Education Sector Support Programme in Nigeria (ESSPIN)

Monitoring and Evaluation Task Leader Visit Reports:

July 2010 – March 2011

Report Number 529

Manos Antoninis

March 2011

Report Distribution and Revision Sheet

Project Name: **Education Sector Support Programme in Nigeria**

Code: **244333TA02**

Report No.:   **ESSPIN 529**

Report Title: **Monitoring and Evaluation Task Leader Visit Reports: July 2010 – March 2011**

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
1	April 2011	Manos Antoninis	Ron Tuck	Ron Tuck	Formatting/ Checking

Scope of Checking

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.

Distribution List

Name	Position
DFID	
Jane Miller	Human Development Team Leader, DFID
Barbara Payne	Senior Education Adviser, DFID
Roseline Onyemachi	Education Project Officer, DFID
ESSPIN	
Ron Tuck	National Programme Manager
Kayode Sanni	Deputy Programme Manager
Richard Hanson	Assistant Programme Manager
Steve Baines	Technical Team Coordinator
Gboyega Ilusanya	State Team Leader, Lagos
Emma Williams	State Team Leader, Kwara
Jake Ross	State Team Leader, Kano
Steve Bradley	State Team Leader, Kaduna
Pius Elumeze	State Team Leader, Enugu
Mustapha Ahmad	State Team Leader, Jigawa
John Kay	Lead Specialist, Education Quality
Alero Ayida-Otobo	Lead Specialist, Policy and Planning -Federal Level
Fatima Aboki	Lead Specialist, Community Interaction
Nguyan Feese	Lead Specialist, Inst. Development and Education Mgt
Penny Holden	Lead Specialist, Inspectorate
Manos Antoninis	Task Leader, Monitoring & Evaluation

Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties

Note on Documentary Series

A series of documents has been produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria. All ESSPIN reports are accessible from the ESSPIN website
http://www.esspin.org/resources/reports
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

Education Sector Support Programme in Nigeria

Acronyms and Abbreviations

ASC	Annual School Census
AESPR	Annual Education Sector Performance Report
BCIA	Big Common Impact Areas
DE	Data Entry
DFID	Department for International Development
EMIS	Education Management Information System
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
FMoE	Federal Ministry of Education
IQTE	Islamiyya Quránic and Tsangaya Education
IT	Information Technology
LGA	Local Government Area
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
MDA	Ministry, Department and Agency
MLA	Monitoring Learning Achievement
MTSS	Medium Term Sector Strategy
NEMIS	National Education Management Information System
PRS	Planning, Research and Statistics
QA	Quality Assurance
SBMC	School Based Management Committee
SDP	School Development Plan
SESP	State Education Sector Project
SMOE	State Ministry of Education
SPARC	State Partnership for Accountability, Responsiveness and Capability
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
UBEC	Universal Basic Education Commission
UNICEF	United Nations
UPS	Uninterrupted Power Supply
VSO	Voluntary Service Oversees

Monitoring and Evaluation Task Leader Visit Report: 31 July – 20 August 2010

August 2010

Executive summary

1. During this visit, the M&E task leader focused on activities related to the review of EMIS / school census cycle (including the finalisation of the school census follow up survey, a review workshop with the ESSPIN states and the National EMIS Committee meeting) and activities related to the AESPR process (including the Output 2 quarterly meeting where issues of strategy were discussed, the Lagos Education Steering Committee and the launch / consultation of the Kwara AESPR).

Purpose of the consultancy

2. The purpose of this assignment is to:

   - oversee the implementation of the ESSPIN monitoring and evaluation **framework**, which supports the programme logframe and is aligned with the ESSPIN State M&E frameworks as outlined in their Education Sector Plans [Tasks 1-2, 8]
   - identify the necessary administrative or survey **sources of information** to support the framework and develop appropriate data collection instruments and procedures in collaboration with the responsible lead and task specialists [Task 3]
   - carry out the implementation phase workplan supporting the M&E framework, notably the **capacity building** activities for the M&E units in the ESSPIN States and at the Federal level [Tasks 4-7]

Background

3. In two broad areas, it was necessary to take stock of progress made during 2009-10 before proceeding with the implementation of workplans in 2010-11:

   - With respect to EMIS, a series of events were scheduled to discuss developments of the school census process with ESSPIN and non-ESSPIN stakeholders.
   - With respect to M&E, and the AESPR in particular, it was necessary to review the next steps that will ensure the transfer of the initiative and responsibility for the preparation of sector performance reports to the states.

Achievement of the terms of reference

TOR tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
1. Liaise with **officials** (i) PRS at SMOE and SUBEB in ESSPIN States and (ii) at the Federal level (notably PPM&R at FMOE)	Meetings with ESSPIN EMIS officers in Abuja, high-level MDA officials in Lagos and FMOE officers at the National EMIS Committee in Ondo	
2. Assist reporting process against **logframe**; advise on refinement, review and updating	Logframe updated to take DFID review and other comments into account Support provided to DFID Bilateral Aid Review	Finalise lofgrame [MA; end September]
3. Collaborate with ESSPIN technical areas involved with **administrative data** systems (EMIS, public finance, quality assurance)	Participated and presented at EMIS review meeting with ESSPIN states in Abuja Participated and presented at National EMIS Committee meeting in Ondo	
4. In terms of **survey** sources of information, coordinate, review design and reports, process data and disseminate analysis	School census validation survey: draft report completed and submitted for comments Community survey: data entry process initiated	Use findings for school census training [EMIS team; September-October] Draft report [MA; early October]
5. Coordinate State-level M&E capacity building activities	Prepared zero draft of M&E/AESPR training material / manual	Complete full set of training materials [MA/GS; early September] and deliver training to ESSPIN P&M state specialists [GS; end September]
6. Support the annual education sector review (AESR) process at the State level	Facilitated Lagos Steering Committee meeting Presentation to Technical Team Meeting on AESR and AESPR	
7. Coordinate Federal-level M&E capacity building activities		
8. Coordinate with M&E specialists of SLP, SESP and other TA projects	Hosted SLP M&E working group meeting	Follow up on issues raised [MA; end September]

Findings and issues arising

4. In terms of implementing the ESSPIN **M&E framework**, the M&E task leader updated the programme logframe. The final version of the logframe should be submitted to DFID by the end of September. To facilitate the finalisation of the logframe, a short report on outstanding issues was prepared, which is attached as Annex A.

5. In terms of the **sources of information** to support the M&E framework, the M&E task leader provided inputs for the following:

    - Review of **EMIS** / school census cycle activities:
        – Participated in the *workshop* organised by ESSPIN in Abuja that reviewed the progress in the school census process in 2009-10 with ESSPIN state officers from the SMOE and SUBEB PRS departments
        – Participated at the *National EMIS Committee* meeting in Ondo (12-13 August): In the 2009 Committee meeting, ESSPIN proposed certain changes to the school census process and promised to demonstrate that the approach would result in timely and good quality data so that FMOE would be sufficiently satisfied to adopt the lessons learned and help roll them out to the rest of the country. Following a self-assessment carried out by the states on the first day of the meeting, it was shown that only 9 of the 37 states had their report completed, 5 of which were ESSPIN states. However, FMOE declined to recognise the reasons for the inability of the other 28 states to achieve these results and go into the substance of the lessons learned. It has been decided that the debate needs to be moved at a higher level in the FMOE in September.
        – Contributed to the *updating* of the school census operational manual (which will be reviewed by a Technical Committee as decided in Ondo), school census questionnaires (where the issue of incorporating small-scale changes is pending) and the LGEA and school report cards (where the issue of building the capacity of education stakeholders to interpret the report cards needs to be addressed).
    - The draft report of the **school census follow-up survey** was completed (and its findings presented at the National EMIS Committee meeting – see Annex B):
        – The general conclusion is that (particularly with respect to enrolment where the discrepancy did not exceed ±6% in any state), the school census in the five ESSPIN states has produced not only timely but also good quality data which can be reliably used as basis for planning.
        – Discrepancies did arise on issues such as the number of teachers, classrooms and sanitation facilities. These call for attention to these specific points during the training of field level staff.
        – Beyond validation, the supplementary questions demonstrated results of general interest for the ESSPIN states regarding student attendance, teacher attendance, textbook availability, SDPs and SBMCs.

- Terms of reference were prepared for the **community survey** data entry. Work is expected to start in late August and be completed within three weeks.

6. In terms of **capacity building** activities, the following progress was made:

- In Kwara, the M&E task leader made a presentation at the joint **launch of the AESPR** and school census report and worked jointly with the assistant M&E specialist to facilitate the event, including preparing a summary fact sheet and arranging a discussion of the priorities with government and non-government stakeholders. Kwara was the first state to complete the annual education review cycle in time for the preparation of the MTSS. In this context, the comment made during the DFID review that "there was no strong field evidence that any State has yet got to the point where it will actively disseminate these performance reports through the kind of sector review process that brings together a range of stakeholders (including civil society and donors) in other countries" was therefore premature. The sector performance review process was introduced for the first time in 2010 in six states (unlike, say, the MTSS process, which was introduced for the first time at the national level in 2006). In that sense the progress made in a very short time exceeded expectations.

- However, this does not mean that the **process** is sufficiently well integrated into the planning and budgeting cycle.
  - The main weakness is that the *priorities* identified in the AESPR are not reflected in the corresponding MTSS documents, as would be expected. Education MDA officials do not fully understand that an identified priority should signal a corresponding re-allocation of resources. For that reason, a note was prepared for the Kwara AESPR and MTSS, mapping the two sets of priorities to encourage stakeholders to think (i) whether the list of priorities in the AESPR was sufficiently well thought (ii) whether the MTSS was sufficiently strategic if it ignored the AESPR priorities (iii) why some of the clear priorities of the MTSS did not feature in the discussions for the drafting of Chapter 6 in the AESPR.
  - Another weakness is the performance assessment framework. The majority of the 2010-12 MTSS KPIs were not relevant or measurable, as demonstrated in Annex A of the AESPRs. For that reason, a note was prepared for the Kwara MTSS, identifying properties of good *indicators* and making some initial recommendations for discussion. This discussion needs to take place in all states. Good indicators will strengthen the annual education sector (ESP/MTSS) review process.

- The M&E task leader facilitated the meeting of the Lagos Education Steering Committee meeting, which had the approval of the AESPR on its agenda. Many of the Committee members were unable to attend and sent representatives instead. The Special Adviser who chaired the meeting therefore suggested that a further meeting is

4

planned in early September to approve the AESPR. The meeting focused on a discussion of points related to chapters 2-5.

- The status of the AESPR in the other states is as follows:
    - Kaduna has ordered the report to be printed.
    - Jigawa and Kano have final drafts but have not yet taken the decision to approve and disseminate the reports.
    - Enugu is being supported by the assistant M&E specialist to complete its report and a Steering Committee meeting is scheduled for late August.

- The M&E task leader has drafted a technical report that summarises the objectives set, progress made and challenges envisaged in the annual education sector review process. This short reference document will serve as an introduction and a stock taking exercise.

- At the Output 2 quarterly workshop (see Annex C), it was agreed that – in line with current thinking across ESSPIN – the strategy for ensuring the sustainability of the AESPR process involves first a stronger role for ESSPIN P&M state specialists. A training programme will be introduced in September for specialists in all states, which will utilise the draft M&E manual (whose contents are outlined in Annex D). Subsequently, once institutional and staffing arrangements have been finalised, the work will focus on the emerging M&E units in SUBEBs and SMOEs. The M&E task leader has communicated with state team leaders.

7. In terms of cross-SLP coordination, the **SLP M&E working group** met on August 19. The following issues were worth noting:

- SPARC and DFID are organising a **logframe workshop** in September to clarify outstanding issues. It is worth considering whether a similar event should be organised for ESSPIN. The M&E task leader met with the new DFID Nigeria Results and Statistics Adviser in her first week in Abuja and agreed to follow up on logframe issues in mid-September. He has also been in touch with the DFID Nigeria Human Development Team Leader to assist with the DFID Bilateral Aid Review needs for education sector information. The issue of a potential workshop, if considered useful, would need to be discussed and agreed with the two DFID Nigeria officials.
- '**Big common impact areas**' (BCIA) have been discussed between the SLPs at the state level. The M&E Task Leader was not aware of this development and will need to liaise with state team leaders to be updated.
- SPARC began its work in the area of **evaluation** with the publication of the 'Strategy for evaluation studies' in June. SPARC has an ambitious plan to carry out about 5-6 studies per year (ranging in their focus from rather narrow evaluations of specific activities to broad-brush evaluations of entire outputs). The ESSPIN M&E Task Leader had proposed in the 'M&E framework' document (Volume 3 of the ESSPIN Inception Report, May 2009) a comparatively modest evaluation strategy with a limited number of more

substantive studies (one per output) to be carried out from 2012 onwards. It has been proposed that the terms of reference for these studies will be drafted by June 2011. On the issue of evaluation, SPARC is proposing that a workshop be organised before the end of 2010 with the objective to start building a shared pool of national evaluation consultants – and has invited the other SLPs to support this event. It is not immediately clear how ESSPIN would benefit from this but the issue needs to be discussed internally.

Options and next steps

8. In terms of implementing the ESSPIN **M&E framework**:

    - The final version of the **logframe** prior to the Mid-Term Review needs to be submitted by the end of September. Action needs to be taken on the issues identified in Annex A.
    - In order to ensure that values for the indicators can be produced in a sustainable way after 2010, action is required on the sources of particular indicators, notably:
        - P4 and O2.1: As pointed out in Input Visit Report 7, there is an urgent need to adopt (both within ESSPIN and in the ESSPIN states) the **financial spreadsheet** developed by the ESSPIN public finance team in 2009 as a common tool to improve consistency in the reporting of financial information (which is also critical from a capacity building point of view in the context of the MTSS and AESPR documents).
        - O3.1, O3.3 and O4: Decide on the future dates for the school census follow-up, head teacher and community surveys.
    - Review the state 'result tables' from the point of view of the governance indicators to ensure that there are no gaps.

9. In terms of **sources of information**:

    - It is necessary – ahead of discussions at the highest level in the FMOE – to agree on an ESSPIN strategy for support to non-ESSPIN states in the school census.
    - Decide on dissemination of the reports on the *classroom observation survey*, the *school census follow-up survey* (as well as the forthcoming reports on the *Teacher Development Needs Assessment* surveys and the *Monitoring Learning Achievement Survey*).
    - Prepare the report on the *community survey* by early October.

10. In terms of **capacity building** activities for M&E activities at the state level:

    - Complete the M&E manual to guide ESSPIN P&M specialists and the staff to be appointed in the new M&E units currently being established in MDAs.
    - Implement a plan to train ESSPIN P&M specialists (September) and MDA M&E unit staff (October-March).

Date	Place	Event
Saturday 31 July	Abuja	AM. Arrival to Abuja; validation survey report
Sunday 1 August	Abuja	
Monday 2 August	Abuja	Validation survey report
Tuesday 3 August	Abuja	Output 2 quarterly meeting – Day 1
Wednesday 4 August	Abuja	Output 2 quarterly meeting – Day 2
Thursday 5 August	Abuja	Multi-state EMIS workshop
Friday 6 August	Abuja	EMIS team coordination meeting
Saturday 7 August	Ilorin	AM. Travel to Ilorin; preparation for Kwara Forum
Sunday 8 August	Ilorin	
Monday 9 August	Ilorin	Kwara Education Stakeholders Forum
Tuesday 10 August	Ilorin	Meeting on institutional structure for EMIS and M&E
Wednesday 11 August	Ondo	AM. Travel to Ondo Preparation for National EMIS Committee
Thursday 12 August	Ondo	National EMIS Committee – Day 1
Friday 13 August	Ondo	National EMIS Committee – Day 2
Saturday 14 August	Lagos	AM. Travel to Lagos; follow up on National EMIS Committee results
Sunday 15 August	Lagos	
Monday 16 August	Lagos	Review of Kwara AESPR and MTSS priorities
Tuesday 17 August	Lagos	Lagos Steering Committee meeting Debrief with Programme Manager
Wednesday 18 August	Abuja	AM. Travel to Abuja; meeting with DFID Statistics and Results adviser
Thursday 19 August	Abuja	SLP M&E Working Group meeting
Friday 20 August		AM. Departure BA 82 Abuja-London, 08.30

Annex A – Update on the programme logframe

The final version of the logframe ahead of the Mid-Term Review needs to be submitted by the end of September. This annex summarises the issues that need to be addressed.

ESSPIN logframe – Outstanding issues

	Indicator	Comments (* refers to note at the end of the table)	Program	Federal	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
Goal										
G1	Net enrolment rate (PRY), male and female	Milestone and targets for Enugu			X					
G2	Primary completion rate, male and female	Milestone and targets for Enugu			X					
G3	Ratio of boys to girls (PRY and JSS)	Milestone and targets for all states			X	X	X	X	X	X
Purpose										
P1	Gross enrolment rate of bottom two consumption quintiles	Baseline awaiting 2008 NLSS No milestone because no source of data for 2011-12	X							
P2	Class 2 students who meet competency levels in reading	Agree on precise definition (*)	X							
P3	States that develop MTSS	Mechanism of monitoring non-ESSPIN states	X							
P4	Budget utilisation rate	Mechanism of monitoring – Use of spreadsheet (*)	X		X	X	X	X	X	X
Output 1										
O1.1	Utilisation rate of Federal funds for basic education									
O1.2	Institutional functionality of Federal bodies of: a. policy and planning b. financing c. teacher professional development d. quality assurance	Re-visit definitions of A-D scale in light of state results in order to improve the match	X	X						
Output 2										
O2.1	Ratio of MTSS Year 1 allocation over annual budget allocation	1. Ensure definition is clear for all (*) 2. Baselines for all states except Enugu and Lagos	X						X	
O2.2	Institutional functionality of State bodies of: a. policy and planning b. financing c1. teacher professional development c2. teacher management d. quality assurance	1. Re-visit definitions of A-D scale in light of state results in order to improve the match 2. No 2014 targets specified, only 2011 milestone	X		X	X	X	X	X	X

Education Sector Support Programme in Nigeria

Code	Indicator	Issues						
O2.3	Schools inspected using reformed QA instrument	Baseline issues (*) The indicator is the actual (rather than cumulative) number of inspections carried out in the year	X					
O2.4	Inequality of teacher distribution	Milestones and targets need to be specified		X	X	X	X	X
O2.5	States whose school census produce timely and good statistics	Mechanism of monitoring non-ESSPIN states	X					
Output 3								
O3.1	Schools preparing SDPs: a. plan exists b. plan is used	1. What is the mechanism of monitoring 3.1b? (inspection reports – and, if so, how) 2. Milestones and targets need to be specified	X	X	X	X	X	X
O3.2	Schools inspected using reformed QA instrument graded 'good'	Definition issues (*)						
O3.3	Head teachers graded as competent managers	1. Baseline for 'time on task' is provided but baseline for performance indicators is pending (and in the case of Kano missing) (*) 2. Milestones and targets need to be specified	X					
O3.4	Percentage of schools receiving grants	Definition issue: should this include donor grants or just grants/funding from State?						
O3.5	Proportion of schools with water supply and toilets	Milestones and targets need to be specified		X	X	X	X	X
Output 4								
O4.1	Schools inspected where feedback was given	Final definitions will be developed after the community survey data have been analysed.	X					
O4.2	Percentage of schools where a CBO demonstrates active involvement in preparing/implementing SDP	Milestones cannot be calculated unless the community survey is carried out 3 times instead of 2 as currently planned.	X					
O4.3	Quality and scale of civil society partners basic education advocacy work on behalf of communities	In addition, the following issues are open: • These indicators are programme-wide. Should they be disaggregated by State? • Should 4.1 include school report cards? • Should we try to measure impact of community voice on State or is it too difficult?	X					

9

Notes

General. Baselines are not consistently set for 2008, 2009 or 2010 and milestones are not consistently set for 2011 or 2012. It is necessary to check this.

P2. There has been no specific definition for this indicator. The indicator proposed by the FTI could be used (and is provisionally inserted in the logframe matrix) but it needs to be clarified how the ESSPIN MLA survey can accommodate it.

P4. There is currently no mechanism to report on the budget utilisation rate. Common definitions are needed across states. This calls for the adoption and regular maintenance of the financial (budget and expenditure) spreadsheet by the ESSPIN state teams and the ESSPIN states.

O2.1. The definition simply takes the ratio of the MTSS Year 1 allocation over the annual budget allocation. For example, in Lagos the envelope for the 2010-12 MTSS Year 1 was N 59.1 billion, while the actual budget for 2010 which was eventually only N 8.1 billion. The ratio was therefore 7.3. However:
- In the 2010-12 MTSS, the total amount might have only included capital expenditure and excluded personnel and overhead expenditure. This means that the ratio would have been even higher if instead of N 8.1 billion (= personnel + overhead + capital) the budget for capital was only used.
To calculate the baseline, states need to submit the figures for the 2010-12 MTSS Year 1 and the 2010 annual budget.

O2.3. A few issues:
- Back in May, Kwara had mentioned that the number of school inspected in 2009 using the new instrument was **34**. It was eventually dropped from the logframe that was sent to DFID in May but should this not be re-instated and used as the baseline figure?
- Currently (as reported by state teams) we have Jigawa, Kaduna and Kwara with 1 school inspected in 2009 as baseline. This is, first, an odd number and, second, inconsistent with the number mentioned above for Kwara in 2009. Can these figures be confirmed?
- The figure reported for Lagos is 123. Does this refer to 2009?
- In a recent exchange with Jane Miller of DFID it was mentioned that 107 schools in Kwara and 140 schools in Lagos had been inspected using the new instrument (was that for 2009 or for 2010 to date?). When I checked the Kwara figures for 2009, the total number of schools inspected included *private* (not only *public*) and *senior secondary* schools (not only *basic*). We must only report public *basic* (PRY+JSS) schools (and I think this is what state teams also have in mind). Therefore we should have the breakdown of these totals because the total might be misleading.
- The milestone and target levels seem a little ambitious. Can they be confirmed?

O3.2. A few definition issues:
- The indicator is dependent on State QA teams grading schools accurately – this is not yet the case. Can we solve this problem through QA of QA?
- Should we/could we have an indicator on teacher quality or is school quality a reasonable proxy?

O3.3. The indicator is split in two parts:
- 'Time on task' is the proportion of time head teachers were observed on task (and not on 'other activities'); this was identified during the 'shadowing' exercise.
- 'Performance' is yet to be defined: 9 indicators were identified but the logframe indicator will be a composite value of these 9 indicators. This is currently not available.

Annex B – Main results of the school census follow-up survey

The following presentation was made at the EMIS review workshop with the ESSPIN states.

School census
Validation survey

Results

EMIS workshop
5 August 2010

What was the validation practice?

All states claimed carrying out validation checks but:

- these checks were not systematic:
no clear plan which/how many schools be (re-)visited

- focus = correct figures only for visited schools;
not to project findings from visited schools to state level

- results of checks were not published

Objectives of validation survey

- Assess quality of the school census data:
= any discrepancy between school reported information
(census) and direct observation (validation survey)?

- Is there an under-estimate of enrolment if the census
takes place in November (and not February)?

- Capture other issues of school quality such as
absenteeism and availability of instructional materials

esspin   DfID

Implementation of validation survey

ESSPIN contracted the National Population Commission

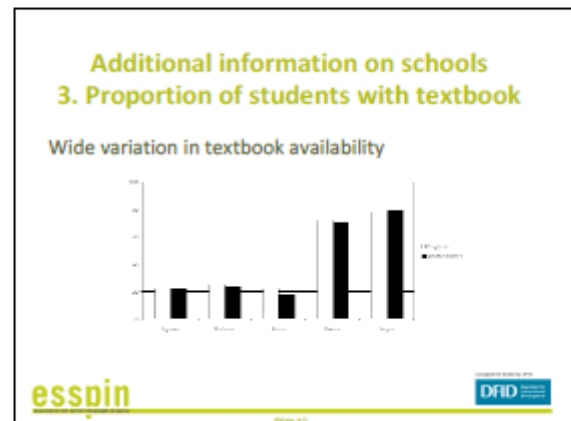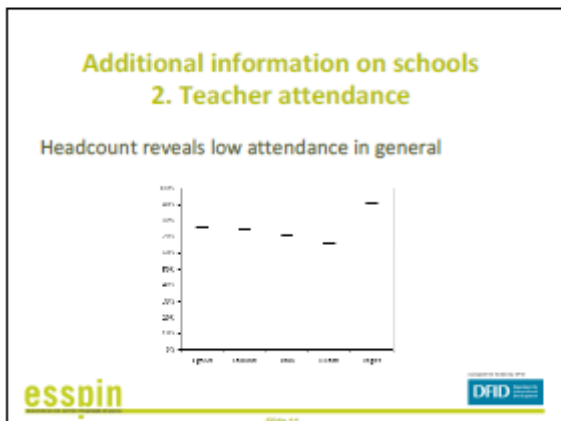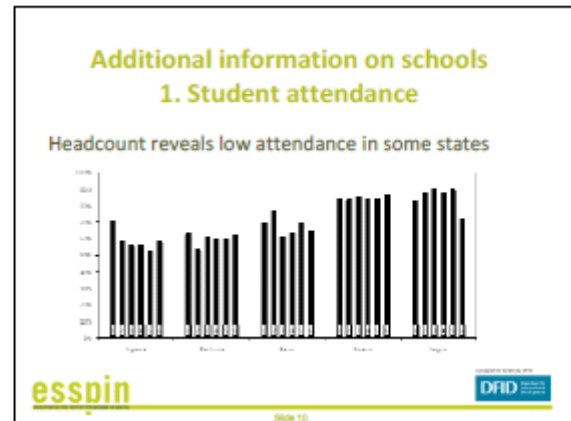| January | Training of enumerators |
February-March	Fieldwork
April-May	Data entry
June-July	Data analysis

Analysis of the sample

**Validation of school census results
1. Enrolment**

In general, school census enrolment data validated

Education Sector Support Programme in Nigeria

Education Sector Support Programme in Nigeria
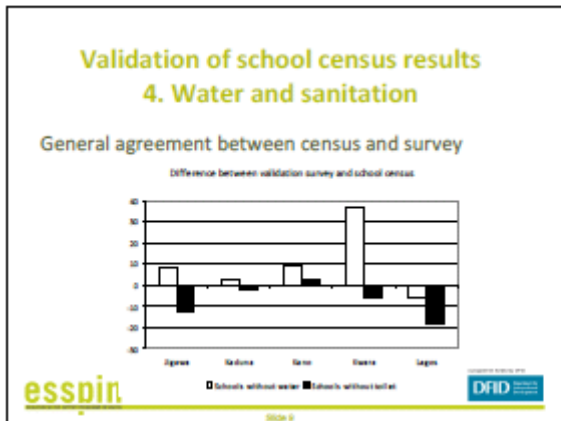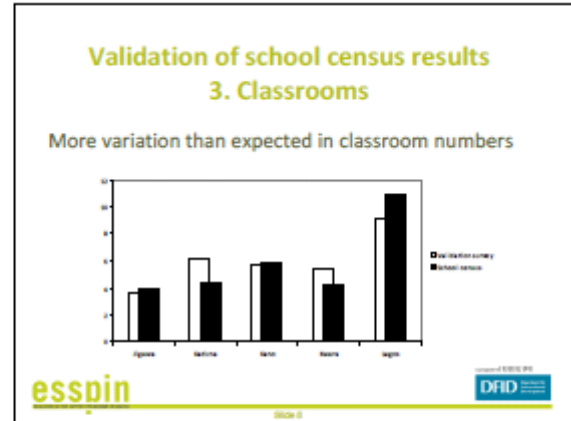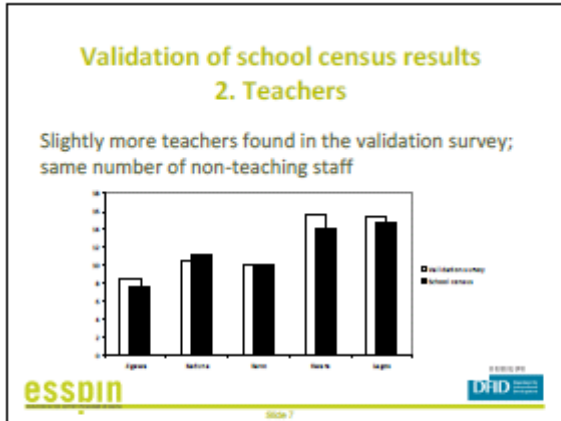
Annex C – Capacity building on M&E

The following presentation was made to the Output 2 quarterly meeting. It identifies the progress made and outlines necessary steps for the sustainability of the M&E function.

EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA

Progress so far – by State

- **Enugu**: late start; Chapter 2 pending
- **Jigawa**: selective use of AESPR for Education Day
- **Kaduna**: about to be published
- **Kano**: Chapter 6 completed in July
- **Kwara**: full process with State participation
- **Lagos**: late start; Steering Committee pending

esspin   DFID

Slide 7

EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA

Did we achieve the objectives of Year 2?

Yes...
- All six states have AESPR documents
- Sector performance monitoring concept introduced
- Strong Review Team interest in all states

Maybe...
- Weak link with MTSS process (raison d'être of AESPR)

But...
- Weak Steering Committee interest (general issue!)
- No use of Annex A to improve MTSS indicators (yet)
- No public review (OK) and limited dissemination (?)
- No support from SPARC (no surprise!)

esspin   DFID

Slide 8

EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA

Challenges – 1. Institutional structure

Sustainability = States should be responsible for AESPR but no institutional home for M&E/AESPR found yet

- **SUBEB strategic framework** is the entry point
but the details will take some time to be pinned down
- **SMOE** interested for an M&E function in SESP states
but still at a very early stage

▶ **Introduce M&E function in SMOE / SUBEB**

esspin   DFID

Slide 9

EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA

Challenges – 2. Capacity at state level

What is needed for the process
- Political will...
- Management skills: timing, teams, review
- Use of sector performance review for planning
- Use of suitable indicators to monitor ESP/MTSS

▶ **Guide PRS departments**

esspin   DFID

Slide 10

EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA

Challenges – 3. Capacity of state team

What is needed for the process
- Familiarisation with basic M&E concepts
- Familiarisation with key points in the process
- Ability to interpret indicators
- Ability to understand different sources of information
- Links of monitoring MTSS with revising MTSS

▶ **Work with P&M and OD specialists**

esspin   DFID

Slide 11

EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA

Next steps

Short-term – Q3 2010 / Q1 Y3
- Work on linking AESPR and MTSS priorities and on developing MTSS monitoring indicators
- Technical report – reference document on AESPR
- Manual / training material on M&E and AESPR
- Training plan for state P&M and OD specialists
- Terms of reference for M&E units in PRS departments

Medium-term – Q4 2010 / Q2 Y3 and beyond
- Training plan for PRS departments in SMOE/SUBEB (pending on progress with establishment of M&E units)

esspin   DFID

Slide 12

14

Annex D – Contents of M&E training manual

The following table shows the contents of the M&E training manual that is currently being drafted. This manual will be used to build the capacity of the ESSPIN P&M and ODM specialists and, subsequently, of the staff of the emerging M&E units – first at SUBEBs and later at SMOEs, according to the progress made in the corporate planning process.

Introduction

Basic concepts in monitoring and evaluation
        Expectations
        Performance indicators and targets
        Sources of information
        Planning, budgeting and reporting cycle

Education sector monitoring and evaluation in Nigeria
        Sources of information on education in Nigeria
        Annual school census report
        Annual education sector performance report
        Use of ASC and AESPR report at central level: MTSS
        Use of ASC and AESPR report at LGEA level
        Organisation of M&E function

Next steps

Annex A – Terms of reference for an M&E Unit
Annex B – References
Annex C – Glossary
Annex D – Annual planning and budgeting calendar

Monitoring and Evaluation Task Leader Visit Report: 9 – 20 November 2010

November 2010

Executive summary

11. During this visit, the main task of the M&E task leader was to deliver the first training course for prospective MOE and SUBEB M&E unit staff in Lagos. He finalised the training manual on M&E and AESPR, which included updated ToR for these units. One of the main tasks for M&E units will be to monitor the implementation of the MTSS. For that reason, the M&E task leader advised the Lagos and Enugu state teams on the next steps to ensure that the 2011-13 MTSS is monitored from the outset.

Purpose of the consultancy

12. The purpose of this assignment is to:

- oversee the implementation of the ESSPIN monitoring and evaluation **framework**, which supports the programme logframe and is aligned with the ESSPIN State M&E frameworks as outlined in their Education Sector Plans [Tasks 1-2, 8]
- identify the necessary administrative or survey **sources of information** to support the framework and develop appropriate data collection instruments and procedures in collaboration with the responsible lead and task specialists [Task 3]
- carry out the implementation phase workplan supporting the M&E framework, notably the **capacity building** activities for the M&E units in the ESSPIN States and at the Federal level [Tasks 4-7]

Background

13. The ESSPIN M&E objectives for the period 2010-12 have been identified in two recent ESSPIN strategic documents ['Value For Money (VFM) Strategy' and 'Workplan summary paper' (WSP)] and provide the focus of the remaining inputs:

- Encourage state governments to "monitor and evaluate the effectiveness and efficiency of their use of public funds in a transparent and accountable manner" [VFM Strategy]

16

- "SUBEBs will be strengthened to manage the [Direct Funding to Schools] process through strategic planning and establishment of audit and M&E units, and sustain allocation of funds to schools through the MTSS" [WSP §4]
- "M&E units will be established within SUBEBs and Ministries to manage information and report on sector performance" … "The Annual Education Sector Performance Review will institutionalise this process" [WSP §7]

Achievement of the terms of reference

TOR tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
1. Liaise with **officials** (i) PRS at SMOE and SUBEB in ESSPIN States and (ii) at the Federal level (notably PPM&R at FMOE)	Meetings with Lagos MOE and SUBEB officials (PS/Chair, PRS directors) on M&E units	Follow up letter to Lagos SMOE PS [Lagos STL and P&M specialist; end-Nov]
2. Assist reporting process against **logframe**; advise on refinement, review and updating	Logframe, indicator values and logframe indicator handbook updated	Finalise lofgrame and add values on missing indicators [MA and ESSPIN; end December]
3. Collaborate with ESSPIN technical areas involved with **administrative data** systems (EMIS, public finance, quality assurance)	Commented on proposed MDG Office / NBS parallel school census	
4. In terms of **survey** sources of information, coordinate, review design and reports, process data and disseminate analysis	Community survey: data processing initiated	Draft report [MA; December 10]
5. Coordinate State-level M&E capacity building activities	Finalised M&E/AESPR training manual

Three-day M&E training delivered in Lagos to representatives from MOE, SUBEB and MEPB

Made detailed recommendations on MTSS M&E process for Lagos and Enugu | Review / update manual [ESSPIN; mid-January]

Deliver Kwara M&E training [GS; Dec]; plan M&E training for other states [MA; Jan-Feb]

Standardise MTSS implementation monitoring across ESSPIN states [ESSPIN; Dec-Jan] |
6. Support the annual education sector review (AESR) process at the State level		Follow up process of approval and publication of AESPR documents [ESSPIN; early Dec]
7. Coordinate Federal-level M&E capacity building activities		
8. Coordinate with M&E specialists of SLP, SESP and other TA projects		

Findings and issues arising

14. In terms of implementing the ESSPIN **M&E framework**, the M&E task leader collaborated with programme management to update the *programme logframe* ahead of the mid-term review in 2011. A table with outstanding issues is attached as Annex A. An updated version of the logframe report that provides definitions and other comments on each indicator was also prepared to reflect these changes. The main improvements related to the following:

   - A number of indicators related to replication (capturing the number of states that implemented particular good practices) that were previously scattered across all levels of the logframe were moved under Output 1, as the main agents that will facilitate replication will be federal authorities (especially FMOE and UBEC).

   - The indicator on teacher competencies (which will be based on the Teacher Development Needs Assessment) was moved from Output 3 to the purpose level, as it is an outcome (like learning outcomes) that ESSPIN can only contribute to and cannot be held accountable for.

   - The sources for the Output 4 indicators were clarified.

15. With respect to *cross-SLP coordination*, the task leader provided comments to SPARC on a proposed survey to be commissioned by

16. In terms of the **sources of information** to support the M&E framework, the M&E task leader received the data of the community survey shortly before his arrival in Nigeria and began extracting them during the visit to begin analysis. He made less progress than planned, as he had to dedicate more time for tasks related to M&E capacity building and the logframe.

17. In terms of **capacity building**, the following activities were undertaken:

   - A three-day *training course* on M&E and the AESPR was organised in Lagos and attended by staff of prospective M&E units in the MOE (three people) and SUBEB (four people) as well as the staff of the M&E Unit from the Ministry of Economic Planning and Budget.

   - Annex B lists the materials used at the training course. The main material is the *M&E and AESPR manual*, which was finalised during this visit. Any comments and suggestions for improvements will be incorporated in subsequent versions.

   - One of the key components of the manual is Annex C1, which presents an updated set of generic *terms of reference for an M&E Unit*. These describe the tasks of an M&E unit as follows:
     - Design the M&E matrix of key strategies and plans

- Monitor the *implementation* of key strategies and plans (including MTSS)
- Monitor the results from the implementation of key strategies and plans (including MTSS)
- Prepare an annual sector report (AESPR)
- Coordinate an annual sector review based on the report
- Support the PRS Department on evidence-based planning
- Coordinate with state and federal M&E bodies
- Coordinate evaluations
- Build capacity of other departments (including in LGEAs) on M&E

- Based on the list above, one key task for M&E units will therefore be to monitor the *implementation* of the MTSS. No MTSS monitoring took place in any ESSPIN state during 2010, the first year of the 2010-12 MTSS. The main reason is that, even where responsibility was assigned to specific departments to report, (i) no specific department was assigned the task to coordinate the overall effort and (ii) no activity indicators were formulated. Accordingly, the M&E team developed a simple **quarterly monitoring form** that every department would have to fill in reporting the physical (activity indicators) and financial progress of MTSS implementation. The M&E task leader then prepared <u>activity indicators</u> for each activity in the draft Lagos and Enugu MTSS strategic frameworks.

- Based on the list above, the other key task for M&E units will be to monitor the *results* (outputs, outcomes and impacts) from the implementation of the MTSS using the <u>key performance indicators</u>. The M&E task leader reviewed the list of key performance indicators in Lagos and Enugu to ensure that the selected indicators were measurable even if the list was not comprehensiveness (i.e. it excluded some objectives/targets for which no suitable indicator could be found).

- These ideas have been expressed in revised M&E chapters for MTSS documents. See Annex C.

- Upon completion of the three-day training course, the M&E task leader and the P&M state specialist in Lagos visited MOE (meeting the Permanent Secretary and Director PPRS) and SUBEB (meeting with the Chairman, the Executive Secretary and the Director PRS) to report the results of the training, share the materials and discuss the next steps in establishing an M&E Unit. A short note was prepared for MOE PS to explain the issues involved.

18. The M&E training course in Kano, envisaged in the input visit ToR for the period 22-25 November, was cancelled shortly before the visit began and postponed to next year.

Options and next steps

19. In terms of implementing the ESSPIN **M&E framework**:

- The M&E task leader will liaise with programme management to assist the final versions of the *logframe* and *indicator report* – and provide updates for remaining indicators – prior to the Mid-Term Review.
- Programme management needs to coordinate the necessary actions on the outstanding issues identified in Annex A.

20. In terms of **sources of information**:

- Prepare the report on the *community survey* by early December.
- The publication of two other survey reports (*teaching-learning survey*, completed in June, and *school census follow-up survey*, completed in August) should proceed since no suggestions have been made to change the draft documents.

21. In terms of **capacity building** activities for M&E activities at the state level:

- The assistant M&E specialist will deliver the next three-day training course to prospective staff of M&E units in Kwara in December. In addition, he will prepare Kwara MOEST and SUBEB to monitor the implementation of the MTSS and will develop the timeline for the preparation of the Kwara 2011 AESPR.
- In January-February, M&E and AESPR training courses will be organised for the remaining states. These will help prepare the units to carry out the twin tasks of drafting the 2011 AESPR and monitoring the implementation of the 2011-13 MTSS from March onwards.

22. The following issues affect the implementation of the M&E training programme:

- Annex D shows that the process of establishing M&E units appears currently to depend on the completion of the MOE / SUBEB *functional review* and *corporate planning* processes. The risk is that, while formal reorganisation may appear imminent, such processes are often delayed. Yet there is a need to assign clear responsibility for MTSS implementation monitoring as soon as possible. It should be noted that the establishment of M&E units is proposed to take place within existing departments and to serve a new function – and could therefore be accelerated as it is rather straightforward by comparison.
- There is a need to communicate clearly to stakeholders that, as mentioned above, *the proposed M&E function* (sector / plan performance monitoring) *is new* and not related to either school inspection or construction project monitoring, which are the two concepts education MDA officers commonly associate M&E with. Annex C1 of the M&E / AESPR manual, which describes the ToR of an M&E Unit, has been shared with the organisational development consultants.

- The implementation of the first year of the 2010-12 MTSS was not monitored. During the course of this visit, the M&E task leader proposed some concrete mechanism for the way forward using Lagos and Enugu as examples. This approach to *MTSS implementation monitoring* (which requires staff from Ministry and SUBEB PRS departments, preferably in an M&E Unit, to be assigned with these tasks) needs to be agreed within ESSPIN and pursued across states. By April, all departments should be reporting on MTSS implementation

- In their coverage of M&E activities, State work plans have identified specific periods but only single days across different weeks, an arrangement that is not practical given how technical assistance inputs are organised. The work plans have also not been entirely clear on how days dedicated to M&E activities are to be split between (i) international technical assistance and P&M specialists, (ii) M&E capacity building and AESPR preparation, and (iii) MOE and SUBEB. This has made it difficult to plan M&E capacity building technical assistance inputs in 2010-11 efficiently. For example, attempts to identify dates for the M&E training courses in the Jigawa, Kaduna and Kano have not been fruitful so far. Note that, from an efficiency point of view, capacity building activities should be organised so that staff from *both MOE and SUBEB* can benefit at the same time.

- The proposed two workshops on 'data management and interpretation' (to be delivered by the MTSS task leader in February to the 'northern' and 'southern' PRS directors respectively) and the M&E training courses need to be coordinated and mutually reinforcing – not least as PRS directors are expected to attend the M&E training courses (as was the case with the Lagos SUBEB Director PRS).

Date	Place	Event
Tuesday 9 November	Lagos	Arrival EK783 Dubai-Lagos, 12.55 Preparation for M&E
Wednesday 10 November	Lagos	Lagos M&E workshop – Day 1
Thursday 11 November	Lagos	Lagos M&E workshop – Day 1
Friday 12 November	Lagos	Lagos M&E workshop – Day 3
Saturday 13 November	Lagos	Finalisation of M&E and AESPR manual
Sunday 14 November	Lagos	
Monday 15 November	Lagos	Meetings with Lagos MOE and SUBEB on M&E units
Tuesday 16 November	Lagos	Preparation of Lagos MTSS M&E frameworks
Wednesday 17 November	Lagos	Extraction of community survey data files
Thursday 18 November	Abuja	Preparation of Enugu MTSS M&E frameworks
Friday 19 November	Abuja	Finalisation of ESSPIN logframe
Saturday 20 November		AM. Departure BA 82 Abuja-London, 08.30 Finalisation of ESSPIN logframe handbook

Annex A – Main outstanding issues on the programme logframe

The following table lists key outstanding issues related to sources for the completion of the logframe after the latest update.

	Indicator	Issue
	Goal	
G1	PRY and JSS net enrolment rate	
G2	PRY and JSS completion rate	
G3	PRY and JSS gender parity index	
	Purpose	
P1	PRY gross enrolment rate of bottom two quintiles	
P2	Class 2 students with competency level in reading	
P3	Teachers with emerging professional knowledge	
P4	Budget utilisation rate	Mechanism of monitoring (use of spreadsheet): 2009 budget utilisation rate updates
	Output 1	
O1.1	Utilisation rate of Federal funds for basic education	
O1.2	Number of states that replicate good practice: a. MTSS; b. direct funding to school; c. school census; d. quality assurance; e. SBMC	
	Output 2	
O2.1	Ratio of MTSS Year 1 allocation over budget allocation	Baseline: 2010 (recurrent and capital) budget figures for Jigawa, Kaduna, Kano and Kwara
O2.2.1	Percentage of departments in MOE and SUBEB using Departmental Work Plans	
O2.2.2	Implementation of policy of direct funding to schools	
O2.2.3	Institutional functionality of State bodies of: a. policy and planning; b. financing; c. teacher professional development; d. teacher management; e. quality assurance; f. non-state providers	
O2.3	Schools inspected using reformed QA instrument	
O2.4	Inequality of teacher distribution	
	Output 3	
O3.1	Schools where SDP is implemented	
O3.2	Schools inspected using reformed QA instrument graded 'good'	
O3.3	Head teachers graded as competent managers	Baseline for performance indicators is pending
O3.4	Proportion of schools with water and toilets	
	Output 4	
O4.1	Percentage of schools with functioning SBMCs	
O4.2	Percentage of communities where women and children perceive SBMCs to reflect their concerns	CSO reports – clarify data reporting mechanism
O4.3	Quality and scale of civil society partners education advocacy work on behalf of communities	
O4.4	Percentage of primary and junior secondary schools providing information to communities	
O4.5	Percentage of schools where community demand was met with provision of resources	CSO reports – clarify data reporting mechanism

Annex B – M&E and AESPR training package

Attached to this report are the following documents:

M&E and AESPR manual

Introduction

A. Monitoring and evaluation – Basic concepts

B. Monitoring and evaluation – Education sector in Nigeria

C. Monitoring and evaluation unit

Annex A1 – Glossary

Annex A2 – Education indicator reference sheets

Annex B1 – AESPR institutional structure

Annex B2 – AESPR Chapter 2

Annex B3 – AESPR Chapter 3

Annex B4 – Indicative timetable for the preparation of the AESPR

Annex C1 – Terms of reference for an M&E Unit

Annex C2 – Job descriptions of M&E Unit staff

Annex C3 – References

M&E and AESPR training course presentations

A presentation for each day of the course

M&E and AESPR manual exercises 1 and 2

1. Developing result chains

2. Analysing key performance indicators

M&E and AESPR training course programme

An outline programme for the three-day course

Annex C – Generic M&E chapter for MTSS documents

Monitoring and evaluation activities will feed into the revision of the MTSS. The following arrangements will be used to monitor the MTSS:

1. At the level of **implementation**, there is an indicator *for each activity* identified in the MTSS strategic framework. A Ministry/Agency department is assigned responsibility for reporting.

G	O	T	A	Objectives, targets and activities	Indicator	MDA	Dept
1	1	0	0				
1	1	1	0				
1	1	1	1				
1	1	1	2				
.	.	.	.	…	…	…	…

The M&E Unit to be established at the PRS Department in MOE will be responsible for collecting regular updates on the indicators from each department. The Unit will distribute and collect a *Quarterly Monitoring Form* from all responsible departments (see overleaf).
The form includes:
(i)   the code of the activity in the MTSS strategic framework
(ii)   the indicator
(iii)   the annual and quarterly targets if available
(iv)   a column for the department to fill what was achieved relative to the target
(v)   the expenditure under that activity to date

The M&E Unit to be established in SUBEB will be responsible for collecting quarterly updates from SUBEB departments and will forward the information to the M&E Unit in MOE.

2. At the level of **results**, there is a key performance indicator (KPI) for most targets. Baseline values exist for most of these indicators but targets will need to be set. The 2011-13 MTSS KPIs are listed at the end of the chapter by objective and target.

The MOE in collaboration with SUBEB and the other MDAs will prepare the **Annual Education Sector Performance Report** (AESPR). The process will be coordinated by the MOE M&E Unit at the PPRS Department. Findings from monitoring the implementation of the MTSS will be reported in Chapter 3, whereas the results of the MTSS will be reported in Chapters 4 and 5.

The MTSS M&E activities are part of the annual planning and budgeting calendar. Each year, the AESPR will be drafted during the first quarter (January-March) and completed during the second quarter (April-June). Its implications are therefore expected to inform the revision of the MTSS, which is expected to take place in June-July, so that strategic decisions are evidence-based.

The MOE PRS Department will report quarterly to a Review Committee, headed by the Permanent Secretary, MOE, which in turn will report to the Steering Committee, headed by the HC, MOE.

QUARTERLY MONITORING FORM FOR MTSS ACTIVITIES

Report details

Date of completion:		06/04/2011
Quarter reporting on:		Q1 2011
Name of MDA:		SUBEB
Name of Department:		School Services
Contact person	Name:	…
	Designation:	…
	Telephone:	…

Progress report

Activity	Indicator	Annual target	Quarterly target	Actual to date	Expenditure to date

I verify that this information is complete and correct and that I have not misrepresented any information in this report.

Signed: _____   Date: _____

This report should be submitted within two weeks of the end of the quarter to:

Contact person	Name:	…
	Designation:	…
	Unit:	Monitoring and Evaluation
	Department:	Planning, Research and Statistics
	MDA:	State Ministry of Education
	Telephone:	0806 …

Annex D – Progress with M&E units

The following table lists progress with the establishment of M&E units in the ESSPIN states and is based on information provided by ESSPIN state teams.

	State Ministry of Education						SUBEB					
	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
Is there a plan to establish an M&E unit in your state?	Yes	Yes		Yes	Yes	Yes	Don't know	Yes		Yes	Yes	Yes
When will this unit be established?	**Already exists**	**Already exists**		In 2010	**Already exists**	Jan 2011		In 2010		**Already exists**	In 2011	In 2011
How likely is it that the unit will be established?				Very likely		Very likely		Very likely			Very likely	Very likely
What does the establishment of unit depend on?				?		2011 Budget		?			?	SUBEB Visioning
Which senior official backs establishment of the unit?				PS		PS		Ex-SUBEB Chair			?	SUBEB Chair
What is / will be the name of the unit?	M&E Unit	M&E Unit		M&E Unit	M&E Unit	M&E Unit		Don't know		M&E Unit	Don't know	M&E Unit
Which department is it established in?	PRS	PRS		PRS	PRS	PPRS		PRS		PRS	PRS	PRS
Who heads / will head the unit?	Director	Deputy Director		Don't know	Deputy Director	Deputy Director		Don't know		Director	Don't know	Don't know
How many staff (will) work in this unit?	2	5		5	4	3		Don't know		16	Don't know	Don't know

Monitoring and Evaluation Task Leader Visit Report: 5 – 16 February and 1 – 11 March 2011

March 2011

Executive summary

23. During these two visits, the main task of the M&E task leader was to deliver the first training course for prospective MOE and SUBEB M&E unit staff in Jigawa, Kaduna and Kano. These units will have two main tasks: (i) monitor the implementation of the MTSS: in this context a short guidance was prepared based on annex of the last input visit report; (ii) monitor the results from the implementation of the MTSS – mainly through the preparation of the AESPR: in this context the first steps were taken towards the preparation of the Kaduna and Kano AESPRs.

Purpose of the consultancy

24. The purpose of this assignment is to:

- oversee the implementation of the ESSPIN monitoring and evaluation **framework**, which supports the programme logframe and is aligned with the ESSPIN State M&E frameworks as outlined in their Education Sector Plans [Tasks 1-2, 8]
- identify the necessary administrative or survey **sources of information** to support the framework and develop appropriate data collection instruments and procedures in collaboration with the responsible lead and task specialists [Task 3]
- carry out the implementation phase workplan supporting the M&E framework, notably the **capacity building** activities for the M&E units in the ESSPIN States and at the Federal level [Tasks 4-7]

Background

25. The ESSPIN M&E objectives for the period 2010-12 have been identified in two recent (September 2010) ESSPIN strategic documents ['Value For Money (VFM) Strategy' and 'Workplan summary paper' (WSP)] and provide the focus of the remaining inputs:

- Encourage state governments to "monitor and evaluate the effectiveness and efficiency of their use of public funds in a transparent and accountable manner" [VFM Strategy]
- "M&E units will be established within SUBEBs and Ministries to manage information and report on sector performance" … "The Annual Education Sector Performance Review will institutionalise this process" [WSP §7]

Achievement of the terms of reference

TOR tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
1. Liaise with **officials** (i) PRS at SMOE and SUBEB in ESSPIN States and (ii) at the Federal level (notably PPM&R at FMOE)	Meetings with Jigawa, Kaduna and Kano MOE and SUBEB PRS directors on M&E units	Monitor progress in the establishment of M&E units [MA with support from STL and P&M specialists; ongoing]
2. Assist reporting process against **logframe**; advise on refinement, review and updating	Provided comments on 'results indicators' (building on logframe) to be used for value-for-money assessments Supported refinement of Kano KSDR indicators	Develop logframe analytic report [MA; end April] Draft review / position paper on M&E for MTR [MA; end April]
3. Collaborate with ESSPIN technical areas involved with **administrative data** systems (EMIS, public finance, quality assurance)		
4. In terms of **survey** sources of information, coordinate, review design and reports, process data and disseminate analysis	Completed community survey report Completed IQTE census report	
5. Coordinate State-level M&E capacity building activities	Three-day M&E training workshops delivered in Jigawa (1-3/3), Kaduna (14-16/2) and Kano (7-9 /2) to MOE and SUBEB officers	Standardise MTSS implementation monitoring across ESSPIN states [ESSPIN; Apr-Jul]
6. Support the annual education sector review (AESR) process at the State level	Prepared template for public finance reporting (AESPR Chapter 2) Carried out AESPR Chapter 3drafting workshops in Kaduna and Kano Prepared template for info from new ESSPIN surveys to be included in AESPR Chapters 4- 5	Drafting workshop for 2011 AESPR Chapter 3 to be organised in Kaduna [ESSPIN Kaduna] Standardise public finance reporting across ESSPIN states [ESSPIN; 2011] Draft AESPRs in ESSPIN states [MA and GS; May-Jun 2011]
7. Coordinate Federal-level M&E capacity building activities		
8. Coordinate with M&E specialists of SLP, SESP and other TA projects		

Findings and issues arising

26. In terms of implementing the ESSPIN **M&E framework**, the M&E task leader collaborated with programme management to finalise the *programme logframe* and *logframe handbook* that was submitted to DFID on February 8 for the mid-term review, which is scheduled to take place in May 2011.

27. There is one outstanding concern with indicator O2.1, which tries to capture the extent to which the MTSS is reflected in the budget. The current definition has two shortcomings: (i) the budget is calculated on the basis of economic classifications (i.e. inputs such as salaries, allowances, fuel etc), while the MTSS is calculated on the basis of activities (e.g. training of teachers, inspection of schools etc): apart from Kano, no other state has attempted to match the two approaches and as a result there is no one to one correspondence between the MTSS and the budget; (ii) to capture the degree to which the MTSS is reflected in the budget will depend on technical assistance (which is not sustainable) and on a large number of assumptions (which mean that the value of the indicator will be disputed). The M&E task leader proposes that the original definition (ratio of total MTSS allocation for Year 1 to the total budget for Year 1) overcomes these two major problems even if it is not entirely capturing the extent to which the MTSS is reflected in the budget.

28. In addition, the M&E task leader:

    - provided advice on the proposed result indicators that will complement the existing set of logframe indicators
    - drafted the outline of a new document, the logframe analytic report, which will explain the trends in indicators
    - drafted the outline of a position paper on M&E which will review the achievements since the beginning of ESSPIN and will set priorities for 2011-13

29. In terms of the **sources of information** to support the M&E framework, the M&E task leader worked on three datasets:

    - Before his first visit, he completed the community survey report, which – among other – provided baseline information on three logframe indicators. This has been shared within ESSPIN and discussed in the technical team meeting.
    - On his arrival, he received the data of the IQTE census (December 2009 – January 2010) and, following an agreement with the Kano State Team Leader and the IQTE task leader, worked on the census report. This was completed in time for a presentation to the Commissioner on February 14. The key finding of the report is that it provides further evidence that a large number of islamiyya schools that do not teach the national curriculum (i.e. they are not 'integrated') appear to be included in the annual school census.

- On his arrival, he also received from the contractor the data of the 2010 Nigeria Education Data Survey (NEDS), which is the first major source of information on the education sector since the 2006 CWIQ. A preliminary report was received in January, while the final report is expected in March. The 2010 NEDS is expected to shed light on two important aspects of the education system: the size of the private sector and the position of the IQTE sector in northern Nigeria.

30. In terms of **capacity building**, a three-day *training course* on M&E and the AESPR was organised in Jigawa (1-3 March; 10 participants), Kaduna (14-16 February; 10 participants) and Kano (7-9 February; 20 participants). Participants included staff of prospective M&E units in the MOE and SUBEB – and the ESSPIN P&M and OD state specialists. The Kaduna and Kano workshops were attended by the directors PRS (MOE). A visit was made to Dutse to brief t he directors PRS (MOE and SUBEB) on the results of the training and the way forward.

31. As described in the manual that supported the training, these M&E units will be primarily responsible for two types of activity: following activities were undertaken:

    - **Monitor the implementation of the MTSS**. No MTSS (or departmental work plan) monitoring took place in any ESSPIN state during 2010, the first year of the 2010-12 MTSS, despite pledges in the MTSS documents. The main reason is that, even where responsibility was assigned to specific departments to report, (i) no specific department was assigned the task to coordinate the overall effort and (ii) no activity indicators were formulated. To make progress, Annex B proposes a simple **quarterly monitoring form**. Every *department* would have to report physical progress on the activities listed in the MTSS logframe. Financial progress should not be reported as departments may only have a partial picture. The M&E units will coordinate the exercise.
    - **Monitor the results from the implementation of the MTSS**. The main practical task will be the preparation of the AESPR. To support the preparation of the 2011 AESPR, the M&E task leader worked on the following:
        - He coordinated a drafting workshop for Chapter 3 of the report in Kano.
        - He was also meant to coordinate the same drafting workshop in Kaduna; however, the people who were invited to attend it were the people who had attended the M&E training course. This meant that progress could not be made. On the other hand, the team committed to organise two workshops in MOE and SUBEB. If this is successful, it would be a big step towards the sustainability of the process.
        - He drafted a template for documenting the information to be included in Chapter 2. This is attached as Annex C.

Options and next steps

32. In terms of implementing the ESSPIN **M&E framework**:

- The M&E task leader will liaise with programme management to finalise the logframe analytic report by the end of April (which will also include updates for particular indicators) to be used as a complementary resource during the Mid-Term Review.
- The M&E task leader will prepare by the end of April a short position paper on achievements in the period 2009-11 and priorities for the period 2011-13.

33. In terms of **sources of information**, the M&E task leader will work further with the NEDS dataset once the final report has been submitted by the contractor.

34. In terms of **capacity building** activities for M&E at the state level, the M&E training course was successful especially in Jigawa which took the decision to organise the training outside the state. However, the following challenges were also noted:

- No M&E unit has formally been established; therefore the people who attended the course were not formally informed that they would move to a new unit. In most cases, it was unlikely that they would stop what they were currently doing. In one case (Kano SUBEB), the people who were invited were poorly selected (they staffed the existing 'M&E unit' which means they were school inspectors). The process of establishing M&E units depends on the completion of the MOE / SUBEB functional review and corporate planning processes. *ESSPIN state teams need to monitor progress in the implementation of M&E units*.
- The establishment of M&E units needs to be closely monitored. While directors PRS understand that the M&E unit will be placed within their departments and are clear that this is a new function that does not displace or duplicate any existing activity, there might well be confusion over what M&E means among other stakeholders. *ESSPIN state teams need to communicate to stakeholders that the proposed M&E function* (MTSS implementation / results monitoring) *is new and not related to school inspection or construction project monitoring, which are the two concepts education MDA officers commonly associate with M&E*.
- There is occasional confusion over what is the results framework in the state. In some states, the monitoring indicators within the MTSS are not crystal clear. In others, MDA officers are confused when they are asked to report on other indicators, e.g. KSDR KPIs in Kano, CDF indicators in Jigawa, northern governor forum indicators, MDG Office indicators etc. *ESSPIN state teams need to work to ensure cohesion and consistency – and also to ensure that states understand that annual reviews coordinated across government by SPARC are the same as those coordinated in the education sector by ESSPIN*.

- The implementation of the MTSS needs to be monitored at least starting from June/July 2011 on the Q1 and Q2 of 2011. *ESSPIN state teams need to monitor that the process begins and call for support upon need*.
- The preparation of the AESPR has begun in some states. However, with the exception of Kano where the Education Sector Steering Committee formally requested that the AESPR be drafted, this has not happened in any other state. *ESSPIN state teams need to ensure that states actually demand the AESPR before further ESSPIN support is provided*.
- It is important that Chapter 2 of the 2011 AESPR (as well as the relevant chapters of the 2012-14 MTSS) are backed by the same public financial budget and expenditure data and that (i) all ESSPIN specialists but also (ii) all MDA (especially M&E unit and finance) officials use a common depository of this information. *ESSPIN needs to review the template attached in Annex C, revise and approve, and request that it is shared and used by all concerned.*
- The results of the MLA and TDNA surveys would be an important contribution into Chapters 4-5 of the 2011 AESPR. However, they have not yet been formally approved by the states. *It is important that there is coordination to ensure that states are happy for such information to be disseminated through the AESPR*.

35. Annex A presents an indicative plan of M&E-related activities at the state that level can be used to guide ESSPIN state teams.

Date	Place	Event
Saturday 5 February	Lagos	AM. Arrival EK 783 Dubai – Lagos 12.55
Sunday 6 February	Kano	AM. Lagos – Kano
Monday 7 February	Kano	Kano M&E workshop – Day 1
Tuesday 8 February	Kano	Kano M&E workshop – Day 2
Wednesday 9 February	Kano	Kano M&E workshop – Day 3
Thursday 10 February	Kano	Work on Kano IQTE census report
Friday 11 February	Kano	Work on Kano IQTE census report
Saturday 12 February	Kano	Work on Kano IQTE census report
Sunday 13 February	Kaduna	PM. Travel to Kaduna
Monday 14 February	Kaduna	Kaduna M&E workshop – Day 1
Tuesday 15 February	Kaduna	Meeting with PM and TTC in Abuja
Wednesday 16 February		Kaduna M&E workshop – Day 2 PM. Travel to Kano Departure KL 577 Kano-Amsterdam, 23.45

Date	Place	Event
Monday 28 February		Preparation of AESPR Chapter 2 template
	Kano	PM. Arrival KL 577 Amsterdam-Kano, 22.40
Tuesday 1 March	Kano	Jigawa M&E workshop – Day 1
Wednesday 2 March	Kano	Jigawa M&E workshop – Day 2
Thursday 3 March	Kano	Jigawa M&E workshop – Day 3
Friday 4 March	Kano	Templates for material in 2011 AESPRs – Chapter 2
Saturday 5 March	Kano	Templates for material in 2011 AESPRs – Chapters 4-5
Sunday 6 March	Kano	
Monday 7 March	Kano	Wrap up visit to Dutse to meet MOE and SUBEB
Tuesday 8 March	Kano	Kano AESPR Chapter 3 drafting workshop
Wednesday 9 March		Follow up meetings with Kano MDAs on Chapter 3
	Kaduna	PM. Travel to Kaduna
Thursday 10 March		Kaduna AESPR Chapter 3 orientation workshop
	Abuja	PM. Travel to Abuja
Friday 11 March		Prepare input visit report February/March 2011
		PM. Travel to Lagos
		Departure EK 782 Lagos-Dubai, 21.25

Annex A – Calendar for M&E and AESPR activities, April-June 2011

The following general issues need to be monitored by the ESSPIN state teams:

- Progress in the establishment of the M&E units in MOE and SUBEB
- Decision to monitor the implementation of the MTSS
- Decision to carry out an AESPR in 2011 and link it to the MTSS
- Progress in the conduct of an annual performance review at the centre of government (coordinated by SPARC) to ensure that there is no duplication
- Recording of budget and expenditure data from 2009 (and 2010) in common spreadsheet to be used by ESSPIN and PRS departments

The calendar below is *indicative* in terms of specific dates: in some states some of these activities have already been carried out therefore dates need to be adjusted accordingly. The calendar outlines the scope of activities that need to be completed in the coming quarter.

		MTSS implementation monitoring	MTSS results monitoring (AESPR)	ESSPIN support
Week	**March**			
3			Steering Committee / HC or PS authorises 2011 AESPR preparation	
4		MTSS Planning Working Group discusses MTSS implementation monitoring arrangements based on ESSPIN recommendations	M&E Unit prepares outline of AESPR for review and approval by report committee / DPRS Report Committee meets to consider AESPR outline	Discuss within ESSPIN MTSS implementation monitoring mode
Week	**April**			
1		Establishment of M&E Unit in MOE and SUBEB	Review Committee or Steering Committee approves AESPR outline	
2		MTSS implementation monitoring institutional arrangement agreed	Identify groups of activities from the 2010-12 MTSS on which AESPR Chapter 3 should report	Support agreement on mode
3			Identify competent individuals / departments to contribute short paragraphs to AESPR Chapter 3 and invite to drafting workshop(s)	Support organisation of drafting workshop(s)
4		Review MTSS logframe to discuss responsibility for each activity by department (not just by agency) where this is missing	Hold drafting workshop(s) for AESPR Chapter 3 Follow up with departments that did not attend workshop	Discuss within ESSPIN budget and expenditure spreadsheet for use across states to prepare MTSS/AESPR documents

Week	May		
1		Put together contributions to form Chapter 3	
2	Develop departmental work plans using previously agreed assignment of responsibility by department	Hold meeting of MOE and SUBEB budget officers to discuss 2009 (or 2010) budget and expenditure information based on report of Accountant General using proposed ESSPIN spreadsheet and collect additional information (notably LGEA, UBE-IF, ETF)	Review available information with MDAs
3		Organise meeting of budget officers from all MDAs (including tertiary institutions) to confirm accuracy of information available	
4	Agree form template for MTSS implementation monitoring	Collect information from ASC report to put together basic tables of AESPR Chapters 4-5	
Week	June		
1		Put together contributions to form AESPR Chapter 2	
2	Using assignment of responsibility and departmental workplans, prepare monitoring forms foreach department for Q1 and Q2 2011	Put together contributions to finalise AESPR Chapter 4-5 Submit full draft to Review Committee	M&E team to provide supplementary information on AESPR Chapters 4-5
3		Review Committee meets to discuss full draft except Chapter 6 Put together draft bullet points for Chapter 6	
4	Distribute monitoring forms to each department	Review Committee meets to agree Chapter 6 / conclusions	
Week	July		
1	Visit all MDAs to answer questions and collect forms	Submit full draft AESPR to Steering Committee for approval	
2	Visit all MDAs to answer questions and collect forms	Steering Committee approves AESPR	
3	Review monitoring forms and request additional information, if necessary	Begin process to organise AESPR review: identify stakeholders to be invited and plan workshop	Head of M&E unit. The invitation letter will be signed by the PS of MoE.
4	Process Q1-Q2 monitoring forms and prepare report on MTSS implementation progress		

Annex B – MTSS implementation monitoring

No monitoring of MTSS (or departmental work plan) implementation took place during 2010, the first year of the 2010-12 MTSS, despite relevant pledges in the MTSS documents. The main reason is that, even when reporting responsibility was assigned to specific departments, (i) no specific department was assigned the task to coordinate the overall effort and (ii) no activity indicators were formulated. In order for the states to live up to their commitments for monitoring the implementation of the MTSS, the following steps are recommended:

- States should decide that they want to monitor the implementation of the MTSS.
- If so, states should assign the responsibility for the exercise to a department / unit ensuring that one unit (within the MOE PRS Department) has a coordinating role.
- Clarify the responsibility for carrying out specific activities. In some MTSS documents (e.g. Jigawa and Kaduna), responsibility is generally assigned to an entire agency (e.g. SUBEB) and not to a specific department.
- Translate each activity in the MTSS logframe (e.g. construct six libraries by 2013) into simple indicators (i.e. number of libraries constructed).
- Use a simple monitoring form so that the responsible unit(s) can collect updates on a quarterly basis from every department regarding the physical progress of activities listed in the MTSS logframe. The coordinating unit(s) will distribute and collect this monitoring form from all responsible departments on quarterly basis.
- The coordinating unit(s) to be established will follow up, compile the information and prepare a short report for the Director PRS Department.

A simple format for the quarterly monitoring form is proposed below. The format:

- includes the code of the activity in the MTSS logframe, the indicator, the annual targets (and quarterly if available) and the physical progress (recent / cumulative)
- excludes financial progress because departments may only have a partial picture
- recognises the role of the departmental work plan and asks departments to confirm whether the MTSS activity is reflected in the work plan
- anticipates that departments carry out activities outside the MTSS and sets aside space for departments to also provide limited information on these activities
- could be used initially for three out of the four quarters: as little activity usually takes place during the first quarter, monitoring could start at the end of June

There are at least two possible obstacles even if the prior steps are followed:

- Several activities are likely not to be implemented and departments may be confused. This is positive as it may result to closer MTSS-budget links.
- Some units may struggle to extract information from certain MDAs: coordinated actions are needed from the state authorities to ensure the flow of information

37

QUARTERLY MONITORING FORM

Report details

Quarter reporting on	Q1-Q2 2011	Contact person name	
MDA	SUBEB	Designation	
Department	School Services	Telephone	

Progress report

MTSS activities

Activity indicator	MTSS activity code	Activity included in DWP?	Physical target		Actual	
			Quarter	Annual	Quarter	To date
		Yes ☐ No ☐				
		Yes ☐ No ☐				
		Yes ☐ No ☐				
		Yes ☐ No ☐				
		Yes ☐ No ☐				
		Yes ☐ No ☐				
		Yes ☐ No ☐				
		Yes ☐ No ☐				

Other activities not included in the MTSS

Activity indicator		Activity included in DWP?	Physical target		Actual	
			Quarter	Annual	Quarter	To date
		Yes ☐ No ☐				
		Yes ☐ No ☐				
		Yes ☐ No ☐				

DWP = Departmental Work Plan

I verify that this information is complete and correct and that I have not misrepresented any information in this report.

Signed: _____   Date: _____

This report should be submitted within two weeks of the end of the quarter to:

Name		MDA	
Designation		Department	Planning, Research and Statistics
Telephone		Unit	Monitoring and Evaluation

Annex C – Template for public financial information

This is a snapshot of a proposed template to be maintained by states and be used to report public financial information for the MTSS and the AESPR.

STATE BUDGET AND EXPENDITURE				INDICATORS					
TOTAL GOVERNMENT	Budget	Revised budget	Expenditure	EDUCATION BUDGET/EXPENDITURE AS PERCENTAGE OF TOTAL			EDUCATION EXPENDITURE AS PERCENTAGE OF EDUCATION BUDGET/REVISED BUDGET		
STATE									
Recurrent	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	
Capital	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	
TOTAL	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	
LGA									
Recurrent	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	
Capital	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	
TOTAL	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	
STATE AND LGA									
Recurrent	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	
Capital	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	
TOTAL	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	

EDUCATION SECTOR	Budget	Revised budget	Expenditure	EXPENDITURE BY LEVEL						EXPENDITURE BY LEVEL AS PERCENTAGE OF TOTAL EXPENDITURE					
				Pre-PRY / PRY	JSS	SSS	Higher	Other	Central	Pre-PRY / PRY	JSS	SSS	Higher	Other	Central
STATE															
Personnel	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Overheads	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Total recurrent	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Total capital	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
TOTAL	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
LGA															
Personnel	…	…	…	…	…	…	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Overheads	…	…	…	…	…	…	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Total recurrent	…	…	…	…	…	…	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Total capital	…	…	…	…	…	…	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
TOTAL	…	…	…	…	…	…	…	…	…	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
STATE AND LGA															
Personnel	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Overheads	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Total recurrent	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Total capital	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
TOTAL	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!

MDAs — EXPENDITURE BY LEVEL

MOE	Budget	Revised budget	Expenditure	Pre-PRY / PRY	JSS	SSS	Higher	Other	Central
Personnel	…	…	…	…	…	…	…	…	…
Overheads	…	…	…	…	…	…	…	…	…
Total recurrent	…	…	…	…	…	…	…	…	…
Total capital	…	…	…	…	…	…	…	…	…
TOTAL	…	…	…	…	…	…	…	…	…

SUBEB	Budget	Revised budget	Expenditure	Pre-PRY / PRY	JSS	SSS	Higher	Other	Central
Personnel	…	…	…	…	…	…	…	…	…
Overheads	…	…	…	…	…	…	…	…	…
Total recurrent	…	…	…	…	…	…	…	…	…
Total capital	…	…	…	…	…	…	…	…	…
TOTAL	…	…	…	…	…	…	…	…	…

Scholarship Board	Budget	Revised budget	Expenditure	Pre-PRY / PRY	JSS	SSS	Higher	Other	Central
Personnel	…	…	…	…	…	…	…	…	…
Overheads	…	…	…	…	…	…	…	…	…
Total recurrent	…	…	…	…	…	…	…	…	…
Total capital	…	…	…	…	…	…	…	…	…
TOTAL	…	…	…	…	…	…	…	…	…

39