

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

**Communications and Knowledge Management
Results and Future Planning Paper**

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Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

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Acronyms and Abbreviations

C&KM	Communications and Knowledge Management
C&KMS	Communications and Knowledge Management Specialist
CS	Civil Society
CSACEFA	Civil Society Action Coalition on Education For All
CSO	Civil Society Organisation
CUBE	Capacity for Universal Basic Education
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
IEC	Information, Education, Communication
LGA	Local Government Area
LGEA	Local Government Education Authority
MTSS	Medium Term Sector Strategy
M&E	Monitoring and Evaluation
NEKNET	Nigerian Education Knowledge Network
NERDC	Nigerian Educational Research and Development Council
NIEPA	National Institute for Education planning and Administration
PATHS2	Partnership for Transforming Health Systems (Phase 2)
PSA	Programme Support Activity
SAVI	State Accountability and Voice Initiative
SBMC	School Based Management Committee
SLP	State Level Programme
SMD	Social Mobilisation Department (SUBEB)
SMOE	State Ministry of Education
SPARC	State Partnership for Accountability, Responsiveness and Capability
SSIT	State School Improvement Team
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission

Introduction

1. This paper presents the achievements under DFID-ESSPIN's Communications and Knowledge Management (C&KM) work stream, which is regarded as a set of activities supporting the delivery of the ESSPIN outputs rather than as a distinct programme output. It surveys the achievements of work over the last three years and outlines the planned approach for the next 3 years.
2. The Technical Paper on ESSPIN Communications and Knowledge Management (C&KM), May 2010 still provides a relevant overview so this paper seeks to update where appropriate and highlight significant developments to ESSPIN's approach to C&KM.

Aims

3. DFID-ESSPIN and the state programme partners need a two-way engagement with diverse audiences at all levels of the sector to ensure the flow of relevant information to facilitate the supply and demand of improved education services.
4. Communications and Knowledge Management (C&KM) aims for widespread public awareness-raising and sensitisation of the diverse issues and challenges of the reform agenda, leading to greater mobilisation to action for change. This advocacy is intended to develop greater understanding of the rights, responsibilities and roles of community, civil society and government actors; encouraging greater collaboration whilst promoting greater transparency and accountability across the Nigerian education sector. This will contribute to the achievement of DFID-ESSPIN's higher level governance objectives.
5. In promoting the "reform agenda" at Federal, State / LGA, School and Community levels we aim to create understanding as to why the system is broken and what is needed to fix it – an integrated package of school improvement reforms. We can prompt the pertinent questions and indicate the answers and, by working through various media (an integral part of civil society), ESSPIN can help create a critical mass of informed advocates willing to actively seek systemic change from inside and outside the Nigerian education sector. This translates into pressure for funding to flow to schools, for comprehensive improvements in the delivery of quality education and for greater community participation in the management of schools. Ultimately, in the progression from information and awareness-raising to mobilisation and engagement, C&KM is about provoking a response and a spur to action. In the long term this leads to institutional development and behavioural change.
6. The C&KM team also helps facilitate the flow of data *from* communities and schools to inform education policy makers and practitioners of progress made and the priority areas / issues of the sector requiring further attention and investment of resources by government and International Development Partners. Effectively engaging communities with those

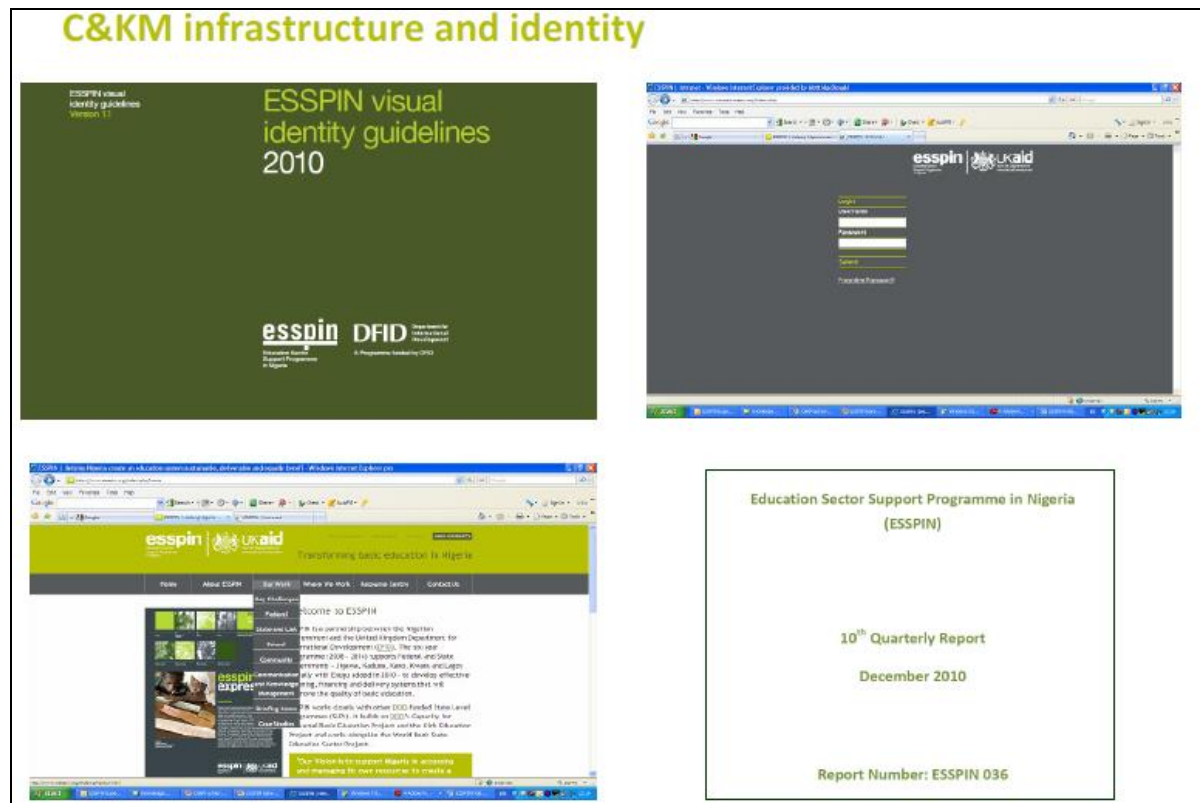
responsible for education provision, either directly or indirectly, and ensuring a responsive audience for “voice” is essential for strong accountability relations. It is also essential for ESSPIN’s own accountability to DFID and government partners that we document the successes, and failures, in the process of basic education sector reform and capture evidence of ESSPIN’s impact in supporting government and civil society initiatives to improve schools and the quality of basic education.

7. We also seek to promote learning from the programme and share our understanding of best practice to inform further education sector interventions within DFID-ESSPIN supported states and across Nigeria.

Achievements to Date

Communications Committees and Social Mobilisation

8. State Communications Committees were initially considered the focus of ESSPIN C&KM collaboration with government at state level, with some set up under CUBE. Technical support was provided to develop state communications strategies and implement related communication activities. The Communication Committees successfully raised the profile of C&KM across the education sector. They provided fora for interdepartmental dialogue, which was especially important during MTSS development. However, these disparate and ad hoc bodies have proved of limited effectiveness in either information gathering or dissemination.
9. Review and reflection on the functioning of education sector state Communications Committees, in tandem with the functional review and organisational development work with State Universal Basic Education Boards (SUBEBs) and the State Ministries of Education (SMoEs), has led to the withdrawal of ESSPIN support. As proposed in last year’s Technical Paper, ESSPIN has initiated intervention with SUBEB Social Mobilisation Departments (SMDs) in recognition of their place within the institutional structure of government and their de facto role in liaising with communities. SMDs and, to a lesser extent, the Public Relations Officers in SMoEs and SUBEB, have been identified as key partners for the dissemination and capture of information at grass roots relevant to the promotion of better basic education and community involvement. The first round of state level discussions and planning meetings with SUBEB SMDs regarding ESSPIN KM support were held December 2010 – January 2011.
10. Inception phase C&KM situation analyses in the states to provide data on media organisations were supplemented by a comprehensive communications baseline survey as part of the Community Survey in early 2010.



Technical Capacity

11. The DFID-ESSPIN website has been operating for two years and has undergone major restructuring to improve its function and presentation. The website provides our window to the world where we can present the programme approach, methodology and progress to date through an increasing array of multi-media resources. All ESSPIN printed IEC products are available online as well as a growing resource bank of qualitative evidence of impact. In the inception phase the decision was taken to bring the management of the website in-house rather than be reliant on expensive third party providers of variable quality. Website traffic has grown to around 4,000 visits per month (predominantly within Nigeria but with a global audience). The intranet is also functional and providing a range of programme data and resources for staff and selected partner representatives. Work Group facilities were recently added.
12. Bulk text messaging (SMS) is now used extensively for alerting an extensive data base of nearly 2,000 stakeholders in ESSPIN and non-ESSPIN states of programme developments and broadcasts. Audiences of DFID-ESSPIN's communication products can text their feedback.
13. A range of ESSPIN and DFID branded communication products, sharing a consistent visual identity and compliant with DFID requirements have been developed, including regular newsletters, e-bulletins, brochures and website content. Over 200 formatted technical reports have been produced and processed for dissemination by email and on the website since programme start-up.

14. Guidebooks and manuals have been produced for Head Teacher development and SBMC development as well as support provided for the production of a number of Federal Ministry of Education publications (e.g. Annual School Census, Federal Quality Assurance Instrument, Federal Ministry Road Map). The C&KM design team is partly responsible for the major task of the production of the literacy and numeracy lesson plans for primary schools.

Programme Support Activities (PSA)

15. C&KM activities and budgets fall almost entirely within the ESSPIN Programme Support Activity. C&KM PSAs deliver key messages to diverse audiences within Nigeria through selected media – notably film, radio, the press, community theatre and printed materials (requiring graphic design and photography). These are managed at programme level and rolled out across the states. There is also distinct state level PSA in these and other areas, which are at the discretion of the state Communication and Knowledge Management Specialists (C&KMS) working with state colleagues and partners.
16. The use of various mass media allows us reach across the social, cultural, economic and political spectrum, and a wide geographic area, with a range of messages to inform and mobilise stakeholders. Research indicates considerable variation in the take-up of different media in terms of audience size and type. Audience influence is disproportionate to audience size. We consciously target different audiences with regard to their level of engagement with the education sector. For instance, those receiving information and sensitised by TV and the press may be relatively few, but drawn from the “movers and shakers” of the elite in a position to influence policy. Radio may capture a much wider audience, otherwise unreachable, which is mobilised to mainly engage with schools at community level. A comprehensive mixed media package of communication products maximises the impact of DFID-ESSPIN’s C&KM.
17. All planned C&KM PSA activities are now running concurrently – marking significant progress in the last year.

Support for the delivery of programme outputs - PSAs



Better Schools Better Nigeria An ESSPIN documentary Play

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In Your Best Interest
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LAST UPDATED AT Sun Dec 12 20:10
Print | Email
Why basic education is struggling in Nigeria – Ilusanya
By Onche Odeh | Head Education & Science
The government of Nigeria has been urged to imbibe a culture of continuity for the education sector as a way of curbing incessant policy changes in the system.
This was the suggestion of education consultant, Gbovaga Ilusanya, who identified management and planning challenges as some of the reasons education in Nigeria is not making the desired impact at the

KANJIGA COMMUNITY THEATRE
HANNU DIYAWA
Act 1

Gbagan! Gbagan!
Radio Nigeria
Saturdays
10.30 am
– the bell is calling you!

Radio

18. Radio is the central plank of DFID-ESSPIN’s media platform with by far the largest and most widespread audience and increasingly reaching the most disadvantaged and excluded, notably poor rural women. For a remote population with low literacy statistics and a largely non-reading culture, radio serves to inform and entertain to keep people listening. We have produced and broadcast three series of a continuously running radio drama, “Gbagan Gbagan – the Bell is Calling”, centred on a typical local school and characters from the surrounding community. Recorded in local languages, the drama raises issues pertinent to the state and national reform agendas and the DFID programme, coinciding with ESSPIN initiatives. It particularly encourages engagement at the immediate school level, notably through School-based Management Committees (SBMCs), and also raises broader governance and education quality issues. At the end of each series there is a programme devoted to a recorded public discussion of the issues raised by the series.

19. Feedback from SUBEB Social Mobilisation Department (SMD) in Lagos noted that SBMC development had been accelerated because communities had heard about SBMCs on Gbagan Gbagan and wanted to get involved.

Film

20. At a relatively high production cost, film making has been used judiciously for multiple markets, including being made available to DFID in the UK. In presenting a strong visual context, film raises public awareness and more responsible engagement with education issues and has particular value in reaching the more influential political, economic and

technocratic elite on both TV and DVD. Film can help provide eye-witness testimony for the formulation of evidence-based education policy and thereby promote the development of the sector in response to informed demand side opinion.

21. "Better Schools, Better Nigeria", produced in early 2010, is a set of five state based documentaries made in consultation with state partners to highlight the challenges of improving schools and the efforts being made to address these. The film material was re-edited to produce 5 minute versions and a single 30 minute documentary. All were produced in English and local languages. The English versions of each were broadcast on national TV. A film was made with the same footage for DFID's 1 Goal World Cup campaign.
22. DFID-ESSPIN's high level advocacy in support of political engagement and replication has been enhanced by the production of six low budget, thirty second TV "spots" aired in the weeks preceding the elections to keep education on the agenda.

Press

23. ESSPIN is working with the Nigerian press to improve the quantity and quality of reporting on the state of the nation's education sector and so build civil society demands on the influential (and literate) for improvement. The first cycle of awareness raising and skills development for 60 journalists with national newspapers (and some broadcasters) is reaching its conclusion. We are already seeing a steady stream of informed articles from participants. DFID-ESSPIN remains deliberately behind the scenes so that the issues become the stories and the media is not obviously driven by a donor agenda. State C&KMS support and enhance this relationship with the press locally.

Community Theatre

24. Despite the availability of more advanced information technologies in many parts of the country, there is still a strong tradition of drama and story-telling throughout Nigerian communities. Community theatre has been tried and tested across the continent and proven successful in raising awareness of critical social issues. By presenting the trials, tribulations and triumphs of basic education through the medium of theatre to a live audience in schools, markets, motor parks and other places where ordinary people meet, we engage with them directly in their own context. The plays prompt immediate debate.
25. With technical input provided by the ESSPIN team, three short plays have been written and produced by a team of Nigerian dramatists sensitive to local culture and customs and prepared to adapt them on the spot. Local drama groups perform the plays in the states.
26. Community theatre has successfully started in Kano, with 22 performances directly engaging a total audience of over 5,000 in ESSPIN supported schools and communities.

Information, Education, Communication materials

27. Printed IEC materials have been designed and produced in bulk to support key activities for school improvement and community engagement, e.g. the development of State School Improvement Teams (SSIT) and School-based Management Committees (SBMC). As well as advocacy materials, such as posters and flyers, a range of materials are produced to explain ESSPIN’s approach and methodology (centred on the bundle of school improvement reforms). They are also designed to present lessons learnt and best practice, and to provide evidence of impact. A guide to these publications is provided in Annex 1.



Assessing the impact of C&KM activities

Communication Impact Surveys

Also sitting under the PSAs is the provision for Communication Impact Surveys and the first distinct exercise in this respect (further to the communications element of last year’s Community Survey) will be undertaken by an independent service provider at the end of this programme year. The results of this survey will influence the nature of C&KM work in the future.

Summary of Results - Creating the Critical Mass for Reform

	Outputs (June 2011)	Key Results (June 2011)	Key Results (June 2014)
Radio	40 episodes; 124 broadcasts	10,000,000 people aware	12,000,000 people aware
Film	11 documentaries; 1 campaign, 6 "spots"; 34 broadcasts	5,500,000 people aware and informed	7,000,000 people aware
Theatre	2 plays; 60 performances	12,000 people informed and sensitised	36,000 people informed and sensitised
Press	60 trained journalists	30 credible newspaper articles; 6,000,000 readers	120 trained journalists; 120 credible newspaper articles; 6,000,000 readers
Print Materials (Prog)	15 Case Studies; 6 Briefing Notes; 5 Experience Papers; 6 Evidence of Impact; 9 Express; 200 reports	2,500 secondary stakeholders informed sensitised and mobilised	7,500 secondary stakeholders informed sensitised and mobilised
Print Materials (IEC)	Flyers, posters	50,000 teachers; 200,000 parents informed and sensitised	50,000 teachers; 200,000 parents informed and sensitised

(TV, radio, press coverage based on ENABLE media audience surveys, 2009 - 2010)

Rationale and Strategy for the Remainder of the Programme

28. The first point to note is the strategic shift to a broader Communications and Knowledge Management approach with greater emphasis on the process of capturing relevant data and interpreting this for presentation to targeted audiences to promote learning and understanding. This, in part, reflects the progression at the mid-term of the programme, from the initial communication of the education reform agenda and explanation of ESSPIN's objectives and methods, towards emphasis on the sharing of experience, best practice and evidence of impact at school and community level. It also reflects a response to increased DFID emphases on value for money and results.

Political Engagement and Replication

29. DFID-ESSPIN will continue to facilitate the flow of information for widespread public awareness-raising and sensitisation of the diverse issues and challenges of the reform agenda, leading to greater mobilisation to action for change, especially amongst the politically powerful. ESSPIN's messages have consistently been communicated by national media to reach a national audience.



'Gbagan-Gbagan is a call to everybody. I hope the government and other stakeholders are listening and consequently draw up implementable policies to solve the collapsed education system in Nigeria'.

Alfred Victor Ayodele
State Umuahia, Abia

ESSPIN's radio drama crosses state and programme boundaries

30. We will support the formulation and dissemination of education policy and improved practice which is based on the bundle of school improvement reforms promoted by DFID-ESSPIN, and which is responsive to public demands. Communications will be targeted at technocrats and politicians in ESSPIN and non-ESSPIN states with a view to replication of ESSPIN's approach to education reform on the basis of our experience and progress to date. ESSPIN communications will also assist the Federal team with their national level advocacy to the political elite and will support their platform of support to UBEC and NIEPA. As well as utilising the full range of communications products, there is the potential for supporting national forums, study tours to ESSPIN-supported states, and communities of practice between state partners.
31. We are very conscious of the importance of supporting civil society (CS) with regard to pushing political engagement and replication forward, and will help non-government actors, especially CSACEFA, to help articulate their voices. Brokering a collaborative CS working

relationship with the media, (part of civil society themselves) with the potential to amplify voice and increase the political pressure for change, is a developing dimension of ESSPIN's C&KM work.

32. There is the potential for greater SLP collaboration, especially with PATHS2, on a wider social development platform. It is evident that many health and education issues are seen and addressed as one, especially at community level and by CSOs, so joint CS / media forums at state and federal level are planned. SAVI is also involved.

C&KM within the state system

33. DFID-ESSPIN will provide technical assistance and capacity building support for C&KM in SUBEB SMDs and seek to link ESSPIN's own state level C&KM to this. There is also the potential for similar engagement with CSOs with the prospect of brokering positive relationships between government and CS around information sharing. Working with SMDs will strategically reinforce ESSPIN's wider community and civil society engagement for school improvement.
34. Conscious of the growing need for sustainable information gathering within the education system, we recognise that Social Mobilisation desk officers and their LGEA counterparts are ideally positioned to facilitate the flow of data from communities and schools to inform education policy makers. This can be readily combined with ESSPIN's own monitoring. Linking communities with service providers and ensuring a responsive audience for "voice" is essential for strong accountability relations.
35. Further to the initial consultations and planning with SMDs, Technical Assistance is now being contracted for the next step of a situation and skills need analysis and strategy development. ESSPIN in-house expertise is lined up for continuing technical support.

Programme Support Activities

36. C&KM PSAs will continue to deliver key messages to diverse audiences within Nigeria through selected media— notably film, radio, the press, community theatre and printed materials. These will be increasingly managed in collaboration with state partners, especially SMDs.
37. More detailed PSA work plans and budgets show future activity in all areas to the end of the programme. These will be reviewed in the light of upcoming audience survey work.

Radio

38. The national, education themed radio drama is intended to run continuously, but with reducing levels of ESSPIN financial commitment as media, private sector and other partners (including PATHS2) are introduced. Ultimately, this should allow for an ESSPIN exit leaving

the show on air. State C&KM Specialists are also involved in local radio programming, such as education themed discussions / phone-ins and rebroadcasts of the national programme.

Film

39. Production of the longitudinal study “Better Schools, Better Nigeria” is set to be repeated twice more for release in 2012 and 2014, providing documentary evidence of impact and an aid to replication. There are also state plans to film lessons in schools benefiting from the school improvement package. ESSPIN’s TV “spots” will be repeated.

Press

40. A further cycle of press awareness raising and skills development is planned for the second half of the programme. State C&KM Specialists will continue to support and enhance this relationship with the press locally.

Community Theatre

41. Theatre work suspended during the elections will resume in other northern states in May and start in southern states in the second half of the year. We will film a version of the theatre production to reach a wider audience on TV and DVD. C&KM Specialists and SMD will manage this process in the states.

IEC materials

42. A range of IEC materials is under constant production and DFID-ESSPIN will continue to document evidence of impact and programme learning and best practice for replication. The photo library will be updated as a photographic study of development in schools and communities in tandem with the further Community Surveys in 2012 and 2014 and complementing Case Study material.

Managing Knowledge – Best Practice and Evidence of Impact

ESSPIN Briefing Note
3

Organisational Development and Management

Introduction

In Nigeria there is a strong desire to make fundamental changes in the way that education is provided and managed. But this is made difficult by too-heavy education structures, over-caring responsibility and ineffective management systems. To be successful, reform in education has to take place in parallel with other changes, including changes in legal frameworks, planning and financial systems.

ESSPIN is helping federal, state and local government education agencies to work together more effectively and build trust in each other to do this. ESSPIN is supporting those agencies as they make their roles and responsibilities clearer, identify the skills and structures needed to deliver quality education without dilution and waste. This includes developing the local government system and developing the capacity of managers across the system to work more effectively.

What is ESSPIN's support?

Top-level education management teams identify and communicate areas of ownership to play a part in improving education. What central authorities determine what schools need, there is little scope for local ownership of education. Schools and communities need to be consulted, and to be given responsibility for improving teaching and learning – and for managing the resources needed to do so.

Conclusion

A more effective education system requires some reorganisation of federal, state and local governments to clarify responsibilities, clarify those responsibilities at the most appropriate level in the system, and take further measures to make sure those responsible are held accountable. ESSPIN focuses on organisational development and management in the parts of the system where changes will make the biggest difference.

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ESSPIN Experiences

Integrating the old with the new: Addressing education's responsibilities to the demands of modern society

esspin | **UKaid**

Managing Knowledge – Best Practice and Evidence of Impact

Transforming Basic Education in Enugu

ESSPIN is making a positive difference to teaching and management in schools and the governance of education at Federal, State and Local Government level. Support for schools is accompanied by help for communities to join in improving the quality of basic education in Nigeria.

Background

Brief description of state context (use ASC data), challenges / priorities (Max 125 words).

XXXXXXXX XX XXXXXXXXXXX XXXX XXXXX XX XXXXX. XXXXXXX XXXXXXX XXXXXXXXXXX XXXXXXXX XXXXXXXX, XXXXXXXXXXX XX

ESSPIN's contribution

Response to challenges – broad areas of work. Inputs/ outputs – trainings / numbers trained, numbers of schools / communities supported, infrastructure, other activities. Could refer to governance processes “behind the scene” (MTSS) but concentrate on schools and communities (Max 125 words).

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CASE STUDY

Community involvement in education in Tunga Maje, Kwara State, Nigeria.

“The people often complained of the amount of money they spend to send their children to school without instant returns. Now their perception of the expensive nature of sending their children to school is a thing of the past” – says Kareem Babarinde is the Head Teacher at Tunga Maje Local Government Education Authority School, Kaiama Local Government Area, Kwara State and a member of the newly constituted School Based Management Committee (SBMC).

Nigerian Education Knowledge Network (NEKNET)

43. The development of a Nigerian Education Knowledge Network (NEKNET) based at the Nigerian Educational Research and Development Council (NERDC) – a searchable, electronic document database – proceeds slowly with a constant question mark over future ESSPIN involvement. Support has been provided for strategy development and technical assistance given for writing and editing skills development and editorial and selection policy development. Future support is highly conditional on progress to get the required technical infrastructure and management structure in place. However, at relatively low cost and low risk, the potential gains from a functioning NEKNET for C&KM across the education sector are great so ESSPIN will maintain a watching brief on NERDC progress.

Evidence of Impact

44. There is increasing opportunity and efforts being made for C&KM Specialists and other State Specialists to document programme progress and results in schools and communities. This largely qualitative data combined with the more quantitative data from the M&E and state teams is processed, mainly in Abuja, for onward communication.

DFID Communications

45. ESSPIN will continue to support DFID's communications teams in Abuja and London with a stream of materials suitable for dissemination to a UK audience. These usually focus on evidence of impact.

Annex 1 – DFID-ESSPIN Documents and Publications

(All available in print and on-line)

Document / Publication	Description / Purpose	Primary Audiences	Style	Technical Rating (1 < 5) ¹
Reports	Short consultant Input Visit Reports and longer Assignment, Technical and Programme Reports on specific pieces of work and documenting programme progress and technical inputs with findings, conclusions and recommendations. Distributed as part of the ESSPIN Documentary Series and available online (Input Visit reports only on intranet).	Client (DFID), partners (esp. SMOE / SUBEB), Technical Team. Not usually for general distribution	ESSPIN house style and reporting templates in Word / PDF. Focussed professional / technical reports.	5
ESSPIN Experiences	Summarised analysis of the challenges ESSPIN is tackling in the relevant technical area (problem statement / situation analysis) and explaining ESSPIN's approach and methodology (solution / objectives) and progress made (implementation), highlighting any innovation and the participation of stakeholders. They indicate future challenges and ESSPIN intentions of further intervention, if appropriate. The Experiences are intended to promote programme learning and best practice, to inspire and inform similar future initiatives and provide a comprehensive record of ESSPIN's progress and evidence of impact.	Client, partners (esp. SMOE / SUBEB). Wide audience of influential education sector stakeholders (decision makers) in Nigeria, including non-ESSPIN states, and beyond who may not be expert but have some basic technical knowledge and practical experience of the issues being discussed. Selected distribution to key contacts.	Technically detailed enough to guide replication but not a detailed and heavy "How to ... Manual", nor a quick "one pager". Use of uncoated paper stock, bold imagery, limited colour palette and clear typographical text structure creates a distinct visual identity for this range of publications.	4

¹ This rating indicates the level of detailed interest/understanding required of the reader (5 denotes a high level)

ESSPIN Briefing Notes	Brief (2 page), accessible info sheets to describe ESSPIN's programme wide approach to delivering key elements of the programme in the Output work streams and an indication of expected outcomes. Based on more complex and longer Technical Papers.	All ESSPIN partners, stakeholders (may include media) requiring technical overview of programme or its parts.	Initially produced as a Word/PDF document for office printing and email distribution. A stripped down but still reasonably technical view of approaches and methodologies. They should be positive in tone and timeless. Can be used individually or as a pack.	3
ESSPIN Evidence of Impact	State by state round up of short examples of ESSPIN's impact, notably at school and community level with some state level context. Include stakeholder / beneficiary "voice" and case study materials. Intended as a quick, take-away for briefing purposes or to reinforce more technical discussions or papers. To be updated.	Client, partners, media. Wide audience of influential education sector stakeholders (decision makers) in Nigeria, including non-ESSPIN states. Selected distribution to key contacts.	Simple layout with minimal design. Easy reading with some images. Initially produced as a Word doc for office printing and email distribution.	2
ESSPIN Case Studies	Stand alone examples of ESSPIN's impact from a personalised perspective of an individual or small group of beneficiaries moving back to illustrate programme and wider development context. Use of "voice" (quotations) and images.	Primarily Client but used in conjunction with other publications for wider audience. Also used with the media	Simple layout with minimal design. Easy reading with some images. Initially produced as a Word doc for office printing and email distribution.	2

ESSPIN Express (Formerly the ESSPIN Newsletter)	The Express document is a restyled digest of ESSPIN developments and a vehicle for carrying other publications / docs to a wider audience with a focus on reporting on results and providing evidence of impact. (Originally a collection of short news items informing of main programme activities with longer output based articles covering key aspects of the programme delivery).	Client, all ESSPIN partners (esp. SMOE / SUBEB), Technical Team, and broad selection of education sector stakeholders staff as well as CSOs and the media	Visually arresting layout that carries and sustains the ESSPIN brand, uses a wide range of imagery and communicates information clearly and attractively to general education sector readership. Short, punchy pieces for a (relatively) easy read. Forms main visual on ESSPIN web site home page	2
ESSPIN Brochure	Brief, easy to read introduction to ESSPIN.	General distribution to any newcomers to ESSPIN.	Handy and accessible A5 format with clear and easy to read layout. Using images and diagrams to illustrate the text.	1
Posters / Flyers etc	IEC materials to inform, sensitise and mobilise.	For targeted mass distribution to primary stakeholders and beneficiaries notably at school / community level	Simple, yet dynamic photographically led, high impact materials in various formats, with clear, easy to read text and appropriate imagery.	1