Education Sector Support Programme in Nigeria (ESSPIN)

School Infrastructure and Maintenance Review for ESSPIN States

Report Number: ESSPIN 302

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Distribution List

Name	Position
DFID	
Kathleen Richmond	Human Development Programme Coordinator, DFID
Ian Attfield	Education Adviser, DFID Northern Nigeria Office
Isaac Adejo	Programme Officer, Human Development Team, DFID
ESSPIN	
John Martin	National Programme Manager
Richard Hanson	Assistant Programme Manager
Steve Baines	Technical Team Coordinator
Kayode Sanni	State Team Leader, Jigawa State
Steve Bradley	State Team Leader, Kaduna State
Richard Dalgarno	State Team Leader ,Kano State
John Kay	Lead Specialist, Education Quality

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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 301	Teaching and Learning Survey
ESSPIN 302	School Infrastructure and Maintenance Review for ESSPIN States
ESSPIN 501	Communications and Knowledge Management Strategy
ESSPIN 502	Communication 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
KW 305	Institutional Strengthening of Oro College

Contents

Acronyms and Abbreviations

ANE	Agency for Nomadic Education
ETF	Education Trust Fund
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
LGA	Local Government Area
LGEA	Local Government Education Authority
MTSS	Medium Term Sector Strategies
MOE	Ministry of Education
MOEP	Ministry of Education Plan
IDA	International Development Association
JICA	Japanese International Cooperation Agency
PTA	Parent Teacher Association
SUBEB	State Universal Basic Education Board
SESP	State Education Sector Project
SBMC	School – Based Management Committee
UBE	Universal Basic Education

Abstract

1. The condition of the Basic Education infrastructure stock in Nigeria is very poor. In the words of one Senior SUBEB representative the situation is “awful”.

2. The purpose of this assignment is to review the current situation and make recommendations for effective ESSPIN interventions to improve the quality of school infrastructure.

Executive Summary

3. The purpose of this consultancy was to make an assessment of the status of the existing infrastructure facilities for Basic Education in the 3 State of Kano, Jigawa and Kaduna. A review was made of the current infrastructure policies and implementation practices together with an evaluation of the capacity for construction management and supervision at both State and LGEA level.

4. The main objective of the Consultancy was to identify effective ESSPIN interventions that can be implemented in the MTSS to improve the efficiency and quality of school infrastructure delivery.

5. The condition of the school infrastructure in the 3 states visited is very poor and the impression gained is that across the board approximately 75% of the infrastructure is in very poor condition. The major problems are as follows:

    - Inadequate foundations that soon result in cracked walls
    - Very poor floor slabs and consequently weak and damaged screeds
    - Poor quality sandcrete blocks in the walls with many having holes
    - Poor quality timber roof trusses (not seasoned and not termite treated)
    - Roof sheets of inadequate gauge and poorly fixed
    - Poor quality timber ceilings
    - Poor quality window and door frames and shutters
    - Poor quality furniture
    - Poor and often no maintenance

6. Generally SUBEB is responsible for JSS and Primary School infrastructure but there is some overlap with the MOE which results in duplication and dilution of responsibility. There is therefore some scope for simplifying roles and defining responsibilities to improve accountability.

7. The mechanism for budget allocation is logical but the basic data used for planning is often unreliable and the guidelines policies for prioritisation against needs are not clear. The main criterion at present is enrolment. These issues need to be addressed to improve transparency and make the allocations more equitable.

8. Another issue affecting the implementation of infrastructure provision is the delays in releasing the budgets. At the time of the visits (March 2009) the budgets for 2009 had not been released in Kano and Jigawa.

9. There is a huge need for infrastructure provision in all 3 States. The main priorities can be listed in the following order:

    - New classrooms (both for decongestion of overcrowded classrooms and replacement of dilapidated buildings.)
    - Teachers office/ store (mostly in smaller rural schools)
    - Furniture (poor quality of existing furniture and severe shortages)
    - Toilets
    - Water Supply
    - Boundary walling (for security and to prevent encroachment)

10. The situation regarding the provision of toilets to schools is very bad and needs to be addressed as a matter of priority. Many schools with thousands of students do not have suitable toilets and some have no toilets at all.

11. Similarly many schools do not have a water supply.

12. A critical issue being faced at the moment is the rehabilitation of poor quality existing buildings. A large number of schools that have been constructed in the last +/- 20 years are of very poor quality with very poor foundations, poor quality floor slabs and a very weak sandcrete block superstructure. Currently all 'rehabilitation' is achieving at considerable expense is a short term cosmetic job on a defective shell.

13. Rehabilitation should only be done if the building foundations and superstructure (walls) are sound and even then only if the cost of rehabilitation is 40% or less of the cost of new construction; otherwise they should be demolished. This is obviously an unpalatable situation from a political point of view.

14. The SUBEB Planning Depts. currently place a strong emphasis on the construction of new Laboratories and Libraries despite their high cost and service demands (which are often not met). It needs to be confirmed from an educational perspective whether this relatively costly approach is effective and whether or not the policy should be reviewed. One of the major priorities at this time should be the decongestion of overcrowded classrooms.

15. The capacity of the technical staff within SUBEB with the exception of some of the Senior Staff is very weak. In the case of Kaduna following an initiative by the State Governor external National Consultants are engaged to provide Construction Management and Supervision of Construction. The results of this approach cannot yet be gauged but initial signs are positive. In the case of Kano and Jigawa there is no budget for Construction Management and Supervision and the results are predictably poor.

16. The poor Administrative capacity which manifests itself in lack of furniture, computers and printers, records and filing systems, connectivity etc limits the ability of the MOE and SUBEB to perform across the board. Although not part of the infrastructure brief some assistance from ESSPIN is required.

17. Similarly not part of this brief but essential for the effective planning and implementation of infrastructure assistance is required from ESSPIN in the field of School Mapping, EMIS and Procurement. The main body of the report lists where improvements are required.

18. The report recommends technical assistance by international and national consultants to improve the institutional strength of MOE and SUBEB. It also proposes Capacity Building at Community level with a view to train, monitor and support community involvement in infrastructure supervision. This technical assistance would take the following forms:

19. At State Level

- Workshops on school building and furniture prototype designs.
- Workshops on preparation of standard Tender Documents
- Preparation of Manuals on Construction Management, Supervision and Maintenance.
- Workshops to disseminate the contents of the Manuals.
- Technical Assistance in the preparation of Annual Workplans
-

20. At LGEA Level

- Workshops on Supervision and Maintenance.

21. At Community Level
    - Simplified manuals targeting sensitization regarding infrastructure entitlement and benefits.
    - Simple guidelines on the quality of building materials.
    - Development of Community empowerment mechanisms relating to infrastructure issues.
22. A programme for the proposed Infrastructure Technical Assistance is included in the Annex to the report.

23. In subsequent visits the issue of allocation of the ESSPIN Capex Budget will be addressed. A large element of this budget is likely to be allocated to the provision of toilets and water supply.

24. The issue of Pilot Projects mainly targeting the Pilot LGEAs will also be addressed in greater detail.

Introduction

25. This Consultancy has been carried out in the initial phase of ESSPIN prior to the preparation of the MTSS paper. The findings of the Consultancy should enable effective ESSPIN interventions to be implemented in the MTSS that will improve the efficient delivery and improve the quality of infrastructure in the States. This Consultancy covered the 3 States of Kano, Jigawa and Kaduna. Visits to Lagos and Kwara will be held at a later stage.

Purpose of the Consultancy

26. The purpose of this consultancy was to make an assessment of the status of the existing infrastructure facilities for Basic Education (Primary and Junior Secondary Schools) in the 3 States of Kano, Jigawa and Kaduna. In addition an assessment of the current infrastructure policies and implementation practices was made, together with an evaluation of the capacity for infrastructure construction management and supervision at both State and LGEA level.

27. The budgetary process was reviewed and the current status of water supply and sanitation was also investigated. Having undertaken the above assessments and reviews the ultimate objective of the Consultancy was to propose ways in which ESSPIN could help the States make more efficient use of their resources and improve the quality of school infrastructure.

Structure of the Report

28. The report is based on the standard technical report format. The proposed Timeline/ Programme for ESSPIN technical assistance which is an important element of the report is contained in the Annex Item No. 3

Methodology and Main Activities (in relation to the Terms of Reference)

TOR Tasks	Progress Made and Agreements Reached
An assessment both at Federal and State level of the current policies, guidelines, standards and institutional arrangements for school infrastructure development and maintenance.	Meetings were held with State representatives of MOE and SUBEB in all 3 States and information on policies, organisational structure was obtained
Review the status of the existing school infrastructure in each of the ESSPIN states and make an assessment in conjunction with the State representatives of their future infrastructure needs.	A sample selection of schools was visited in each State and discussions held at both State and LGEA level to determine the current status of the school infrastructure.
TOR Tasks	**Progress Made and Agreements Reached**
Review the individual State commitments and budget availability for planned construction and rehabilitation.	Budgetary procedures were discussed with representatives of the 3 States.
In conjunction with the State Representatives make proposals for developing a strategy for school construction and rehabilitation based on the individual States needs.	This issue was not addressed during this Consultancy, deemed to be too advanced at this stage. This will be done at a later stage of ESSPIN.
Review the mechanisms that are in place for the implementation of infrastructure development and maintenance.	Discussed with the State representatives and relevant information obtained.
Evaluate the capacity for construction management and supervision of infrastructure works at both State and Community level in the ESSPIN States.	Following discussions with the State and LGEA representatives an assessment of the Capacity for construction management and Supervision was made.
In discussion with the State Representatives make recommendations for the introduction of efficient and transparent Construction Management systems for the infrastructure implementation.	Consensus was reached with the State Representatives on proposals for ESSPIN to improve construction Management and Implementation.
Make recommendations for the introduction of training programmes in Construction	Consensus was reached with the State Representatives on proposals for ESSPIN to improve

Management and Supervision at both State and Community level.	construction Management and Implementation.
Explore the possibilities of introducing innovative classroom designs into the school construction in the form of Pilot projects.	Possible options for Pilot projects in the selected LGEAs were discussed with the ESSPIN State team leaders.

Findings, Issues Arising and Conclusions

School Mapping, EMIS, Data Collection

29. Data collection is reportedly very poor in some of the States and observation and discussions during the Consultancy visit backed this impression up. For meaningful planning of the infrastructure to be done it is essential that reliable information is available on the following:

- Current and projected enrolment at schools
- Number of classrooms and their condition
- Availability of furniture and its condition
- Water Supply at schools
- No of toilets and their condition

30. It is understood that these issues will be covered under a separate discipline within the ESSPIN programme.

Condition of Existing Infrastructure

31. The condition of the existing infrastructure in the 3 States visited is very poor. Approximate estimates are that 75% or more of the school infrastructure is in very poor condition. The main reason for this is that in recent years there has been a low level of investment in infrastructure and the quality of buildings that have been built in the last +/-20 years has generally been very poor. There are however some exceptions to this rule in every State. The major problems are as follows:

- Inadequate foundations that soon result in cracked walls
- Very poor floor slabs and consequently weak and damaged screeds
- Poor quality sandcrete blocks in the walls with many having holes
- Poor quality timber roof trusses (not seasoned and not termite treated)
- Roof sheets of inadequate gauge and poorly fixed
- Poor quality timber ceilings
- Poor quality window and door frames and shutters
- Poor quality furniture
- Poor and often no maintenance

32. It is essential that the quality of the new school buildings is improved so that the buildings last longer, require less frequent rehabilitation, are not so expensive to maintain and provide a better learning environment for the students

Institutional Organisation - SMOE and SUBEB

33. The Institutional Organograms for the 3 States visited are included in Annex 1 of the report.

34. Generally SUBEB are responsible for JSS and Primary school infrastructure and MOE responsible for senior secondary and tertiary education.

35. The function of the two branches does sometimes overlap which can result in duplication and also dilution of responsibilities. This also occurs at LGA and LGEA level where sometimes schools are built independently by the LGA without the involvement of LGEAs (Albasu in Kano).

36. There is some scope for simplifying roles and defining responsibilities to improve accountability.

37. In Kaduna on the initiative of the State Governor the responsibility for construction management and supervision has recently been delegated to Consultants due presumably to the lack of in-house capacity in SUBEB. On the basis of the limited number of site visits done during this Consultancy and discussions with SUBEB the results seem to indicate that this initiative has resulted in an improvement in the quality of construction.

38. In Kano and Jigawa the construction management and supervision is done by SUBEB but since there is no budget allocation for these activities the results are predictable and the quality of the new construction is poor.

Budget Allocations

39. Proposals are made annually by MOE and SUBEB at State level based primarily on enrolment figures and typically the following procedure is adopted.

(i) SUBEBs proposals go to the Ministry of Economic Planning for review/ amendment

(ii) SUBEB defend their budget proposals in relation to the MOEP review at the State House of Assembly

(iii) The Budget Ceiling is set by the Federal Govt

40. Budget funds are made available from the following sources
    - ETF (provided 100% by the Federal Govt)
    - UBE (50% from Fed Govt and 50% from State Govt)
    - Other donors (IDA, JICA etc)
    - Roll over of unused funds from previous year
41. There are no budget lines in Kano and Jigawa for Construction Management and Supervision and no budget lines for ongoing Maintenance in any of the States.

42. Budget allocations are often released late.

43. In all 3 States the budgets had not been released for 2009 at the time of the visit. In Kano the reason given was the global economic crisis had affected the funds available.

44. In Jigawa the Federal funds were in place but could not be released until the matching funds from the State were provided. As of the time of the visit Jigawa State had not been able to make the funds available.

Infrastructure Priorities

45. There is a huge need for infrastructure improvement in all the States. The main priorities can be listed in the following order

- New classrooms (both for decongestion of overcrowded classrooms and replacement of dilapidated buildings.)
- Teachers office/ store (mostly in smaller rural schools)
- Furniture (poor quality of existing furniture and severe shortages)
- Toilets
- Water Supply
- Boundary walling (for security and to prevent encroachment)

46. A lot of emphasis in the recent past has been on the rehabilitation of existing structures. This is currently serious posing a problem because a large number of the schools that have been constructed in the last 15-20 years are of very poor quality with very poor foundations, poor quality floor slabs and a very weak sandcrete blocks superstructure. This means that many of them require 'rehabilitation' after 4-5 years in the form of new roofs, ceilings and floor screeds.

47. If the buildings had been properly built in the first place this would not be necessary and all the 'rehabilitation' achieves is a short term cosmetic job on a defective shell. From the engineering perspective and in economic terms it is not feasible to rehabilitate a building that has bad foundations and a weak and unstable superstructure. A building of this nature should be demolished and rebuilt.

48. Rehabilitation should only be done if the building foundations and superstructure (walls) are sound and even then only if the cost of rehabilitation is 40% or less of the cost of new construction.

49. This is rather an unpalatable situation from a political point of view but the present practice of rehabilitation is clearly uneconomic in the long term. It can be likened to putting on a new set of brakes on an old car with a defective hydraulic system.

50. New Laboratory and Library construction seems to have a high priority in the State planning depts. and yet all the libraries and laboratories visited were very poorly serviced in the provision of books, equipment and in the case of laboratories services.

51. The policy for the construction of these units needs to be reviewed in terms of the relative needs, the cost of these units and the support they require once they have been built.

Water and Sanitation

52. The situation regarding the provision of toilets to schools is very bad and needs to be addressed as a matter of priority. Many schools with thousands of students do not have suitable toilets and some have no toilets at all.

53. Similarly many schools do not have a water supply.

54. All schools should be provided with adequate toilets, with separate toilets for girls, hand-washing facilities and potable water if possible.

55. In visits to the schools and discussions with teachers hand pumps appear to be the most appropriate form of water supply due to the reliability. There is less chance of failure due to damaged submersible pumps, solar panels etc.

Capacity of MOE, SUBEB and the Community

56. The capacity of the staff with the exception of some of the senior staff is very weak. The middle management is very weak and even poorer at lower levels

57. The poor Administrative capacity which manifests itself in lack of furniture, computers and printers, records and filing systems, connectivity etc limits the ability of the MOE and SUBEB to perform across the board. Although not part of the infrastructure brief some assistance from ESSPIN is required.

58. The availability, or lack of, transport affects SUBEB being able to supervise construction and it is necessary to decentralise this function.

59. In the case of Kaduna, SUBEB have outsourced this activity to national Consultants.

60. The capacity of the Communities in terms of their contribution to infrastructure which on the site visits manifested itself in the construction of toilets and some classrooms is weak. While they should be encouraged to play a greater part in the process it is not recommended to be in the form of actual construction at this stage. They should however be consulted in the planning stage and play a far more active role in the implementation process (see Next Steps).

61. It was noted during the site visits that the Agency for Nomadic Education (ANE) had succeeded to get considerable Community Support for their activities. There are lessons to be learned from the ANE approach which needs to be investigated further.

Procurement

62. It is understood that ESSPIN will provide support for Procurement under the Institutional Development element of the programme

63. In terms of infrastructure, improvements need to be made in terms of

- Prequalification of Contractors (Contractors Profiles, track records etc)
- Packaging of Contracts
- Transparency of awards
- Procedure Delays (In the case of the SESP IDA project tender documents were released in August 2008 and in Kano the Evaluation process has still not been completed approx 7 months later)

Options and Next Steps

64. The following ESSPIN Technical Assistance interventions should be considered with the objective of improving the delivery and quality of the school infrastructure. A programme indicating the various inputs and their timing is included in Annex 3 of the Report.

65. It is recommended that the Training programme is lead by an international consultant but supported by national consultants and/or representatives from SUBEB and MOE.

Capacity Building at States Level

66. This will take the form of Workshops and the development of Manuals in the following order:

- The holding of Workshops at State level to cover the following topics
  - Key Issues relating to school Layout Plans
  - Preparation of Prototype designs for school buildings. These prototypes will be based on those developed for the SESP project but possibly further tailored to meet the individual State requirements.
  - Preparation of Standard Tender Documents
  - Designs for better quality furniture
- The preparation of Manuals for the following functions
  - Construction Management and Construction Practice.
  - Supervision of Construction
  - Maintenance
- Holding Workshops at State level to disseminate the contents of the Manuals.
  The objective of these Workshops and Manuals is to improve the capacity of SUBEB and MOE technical staff and make their procedures more streamlined and efficient. It is essential to improve the standard of construction management and supervision to achieve better quality school buildings. For these Workshops to be effective it will also be necessary for ESSPIN to provide some Administrative support to SUBEB and possibly MOE

Capacity Building at LGEA Level

67. This will be directed at Zonal technical officers employed by SUBEB, Educational Secretaries at LGEA level and their technical officers, Head teachers and SBMCs including heads of the PTAs

68. Workshops will be held at LGEA level on supervision and maintenance based on the Manuals prepared at State level and will include State and LGEA technical representatives.

Capacity Building at Community Level

69. Workshops will be held with Head Teachers and SBMCs with a view to train, monitor and support community based involvement in infrastructure supervision.

70. Very simple manuals will be prepared and Workshops held that can be directed to Community level. These manuals will include the following:

- Sensitisation of the communities regarding their entitlements and the benefits of school (and other) infrastructure. Their right to receive quality buildings and the role they can play in ensuring that they do.
- Arrange for the Communities to be represented and have a voice in the implementation of new infrastructure (a voice in the planning and meetings with SUBEB reps to discuss building layouts before construction commences)
- Simple guidelines on the quality of building materials (concrete block strength, cement content in concrete mixes, gauge of roof sheeting etc) and good building practice (ex depth of foundations).
- Set up empowerment mechanisms that enable the voice of the Communities to be heard. (Help line using mobile phones so that action can be taken if for example they feel they are being short changed on the quality of building material).

Preparation of State Work plans and Pilot Projects

71. **Work plans** Provide technical assistance as required at State level in the preparation of annual and midterm Work plans.

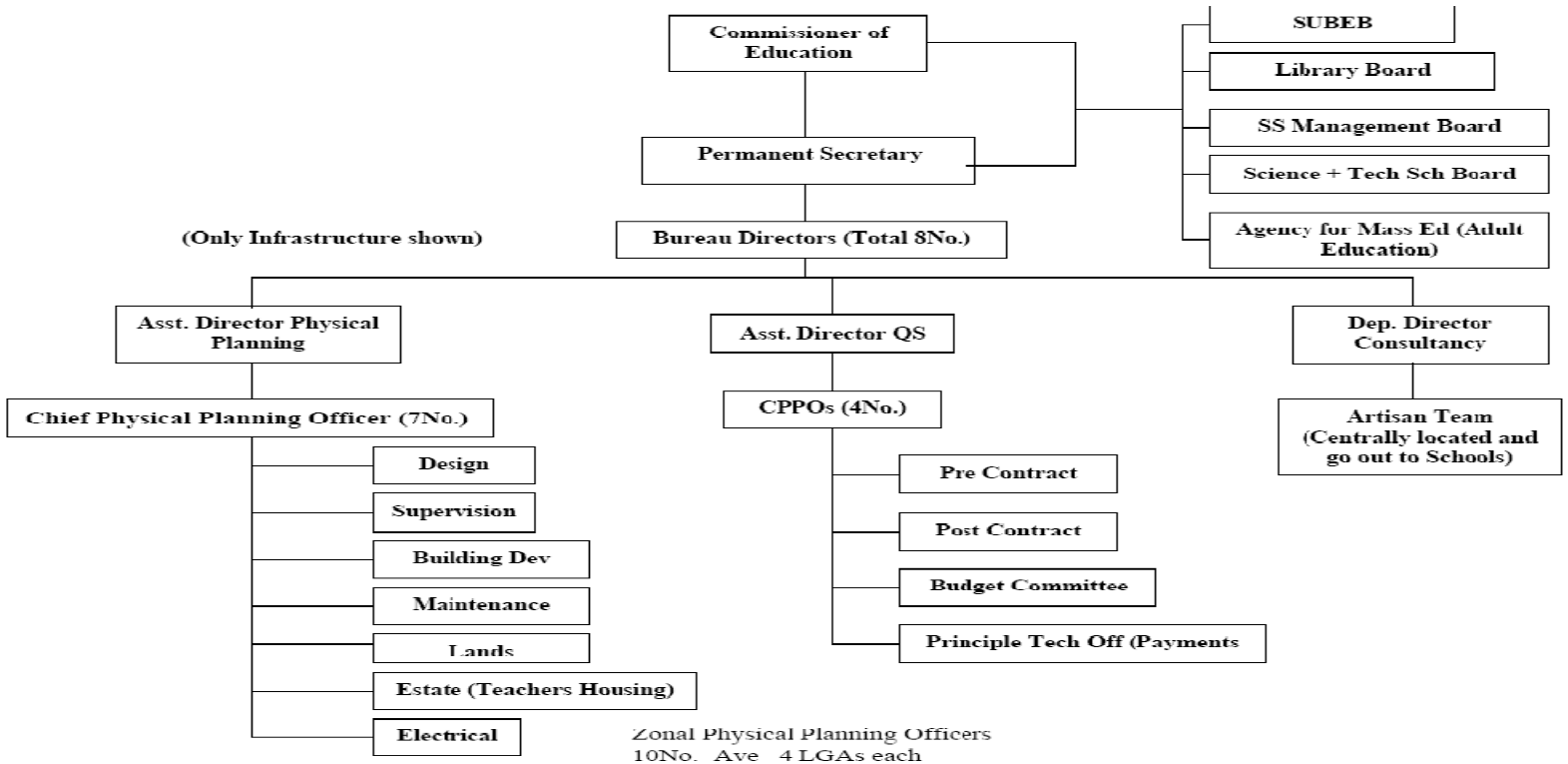
72. **Allocation of the ESSPIN Capex Budget** Discuss the allocation and implementation with the ESSPIN team leader. The emphasis is likely to be on the provision of toilets and water supply.

73. **Pilot Projects** In conjunction with the SUBEB representatives and the ESSPIN team leaders explore the possibility of introducing innovative classroom designs and other aspects of school infrastructure features. Possibilities at this stage include the following:

    More economical classrooms
    Adapted Prototype designs to suit individual States.
    Playground facilities
    Rain water harvesting
    Introducing aids for disabled students
    Trials with Polypropylene blackboards

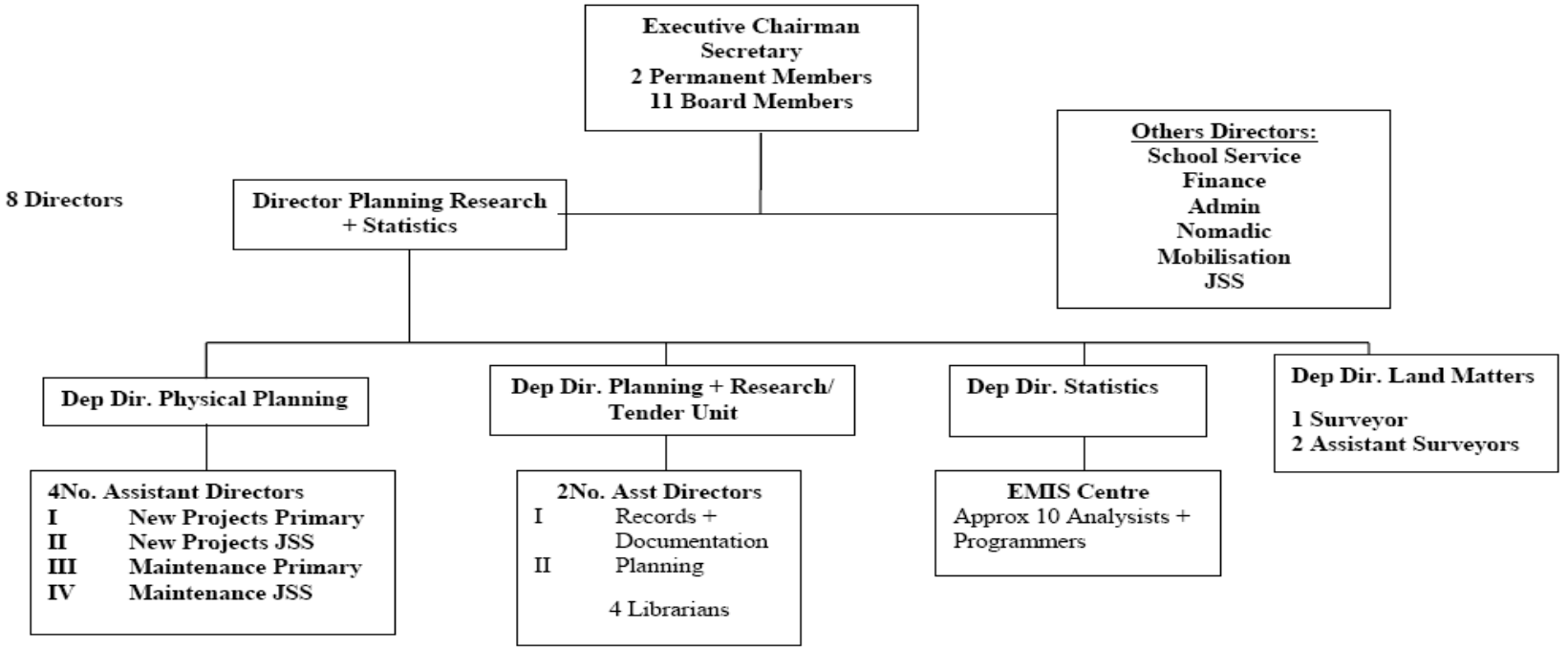
Annex 1 Institutional Arrangement in Various States.

Annex 1A 1 of 4



Institutional Arrangements in various States for Implementation of Infrastructure Provision.

KANO STAFFING STRUCTURE OF SUBEB INFRASTRUCTURE



Staff for Above
1 Architect
1 Civil Engineer
1 QS
1 Tech. Officer

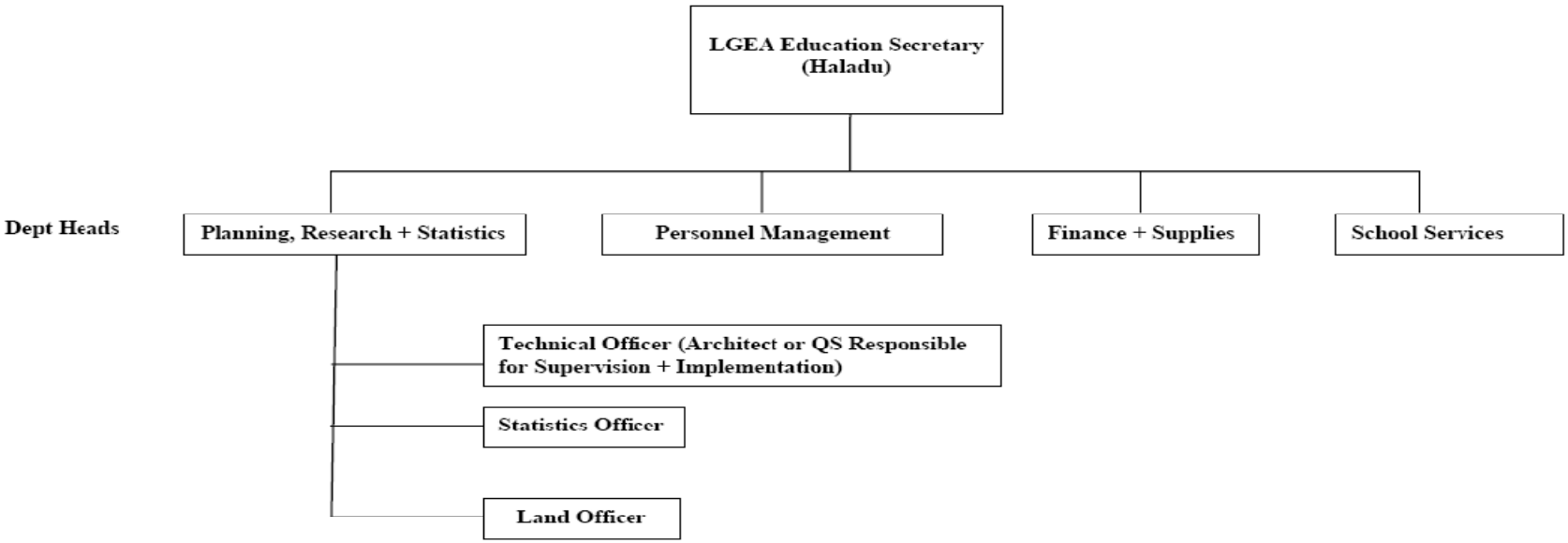
10 No. Zonal Physical Planning Officers (approx 4 LGAs each)

44 No. Tech Officers (1 Each LGA)

Annex 1A 3 of 4

Site Visit 12/3/2009

ALBASU (KANO RURAL) LGEA STAFFING STRUCTURE



Notes: LGEAs report directly to SUBEB
All work awarded by SUBEB is handled directly by LGEAs
Facilities at the LGEA very poor
Technical officer not present
Education Secretary complained of poor capacity of Technical Staff and lack of facilities and transport.
93 Primary Schools and 6 JSS in Albasu LGA
LGEAs sometimes get support directly from LGEA

INFRASTRUCTUTRE BUDGET PROCESS (KANO)

1. Budget Process

Federal Govt	ETF Education Trust Fund
	UBEC Universal Basic Education
	MDG Millennium Development Goals
State Govt	
World Bank	IDA
International Partners	various

Federal Govt determines the level of the budget
State matches Fed budget on 50/50 basis and sometimes exceeds the 50% level to satisfy local needs
Fed Govt determines the allocation of the budget in terms of infrastructure, teacher training etc.
Budgets are made annually from Jan – Dec and published from August.
SUBEB Kano stated that all budget funds are generally utilised.
The Budgets are often late.
At the time of the visit the 2008 budget had not been released. The Federal Funds are available but State funding is not available and therefore federal funding cannot be released.

2. Allocation of Budget

Infrastructure requirements are determined from EMIS (very basic/ poor data collection) Management Committee (8 Directors) decide an allocation of budget

Policy on rehabilitation not clear but influenced by political expectations.

Management Committee try to adopt Whole School Approach.

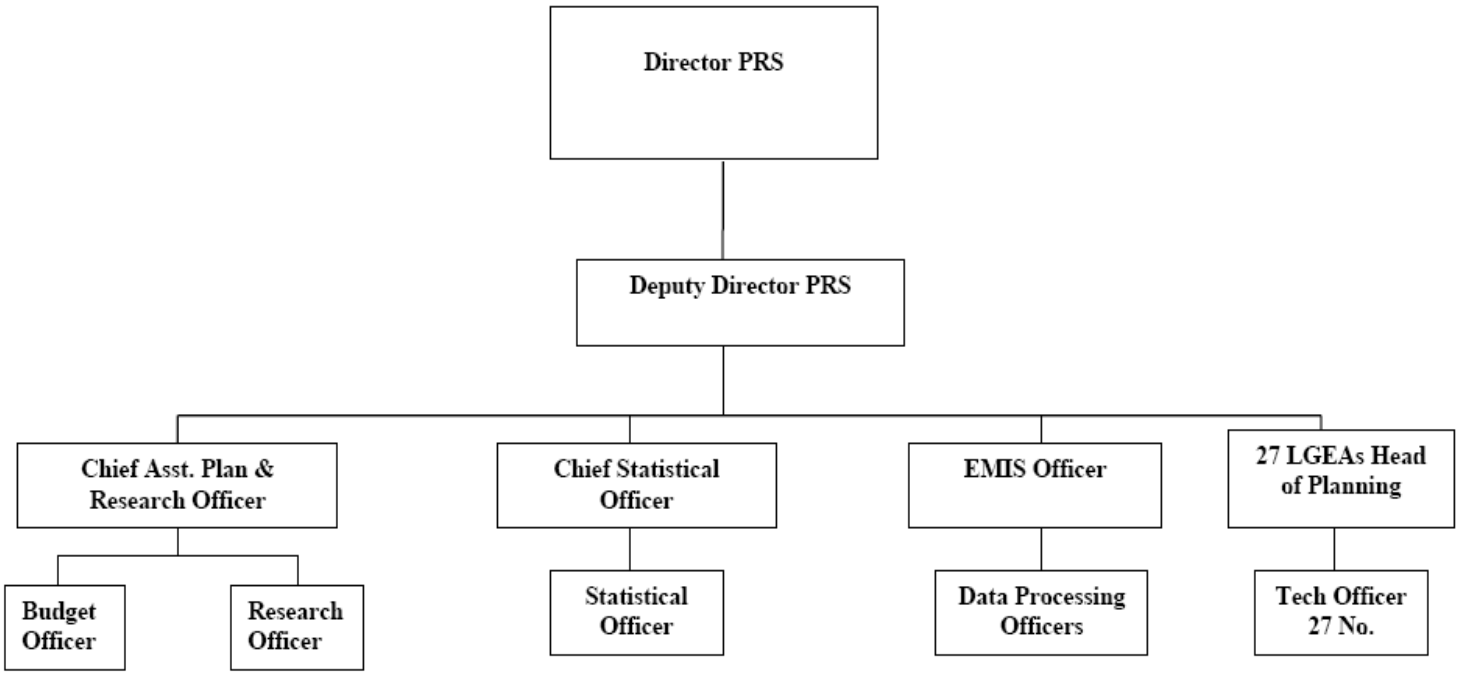
Prepare Bids/ 6 weeks advertise + submit tenders

2 week Evaluation which is ratified by Management Committee.

Annex 1B 1 of 2

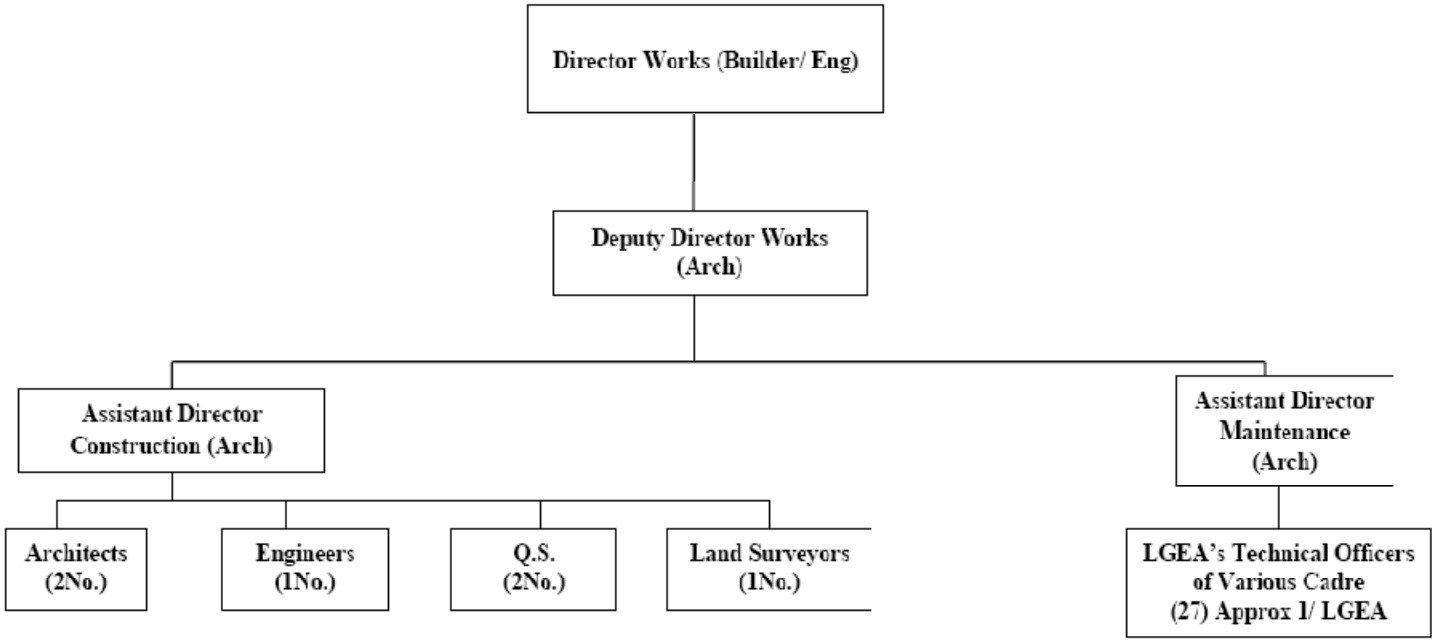
18/3/2009

JIGAWA STATE UNIVERSAL BASIC EDUCATION BOARD, DUTSE
ORGANOGRAM FOR THE DEPARTMENT OF PLANNING, RESEARCH AND STATISTICS



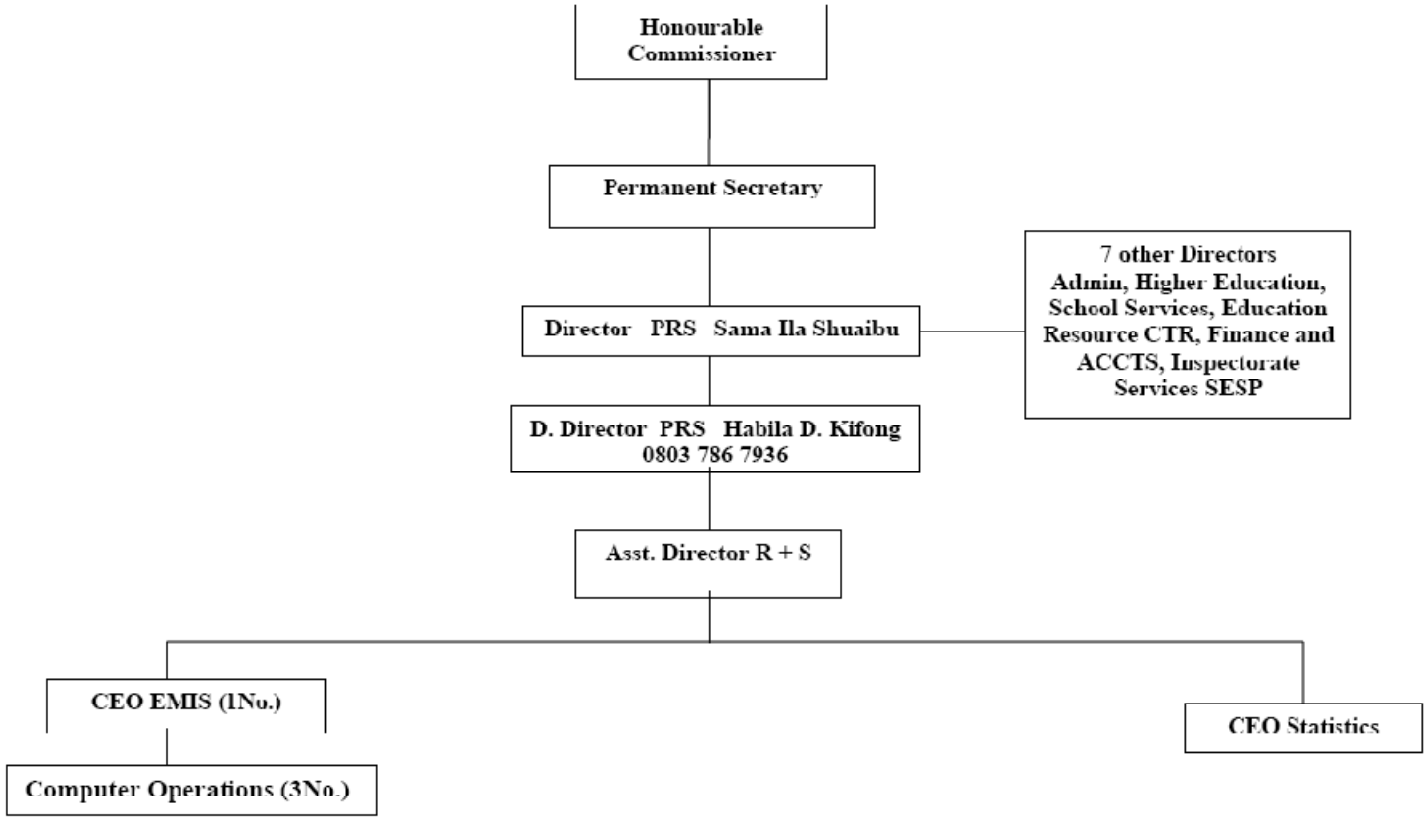
Annex 1B 2 of 2

JIGAWA STATE UNIVERSAL BASIC EDUCATION BOARD, DUTSE
ORGANOGRAM OF WORKS DEPARTMENT



Annex 1C 1 of 2

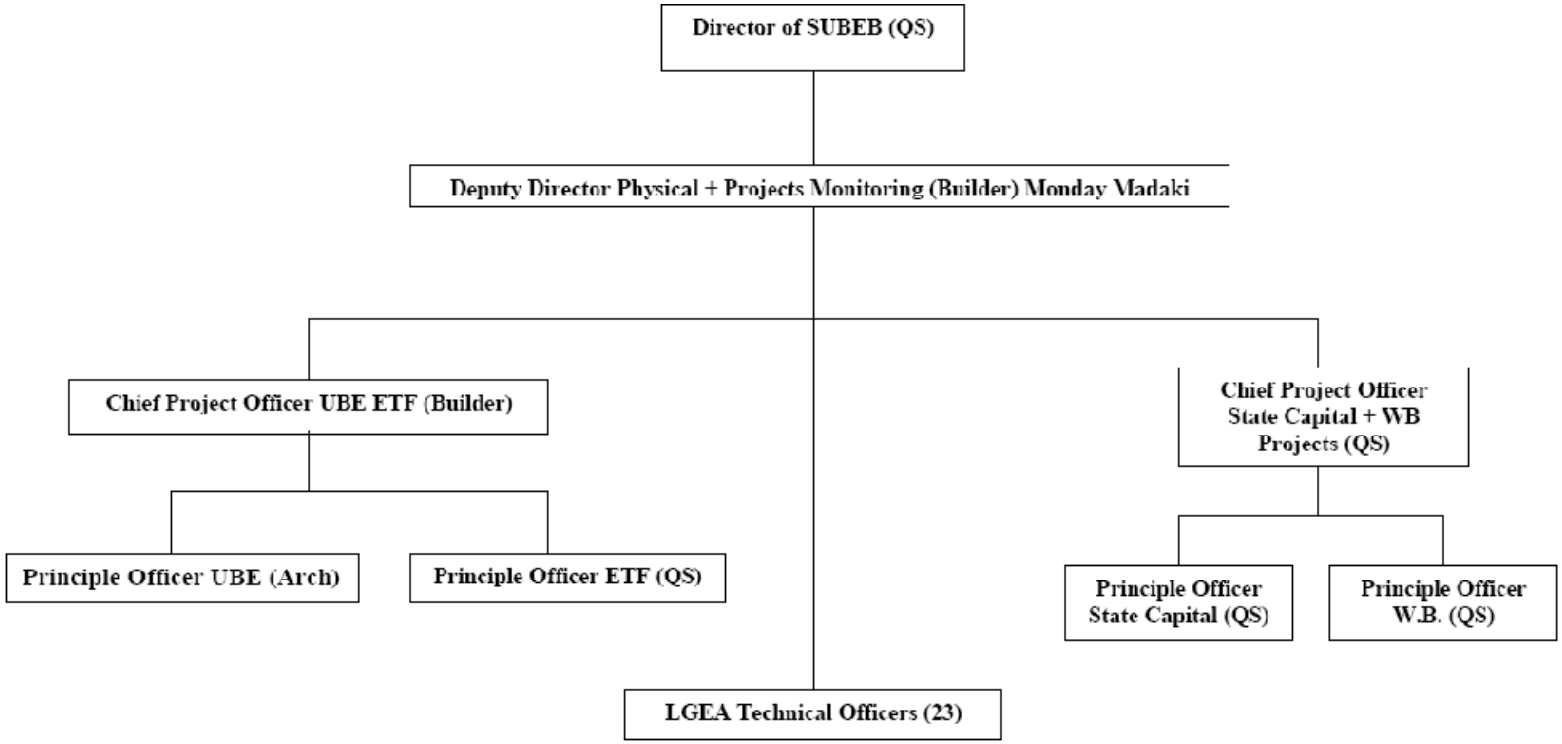
KADUNA STATE MOE INFRASTRUCTURE ORGANOGRAM



Notes: All design and construction management done by external Consultants who report directly to the Education Commissioner

Annex 1C 2 of 2

KADUNA STATE SUBEB INFRASTRUCTURE ORGANOGRAM



Note: All Construction Management and Supervision handled by Consultants

Annex 2 Records of School Visits

Annex 2A

SCHOOL VISITS KANO 12/3/09

Hungu JSS Rural school on Main Road

Constructed by LGA Politically motivated
Poor finish on doors and windows, perimeter paving and screeds.
Crack on 1 wall.
Boundary wall provided.
1 Block Principals office and staff Room
2 Block 2 Classrooms + 2 Offices
Additional 2 Block class under construction.

Yaurogadanda PS Rural school

Rehabilitation of very poorly built building in progress. Bad cracks in wall.
Building too poor to rehabilitate and quality of rehabilitation very poor.

Faggie Primary School Large urban school adjacent to LGEA offices

Built 20+ years ago. Walls and roof structure sound.
Very dilapidated condition – screeds, windows, doors very poor. No ceilings
Toilet very bad
Furniture in 1 class only
No water supply.

Annex 2B 1 of 2

17/3/2009

SCHOOL VISITS JIGAWA

Dutse LEA

1. Kudai Gida Malau P.S. on Main Road.
   1/4 Teacher and 10/75 students at 8.30 AM
   Very poor condition.
   Dangerous collapsed roof in 1 Classroom
   Cracks in wall, plaster bad
   Screeds and verandahs bad.
   2 Blocks second blocks no roof at all.
   No furniture, no water, no toilets.
   Headmaster not available PTA head not available.

2. Modern Boarding Primary School Kudali near No. 1
   456 Primary Students and 1308 JSS.
   150 – 200 in some classes.
   School functional and generally furnished but classrooms in poor condition.
   Ceilings collapsing, some doors + windows missing and screeds poor.
   Few wall cracks

Steel trusses buildings 20 + years old
4 Toilet blocks under construction – no washing
Students use classrooms as dormitories.
Female hostel not bad but no washing.
1 Solar borehole + 2 hand pumps.

3. Sabuwar Dan masara P.S.
Pilot School built next to new housing scheme
22 Classes 565 pupils newly completed and generally well built.
Staff blocks + toilet and no water!
Electric fittings to all buildings but no connection
2 Storey classroom blocks
Terrazo floors with good finish.
Laboratory + Library not functional yet.
Good head teacher + staff + god example.
2 No. Hand pumps

4. Tisa Primary Schools 4 Teachers present 24/149 pupils
Extremely dilapidated Roofs completely gone + end walls collapsed
(Ring beam not tied up)
No water no toilets. Very poor example
Teachers teaching outside.

Meeting with Village Head
5 P.S. in village 2 good / 3 bad
Tisa worst of the 5.
Communities appreciate the value of education.

Annex 2B 2 of 2

Kiyawa LEA

1 Jibaruni P.S. 2 Teachers + 30 pupils.
2 Blocks completely dilapidated, no roofs, end walls collapsed.
Teachers doing their best teaching under trees.
No water, No toilets

2 Andasa P.S. Built 1973 635 pupils.
School basically functional but buildings in poor condition.
Some cracks in walls.
Steel trusses 50% + furnished.
1 Newly constructed classroom block (reasonable standard)
1 Block built in 90's very poor condition.
No toilets, no water.

3 Shuwarin P.S. + JSS Primary 1,373 JSS 400.
4 Old Blocks functional but usual defects.
Oldest classroom recently refurbished to acceptable standard.
Water supply but no toilets.

Meeting with Education Secretary LGEA

5 Sections: Planning, Research + Statistics, Finance + Supply, School Services
Head of Section (1) Teacher Training + Inspect.
SEO Planning (1) Personal
Tech Officer (1)
No zonal Officers – all from SUBEB

78 Primary Schools + 14 JSS 75% in very poor condition.
Bigest problems Lack of classrooms
Lack of furniture
Lack of water + toilets

Annex 2C 1 of 1

24/3/2009

SCHOOL VISITS KADUNA

Kano Nursery and Primary School Built 1953 2,893 students. Urban

Originally building well built and in sound condition.
Glass in windows replaced with sheet metal.
Screeds, doors, windows and ceilings starting to fail.
Water well dry and mains supply locked – supply provided by WB project but students damaged tap and water vendors created a nuisance filling their drums on carts – now locked.
Headmistress prefers Hand pump even for wet toilet.
Wooden furniture OK but showing signs of wear (wooden)
90 – 150 students per class. Need boundary wall to secure adjacent playing field and prevent public toilet.
No student toilets, pit dug by Community but not completed.

New 2 Classroom Block under construction – up to roof lintel level and standard of masonry good.
Design has reserved cupboard space between windows
Poor quality door hinges.

New wet staff toilet under construction + borehole with submersible pump and generator. Headmistress prefers Hand pump
Guard with whip controlling students!

Refin Gussa JSS 810 students Urban 2005
80+ students per class. 10 classrooms.
Screeds badly damaged after 4 years
4 Toilets for 800 students! Hand pump working but needs maintenance

Toilet built by Community
New 2 Classroom block and wet staff toilets similar to KANO.

Rafin Gusa PS Urban
Old style single pitch design rehabilitated in 2005 but floor screeds already failing badly.
1 block of 6 toilets built by the Community, poor construction
Large playing area.

GSS Birnin Yero Built in 1996

New 'wet' toilet being built too close to existing hand pump 10 m.
Existing toilets built by Community in poor condition.
Doors have come off hinges of building rehabilitated in 2005
Example of steel and wood and wooden furniture – quality mediocre. School say that steel + wood is better than wooden but require more maintenance
Laboratory but no water.

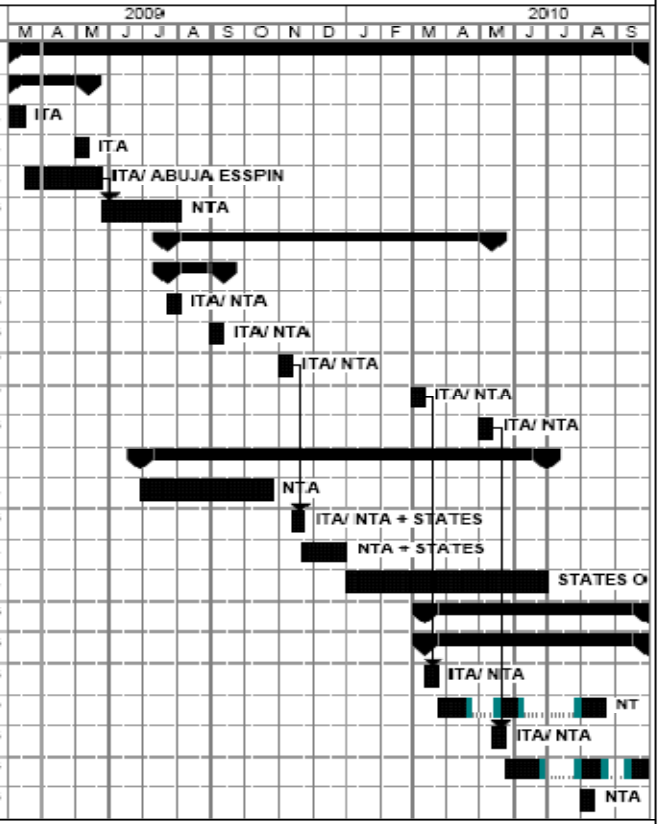
New 2 Classroom block + wet toilet for staff Timber roof trusses in place.
Standard of blocks good.
Same as previous clay brick classes.
Clay bricks are more expensive than "sandcrete" blocks but much better quality and don't require plastering. Look good.

Annex 3 Timeline/programme for ESSPIN Technical Assistance

ESSPIN INFRASTRUCTURE TECHNICAL ASSISTANT PROGRAMME - 1ST YEAR

ANNEX 3
MARCH 2009

ID	Task Name	Duration
1		578 days?
2	**Preliminary Consultancy**	73 days
3	Kano, Jigawa + Kaduna (March)	15 days
4	Lagos + Kwara (May)	12 days
5	**Appointment of National Infrastructure Consultant**	70 days
6	**Preparation of material for State Prototypes**	72 days
7	**Capacity Building at State Level**	294 days?
8	**Workshops on School Layouts + Prototypes**	51 days
9	Kano, Jigawa + Kaduna (In State)	12 days
10	Lagos and Kwara (In State)	12 days
11	**Prep of Manuals Con Man Sup & Maint**	12 days?
12	Workshops in Kan Kad and Jig	12 days?
13	Workshops in Lag and Kwa	12 days
14	**Preparation of State Workplans + Pilot Projects**	367 days
15	Data Collection and Prelim Proposals	119 days
16	Finalisation of Proposals	12 days
17	Preparation of Procurement Documents	40 days
18	Implementation	181 days
19	**Capacity Building at LGEA and County Level**	201 days
20	**Workshops on Supervision, Maintenance and Data Collectio**	201 days
21	Development of Trainers Kano, Kaduna + Jigawa	12 days
22	Kano, Kaduna and Jigawa Workshops	75 days
23	Development of Trainers Lagos + Kwara	12 days
24	Lagos and Kwara Workshops	75 days
25	**Supervision Missions at 3 month intervals**	12 days



KEY: ITA - International Technical Assistance
NTA - National Technical Assistance

Annex 4 Programme of Activities

Annex 4

SCHOOL INFRASTRUCTURE CONSULTANCY VISIT MARCH 2009
PROGRAMME OF ACTIVITIES

DATE	DESCRIPTION
Tue 10th March 2009	Abuja – Discussions with ESSPIN Senior Staff
Wed 11th March 2009	Kaduna – AM Discussions with ESSPIN Senior Staff in Kaduna Kano – PM Travel to Kano
Thur 12th March 2009	Kano – AM Discussions with ESSPIN Team Leader Discussions with SESP Procurement Rep Meeting with Director of Planning SMOE Albasu - Visit to Albsu LGEA Meeting Meeting with LGEA Tech Officer Visit to Hungu JSS and Yaurogodanda P.S. Kano – PM Meeting with SUBEB PRS
Fri 13th March 2009	Kano – AM Meeting with SMOE CPPOs Meeting with SUBEB Deputy Director Visit to Fagge Primary School
Sat 14th March 2009	Reporting

Mon 16th March 2009	Dutse – AM	Travel to Dutse
	AM	Meeting with Chairman of SEIMU
		Meeting with SUBEB Chairman
		Meeting with PS MOEST
	PM	Focus group discussion on infrastructure SUBEB/ MOEST
		Meeting with Agency for Nomadic Education
Tue 17th March 2009	Dutse – AM	School Visits
	PM	Visit to Nomadic Schools
Wed 18th March 2009	Dutse – AM	Focus Group discussion ESSPIN State Rep, DPRS SUBEB, DPRS MOEST, Works Reps
	Kano - PM	Travel to Kano and meeting with SUBEB CPPO
Thur 19th March 2009	Abuja – AM	Travel to Abuja
	PM	Discussions with ESSPIN
Fri 20th March 2009	Abuja – AM	Meetings with ESSPIN
	PM	Reporting

Sat 21st March 2009	Abuja	Reporting
Mon 23rd March 2009	Kaduna – AM PM	Meeting DPRS SMOE Meeting SUBEB Deputy Director PRS
Tue 24th March 2009	Kaduna – AM PM	School Visits Meeting with SAVI State Rep Meeting with PATH State Rep
Wed 25th March 2009	Abuja - AM PM	Meeting with ESSPIN Reporting
Thur 26th March 2009	Abuja Depart	Reporting

Annex 5 TOR for School Infrastructure Consultant March 2009

Annex 5

SCHOOL INFRASTRUCTURE AND MAINTENANCE REVIEW FOR ESSPIN STATES

TOR FOR VISIT OF SCHOOL INFRASTRUCTRE CONSULTANT MARCH 2009

Objectives of the Assignment

The main objective of the assignment is to identify ways in which ESSPIN can assist the States in developing a strategy for school infrastructure construction, rehabilitation and maintenance.

The overall objective is to improve the learning environment for children.

Tasks The specific tasks include the following:

- An assessment both at Federal and State level of the current policies, guidelines, standards and institutional arrangements for school infrastructure development and maintenance.
- Review the status of the existing school infrastructure in each of the ESSPIN states and make an assessment in conjunction with the State representatives of their future infrastructure needs.
- Review the individual State commitments and budget availability for planned construction and rehabilitation.

- In conjunction with the State Representatives make proposals for developing a strategy for school construction and rehabilitation based on the individual States needs.
- Review the mechanisms that are in place for the implementation of infrastructure development and maintenance.
- Evaluate the capacity for construction management and supervision of infrastructure works at both State and Community level in the ESSPIN States.
- In discussion with the State Representatives make recommendations for the introduction of efficient and transparent Construction Management systems for the infrastructure implementation.
- Make recommendations for the introduction of training programmes in Construction Management and Supervision at both State and Community level.
- Explore the possibilities of introducing innovative classroom designs into the school construction in the form of Pilot projects.

Outputs

Compile the findings of the assignment in a comprehensive report which can be incorporated in the ESSPIN Inception Report.

Institution/ Administrative Arrangements

The Consultant will report to the Lead Specialist Education Quality and the STL in States in which any field work undertaken during the course of the visit takes place. A debriefing will be conducted with the Lead Specialist and Technical Team Co-ordinator before the consultant leaves the country.