

Education Sector Support Programme in Nigeria (ESSPIN)

ESSPIN Quarterly Report

Report Number ESSPIN 006

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Report Title: ESSPIN Quarterly Report

Report No: ESSPIN 006

Rev No*	Date of issue	Originators	Checker	Approver	Scope of checking
1	March, 2009	Steve Baines	Richard Hanson	John Martin	Formatting/ Content

Distribution List

Name	Position
DFID	
Rob Shooter	Human Development Programme Coordinator, DFID
Ian Attfield	Education Adviser, DFID Northern Nigeria Office
Isaac Adejo	Programme Officer, Human Development Team
ESSPIN	
John Martin	National Programme Manager
Steve Baines	Technical Team Coordinator
Nick Santcross	Deputy Programme Manager
Richard Hanson	Assistant Programme Manager
State Team Leaders	
Lilian Breakell	Kwara State
Kayode Sanni	Jigawa State
Steve Bradley	Kaduna State
Richard Dalgarno	Kano State
Abolaji Osime	Lagos State
Lead Specialists	
John Kay	Education Quality
Alero Ayida-Otobo	Policy and Planning
Fatima Aboki	Community Interaction
Nguyan Feese	Institutional Development
Francis Watkins	Social Development

Specialists	
Penny Holden	Quality Assurance
Manos Antoninis	M&E
David Theobald	Knowledge Management
Daniel Harris / Jim Minton	Communications
Robin Ellison	EMIS
Kwame Akyeampong	Research

Note on Documentary Series

This document is one of the series to be produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria

The documents include:

ESSPIN 001	ESSPIN 1st Quarterly Report
ESSPIN 002	MTSS Strategy
ESSPIN 003	M&E Strategy
ESSPIN 004	Inception Strategy
ESSPIN 005	Initial Report from the MTSS Task Team Leader
ESSPIN 006	ESSPIN 3rd Quarterly Report
ESSPIN 201	Analysis of the Role of LGAs and LGEAs in Supporting Basic Education in Nigeria
ESSPIN 501	Communications and Knowledge Management Strategy
ESSPIN 502	Communications Task Specialist Visit Report Dec. 08
ESSPIN 503	Education Management Information Systems (EMIS) - Scoping Mission
ESSPIN 504	Communication Task Specialist Visit Report Feb. 09
Kw 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study
Kw 302	Oro College Review of Strategic Priorities
Kw 303	Curriculum Transformation College of Education Oro
Kw 304	Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro

Contents

Acronyms and Abbreviations	vi
Section 1: Introduction	1
Political environment	1
Changes in Key Personnel.....	2
Coordination.....	2
Section 2: State Progress Summaries	4
Jigawa State	5
Kaduna State.....	8
Kano State	10
Kwara State.....	12
Lagos State.....	15
Federal Level.....	18
Cross Cutting issues	20
Section 3: Emerging Issues / Risks	21
Annexes	23

Acronyms and Abbreviations

CCT	Conditional Cash Transfer
COE	College of Education
CSACEFA	Civil Society Action Coalition on Education For All
CSO	Civil Society Organisation
DFID	Department for International Development
EMIS	Education Management Information System
ESOP	Education Sector Operational Plan
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme in Nigeria
ETSC	Education Technical Steering Committee
FIS	Federal Inspectorate Services
FME	Federal Ministry of Education
IQTE	Islamiyya Qur’anic and Tsangaya Education
KDSCC	Kaduna State Communications Committee
KSDP	Kaduna State Development Plan
LASGEMS	Lagos State Government Education Management Systems
LGA	Local Government Area
LGEA	Local Government Education Authority
LSS	Local School Supervisor
MDA	Ministry, Department and Agencies
MOU	Memorandum of Understanding
MPB	Ministry of Planning and Budget
MTSS	Medium Term Sector Strategy
NCCE	National Commission for Colleges of Education
NCE	National Council on Education
NEMIS	National Education Management Information System
NPM	National Programme Manager
PATHS2	Partnership for Transforming Health Systems 2
PPMR	Policy, Planning, Management and Research
PTA	Parent Teacher Association
QA	Quality Assurance
SAVI	State Accountability and Voice Initiative

SBMC	School-Based Management Committee
SEAT	Self Evaluation Assessment Tool
SEEDS	State Economic Empowerment Development Strategy
SESP	State Education Sector Project
SLP	State Level Programme
SMOE	State Ministry of Education
SPARC	State Partnership for Accountability, Responsiveness and Capability
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TOR	Terms of Reference
TPD	Teacher Professional Development
TVET	Technical and Vocational Education Training
TWG	Technical Working Group
UBEC	Universal Basic Education Commission
VSO	Voluntary Service Overseas

Section 1: Introduction

Section 1: Introduction

Political environment

1. ESSPIN has initiated an ambitious programme of activities for the Inception period January to June 2009. A central thread running through these activities is the development of Medium Term Sector Strategies (MTSS) that will provide the operational and budgetary foundations ESSPIN supported reforms in the States. Three risk factors were recognised from the outset. Firstly it was realised that the extent of State officials' knowledge of sector priorities or comprehension of planning processes would be limited. Secondly, it was anticipated that the development of MTSS may not progress sufficiently quickly to fully inform the ESSPIN Support Plan by the time the Inception Report has to be submitted. Thirdly, it was recognised that the budget envelop available and subsequently released to fund MTSS activities was both currently unknown and subsequently subject to changes in political priorities. Both of the first two predictions have been borne out by events. The third is still unknown.
2. However, ESSPIN maintains the view that the shape of MTSS priorities will be sufficiently evident to allow a general alignment of the ESSPIN Support Plan, even though it may not be a perfect fit. Inception activities are proceeding on this basis and are on track to enable ESSPIN planning for implementation to proceed.
3. The extent of political support for education reform varies from State to State. In Kwara there is so much momentum for reform, it is difficult to keep up. The pressure for reform is also strong in Lagos, although its direction is less well defined. In Kaduna on the other hand, disconnection between the political and administrative parts of government has meant that none of the SLPs feel they are making much progress.
4. The arrival of a new reform minded Federal Minister of Education has created a considerable amount of activity at the Federal level. The Minister's Road Map encompasses a broad range of areas, only some of which fall within the Federal Government's direct remit and it remains to be seen how this plays out in the States. Although the influence of the Federal Minister on basic education is constitutionally limited, it is clear that the Federal Ministry has stirred from the inactivity that characterised the previous Minister's tenure. A series of stakeholder events, culminating in an extraordinary meeting of the National Council on Education (NCE) to introduce the Road Map will promote debate and it is expected that some of the energy and enthusiasm for reform evident at the centre will influence practice in the States.

Changes in Key Personnel

5. There have been major changes in the leadership of the Federal Ministry of Education since the appointment of the new Minister at the end of 2008. The first change was the arrival of a new Permanent Secretary, Alhaji S. Ozigis who replaced Dr Goke Adegroye, who was in post for only approximately four months. Dr Sani Suffi, Director in the Office of the Permanent Secretary has also been redeployed. This post is presently vacant. A new Director, Policy Planning, Management & Research, (PPM&R) Alhaji Musa Yashi, took over from the former Director, Gladys Makoku, who retired In February.
6. In Kano the Permanent Secretary in the Ministry of Education has been moved to the Ministry of Health and has been replaced by Haj. Salamatu M.N. Garba, who briefly held the position in 2007. The new Chairperson SUBEB is Haj. Maryam Mansur Yola and the Secretary SUBEB is Usman Aliyu Abubakar.
7. In Kwara State, there is now a new Chairman of SUBEB, Saadu Alanamu and Executive Secretary, Aliyu Mohammed. Both posts had previously been vacant for some time.

Coordination

8. SLP collaboration mechanisms have been established in all States, with the exception of Kwara, where no other SLPs are currently operating. Regular monthly NPM meetings have been held. Similar regular coordination meeting have been held amongst State Team Leaders. Indicative agreement has been reached on 'nodes' for shared action and the task of defining these in terms of actual activities is continuing. The SPARC NPM made a presentation to ESSPIN of the Self Evaluation and Assessment Tool (SEAT) at the March Technical Team meeting and ESSPIN is likely to adopt elements of it, particularly the change matrix, which may help to focus State attention on reform in the absence of an MOU.
9. A number of joint activities are planned. In Kano during May, for example, the SLPs will jointly hold a Workshop with key committees of the State House of Assembly in order to sensitise their members to the aims and objectives of their respective programmes.
10. A joint consultancy on local government between ESSPIN and SPARC in late January and early February demonstrated both the advantages of joint activity of this kind and lessons for the future: the main lesson being the need to specify terms of reference closely. A joint ESSPIN-PATHS2 consultancy on school health is being prepared. There is considerable cross-over between ESSPIN and SAVI, in relation to ESSPIN output 4 in particular. Regular discussions are being held between the ESSPIN Lead Specialist for Community Interaction and SAVI consultants on CSO mapping and capacity assessment and it is anticipated that close cooperation between the programmes will be maintained.

11. Arrangements for joint SLP offices are well advanced in Jigawa, Kano, Kaduna and Lagos, although in none of the States have the SLPs all finally settled into fully refurbished offices. In Kano and Kaduna, ESSPIN will retain offices in the Ministries of Education (the Kwara office in the State Library Board building has been expanded).
12. In Kwara, Kano and Kaduna, contact between ESSPIN and The World Bank State Education Sector Project (SESP) has been maintained, particularly in relation to lesson learning (e.g. school development and teacher professional development) and oversight arrangements. In Kano, following the recent WB mission, it is intended that the terms of reference for the senior ESP Committee will be adapted to cover SESP, thus reducing the number of Ministry committees.

Section 2: State Progress Summaries

Jigawa State

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

13. Analysis of the draft ESP and ESOP documents has been carried out by the MTSS Task Team and feedback comments discussed with the State. Review of targets, re-prioritisation of initiatives based on decreasing budget envelopes, and improvement of baseline information will form part of the MTSS process.
14. The Education Technical Steering Committee (ETSC) with oversight of education sector reform has been activated. It is chaired by the Commissioner for Education and includes the Permanent Secretary, heads of key agencies, and representatives of relevant MDAs and CSOs. The ETSC held its inaugural meeting in February and has adopted its terms of reference, reviewed the ESSPIN inception plan, and approved composition of four MTSS technical sub-committees.
15. Four technical sub-committees have been appointed by the ETSC based on broad policy areas identified in the ESP:
 - Planning & Management
 - Access & Equity
 - Education Quality
 - Communications & Knowledge Management.
16. The chair of each sub-committee is also a member of the ETSC to ensure clear reporting lines. Membership is broad-based with all key MDAs and CSOs represented. Each sub-committee has met at least once to adopt terms of reference and review relevant sections of the ESSPIN inception work plan.
17. All members of the four technical sub-committees and the ETSC, including the Commissioner, Permanent Secretary and the House Committee on Education Chairman, participated in a two-day technical retreat on the MTSS in early March. The meeting acquainted the State team with the ESSPIN MTSS Task Team, clarified the conceptual framework and process map of the MTSS, and initiated a joint work plan for the inception period.
18. The ESSPIN Task Team is currently working with the Planning & Management sub-committee to collate and analyse relevant State policy and financial documents. Consultations with SPARC, particularly with regards to the SEEDS2 process, will further inform this review phase.

19. Further consultations have taken place between ESSPIN and State partners to inform the EMIS Strategy which is still in development. Internal State discussions on the way forward are ongoing and the Commissioner has called for a Jigawa specific solution, including development of data capture/ analysis software.

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

20. The State has given its written consent for the teacher assessment exercise to go ahead. Indicative terms of reference have been discussed by the technical sub-committee on Education Quality, and consultants have been sourced to provide the necessary TA in early April.
21. TA is in progress to develop instruments for the baseline study on classroom practice. Local research capacity to support the international TA is being assessed.
22. The Gumel College of Education has confirmed its willingness to participate in an institutional review. Indicative terms of reference have been discussed with both the College and the Education Quality sub-committee. The committee will ensure alignment with current State teacher development initiatives.
23. A review of policies, guidelines and standards for school construction at state, LGA and school levels is in progress to inform the programme level study on school infrastructure.

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

24. A three-week pilot research to review policy and practice in respect of School-based management Committees is in progress. Two communities (GEP and non-GEP) and a local research team are participating. A national forum on SBMC Guidelines is also in progress with State participation including a local SBMC chair and two school children.
25. Terms of reference have been drafted and consultants identified for the situational analyses on Girl Child and Inclusive education. Both studies will take place in early April.
26. The timing of the IQTE study has been affected by the limited availability of Masooda Bano, the researcher, who has been working in Kano and Kaduna. A local researcher will undertake a preliminary review of State policies, initiatives and work plans in April while a comprehensive situational analysis on IQTE by Masooda Bano will be initiated during the next quarter.
27. The main focus of activities for the next quarter will be:
 - The development of a draft MTSS, with associated capacity building.
 - Completion of the various planned situational analyses / baseline studies

- A logframe workshop and subsequent production of a state-level logframe for Jigawa
- The completion of implementation plans and an Inception Report.

Kaduna State

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

28. The MTSS process has begun and ESP/ESSPIN oversight structures have been established. This work has involved ESSPIN's MTSS consultant team and collaboration with SPARC to ensure a consistent SLP approach to MTSS development. Key MTSS activities and progress to-date have included:
- Approval by Hon. Commissioner of (i) a steering and (ii) a technical ESP Committee. Nominating letters to committee members are now being prepared by the Ministry.
 - Approval by Hon. Commissioner of seven 'Task Forces' to oversee detailed MTSS planning work.
 - Three ESP / MTSS development workshops held during February & March.
29. The key MTSS objective for June is a set of targets for Yr. 1 of the 2010-2012 MTSS. This will require a full policy review, some financial simulation training, and analysis of the current budget.
30. ESSPIN and SPARC conducted a joint consultancy to assess the role of local government and the financial and management issues effecting education delivery in three Kaduna Local Government Areas. A draft report has been submitted and the final report is due in April.
31. A TA visit for Quality Assurance has taken place and an indicative action plan for next 6-12 months has been drawn up with the Inspectorate bodies in the State.
32. The proposed long term TA for EMIS Kaduna (plus Jigawa & Kano) has been agreed. The initial focus will be on strengthening State capacity to manage the annual School Census, but technical support will also be provided to developing analytical and reporting capacity.
33. ESSPIN has helped revitalise the Kaduna State Communications Committee (KDSCC) with new TORs and the setting-up of 3 LGA-based Zonal Sub-Committees. A budget line to fund KDSCC work is a target for inclusion in the 2010 MTSS. KDSCC activities for 2009 have been identified.

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

34. One of a number of baseline activities that have been carried out or planned during this quarter has been the case studies conducted by three VSO UK head teachers in selected schools (Similar studies have been conducted in Kwara and Kano). They visited 7 Primary and JS schools in 3 Kaduna LGEAs, spending up to 3 days in each school. Their report is due in April.
35. The Hon. Commissioner has approved a proposal for a Teacher Assessment Study to be conducted with a sample of Kaduna teachers. Detailed preparations will begin in April and the assessment will commence in May.
36. TORs for a small-scale review of the SESP-led TPD programme have been drawn up. The purpose of this review will be to assess progress and to learn lessons that will be of relevance to the programme of teacher training being devised for ESSPIN. The review itself will take place in April.
37. A review of Teacher Education Institutions is scheduled (late March / early April). The main focus will be on the State College of Education at Gidan Waya.
38. A review of infrastructure / school environment issues is currently taking place in Kaduna (and all ESSPIN States).
39. The main target for next quarter is to develop a *whole-school development* pilot. The current proposal being discussed in the State will involve working with between 30-40 schools in each of 3 LGEAs.

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

40. Progress on this Output in Kaduna has been limited, as the newly-appointed State Specialist was only able to assume her post on March 3rd. Nevertheless a number of activities have taken place. An in-depth case study of SBMCs is underway in all ESSPIN States including Kaduna. Dr. Masooda Bano is currently in Kaduna to analyse the IQTE situation and conduct an IQTE Workshop (March 26th). An IQTE policy paper will be ready for the Ministry to consider by the end of April.
41. ESSPIN has co-operated closely with SAVI in building a baseline picture of CSO activity and capacity within Kaduna.
42. With the Access & Equity State Specialist in place, the target during April is to develop an ESSPIN Access and Equity plan. Further baseline research in major areas such as Out-of-School Children is also planned.

Kano State

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

43. ESSPIN Kano has been co-operating with the Ministry for Planning and Budget (MPB) and SPARC in the development of the Kano State Development Plan (KSDP), which has been identified by DFID as a priority for SLP activity in the State.
44. The MTSS process is ongoing with a management structure and timetable of activities in place. It is anticipated that the MTSS will be agreed and costed by July/August and that it will be incorporated into the formulation of the 2010 budget proposals by November. It has been agreed that the ESP/MTSS has been built into the Education Section of the ongoing Kano State Development Plan (KSDP) development process.
45. Working with MPB/SPARC, the forthcoming policies, timetable and activities for PSR will guide the ESSPIN institutional development programme; starting with a Management Audit and Training Needs Analysis early in the post inception work plans in preparation for major capacity building initiatives from late 2009 onwards.
46. With the support of SMOE it is intended to establish an LGA Forum encompassing all 44 LGA's in order to facilitate more effective communication and co-ordination. This process will be started with an Introductory Workshop in May.
47. Consultations with SUBEB are on-going in order to identify areas of support for the Year 1 and 2 MTSS Work Programme. Areas being discussed are management training, financial management and control and infrastructure procurement/supervision to improve quality assurance.
48. A further scoping mission to determine the nature of support to EMIS has been conducted. Local research and basic data gathering is being undertaken in three pilot LGEAs in co-operation with Bayero University Kano and another prominent service provider with previous SESP experience.
49. Proposals for the creation of a Quality Assurance Agency are being advanced and training in the use of the QA Handbook will be undertaken in April/May in preparation for later pilot activities in selected LGA's.

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

50. An infrastructure scoping mission has been conducted and recommendations will be incorporated into the Year 1 and 2 MTSS Work Programme.

51. In depth case studies on school management and routines at six State primary schools and three Islamiyya schools are being conducted in the pilot LGEAs
52. In April/May scoping missions for the Teacher Development strategy and reform of the Kano State College of Education will be conducted.

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

53. Documentation for the establishment of an Islamic Education Board have been agreed and training/research for the IQTE programme will take place in March/April in three pilot LGA's
54. Training for SBMC research has been conducted and in depth research activities will be conducted in mid and late March.
55. ESSPIN has collaborated with SAVI in its CSO capacity assessment and has initiated co-operation with CSACEFA via an introductory workshop involving 55 education oriented CSOs in Kano.
56. A study on out of school youth is planned for late March, as well as ongoing SBMC/IQTE activities tied to community participation.
57. Following a World Bank Mission in Kano it has been agreed that a joint design mission for a CCT programme will take place in late May/June.

Kwara State

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

58. Preparatory work to commence the development of the MTSS is underway, with initial familiarisation activities scheduled for the end of March. This will be a major focus of work for the next quarter.
59. SMOE has continued to propose minor amendments to the UBEC law in support of the State Reform Agenda. During the next quarter ESSPIN will support a review of Kwara State education legislation. This will involve a review of the State Universal Basic Education Act, in the light of the policy objectives set out in the Education Sector Plan and an assessment its suitability for enabling the sustainable delivery of the Plan.
60. Both high level sponsorship (the Commissioner) of organisational change and agents for change (the institutional strengthening reform sub-committee which has continued to meet regularly, supported by ESSPIN) are positioned to develop an action plan to implement organisational change during the coming quarter.
61. The Kwara-based EMIS consultant will commence work at the beginning of April.
62. The structure of the State Quality Assurance Bureau has been agreed. The staff of the various inspectorate bodies has been redeployed. New officers are being recruited, through a transparent recruitment exercise and using criteria laid out in the new FIS handbook. ESSPIN TA has supported this exercise. Once the new staff is in place, ESSPIN will support training based on the new protocols and processes.

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

63. A Teacher Strategy for Kwara State has been developed and disseminated. This strategy has a strong teacher education bias, given the imperatives resulting from the Teacher Quality Assessment, but it is grounded within a model of whole school development which also recognises the need for a strengthened support system.
64. The development of a career path for teachers and advisers underpins this strategy. An initial TA input has provided a sound basis of knowledge on which plans for the introduction of this career path can be built. It has also opened the debate at state level around the issues. This work will continue during the next quarter through the development of a Professional Standards Framework.
65. Strand 1 of the Teacher Strategy focuses on improving the quality of new teacher graduates from Oro College. Work on this strand is well underway. Steps have been

taken to reduce and screen the intake to Oro to bring teacher supply in line with demand. This should result in fewer but better student teachers, who are properly prepared to teach core subjects at basic level. The College's financial base has been reformed. Work has begun to strengthen the College's management and leadership, to review and strengthen the staffing structure, to revise the curriculum and to transform the way the curriculum is delivered. This work will continue during the next quarter, focussing on completing the institutional plan and continuing the transformation of curriculum and its delivery.

66. Strand 2 focuses on improving the teaching of literacy and numeracy. Plans have been developed for a highly prescriptive, structured programme for teaching literacy and numeracy in the primary school. ToRs for this strand have been developed and work on establishing and training a State School Improvement Team will be underway during the next quarter. ESSPIN will also consider what supplementary learning materials will be needed.
67. Strand 3 aims to develop an advisory structure by transforming the existing system of Local School Supervisors (LSS) so that it is able to fulfil this professional function. Over the next quarter, work will begin to review the roles of Head and mentor teachers, to develop an integrated system which can provide school-based support for teacher development. ESSPIN will assist the State to develop a vision for the advisory and support cadre, to clarify its role in relation to the QA system and to build a structure linked to the overall career path. Members of the advisory cadre will need considerable professional re-orientation and training, and a modular, layered programme will be developed, beginning during the next quarter, supplemented by the development of practical procedure manuals. The professional programme will include specific training to enable the LSS to participate in the upgrading of the teaching of literacy and numeracy (Strand 2).
68. Finally, ESSPIN is assisting the State in reviewing the experience of the SESP TPD, with a view to identifying and incorporating best practice into Strand 4 of the Teacher Strategy - a longer term programme of continuous professional development for teachers.
69. During the next quarter work will begin to look at appropriate packages of supporting inputs for schools, including water and sanitation and school health inputs.

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

70. ESSPIN has begun to develop a coherent strategy for Output 4, which continues to lack an "institutional home" despite its centrality to the ECC charter. In Kwara, it is more acceptable to reorient this output towards advocacy around quality rather than access. To this end ESSPIN has forged close links with the Communications and Knowledge

Management work, for example through the translation of the Learning Outcome Benchmark cards in to three local languages. The plan is to ensure that these cards reach every household and to assess their impact.

71. Work planned for the forthcoming quarter on CSO mapping, CSO capacity building and capacity building for the Social Mobilisation Department within SUBEB will help to strengthen parental demand for better education. Findings from research currently underway on community processes in support of education, through SBMCs will also feed into this developing strategy.

Lagos State

Introduction

72. ESSPIN is now established in Lagos State. In the first three months of ESSPIN's engagement, the following priorities were agreed with the advisor to the deputy Governor and senior State officials;

- Review and adjustment of the MTSS and ESP
- Enhancement of Quality Assurance
- Development of a strategy for private schools
- School Transformation
- Teacher development
- Development of a functioning EMIS
- Improved Communication & Knowledge Management
- Clarification of funding flows and budget tracking
- Development of systems for monitoring learning achievement.

73. It was agreed that the technical workshops would be held in the priority areas to create common understanding and develop work plans for engagement in the next few months. The planning mechanisms of the ESP/MTSS have provided the conceptual framework under which these activities have taken place.

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

74. *MTSS*: The first Lagos State Medium Term Sector Strategy (MTSS) technical workshop was attended by all senior officials the Ministry of Education, SUBEB and the Districts. The workshop reviewed the processes by which the existing Lagos State MTSS document was developed and the experience of implementing it in the current year. It also looked at the plans for the next two years. This revealed significant faults in the MTSS development process. These difficulties have resulted in a lack of understanding of its purpose and have hampered implementation in 2009.

75. Three task teams (Ministry, District & SUBEB) have been set up to work with ESSPIN to: review the Yr 1 MTSS, ESP and other relevant planning and policy documents; re-order priorities; and build capacity to cost these priorities. A deadline of August 2009 has been given for the preparation of the 2010 MTSS, in time for the annual budget preparation. A redefinition of the ESP will also be needed within this timeframe.

76. *Quality Assurance*: The technical workshop held for Quality Assurance focused on the need for reform of Inspectorate services and the provision of better support to schools.

In the next months ESSPIN will provide technical inputs to support the restructuring of inspectorate services, strengthen systems and staff and identify the operational resources that are essential for the delivery of professional support to schools.

77. *EMIS*: The technical workshop on EMIS recognised the challenges in the collection, collation and research of data, particularly as regards private schools. It also recognised that Lagos State has been actively attempting to overcome the constraints of the NEMIS software to produce statistical data sets for primary, junior secondary and senior secondary education.
78. In the next few months, ESSPIN will provide both long and short term technical assistance to review systems of data collection, analysis and use and to train staff. In addition ESSPIN will assess the possibility offered by LASGEMS to reach out to a larger number of private schools and improve the listing of schools.
79. A critical aspect of ESSPIN activity at State level is the plan for an institutional review of the Ministry and its agencies, which will include an analysis of the existing organisational structures for the various departments, inter-relationships between key players, knowledge and skill levels and the technological tools available. It will identify key weaknesses (systemic, personnel, resources and budgetary), assess on-going initiatives for capacity development and identify the actions required and those responsible to deliver higher quality educational services.

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

80. Implicit in Lagos State priorities is the assumption that teacher development, improvements in quality assurance and creation of systems for monitoring learning achievement will be sufficient to tackle the problems of poor learning outcomes in schools. ESSPIN takes a wider view of education quality. ESSPIN has an integrated approach to the transformation of schools, the development of teacher professionalism, improvements in the learning environment and better service delivery through increased efficiency in the education superstructure.
81. Current thinking on school transformation will be a pilot in about 100 primary schools selected from all 20 LGEAs in the state. The state will be responsible for physical infrastructure in the schools and SUBEB has promised to liaise with the LGEAs to furnish ESSPIN with the list of rehabilitated schools from each LGEA. ESSPIN will contribute in areas such as water and sanitation, instructional materials, teacher management and development and the training of SBMCs/PTAs. The essential purpose behind this is the joint development of affordable models for replication by the State government, LGEAs and other stakeholders.

82. In the next few months, ESSPIN will support situation analyses of teacher education institutions in the state i.e. Michael Otedola and Adeniran Ogunsanya Colleges of Education. ESSPIN will also survey competencies of teachers to deliver the basic education curriculum, and review the implementation of the Lagos State SESP teacher development strategy.

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

83. A technical workshop analysed how School Based Management Committees (SBMCs) and private education have contributed to achieving access and equity in Lagos State. ESSPIN is presently undertaking research into the nature and functions of SBMCs and will shortly commence a review of private primary schools to complement the situation analysis on private secondary schools undertaken as preparation for the World Bank SESP.

Federal Level

Output 1: Federal governance framework for enabling basic education reform strengthened

84. The first quarter of the year witnessed several significant developments that set a new foundation for a more effective and engaging relationship between the Federal Ministry of Education and ESSPIN.
85. On the 11 January the ESSPIN Team and DFID met with the new Minister of Education, Dr. Sam Egwu. This meeting helped the ESSPIN Team to understand the Minister's strategic direction and ascertain areas where ESSPIN's support would be valuable. The Minister confirmed his intention to establish a technical team supplemented by external Technical Advisers. He requested that ESSPIN should support his change initiative by taking these new Technical Advisers onto the ESSPIN Team.
86. The three external Technical Advisers who recently joined ESSPIN are:
- Dr. Agodi Alagbe – a School Improvement Specialist who will focus on education quality issues;
 - Chief Austin Edeze – an ex- Chairman of the SUBEB, Ebonyi State and a Financial Management Specialist at the State and Local level, whose remit is to examine funding flows and the efficiency of current education management systems at the local level;
 - Mr. Kenneth Uwah – an Information and Knowledge Management Specialist who will review information management and communication within FME and the parastatals.
87. These three Technical Advisers, together with Alero Ayida-Otobo, the Lead Specialist for the Federal Level, Policy and Planning are members of a newly constituted Ministerial Technical Team which the Minister inaugurated on 20 February. Other members of the Team include ten FME staff at Director/Deputy Director level and six key Executive Secretaries. Their mission has been to define a Road Map for the improvement of the Education Sector. This was presented in early February and reflected the Minister's four priority areas: i) Access; ii) Standards and Quality Assurance (teacher education and development, curriculum relevance and review); iii) Funding; iv) TVET.
88. The Road Map also identified institutional reforms required in the following areas: – legislation; policy formulation and planning; stakeholder partnerships.
89. The Ministerial Technical Team is coordinating a series of Stakeholder Sessions in the month of March 2009:
- Internal Stakeholders: a Federal Ministry of Education Retreat was held on 12 March. At this forum the Minister announced that a major restructuring of the Ministry for greater efficiency, would take place over the next few months.

- The wider stakeholder community: including the private sector; civil society; associations; and international development partners is scheduled for 27 March.
90. ESSPIN conducted an Introductory Workshop with the National Assembly Senate Committee on Education on 24th February, using this opportunity to discuss with members of the Senate Committee the need for a legislative review exercise at the State and Federal levels to investigate current laws that are either obsolete or inadequate.
91. In early March, the Commissioner for Education for Kwara State, together with ESSPIN, met with the Executive Secretary, National Commission for Colleges of Education (NCCE) to brief him on the results of the teacher assessment and restructuring of the College of Education Oro. At the same meeting, a Technical Working Group (TWG) made up of Provosts of selected CoEs and the Director, Academic Development NCCE was inaugurated by the Executive Secretary. The objective of the TWG is to map out a strategy for the replication of the achievements of Kwara State in the other States of the Federation starting with the ESSPIN States.
92. Implementation of the Road Map will commence in April. The Ministry is instituting Implementation and Monitoring Teams whose membership will be drawn from the Ministry and will include the Minister’s Technical Advisers and the Lead Specialist for the Federal Level.
93. ESSPIN is focusing on four major areas of activity during the next quarter:
- Institutional development: a strategic visioning workshop for PPM&R is planned, with the objective of addressing fundamental questions relating to the Department’s mandate. The intention is to design a restructuring programme to address systemic issues, poor processes and inadequate capacity of the staff which currently hinders the effectiveness of the department. It is proposed that the restructuring of PPM&R be a Pilot that can be replicated and rolled-out to the other departments in the Ministry.
 - A similar visioning exercise has been proposed to UBEC
 - The first meeting of the NCCE, TWG scheduled to hold in Kwara so that the members of the committee can review and experience the teacher education and management reforms first hand.
 - A consultancy and stakeholder forum to address funding issues, specifically utilization at the Federal, State and Local Government level.

Cross Cutting issues

94. In response to the recommendation of the DFID revue of the SLPs in January, ESSPIN has identified ways in which capacity can be increased to ensure that gender and social exclusion are major themes interwoven in ESSPIN activities. An awareness of gender and social exclusion has not featured sufficiently large in ESSPIN thinking to date. In order to address this issue, two linked consultancies are currently taking place to provide situation analyses on inclusive education and girls' education. In addition, a gender consultant will soon be working with the Lead Specialist for Social Development on a position paper for ESSPIN to ensure that gender and social exclusion truly cut across all other ESSPIN activities.

95. There are also opportunities for ESSPIN to capitalise on the expertise of other SLPs in this field. In Kaduna, for instance, SAVI will support ESSPIN to conduct gender training for SMOE MTSS teams in April in order to mainstream gender early in the MTSS process.

Section 3: Emerging Issues / Risks

Emerging Issues / Risks

96. It is anticipated that all States will begin to feel the impact of the economic slow-down and reduced oil revenues. This is likely to be manifested in expect lower budgets and greater difficulties in fund releases.
97. The planned State oversight arrangements for the SLPs and Technical Committees for ESSPIN/SESP (the ESP Committees) do not appear to be functioning as DFID envisaged their role. This fact, and the lack of State ownership that can be inferred from it, may emerge as an issue at the time of the Inception Review.
98. The absence of an MO U between DFID and the States has weakened the position of the SLPs in holding the States to their commitments to reform. ESSPIN is investigating whether an adaption of the change matrix from the SPARC SEAT may help to compensate for this.

