

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

Assignment Report

**Technical Support to State Capacity Development on
Education Sector Strategic and Operational Planning**

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Scope of Checking

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- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
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- ESSPIN 4-- Support for Communities (Reports and Documents for Output 4)
- ESSPIN 5-- Information Management Reports and Documents

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

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

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Abstract

This assignment report covers MTSS training and support for three northern states [Jigawa, Kano, Kaduna] and associated reviews of their current MTSS, revision of the MTSS Template, and training for ESSPIN Specialists and key state MTSS officials. It covers missions in March/April and June and associated home based work

Executive Summary

1. The States have been developing and using three-year medium term sector strategies (MTSSs) as integral components of ESSPIN's support to evidence-based educational planning and greater transparency and accountability. Three of the northern ESSPIN states bid to secure GPE funding of \$100 million with the application largely based on the MTSS document. This application was rejected twice after GPE review. The consultancy was devised to provide support to these states in reviewing their MTSS
2. The three MTSS documents were reviewed in the light of the GPE reviews and a summary response prepared. Key points included
 - GPE review found inconsistencies in data, lack of logical connection and insufficient justification
 - The MTSS reports no longer look like working documents
 - Presentation is poor in terms of formatting
3. A new outline was drafted for the MTSS. It deals with the size problem by proposing strict size limits per section and guidance on contents per section. Training materials covering the six MTSS sections were prepared for the three states training session to be held in June. All sections were covered so that there was opportunity to review the work completed, as well as provide guidance on the completion of the remaining two sections
4. The sole object of the second mission to Abuja was a training program for the three northern ESSPIN states. Participants included two ESSPIN specialists from each state, and four state MTSS officials with key roles in writing the MTSS document. The program for the workshop was largely practical, focussed work. This approach was taken to maximise the ownership of the state officials of the final document.
5. It was clear that there were conceptual difficulties in developing the first four sections, with the states failing to observe the size limits and unclear on defining challenges, priorities and targets. Section four [priorities] was particularly difficult for the state teams to complete at first. Once the targets had been grouped together and reduced to three to five per section, the states found it simpler to complete Section four. It was judged that the state teams had sufficient experience and capacity to deal with the majority of the columns in the MTSS Section five framework. The tables in Section six setting out the current targets and their KPIs and the table setting out the 2013 targets, their KPIs and the results were presented and then the teams left to complete this section at home.

Introduction

6. A principal mandate of ESSPIN is capacity development of the six States in strategic and operational planning to strengthen investments and public financial management in basic education working in concert with DFID State Partnership for Accountability, Responsiveness and Capability (SPARC) programme. The States have been developing and using three-year medium term sector strategies (MTSSs) and annual operational plans (Departmental Workplans) as integral components of ESSPIN's support to promoting evidence-based educational planning and greater transparency and accountability.
7. Three of the northern ESSPIN states were part of a bid to secure GPE funding of \$100 million with the application largely based on the MTSS document. This application was rejected twice after GPE review. The review criticised the application and the MTSS documents for inconsistency, lack of logical coherence between long and medium term plans and other problems. The consultancy was devised to provide support to these states in reviewing their MTSS approach. It covers two missions to work with these and other ESSPIN states in revising the MTSS template and supporting the three states in their preparation of the 2015-2017 MTSS

Purpose of the Consultancy

8. Substantial progress has been made in the quality and use of MTSSs and DWPs across the States to improve efficiency in resources utilization and service delivery. However, there are still quality issues on the MTSSs and DWPs as well as critical States' capacity gaps to be addressed. The main tasks of this consultancy include the following

Provide professional and technical inputs for the MTSSs

9. This consultancy is to :
 - provide professional and technical inputs for the MTSSs to meet quality standards and for enhanced capacity development for increased State ownership and consolidation of the gains of ESSPIN's support to strategic planning
 - carry out an independent assessment and report on the processes, achievements and lessons learnt from ESSPIN's support to States capacity development for evidence-based education strategic planning.

Review the current format and structure of the States' MTSSs

10. This consultancy will review the current format and structure of the States' MTSSs and after due engagement with SPARC develop a new MTSS Template to ensure improved quality in relation to:
 - content and data validity of subsequent MTSSs;

- alignment of MTSSs with the States' development plans and Education Management Information System (EMIS) databases,
- alignment of MTSSs with presentation formats for AESPR documentation
- bottom-up integration of LGA level strategic plans
- ease of MTSS development, ownership and effective use by State personnel;
- comprehension and user-friendliness across the broad spectrum of education stakeholders; and
- credibility of the MTSS to inform external funding support and interventions in the States' education sector.

Provide capacity development

11. This consultancy will provide capacity development workshops for ESSPIN Planning and Management Specialists (P&Ms) and relevant State personnel to use the new MTSS Template to develop 2015-2017 MTSS documents

Quality assure 2015-2017 MTSSs of the Jigawa, Kaduna and Kano States to meet GPE Fund Application requirements

12. The consultant will quality assure 2015-2017 MTSSs of the Jigawa, Kaduna and Kano States to meet GPE Fund Application requirements by:
 - reviewing the MTSSs for education data accuracy and consistency using the States' 2010/2011, 2011/2012 and 2012/2013 Annual School Census (ASC) Reports as the primary data source;
 - reviewing and revising the objectives, targets, strategies and stipulated activities of the MTSSs to ensure they are relevant, realistic and align with State ESPs, WB Nigeria GPE Fund project PAD and State Applications;
 - restructuring and general editing of the MTSSs for improved clarity, content validity, consistency, completeness and precision to address identified weaknesses; and
 - producing finalised e-copies of the MTSSs agreeable to and endorsed by ESSPIN and the States for submission to GPE Secretariat.

Methodology and Main Activities

First mission in Abuja

Review current MTSSs for three ESSPIN/GPE states

13. The three MTSS documents were reviewed in the light of the GPE reviews and a summary response prepared. Key points included
 - These problems emerged during GPE application
 - MTSS documents not strongly and clearly linked to State ESPs

- The documents do not provide a clear rationale for specific activities to address the proposed targets
- Numbers in the MTSS documents and the GPE application are not consistent internally and between reports
- They no longer look like working documents
 - The MTSS documents have become too bloated and they try to be too ‘universal’ and say something about everything
 - The argument in their various sections does not clearly lead from problem to solution
 - The MTSS documents are not consistent in their approach
- Presentation is poor
 - The MTSS documents need good editing to make style, headings and tables consistent. It seems capacity for clear use of Word is lacking

Develop new outline for MTSS

14. A new outline was drafted for the MTSS. It deals with the size problem by proposing strict size limits per section and guidance on contents per section [see Annex 3]. It sets out Tables with the GPE requirements in view.

Participate in Output 2 workshop/training

15. The consultant attended some sessions of the Output 2 Training program that was conducted at the time of the mission. He made a presentation of the revised MTSS outline to the group as a first step to guide them on working on the 2015 -2017 MTSS documents [see Annex 2]

Post-mission work

Finalise new outline for MTSS

16. Following the Output 2 workshop the new MTSS outline was completed with the development of relevant tables and sent to the states to guide their preparation of the first draft of the MTSS for 2015 to 2017. It was proposed that they should complete Sections one to four of the MTSS following the new template before the training program.

Develop work plan for consultancy

17. A work plan for the whole consultancy to July 31 covering two further missions and associated home based work was developed and submitted [see Annex 2]. The next mission was to be a combined training session for ESSPIN specialists and for four key State officials tasked with MTSS preparation. The final mission would provide for QA for the three states and for presentation meetings with PS and Commissioners, and for a half day presentation to relevant state stakeholders in each of the three northern states.

Prepare training materials for next mission

18. Training materials covering the six MTSS sections were prepared for the three states training session to be held in June [see Annex 4]. All sessions were covered so that there

was opportunity to review the work completed, as well as provide guidance on the completion of the remaining two sections

Second mission to Abuja

19. The sole object of the second mission to Abuja was to conduct a training program for the three northern ESSPIN states. Participants included two ESSPIN specialists from each state, and four state MTSS officials with key roles in writing the MTSS document. In addition the MTSS national consultant was present for half of the program and the ESSPIN National Systems and Institutional Development lead specialist was also present each day. Both of the latter contributed to supporting the teams. The program of visits to the states in the third and final mission was agreed with the state teams.
20. The program for the workshop was largely practical, focussed work. Brief presentations were made on each section and then the state officials reviewed and completed the sections they had brought to the training program [Sections one to four]. The presenter then spent time with each group addressing shortcomings and providing advice on all aspects of the work. This approach was taken to maximise the ownership of the state officials of the final document.
21. It was clear that there were conceptual difficulties in developing the first four sections, with the states failing to observe the size limits and unclear on defining challenges, priorities and targets. Face to face advice and practical examples and corrections of parts of the document did result in greater understanding and improvements in the documents. Section four [priorities] was particularly difficult for the state teams to complete at first. The main reason for this was that they had listed far too many targets in the MTSS Table in Section five. The training program was rearranged to address this aspect of the document before returning to complete Section four. Once the targets had been grouped together and reduced to three to five per section, the states found it simpler to complete Section four by populating the tables with targets and actions and then justifying the actions in terms of their contribution to the targets.
22. It was judged that the state teams had sufficient experience and capacity to deal with the majority of the columns in the MTSS Section five framework as these had not changed from previous years. Once the new targets had been assessed, reviewed and agreed it was let to the states to complete the table once they returned to their home base. Similarly the tables in Section six setting out the current targets and their KPIs and the table setting out the 2013 targets, their KPIs and the results were presented and then the teams left to complete this section at home. Each state was given a complete set of the presentations for use with other MTSS state team members. A copy was given to the local consultant and the National Systems and Institutional Development Lead specialist.

Findings

Current MTSS documents

23. Current MTSS documents which were the basis for the failed GPE applications were significantly longer than intended and covered much extraneous material as well as being inconsistent in significant data. There was a need to revise the outline, trim the size, and ensure that the logical flow from section to section was well focussed. The actions included in the MTSS table needed to be well based on a diagnosis of problems in the sector, with logical connection through identified sectoral challenges, and priority targets to be addressed by subsector.
24. One major concern was the proliferation of targets in the MTSS from the originally required three to five per section. It is a concern that the MTSS state specialists were not providing good guidance and support in this regard. The large number of targets obscured the logical flow from section to section, degraded the level of the targets so that they become more akin to activities, and made tables based on the targets very unwieldy. In addition they made it more difficult to convey the main thrusts of the MTSS to senior policy makers and across the working departments who need to implement the various activities.

Need for updating training

25. It was clear that ESSPIN specialists and key state MTSS officers needed training to use the new outline and to move away from the poor state of the MTSS documents. ESSPIN specialists should have been more pro-active in ensuring that the MTSS documents stayed within the size and direction originally set. State MTSS officers also needed to be updated on the new outline and re-focussed on the purpose of the MTSS as a working document, used by Departments in MDAs as a planning and reference tool.

Conclusions

26. So far the objectives of the consultancy are being realised. There is general acceptance of the revised MTSS template by the states and the initial drafts are being revised to conform to the new requirements and to address criticisms made in the GPE reviews. The methodology used in the training program has led to understanding and ownership by the state teams of the MTSS document.
27. The next stage is tight with states having only two to three weeks to complete a full draft of the document before the scheduled final mission in July. Inputs from the local MTSS consultant will be vital in this period along with inputs in the final meetings in the states.

Options and Next Steps

QA and finalisation mission

28. One further mission is envisaged: this third mission would emphasise Quality Assurance of the complete documents. It would include visits to each of the three states for a two and half

day program. Two days will be allotted to QA with the state MTSS team and presentation meetings with the PS, the Commissioner and other senior officials to secure comments and agreement with the thrust of the MTSS 2015-2017. A final half day will involve a meeting of relevant stakeholders, for a presentation by the state team of the final draft of their document

Annex 1: Proposed Work Plan

Proposed work plan for MTSS preparation for GPE

Actions	March		April				May				June					July				August				Days	
	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25		
1 Initial input	7		2																						9
2 Develop MTSS outline					3																				3
3 Refine outline after comment								1																	1
4 State preparation of MTSS 0 draft									0																0
5 Preparation of training materials												5													5
6 Training on MTSS													9												9
7 State revision and finalisation of MTSS														0											0
8 Review of 1st draft MTSS																6									6
9 Field visit and completion of MTSS																		10							10
10 Final report																			2						2
Total inputs																									45

Annex 2: MTSS Training presentation

26/06/2014

The future of MTSS documents
 Russell Craig
 Output 2 Training and meeting
 April 2014

Purpose of MTSS

- State education strategic plans are designed to provide a long term strategic view of major priorities for action and expenditure
- These priorities are built on a vision for education for the future
- They have broad goals and focus on impact and outcomes – these are not linked closely to specific activities
- Using a medium term rolling view provides a more immediate and practical link to action while still needing a broader view of goals
- The MTSS is a document that provides this link

Problems with MTSS

- These problems emerged during GPE application
 - Not strongly linked to State ESPs
 - Not clear rationale for specific activities
 - Not consistent numbers between reports
- They no longer look like working documents
 - Try to be too 'universal' and say something about everything
 - Do not clearly lead from problem to solution
 - Not consistent in their approach
- Presentation is poor
 - Need good editing – capacity for clear use of Word is lacking

Time to review the approach

- Ensure clear understanding on part of education sector staff on purpose and direction of MTSS
- Simplify and strengthen the document content and presentation
- Specifically align content with state ESP
- Derive statistics and challenges from ASC and ASPR
- Provide good platform for budget and DWPs
- Align the Basic Education aspects with GPE [for GPE states]

1

26/06/2014

Key MTSS content

- State background
- Education sector diagnosis
- Major challenges
- Medium term priorities
- Financing the priorities
- Monitoring and evaluating the activities

State background [no more than 4 pages]

- Description of [state]
- State finances and budget execution
- State development plan
- State education policy
- Organisation of the sector

Education sector diagnosis [10-12 pages]

- Overview of education sector developments
- Basic Education major trends
- Secondary, technical and vocational education major trends
- Higher Education major trends
- Education management major trends

Major education challenges for [state] [8-10 pages]

- Challenge 1
- Challenge 2
- Challenge 3
- Challenge 4

26/06/2014

Medium term sector priorities [10-12 pages]

- Long term and medium term linkages
- Basic education subsector
 - Targets
 - Actions
 - Justification
- Secondary, Technical and vocational education subsector
- Higher education subsector
- Education management subsector

Financing the sector priorities [3 pages for 5.1 and 5.2]

- Funding sources
- Budget implementation
- Medium term action plan [MTSS details]

Monitoring and evaluating the activities [6 pages]

- M&E reporting
- Key performance indicators
- Results for previous year

Thank you and good mentoring

Annex 3: Revised MTSS outline

[Draft MTSS outline]

[State] Education Medium Term Sector Support Program
201X – 201X

Date

Foreword [1 page]

Acknowledgements [1 page]

Abbreviations and Acronyms [1 page desirable – single spaced]

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List of Tables [1 page]

List of Figures [1 page]

Executive Summary [no more than 3 pages]

Should summarise main points of document briefly. Limit tables and keep to important and strategic issues.

1. State background [no more than 4 pages]

1.1. Description of [state]

One or two paragraphs only of a standard description of size, population and main economic features of the state in terms of production, employment and infrastructure

1.2. State finances and budget execution

Overview of state budget across all agencies and actual operation of budget versus plan. SPARC should have details on this if it operates in your state

1.3. State education policy

Summary of main features of state policy, date, scope and strategic issues in the policy. If there is no state policy then discuss main issues that currently concern the education sector in the state

1.4. Organisation of the sector

Describe [with diagram] the main ministries and state agencies in the sector and their relationships. Cover all subsectors from ECE to Higher Education. Should include all agencies that receive state funds for education. The organisational reviews done several years ago provided such diagrams but they may need updating

2. Education sector diagnosis [10-12 pages]

This section should provide an overall description of the whole sector and the context for the MTSS interventions. It would be useful if Sections 2.2 to 2.5 below mirrored the sections in the MTSS and described the numbers etc for those sections. The Annual Census will be a major source for this diagnosis

2.1. Overview of education sector developments

What are the major features of the education sector in the past five years – what have been the significant changes [improvements or failings] of the sector?

Guidance on following subsections

For each of the MTSS sections [such as those below] describe the principal features, and fill in the standard tables. This will include numbers of institutions, students, teachers etc – use tables which cover the past three and the next three years if possible. The future years should be based on MTSS targets and KPIs

Depending on state circumstances there may be other similar tables such as adult and/or non-formal education, Islamic education etc. Adapt the tables below as necessary to describe these other subsections

2.2. Basic Education major trends

Note: Ideally the tables for Basic Education should include primary and lower secondary numbers, with upper secondary in a separate section. If this is not possible then use Primary and secondary numbers

Basic [or primary] subsector indicators and statistics

Primary indicators	2011	2012	2013	2014	2015	2016
System description						
Number of primary schools						
Number of primary classrooms						
<i>Number of good classrooms</i>						
Number of primary students						
<i>Number of female primary students</i>						
Number of students entering Grade 1						
<i>Number of female students entering Grade 1</i>						
Number of students completing Grade 6						
<i>Number of female students completing Grade 6</i>						
Number of primary classes						
Number of primary teachers						
<i>Percentage of qualified primary teachers</i>						
<i>Number of female primary teachers</i>						
<i>Percentage of female primary teachers</i>						

Primary indicators	2011	2012	2013	2014	2015	2016
Average school size						
Average class size						
Primary education student flows						
GER in pre-Primary						
Gross primary intake rate						
<i>Girls' gross primary intake rate</i>						
GER in Primary						
<i>Girls' GER in Primary</i>						
Primary Completion rate						
<i>Girls' Primary Completion rate</i>						
Primary repetition rate						
<i>Girls' primary repetition rate</i>						
Primary-Lower secondary transition rate						
<i>Girls' transition rate</i>						
Measured achievement in primary school						
Early grade reading score [Grade]						
<i>Girls' early grade reading score [Grade]</i>						
Early grade maths score [Grade]						
<i>Girls' early grade maths score [Grade]</i>						
End of Primary reading score						
<i>Girls' end of Primary reading score</i>						
Service delivery indicators						
Pupil-teacher ratio						
<i>Lowest district ratio</i>						
<i>Highest district ratio</i>						
Annual instructional hours [National policy standard]						
Average actual instructional hours						
<i>Lowest district average hours</i>						
<i>Highest district average hours</i>						
Pupil-textbook ratio [actual]						
<i>Lowest district ratio</i>						
<i>Highest district ratio</i>						
Average teacher absences [% of working days]						
<i>Lowest district percentage</i>						
<i>Highest district percentage</i>						

2.3. Secondary, technical and vocational education major trends

Ideally this section should deal with upper secondary and vocational education at that level i.e. before higher or tertiary education

Secondary and vocational subsector indicators and statistics

Secondary indicators	2011	2012	2013	2014	2015	2016
-----------------------------	------	------	------	------	------	------

Secondary indicators	2011	2012	2013	2014	2015	2016
System description						
Number of secondary schools						
Number of secondary classrooms						
<i>Number of good classrooms</i>						
Number of secondary students						
<i>Number of female secondary students</i>						
Number of students entering Grade 7						
<i>Number of female students entering Grade 7</i>						
Number of students completing Grade 9						
<i>Number of female students completing Grade 9</i>						
Number of students completing Grade 12						
<i>Number of female students completing Grade 12</i>						
Number of secondary classes						
Number of secondary teachers						
<i>Percentage of qualified secondary teachers</i>						
<i>Number of female secondary teachers</i>						
<i>Percentage of female secondary teachers</i>						
Average school size						
Average class size						
Secondary education student flows						
Gross secondary intake rate						
<i>Girls' gross secondary intake rate</i>						
GER in secondary						
<i>Girls' GER in secondary</i>						
Secondary Completion rate						
<i>Girls' secondary Completion rate</i>						
Secondary repetition rate						
<i>Girls' secondary repetition rate</i>						
Lower secondary-Upper secondary transition rate						
<i>Girls' transition rate</i>						
Measured achievement in secondary school						
Reading score [Grade]						
<i>Girls' reading score [Grade]</i>						
Maths score [Grade]						
<i>Girls' maths score [Grade]</i>						
End of secondary reading score						
<i>Girls' end of secondary reading score</i>						
Service delivery indicators						
Pupil-teacher ratio						
<i>Lowest district ratio</i>						
<i>Highest district ratio</i>						
Annual instructional hours [National policy]						

Secondary indicators	2011	2012	2013	2014	2015	2016
standard]						
Average actual instructional hours						
<i>Lowest district average hours</i>						
<i>Highest district average hours</i>						
Pupil-textbook ratio [actual]						
<i>Lowest district ratio</i>						
<i>Highest district ratio</i>						
Average teacher absences [% of working days]						
<i>Lowest district percentage</i>						
<i>Highest district percentage</i>						

2.4. Post school education major trends

This should cover state universities, colleges and polytechnics

Post school education indicators and statistics

Post school indicators	2011	2012	2013	2014	2015	2016
System description						
Number of post school institutions						
Number of post school students						
<i>Number of female post school students</i>						
Number of students entering post school institutions						
<i>Number of female students entering post school institutions</i>						
Number of students graduating						
<i>Number of female students graduating</i>						
Number of post school academic staff						
<i>Percentage with post graduate degrees</i>						
<i>Number of female post school academic staff</i>						
<i>Percentage of female academic staff with post grad degrees</i>						
Average institution size						
Average class size						
Post school education student flows						
Gross post school intake rate						
<i>Girls' gross post school intake rate</i>						
GER in post school institutions						
<i>Girls' GER in post school institutions</i>						
Post school Completion rate						
<i>Girls' post school Completion rate</i>						

2.5. Education management major trends

This section should describe any major management changes taking place in the organisations that make up the education sector, such as reorganisations, the

creation or dissolution of new ministries or agencies, or the creation, amalgamation or disbanding of departments. It should also describe any significant new functions being assigned or undertaken by the organisations in the sector

3. Major education challenges for [state] [8-10 pages]

This section should describe the major strategic challenges facing the sector. The ASPR will be a major source for this section as will the trends observed in the diagnosis section and the strategic directions in the state education strategic plan. The list should include three to six major challenges only and these must be addressed in the activities, targets and costs of the MTSS. The objective of this section is to link what has happened in the recent past in the sector with allocation of resources for the immediate medium term future

For each Challenge:

- a) State the problem clearly [e.g. 'Girls are not progressing through the system – after Primary 5 they drop out significantly more than boys', 'Rural students repeat classes at a much greater rate than urban students', 'Student-teacher ratios in the West of [State] are much higher than in the East']
- b) List strategies and broad actions that will make an impact on the problem within the medium term. Details will be included in the next section
- c) Indicate where in the MTSS [section number] this is addressed and funded

3.1. Challenge 1

3.2. Challenge 2

3.3. Challenge 3

3.4. Challenge 4

4. Medium term sector priorities [10-12 pages]

This section sets out the priorities which determine which activities over and above routine actions will be funded in the MTSS. It provides the description for the main components which are listed and funded in the MTSS table.

4.1. Long term and medium term linkages

This section should describe strategies and priorities in the Strategic Plan that are being addressed in this MTSS

For each sector described in Section 2 above

1. List the major targets to be achieved in the next three years – these must be specific and quantified. Do NOT say ‘Improve the enrolment of girls in Grade 6’ the target should say ‘Improve the enrolment of girls in Grade 6 by x%’
2. List the actions from the MTSS table that will contribute to reaching this target
3. Briefly explain why and how the action proposed and funded will enable the target to be reached

4.2. Basic education subsector

4.2.1. Targets

4.2.2. Actions

4.2.3. Justification

4.3. Secondary, Technical and vocational education subsector

4.3.1. Targets

4.3.2. Actions

4.3.3. Justification

4.4. Higher education subsector

4.4.1. Targets

4.4.2. Actions

4.4.3. Justification

4.5. Education management subsector

4.5.1. Targets

4.5.2. Actions

4.5.3. Justification

5. Financing the sector priorities [3 pages for 5.1 and 5.2]

5.1. Funding sources

In this subsection briefly describe where the funds come from for the education sector – state and federal government sources, fees and charges, funds from external agencies. Cover the period for the past three years and for the three year term of this MTSS – for states with SPARC involvement they should be able to assist with projected resources.

[State] education sector resources

Resource mobilisation	2011	2012	2013	2014	2015	2016
Total state budget						
Total education budget from state						
<i>Recurrent budget</i>						
<i>Capital budget</i>						
Total education resources from all sources						
<i>Recurrent resources</i>						
<i>Capital resources</i>						
Education expenditure [% state GDP]						
Education share of total state budget [%]						
<i>Share of recurrent expenditure [%]</i>						
<i>Share of capital expenditure [%]</i>						
Basic education share of total state budget [%]						
Non-salary share of Primary budget [%]						

5.2. Budget implementation

Describe the budget and actual expenditure for state and federal education funds for the past three years for salary and operational recurrent expenditure and for capital expenditure. Comment on trends

5.3. Medium term action plan [MTSS details]

This is where the MTSS table goes. Include a summary table by major subsection and a brief description of important points

6. Monitoring and evaluating the activities [6 pages]

6.1. M&E reporting

Describe the major processes of monitoring the MTSS performance each year for the state, including how the information is shared across the sector

6.2. Key performance indicators

List in a table the KPIs for the current MTSS

6.3. Results for previous year

List the KPIs, targets and actual performance for the previous year with a written summary of the main results

MTSS Results for 201X

No.	Target	KPI	Actual result for PY	Quality of result*
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Annexes

Annex 4: Consultant ToR



Education Sector Support Programme in Nigeria (ESSPIN)

Terms of reference

Title of the assignment: Technical Support to State Capacity Development on Education Sector Strategic and Operational Planning.

Duration and dates of the assignment: Up to 45 working days including in-country visits from March to July, 2014.

Background

Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state. Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls. It has been suggested that there are over 10 million school aged children not attending school, a disproportionate percentage of whom are girls.

Since legislation was passed in 2004 establishing nine-year compulsory Universal Basic Education, the main sectoral focus of Federal and State governments has been an expansion of basic education to meet the Millennium Development Goals. There has been a significant increase in investment in the basic education sector through State governments and through Federal sources such as the Universal Basic Education Commission (UBEC). Access remains a problem. Also of great concern are the low quality of education outcomes and the stark inequities in the system.

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in six States (Kano, Kaduna, Kwara, Jigawa, Lagos and Enugu) and at the Federal level.

Objective of the consultancy

A principal mandate of ESSPIN is capacity development of the six States in strategic and operational planning to strengthen investments and public financial management in basic education working in concert with DFID State Partnership for Accountability, Responsiveness and Capability (SPARC) programme. The States have been developing and using three-year medium term sector strategies (MTSSs) and annual operational plans (Departmental Workplans) as integral components of ESSPIN's support to promoting evidence-based educational planning and greater transparency and accountability. Substantial progress has been made in the quality and use of MTSSs and DWPs across the States to improve efficiency in resources utilization and service delivery. However, there are still quality issues on the MTSSs and DWPs as well as critical States' capacity gaps to be addressed. This consultancy is to provide professional and technical inputs for the MTSSs to meet quality standards and for enhanced capacity development for increased State ownership and consolidation of the gains of ESSPIN's support to strategic planning.

Tasks

The tasks are to:

1. Carry out an independent assessment and report on the processes, achievements and lessons learnt from ESSPIN's support to States capacity development for evidence-based education strategic planning.
2. Review the current format and structure of the States' MTSSs and after due engagement with SPARC develop a new MTSS Template to ensure improved quality in relation to:
 - a. content and data validity of subsequent MTSSs;
 - b. alignment of MTSSs with the States' development plans and Education Management Information System (EMIS) databases,
 - c. alignment of MTSSs with presentation formats for AESPR documentation
 - d. bottom-up integration of LGA level strategic plans
 - e. ease of MTSS development, ownership and effective use by State personnel;
 - f. comprehension and user-friendliness across the broad spectrum of education stakeholders; and
 - g. credibility of the MTSS to inform external funding support and interventions in the States' education sector.
3. Provide capacity development workshops for ESSPIN Planning and Management Specialists (P&Ms) and relevant State personnel to use the new MTSS Template to develop 2015-2017; and
4. Quality assure 2014-2016 MTSSs of the Jigawa, Kaduna and Kano States to meet GPE Fund Application requirements by:
 - a. reviewing the MTSSs for education data accuracy and consistency using the States' 2010/2011, 2011/2012 and 2012/2013 Annual School Census (ASC) Reports as the primary data source;
 - b. reviewing and revising the objectives, targets, strategies and stipulated activities of the MTSSs to ensure they are relevant, realistic and align with State ESPs, WB Nigeria GPE Fund project PAD and State Applications;
 - c. restructuring and general editing of the MTSSs for improved clarity, content validity, consistency, completeness and precision to address identified weaknesses; and
 - d. producing finalized e-copies of the MTSSs agreeable to and endorsed by ESSPIN and the States for submission to GPE Secretariat.

Outputs

1. An Assessment Report that documents the processes, achievements and lessons learnt ESSPIN's education strategic planning support to its six focus States in Nigeria from 2009 to July 2014.
2. MTSS Template and Users Manual for ESSPIN P&Ms and States' education planning personnel
3. E-copies of final Jigawa, Kaduna and Kano 2014-2016 MTSSs agreeable to and endorsed by ESSPIN.
4. A brief consultancy completion report in ESSPIN format and standard

Institutional/administrative arrangements

The Consultant will report to the Lead Specialist, National Systems and Institutional Development, ESSPIN. The consultant will work closely with the ESSPIN Planning and Management State Specialists and State Team Leaders, who will assist in providing relevant State documents, necessary logistic support and facilitate communications with State Government partners where necessary.

Required competencies for the Consultancy

Qualifications/experience

1. A minimum of a degree-level qualification in a relevant area.
2. Extensive experience of strategic planning, education financing and the design of Sector Plans/Operational Plans in a developing context.
3. Experience of providing professional inputs in education development assistance programmes.
4. Experience of working with Nigerian Federal and State government MDAs and their officials.

Knowledge

1. Practical knowledge and acquaintance with educational development issues in Nigeria.
2. Knowledge of current international practice on educational planning and financing.
3. Knowledge of global protocols; including GPE initiatives and interventions for accelerating attainment of the MDGs by developing countries.
4. Knowledge of Nigerian Federal and State government structures and systems.

Abilities

1. Ability to motivate and manage change through other people as a professional team leader and team member.
2. Possession of inter-personal skills and the ability to deploy them as and when necessary.
3. Ability to work responsively and innovatively in challenging situations to achieve targeted results.
4. Ability to provide constructive guidance and feedback to other professionals and government officials.
5. Ability to work cooperatively and collaboratively as a member of a team.