. SAVI has assisted ESSPIN in conceptualising voice and accountability issues in ESSPIN work. SAVI participated in ESSPIN's August Technical Team Meeting and will soon contributing to a workshop for ESSPIN Access and Equity Specialists and government counterparts. In the States routine information sharing amongst SLPs is continuing.

13. The work described above is productive and is helping to produce mutually reinforcing results. Of more uncertain value is the debate on "Big Common Areas" , which emerged during the DFID-SLP meeting at the end of June has expanded into a road-show on "Big Common Impact Areas", complete with its own acronym, BCIA. SLP State teams have agonised over programme targets and appear to have led themselves, or been led, in some curious directions. For example, the BCIA for one State currently include the following:
  - Increased enrolment and retention of girls in JSSs from 35% to 65% by 2013
  - Decreased maternal mortality rate by raising % of skilled birth attendance during child birth from 12.7 as at now to 50% by 2013
14. The choice of goal level aspirations, which do not relate to logframe indicators and cannot be regarded as common to all SLPs shows how far this State Team has drifted from the original idea and lost a sense of reality.
15. The idea of common areas of concern is central to the SLP concept. Common impact areas are issues and subsequently activity streams, on which SLPs working together can have greater effect than when working alone, and in the process, produce synergy. Examples of such common areas of SLP interest would be in developing mechanisms for: budgeting and funds flow, which allow resources to reach the points of service delivery; enabling reductions in waste and inefficiency caused by overlapping roles, over-manning and corruption; increasing the transparency and accountability of government processes; increasing the responsiveness of government to raising standards; and getting politicians to care about changing the appalling state of government services.
16. This last area brings the debate back to the original point of departure for this whole exercise. A process that started with an attempt to identify the points at which technical solutions were no longer effective and political engagement strategies had to be brought into play has turned into an exercise in self-examination with bizarre results. It is hoped that when the consultants, who have facilitated the discussions in the States, report back to the National Programme Managers, some more practical common approaches can be agreed.

*Coordination with other International Donor Partners*

17. As the State Education Sector Project is winding down, collaboration with the World Bank has been mostly concentrated on the Conditional Cash Transfer (CCT) pilot in Kano. The main common area of interest now is on reaching the point at which the CCT programme can commence disbursement in the next quarter.
18. As previously reported, increasingly close working relations are being established with USAID and their programmes in northern Nigeria and teacher education. ESSPIN participated extensively in an NEI workshop concerned with development of teaching and learning materials for literacy and numeracy. ESSPIN has recently been invited to participate in the Northern Education Initiative's workshop on MTSS. USAID has joined the debate on education statistics and has offered consultancy support to the NEMIS Unit in the Federal Ministry of Education (FME). This is potentially very helpful, because the NEMIS Unit has consistently failed to produce reliable national data. USAID has also expressed interest in reforming the policy formulation process, which is an area in which ESSPIN is working at the Federal level. It is still planned to produce a joint MLA report covering eight states.
19. Relations with UNICEF have not progressed as well as had been hoped. Professional disagreement over the way forward with EMIS at the National EMIS Committee meeting in Ondo in July has been exacerbated by unprofessional behaviour on the part of a particular UNICEF officer, which came close to prompting an official complaint. On other aspects of the work, however, collaboration is occurring. ESSPIN and UNICEF agreed to work together on the planned, but now postponed, inter-State knowledge-sharing meeting under the auspices of the Northern Governors' Forum. A consultancy on approaches to girls' education, which is currently taking place in Jigawa, is borrowing ideas and learning lessons from UNICEF's experience on the Girls' Education Project (GEP).

## Section 2: State Progress Summaries

### Jigawa

#### *Introduction*

20. The capacity of the State ESSPIN is now enhanced with the recruitment of 2 additional state based specialists for Planning and Management, Hezekiah Odeyale and School – community Interaction Abubakar M Nashabaru.
21. A VSO officer, Lucy Kennedy, has assumed duty in support of the Teacher Training and SSIT development programmes. This has added value to the quality of the training and in-school support / school improvement programmes already in place. Another VSO is expected in October to support SBMC work in the state SUBEB and at school levels.
22. A new Permanent Secretary (SMOEST), Alh Hamza Ibrahim Ringim, has been appointed following the retirement of Munkaila Abdullahi. A new Director PRS has also been appointed while the Deputy Director Schools has been redeployed to the State Guidance and Counseling Directorate. These changes, together with the recent appointment of the Commissioner for Education, are significant because they have affected the level of understanding of the ESSPIN support package within the ministry and the speed with which revision of the MTSS has been possible.

#### *Output 2*

23. The State Education Technical Steering Committee met in July after a long period of preparation, attended by the new Commissioner and heads of education parastatals. The salient decisions and agreements reached were:
  - Approval of the Annual School Census (ASC) report and the Annual Education Sector Performance Report (AESPR). The ASC report is now printed and will be launched in early October. The data has been used to inform the revision of the MTSS and the drafting of the SUBEB vision and LGEA strategic plans.
  - Agreement to institutionalise the State School Improvement Team (SSIT) under the management of the SUBEB.
  - Approval for the establishment of the SSIT training centre to be located in the State Staff Development Centre. This building will be equipped by ESSPIN in the next quarter as a home for the SSIT.
  - Approval for the recruitment of female members into the SSIT. Four female members have been appointed in July bringing the total number of SSIT members to 33.
  - Agreement to disseminate the state SBMC policy to schools. A Hausa language version will also be produced to support effective implementation at school level.

- Tabling of the DFID annual review report. The Ministry will study the recommendations and coordinate with ESSPIN on the recommendations and action points.
24. The Jigawa State version of the education documentary film, produced by ESSPIN, was shown to the Steering Committee and was well received by the participants at the meeting.
  25. Development of the 2011-13 MTSS and finalization of the 2011 budget proposal has advanced through a review of the 2010 MTSS. This culminated in the identification of new targets and additional emphasis on teacher incentives, girls' education, IQTE and Direct Funding of Schools (DFS). A detailed proposal for the 2011 budget was produced with the new targets identified in the MTSS. Costing is in process and will be translated to the 2011 budget proposal for the Education Sector.
  26. The SUBEB functional review was completed in July. Key elements in this review include:
    - approval to pursue DFS to strengthen the policy framework and guidelines for devolution of power and authority to the LGEA and schools;
    - the approval for the establishment of an independent M&E unit in the PRS department;
    - relocation of responsibility for Gender and Health Clubs to the Department of Social Mobilization;
    - institutionalisation of the State School Improvement Team under the School Services Department.
  27. A financial management system review of SUBEB was conducted in July and the findings discussed with SUBEB management. This will be extended during the next quarter to focus on a review of human resources. Visioning for LGEAs is in process to think through the appropriate structures for more participatory management of basic education and guide future planning.
  28. Results of the Teacher Development Needs Assessment (TDNA) of all Jigawa primary school teachers and Monitoring learning Achievement (MLA) tests concluded in 60 ESSPIN and non-ESSPIN focal schools will soon be discussed with the state. The results of the TDNA have revealed startlingly low levels of subject knowledge and professional competence amongst teachers.

### **Output 3**

29. 197 head teachers and 73 LGEA primary school inspectors (PSIs) in ESSPIN's 9 LGEAs received training in July on school development planning and managing school funds. In order to reinforce this training, approximately 800 SBMC members from the 198 schools will also have been trained on the same topics by the end of September.

30. The phase 1 Water and Sanitation project and establishment of School Health Clubs in each of the selected schools have been completed. Twenty water points are ready to be handed over to the SBMCs. The Phase 2 set of 78 schools have been selected and work is expected to commence in October.
31. Preparations for construction of classrooms and toilets have been concluded with SUBEB. Bid documents and technical designs have been finalised and will be advertised at the end of September while construction is planned to commence in early October. Community involvement in ensuring the quality and delivery of infrastructure facilities and extensive on-site supervision has been incorporated into the monitoring process.
32. A workshop on Jolly Synthetic phonic skills was attended by 2 State SSIT members and a step down training for the rest of the 31 SSIT members was conducted. Preparations are underway for sharing this experience with Kano SSIT during October.
33. A Teacher Deployment and Management study commenced in September. This will examine teacher management policies and practices and how they affect the appointment, deployment and professional career structures of teachers. This assessment will provide guidance on deployment policies and give direction to an improved framework for effective teacher management.

#### **Output 4**

34. Initial capacity building for 1,860 SBMC members on School Development and Management has been completed. This will be reinforced over the coming months by a series of mentoring visits by teams of CSO and SMU personnel. Documentation on SBMC policy, the training manual and a guide for SBMC members have been disseminated to state stakeholders. A directive on state wide usage is being promulgated by the State Executive Council and the State House of Assembly.
35. A consultant assignment focusing on Girls' Education is in process. Building on previous GEP-inspired work in the state, this visit is expected to develop strategies, specific initiatives and action plans to take forward commitments on support to girls' education and on reducing gender disparities in basic education.
36. ESSPIN documentary "Better Schools, Better Nigeria" was broadcast on the state TV station. Potentially an audience of 500,000 was reached through NTA Dutse, Gumel and Hadejia stations. IEC materials were produced and disseminated in four communities in support of "Nomadic Week"

#### **Main features of the work plan in the coming months**

37. Preparations for the 2011 budget will be the predominant concern of senior ministry and SUBEB officials, while the thoughts of politicians will be diverted into electioneering.

38. The focus of organisational development work in SUBEB in the next quarter will be on: supporting devolution mechanisms to enable direct funding of schools; strengthening of the new M&E unit; and supporting the management of the SSIT by the Department of School Services. Work in relation to the LGEAs will concentrate on work planning, costing their identified activities and presenting their plans to other levels of government and the public.
39. Training for Classroom Teachers will commence in October, focusing on basic literacy and numeracy, improvements on classroom delivery and effective child-centred methodology. Continued head teacher training will link up with the training of SBMCs and will focus on school development planning and managing school finances, in preparation for the disbursement of school operational grants.
40. Support for SBMCs will continue through regular mentoring visits by joint CSO-government teams.

## Kaduna

### *Introduction*

41. ESSPIN has held a meeting with the new Honourable Commissioner to discuss a range of issues and ESSPIN's current focus of activities. An early warning of the very poor results of both the Teacher Development Needs Assessment (TDNA) and Monitoring Learning Achievement (MLA) surveys was given.
42. In line with DFID's recommendations following the May review, ESSPIN has collaborated with other Kaduna SLPs on developing Big Common Impact Areas (BCIA) in which all SLPs will contribute. ESSPIN's BCIA focus in Kaduna is on the retention rate of boys and girls in primary schools in its 160 pilot schools.

### *Output 2*

43. The 2011–2013 MTSS is near completion, with activity costing finalised and a first full draft ready for presentation to policy makers. The budget template for the strategic framework complies with SPARC guidelines, while each MDA's forecast reflects SMoEP budget ceilings. However, having 21 separate education MDAs, each producing its own plan and costings, remains an issue in terms of the heavy co-ordination work involved.
44. The Kaduna State Annual Census Report (2009-2010) together with the first Annual Education Sector Performance Report (2009-2010) was formally launched at a ceremony on Wednesday 22nd September in the presence of the Honourable Commissioner and over 100 stakeholders, with representation from the office of the Executive Governor. The AESPR was used as a key information source in preparing the 2011-2013 MTSS.



45. SUBEB, with support from ESSPIN, conducted Financial and Pay-roll reviews to complete the Functions, Systems and Process assessment. The Finance, Internal Audit and Physical Planning Departments were directly involved and reports from the exercise will form part of the process feedback to SUBEB scheduled for the end of September.
46. An 11-member management team from the Kaduna State Education Quality Assurance Service (KADSEQAS) visited Kwara in July. The team observed a school evaluation, held interactive sessions and paid a courtesy call on the Honourable Commissioner. Key outcomes of the trip include a renewed commitment to the QA process, enhanced team spirit and a catalogue of replicable good practices.
47. ESSPIN has supported the production of a KADSEQAS joint Evaluation Programme for 2010/2011, identifying the Evaluation Teams, schools and the evaluation schedule (612 schools to be evaluated by 51 teams backed up by a 20-strong co-ordination team). Field visits were made to 6 State QA Divisions to quality assure the QA process: one outcome being the adoption of a mentoring approach to improve the quality of evaluation reports.
48. ESSPIN has supported the State Education Communications Committee in developing messages on IQTE in the three senatorial districts. The MTSS/KADSECC team has ensured the inclusion of activities (with costs) in the 2011-2013 MTSS. ESSPIN has also negotiated the airing of the ESSPIN Kaduna Documentary before end September.

### **Output 3**

49. Fifteen out of twenty-one scheduled bore-holes in the seven pilot ESSPIN LGEAs have been completed. One poorly-performing contractor has been given two weeks to improve work in four of the remaining bore-holes. The drilling of two bore-holes in a difficult access area is being postponed until the dry season. Selection of a second tranche of forty schools to receive W&S inputs is underway. Discussions are on-going with PATHS2, SAVI, ENR and UNICEF on the formation and operation of School Environmental Clubs
50. The refurbishment of the Gidan Waya Campus Offices which will house the State School Improvement Team at Kafanchan is due for completion by end-September.
51. A limited programme of ESSPIN technical assistance to Gidan Waya College has been agreed, focusing on strategic planning in relation to demand and the strengthening of management capacity. An initial workshop was held at the College with the Provost and 30 senior staff at the end of September.
52. In addition to its on-going programme of school support visits, the State School Improvement Team received training on financial management procedures during September. Cascade training was provided to all ESSPIN 166 pilot schools on a 'cluster' basis.

53. Final reports on the TDNA and MLA surveys are now being written up. Given the very poor results in Kaduna, careful attention is being given to the process of informing key Ministry / Government officials and the wider stakeholder community of the findings in order to leverage maximum focus on the need for teacher education reform.

#### *Output 4*

54. Following an IQTE stakeholders retreat, with participation from Kano IQTE specialists, a draft proposal on the formation of an Agency to manage Kaduna IQTE activity was produced and circulated to all stakeholders. 38 “integrated school” teachers and 8 Desk Officers were trained on the use of resource materials in IQTE schools and child centred learning.
55. Building on the June 2010 education inclusion consultancy, the State Committee on Inclusive Education (SCOIE) drafted school and household survey tools to collect data on out-of-school children, (the latter survey has already been administered in ESSPIN Pilot LGEAs). A second consultancy (in progress now - Sept. 27<sup>th</sup> to Oct. 8<sup>th</sup>) includes a capacity building workshop for the SCOIE and the development of a mainstreaming pilot programme.
56. Thirty members of the State SBMC Task Team (STT) and Social Mobilisation Unit (SMU) were trained on participatory monitoring and advocacy skills. On SBMC development, following the initial Training of Trainers (CSOs) workshop (June 2010), a meeting of 40 participants (STT, Desk Officers from 7 pilot LGEAs, partner CSOs and SMU staff) was held to plan the next ‘cascade’ stage in the SBMC training process followed by a second training workshop (July) on financial management/supervision for SBMCs.

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

57. ESSPIN will support SMOE to prepare for 2011 budget hearings. Workshops on the corporate planning / ODM process with SMOE, SUBEB and then SUBEB/LGEAs together, will take forward the process of aligning departments to better meet agreed mandates. This will include a drive to establish a School Advisory Service. ESSPIN will also continue to support SEQAS as it begins to put into operation its ‘unified’ structure.
58. Construction will begin on 21 sanitation units and 7 classroom blocks in the 7 pilot LGEAs, while ESSPIN will work with PATHS2 and other SLP / non-SLP partners to launch School Health Clubs and link with SBMCs on issues of monitoring and supporting school health. The refurbished SSIT offices at Kafanchan will be handed over to Gidan Waya College.
59. The TDNA and MLA survey findings will be presented to senior Ministry / Government officials and other stakeholders.
60. The IQTE teachers trained with ESSPIN support will be monitored to assess the effectiveness of the training. The use of volunteer community teachers in IQTE schools

will be explored and the final IQTE Agency proposal will be put to the Honourable Commissioner. Planning for an IQTE Census in the ESSPIN LGEAs will commence.

61. The SCOIE team will take the household survey of out-of-school children into the field while plans will be developed to include survey items within the 2010-2011 ASC.

## Kano

### *Introduction*

62. Olalekan Saidi has been acting State Team Leader in Kano since the untimely death of Richard Dalgarno on 22 July 2010. Jake Ross has joined as Kano State Team Leader until a permanent appointment is made. Umar Lawan has joined as Education Quality Specialist for Kano.

### *Output 2*

63. Concern remains over the 9% Kano State Roadmap for Development (KSRD) 3 year MTEF Budget envelope for the whole Education Sector. Much of the cut may be absorbed by the significant difference historically between budget allocations and actual expenditure. However, the allocation is thought to be insufficient to meet salary costs in full, and will definitely result in a shortfall in operational expenditure and capital investment in support of a reform agenda.
64. Despite this concern about the broader state policy context, ESSPIN technical assistance for development of costed Departmental Work Plans has helped to introduce the principles and practice of output-based budgeting and provided the basis for calculating the MTSS allocations and the education budget. An intensive effort, including mobilisation of additional ESSPIN TA, has resulted in completion of the Kano MTSS document and budget proposal (subject to quality assurance of the costing), including incorporation of the SUBEB Strategic Plan. This key work has been completed in time to inform the Budget Call Circular which is expected to be released early in the coming quarter.
65. This quarter has seen the completion and publication of the first Kano Annual School Census Report (2009). Planning for implementation of the second ASC (2010) is at an advanced stage, with expansion of the pilot IQTE census methodology to include all IQTE schools in the 44 Kano LGEAs. Working in collaboration with EMIS, these initiatives pave the way for timely, relevant, accurate, comprehensive and evidence-based planning of education needs and supply in Kano for the first time.
66. The Annual Education Sector Performance Report (AESPR) has been drafted, with ESSPIN support, including chapter 6: recommendations/lessons learned. The PS has approved the M&E Unit to be established at State level. ESSPIN training for M&E personnel at State

and MDA levels is planned. The AESPR and M&E Unit represent foundations for needs-based improvement of access, equity and quality in education in Kano.

67. Recommendations of the strategic planning process and functional review of SUBEB have largely been adopted by SUBEB. This includes a new structure and allocation of roles, reflected in a revised organogram and responsibilities for senior staff. The functional review included an institutional audit and an overview of the financial systems. A SUBEB payroll audit is still pending.
68. "Domestication" of the LGEA Strategic Plan in 44 LGEAs is underway. By the end of September, seven LGEAs have fully costed annual work plans, based on their strategic plan.
69. The State Executive Council has approved establishment of the Quality Assurance Agency, to unify and streamline external evaluation and quality assurance processes. ESSPIN continues to support and encourage progress of the Bill on its journey to the State Assembly for ratification. A Quality Assurance Task Team has been set up with ESSPIN support and technical assistance, to work in all 44 LGEAs.

### **Output 3**

70. Module 1 (school self-evaluation) and Module 2 (school development planning) have been completed for 281 head teachers, 3 deputy head teachers, and 75 area supervisors in the three ESSPIN LGEAs. One module remains. Preparations for the 'Step Down Training' for head teachers/deputies, area supervisors and three SBMC members on financial management, in preparation for receipt of school grants, based on school development plans, is at an advanced stage.
71. Classroom teachers in the three pilot LGEAs have been selected to participate in class teacher training modules 1 and 2 to commence in November 2010.
72. Architect's plans for renovation of the State School Improvement Team Centre at KERD have been completed, and the tender for construction work is to be let shortly.
73. Installation and commissioning of the Gobirawa Primary School water/solar pump project for 12,000 pupils is complete, with a high profile launch imminent. 100 sanitation and 100 water projects have been prepared, of which 20 boreholes have been completed with construction of sanitary blocks to follow. The 40 Phase II water sites are being identified at the time of reporting, with sanitation preparations and tendering to follow shortly thereafter. This programme is integrated with community-based training in health education, infrastructure use and maintenance, the former in collaboration with PATHS2.
74. The results of the Monitoring Learning Achievement (MLA) exercise will be released once issues with data processing are resolved at Federal level. The report of the Teacher

Development Needs Assessment is now complete. It paints a very grim picture of the subject knowledge and professional competence of teachers in the state.

75. A working relationship with USAID/NEI (Northern Nigeria Education Initiative) has been established through the use of ESSPIN expertise at a NEI manual development workshop: four manuals developed on literacy, numeracy, life skills and psycho- social development for secular and Islamic education alike.

#### *Output 4*

76. SBMCs are functioning in all ESSPIN focal schools. Other LGEAs are replicating with ESSPIN technical support, including access to guidebooks, training manuals and SBMC policy. The State Task Team on SBMCs is planning to extend its mentoring and monitoring of community participation beyond the ESSPIN-supported LGEAs. Its 15 members have been trained in advocacy, child protection, monitoring, voice and accountability.
77. Cluster training has been conducted with eight out of 17 SBMC members per school, on capacity development and financial management, in all schools in the three ESSPIN LGEAs in Kano State. Some impact of this training is beginning to be seen in greater advocacy on issues, such as challenges to inappropriate use of school property or poor performance on the part of school or education system personnel.
78. The Memorandum for the establishment of an Islamic Education Board has been tabled at the State Executive Council but still no decision has been taken. Training of the teachers in selected Tsangaya schools is continuing. Meetings were conducted to share the Kano Tsangaya model with other stakeholders and some philanthropists have initiated support to schools beyond the ESSPIN pilot. Community members and Malams contribute towards the provision of basic education (providing structures/space for classrooms) as the result of a sensitization meeting held with 150 Tsangaya proprietors.
79. A second IQTE pilot involving strengthening Islamic education in Islamiyya schools is under development, intended to provide teaching in secular subjects to more children, particularly girls, who are in the majority in Islamiyya schools.
80. Twenty-seven government teachers in Kaduna IQTE schools are using participatory teaching strategies as a result of the training they received using the Kano IQTE training manual.
81. Renovation of the office facilities for the Conditional Cash Transfer Unit at SUBEB has been completed, and a ceremony conducted to hand it over to SUBEB. Planning of CCT mechanisms for launch in the coming quarter is underway in partnership with SUBEB, Ayala Associates and the World Bank (although the ESSPIN-supported 'decentralised' model in the three pilot LGEAs differs in certain respects from the rest of the initiative). CCT is currently a top priority for the Kano team, as this is a Kano-led trial with potential

national implications for greater participation of girls in late primary/junior secondary education.

82. A joint communication strategy with Jigawa has been developed for IQTE, SSIT and SBMC in consultation with government stakeholders. Training has been held to build the capacity of SUBEB newsletter editorial teams of Kano and Jigawa states to improve the quality of communication emerging from their publications.

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

83. By early December 2010, the remaining 37 LGEAs will complete the production of their annual work plans, using the LGEA strategic plans. Computerisation of Accounts and Student Records Department at the SRCOE will be commenced, as will a payroll audit, requested by Kano State Government and based on the SUBEB functional review. Training and capacity development of SUBEB Department of School Services, Nomadic Education and JSS staff in quality assurance and school improvement will begin, including IQTE until the IQTE Board is established.
84. ESSPIN validation of the sites selected for Community-managed Construction Programme involving up to 12 demonstration classrooms in six schools, two in each pilot LGEA, will be conducted in October. Contractors are being identified and will be recruited through a competitive procurement process. Manuals to guide communities through the building process are being developed.
85. SSIT delivery of cluster training for head teachers and Local Area Supervisors on school development planning and financial management will be undertaken. SSIT training of trainers for class teacher training module 1 will take place, with step-down training of teachers scheduled in December.
86. Work is due to start on the next 40 recipient schools for water supply and contractors will be procured for the start of the sanitation programme after the rainy season in October. Health Clubs will be established by SBMCs. Active management of water supply facilities which are accessible by the wider school community will be encouraged, with funds from commercial use of water supplies contributing to the maintenance of school facilities.
87. Preparations for the CCT pilot and school grants programme will be completed in partnership with SUBEB and SBMCs, with the programmes becoming operational during the quarter. The development of a communication strategy for the CCT pilot is already in progress.
88. The IQTE cluster programme will be continued and strengthened and the second pilot involving the expansion of secular education in Islamiyya schools started.

## Kwara

### *Introduction*

89. The emphasis of the last quarter in Kwara State has been on sustaining the reform agenda up to and beyond the election.
90. Jayne Muthee, a new VSO volunteer has joined the ESSPIN team in Kwara State to support the Department of Social Mobilisation in SUBEB through capacity building.

### *Output 2*

91. The new Education Policy Law has been accepted by the State Executive Council. In order to ensure the sustainability of key elements of the reform, policy frameworks have been prepared by the Reform Groups with ESSPIN support. These will be attached as schedules to the new Policy Law and as such will enshrine the direction of the reform into law. Policy frameworks have been prepared on: the management and funding of education; learners and centres of learning; management of human resources; and curriculum management, examination and assessment.
92. The regular radio programme to discuss aspects of the reform is being expanded into a Yoruba session by the Communications Committee to enable wider coverage and understanding of issues by communities.
93. The Annual Education Sector Performance Report (AESPR) and Annual School Census (ASC) Report were presented to 104 stakeholders within and outside government. The two reports were openly discussed and copies were distributed. As a result of this meeting, a Monitoring and Evaluation Unit has been established in the PRS Department in the Ministry. The MTSS planning team have prepared a report on the extent to which each AESPR recommendation has been incorporated into the MTSS and therefore the 2011 education sector budget.
94. The 2010 Departmental Work Plans (DWPs) continue to determine activity by MDA departments, as funds are released on the basis of their DWPs. The 2011-2013 MTSS process involved all directors and assistant directors of the MDAs with minimal ESSPIN support. The DPRS of the Ministry led the process, which was finalised with presentations by Directors to their Executive Officers.
95. Two more rounds of training on data and record keeping have been conducted for the 48 officers of PRS Units at all 16 LGEAs. The trainings were conducted by the MDA EMIS staff who had earlier received regular support and similar training.
96. Strategic planning at SUBEB was completed in line with new organisational structure. An organisational chart, with associated job descriptions has been completed for all staff of SUBEB and this has resulted in Directors and Unit Heads taking a more proactive approach to the functions of their Departments and Units. The process of finalising the LGEA

strategic plans started with 2 LGEAs, the remaining 14 of which will be completed in the next 3 months. There has been another intra – LGEA redistribution of teachers by SUBEB, in collaboration with the LGEAs, to reduce human resource wastage and ensure a more even distribution of teachers across rural and urban schools. This has raised some issues, which will feed into the ongoing study on deployment by ESSPIN.

97. Quality Assurance (QA) officers have been identified as QA mentors to quality assure 104 reports of the QAB visits to schools. Coordination between the Quality Assurance Bureau (QAB) and the SSIT on school self-evaluation has strengthened the link between QA and advisory services. All schools in the new academic year will have posters and handbills explaining the work of the QAB.

### **Output 3**

98. The career path for teachers in Kwara State has been approved by the Head of Service and the Head of the Civil Service Commission. The guidelines for recruitment, confirmation, appointment and promotion of teachers has been finalised and aligned with TRAPCo's regulations. For example, any recruitment exercise for teachers now involves an examination and interview based on the Nigerian Professional Teacher Standards Framework. The implementation committee has prepared a work plan for the assessment of all serving teachers in order to place them on the teacher scale. This will involve a set of training and communication activities to ensure that all those involved are clear about the process. A budget for this has been included in the MoEST's MTSS.
99. The third component of the career path (after the guidelines and the teacher scales) involves the professional development framework necessary to support teachers to progress through the scales. This includes the advisory service and in-service programme which is being developed from the work of the SSIT.
100. The SSIT members in Kwara State have completed the first year of their secondment. Much has been achieved in this short time both in terms of establishing the team and in training and supporting the School Support Officers (SSOs). The TQI, School Support Services in SUBEB (especially the new School Improvement Unit to which the SSIT belong) and School Support Services at the LGEAs (both Head of Sections and SSOs) are working to reach consensus on the role and scope of advisory services and in-service programmes and as a result a work plan for the year has been prepared and agreed. A monthly overhead budget has been allocated and disbursed to the SSIT by SUBEB and all the training continues to be funded by SUBEB through the UBE Intervention Fund. In addition, a policy on funds to schools is being developed, following agreement in principle with policy makers. However, no funds have been allocated to schools in the 2011-2013 MTSS.
101. The SSIT, working with the Training Officer in SUBEB has prepared a training programme for the next three months for SSOs, class teachers, head teachers and assistant head



teachers. They have also developed training materials for the first part of the programme, planned the organisation of the training and prepared the budgets which were included in the MTSS. Handbills for SSIT have been distributed to all schools.

102. Teacher training for 5802 primary class 1-3 teachers completed over the last academic year has been based on literacy and numeracy lesson plans and has included: involving pupils in their learning; creating opportunities for pupil talk; and active learning in literacy and numeracy. 290 SSOs have been trained on: understanding and leading teaching and learning; their changed role from supervisor to support-provider; and understanding and implementing the primary curriculum. Following this training 1449 assistant head teachers and 1460 head teachers have received training on effective schools and leadership and management.
103. At the College of Education, Oro the three Deans and all 18 HoDs have been supported in the development of learning programmes in line with the Nigerian Professional Teacher Standards. HoDs have then worked with all 126 lecturers to draft learning programmes for their courses and ESSPIN is monitoring the quality of these. The Senior Management Team has received assistance in monitoring and supervising institutional plans. One consequence of this is that, for the first time, the 2010 Education Trust Fund (ETF) application is being prepared in line with the institutional plan.
104. Nineteen of the 20 school water supply boreholes have been completed in the state and the process for handing over to the communities will take place over the next two months.

#### **Output 4**

105. ESSPIN is building the capacity of civil society and communities to ensure effective school support and improved school governance. The second phase of SBMCs training, stepped-down by CSOs in collaboration with the LGEA Social Mobilisation Officers (SMOs) has been completed. 1808 SBMC participants were involved across the 4 pilot LGEAs. The training focused on: managing resources to carry out the school development plan; and participatory monitoring and evaluation. Handbills and posters for the SBMCs have been distributed.
106. The cumulative effect of training received so far by the SBMCs is an increased awareness of their role in supporting their schools. Positive impacts are already being felt in some schools as community members have devised various ways of improving the education their children receive. For example, in order to solve the problem of teacher absenteeism in one rural community, SBMCs negotiated with commercial motor cyclists for reduced transportation fare for teachers. In Kaiama where there is a strong tradition of early marriage, more girls are now being enrolled in schools. Some communities have commenced weekly/monthly contributions of in cash or in kind to support the schools in carrying out minor repairs.

107. ESSPIN's support to CSACEFA to celebrate this year's 1Goal Global Week of Action culminated in the development of an MOU between Government and CSOs, which states the mechanisms by which CSOs can hold government accountable, secure State responsiveness to community voice and sustain the reform agenda.

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

108. The policy frameworks will be completed and the draft law submitted to the House of Assembly. The M&E unit in the MoEST will be trained. The strategic planning at the MOEST is to be completed. The 14 remaining LGAs will be covered in the LGEA strategic planning process. An HR manual will be developed for SUBEB and the LGEA personnel departments and training will take place based on this.
109. On the Career Path, the activities around the assessment of all teachers will commence and the development of the career path for head teachers and school advisors will be planned. The NCCE will visit Oro College of Education to discuss the new QA toolkit.
110. The development of the Government/CSOs MOU will be finalised for signing. Training will take place for the CSO-Government Partners (CGP) on: mentoring and mainstreaming child protection; gender and inclusive education; participatory school self evaluation (in conjunction with the SSOs and HTs); and mentoring and monitoring of SBMCs. Forums for LGEAs CSOs and SBMC will be formed, to provide bottom-up mechanisms for channelling community voice.

**Lagos**

*Introduction*

111. There have been staff changes in the ESSPIN office. Olabode Oyeneeye has been selected to succeed Nuradeen Lewal as Education Quality Specialist and Muna Offiong will take over from Chioma Obi-Osuji as Organisation Development and Management Specialist

*Output 2*

112. The support for the updating of the 2011- 2013 MTSS has continued. A reassessment of the goals, objectives, indicators and the costing of the MTSS has been completed in time to meet the deadlines of the budget call circular. Thus the MTSS has formed the basis of the 2011 education sector budget. The engagement of SPARC with the Ministry of Economic Planning and Budget (MEPB) on Programme Based Budgeting has meant that the Ministry's budget is in a format that is closer aligned to its activity-based MTSS, although there is still room for further refinement of the MEPB budget reform.
113. ESSPIN has supported the various MDAs in the education sector in ensuring that activities that are included in their budgets were actually those that were prioritised in the MTSS. At the budget defence in the Ministry of Economic Planning and Budget in September

education MDAs received commendation for preparing a clear MTSS and for aligning it to the budget. The contribution of ESSPIN was specifically acknowledged.

114. The draft Annual Education Sector Performance Report (AESPR) 2010 was presented to the State Steering Committee for review. After two meetings of the committee, final approval is awaited.
115. Lagos State with the support of ESSPIN finished and approved the State Annual School Census Report. The ministry is currently pursuing the release of funds for printing the document so that it can be launched alongside the AESPR, as soon as possible. School census data has also been used in training for LGEA staff, to highlight to planners the current condition of the schools in their LGEAs, and the data is also being used at the state level for planning purposes.
116. The State EMIS Committee has finalised work from the 2009-2010 school census cycle, and embarked on planning for the next round of the census, with data collection scheduled for mid-November 2010. A major achievement for this period has been agreement that the census should include all private schools in Lagos.
117. Continued dialogue with Lagos State Government in relation to private education has resulted in a request for ESSPIN's support in reviewing the guidelines for the establishment of private schools. This should ensure that adequate consultation occurs, that registration is extended to poor private schools and that the resulting regulatory guidelines are enabling rather than punitive.
118. ESSPIN has completed a functional review of SUBEB and a report has been presented to SUBEB management for action. The Management and the Board of SUBEB subsequently approved the reduction of the number of Departments in SUBEB from twelve to six and also approved the creation of Monitoring and Evaluation Department. The review also recommended new roles for the Permanent Board members of SUBEB, reducing their involvement in the day to management.
119. ESSPIN commenced organizational development of the LGEAs by conducting an LGEA Visioning workshop in August. This sought to improve capacity for strategic planning at the LGEAs and align LGEAs with the organisational changes taking place at SUBEB. Follow-up activity has involved working with individual LGEAs starting with Kosofe and rolling out across all LGEAs. The approach adopted seeks to address the peculiar challenges of LGEAs with input from the community through representation of SBMCs and Parents Forums.
120. Support to the Ministry of Education is continuing for the establishment of Lagos State Quality Assurance Bureau, an agency to take charge of quality assurance in the education sector. The Deputy Governor will present a proposal to the State Executive Council for ratification soon. An inspection schedule for 2010/2011 academic session has been

developed by the inspectorate department with ESSPIN support, although the process has been hampered due to the low IT skills amongst staff in the Ministry.

### **Output 3**

121. The Governor of Lagos State has requested that the report of the Teacher Development Needs Assessment (TDNA) exercise, which involved 21,358 teachers, should be discussed with him before it is published. It is anticipated that the presentation of the disappointing results will lead to calls for a state-wide reform focused on improving the quality of teachers. Results of the MLA on pupil achievement, which was completed in 90 schools in Lagos, are expected soon. These are also likely to cause concern.
122. Skills development for the State School Improvement Team (SSIT) progressed with training of members on school financial management (module 2). The SSIT will coordinate with the Access and Equity Specialist and the Output 4 team with regard to SBMC involvement in the training. The SSIT also made a planned series of follow up visits to provide support to head teachers in the pilot schools after the module 2 training.
123. Contracts for the drilling of boreholes in 13 schools faced a setback because of poor performance by one of the contractors handling part of the project. This contract had to be terminated by SUBEB, on ESSPIN advice. It has since been re-awarded and significant progress is being made so that the 13 boreholes will be completed by end of September.
124. The selection criteria and process for the next phase of water and sanitation has been agreed with SUBEB. Information from the Annual School Census was used to determine a list of 26 schools. Site visits are being made and communities and SBMCs are being involved.
125. The Duke of Gloucester visited Ajenifuja Primary School in Ilupeju, Mushin LGEA as part of his schedule while attending the 50th Independence Anniversary of Nigeria. This is a school where ESSPIN has provided water for drinking and sanitation to a population of 1260 pupils and teachers.

### **Output 4**

126. ESSPIN's partnership with civil society organisations and government to improve voice and accountability and community involvement in the provision of quality education progressed with second training of trainers for SBMCs and the subsequent step down training during July and August. The training increased the skills of participants on resource mobilisation and usage for school improvement and enhanced their practical knowledge about monitoring. On the TOT, twenty CSOs, 26 SBMC Desk Officers and 4 members of State Task Team on SBMC (2 each from SUBEB and SMoE) were trained to enable them monitor the step down. Training of 1,416 SBMC members was held in 36 centres spread across 20 LGAs/LGEAs in the state.

127. Thirty five members of State Task Team, which includes 20 LGEA Secretaries and acts as a link between state and local government and the SBMCs received training in resource mobilization, accountability and transparency, the roles and responsibilities of SBMC, and community mentoring and monitoring. Follow up training to be funded by SUBEB was proposed.

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

128. By the end of next quarter, the MTSS for 2011- 2013 and 2011 Budget will be completed. SUBEB will be engaged in Activity-based Budgeting. All LGEAs will have produced a strategic plan and the enumeration of private and public schools for 2011 Annual School Census will have been completed.

129. ESSPIN and SUBEB will have made site visits to all schools selected for the second phase of the water and sanitation programme to validate the initial selection. Agreements will be in place for ensuring community involvement in the provision of water and sanitation in schools.

130. ESSPIN and PATHS will be collaborating to ensure that functional school health clubs are established in pilot schools and subsequently extended to other schools in the state, in order to improve hygiene habits of pupils.

131. Module one of the training of classroom teachers will have been completed by the SSIT. Head teachers, Assistants and SBMC members' capacity for school development planning and managing school finances will have been developed.

132. Revised guidelines on the establishment of private schools agreeable to all stakeholders that recognises the differences among private schools especially the poor private schools will have been developed.

**Enugu**

*Introduction*

133. In ESSPIN's six months of operation, understanding of educational reform has increased and commitment to programme objectives has grown amongst State partners. All scheduled activities were planned and successfully executed with the participation and involvement of relevant MDA officials and non-state actors. A major contributing factor in this has been the strong buy-in of the Commissioner and Permanent Secretary, Ministry of Education.

134. ESSPIN facilitated the inaugural meeting of a 30-member State Education Technical Steering Committee to act as a coordinating and supervisory body. The Committee has:

- received, reviewed and endorsed the 2009/2010 Annual School Census (ASC) and the 2009 Annual Education Sector Performance Review (AESPR) Reports;
- approved that findings and recommendations of the ASC and AESPR inform and influence the Medium-term Sector Strategy (MTSS) and education MDAs' budget proposals;
- agreed adequate resources and appropriate strategies to ensure the full participation of all public and private schools in subsequent ASC exercises;
- approved the establishment of a Monitoring and Evaluation (M&E) Unit within the PRS Department of the Ministry of Education to drive the process as recommended by the 2009 AESPR;
- endorsed the June 2010-July 2012 Enugu ESSPIN work plan as presented.

135. Sustaining this high-level buy-in and momentum will be a challenge. The imminent change of the Commissioner of Education and current membership of the Governing Boards of education MDAs with the coming elections and the recent retirement from office of the Permanent Secretary, MoE, could make this challenge daunting.

136. Two ESSPIN State Specialist posts have been filled. Simeon Ogbonna is the State specialist for Education Quality and Christobel Omalade is the state specialist for planning and Management.

### *Output 2*

137. ESSPIN supported the completion and production of 2009 Enugu State ASC Report. The Report which has been endorsed by the State Education Technical Steering Committee provided vital data and information for the development of the 2011-2013 MTSS. About 100 photocopies of the Report were made available by ESSPIN to relevant individuals in the state for use.

138. The Report of the 2009 AESPR was produced and approved by the State Education Technical Steering Committee with the facilitation of ESSPIN. With the support of ESSPIN, the MoE disseminated the Report to major stakeholders and secured their endorsement of its findings and recommendations.

139. On the recommendation of the 2009 AESPR, the MoE has established a Monitoring and Evaluation (M&E) Unit in the PRS Department of the MoE to be responsible for coordinating subsequent AESPRs and to facilitate the institutionalisation of the AESPR process. ESSPIN's offer to develop the skills and capacity of the Unit to take on its responsibility was also accepted.

140. ESSPIN supported a 70-member Working Group of selected MDA staff and representatives of the civil society to complete Enugu State Education 2011-2013 MTSS Strategic Framework with specified goals, objectives, targets and costed planned activities

for the six focus and thematic areas. The MTSS Strategic Framework was reviewed and agreed by the management of the education MDAs and representatives of the State Planning Commission and Budget Office at a retreat facilitated by ESSPIN.

141. Support was provided for education MDAs to reflect on the findings of the 2009 ASC and AESPR in prioritising and aligning their 2011 Budget proposals with the MTSS.

### ***Output 3***

142. ESSPIN has stepped up support to the State's preparations for a Teacher Development Needs Assessment (TDNA), to establish the baseline of teacher competencies and inform required improvement interventions. TA was provided to the 15-member TDNA Technical Working Group (TWG) to develop a manual and action plan for the conduct of the assessment. 4,000 teachers from public and private primary schools will be assessed.
143. Support to education Quality Assurance reform in Enugu has begun with the development of an Action Plan by participants at a stakeholders' workshop facilitated by ESSPIN. This was attended by sixty-five persons, comprising school Inspectors and supervisors from the MoE, SUBEB, Post-primary Schools Management Board (PPSMB) and the State Technical and Vocational Schools. The Education Secretaries of the 17 LGEAs, representatives of the private school proprietors, CSACEFA, NUT and other relevant CSOs were also among the participants.
144. Scoping visits and engagements with MoE, SUBEB and LGEA are on-going to select and agree a pilot LGEA and schools for ESSPIN School Improvement Support (SIP).

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

145. A major activity in the coming months will be support to the completion of the 2011-2013 MTSS and its dissemination to stakeholders.
146. State education MDAs will be provided technical support to develop their Departmental Work Plans drawn from the MTSS. Particular attention will be given to key departments of MoE and SUBEB.
147. State Specialists in Organisational Development and Non-State and Community Participation in Education will be recruited to join the ESSPIN team in Enugu and work in these areas will commence.
148. ESSPIN will intensify engagement 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.

## Federal

### Output 1

149. Task Teams on the Minister of Education's One Year Strategic Plan for the Development of the Education Sector were inaugurated in July 2010. ESSPIN has provided TA for three of the Task Teams. The Federal Team Leader sits on the Steering and Coordination Committee and has regular close contacts with the Minister. The Task Teams are mandated to develop work plans for monitoring implementation of the "Turn-around Strategies" by the relevant parastatals, and report on progress and challenges to the Steering and Coordination Committee monthly.

150. Areas that are of particular interest to ESSPIN in each Task Team are:

- Strengthening the Institutional Management of Education by: improving the National Council on Education (NCE) process for policy formulation and monitoring; implementing the National Education Management Information System (NEMIS) policy on decentralisation; making School-Based Management Committees (SBMCs) functional; implementing the FME Communication Strategy;
- Improving standards and Quality Assurance by : establishing a National Commission for Quality Assurance; reviewing and disseminating to States the new Quality Assurance (QA) Handbook and QA Methodology that provides standardised and uniform quality assurance instruments and reporting mechanisms; strategic planning to strengthen the relationship and synergy between Federal and State Inspectors and Local Government supervisors; conducting monitoring of learning outcomes through Monitoring Learning Achievement (MLA).
- Improving Teacher Education and Development by reviewing and restructuring Teacher Education programmes; developing manuals on professional standards; restructuring and strengthening National Teachers' Institute (NTI) Programmes; developing career structures and motivation strategies for teachers; assessing teachers and developing an INSET policy.
- Funding and resource mobilisation by: improving processes for accessing budgeted funds; establishing a sustainable monitoring system for the utilisation of UBEC funds by states.

151. The Task Teams presented the first progress report to the Steering Committee at the end of August and the Minister presented the reports to Commissioners of Education, representatives from FME's parastatals, teachers' unions and IDPs in mid-September.

152. The Minister has led the Strategic Plan process with considerable energy and is clearly directed towards the right issues. It is however, difficult to point to concrete achievements and the timeframe is progressively shrinking. The most that can be hoped is that the work being done now will provide a firm basis for real progress after the elections.



153. The ESSPIN discussion paper on the policy formulation process was received by FME and reviewed by the Committee set up to reform the policy formulation process, which is headed by the Secretary of the JCCE/NCE Secretariat, under PPM&R. The FME Committee produced a position paper on the reform of the policy process and incorporated key messages from the ESSPIN discussion paper. These include the need to improve the quality of memos submitted into the policy process, the need to build the capacity of Secretariat staff, Chairmen and Secretaries of Reference Committees and the need to develop a framework for the monitoring of NCE decisions and ensure that the results from such monitoring are fed back into the policy process.
154. EMIS remains a critical issue and one on which divisions of opinion remain within FME and between sections of FME and ESSPIN, with UNICEF and UNESCO making contributions to the debate that are not always helpful. The National EMIS Committee met in Ondo in August to report progress on the 2009/10 Annual Schools Census and decide the date of 15-19 November for the conduct of the census for 2010/11.
155. The lack of reliable education data continues to be the source of some embarrassment to the Ministry. From the end of August onwards, work on the Annual School Census has been spearheaded by two specially created Ministerial Committees – one to focus on the past (ASC 2006-2010) and one on the future (ASC 2010/11). ESSPIN is represented on both committees.
156. The organisational review of the Universal Basic Education Commission (UBEC) was concluded in July, 2010. Feedback sessions were held with five Heads of Department in August to discuss and agree the recommendations and actions required. These were later presented to the general UBEC Management. The recommendations and actions were well received. The Executive Secretary assigned responsibilities to the Directors to ensure that implementation of recommendations commenced immediately. These include:
- Updating and disseminating UBE funding guidelines by the end of the year;
  - Updating UBEC's Accounting Manual in line with computerisation process;
  - Restructuring functions of the EMIS units and zonal/state offices;
  - Developing an IT policy for UBEC.
157. Areas of further collaboration between ESSPIN and UBEC Management includes:
- A review of UBEC's financial management systems;
  - Monitoring and Quality Assurance training for UBEC officers;
  - Sharing the experience of ESSPIN –supported states on the introduction of SBMCs in order to strengthen UBEC's support to other states in developing functional SBMCs;
  - Integrating UBE Intervention Fund Action Plans in State Sector Plans and MTSS.

158. In September, fact-finding visits to ESSPIN states on strengthening the UBEC-SUBEB relationship were commenced. Initial findings indicate that SUBEBs are content with Self-Help projects and development of SBMCs in their states. However they require more flexibility in the implementation of UBE funds, especially with regard to infrastructure projects and decentralized management of the provision of instructional materials.
159. ESSPIN provided training on Quality Assurance for 30 officers from FIS at the Federal, Zonal and State levels. The purpose of this is to raise the capacity and credibility of FIS officers. By ensuring that they reach the same level of competence and experience as their state-level counterparts, they will be equipped to take part in joint inspections and manage a credible accreditation system for inspectors.
160. FIS made final comments on the Quality Assurance Handbook and Guidance for External Evaluators and the documents are set for final approval, printing and dissemination to states.
161. The bill to create a National Quality Assurance Agency appears to be stalled pending further action from FME to undertake the necessary consultation process.
162. At the National Commission for Colleges of Education (NCCE), Teacher Professional Standards were revised; guidance on restructuring Colleges of Education was produced, together with a Curriculum Implementation Framework. ESSPIN has supported the drafting of a Quality Assurance Toolkit including an instrument that colleges will use to assess themselves.
163. This quarter saw ESSPIN's first formal engagement with Teachers' Registration Council of Nigeria (TRCN). Four likely areas for future collaboration between ESSPIN and TRCN are:
- Establishing a Memorandum of Understanding (MoU) on teacher policy issues between TRCN, NCCE and NTI;
  - Gaining TCRN endorsement of the Teacher Career path work being undertaken by ESSPIN-supported states;
  - Establishing clearer policies on in-service training and other aspects of continuing professional development for teachers;
  - Improving teacher professional standards.
164. In recent weeks, ESSPIN has provided TA support to the Nigeria Education Research and Development Council (NERDC) of the Federal Ministry of Education in the development of the Nigeria Education Knowledge Network (NEKNET). NEKNET is an electronic content management system meant to provide comprehensive and easy access to information resources on education in Nigeria and about Nigeria to a wide range of users.

*Major features of the Federal work plan for the next quarter*

165. October is a critical month if the ASC is to be successfully conducted in all states from 15-19 November 2010. The key deliverables during this month include the finalisation and dissemination of the NEMIS Operational Manual for states to conduct the ASC, the finalisation and dissemination of the ASC questionnaire and the disbursement of federal funds to support states with the ASC. There is no guarantee that any of these tasks will be completed by FME. ESSPIN has offered to provide TA support to four “orphan” states in addition to the six ESSPIN-supported states, but this is contingent on the availability of federal funding for the training and logistics associated with the ASC.
166. USAID is expected to bring a Consultant on board to support Federal NEMIS to finalise and publish data for 2006-10 and, critically, to build technical capability to allow for a successful ASC for 2010/11. ESSPIN looks forward to collaborating with USAID, as this work progresses, especially in building a system interface to ensure that data from Access/Excel in the states is integrated into the Federal NEMIS system.
167. A work-plan is being finalised for ESSPIN support to the Joint Consultative Committee on Education/National Committee on Education (JCCE/NCE) Secretariat in its reform efforts in the months ahead. In the short term, ESSPIN is likely to support the Secretariat in developing and using mechanisms for monitoring the implementation of NCE decisions in states with a view to reporting on this at the NCE planned for November/December in Sokoto.
168. As part of the contribution towards the Minister’s Strategic Plan, ESSPIN will facilitate a joint session on SBMCs with FME Departments (PPM&R, Basic & Secondary and FIS) and UBEC (Social Mobilisation Department). Representatives from each of the 5 ESSPIN – supported states in which work with SBMCs has been done will make presentations at the session
169. The first pilot visit to Oro College by NCCE will be conducted. This will enable the College representatives to give feedback on the QA toolkit and institutional self-assessment documents that have been developed by NCCE.
170. ESSPIN will maintain close contact with UBEC management on the key issues of improving federal fund flows to states and the efficient and effective use of these funds. Discussions are also continuing with the MDG Office on similar themes.

## Cross-cutting Issues

### EMIS

171. The 2009-10 school census cycle has been completed with the following activities. All six ESSPIN states completed the preparation of their state annual school census reports. These were printed and disseminated in Kwara, Kaduna, Kano and Jigawa. Lagos and Enugu have approved their reports but not yet printed and disseminated. Launch events have taken place in Kwara, Kano and Kaduna and are organised for Jigawa and Enugu.
172. The format and the programme to produce the LGEA report cards and the school report cards have been updated to the final version. The programme has been populated with data for Kaduna and is currently being populated for Kwara and Kano. The printing and dissemination of report cards will be carried out in conjunction with visits to schools to ensure they are used and understood. SESP Kaduna plan to start this process early October. LGEA report cards were produced and distributed at each launch event.
173. The school census validation survey report was prepared. The main message is that the 2009-2010 school census produced not only timely but also good quality data on the key measures of interest, especially enrolment.
174. Specific activities were undertaken to disseminate the lessons learned in the ESSPIN states:
- A workshop was organised in Abuja with stakeholders from the ESSPIN states to review the progress made in 2009-2010 and plan for the next school census cycle.
  - ESSPIN co-funded with UNICEF the National EMIS Committee in Ondo (12-13 August). Presentations were made to highlight the considerable achievements in terms of producing timely and good quality data compared to other states and achieve consensus for necessary process improvements in view of the 2010-11 school census.
  - The ESSPIN EMIS team was involved in further discussions with the 'way forward' committee at the federal level to promote coordination. ESSPIN is coordinating its activities with USAID and UNICEF. Discussions are ongoing with the MDG Office and the World Bank on support to the Federal Ministry of Education and states for the 2010-11 school census.
175. Progress has been made towards the organisation of the private school census in Lagos State (and probably also Enugu and Kwara) at the same time as the next school census in November 2010.

*Monitoring and evaluation*

176. The programme logframe has been updated following the recommendations of the DFID annual review.
177. With respect to the ESSPIN survey programme outlined in the ESSPIN monitoring and evaluation framework document, the following progress was made:
- The data of the community survey have been entered and the report is expected to be completed in October.
  - The fieldwork of the 2010 Nigeria Education Data Survey was completed in August and the preliminary report is expected in November.
178. Final drafts of annual education sector performance reports (AESPR) were approved in all six ESSPIN states, following meetings of the respective steering committees. In Kwara there was a public launch event in which printed copies of the report were disseminated to a wide group of education sector stakeholders for consultation as an input to the 2011-13 MTSS preparation process. A technical report has been produced that summarises the lessons learned from the six states and the next steps for the future.
179. ESSPIN states have recognised the need to introduce a sector performance monitoring and evaluation (M&E) function in the education MDAs and structures that will be responsible for the preparation of the AESPR from 2011. A first step has been the formulation of the SUBEB strategic plans, which envisage the creation of M&E units with a new mandate that will replace the previous focus on school inspection. It is expected that M&E units will also feature in re-organised state ministries of education, while Kwara State is formulating a policy on M&E. ESSPIN will support these developments through capacity building on sector performance M&E at the state level. A training manual has been drafted and tested with ESSPIN planning and management specialists in selected states. The training of state officials will closely follow progress in the establishment of M&E units and the appointment of staff to them.

*Communications and Knowledge Management*

180. The first phase of ESSPIN's film work was concluded with the production of a composite 30 minute film on the education reform process across all ESSPIN supported states, using previously recorded material. This was broadcast nationally on AIT in mid-August and generated positive feedback and discussion in the press. ESSPIN again promoted the broadcast to education stakeholders using the in-house bulk SMS service which now extends to non-ESSPIN states. ESSPIN films were shown by Jigawa state broadcasters during August. A series of TV broadcasts of the 6 minute state films is scheduled for the last week of September in the run up to the Independence Day anniversary. (This does not include the Lagos film as permission has still not been granted by state authorities).

The ESSPIN produced 1Goal film was used by DFID on their website, but not, as intended, at the South Africa Education Summit marking the end of the World Cup.

181. The ESSPIN radio drama is being recorded with national broadcast in three languages provisionally scheduled for early October. A state and national level orientation and immersion programme for 60 education sector journalists began in August. (ESSPIN is referencing SAVI's approach to working with the media in the design and delivery of this programme). Planning has resumed with community theatre service providers to pilot a schedule of performances by local theatre groups in three states. Pre-production activities should start next quarter though touring will be delayed until after the elections.
182. ESSPIN is currently providing further support to NERDC to develop the NEKNet education sector web based electronic information database of research and other documentation. This is conditional on NERDC progress and its own resource allocation.
183. Recent SLP Knowledge Management Working Group discussions have focused on potential areas of joint working, notably with SAVI on media development (as above) and with SPARC on engagement with Ministry of Information (PROs). ESSPIN sought DFID's guidance on its current communications strategy and was assured of the appropriateness of our approach.
184. Website and intranet development continues with more DFID and SLP users provided with access to the intranet. The website is generating over 2,000 visits per month. High quality IEC materials have been distributed to over 1,000 communities / schools across all ESSPIN states in support of SBMC development and the SSITs. Head-teacher training has been complemented by the provision of ESSPIN produced planning tools. There were 14 ESSPIN stories in the national press.
185. To promote programme learning and best practice and provide evidence of impact, a reader friendly series of ESSPIN "Experiences" documents is being developed. Various aspects of ESSPIN's work are also being presented in a series of "Briefing Notes" for stakeholders

### Section 3: Emerging Issues / Risks

186. The impending elections and the risks posed to both programme activity and the capacity of the States to mobilise their own resources for deepening and scaling up ESSPIN-supported reforms, is a risk that has been mentioned in successive quarterly reports. Repetition of this major risk here does not lessen the threat. ESSPIN is doing what it can at a technical level to mitigate the risk, particularly through continuing work on the MTSS and 2011 budget, in collaboration with SPARC and SAVI as appropriate. The challenges will not, however, respond solely to technical solutions. This is why the emphasis must be on political engagement strategies and why these need to be in place in time for the accession of new political incumbents.
187. A further area of concern for the SLPs is the continuation of DFID support for the SLP model in the light of changing UK government policies and the proposed policy shift towards concentration on activities in Northern Nigeria. These developments are not incompatible with the SLP idea, but there is need for greater clarity on how they sit with some essential elements of the SLP approach. How, for example, does the renewed emphasis on quantitative results sit with attention to qualitative changes in governance and service delivery?
188. It is also not clear how the recent proposal to extend SPARC and SAVI to support the Maternal and Child Health programme in two non-SLP supported States will affect the integrity of the SLP concept. The recent policy of “thickening”, which determined ESSPIN expansion into Enugu, was based on the premise that the programmes working together will have more impact. While the desire to provide governance support to the health programme in the North is understood, it has implications for the original idea of SLP collaboration. It could be regarded as being at odds with the drive for the SLPs to develop “Big Common Impact Areas”. It would, therefore, be helpful if DFID would provide clarification on its position in relation to the SLP concept.

### Annex 1: List of Consultancies over the Last Quarter, 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	■	■	■	■	■	■	■	■	■	■	■	■	■
Andrea Togher	Teacher Quality improvement	I	6													■
Ayo Adeosun	SSIT	I	40						■	■	■	■	■	■	■	■
Baki Mlalazi	Human Resource Development	I	24						■	■	■	■	■	■	■	■
Christiana Lekwat	Inspectorate	N	25				■	■	■	■	■	■	■	■	■	■
Chris Morgan	Communications	I	10										■	■	■	■
Daniel Akogwu	School Infrastructure	N	16	■	■	■	■	■	■	■	■	■	■	■	■	■
David Johnson	Teacher Assessment	I	11												■	■
David Strawbridge	Schools Improvement	I	33	■	■	■	■	■	■	■	■	■	■	■	■	■
Devesa Domenech	EMIS	I	57	■	■	■	■	■	■	■	■	■	■	■	■	■
Dick Coppinger	Architecture and Engineering	I	24				■	■	■	■	■	■	■	■	■	■
Eccua Oyinloye	Inspectorates	N	19			■	■	■	■	■	■	■	■	■	■	■
Ernest Obasa	Financial Management systems	N	18								■	■	■	■	■	■
Eunice Olademeji	SSIT	N	27	■	■	■	■	■	■	■	■	■	■	■	■	■
Gaurav Siddhu	Assistant Specialist M & E	I	60	■	■	■	■	■	■	■	■	■	■	■	■	■
Harold Thomas	Institutional & Employment (teachers) - Kwara	I	12												■	■
Ibrahim Woru	Teacher Quality improvement	N	12						■	■	■	■	■	■	■	■
Jaap Kuiper	Teacher Education, Oro College Reform	I	24			■	■	■	■	■	■	■	■	■	■	■
Jack Holbrook	Monitoring Learning Achievement	I	12								■	■	■	■	■	■
James Adewunmi	Inspectorates	N	42	■	■	■	■	■	■	■	■	■	■	■	■	■
Jawaad Vorha	MTSS	I	17		■	■	■	■	■	■	■	■	■	■	■	■
Joanna Harma	EMIS	I	45	■	■	■	■	■	■	■	■	■	■	■	■	■
John Gray	Public financial Management	I	54	■	■	■	■	■	■	■	■	■	■	■	■	■
Kenneth Uwah	FME Reform (Communication)	N	64	■	■	■	■	■	■	■	■	■	■	■	■	■
Khadijah Fancy	Gender	I	12												■	■
Lawrence Onibon	School Infrastructure	N	16	■	■	■	■	■	■	■	■	■	■	■	■	■
Lilian Breakell	Schools Development	I	46		■	■	■	■	■	■	■	■	■	■	■	■
Louise Daniel	KM NERDC (Comm)	I	12												■	■
Lynton Gray	MTSS	I	24			■	■	■	■	■	■	■	■	■	■	■
Manjola Kola	Social Inclusion	N	12	■	■	■	■	■	■	■	■	■	■	■	■	■
Manos Antoninis	Lead Specialist Monitoring and Evaluations	I	23				■	■	■	■	■	■	■	■	■	■
Masooda Bano	IQTE	I	6													■
Mohammed Bawa	Community Participation	N	16		■	■	■	■	■	■	■	■	■	■	■	■
Mohammed Farouk	FME	I	6													■
Obinna Onwujekwu	Kwara activity based planning and budgeting	N	30			■	■	■	■	■	■	■	■	■	■	■
Penny Holden	Lead Specialist Inspectorates & Quality Assurance	I	30	■	■	■	■	■	■	■	■	■	■	■	■	■
Rachel Cipryk	Gender	I	24		■	■	■	■	■	■	■	■	■	■	■	■
Sandra Graham	Community/CSO involvement	I	48			■	■	■	■	■	■	■	■	■	■	■
Sergij Gabrask	Assessment of Primary & JSS Teacher's Subjects	I	23			■	■	■	■	■	■	■	■	■	■	■
Sulleiman Adediran	SBMC Research	N	24			■	■	■	■	■	■	■	■	■	■	■
Susan Williamson	Teacher Strategy	I	65	■	■	■	■	■	■	■	■	■	■	■	■	■
Waterkyns Anthony	Architecture and Engineering	I	12												■	■
Wole Olumiyete	MTSS	N	42	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Total International</b>			<b>825</b>													
<b>Total National</b>			<b>363</b>													



## Annex 2: List of Consultancies for the Next Quarter, October – December 2010

Consultant	Description of Assignment	Nat/Int	Days	04-Oct	11-Oct	18-Oct	25-Oct	01-Nov	08-Nov	15-Nov	22-Nov	29-Nov	06-Dec	13-Dec	20-Dec	27-Dec
Allan Findlay	EMIS	I	60	■	■	■	■	■	■	■	■	■	■	■	■	■
Andrea Togher	Teacher Quality improvement	I	33	■	■	■	■	■	■	■	■	■	■	■	■	■
Ayo Adeosun	SSIT	I	65	■	■	■	■	■	■	■	■	■	■	■	■	■
Baki Mlalazi	Human Resource Development	I	24	■	■	■	■	■	■	■	■	■	■	■	■	■
Christiana Lekwat	Inspectorate	N	35	■	■	■	■	■	■	■	■	■	■	■	■	■
David Johnson	Teacher Assessment	I	7	■	■	■	■	■	■	■	■	■	■	■	■	■
David Strawbridge	Schools Improvement	I	55	■	■	■	■	■	■	■	■	■	■	■	■	■
Devesa Domenec	EMIS	I	55	■	■	■	■	■	■	■	■	■	■	■	■	■
Dick Coppinger	Architecture and Engineering	I	19	■	■	■	■	■	■	■	■	■	■	■	■	■
Eccua Oyinloye	Inspectorates	N	29	■	■	■	■	■	■	■	■	■	■	■	■	■
Harold Thomas	Institutional & Employment (teachers) - Kwara	I	27	■	■	■	■	■	■	■	■	■	■	■	■	■
James Adewunmi	Inspectorates	N	30	■	■	■	■	■	■	■	■	■	■	■	■	■
Joanna Harma	EMIS	I	59	■	■	■	■	■	■	■	■	■	■	■	■	■
John Gray	Public financial Management	I	23	■	■	■	■	■	■	■	■	■	■	■	■	■
Kenneth Uwah	FME Reform (Communication)	N	20	■	■	■	■	■	■	■	■	■	■	■	■	■
Lawrence Onibon	School Infrastructure	N	32	■	■	■	■	■	■	■	■	■	■	■	■	■
Lilian Breakell	Schools Development	I	39	■	■	■	■	■	■	■	■	■	■	■	■	■
Lynton Gray	MTSS	I	12	■	■	■	■	■	■	■	■	■	■	■	■	■
Manjola Kola	Social Inclusion	N	6	■	■	■	■	■	■	■	■	■	■	■	■	■
Manos Antoninis	Lead Specialist Monitoring and Evaluations	I	18	■	■	■	■	■	■	■	■	■	■	■	■	■
Masooda Bano	IQTE	I	3	■	■	■	■	■	■	■	■	■	■	■	■	■
Michael Akinola	Data Analysis	I	8	■	■	■	■	■	■	■	■	■	■	■	■	■
Mohammed Bawa	Community Participation	N	10	■	■	■	■	■	■	■	■	■	■	■	■	■
Roselyn Mnuhu	EMIS Kwara	N	64	■	■	■	■	■	■	■	■	■	■	■	■	■
Rusell Craig	MTSS	I	23	■	■	■	■	■	■	■	■	■	■	■	■	■
Sandra Graham	Community/CSO involvement	I	48	■	■	■	■	■	■	■	■	■	■	■	■	■
Sergij Gabrasck	Assesment of Primary & JSS Teacher's Subjects	I	23	■	■	■	■	■	■	■	■	■	■	■	■	■
Simeon Oladekun	School Infrastructure	N	34	■	■	■	■	■	■	■	■	■	■	■	■	■
Sulleiman Adediran	SBMC Research	N	46	■	■	■	■	■	■	■	■	■	■	■	■	■
Susan Williamson	Teacher Strategy	I	65	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>Total International</b>			<b>666</b>													
<b>Total National</b>			<b>306</b>													