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Institutional Development *(ESSPIN Output 2)*

Jigawa State Final Self-Assessment Report:

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The documentary series is arranged as follows:

ESSPIN 0--   Programme Reports and Documents

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

Contents

Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Review
ASC	Annual school census
CDF	Comprehensive Development Framework
CSO	Civil society organisation
DWP	Departmental workplan
EMIS	Education management information system
HRD	Human resource development
HRM	Human resource management
IDP	International development partner
LGA	Local Government Authority
LGEA	Local Government Education Authority
M&E	Monitoring & evaluation
MDAs	Ministries, Departments and Agencies
MoE	Ministry of Education
MTSS	Medium term sector strategy
QA	Quality assurance
SIP	School improvement programme
SBMC	School-based management committee
SPARC	State Partnership for Accountability Responsiveness and Capacity
SMO	Social mobilisation officer
SSO	School services officer
SUBEB	State Universal Basic Education Board
SWP	Sectional workplan

Introduction

1. This Report reviews and summarises the work undertaken by Jigawa State preparatory to and during a self-assessment workshop held in Abuja on 26th & 27th July 2016 in assessing the state's progress against the indicators specified in ESSPIN's logframe. It incorporates a Report prepared by Jigawa & ESSPIN on the self-assessment exercise undertaken with LGEAs between 23rd & 30th June, 2016.

2. 2016 is the fifth year in which self-assessment has been conducted by Jigawa. Up to 2014, the assessment measured progress towards agreed targets to be achieved by July 2014. Jigawa State was successful in reaching these targets. In line with the two-year extension to the ESSPIN programme, targets were revised upwards in late 2014 and applied in 2015's self-assessment exercise, which measured progress towards these new targets using more demanding criteria. The 2016 exercise uses the same criteria, assessing changes over the past year.

3. The Self-Assessment Procedures have been designed to allow State and Federal Governments to conduct participatory and integrated assessments of key aspects of performance. They draw on the benchmarking process used in the State Comprehensive Development Framework (CDF), as developed with help from SPARC Self-Assessment Guidelines. Each Output Indicator comprises a number of sub-indicators, each of which are defined in terms of dimensions and performance criteria against which current practice is assessed (Annexes 1 & 2). For many years in Jigawa, the Government developed an alternative planning document called instead of SEEDS and was also supported by SPARC or rather ARC now

4. Assessment is carried out in a participatory manner by a group of key stakeholders from State or Federal Government and implementation partners such as Civil Society Organisations (CSOs), facilitated with the support of external consultants and informed by evidence. The results of the assessment will then be used by State and Federal partners to identify priorities for forward planning purposes and to provide a baseline against which improvements can be evaluated at a later date.

5. The processes whereby the self-assessment was undertaken are described in the next section, along with a review of the issues involved in examining evidence. An analysis of the results of the self-assessment exercise is followed by findings and recommendations for future action by the State and agencies including IDPs supporting state basic education.

6. This is the last exercise organised by and supported by ESSPIN. It is strongly recommended that, with five years' experience and expertise in this area, the State continues to institutionalise the self-assessment processes as part of their mainstream quality assurance and strategic planning activities.

Context

7. The processes for undertaking the self-assessment involved the following steps

i. A self-assessment instrument was prepared (Annex 1), based initially on the ESSPIN logframe and state planning. The indicators there were developed through to the specification of the activities (Dimensions) required to deliver the logframe and state plans.

ii. A set of 'status statements' (performance criteria), to be used in assessing the extent to which states met the logframe specifications, was developed (Annex 2).

iii. A core State team was selected, with the expertise and information in at least one of the five Output 2 sub-indicators to be able to conduct the assessments;

iv. A preparatory meeting was held within each state, where ESSPIN state specialists assisted those selected to attend the workshop to gather the necessary evidence;

v. Core team members then gathered the data and evidence for each Sub-Output Indicator and Dimension;

vi. A two-day workshop was held jointly by three states in Abuja, where the core teams reviewed the evidence and identified a provisional rating that indicated whether the development status was 'Met'; 'Partially Met'; or 'Not Met'. Then the state teams met as a group to review, comment on and validate the findings of the expert sub-groups.

vii. A scoring system was applied with 2 points for each dimension agreed as 'met'; 1 point for those 'partially met'; and no points for any rated 'not met'. These were later converted into Bands specified in the ESSPIN log-frame (see Annex 4).

viii. This draft report is prepared by the lead facilitator for the self-assessment workshop, to be reviewed by the Abuja workshop participants, to determine whether it is a true reflection of their discussions.

ix. A final report will incorporate the comments and amendments from the post-workshop review.

x. This Report should now be used in the development of the state's Annual Education Sector Performance Review (AESPR) and hence will inform the next MTSS and subsequent budget. The procedures are expected to be embedded and budgeted for in the planning and M&E systems of State Ministries of Education, SUBEBs and LGEAs. This is, after all, a remarkably cost-effective element of the annual planning cycle.

The Nature of Evidence

8. A key question in this process has been the validity of the evidence presented. The worksheets used in the self-assessment contain suggestions as to the evidence that might be used to judge progress in each activity. These are only suggestions and other evidence can and should be used wherever relevant. Most importantly, the production of the listed documents does not *per se* mean that criteria have been met: the documents must provide evidence of actions – not just of meetings that might or might not have supported those actions.

9. The requirement to hold the self-assessment workshops in Abuja for security reasons had some impact on the approach to evidence gathering and examination in a management system that is still substantially paper-based. While some documents could be brought to Abuja either as paper records or on laptops, other documentation had to be left back in the State and LGEA offices. The assessment process, therefore, had to accept that these documents are available, accessible and open to scrutiny within the MDA offices if required. In consequence, some evidence will need to be demonstrated at

4

state level to ESSPIN before these draft results can be fully validated. The queries take the form of comments in the body of the text.

The Organisational Framework

10. Output 2 of ESSPIN's logframe covers the areas of institutional and organisational development
The Output statement is
"*Capability of State and Local Governments for governance and management of basic education at State and LGEA levels strengthened*".
It comprises five I*ndicators:*
*2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level (*summarised as **Planning & Budgeting**)
2.2 Quality of procurement, infrastructure development/maintenance and supplies management at state and LGEA level (summarised as **Service Delivery**)
2.3 Quality of school support and quality assurance services at state and LGEA level (summarised as **Quality Assurance**)
2.4 Capability of education agencies to engage and collaborate with local communities and CSOs at state and LGEA level (summarised as **Community Involvement**).
*2.5 Quality of inclusive policies at State and LGEA Level (summarised as **Inclusive Education***)

11. While this work primarily is undertaken by the SUBEB and its LGEAs, there is also substantial involvement of State Ministry of Education. The self-assessment workshop included, therefore, representatives of the SUBEB, Ministry and the LGEAs and well as CSOs. ESSPIN has provided support for Jigawa State since 2008 in each of these areas. This self-assessment provides a final opportunity to assess the impact of that support and the changes since the first self-assessment exercise last year. Table 1 describes the terminology used throughout the report.

Table 1: Guide to the Jargon

Level	Code (example)	Description
Output Statement	2	The underpinning purpose of this area of ESSPIN support: "Capability of State and Local Governments for governance and management of basic education at State and LGEA levels strengthened".
Indicator	2.1	The five areas in which ESSPIN provides support.
Sub-Output Indicator	2.1.1	Broad sub-divisions of each Indicator, built around work areas.
Dimension	2.1.1.1	The activities delivered by States & LGEAs and supported by ESSPIN

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for Jigawa State since 2008 in each of these areas. This self-assessment provides a final opportunity to assess the impact of that support and the changes since the last year's self-assessment exercise.

Assessment

13. The overall performance of the five Sub-Output Indicators by Jigawa is summarised in Figure 1. This shows not the raw scores achieved but the percentage of the maximum possible score, so that areas comprising different numbers of activities can be directly compared. The performance in two of the Indicators (Service Delivery and Inclusive Education) was sufficient to achieve the target A Band, with a B Band in the other three Indicators.

14. Figure 2 shows the performance in more detail. The diagram shows that out of the 14 areas being assessed, Jigawa achieved maximum scores in four of them. Further details are available throughout this report. The diagrams also pinpoint those areas where improvements are needed: the report reviews these and examines the reasons for the ratings obtained.

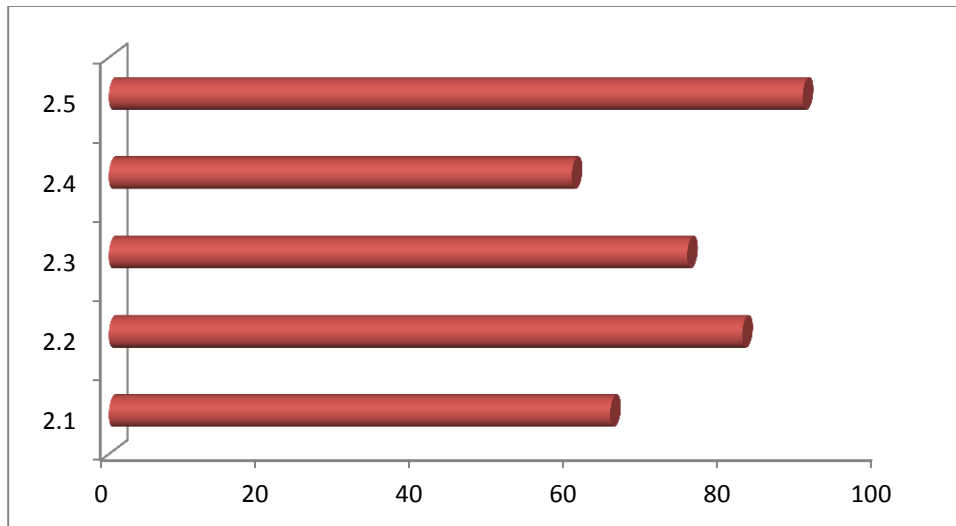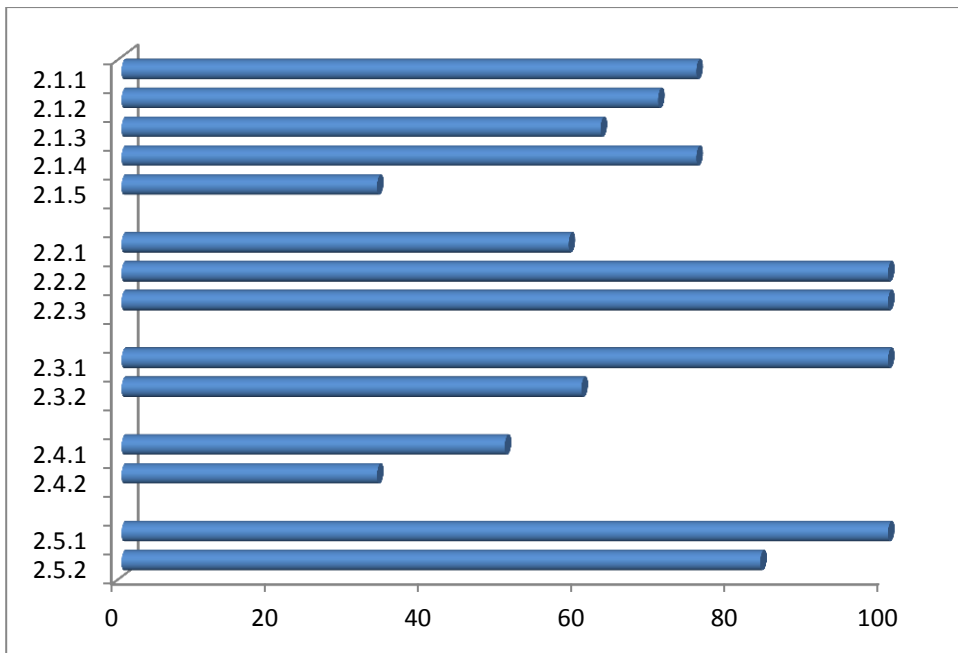Figure 1: Ratings for each indicator as %age of total possible score

Figure 2: Ratings for each Sub-Output Indicator as %age of total possible score

15. Each of the five sub-Indicators is described in turn, before each is then analysed as to the factors accounting for the ratings.

16. The **Planning & Budgeting Output Indicator** (2.1) seeks to assess the extent to which the management and governance of basic education at state and local government levels has been strengthened by nearly five years of ESSPIN involvement with and support for the state. The ratings for this Indicator, with 27points out of a possible 40, show a slight drop from 2015 when 30 points were achieved. This places Jigawa in Band B as in 2015 (see Annex 7 for the conversion tables). Figure 3 indicates the ratings for every Dimension in Indicator 2.1.

Figure 3: Ratings for each Planning & Budgeting Dimension (1 =partially met; 2 = met)
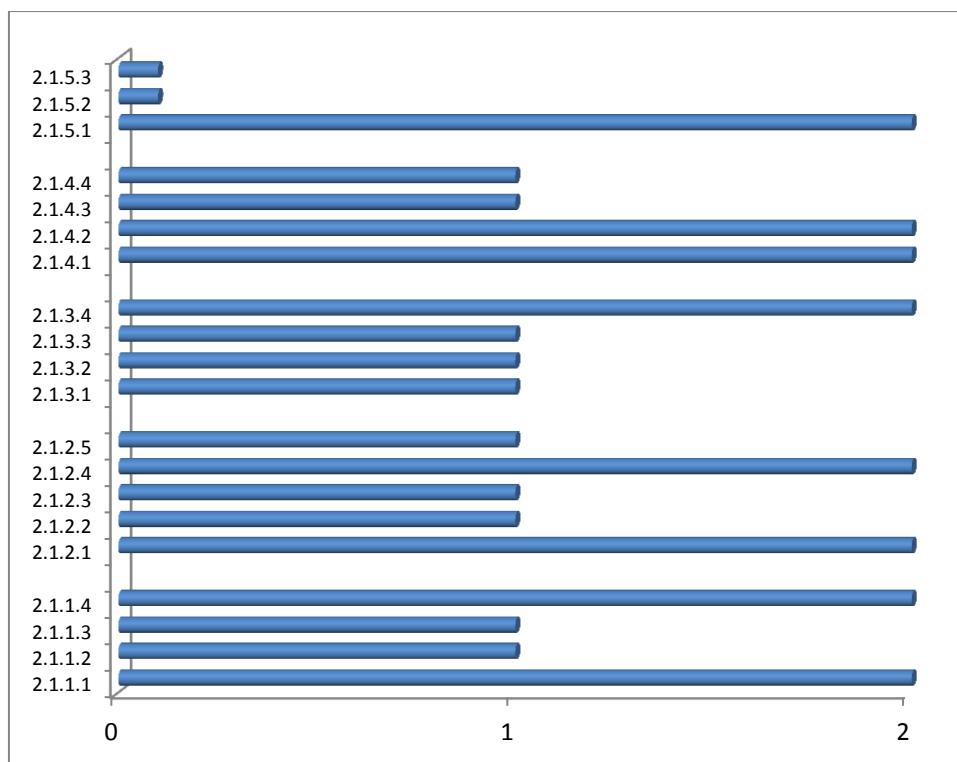
17. There is strong evidence from the Jigawa team of the linkages between MTSS and budget (2.1.1.1), so that the MTSS is now a major factor in shaping the annual budget allocation. Evidence-based plans have been developed at LGEA level and integrated with state-level planning – but no funding was then provided for LGEAs to deliver those plans, so 2.1.1.2 was rated 'partially met'. The same rating was given for 2.1.1.3 because school development plans (SDPs) do not contribute to LGEA planning, despite the efforts now being made to prepare them (2.1.1.4).

18. Two of the five dimensions of 2.1.2 ("*Appropriate budget management systems for efficient service delivery in place*") are rated as 'met'. The evidence of transparent budget systems (2.1.2.1) and of functional Departmental Workplans (DWPs) justifies their 'met' ratings. However, the usefulness of the DWPs is diminished by the weak link to budgets (2.1.2.2); the lack of support for DWP users (2.1.2.3) and the failure to "s*upport the preparation and implementation of LGEA DWPs*" (2.1.2.5). The need to make more effective uses of DWPs at State and LGEA levels is discussed in the Analysis section below.

19. Three of the four Dimensions focused on M&E systems (2.1.3) scored 'partially met' because M&E Units are not yet fully functional at LGEA level. The lack of training for M&E staff accounts for the 'partially met' ratings of 2.1.3.1 and 2.3.1.2, and in consequence the M&E officers do not have the capacity to lead on annual sector reviews and other reporting (2.1.3.3). However, the 'met' rating for 2.1.3.4 ("*Support sector reporting including AESPR*") is supported (by post-workshop evidence) demonstrating that the production and development of AESPR is the responsibility of State M&E

team. The AESPR Team comprises drafting, reporting and dissemination committees chaired by DPRS Ministry, PS & Honourable Commissioner respectively. It is anticipated that LGEAs will be involved now that the LGEA database is functional

20. Ratings for the EMIS dimensions ("*Functional EMIS integrating ASC, SMO, SSO & QA reports established & provides data for planning/ M&E*") ranged from 'met (2.1.4.1 & 2.4.1.2) to 'partially met' (2.1.4.3 & 2.1.4.4). The 'met' Dimensions represent improvements in support for the annual school census (ASC) for 2.1.4.1; and for the related training in data management (2.1.4.2). However delays in the preparation and dissemination of the ASC report led to the 'partially met' rating for 2.1.4.3; while 2.1.4.4 ("*Establish a train- the-trainer system for data management personnel*") was rated 'partially met' with evidence that EMIS staff been trained by the master trainers provided training to all the ASC field coordinators and enumerators.

21. As Figure 3 demonstrates, two of the three Dimensions of 2.1.5 ("*Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively"*) were rated 'not met'. 2.1.5.1 ("*Support development of systems for monitoring the implementation of SUBEB, LGEA & school plans*") was rated 'met'. Post-workshop evidence indicated that strategic plans for the Ministry, SUBEB and LGEAs were not only developed, but were reviewed. The other two Dimensions were 'partially met' and 'not met'. Service charters (2.1.5.2: "*clarification of mandate and setting service charters*") have been under development for some years in Jigawa and they still have not penetrated all levels of the education system, including the LGEAs, but post-workshop evidence has change a 'not met' rating to 'partially met'. However, although corporate vision and mission statements (2.1.5.3) were developed some years ago, they are still not extended to LGEAs and are not displayed at strategic places or position in the organizations.

22. The **Service Delivery Sub-Output Indicator** (2.2) assesses the extent to which human resource management, financial management and procurement, and political engagement ensure quality service delivery in basic education. With 23 points out of a possible 28, Jigawa has achieved an A Band – the 2016 target.

23. Figure 4 shows the performance of each Dimension in 2.2. The weakest area within 2.2 was clearly 2.2.1 ("*Strengthen human resource development & management systems at state and LGEA levels*"), with only one 'met' rating and four 'partially mets'. A sequential process of HRD reform began several years ago but seems to have stalled. Functional reviews have been completed but not fully implemented. In consequence, the following stages of process reviews (2.2.1.3), establishment planning (2.2.1.4), workforce planning (2.2.1.5) and internal performance management systems (2.2.1.6), while under way, are not yet operative and are all but one rated as 'partially met'. The rating of 'met' for 2.2.1.4 is backed by post-workshop evidence that establishment plans for SUBEB and three LGEAs have been completed and implementation commenced. . Issues relating to this Sub-Output Indicator are discussed in more detail in the Analysis section.

Figure 4: Ratings for each Service Delivery Dimension (2.2)
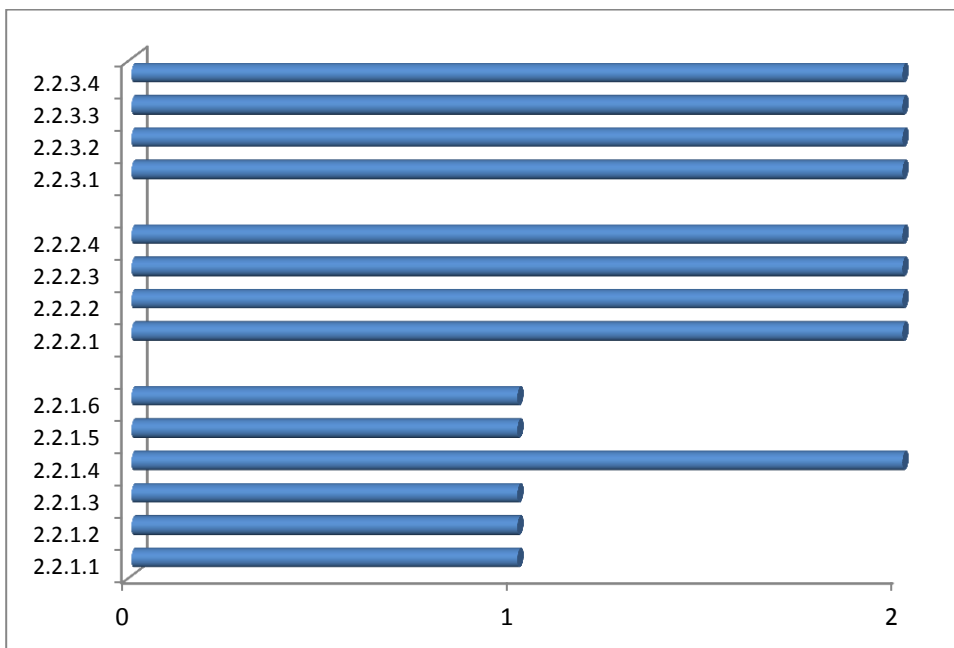
24. In contrast, all the dimensions for strengthening financial management systems and processes (2.2.2) are fully met, as was the case in 2015. Evidence was produced to indicate the budget tracking, auditing and infrastructural developments. However, the evidence that standard procurement rules are applied at LGEA levels, unclear at the workshop, was clarified later. SUBEB undertakes all procurement responsibilities on behalf of the LGEAs by applying same rules & standards: LGEAs are part and parcel of SUBEBs. Whatever operates in SUBEBs is obviously applicable to the LGEAs. Jigawa State has a clear procurement law and the Fiscal Responsibility Act which forms the basis for due process. All MDAs in the State comply with the provisions of these laws & statues in undertaking any procurement activities.

25. All four Dimensions of 2.2.3, focused on political engagement, were rated as 'met'. Ratings here have varied over the years, with the engagement policies of the key policy-makers. Currently minutes of meetings are cited to explain each rating and post-workshop evidence demonstrated that meetings between LGEA Education Secretaries and SUBEB Management are regular and continuous (with evidence from ES mobile phones). The LGEA self-assessment report noted that there is little effort to engage with LGA Chairmen to provide additional resources for schools and that the newly appointed LGEA Education Secretaries were yet to initiate collective actions for school improvement.

26. The **Quality Assurance** Sub-Output Indicator assesses the quality of school support and quality assurance services at state and LGEA level. The score of 12 points out of a possible 16 earns a B Band – the same score and Band as in 2015.

27. Figure 5 indicates the contrast between the first part of this Indicator, focused on school improvement and the second part, focused on QA programmes. The three Dimensions of 2.3.1 are all rated as 'met', with evidence that Jigawa State has the capacity to plan and budget for school improvement programmes. However, four of the five ratings for 2.3.2 *("QA programmes for schools established and maintained")* were rated 'partially met'. The QA system has been developed but is not yet institutionalised; while the linkages with the School Improvement Programme (SIP) (2.3.2.3) and 2.3.2.4 ("*Link QA system to state and LGEA planning, budgeting & M&E through EMIS*") are not yet functional and need to be strengthened. Only 2.3.2.5 is rated as 'met', with evidence of capacity building for QA evaluators in the form of training records and manuals. These weaknesses are discussed in the Analysis section.

Figure 5: Ratings for each Quality Assurance Dimension (2.3)
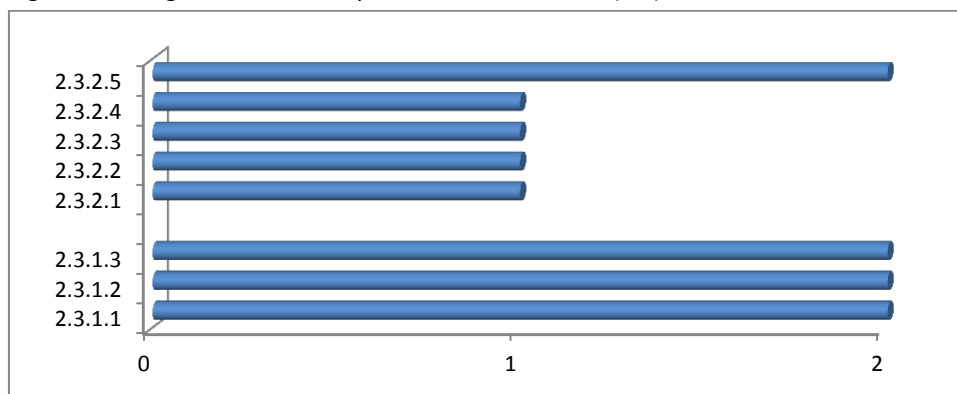
28. The **Community Involvement** Sub-Output Indicator assesses the capability of education agencies to engage and collaborate with local communities and CSOs at state and LGEA level. Two of the five Dimensions were rated 'met' and the overall score of 6 out of a possible 10 points justifies a B Band – short of the target A Band. The individual Dimensions can be compared in Figure 6.

29. The communications functions in LGEAs (2.4.1.1) was rated as 'not met' and described as inadequate at both SUBEB and the LGEAs. The mechanisms for stakeholder participation in LGEA and school planning (2.4.1.2) were rated 'partially met', because stakeholders are insufficiently involved in planning processes. The evidence that external resources are mobilised for school improvement was sufficient for the 'met' rating in 2.4.1.3, despite the weakness of CSO involvement in SUBEB planning. The work undertaken in strengthening the capacity of CSOs to hold duty-bearers accountable (2.4.2) justifies a 'met' rating for 2.4.2.1 but a 'partially met' for 2.4.2, because of the need to strengthen CSO capacity to undertake budget tracking.

30. The **Inclusive Education** Sub-Indicator measures the quality of inclusive policies at State and LGEA Level. Jigawa has scored 9 out of possible 10 points in 2016 justifying the target A Band. Four of the five Dimensions were rated as 'fully met'.

31. Dimensions 2.5.1.1 and 2.5.1.2 were rated as 'met: the State has a nomadic policy and a policy on free education for girls, physically challenged, the gifted and talented children in the State. The need for further coordination is discussed in the Analysis section. The data on out-of-school children has yet to

be incorporated in the EMIS database, so 2.5.2.1 was rated as 'partially met'. The other two Dimensions of 2.5.2 were rated as 'met', with evidence of expenditure on access and equity built into the MTSS and LGEA workplans (2.5.2.2) and of LGEA desk officers' responses to community access and equity issues (2.5.2.3).

Figure 6: Ratings for each Community Involvement (2.4) and Inclusive Education (2.5) Dimension
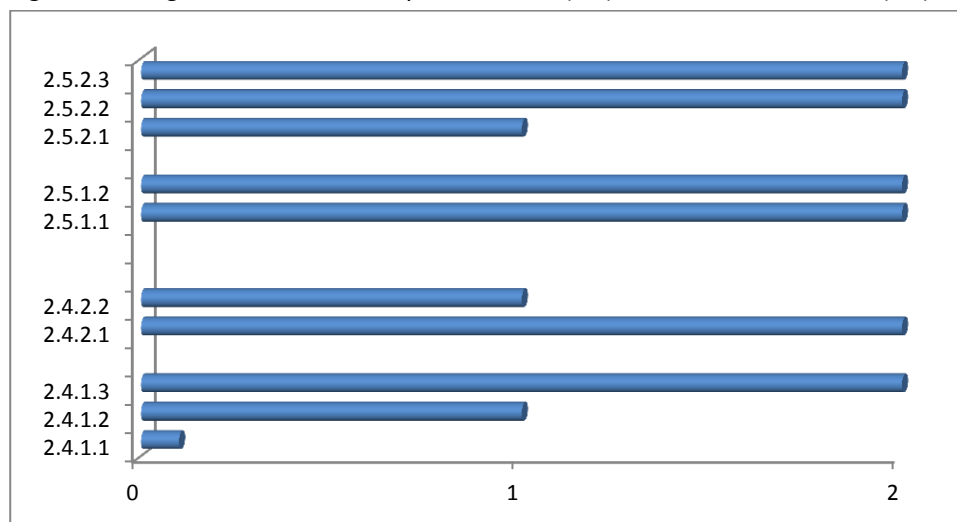
Table 2: Scores, Bands and Targets for each Sub-Output Indicator, 2015 and 2016

SUB-INDICATOR	Scores			Bands		
	2015	2016	Max. possible	2015	**2016**	**Target**
2.1 Planning/Budgeting	30	27	40	B	**B**	**A**
2.2 Service Delivery	17	23	28	B	**A**	**A**
2.3 Quality Assurance	12	12	16	B	**B**	**A**
2.4 Community	8	6	10	B	**B**	**A**
2.5 Inclusive Education	8	9	10	B	**A**	**A**
Total	75	77	104			

32. The **overall scores for Output 2** in Jigawa State are summarised in Table 2 where they are translated into the Bands employed in ESSPIN's logframe. Conversion tables can be found in Annex 7, and state by state comparisons in Annex 6. Table 2 compares 2015 and 2016 self-assessment results against the target 2016 Bands. Figure 1 above compares the five Indicators' performance as a percentage of the total possible score for each Indicator.

Analysis

33. The post-workshop analysis of these assessments has focused on responses to key questions raised in the workshop:

    - What are the key achievements?
    - What have been the main challenges?
    - What are the main differences from last year?
    - What steps are needed to progress in this Dimension?

34. This year's analysis benefits from the availability of the LGEA self-assessment exercises conducted in June 2016. The results of those exercises are summarised in Annex 3. A separate report has been prepared summarising and analysing the LGEA self-assessment findings, and that report inputs into the analysis here. The analysis also considers the consistency of participant statements and other issues raised in the workshop. Account has also been taken of comparisons with the 2015 results of both State and LGEA self- assessments. In a few cases, inconsistencies between State and LGEA findings, statements about the availability of evidence, the uses of documents or the efficacy of initiatives are challenged by later evidence that necessary pre-conditions do not exist or are inadequately developed.

Planning & Budgeting

35. Jigawa is rated as Band B for Planning & Budgeting, short of the A Band target for 2016, with 26 points out of a possible 40. The results for 2.1.1 and 2.1.2 demonstrate both the work done in developing the strategic and operational planning capacity and systems of both SUBEB and Ministry over the past seven years – but also the work that still needs to be done. One priority is the need to strengthen linkages between state level planning and planning at the three levels of school, LGEA and States. While the preparation of plans such as LGEA action plans is in itself a valuable exercise, those plans are only fully effective if they can generate the resources needed to deliver them. This is not the case so far in Jigawa. It is also important that state level planning and budgeting is fully informed by evidence of needs at LGEA and school levels. This requires that plans from schools are collected by LGEAs and then aggregated, analysed and summarised. This might require a review of the structure and processes of SDP preparation, along with capacity building at LGEA level to make sense of accumulated SDPs.

36. Departmental workplans (DWPs) are now established elements of state planning. However, the preparation of DWPs is not enough – they must be used, not only for internal departmental planning but as a key tool in generating resources for those departmental activities. This requires that bids for resources need to be backed by a relevant DWP; and if DWPs are not prepared in time to shape budget releases and departmental expenditure they lose much of their efficacy. A further requirement is that LGEAs should build their capacity in preparing and applying their own DWP-equivalents - Sectional Work Plans (SWPs). This requires, as the LGEA self-assessment report noted, that LGEAs have their own budget codes and lines to include with their SWPs.

13

37. Monitoring and evaluation units have been established in SUBEB and MoE and are now operative and successfully support the preparation of the AESPR with only limited external (ESSPIN) support. The weak link is, again, LGEAs. Although M&E units have now been established in LGEAs, the evidence from both State and LGEA self-assessment workshops is they are not yet fully functional. LGEA M&E Units need to contribute to the AESPR, and more support is needed from SUBEB to provide the necessary training and other forms of professional development such as mentoring. The need is to build linkages between SSO/SMO and QA reporting and this requires some comparative analysis of those bulky report forms, and the preparation of summary action-focused reports that can feed into the AESPR – an issue discussed in the final section
.

38. The EMIS and annual school census (ASC) systems are well established now, but the ASC needs to be timelier, so that its outcomes can feed into the AESPR and MTSS. There is now evidence that the ASC can operate without ESSPIN support but more training in data management is needed to strengthen this area, with a framework of an ongoing train-the-trainer system.

39. The Dimensions for 2.1.5: "*Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively"*) are amongst the weakest in this report, and there has not been the development recorded elsewhere in the Planning & Budgeting Dimension. Post-workshop evidence has clarified some issues. 2.1.5.1 ("*Support development of systems for monitoring the implementation of SUBEB, LGEA & school plans*") was rated 'met', because strategic plans for the Ministry, SUBEB & LGEAs are not only developed but reviewed. Both service charters and mission & vision statements need to be addressed more urgently if those whom the MDAs serve – the parents and children of Jigawa State – are to hold the basic education service to account.

Service Delivery

40. Jigawa is rated at Band A for Service Delivery - the target for 2016, with 23 points out of a possible 28. The weakest area is 2.2.1 – "*Strengthen HRM & HRD systems at state and local government levels*", where only one of the six dimensions is rated as 'met'. The functional reviews, completed in SUBEB four years ago, do not seem to have been cascaded as yet to LGEAs and, without those reviews, the other HR reforms cannot be undertaken. In order to strengthen LGEA capacity, therefore, it is crucial that the recommendations of the functional reviews are implemented. This is a sequential process of HR reform, and the step by step approach needs to be built into both State and LGEA planning. This should be a priority for Jigawa State in 2016-17 if the organisations delivering the other reforms discussed in the two self-assessment exercises are to be 'fit for purpose'.

41. In contrast to the HR systems, financial management systems have been strongly developed in Jigawa and this is demonstrated in 2.2.2 where all Dimensions are fully 'met' due to the establishment of effective state-wide financial, payroll and budget systems and effective internal audit and procurement systems. In a state with limited resources, it is encouraging that the available resources are well-managed – a model for the other ESSPIN-focus states.

42. However, all is not perfect by any means: internal budget tracking needs to be used more effectively and the procedures specified for infrastructural developments need to be followed more closely.

There is a technical problem with 2.2.2.4: if LGEAs have no responsibilities for procurement in Jigawa, this Dimension should be rated as 'not met' (as in other states where SUBEB handles all LGEA procurement).

43. The evidence of effective political engagement came in the form of minutes of meetings, photographs and attendance sheets. However, it was unclear as to whether these were for regular systems of meetings, with Honourable Commissioner, SUBEB Chair, LGEA Education Secretaries and LGA Chairmen. Further evidence of the nature of these meetings is needed. Were they one-off crisis management events or part of an inbuilt political engagement structure?

Quality Assurance

44. With 12 points out of a possible 16, Quality Assurance is in the B Band, the same as in 2015, just short of this year's target A Band. The first part of the assessment looks at the school improvement programme (2.3.1), rating each Dimension as 'met', although the LGEA self-assessment rated these as 'partially met', because the LGEAs are marginalised in the preparation and planning of school improvement initiatives.

45. The elements and structures of a quality assurance system are now in place, with an agreed QA policy and state QA manual but are not yet integrated into a fully coordinated QA system. As the LGEA assessment points out, a change of name from 'School Services Department' to 'QA Department' does not necessarily institutionalise QA processes and systems. A long-standing issue has been the use of QA reports for planning purposes, through links with ASC evidence in EMIS (2.3.2.4). The establishment of the LGEA Database is expected to establish these links, but support is needed to ensure that staff with QA responsibilities can aggregate and analyse QA reports. This capacity building would ensure that QA reports will be more streamlined into M&E and EMIS for informed decision making and that QA work impacts on state and LGEA planning as well as on the improvement of individual schools.

Community Involvement

46. The Community Involvement Indicator was assessed as B Band, with 6 points of a possible 10 – slightly fewer than in 2015 and off the A Band target. Communication and participation are central planks to any community involvement and it is concerning that the communications Dimension (2.4.1.1) was rated as 'not met' at State level (although rated more positively by the LGEA self-assessment). While there is some evidence of improvement in both SUBEB's and LGEAs' ability to liaise and consult with the community, there are issues concerning the extent to which the education service makes efforts to communicate with and involve its stakeholders.

47. The Dimensions of 2.4.2 assess the ways in which CSO capacity is being strengthened to hold duty-bearers accountable. CSOs have been trained on public finance management (PFM) but that training has not been stepped down to SBMCs, so that they can track budgets. In general, the evidence cites many meetings with and reports from CSOs by Social Mobilisation Departments and Sections at SUBEB and LGEA level but it does not inform as to whether those meetings and reports have led to

school improvements. This is an issue discussed more generally in the next section.

Inclusive Education

48. The Inclusive Education rating of A Band – the target for 2016 – with 9 points out of a possible 10 demonstrates Jigawa State government's interest in supporting marginalised groups. The state has developed a number of Inclusive Education strategies, and they now need to be coordinated and integrated within the state's policy framework.

49. An out-of-school survey has been completed, and the LGEA self-assessment report noted that LGEAs now collect data - but they make only limited use of it: it is hoped that the LGEA Database will provide a stimulus for more effective data management. The evidence points to comprehensive planning on access and equity, with funding to support increased enrolment and to improve the quality of services deliverables. However, the LGEA self-assessment report noted that the needs and expectations of excluded groups were not being adequately catered for, because of lack of involvement in planning and budgeting.

Conclusions and Recommendations

50. This Report identifies the perceptions, backed by evidence, of senior state officers and others as to the impact of the basic education reforms and school improvement programme supported by ESSPIN since 2009. It points to the progress that has been made in the areas of planning and budgeting, quality assurance, service delivery systems, community involvement and inclusive education. It also locates crucial issues about the sustainability of those reforms after ESSPIN's work is completed in a few months' time.

51. Three issues are outstanding. The first is the extent to which the progress made at state level can be replicated or cascaded down to LGEAs and thence to schools. The second is the necessity to sustain and build upon the improvements made in recent years when ESSPIN support is withdrawn. And the third – and most important - is the extent to which all these reforms impact on pupil achievement in Jigawa schools.

LGEAs

52. This is the first self-assessment report to draw upon both state and LGEA self-assessment exercises. It is abundantly clear from the Jigawa LGEA report that LGEAs have not as yet developed to the extent that state-level MDAs have. However, substantial progress has been made by LGEAs and it is encouraging that the LGEAs collectively have achieved ratings in the self-assessment uniformly higher than the targets set. Figure 7 shows the performance of each LGEA in terms of its relative success, measured by the total scores in each Indicator.

Figure 7: 2016 ratings for each LGEA, ranked by performance.
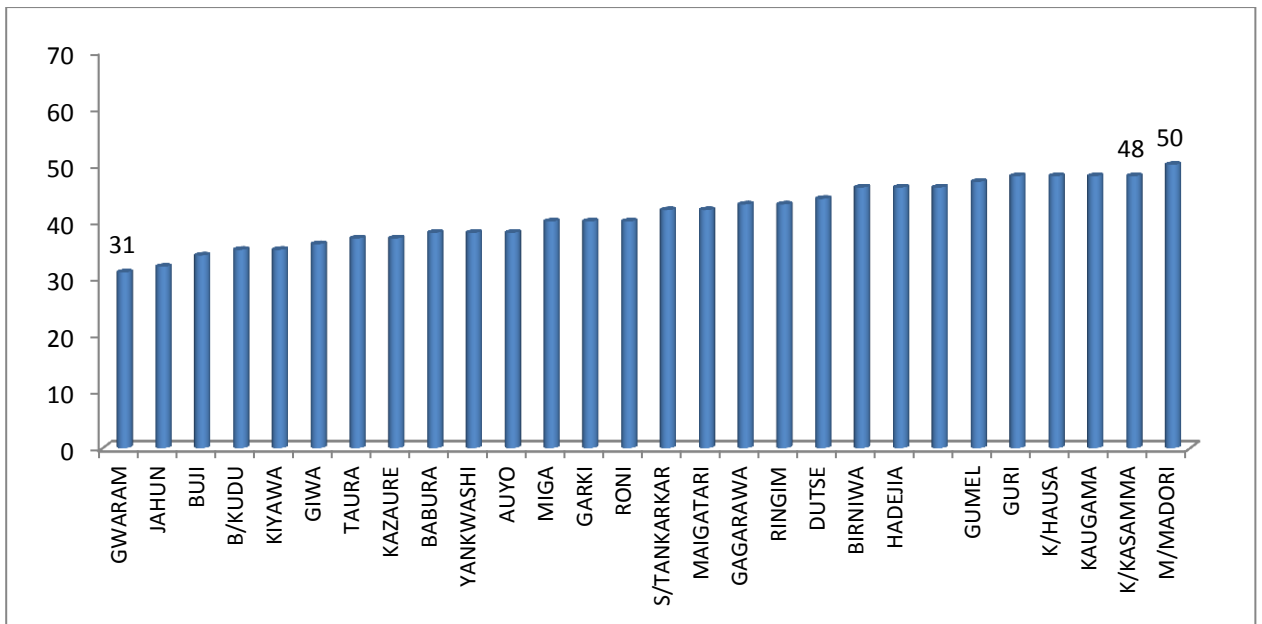
Note: total possible score is 72

53. Figure 7 points to the considerable variations in LGEA performance. The highest scoring LGEAs scored over 50% more points as the lowest performing – though it is worth noting that the differential is not as great as in most of the other states involved in these self-assessment exercises. With only limited data for individual LGEAs in the 2015 LGEA self-assessment exercise it is not possible to identify whether this inequality is worsening or being addressed. However, Figure 6 compares LGEAs whose data was available in 2015 with the 2016 results. It shows that with 3 exceptions there has been substantial improvement since 2015 in those LGEAs where data is available. Evidence is needed to pinpoint the reasons why some LGEAs perform a lot worse than others and improve a lot more than others. Then strategies are needed to raise standards in the weakest LGEAs and schools, and improve the education of the children in those LGEAs. It would be useful for State and LGEA officers to compare the performance of those LGEAs that have received most support from ESSPIN with those receiving the least support.
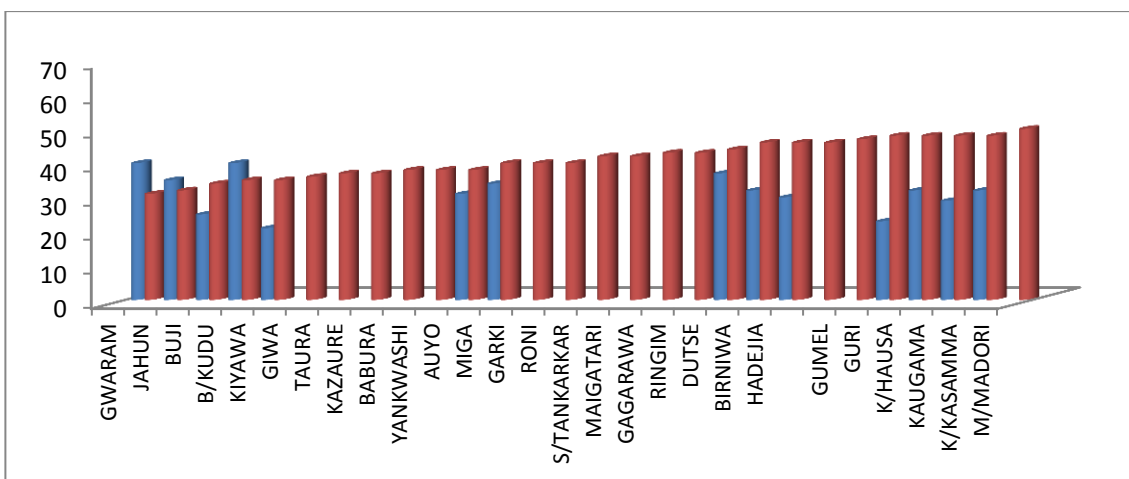
Note: total possible score is 72

54. The evidence from the LGEA and State self-assessments is that much progress has been made at State level and some of the processes of cascading that progress to LGEAs are working. Systems are now largely in place, but they need to become operative. And stronger vertical integration between state, LGEA and school levels needs to be matched by stronger horizontal integration. Units at both state and LGEA levels still operate in 'silos', with limited contact with other units with whom they need to share approaches, information and materials. Departments and LGEA Sections should work together more closely in collecting, using and sharing evidence and in developing common initiatives for improving schools that cut across the Departments and Sections.

55. School improvement is the responsibility of all the agencies involved in basic education in the state. However, the impression from the self-assessment workshop is that there is still insufficient coordination & synergy between the various components and no obvious focus on a central drive for school improvement. Central to this is the improvement in the capacity of the LGEAs to deliver. This report has recorded some of the steps being taken to achieve this. However, not only must LGEA capacity be enhanced. LGEAs also need more resources, and at a time of economic contraction, imaginative solutions are needed to improve the quality of state schools and the achievement of State pupils.

56. One significant aspect of this has been referred to in earlier self-assessment reports. It is the problem of converting evidence into action. Large amounts of report forms and other documents are now being produced. Their impact will remain small until they can be analysed and then summarised into action-focused short reports that can be shared across departments/ sections and digested by policy-makers, planners and decision-makers. This is now a priority if the efforts being made to prepare such a large volume of documentation are not to be wasted. Staff capabilities in the necessary aggregation, analysis and report-writing skills need to be enhanced. And it is all the more important that political leaders and senior decision-makers are informed clearly and concisely as to basic education's main needs and top priorities in Jigawa State.

57. The need to give priority to building LGEA capacity runs throughout this report. A particular priority is the area of those HR reforms discussed under Service Delivery, so that LGEAs become 'fit for purpose' organisations. Within these organisations, the staff need to develop new skills in planning & budgeting, quality assurance and community involvement, but just as importantly, the attitudes of those working in LGEAs need to focus more centrally on their school improvement responsibilities.

58. The state and LGEA self-assessment performance criteria assume that LGEAs are progressing towards a standard defined by the 'fully met' criteria. **In Annex 4 these standards are spelled out, in the form of a model LGEA that would meet all the 'fully met' criteria and beyond**. That vision should be studied by those reading this report. You may not agree with parts of it, but by proposing an alternative vision of a fully functional LGEA you are taking the necessary steps to define what needs to be done to bridge the gap between where LGEAs are now and where you want them to be.

Sustainability

59. As indicated in Annex 5, there was general enthusiasm in the two self-assessment workshops for initiatives that will maintain the self-assessment procedures in 2017 and beyond. The dual approach at state and LGEA levels generates a volume of evidence in a short space of time and relatively low cost that can feed into decision- and policy-making at both levels. The procedures are themselves flexible and can be adapted to a variety of circumstances. Indeed, the high ratings achieved by Jigawa this year indicate the need to develop tougher criteria against which performance can be measured. Otherwise the procedures could become little more than an exercise is self-congratulation leading to complacency.

60. ESSPIN could, were the resources available, broker a state-led initiative to review the self-assessment procedures, prepare more stringent criteria against which developments of particular relevance to the state (or states) could be measured. A Self-Assessment Toolkit was mentioned at the two workshops as a self-help strategy for states to conduct their own procedures in 2017. And several participants referred to possible sponsors and forms of cross-state cooperation. The examination of the model LGEA in Annex 4 will be a significant step in taking the self-assessment procedures to a sustainable level.

Pupil Achievement

61. Central to the findings of this year's two self-assessment exercises in Jigawa is the recognition that LGEA capacity must be strengthened so that the LGEAs can provide the necessary support for their schools. Schools are now supported (or at least visited) by SSOs, SMOs and QA evaluators. Their efforts do not as yet seem to impact on providing the necessary resources (human, material and financial) that schools need. And this can in part be explained by the inability of LGEAs to capture the reports from school visitors in ways that enable them to digest the main issues and identify key priorities.

62. Underpinning all of these reforms is the need to identify exactly what initiatives are most effective in enhancing pupil achievement across a wide range of schools and age ranges. ESSPIN has done much to identify the problems and initiate some strategies to address them. ESSPIN-supported schools have more effective head teachers, are better at school development planning, have better teachers, show more evidence of being inclusive, and have more functional and inclusive SBMCs. The surveys commissioned by ESSPIN state that children are learning more in ESSPIN-supported schools. States and LGEAs can contribute to all these improvements but they need to understand the circumstances and the combination of improvements that impact most on pupil learning. Future self-assessment exercises would usefully focus in more detail on the evidence needed to determine which strategies are most (and less) successful in making a difference to pupil achievement.

Recommendations

63. Despite the strong results at State level and improvements at LGEA level, there is no place for

complacency, as other findings concerning the quality of teaching and learning in state schools demonstrate. The targets proposed in last year's self-assessment report are still valid and are repeated in rather more detail below.

> i. More effective LGEA planning and a greater focus on horizontal and vertical integration, including the closer integration of the school improvement programme, EMIS and quality assurance.
> ii. The provision of timely evidence at each stage of the planning cycle
> iii. The closer integration of EMIS and quality assurance
> iv. Current reforms in the areas of human resource management to continue
> v. The need for more solid evidence for best practices and high priority needs in the school improvement programme, to identify more precisely the needs of schools and communities so that they can feed into LGEA and SUBEB planning and generate the necessary resources
> vi. Strengthening school development planning with mechanisms for more accurately identifying the needs of schools and communities so that they can feed into LGEA and SUBEB planning and generate the necessary resources.

64. In 2016 they can be updated to recommend, in addition:

> vii. Action to review ways of sustaining ESSPIN-initiated reforms including the self-assessment exercises.

Annex 1: Sub-Output Indicators, Dimensions & Score Sheet – Jigawa State

PLANNING & BUDGETING		
2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level		
2.1.1 Evidence-based plans developed and integrated between state, LGEA & school	2.1.1.1 Support development & linkages of Medium Term Sector Strategies (MTSS) to budget	2
	2.1.1.2 Support development of LGEA action plans that impact on MTSS	1
	2.1.1.3 Develop capacity of SUBEBs and LGEAs to use evidence from lower-level plans in their planning & budgeting	1
	2.1.1.4 Support development of SDPs using ISD and other reports	2
	TOTAL	6
2.1.2 Appropriate budget management systems for efficient service delivery in place	2.1.2.1 Support implementation of transparent budget presentation systems	2
	2.1.2.2 Support use of Departmental Work Plans (DWPs) for domesticating budgets and presenting budgets transparently	1
	2.1.2.3 Support MDA personnel to use the DWP	1
	2.1.2.4 Support institutional initiatives for preparing & implementing phased MDA implementation plans based on DWPs	2
	2.1.2.5 Support the preparation and implementation of LGEA DWPs	1
	TOTAL	7
2.1.3 Monitoring & Evaluation systems strengthened	2.1.3.1 Support M&E Units and functions in SUBEBs and LGEAs	1
	2.1.3.2 Provide training for deployed M&E personnel	1
	2.1.3.3 Develop the capacity of M&E units to lead on annual sector reviews and produce annual review reports.	1
	2.1.3.4 Support sector reporting including AESPR	2
	TOTAL	5
2.1.4 Functional EMIS integrating ASC, SMO, SSO & QA reports established & provides data for planning/ M&E	2.1.4.1 Support the strengthening of the bodies responsible for the ASC so that accurate and timely evidence can be available for through the planning cycle	2
	2.1.4.2 Provide training for data management personnel at MoE LGEA & SUBEB levels	2
	2.1.4.3 Support the conduct of Annual School Census, data processing and production and dissemination of ASC and ISD and other reports	1
	2.1.4.4 Establish a train- the-trainer system for data management personnel	1
	TOTAL	6
2.1.5 Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively	2.1.5.1 Support development of systems for monitoring the implementation of SUBEB, LGEA & school plans	2
	2.1.5.2 Support implementation of service charters for SUBEB, LGEAs & schools	1
	2.1.5.3 Support development of corporate vision and mission for LGEAs	0
	TOTAL	3
	TOTAL 2.1	27

SERVICE DELIVERY (HR, financial management, procurement and political engagement)		
2.2 Quality of service delivery systems and processes at state and LGEA levels		
2.2.1 Strengthen human resource development & management systems at state and LGEA levels	2.2.1.1 Support LGEAs in undertaking functional reviews and alignment	1
	2.2.1.2 Support SUBEBs in implementing HR systems & process review recommendations	1
	2.2.1.3 Support LGEAs in undertaking HR systems and process reviews	1
	2.2.1.4 Facilitate establishment planning on basis of strategic plans and functional reviews for SUBEB & LGEAs	2
	2.2.1.5 Support SUBEBs and LGEAs in workforce planning to implement establishment plans	1
	2.2.1.6 Support SUBEBs, LGEAs & schools to initiate and manage internal performance management mechanisms	1
	TOTAL	**7**

2.2.2 Strengthen financial management systems and procurement processes for efficiency & effectiveness	2.2.2.1 Support budget tracking and financial reporting	2
	2.2.2.2 Support strengthening of internal control systems including audit	2
	2.2.2.3 Support infrastructural developments and models that facilitate school improvement and inclusion	2
	2.2.2.4 Facilitate adherence to standard procurement rules at the LGEA level	2
	TOTAL	**8**
2.2.3 Undertake political engagement to sustain support for institutional reforms and school improvement programme	2.2.3.1 Engage with Commissioners to provide leadership and mobilise resources and related support for school improvement	2
	2.2.3.2 Engage with SUBEB Chairs for commitment to support institutional reforms and implementation of school improvement programme	2
	2.2.3.3 Work with Education Secretaries to promote school improvement in LGEAs	2
	2.2.3.4 Engage with LG chairmen to provide resources and other support for school improvement programme	2
	TOTAL	**8**
	TOTAL 2.2	**23**

QUALITY ASSURANCE		
2.3 Quality of school support and quality assurance services at state and LGEA level		
2.3.1 Build capacity to plan and budget for school improvement programmes	2.3.1.1 School improvement targets (with budgets) established	2
	2.3.1.2 Support relevant State working groups to incorporate school improvement targets in the MTSS	2
	2.3.1.3 School development plans (SDPs) aggregated and analysed	2
	TOTAL	**6**
2.3.2 Quality Assurance (QA) programme for schools established and maintained	2.3.2.1 Facilitate institutional support for an effective QA system	1
	2.3.2.2 Support states in developing & implementing QA policies	1
	2.3.2.3 Sustain & strengthen linkages of QA system with school improvement programme (SIP)	1
	2.3.2.4 Link QA system to state and LGEA planning, budgeting & M&E through EMIS	1
	2.3.2.5 Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports	2
	TOTAL	**6**
	TOTAL 2.3	**12**

COMMUNITY INVOLVEMENT		
2.4 Level and quality of State/LGEA engagement with local communities on school improvement		
2.4.1 Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools	2.4.1.1 Support communications functions at LGEAs to interact with communities and schools	0
	2.4.1.2 Encourage mechanisms for stakeholder participation in LGEA and school level planning	1
	2.4.1.3 Facilitate mobilising & monitoring of external resources for school infrastructure & facilities	2
	TOTAL	**3**
2.4.2 Strengthen capacity of CSOs to hold duty-bearers accountable	2.4.2.1 Duty-bearers respond to political engagement by civil society on priority areas for increased accountability in basic education service delivery	2
	2..4.2 Strengthen the capacity of CSOs to undertake budget tracking	1
	TOTAL	**3**
TOTAL 2.4		**6**

INCLUSIVE EDUCATION		
2.5 Quality of inclusive policies at State and LGEA Level		
2.5.1	2.5.1.1 State has clear policy on inclusive education that outlaws all forms of discrimination and promotes learning friendly education	2
	2.5.1.2 Support civil society to give voice to excluded groups in the planning & budgeting processes	2
	TOTAL	**4**
2.5.2	2.5.2.1 Data on out-of school children collected and made available at State & LGEA levels	1
	2.5..2.2 Expenditure on access and equity activities in schools is predictable and based on the MTSS	2
	2.5.2.3 LGEA Desk Officers receive information and respond to community access and equity issues	2

	TOTAL	5
TOTAL 2.5		**9**

Annex 2: Criteria to be used in Assessing Dimensions

PLANNING & BUDGETING

2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level

2.1.1   Evidence-based plans developed and integrated between state, LGEA & school

2.1.1.1   Support development & linkages of Medium Term Sector Strategies (MTSS) to budget

MET	PARTIALLY MET	NOT MET
Evidence-based MTSS prepared on time and substantially influences budget (70%+ of budget from MTSS)	Evidence-based MTSS prepared on time but only partially influences budget (50-70%+ of budget from MTSS)	Evidence-based MTSS not prepared on time and has only minor influence on budget (less than 50%+ of budget from MTSS)

2.1.1   Evidence-based plans developed and integrated between state, LGEA & school

2.1.1.2   Support development of LGEA action plans that impact on MTSS

MET	PARTIALLY MET	NOT MET
LGEA plans prepared, incorporated into SUBEB MTSS, substantially funded and fully operational	LGEA plans prepared, incorporated into SUBEB MTSS, but not substantially funded or operational	LGEA plans prepared but not incorporated into SUBEB MTSS

2.1.1   Evidence-based plans developed and integrated between state, LGEA & school

2.1.1.3   Develop capacity of SUBEBs and LGEAs to use evidence from lower-level plans in their planning & budgeting

MET	PARTIALLY MET	NOT MET
SUBEB manages an integrated planning and budgeting system in which LGEA plans based on school level information are extensively used	SUBEB engages with its LGEAs in the planning process, but the process is not comprehensive	Low ability of SUBEB and LGEAs to utilise lower level inputs into their planning

2.1.1   Evidence-based plans developed and integrated between state, LGEA & school

2.1.1.4   Support development of SDPs using ISD and other reports

MET	PARTIALLY MET	NOT MET
SDPs are prepared, based on evidence, identify school priorities and are operational	SDPs are prepared, based on evidence, but are not operational	SDPs are prepared, but are not evidence-based and fail to identify school priorities

2.1.2   Appropriate budget management systems for efficient service delivery in place

2.1.2.1   Support implementation of transparent budget presentation systems

MET	PARTIALLY MET	NOT MET

Detailed information on both planned and actual expenditure is widely available on both the recurrent and the capital budgets of MoE and SUBEB	*Information is available either from the State Budget or from the DWPs in publicly available form on planned spending, but little information is available on actual expenditure*	*State Budget does not provide information for the public to know what funds are to be spent on, especially in respect of the recurrent budget and there is little or no publication of actual expenditure on activities (capital and recurrent) during or soon after the completion of each budget year*

2.1.2   Appropriate budget management systems for efficient service delivery in place

2.1.2.2   Support use of Departmental Work Plans (DWPs) for domesticating budgets and presenting budgets transparently

MET	PARTIALLY MET	NOT MET
High quality DWPs are prepared soon after the annual budget is finalised and are the basis for release of funds and expenditure	*DWPs are prepared (covering both the capital and the recurrent activities) but have little or no bearing on actual budget releases and expenditure by activity*	*Departmental Work Plans are either not prepared or are not used for determining the release of funds or the actual use of budgets*

2.1.2   Appropriate budget management systems for efficient service delivery in place

2.1.2.3   Support MDA personnel to use the DWP

MET	PARTIALLY MET	NOT MET
Department Heads use their DWPs as a major management tool and report regularly through the Quarterly Monitoring system to their managers and to the M&E Unit	*Department heads understand the purposes of preparing DWPs but do not use them substantially in determining requests for release of funds*	*Department heads and other senior staff have little or no understanding of how to use DWPs*

2.1.2   Appropriate budget management systems for efficient service delivery in place

2.1.2.4   Support institutional initiatives for preparing & implementing phased MDA implementation plans based on DWPs

MET	PARTIALLY MET	NOT MET
PRS Department prepares implementation plans based on phased DWPs and uses them as the principal basis for scheduling and prioritising spending during the year	*DWPs are prepared with phased within-year expenditure, but these have little influence on the actual requests for release of funds and subsequent expenditure*	*DWPs, if prepared at all, do not provide effective profiling of planned annual expenditure*

2.1.2   Appropriate budget management systems for efficient service delivery in place

2.1.2.5   Support the preparation and implementation of LGEA DWPs

MET	PARTIALLY MET	NOT MET
LGEA section heads prepare DWPs and use them as a major management tool	*LGEA section heads prepare DWPs but do not use them as a major management tool*	*LGEA section heads do not prepare DWPs*

2.1.3   Monitoring & Evaluation systems strengthened

2.1.3.1   Support M&E Units and functions in SUBEBs and LGEAs

MET	PARTIALLY MET	NOT MET

M&E Units and functions in SUBEB and LGEAs are functioning, appropriately staffed and performing their key functions effectively	*M&E Units have been established in SUBEB but are not able to perform their functions effectively at LGEA levels*	*M&E Units have been established in SUBEB but no M&E in LGEAs*

2.1.3	Monitoring & Evaluation systems strengthened		
2.1.3.2	**Provide training for deployed M&E personnel**		
	MET	**PARTIALLY MET**	**NOT MET**
	Staff in M&E Units have been trained in both monitoring and in the assembly and utilisation of information from "bottom-up" and non-formal sources	*Staff of M&E Units have been trained in concepts of M&E but not in the assembly and utilisation of information from "bottom-up" and non-formal sources*	*Staff in M&E Units have not been appropriately trained*

2.1.3	Monitoring & Evaluation systems strengthened		
2.1.3.3	**Develop the capacity of M&E units to lead on annual sector reviews and produce annual review reports.**		
	MET	**PARTIALLY MET**	**NOT MET**
	AESPR preparation process is led and undertaken by the M&E Units with no technical support (from ESSPIN) and reports are produced in time to shape MTSS planning	*M&E Units are involved in the preparation of the AESPR but do not produce timely reports*	*M&E Units assemble information for the AESPR but do not prepare reports*

2.1.3	Monitoring & Evaluation systems strengthened		
2.1.3.4	**Support sector reporting including AESPR**		
	MET	**PARTIALLY MET**	**NOT MET**
	A wide variety of organisations, both public and private, provide information on the sector to the M&E Unit in the lead up to the AESPR and the MTSS	*Some MDAs and non-governmental organisations report to the M&E Units, but this is not systematic or comprehensive*	*There is little or no reporting to the M&E Units (where they exist) either from within their MDA or from other sources*

2.1.4	Functional EMIS integrating ASC, SMO, SSO & QA reports established & provides data for planning/ M&E		
2.1.4.1	**Support the strengthening of the bodies responsible for the ASC so that accurate and timely evidence can be available for through the planning cycle**		
	MET	**PARTIALLY MET**	**NOT MET**
	ASC & other reports feed into the planning and the development of the MTSS and other steps within the planning cycle	*ASC conducted but report not available in time for use in the next step within the planning cycle*	*ASC not conducted*
2.1.4	Functional EMIS integrating ASC, SMO, SSO & QA reports established & provides data for planning/ M&E		
2.1.4.2	**Provide training for data management personnel at MoE LGEA & SUBEB levels**		
	MET	**PARTIALLY MET**	**NOT MET**

EMIS staff at MoE, SUBEB & LGEAs are appropriately trained on relevant software (SQL, MS Excel, Access) & data interpretation techniques and are able to utilise this knowledge with limited external support	*EMIS staff at MoE, SUBEB & LGEAs trained but cannot apply the skills effectively*	*EMIS technical and management staff poorly trained and with inadequate experience*

2.1.4	Functional EMIS integrating ASC, SMO, SSO & QA reports established & provides data for planning/ M&E	
2.1.4.3	**Support the conduct of Annual School Census, data processing and production and dissemination of ASC and ISD and other reports**	
MET	**PARTIALLY MET**	**NOT MET**
EMIS Unit conducts the ASC effectively and on time and is pro-active in the production and dissemination of ASC, ISD and other reports	*EMIS Unit conducts the ASC effectively and on time and is pro-active in preparation of reports but not in their dissemination*	*ASC conducted but data not processed*

2.1.4	Functional EMIS integrating ASC, SMO, SSO & QA reports established & provides data for planning/ M&E	
2.1.4.4	**Establish a train- the-trainer system for data management personnel**	
MET	**PARTIALLY MET**	**NOT MET**
Train-the-trainers system for data personnel established, functional and institutionalised	*Train-the-trainers system established but inadequate plans for training new staff to cope with expected turnover*	*Train-the-trainers system not yet established*

2.1.5	Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively	
2.1.5.1	**Support development of systems for monitoring the implementation of SUBEB, LGEA & school plans**	
MET	**PARTIALLY MET**	**NOT MET**
SUBEB, LGEA and school-level plans prepared and monitored to ensure consistency between levels and congruence with MTSS and budget	*SUBEB, LGEA and school-level plans prepared and monitored to ensure consistency between levels but not for congruence with MTSS and budget*	*SUBEB, LGEA and school-level plans prepared but not monitored to ensure consistency between levels and congruence with MTSS and budget*

2.1.5	Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively	
2.1.5.2	**Support implementation of service charters for SUBEB, LGEAs & schools**	
MET	**PARTIALLY MET**	**NOT MET**
Service charters for SUBEB, LGEAs and schools developed based on organisation mandate and disseminated	*Service charters at each level developed but not disseminated*	*Service charters not developed at each level*

2.1.5	Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively	
2.1.5.3	**Support development of corporate vision and mission for LGEAs**	
MET	**PARTIALLY MET**	**NOT MET**

SUBEB & LGEAs have widely publicised corporate vision and mission statements that inform their strategic plan	*LGEAs have agreed corporate vision and mission but these not widely recognised*	*No LGEA corporate vision & mission statements*

SERVICE DELIVERY (HR, financial management, procurement and political engagement)

2.2 Quality of service delivery systems and processes at state and LGEA levels

2.2.1	Strengthen human resource development & management systems at state and LGEA levels	
2.2.1.1	Support LGEAs in undertaking functional reviews and alignment	

MET	PARTIALLY MET	NOT MET
The functional review process is complete and has been wholly or largely implemented by the LGEAs	*Functional review of LGEAs has been completed or well advanced but little implementation of recommendations yet*	*LGEA functional reviews are yet to be undertaken*

2.2.1	Strengthen human resource development & management systems at state and LGEA levels	
2.2.1.2	Support SUBEBs in implementing HR systems & process review recommendations	

MET	PARTIALLY MET	NOT MET
70% of the systems & process review recommendations have been reviewed and implemented	*HRM&D systems & process review recommendations been reviewed but not largely implemented*	*HRM&D systems have neither been reviewed nor implemented*

2.2.1	Strengthen human resource development & management systems at state and LGEA levels	
2.2.1.3	Support LGEAs in undertaking HR systems and process reviews	

MET	PARTIALLY MET	NOT MET
Human resources management and development systems and processes have been completed and the recommendations have been wholly or largely implemented	*HRM&D systems and processes reviews have been undertaken or are well advanced by recommendations have not yet been implemented*	*HRM&D systems and processes reviews have not yet been undertaken*

2.2.1	Strengthen human resource development & management systems at state and LGEA levels	
2.2.1.4	Facilitate establishment planning on basis of strategic plans and functional reviews for SUBEB & LGEAs	

MET	PARTIALLY MET	NOT MET
The establishments in SUBEB & LGEAs have been reviewed, planned and revised using formal concepts of establishment planning	*Concepts of establishment planning have been introduced, but a well-managed process has not been implemented*	*Establishment planning is not based on a defined or formal process*

2.2.1	Strengthen human resource development & management systems at state and LGEA levels	
2.2.1.5	Support SUBEBs and LGEAs in workforce planning to implement establishment plans	

MET	PARTIALLY MET	NOT MET
An effective system of workforce planning has been developed and applied in SUBEB and the LGEAs based on the functional reviews and	*The department responsible for HR in SUBEB and the LGEAs have been exposed to workforce planning but new systems have not been*	*No effective system of workforce planning is in place or has been applied*

establishment plan recommendations   implemented

2.2.1   **Strengthen human resource development & management systems at state and LGEA levels**

2.2.1.6   **Support SUBEBs, LGEAs & schools to initiate and manage internal performance management mechanisms**

MET	PARTIALLY MET	NOT MET
An effective internal system of monitoring and assessing set individual performance targets have been developed and applied in SUBEB and the LGEAs	*The departments responsible for HR at SUBEB and LGEA levels have been exposed to the principles of setting and monitoring individual performance targets*	*There is no formal system in place for setting and monitoring individual performance targets*

2.2.2   **Strengthen financial management systems and procurement processes for efficiency & effectiveness**

2.2.2.1   **Support budget tracking and financial reporting**

MET	PARTIALLY MET	NOT MET
Budgets of SUBEB & LGEA are tracked both internally and by external observers using information provided by those organisations and beneficiaries, and the results are available to the public	*Budget execution is tracked internally by SUBEB and LGEAs but the results are not available for external observers*	*There is no system for tracking budget executions either by MoE /SUBEB or by external agencies*

2.2.2   **Strengthen financial management systems and procurement processes for efficiency & effectiveness**

2.2.2.2   **Support strengthening of internal control systems including audit**

MET	PARTIALLY MET	NOT MET
SUBEB and LGEAs have effective system of internal audit	*SUBEB audited internally but no evidence of impact and/or LGEAs not audited*	*No effective audit system for SUBEB and LGEAs*

2.2.2   **Strengthen financial management systems and procurement processes for efficiency & effectiveness**

2.2.2.3   **Support infrastructural developments and models that facilitate school improvement and inclusion**

MET	PARTIALLY MET	NOT MET

2.2.2   **Strengthen financial management systems and procurement processes for efficiency & effectiveness**

2.2.2.4   **Facilitate adherence to standard procurement rules at the LGEA level**

MET	PARTIALLY MET	NOT MET
There are effective controls in LGEAs to ensure compliance with procurement guidelines	*A strengthened system of compliance control on procurement has been developed but not effectively applied*	*There is no system in place to ensure effective compliance with procurement rules in LGEAs*

2.2.3   **Undertake political engagement to sustain support for institutional reforms and school improvement programme**

2.2.3.1   **Engage with Commissioners to provide leadership and mobilise resources and related support for school improvement**

MET	PARTIALLY MET	NOT MET

There are systems in place for regular and effective engagement with the Commissioner	*Engagement with the Commissioner occurs but is neither regular nor systematic*	*There are no systems for routine engagement of the Commissioner in resource mobilisation*

2.2.3   Undertake political engagement to sustain support for institutional reforms and school improvement programme

2.2.3.2   Engage with SUBEB Chairs for commitment to support institutional reforms and implementation of school improvement programme

MET	PARTIALLY MET	NOT MET
There are systems in place for regular and effective engagement with the SUBEB Executive Chairman	*Engagement with the SUBEB Executive Chairman occurs but is not regular*	*There are no systems for routine engagement of the SUBEB Executive Chairman on school improvement reforms*

2.2.3   Undertake political engagement to sustain support for institutional reforms and school improvement programme

2.2.3.3   Work with Education Secretaries to promote school improvement in LGEAs

MET	PARTIALLY MET	NOT MET
There are systems in place for regular and effective engagement with Education Secretaries	*Engagement with Education Secretaries occurs but is not regular*	*There are no systems for routine engagement with the Education Secretaries on school improvement reforms*

2.2.3   Undertake political engagement to sustain support for institutional reforms and school improvement programme

2.2.3.4   Engage with LG chairmen to provide resources and other support for school improvement programme

MET	PARTIALLY MET	NOT MET
There are systems in place for regular and effective engagement with the LG chairmen	*Engagement with the LGA Chairmen occurs but is not regular*	*There are no systems for routine engagement of the LG chairmen on school improvement reforms*

QUALITY ASSURANCE

2.3 Quality of school support and quality assurance services at state and LGEA level

2.3.1   Build capacity to plan and budget for school improvement programmes

2.3.1.1   School improvement targets (with budgets) established

MET	PARTIALLY MET	NOT MET
Targets for school improvement have been set, officially adopted & implemented	*Targets for school improvement have been discussed but have not implemented*	*There are no targets for school improvement*

2.3.1   Build capacity to plan and budget for school improvement programmes

2.3.1.2   Support relevant State working groups to incorporate school improvement targets in the MTSS

MET	PARTIALLY MET	NOT MET

Working groups are actively engaged in the application of established and approved targets for school improvement	*A process for engagement on school improvement targets with working groups is in place but not effective*	*There is no engagement with state working groups on establishment of school improvement targets*

2.3.1	**Build capacity to plan and budget for school improvement programmes**	
2.3.1.3	**School development plans (SDPs) aggregated and analysed**	
MET	**PARTIALLY MET**	**NOT MET**
SDPs systematically aggregated, analysed and the results used as basic elements of design of school improvement programmes	*SDPs are analysed aggregated and available for use in planning but not used*	*SDPs, if they exist are not aggregated and the results are not analysed*

2.3.2	**Quality Assurance (QA) programme for schools established and maintained**	
2.3.2.1	**Facilitate institutional support for an effective QA system**	
MET	**PARTIALLY MET**	**NOT MET**
Each element of an effective QA system is in place and operative	*Most elements of the QA system are in place but some are not operative*	*Few or no components of the QA system are in place*

2.3.2	**Quality Assurance (QA) programme for schools established and maintained**	
2.3.2.2	**Support states in developing & implementing QA policies**	
MET	**PARTIALLY MET**	**NOT MET**
QA policies and legislative frameworks are developed and effective in ensuring an effective QA system	*Some QA policies and legislation are in place but they do not impact sufficiently on QA activities*	*QA policies and legislation are either on-existent or ineffective*

2.3.2	**Quality Assurance (QA) programme for schools established and maintained**	
2.3.2.3	**Sustain & strengthen linkages of QA system with school improvement programme (SIP)**	
MET	**PARTIALLY MET**	**NOT MET**
SIP heavily dependent on systematic inputs from QA	*Some elements of the SIP use QA outputs but there are no regular or systematic linkages*	*There are few or no links between school improvement and QA*

2.3.2	**Quality Assurance (QA) programme for schools established and maintained**	
2.3.2.4	**Link QA system to state and LGEA planning, budgeting & M&E through EMIS**	
MET	**PARTIALLY MET**	**NOT MET**
The QA system outputs are an integral part of the EMIS, so that they help to shape state & LGEA planning, budgeting and M&E	*Some parts of the QA system are captured in the EMIS but do not sufficiently influence state & LGEA planning, budgeting and M&E*	*There are few or no operational links between QA and EMIS*

2.3.2	**Quality Assurance (QA) programme for schools established and maintained**	
2.3.2.5	**Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports**	
MET	**PARTIALLY MET**	**NOT MET**

| MoE and SUBEB staff with QA responsibilities have the skills necessary for evidence collection, analysis and distribution | Some staff with QA responsibilities have acquired some evidence collection, analysis and distribution skills but they are not applied systematically | Staff with QA responsibilities do not have the skills necessary for evidence collection, analysis and distribution |

COMMUNITY INVOLVEMENT

2.4 Level and quality of State/LGEA engagement with local communities on school improvement

2.4.1	Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools	
2.4.1.1	Support communications functions at LGEAs to interact with communities and schools	
MET	PARTIALLY MET	NOT MET
SUBEB & LGEAS have updated strategic plans and functional reviews that include operational & budgeted communications functions for interaction with communities & schools	SUBEB & LGEAS have updated strategic plans and functional reviews that include communications functions but no evidence that they are operational or funded	SUBEB & LGEAS do not have updated strategic plans and functional reviews that include communications functions

2.4.1	Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools	
2.4.1.2	Encourage mechanisms for stakeholder participation in LGEA and school level planning	
MET	PARTIALLY MET	NOT MET
CSOs and SBMCs participate in the development and implementation of SDPs and the integration of SDPs into LGEA & SUBEB planning	CSOs and SBMCs participate in the development and implementation of SDPs but not involved in LGEA & SUBEB planning	CSOs and SBMCs do not participate in the development and implementation of SDPs

2.4.1	Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools	
2.4.1.3	Facilitate mobilising & monitoring of external resources for school infrastructure & facilities.	
MET	PARTIALLY MET	NOT MET
Mechanisms in place to source funds, mobilise resources and monitor external interventions to benefit school infrastructure and facilities	Mechanisms in place to source funds and mobilise resources but no evidence that external interventions benefit school infrastructure and facilities	No mechanisms in place to source funds, mobilise resources and monitor external interventions to benefit school infrastructure and facilities

2.4.2	Strengthen capacity of CSOs to hold duty-bearers accountable	
2.4.2.1	Duty-bearers respond to political engagement by civil society on priority areas for increased accountability in basic education service delivery	
MET	PARTIALLY MET	NOT MET
Government duty-bearers engage strategically with CSOs and respond to issues of school improvement raised by civil society	Government engagement with CSOs is not well coordinated	Government does not create space for CSO engagement and does not respond

2.4.2	**Strengthen capacity of CSOs to hold duty-bearers accountable**	
2.4.2.2	**Strengthen the capacity of CSOs to undertake budget tracking**	
MET	**PARTIALLY MET**	**NOT MET**
CSOs trained in PFM & are competent to and active in tracking budgets, monitoring implementation and producing reports	*CSOs trained in PFM & are competent to track budgets but not actively involved in monitoring implementation or producing reports*	*CSOs not trained in PFM & budget tracking*

INCLUSIVE EDUCATION

2.5 Quality of inclusive policies at State and LGEA Level

2.5.1.1   State has clear policy on inclusive education that outlaws all forms of discrimination and promotes learning friendly education

MET	**PARTIALLY MET**	**NOT MET**
Clear policy in place at state level and followed by LGEAs	*Policy under development or in place in SUBEB but not followed by LGEAs*	*No articulated policy on inclusive education in schools*

2.5.1.2   Support civil society to give voice to excluded groups in the planning & budgeting processes

MET	**PARTIALLY MET**	**NOT MET**
Representatives of excluded groups actively participate in planning and budgeting to voice their needs and expectations, that are included in plans and budgets	*Representatives of excluded groups participate in planning and budgeting but their needs and expectations not included in plans and budgets*	*Representatives of excluded groups do not participate in planning and budgeting to voice their needs and expectations*

2.5.2.1   Data on out-of school children collected and made available at State & LGEA levels

MET	**PARTIALLY MET**	**NOT MET**
Data at State & LGEA levels has been collected and is in database, available for sharing/use	*Data has been collected at State level but is fragmented and incomplete and/or unavailable at LGEA level*	*Data has not been collected or is not available*

2.5.2.2   Expenditure on access and equity activities in schools is predictable and based on the MTSS

MET	**PARTIALLY MET**	**NOT MET**

The MTSS reflects costs associated with access and equity and support for out of school children	*Access and equity targets are included in the MTSS but expenditure is not predictable*	*There is no targeted expenditure on or plans for access and equity in schools*

2.5.2.3 LGEA Desk Officers receive information and respond to community access and equity issues

MET	PARTIALLY MET	NOT MET
Mechanisms in place for LGEA to receive and respond to access and equity issues at community/school level (SDPs, C-EMIS data)	*LGEA officers mobilise SBMCs and communities on access and equity, but there is no mechanism in place to report and respond to them*	*LGEA officers do nothing around access and equity and no mechanisms in place*

Annex 3: LGEA Self-Assessment Framework and Average LGEA Scores

LGEA SELF ASSESSMENT SCORE SHEET		
Scores: Met = 2, Partly Met = 1, Not Met = 0		
PLANNING & BUDGETING		
2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level		**Ave. score**
2.1.1 Evidence-based plans developed and integrated between state, LGEA & school	2.1.1.1 Develop capacity of LGEAs to use evidence from school plans (SDP) in their planning & budgeting	1.3
	2.1.1.2 Support development of SDPs using ISD and other reports	1.7
	TOTAL	3
2.1.2 Appropriate budget management systems for efficient service delivery in place	2.1.2.1 Support implementation of transparent budget presentation systems	0.5
	2.1.2.2 Support use of Departmental/ Section Work Plans (DWPs) for domesticating budgets and presenting budgets transparently	0.7
	2.1.2.3 Support LGEA officers to prepare & use DWPs/ SWPs	0.6
	TOTAL	1.8
2.1.3 Monitoring & Evaluation systems strengthened	2.1.3.1 Support M&E Units and functions in SUBEBs and LGEAs	1.4
	2.1.3.2 Provide training for deployed M&E personnel	1.5
	2.1.3.3 Develop the capacity of M&E units to lead on sector reporting and produce annual reports.	1.0
	TOTAL	3.9
2.1.4 Functional EMIS integrating ASC, SMO, SSO & QA reports established & provides data for planning/ M&E	2.1.4.1 Support the strengthening of the bodies responsible for the ASC so that accurate and timely evidence can be available for through the planning cycle	1.5
	2.1.4.2 Provide training for data management personnel at LGEA levels	1.3
	TOTAL	2.8
2.1.5 Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively	2.1.5.1 Support development of systems for monitoring the implementation of LGEA & school plan	1.0
	2.1.5.2 Support implementation of service charters for LGEAs & schools	0.7
	2.1.5.3 Support development of corporate vision and mission for LGEAs	1.2
	TOTAL	3.0
	TOTAL 2.1	**14.4**

SERVICE DELIVERY (HR, financial management, procurement and political engagement)		
2.2 Quality of service delivery systems and processes at state and LGEA levels		**Ave.**
2.2.1 Strengthen human resource development & management systems at state and LGEA levels	2.2.1.1 LGEAs supported in undertaking functional reviews and alignment	1.0
	2.2.1.2 Facilitate establishment planning on basis of strategic plans and functional reviews for LGEAs	0.9
	2.2.1.3 Support SUBEBs and LGEAs in workforce planning to implement establishment plans	0.3
	TOTAL	2.2
2.2.2 Strengthen financial management systems and procurement processes for efficiency & effectiveness	2.2.2.1 Support budget tracking and financial reporting	0.6
	TOTAL	0.6
2.2.3 Undertake political engagement to sustain support for institutional reforms and school improvement programme	2.2.3.1 Engage with SUBEB Chairs for commitment to support institutional reforms and implementation of school improvement programme	1.0
	2.2.3.2 Encourage Education Secretaries to work together to promote school improvement	1.0
	2.2.3.3 Engage with LG chairmen to provide resources and other support for school improvement programme	0.3
	TOTAL	2.3
	TOTAL 2.2	**5.0**

QUALITY ASSURANCE		
2.3 Quality of school support and quality assurance services at state and LGEA level		**Ave. score**
2.3.1 Build capacity to plan and budget for school improvement programmes	2.3.1.1 School improvement targets (with budgets) established	0.9
	2.3.1.2 Support relevant LGEA working groups to incorporate school improvement targets in the MTSS	0.9
	2.3.1.3 School development plans (SDPs) aggregated and analysed and used as basis for planning	1.1
	TOTAL	2.9
2.3.2 Quality Assurance (QA) programme for schools established and maintained	2.3.2.1 Facilitate institutional support for an effective QA system	2.0
	2.3.2.2 Sustain & strengthen linkages of QA system with school improvement programme	1.2
	2.3.2.3 Link QA system to state and LGEA planning, budgeting & M&E through EMIS	1.0
	2.3.2.4 Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports	1.3
	TOTAL	5.5
	TOTAL 2.3	**8.3**

COMMUNITY INVOLVEMENT		
2.4 Level and quality of State/LGEA engagement with local communities on school improvement		Ave. score
2.4.1 Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools	2.4.1.1 Support communications functions at LGEAs to interact with communities and schools	1.8
	2.4.1.2 Encourage mechanisms for stakeholder participation in LGEA and school level planning	1.9
	2.4.1.3 Facilitate mobilising & monitoring of external resources for school infrastructure & facilities	1.8
	TOTAL	5.6
2.4.2 Strengthen capacity of CSOs to hold duty-bearers accountable	2.4.2.1 Promote engagement with civil society on priority areas for political engagement at state and local government levels for increased accountability	2.0
	2.4.2.2 Strengthen the capacity of CSOs to undertake budget tracking	1.3
	TOTAL	3.3
	TOTAL 2.4	**8.9**

INCLUSIVE EDUCATION		
2.5 Quality of inclusive policies at State and LGEA Level		Ave. score
2.5.1 Planning on access and equity is comprehensive and available	2.5.1.1 Data collected and made available at LGEA level	1
	2.5.1.2 Support civil society to give voice to excluded groups in the planning & budgeting processes	1.7
	TOTAL	2.7
2.5.2 Clear anti-discrimination policies	2.5.2.1 LGEA follows State policy on inclusive education that outlaws all forms of discrimination and promotes learning friendly education	1.2
	2.5.2.2 Support civil society to give voice to excluded groups in the planning & budgeting processes	1.4
	TOTAL	2.7
	TOTAL 2.5	**5.6**

Annex 4: A Vision of a Functioning LGEA

While there are numerous models and visions of what an effective primary school should look like, it is rare to find one of a functioning educational administrative unit. This report has drawn particular attention to the problems faced by LGEAs. The State and LGEA self-assessments both are based on ideas about how an LGEA should operate. The model below is based on the 'fully met' performance criteria in the State and LGEA self-assessment procedures. It brings these elements together in order to focus on the LGEA as the central delivery point for school improvement in each state.

The basic notion is that an effective LGEA is a starting point, from which the drivers of the school improvement programme are managed and coordinated. This vision of a functioning LGEA is a long way from current realities and presents a major challenge to all those seeking to improve basic education in Nigeria. If this model does not match the reader's ideas of what an LGEA should do and be, then it provides a stimulus to develop alternative visions of effectiveness.

The LGEA office will be staffed with competent, trained specialists and managers and equipped with sufficient computers, a generator, internet access and transport for visiting schools. In the Social Mobilisation and School Services sections, SMOs and SSOs will regularly visit schools on an agreed visits cycle, using available transport, and will undertake the support, training and monitoring tasks for which they have been trained. They will employ the instruments and techniques developed by their SSIT and relevant SUBEB department. Staff from the Quality Assurance (QA) section will visit schools to review and report on the effectiveness of the school improvement programme according to an agreed visits cycle, using available transport. The QA team will also review the effectiveness of the LGEA itself, with the support of SUBEB QA staff and report of ways in which the LGEA can operate more efficiently and effectively.

SSO, SMO and QA reports will be completed on time and in the specified format and passed to their section heads and the PRS Section. These will comprise reports on individual school and SBMC visits and regular school cluster reports. The ASU and PRS section will examine those reports, enter them into the LGEA database, look for trends and aggregate the findings according to a prescribed system, using the database. At the appropriate time of year, the SSOs and SMOs will support SBMCs and head teachers in preparing their school development plans. Those plans, as well as indicating the main internal school activities for the next year, will highlight three or four key needs to be met by the LGEA – they will constitute a bid for resources and support.

In line with the annual planning cycle, the Education Secretary (ES) with her section heads will prepare the annual LGEA action plan, using the M&E analyses of the database and related information including QA reports. These will have been prepared by the M&E Unit. The plan will draw upon the annual census data specific to the LGEA, the SUBEB comparative analysis of LGEAs and the annual, institutionalised LGEA and SUBEB self-assessment processes, so that distinctive features and specific needs of each specific LGEA can be identified. The plan will also make use of the M&E Unit's aggregation of school development plans from every school and will be informed by the requirements of the SUBEB and the forthcoming year's priorities as

40

specified in the SUBEB strategic plan and the MTSS. The plan will also include the LGEA's own human resource development needs including training and mentoring, along with the support activities needed to help schools implement their own development plans. The Finance section will cost the action plan and submit the costings to SUBEB.

After the state budget has been published and the SUBEB informs each LGEA about its budget allocations for the new financial year, the ES and section heads will prepare sectional work plans. These will specify the activities by month or quarter for each section and the resources required to deliver the work plans. Regular meetings between ES and section heads will monitor the progress of the sectional work plans and report as necessary to SUBEB on progress and requirements. Section heads will hold regular meetings (at least monthly) with their staff to receive reports from section staff and review the extent to which the work plan is being delivered. The section work plans will include the acquisition (normally from SUBEB) and distribution of materials & equipment to all schools for which the LGEA is responsible, a process to be monitored by the QA section.

The ES will meet regularly with the other LGEA ES's and the SUBEB Executive Chairman. These meetings will help to identify issues affecting all LGEAs and those specific to single or a small number of LGEAs, requiring remedial action by SUBEB. The ES will also meet regularly with the Local Government Chairman and Council members. The LGEA plan will be shared with the LGC and the LGC invited to contribute to achieving the plan, through specific grants and/ or a regular stipend. The LGEA will have identified potential philanthropists, NGOs and CSOs, with whom the ES and section heads will meet to identify priority activities within the LGEA plan that these individuals and organisations might wish to support. The LGEA will also report regularly to donors on progress in delivering the plan and specifically on the areas supported by those donors. Transparent budget tracking activities, undertaken with the help of trained CSOs, will inform the public on the resources available to the LGEA and the uses made of them.

Throughout the year, all LGEA staff will benefit from training and other forms of professional development according to personal PDPs agreed at the annual performance review and appraisal. The training will focus on the contributions that individuals make towards school improvement but will include office management, report writing, IT and communication skills as necessary. The LGEA HR section will have responsibility for managing the professional development programme, along with the recruitment, promotion, disciplinary and redundancy procedures according to merit and as specified within the LGEA mandate. SUBEB will exercise its personnel management responsibilities transparently and appoint teachers, officers and Education Secretaries according to clear criteria. The LGEA will take on full responsibilities from SUBEB for all mandated activities stated in the State Universal Basic Education Act. This will include the provision of housing and related allowances as incentives where the recruitment of high quality staff presents major problems.

# Annex 5: Self-Assessment Workshops Evaluation Findings & Comments

1. The end-of-workshop evaluation provides an immediate snapshot of participant responses to the workshop. The value of such instant 'happy sheets' is limited but they do provide some evidence that can be of assistance in preparing future self-evaluation exercises. The evaluation results were not sorted by state because in previous years there was little if any difference between the six states. Results of the two workshop evaluations are combined in this report.

2. The evaluation sheet invited responses to 14 statements (below), both as a score - 'strongly agree' response = 4 points; agree = 3, slightly agree = 2; disagree = 1 – and as write-in comments.

WORKSHOP EVALUATION STATEMENTS

1. *I had some idea about self-assessment and the reasons for coming to Abuja for this workshop beforehand*
2. *The overall goals of the workshop was clear*
3. *The workshop did allow enough time to complete the work satisfactorily*
4. *The facilitators were well prepared*
5. *The facilitator presented the content clearly*
6. *The facilitator explained clearly the activities to be undertaken in the workshop*
7. *The facilitators allowed sufficient time to complete the self-assessment questions*
8. *The facilitators allowed sufficient time to complete the validation process*
9. *The facilitators created a friendly atmosphere*
10. *The individuals in the self-assessment group work were selected because they had the necessary knowledge and skills*
11. *The group members used existing evidence in order to undertake their assessments*
12. *I think that group members provided reasonably accurate assessments of the situation in their State*
13. *I provided honest and accurate assessments of the situation in my State*
14. *I think that this exercise will help my State to tackle issues revealed in this process*

3. Analysis of the evaluation results indicates very little difference between the two workshops, with marginally higher satisfaction levels at the 1st workshop (Figure 1), where only a 50% sample of participants completed the forms. Overall, the evaluation is marked by extremely high overall participant satisfaction levels across the two workshops, when measured as percentages of the highest maximum possible satisfaction level.

4. Figure 1 also indicates the responses to each statement in the questionnaire. The highest agreement levels were with Statements 6: *The facilitator explained clearly the activities to be undertaken in the workshop* and 13: *I provided honest and accurate assessments of the situation in my State* The lowest level of agreement, albeit at almost 80%, was with Statement 3: *The workshop did allow enough time to complete the work satisfactorily*, a point that was reinforced with write-in comments. All other write-in comments were very positive, from "satisfactory" to "excellent". The overall percentage rating was almost exactly the same as in 2014

Figure 1: Participant satisfaction levels, by workshop and statement
of the two state workshops: n=20 (JgKdKn); n=42 (EnKwLg)
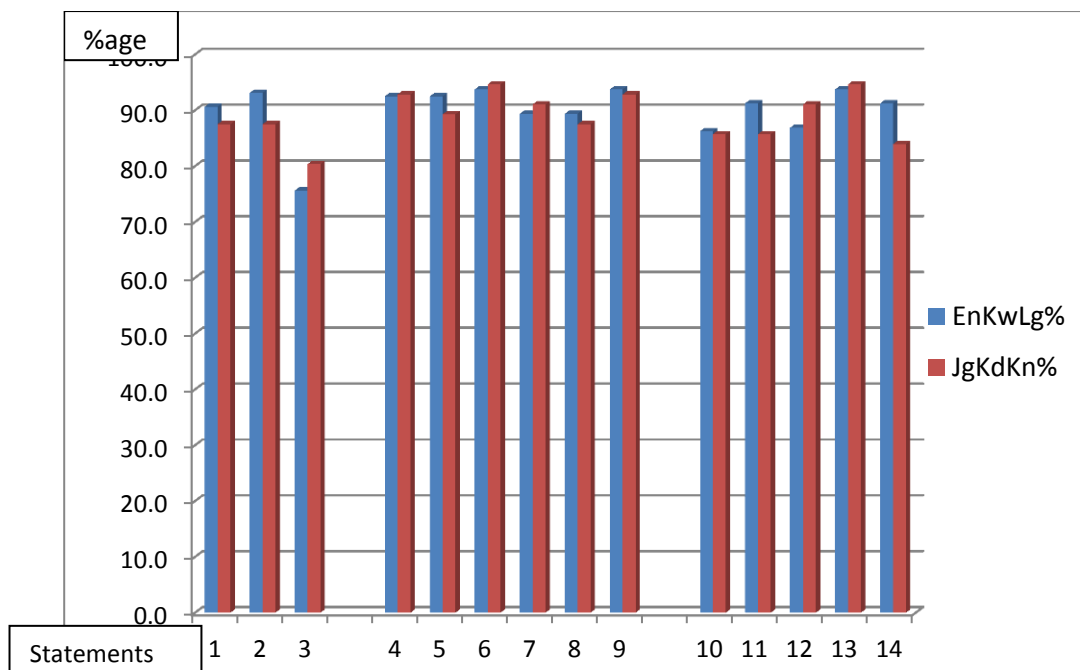
Note: Each 'strongly agree' response = 4 points; agree = 3, slightly agree = 2; disagree = 1, converted to %ages of possible total if all responses are 'strongly agree'.

Objectives & Content

5. The responses to the first three statements were a little lower than in 2014, noticeably so in Statement 3: *The workshop did allow enough time to complete the work satisfactorily*, with about 10% of participants disagreeing with the statement. This was just about the only negative point made in any of the write-in comments. It might be an issue about workshop time management, because both workshops were completed slightly ahead of the planned schedule. The workshop goals were demonstrably clear, as might be expected with so many (about 60%) repeat participants, and participants had a clear idea of the workshop purposes, thanks to pre-workshop briefings by state specialists.

Facilitator Skills

6. Participant responses to the 2nd section of the questionnaire on facilitator skills were almost universally very positive, despite (or maybe because of) the rigorous grilling that the facilitators gave to those presenting evidence. Facilitators were singularly successful in creating a friendly atmosphere, explained the activities clearly and were regarded as well-prepared. None of the participants disagreed with any of these statements: there were some 'slightly agree' responses to Statement 8 – once again critical of the limited available time for the activities.

7. Write-in comments in this section were strongly positive with regard to facilitators' skills, expertise and attitudes. However, a couple of comments asked for better preparation through the pre-meeting and one asked for more time for question & answer sessions – a point noted for next year's organisation.

Workshop Participation

8. With only a single 'disagree' across this section, the general level of satisfaction was very high but responses varied across the statements. Nos. 10 ("*The individuals in the self-assessment group work were selected because they had the necessary knowledge and skills")* and 14 ("*I think that this exercise will help my State to tackle issues revealed in this process")* were rated slightly lower than the others – both rather dispiriting reflections on some individuals' perceptions of the process and its outcomes. This can be contrasted (or reinforced?) with the high rating for Statement 13: "*I provided honest and accurate assessments of the situation in my State".*

9. Write-in comments (other than the usual plaudits) asked for the report to be quickly returned to the states for action and were suggestions for undertaking self-assessment at local government and school levels in the states. While several praised ESSPIN ("*ESSPIN must stay!!!*") and asked that the workshop should occur twice-yearly; others encouraged their states to become less dependent on ESSPIN. One useful comment asked that highlights from the previous year's self-assessment be presented as a mark of progress or otherwise. A few comments criticised their states (issues outside the scope of this assessment) and finally one comment echoed the writer's view that a better and quieter working environment would have been more conducive – five active and argumentative groups in one hall meant that noise levels were high and concentration difficult.

Annex 6: State by State Comparison of Performance in each Sub-Indicator

Figures 1 & 2 compare the State and LGEA performance levels across the six states. They are shown as a percentage of the total possible score if all activities were fully met. The charts enable identification of the highest performing states in each Indicator, and the gaps between State and LGEA performance for each indicator in each state. Figure 2 also enables total performance levels between States and LGEAs to be compared.

Figure 1: State and LGEA ratings as %age of total possible ratings for each Indicator.
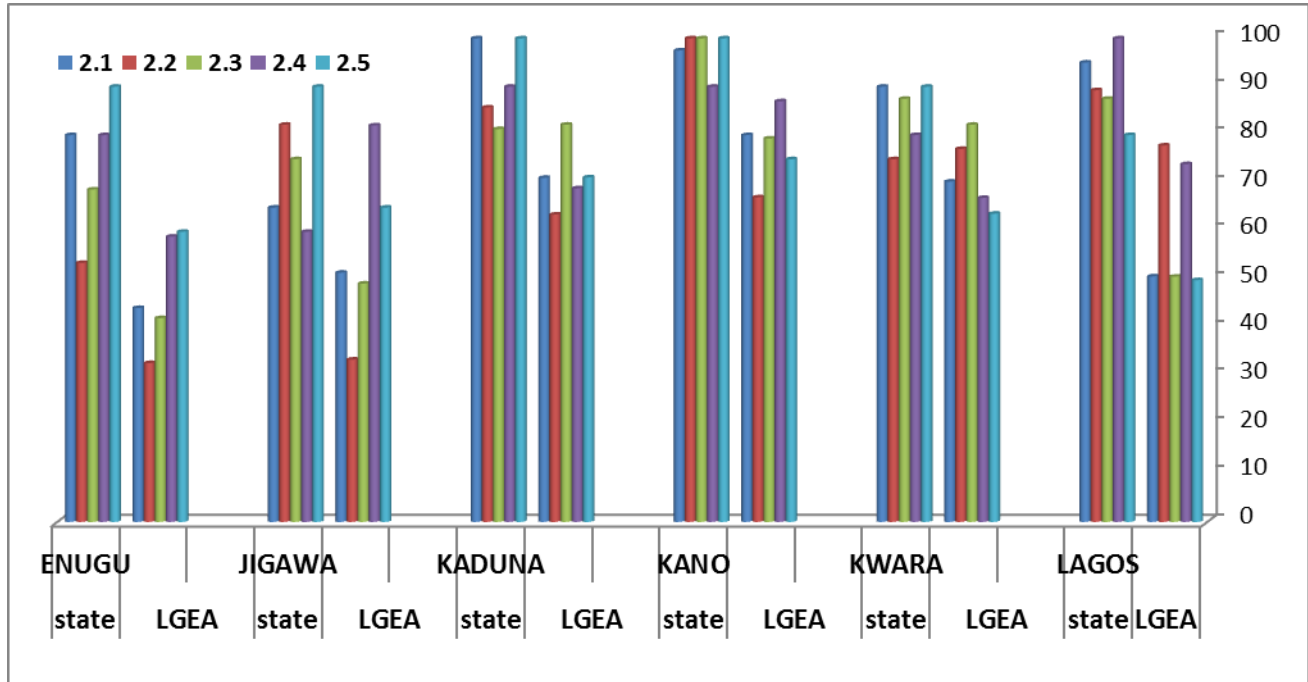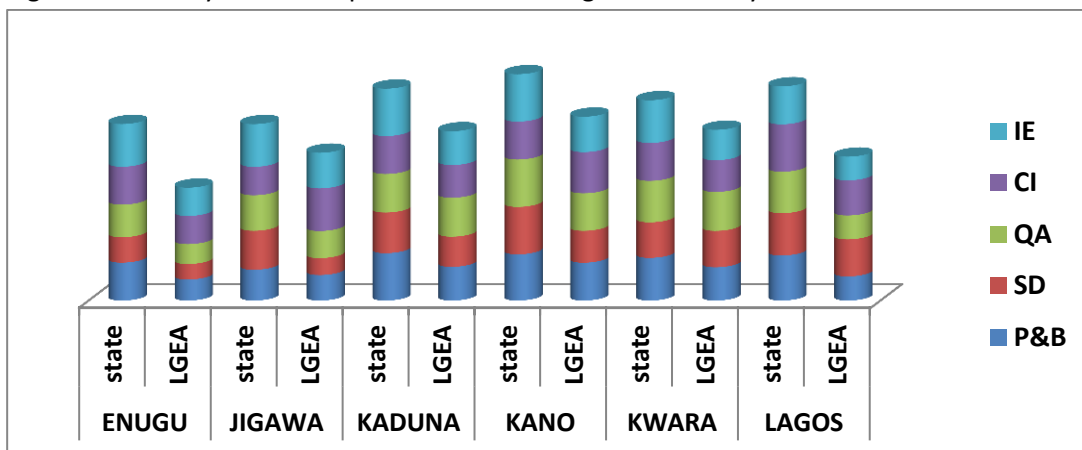

Figure 2: State-by-State Comparison of Percentage Achieved by State and LGEAs in each Sub-Indicator

Annex 7: Converting Scores to Bands

2.1 Planning & Budgeting

Indicator Total	
Band A	33-40
Band B	25-32
Band C	13-14
Band D	0-12

2.2 Service Delivery

Indicator Total	
Band A	23-28
Band B	16-22
Band C	9-15
Band D	0-8

2.3 Quality Assurance

Indicator Total	
Band A	14-16
Band B	10-13
Band C	6-9
Band D	0-5

2.4 Community Involvement

Indicator Total	
Band A	9-10
Band B	6-8
Band C	3-5
Band D	0-2

2.5 Inclusive Education

Indicator Total	
Band A	9-10
Band B	6-8
Band C	3-5
Band D	0-2