Education Sector Support Programme in Nigeria (ESSPIN)

Communications and Knowledge Management Strategy

Report No: ESSPIN 501

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October 2008

Report Distribution and Revision Sheet

Programme Name: Education Sector Support Programme In Nigeria

Report Title: Communication and Knowledge Management Strategy.

Report No: ESSPIN 501

Rev No*	Date of issue	Originators	Checker	Approver	Scope of checking
1	October 2008	Daniel Harris	Nick Santcross	Nick Santcross	Formatting/Content

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Note on Documentary Series

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

The documents include:

ESSPIN 001   1st Quarterly Report
ESSPIN 002   MTSS Strategy
ESSPIN 003   M&E Strategy
ESSPIN 004   Inception Strategy
ESSPIN 005   Initial Report from the MTSS Task Team Leader

ESSPIN 201   Analysis of the Role of LGAs and LGEAs in Supporting Basic Education in Nigeria

ESSPIN 501   Communications and Knowledge Management Strategy

Contents

Acronyms and Abbreviations

APPs	Association of Private Proprietors
CUBE	Capacity for Universal Basic Education
CKM	Communication and Knowledge Management
CSACEFA	Civil Society Action Coalition on Education for All
CATI	Community Accountability & Transparency Initiative
CBO	Community Base Organisation
DFI D	Department for International Development
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
ESA	Education Sector Analysis
ESP	Education Strategic Plan
ESOP	Education Sector Operational Plan
EIDC	Education Information and Documentation Centre
FMOE	Federal Ministry of Education
GEP	Girls Education Project (DFID and UNICEF)
MDGs	Millennium Development Goals
MICS	Multiple Cluster Indicator Survey
MLA	Monitoring Learning Assessment
M&E	Monitoring and Evaluation
MTSS	Medium Term
NLSS	Nigeria Living Standards Survey
NGOs	Non-Governmental Organisations
PATHS	Partnership for Transforming Health Systems
SAVI	Strengthening Accountability and Voice Initiative
SESP	State Education Sector Project (World Bank)
SLP	State Lead Programmes

SMOE	State Ministry of Education
SPARC	State Programme for Accountability Responsiveness and Capability
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children's Emergency Fund
USAID	United States Agency for International Development

Overview

ESSPIN goal, purpose and outputs

1. The goal of ESSPIN is to enable Nigeria to use its own resources efficiently and effectively in order to achieve the MDGs for universal education and gender equity.

2. The purpose of ESSPIN is to improve planning, financing and delivery of sustainable and replicable basic education services in terms of access, equity and quality at the Federal level and in up to six States.

3. ESSPIN has four outputs. It will:

    *   Strengthen the capacity of the Federal Government to play an appropriate role in the stewardship of the education sector by supporting it to: set and communicate a clear vision and policies for change; make policy, plan and allocate resources on the basis of robust data; develop and disseminate minimum standards; and monitor and evaluate the quality of education delivered in schools.
    *   Support systemic change in the delivery of basic education in selected States, enabling them to: implement prioritised 10-year Education Sector Plans; train and develop teachers and deploy them where they are most needed; reform their inspectorate services; improve the targeting, delivery and procurement of learning materials and infrastructure; and integrate the teaching of a basic curriculum into Islamiyah and Qur'anic schools.
    *   Improve the learning environment for children including: support for community engagement in the management of schools; provision of water and sanitation facilities; and pilot schemes to deliver resources directly to schools and communities.
    *   Promote demand for better education services through support to: School Based Management Committees (SBMC); and – working with other elements of the DFID programme - broad-based, effective coalitions in support of reform.

Communication and Knowledge Management

4. C&KM are central to the success of ESSPIN and the achievement of its outputs as specified in the ESSPIN draft logframe. The purpose of communications and knowledge management (C&KM) is to assist a very diverse group of stakeholders comprising State Lead Programme staff, governments (at the federal, lead state and other state level), schools, communities, civil society organisations, professional associations, media and development partners, in order to:

    *   Improve the performance of the education sector (i.e. sustainable changes in planning, financing and delivering basic education services) through:

- building capacity of the administration and other stakeholders (supply);
- increasing accountability for results (demand);
- inform the design of future education sector programmes.

Table 1 Logframe analysis of communications and knowledge management

| | Main objectively verifiable indicators | | Assumptions |
	External	Internal	
Goal (=ESSPIN) Nigeria's own resources are efficiently and effectively used to achieve the MDGs for education and gender equity	[ESSPIN logframe]	[ESSPIN logframe]	[ESSPIN logframe]
Purpose Generate & share relevant information and best practice to maximise ESSPIN impact through capacity building and accountability	…	…	…
Output 1 Consensus among stakeholders on approaches to improve education	Informed and inclusive dialogue between stakeholders	Communications audit: map networks and form messages Accessible ESSPIN archive	…
Output 2 Decision makers at federal, State and local government level use information to understand sector issues and plan reforms	Annual Sector Performance Report & meeting informing ESOP	Accessible reporting formats	…
Output 3 Deeper involvement of state actors at all levels through to school who understand sector issues and own reforms	Targeted participatory research Communication tools (newsletters, school report cards etc)	Accessible research & lessons of CUBE, SESP, GEP	…
Output 4			

Deeper involvement of non-state actors (SBMC, CBO, NGO and communities) who demand quality education and improved accountability	Media forums CATI Expenditure tracking	Strong relationship with CSACEFA, CBOs and professional associations	…
Output 5 Nigerian society informed about benefits of reform and involved in need for change and role to be played in improving education	Media coverage and promotion Opinion polls Website, radio and TV programmes	Intranet	…

5. The logframe differentiates between:

- external objectives involving different levels:

  - Federal, State and local government
  - parastatals, in particular UBEC and SUBEB
  - schools and communities
  - civil society and general public
  - Federal and State assemblies

- internal objectives, i.e. within ESSPIN, the other State Lead Programmes, DFID and the wider international development community (in particular, the World Bank SESP and the UNICEF GEP), designed to support the effective management and delivery of the programme:

  - awareness of programme developments, milestones and achievements
  - easy access to programme documents, research and reports
  - learning from implementation of CUBE project
  - learning from what works both within ESSPIN and elsewhere
  - coordination of activities between ESSPIN, PATHS-II, SPARC and SAVI.

Definitions

6. Communications involves a range of methods and techniques that inform people and influence their attitudes. Whether through print and broadcast media, publications, focus groups or campaigns, successful communications rests on clarity of messages and effective mechanisms for disseminating them. External and internal communication objectives will improve the way that information is used for a range of purposes including: (i) policy and planning within the relevant government institutions; (ii) internal management within both government institutions, ESSPIN and other SLP; (iii) monitoring and evaluation of the education system as a whole, with a particular focus on learning outcomes; and (iv) promoting transparency and accountability so that a

more productive and effective dialogue is established between government and civil society.

7. Knowledge management comprises a range of practices used by organisations to identify, create, represent, distribute and enable adoption of what it knows, and how it knows it. Improving the way stakeholders are connected and communicate with each other increases the likelihood that available expertise is utilised effectively. With respect to the SLP, aspects of knowledge management may be considered in terms of mechanisms to support the achievement of individual and collective requirements to report, monitor, evaluate and communicate the programmes core objectives of poverty reduction through better governance and improved delivery of social services. The crosscutting theme of 'voice and accountability', which is embedded in all the programmes, adds impetus to facilitate knowledge sharing within SLP stakeholders (DFID, service providers, government partners, civil society) at all levels.

Information base

8. The information basis, which will be processed in order to produce messages for communication to education stakeholders, includes existing and new sources.

Existing information sources

9. There are large volumes of data generated by the education system at all levels that are mainly historical, paper based, focus on compliance, and extractive involving little feedback. There is little evidence that this data is used to analyse and understand how the system is functioning. Reasons include limited access to information by most stakeholders, a distrust of the reliability of the data and a lack of incentives as decisions are often made without reference to available data.

10. State ESP documents provide an overview of education policy priorities. The following sources have been collected on a regular basis:

- Annual school census: this is in principle the most important source of information for decision making. In practice, there are significant problems with both coverage and response rates that need to be addressed with urgency.
- Public expenditure records: education system performance is incomplete unless the cost of providing these services is also known. So far the information is patchy and the 2007 education public expenditure review has recommended the establishment of a record keeping and reporting system at each level of government in line with broader PFM/MTEF reforms.

11. In addition, there have been surveys in recent years, such as the CWIQ, MICS, NLSS and DHS. Much of this information has been incorporated into the State ESA documents.

However, some results have not been fully utilised yet even though they are still relevant for policy makers and ESSPIN activities will try to communicate their implications through clear messages. Some conflicting findings will need to be reconciled and experience from CUBE will need to be distilled.

Forthcoming information sources

12. Medium-Term Sector Strategies will crystallise the State education policy priorities. Over the course of ESSPIN, it is expected that a number of new sources will be available. A few are indicatively mentioned here:

- Annual education sector review: active involvement of all stakeholders to look at what was planned, what took place, the costs of activities, the impact of those activities, the lessons that have been learned and priorities for future action.
- Household surveys: the USAID EdData survey and the World Bank NLSS are likely to be carried out in the next year. ESSPIN activities will aim to ensure that the design of these and other surveys answers key concerns of State education policy makers. Their advantage is that they link education outcomes to socio-economic status.
- Learning achievement surveys: ESSPIN wishes to ensure that learning outcomes, particularly with respect to numeracy and literacy, are measured and that State capacities are built to ensure that this can happen on an ongoing basis.
- Expenditure tracking surveys: ESSPIN will consider a school-based study that will track the extent to which public spending reaches the intended beneficiaries.
- Opinion poll surveys: ESSPIN will also consider collecting the views of the public on the state of the education system as a mechanism of informing policy makers on public concerns and their evolution over time.
- Research findings will be made more accessible and popularised initially at the Federal level.

13. Reporting on the experience from ESSPIN implementation will assist the interpretation. The issues are explored in more detail in the Section 4 on monitoring and evaluation.

Pre-inception and inception phase activities

14. ESSPIN C&KM will be based on a strategic consideration of what generates demand for policy reform that can achieve development results. It takes into account the analysis of the Drivers of Change study, which argued that meaningful long-term change in Nigeria needs to be taken forward by support to coalitions of interest across civil society, government, the private sector and the media. Effective communication is essential in building these coalitions and promoting constructive engagement.

15. CUBE has already worked extensively at Federal and State levels, focusing principally on assessing and developing FMOE and SMOE communication strategy, practice and

capacity. CUBE identified a number of barriers to effective communication within the education sector. These can be summarised as:

- Inadequate coordination of communications.
- Need for clearer messages.
- Need for better strategic management of stakeholder relations.
- Poor links with civil society groups.
- Communication gaps between Federal/State and State/Local Government levels.
- Skills and capacity gaps in communications.
- Need for wider availability of information on allocated resources.
- Political support for open information.
- Bureaucracy/lack of protocols.
- Lack of needs identification.

16. An important part of the inception phase will involve conducting a comprehensive communication and knowledge management audit initially at the State level within SMoE and SUBEB to build a picture of strengths and weaknesses to inform priorities for action and to tackle the barriers to effective communication and knowledge management.

17. In the remainder of this section, a set of pre-inception and inception phase actions is outlined for each C&KM output. These actions are directed both at external audiences and for internal use, respectively. The communication audit will help the finalisation of these inception phase activities. It will look at current communication practice using a strategic assessment described in the table 2 below.

Table 2

<table>
<tr><td></td><td>State Ministry communications practices</td><td>Quality criteria and standards</td></tr>
<tr><td rowspan="5">Strategy</td><td>a. Identify the vision for education</td><td>Does the Ministry have a vision or key plan for education? The communications approach is aligned with, but distinct from, the Ministry's overall mission.</td></tr>
<tr><td>b. Communications goals and outcomes</td><td>Goals and outcomes are well defined, measurable, and help guide a defined plan of action</td></tr>
<tr><td>c. Select target audiences</td><td>Audiences are specific (not the general public) and include key decision makers or individuals with influence on the issue.</td></tr>
<tr><td>d. Develop messages</td><td>Messages are specific, clear, and persuasive, reflect audience values, and include a course of action.</td></tr>
<tr><td>e. Identify credible messengers</td><td>Messengers are seen as credible by target</td></tr>
</table>

		audiences, and can be recruited and available to the cause.
	f. Choose communications mechanisms/outlets	Outlets (e.g. both in the air (media) and on the ground) are chosen for their access and availability to target audiences
	g. Scan the context and are aware of risks	Risks and contextual variables that can affect communications success are identified and factored into planning when possible.
Implementation	h. Develop effective materials	Materials are developed in attractive, accessible, and varied formats for maximum impact and intelligibility.
	i. Build valuable partnerships	Linkages exist with internal and external stakeholders who can help align with and carry the message.
	j. Train messengers	Internal and external messengers are trained in key messages and are consistent in their delivery.
	k. Conduct steady outreach	Outreach and dissemination to audiences through multiple outlets is regular and sustained.
	l. Monitor and evaluate	Activities and outcomes are regularly monitored and evaluated for purposes of accountability and continuous improvement.
Support and integration	m. Support communications at the leadership level	Management understands and supports communications as an integral part of what creates success.
	n. Earmark sufficient resources	Budgets and funds regularly include dedicated resources for communications practice.
	o. Integrate communications throughout the Ministry	Communications is seen as an integral part of every organisational project or strategy.
	p. Involve staff at all levels	Communications is not seen as an isolated function; most if not all staff members have some knowledge and/or participation in communications efforts.

Strengthen consensus

Content

18. Strengthening the consensus for reform within the Ministry, across the sector and beyond, requires a clear vision and plan of action to be agreed and shared so that those both inside and outside of government can debate and cohere around key interventions. The inception phase will determine the extent to which each SMOE politically supports its ESP (or equivalent) and use it as a central element of planning.

The inception phase will also determine whether there are complementary or competing agendas for change, the extent to which they can be harmonised and where there are points of convergence or difference. The aim will be to develop or use such visions and plans as the core content of communication activity. Relationships

19. The communication and knowledge management audit and related work during the inception phase will map the key audiences and relationships that exist and need to be developed to create consensus for reform, both inside and outside government. This will involve understanding where the levers of influence exist, be they political, related to policy formulation, involved in policy delivery and practice, as well as those able to influence other groups to call for action and hold government to account.

Systems

20. The audit will assess how people communicate, with whom and to what degree it is effective. Any channels or systems used must be chosen on the basis of their access and availability to those target groups of stakeholders. Following inception, the C&KM strategy will seek to enhance both formal and informal systems of communication with the express purpose of using them to build consensus. Communication Committees, already established in the CUBE states, will be the key conduits for ESSPIN assistance in developing consensus around C&KM. Bringing together key figures from the sector, the Ministry of Information, the media and civil society, developing these Committees can be a powerful tool for creating consensus around joint communication and campaigns. New Communication Committees will be set up for Lagos and Jigawa.

Tools

21. Consensus building will require a range of tools appropriate to audiences, reflecting their values and ideally carrying a solution or course of action that they can take. Using ESP as a basis, it is likely that a starting point will involve popularising these visions and plans to make them accessible to a range of audiences. In addition, there is likely to be a need for joint working with SMOE and stakeholders, through debate and meetings, to explain the implications of the ESP for their work. This will also require sound IT practices within FMOE (so that the Education Information and Documentation Centre can act as a focus of knowledge on education) and within ESSPIN in order to facilitate the storage and quick dissemination of information.

22. These mechanisms will be used to ensure partners and stakeholders are continually informed of programme progress and can easily access relevant reports. Being pro-active in informing other partners and those working within ESSPIN, by determining who needs what and in what format, forms the basis of effective internal communications. The development of internal materials, such as e-bulletins and

quarterly newsletters which are most suited to the audience, is an area that will be explored.

Pre-inception and inception phase activities

External

Examine how Communication Committees (as a focus counterpart) can be developed and enhanced, especially by broadening their membership

Prepare popularised versions of ESA/ESP and plan corresponding debates

Develop clear messages for each audience and design campaigns on consensus around ESP priorities

Examine how the Education Information and Documentation Centre (EIDC) at FMOE can be supported to act as the store of reports and information about the education sector and in hosting intranet and internet sites to ensure easy access to relevant information that can be put out into the public domain

Internal

Determine status of ESP priorities

Conduct communications and knowledge management audit to identify who influences policy, assess competing or complementary agendas, and examine means of communication inside and outside government: understand networks

Develop accessible and efficient ESSPIN archive

Develop materials such as e-bulletins and quarterly newsletters

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Use information and data for policy

Content

23. A common problem of education reform projects across a large number of developing countries is that the emphasis on information supply is not matched by equal attention to issues of information demand and the effective use of information. As mentioned in Section 0, despite significant problems in the quality of information, there is already a body of evidence, most of which can be found in the ESA documents. However, there is no direct evidence yet that these documents have been put to use by decision makers to solve actual problems. The capacity of education officials to interpret this information remains limited. ESSPIN will need to find new ways to present these data in order to engage the decision makers in the debate. In parallel, ESSPIN will continue efforts to improve the quality of information that the annual school census and other studies provide.

Relationships

24. C&KM activities will ensure that information and data on the state of education are put into the hands of those who can influence and implement reform. Relationships will

need to be built with those who manage and use the data (at both State, LGEA and school level) to build their understanding of the link between data and policy making. These relationships can be formal (e.g. as part of the budget process) or informal (e.g. based on individual motivation and personal attributes).

Systems

25. A key ESSPIN function is to enable stakeholders to access and bring together information (which is often disparate) and to facilitate the interpretation of its implications for policy:

- Integrate information both technically and organisationally with emphasis on existing (rather than new) sources and on management (rather than on infrastructure)
- Forge interaction between information managers and planners to clarify what information the latter need from the former, in what form and at what time
- Strengthen analytical reporting for planning purposes
- Conduct an informed, rigorous and inclusive annual education sector review and debate.

Tools

26. The presentation of evidence and information on the education sector in attractive and appropriate formats is a key C&KM function. These formats will need to be developed by the end of the inception phase. The focus will be on an annual education sector performance report for each State including thematic papers, bulletins etc. In addition, C&KM activities will seek to ensure that useful information respects and responds to the planning and budgeting cycle.

> *Pre-inception and inception phase activities*
> External
> - Design support at the Federal (FMOE Policy, Planning, Monitoring and Research Department and UBEC), State (SMOE and SUBEB Planning Research and Statistics Departments) and Local Government level to interpret information, explaining the policy implications of available evidence and focusing on the interaction of information managers and planners
> - Assist the development of ESA documents for Jigawa State and Lagos State
> - Discuss with the States and plan the preparation of Annual Sector Performance Reports, which will be used – among others – to inform the MTSS/ESOP
> Internal
> - Develop accessible reporting and publication formats for the presentation of evidence to those who can use it to influence, plan and implement reforms

Engage and inform public education officials

Content

27. Different types of information are needed for education sector staff to play a fuller role in delivering and supporting reform. This information includes clarity about roles and responsibilities, an understanding of policies and practices, the aims and objectives of the sector, what works, their team and the values of the organisation as a whole. Over time, ESSPIN will work to develop these areas of corporate communication. In the short term, work to communicate visions and sector plans may provide a useful focus for activity to ensure that staff have a better understanding of sector aims and objectives.

Relationships

28. Public officials are the key players in building consensus for change and sharing information on what works. ESSPIN will promote more meaningful engagement of these officials in dialogue - which then contributes to policy development and delivery. In particular, relationships within teams and between managers and their staff will be supported and developed.

Systems

29. Approaches to communications will be designed to allow information to cascade down the sector but also be drawn up – from school SBMC, to local government and the State (SMOE and SUBEB). Information will flow freely between all parties but there will be sufficient scope for pause and reflection within each stage.

30. A particular issue is education research. Currently, education policy formulation is conducted through the annual round of JCCE Reference Groups, JCCE Plenary, and NCE meetings. However the quality of policy papers introduced in these meetings varies. The Policy Formulation Committee established in the PPMR Department of FMOE will be the focus of assistance. ESSPIN will propose providing research grants to be awarded for research in specific areas agreed with the committee. This will be part of a broader agenda for a larger share of these policy papers to be commissioned and to follow a format that gives sufficient weight to financing issues.

Tools

31. ESSPIN will assess what information staff have, what they need and what tools and formats may be most useful. This may include enhancing existing tools or creating new ones such as staff bulletins and reviewing information on notice boards. Lessons of CUBE as well as of other projects, notably the World Bank SESP and the DFID/UNICEF Girls Education Project, will be shared. Opportunities to provide training with the FMOE on C&KM, campaigns and IT skills will be explored to enhance capacity. C&KM activities

will assess communication skills and training needs of different groups of public officials by the end of the inception phase.

Pre-inception and inception phase activities

External

- Use the communication and knowledge management audit to assess how to enhance corporate and staff communication at each level and develop communication training proposals.
- Begin the process of targeting policy research to improve its effectiveness by supporting the Policy Formulation Committee.
- Enhance or introduce communication tools, ranging from newsletters (for SMOE and parastatals staff) to school report cards.

Internal

- Strengthen management of information sources to support improved communication tools.
- Share lessons of CUBE, World Bank SESP and DFID/UNICEF GEP

Deepen the role of communities and civil society

Content

32. An integral part of ESSPIN is helping to create a coherent and concerted demand for quality education. Civil society organisations, such as CSACEFA and professional associations including the Nigeria Union of Teachers (NUT), are well placed to demand accountability and transparency from government, and ensure they are delivering on previously made promises. The role of SAVI is particularly important in supporting and determining the messages and calls to action that can be used by civil society. There may be occasions when SAVI is far better placed to work with civil society, particularly where it may compromise relationships between ESSPIN and State Government. SBMCs are potentially powerful groups that can demand rights and seek improvements at the community level. There is likely to be a need to clarify their role and responsibilities before they can deliver their functions.

Relationships

33. Working with SAVI, the key relationships across civil society need to be mapped and strong links established to ensure that its network of members can be accessed. The CSACEFA national conference in November presents an opportunity to begin the process of engagement; other opportunities with professional associations will be sought. The media is a key player with which strong relationships can be forged, both with Ministries of Education and with civil society. Activity under CUBE has begun this process with the setting up of Education Journalism Awards. There may also be

potential for the establishment of Media Education Forums, to build relationships with the media as partners in reform.

Systems

34. The following systems will be used to improve the flow of information outwards and downwards to community level and where leverage for reform may be achieved:

- Political systems, such as the House of Assembly, in collaboration with SAVI
- Communications Committees at the SMOE level will be the formal meeting point of government and citizens.
- As these committees could be too tightly controlled and not serve their purpose, which is to encourage the use of education resources towards the improvement of access, equity and quality, ESSPIN will work together with representative bodies of civil society, such as CSACEFA, National Parent Teacher Association, Association of Private Proprietors of Schools (APPS) and their systems. This is in line with the emphasis on communication for building coalitions and the use of information with specified recipients and users.
- In addition, ESSPIN will work with the media, as a powerful channel for information to communities, to improve its understanding of education issues, for example through capacity building and regular briefings.
- One particular area of focus, which will be explored with the relevant technical specialists, will be to support systems for drawing information from SBMCs.

Tools

35. Civil society has the ability to empower local people through collective commitments (e.g. a Charter for Education) or joint campaigns, such as around community involvement in schools. Initially, it may be useful to hold workshops and seminars with CSACEFA to explore their needs and inform them about ESSPIN. C&KM may then consider further tools, such as regular briefings, that may be employed to ensure a regular dialogue and flow of information.

36. Whilst the Community Accountability and Transparency Initiative (CATI) concept has been established, it has not really taken off as originally envisaged, and ESSPIN can play an important role in invigorating it. Working from the Federal level through UBEC, in particular, ESSPIN will strengthen the CATI unit to find ways of publishing information about the allocation of resources across the education sector – and in particular at local government and school levels – so that the relevant actors can play a role in monitoring the extent to which resources are deployed as intended and produce the desired results. In that respect, ESSPIN will consider the possibilities for surveys that track public expenditure and assess the efficiency with which they have been utilised.

Inform and engage the wider Nigerian society

Content

37. Wider communication and engagement with Nigerian society creates a context and 'background noise' which influences politicians, builds new coalitions, informs people of their rights, and generates calls to action. In addition, it can influence public attitudes and behaviour on specific issues, such as sending their children to school. The key messages will be solution-focused and contain calls to action.

Relationships

38. ESSPIN will establish key relationships with the media and will explore relationships with other potential carriers of messages, including private sector companies (such as cell phone companies) and other government departments (including Ministries of Information, the Ministry of Health through PATHS II, and the Ministry of Finance through SPARC). There may also be 'third party' influencers who can convey messages, such as prominent figures in sport and music, traditional rulers and 'town criers'.

Systems

39. Options and approaches for conducting opinion research will be explored, particularly as a mechanism for communicating to politicians that quality of education is a matter of concern to a larger constituency than they might have realised. Obvious channels and systems, including the media, need to be analysed for their value and impact on specific audience groups, such as local radio.

Tools

40. Communications rest on the ability to put simple messages into the public domain:

- Communicating to the local community will be a core area of activity. Particular emphasis could be on publicising school performance data for example.
- Media-related work already initiated under CUBE could be developed further to build the capacity of Nigerian mass media to serve local audiences, through approaches such as awards and film making.

41. Exploring opportunities for soaps, reality TV, documentaries, radio programmes to be used as communications tools is one area that will be looked at, as well as working on syndicated pieces for radio or TV.

42. Receiving and analysing citizen views on the status of the education sector can be a powerful tool to put pressure on decision makers for necessary reform measures and the opportunities to conduct opinion poll surveys will be explored.

Pre-inception and inception phase activities
External
- Develop plan of media coverage of education issues.
- Explore possibilities for organising a regular opinion poll on education issues.
- Build on experience of documentaries developed under CUBE in order to explore further opportunities to develop TV and radio programmes.
- Launch ESSPIN website.

Internal
- Launch ESSPIN intranet.

Communications and Knowledge Management Unit

43. The Communication and Knowledge Management Unit will bring together the lead specialists for: M&E, EMIS, MLA, research, C&KM. This group will be led initially by the Deputy Programme Manager.

44. The ESSPIN Communication and Knowledge Management Team will consist of three posts based in Abuja (Communication Manager, Knowledge Management Officer, and Publications and Media Officer) (under the direction of the communications lead specialist) and one in each State:

- The Communication Manager will be responsible for the effective operation of the Abuja-based staff of three. In addition, the Manager will be responsible for overall liaison with States, providing guidance, generic materials and ensuring that the States deliver agreed work plans within the C&KM Strategy. The Manager will be responsible for keeping abreast of overall ESSPIN programme developments and for the management and use of the ESSPIN brand and identity.

- The Knowledge Management Officer will maintain a system for the collection, use and dissemination of information for the whole of ESSPIN, including States. This will be an electronic system, with backup files that can be accessed via the web.
- The Publications and Media Officer based will be responsible for developing and creating ESSPIN publications and supporting the development and improvement of publications created at FMOE and SMOE level, including websites. On an operational level, the Officer will be responsible for maintaining the quality and consistency of publications (include the ESSPIN house style) and will also provide support to campaigns and initiatives involving the media.
- Within each State ESSPIN office there is provision for a C&KM Officer who will act as the point of contact for ESSPIN interventions. State-based C&KM Officers will be responsible for maintaining systems for the State and providing information for the resource managed in Abuja. State-based C&KM Officers will be line managed by the State Team Leader on a day to day basis. On technical and strategic matters, they will receive guidance and direction from Abuja.

Cooperation with other State Lead Programmes

45. With respect to other SLP, SAVI is tasked with increasing the ability of citizens to claim rights and hold governments accountable as part of the wider effort to enhance the efficiency and effectiveness of selected state level governments' use of public resources. Therefore it will be important to build an effective working relationship with the relevant SAVI team members, particularly where there are politically sensitive issues about the education sector that might best be dealt with those not involved in day-to-day working relationships with education officials. ESSPIN will also need to ensure and maintain a coordinated approach to communication in relation to the other SLP.

Monitoring and evaluation

46. C&KM will strengthen the effectiveness of the overall ESSPIN monitoring and evaluation (M&E) activities. Monitoring helps to provide initial assessments on outcomes. Evaluation is aimed at generating lessons to develop solutions to identified problems. However, if it is to influence decision making in a sustainable manner, evaluation requires more interaction among stakeholders around results than has usually been the case. It therefore requires the use of communication and reporting mechanisms to facilitate the flow of knowledge. Knowledge gained through M&E is at the core of the organisational learning process. Through the C&KM activities envisaged in this document, it is intended to build an effective feedback mechanism for stakeholders at all levels.

47. A C&KM strategy that aims to enhance learning and support reform calls for the optimal use of M&E tools. The M&E activities under ESSPIN will have two objectives:

- Development effectiveness (i.e. achieving results – outputs, outcomes and impact): Enable the FMOE and the SMOE in each Lead State to use reliable and timely information on education policy outcomes and feed these into policy decisions to increase effectiveness and efficiency.

- Organisational effectiveness: Provide regular updates on the implementation of ESSPIN programme activities. These updates will be used jointly with the information on outcomes to review the success of the programme and incorporate lessons learned into any mid-term decisions on the course of the programme. This includes timely proposals on the most effective use of ESSPIN grants and 'seed money' (according to the terminology of the project memorandum).

48. To ensure that the C&KM activities have at their disposal good quality and timely information to share, the following outputs are envisaged under the M&E activities:

- Set standards and targets: The key element of any performance management system is the setting of standards and targets against which key messages will be communicated. These targets are set in the logframe to some extent. However, the logframe does not delve into the details of all measures of interest, not least because there is currently no common way of measuring several key outcomes. A common set of indicators across States will be attempted, particularly with respect to quality. However, the different ESSPIN States will set different targets according to their priorities. These issues will be addressed in the M&E framework to be produced during the pre-inception phase. This framework will determine:
    - a baseline for all ESSPIN States by the end of the inception phase relying on all the information that has been made available in the course of the ESA process with minor adjustments where the calculation ….?
    - a refined baseline during the first year of the implementation phase, which will update the baseline on those measures for which it is unlikely to have established standardised and replicable forms of measurement by June 2009, such as on learning achievement
    - plans for updates on the baseline in the course of programme implementation.

- Improve the quality of data from the annual school census, which is the core information source, in terms of coverage (of population and issues), accuracy and timeliness: This will include work at the Federal but particularly at the State level, in view of the decentralisation policy. The main issues to solve are that:
    - the school census becomes a regular feature of the school calendar (which might also include bringing forward the timing for carrying out the census)
    - all schools return the census form
    - all schools in the State are considered for inclusion in the school census

- a simple, low-cost process of data validation is introduced
- a process of data entry is introduced at the State level, which guarantees speed and quality
- in common with other parts of the C&KM strategy, the main government stakeholders are made aware of the values and limits of school census data, working preferably through the established institutional mechanism (Communications and EMIS Committees).

- Introduce a regular learning achievement monitoring mechanism, focusing on literacy and numeracy, which is comparable over time and across States
- Collect new information on behalf of ESSPIN:
  - A public expenditure tracking survey will be considered to assess overall effectiveness and efficiency, in line with the overall SLP focus on governance.
  - Opinion polling that will collect the views of beneficiaries on the quality of service provision will also be considered.
- Ensure that any new education sector information collected through surveys by other organisations is compatible with the needs of the States and ESSPIN. This will require collaboration on instrument development, in particular in the cases of:
  - the new round of the EdData survey to be funded by USAID
  - the new round of the NLSS survey to be funded by the World Bank
- Improve reporting: In common with other parts of the C&KM strategy, reporting would need to be adjusted to the different audiences with preference for brief and succinct formats that can spur stakeholders into action and can rally communities to the cause of improving the education sector (e.g. briefing notes, school report cards etc). However, in addition to these briefs that will probably focus on single issues, it is necessary to also develop an annual basic education sector performance report that will bring together the core issues. When these reports can start being produced will depend on progress with the school census.

Annex   Action plan

KEY

CM - Communications Manager (Abuja)

MPO - Media & Publications Officer (Abuja)

KMO - Knowledge Management Officer (Abuja)

SCKMO - State Communications & Knowledge Management Officer

STL – State team Leader

LSC – Lead Specialist Communications

LSKM – Lead Specialist Knowledge Management

LSCI – Lead Specialist Community Interaction

HRM – Human Resource Manager

OM – Operations Manager

Activity	Q4 2008	Q1 2009	Q2 2009	Input description	Responsibility	Deliverable
External communications and knowledge management						
1. Strengthen consensus						
1.1 Strengthen & develop Communication Committees	✓			Part of situational analysis	S - SCKMO F - CM	Broader stakeholder representation
1.2 Prepare popularised versions of ESA/ESP	✓			Desk work in UK	LSKM	Short focused summaries of ESA & ESP
1.3 Develop clear messages for each audience and design campaigns	✓			Short CUBE newsletter survey	MPO	Different messages and formats
1.4 Plan development of Education Information and Documentation	✓	✓		Situational analysis & capacity development	CM	Strategic costed plan

Activity	Q4 2008	Q1 2009	Q2 2009	Input description	Responsibility	Deliverable
Centre at FME & in each state as the focus of a knowledge network						
1.5 Determine status of ESP priorities	✓			Analyse education budget 2009	S - STL & SCKM0 F - LSKM	Completed analysis
1.6 Conduct communications situational analysis to understand networks	✓			See detailed schedule	S - SCKMO F - CM	Prioritised areas for ESSPIN activity 2009-10
1.7 Develop accessible and efficient ESSPIN archive	✓	✓	✓	Classification of CUBE / ESSPIN documents	LSKM & KMO	Agreed classification system for documents
1.8 Develop materials such as e-bulletins and quarterly newsletters	✓			Short CUBE newsletter survey	MPO	Concepts & options
2. Use information and data for policy						
2.1 Design support at the Federal (FMOE and UBEC), State (SMOE and SUBEB) and Local Government level to interpret and use information, focusing on the interaction of information managers and planners		✓	✓	Development from situational analysis	S - SCKMO F – CM & KMO	Detailed & costed work plan
2.2 Assist development of ESA for Jigawa and Lagos	✓			Consultancy	STLs &CM	Completed ESA
2.3 Plan preparation of Annual Education Sector Review to inform the MTSS/ESOP		✓	✓	Consultancy	LSKM & STLs	Agreed framework for preparation and delivery of AESR
2.4 Develop accessible reporting and	✓			Prepare draft list	LSC &CM	Agreed formats

Activity	Q4 2008	Q1 2009	Q2 2009	Input description	Responsibility	Deliverable
publication formats				Draft reporting formats	LSKM &CM	
3. Enhance the role and ownership of public education officials						
3.1 Develop capacity development plan to enhance corporate and staff communication at Federal and State level		✓		Follow on from situational analysis	S - SCKMO F – CM, KMO & MPO	Detailed & costed plan including training, facilities & management
3.2 Target policy research and support the Policy Formulation Committee	✓	✓	✓	Develop approach to abstracts	LSKM & KMO (LSER)	Detailed & costed plan for NEKNet
3.3 Enhance existing (e.g. school report cards) and bring new communication tools (e.g. newsletters)		✓	✓	Situational analysis & samples for evaluation	S - SCKMO F – CM & MPO	Agreed tools and formats
3.4 Strengthen management of information sources to support improved communication tools	✓	✓	✓	Appraisal of existing sources and systems	CM (LSC & LSKM)	Management strategy
3.5 Share lessons of CUBE, World Bank SESP and DFID/UNICEF GEP		✓	✓	Create abstracts, extranet, presentations/ publications	MPO & KMO (LSKM)	Different media for each project
3.6 Collaborate with UNESCO (Paris & Abuja), FME & states to hold seminars on EFA Global Monitoring Report 2009		✓		Collaboration with UNESCO Paris, UNESCO Nigeria & FME	LSKM, CM, KMO & MPO	Three high quality seminars on EFA progress

4. Deepen the involvement of non-state actors						
4.1 Plan SMOE and SUBEB partnerships with media (e.g. Media Education Forums)			✓	Follow on from situational analysis & collaboration with SAVI	SCKMO (CM & MPO)	Partnerships operational
4.2 Work with stakeholders to clarify and promote the role of SBMCs		✓	✓	Follow on from situational analysis with communications committees,	SCKMO & CM (LSCI)	Detailed & costed plan to support SBMCs
4.3 Engage with UBEC to support and revitalise CATI		✓	✓	Situational analysis	CM	Agreed plan to support CATI
4.4 Consider options for public expenditure tracking surveys (PETS)		✓	✓	Follow on with CATI, CSACEFA & SAVI	CM	Agreed approach to PETS
4.5 Develop proposals for engagement with CSACEFA	✓	✓	✓	Situational analysis	CM & LSCI	Detailed and costed plan
5. Engage, inform and involve the wider Nigerian society						
5.1 Develop plan of media coverage of education issues		✓	✓	Follow on from situational analysis	MPO & CM	Detailed and costed plan
5.2 Explore possibilities for organising a regular opinion poll on education	✓	✓		Situational analysis	LSC &CM	Costed options
5.3 Explore further opportunities to develop TV and radio programmes	✓	✓		Situational analysis	LSC &CM	Costed options
5.4 Launch ESSPIN website	✓			Content, formats & discussion	LSC & MPO	Active website
5.5 Launch ESSPIN intranet	✓			Content, formats & discussion	LSKM & KMO	Active intranet

Communications and knowledge management unit						
Recruit C&KM team members in Abuja and each State	✓			Selection and induction	OM &HRM	Staff in post (done!)
Monitoring and evaluation						
Develop M&E framework	X			20 days	LSM&E	M&E framework
Liaise with States to ensure that the school census takes place in 2008-09 and discuss measures to ensure full coverage	X				EMIS	School census takes place in all ESSPIN States in Feb 2009
Develop plan for school census data entry at the State level		X			EMIS	Data entry methodology and program
Discuss ways in which the school census process can become more efficient and reliable at each State			X		EMIS	Set of school census proposals
Assess alternatives for introduction of regular learning achievement monitoring mechanism		X			MLA	Learning assessment strategy
Collaborate with USAID and RTI on design of EdData survey	X			5 days	LSM&E	EdData questionnaire
Develop format and draft versions of annual basic education sector performance report at State level		X		50 days	LSM&E and team	Sector performance reports

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Recommend to Policy Formulation Committee at PPMR/FMOE ways to target education research	X				Research	Research strategy
Design and implement research competition on target topics		X			Research	Research competition
Prepare ESSPIN baseline report			X	30 days	…	Baseline report