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(ESSPIN)**

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Kaduna State Final Self-Assessment Report:

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- ESSPIN 0-- Programme Reports and Documents
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Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Review
ASC	Annual school census
CSO	Civil society organisation
DWP	Departmental workplan
EMIS	Education management information system
GPE	Global Partnership for Education
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
PRS	Planning, Research & Statistics (department)
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
TDP	Teacher Development Programme

Introduction

1. This Report reviews and summarises the work undertaken by Kaduna 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 the main findings from a Report prepared by Kaduna & ESSPIN on the self-assessment exercise undertaken with LGEAs on 28th – 30th June and 11th & 12th July, 2016.
2. 2016 is the fifth year in which self-assessment has been conducted by Kaduna. Up to 2014, the assessment measured progress towards agreed targets to be achieved by July 2014. Kaduna State was successful in reaching these targets last year. 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 State Economic and Empowerment Development Strategy (SEEDS) benchmarking process, as developed through the 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).
4. Assessment is carried out in a participatory manner by a group of key informants 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
 - 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) that required delivering the logframe and state plans.
 - 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).
 - 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;

- A preparatory meeting was held within each state, where ESSPIN state specialists assisted those selected to attend the workshop to gather the necessary evidence;
- Core team members then gathered the data and evidence for each Sub-Output Indicator and Dimension;
- 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.
- 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).
- 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.
- A final report will incorporate the comments and amendments from the post-workshop review.
- 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 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 sub-output indicators:

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**).

Table 1 describes the terminology used throughout the report.

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 Kaduna 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 last year's self-assessment exercise.

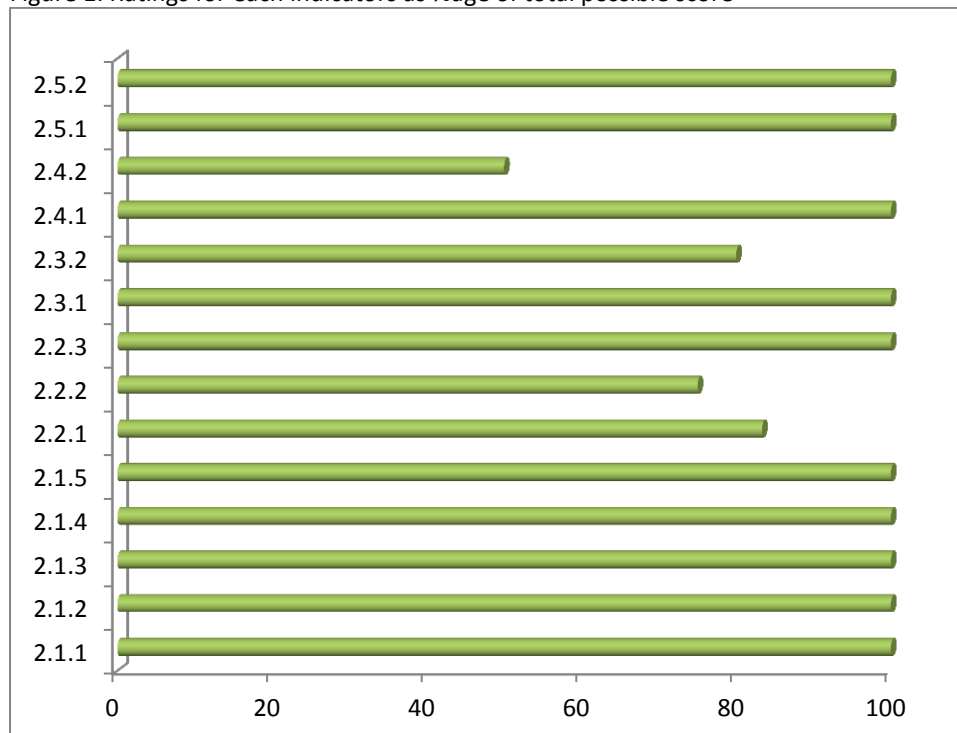
Table 1: Guide to the Jargon

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

Assessment

6. The overall performance of the five Indicators and their sub-output indicators by Kaduna 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 diagram shows that out of the 14 areas being assessed, Kaduna achieved maximum scores in 10 of them. More detailed scores are available throughout this report. The diagram also pinpoints those areas where improvements are needed, and the report reviews these and examines the reasons for the ratings obtained.
7. Each of the five sub-Indicators is described in turn, before each is then analysed as to the factors accounting for the ratings.

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



8. The **Planning & Budgeting** Output Indicator seeks to assess the extent to which the management and governance of basic education at state and local government levels has been strengthened by seven years of ESSPIN involvement with the state. All of the 20 dimensions in this Indicator were rated as 'met', with Kaduna scoring the full 40 possible points, a very strong performance: not only the highest of the six states undertaking self-assessment but the highest achieved in the five years of these exercises.
9. Evidence-based planning has progressed considerably with the MTSS matching the approved budget, and with LGEA and action plans clearly operative so all the four dimensions of 2.1.1 "*Evidence based plans developed and integrated between state, LGEA and schools*" were rated as 'met', backed by a host of evidence.
10. All five dimensions that "*Appropriate budget management systems for efficient service delivery are in place*" (2.1.2) were rated as 'met'. 2.1.2.1 ("*Support implementation of transparent budget presentation systems*") was demonstrated by publication in the press of the Auditor's report. Key evidence in this area was taken from the clearly operational Department Work Plans (DWPs).

11. Monitoring and evaluation units maintained last year's progress with 'met' ratings in all four dimensions of 2.1.3 (*"Monitoring & Evaluation systems strengthened"*). M&E Units exist in each LGEA, and the preparation of AESPRs is increasingly institutionalised. All the EMIS-related Dimensions were rated as 'met'. The annual school census is now an established and well-organised component in educational planning in Kaduna State, despite constant funding problems.
12. The institutional framework underpinning strategic planning – the dimensions of clarification of mandate and setting service charters were all rated as 'met', with evidence of monitoring systems, service charters and the dissemination of corporate vision and mission statements embedded within the system.
13. The **Service Delivery** Indicator assesses the extent to which human resource management, financial management and procurement, and political engagement ensure quality service delivery in basic education. This is the area where the greatest improvement since 2015 can be seen. Of the 14 Dimensions (activities) comprising this area, 12 were rated as 'fully met', compared with only seven in 2015.
14. The weakest Dimension is 2.2.1.6 *"Support SUBEBs, LGEAs & schools to initiate and manage internal performance management mechanisms"*, because there are no performance management or appraisal mechanisms in place for monitoring internal performance other than the standard civil service APER form, which is descriptive rather than performance related. Otherwise the central planks of the human resource management system have been established and are maintained after seven years of ESSPIN support.
15. Three of the four dimensions of 2.2.2 (*Strengthen financial management systems*) are fully met. Systems and standards are now in place, and the evidence on budget tracking is now convincing, with dissemination of the AESPR and publication of Internal Auditor reports. However, the Procurement dimension (2.2.2.4: *Facilitate adherence to standard procurement rules at the LGEA level*) posed problems because this is a state function outside the remit of the Education MDAs. It is rated 'not met' in the absence of evidence but, as discussed later, this is rather harsh as the Dimension is not an appropriate one to assess in Kaduna because it cannot point to actions that need to be taken.
16. All four political engagement dimensions (2.2.4) are rated as fully met. Evidence was produced for a variety of formal and informal quarterly and weekly briefing meetings with the Honourable Commissioner including minutes of the Kaduna State Education Intervention Committee. State quarterly meetings, briefings with the SUBEB Chair and records of meetings between the SUBEB Chair and LGEA Education Secretaries all point to progress in political engagement. The minutes of the Joint Allocation Accounts Committee demonstrated engagement with Local Government Chairmen that was not available in 2015.
17. The **Quality Assurance** Indicator assesses the quality of school support and quality assurance services at state and LGEA level. Six of the 8 dimensions were rated as 'met': one was 'partially met', the other 'not met'. This is the only area where the 2016 ratings are lower than in 2015 (see Table 2). The quality dimension of the school improvement programmes is now clearly fully functional with 'met' ratings for all three activities under 2.3.1 (*Build capacity to plan and budget for school improvement programmes*).

However, 2.3.2 ratings are more problematic. This focuses on the State's Quality Assurance (QA) system for schools. A long-standing issue of the relationship between the ESSPIN-sponsored School Improvement Programme (SIP) and the State's own internal QA system has not yet been fully resolved. The evidence for close collaboration between them is still tenuous. 2.3.2.3 (*Sustain & strengthen linkages of QA system with school improvement programme*) was rated 'not met' as the

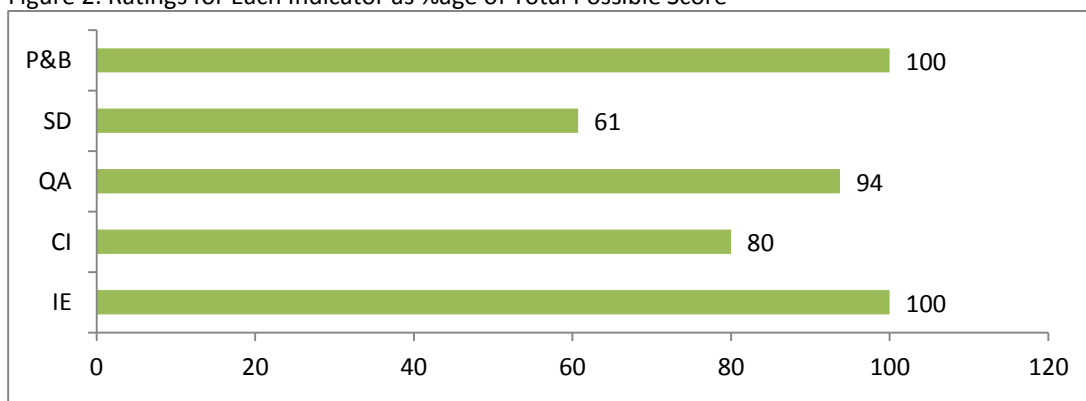
evidence produced of QA school evaluations was unconvincing. And 2.3.2.4 3 (*Link QA system with school improvement programme*) was rated as only ‘partially met’, the same rating as in the past three years, as issue discussed below in the analysis section.

18. Four of the five dimensions of the **Community Involvement** Indicator were considered as ‘met’ so that the area obtained 8 out of a possible 10 points. A ‘not met’ rating was given to 2.4.2 “*Strengthen the capacity of CSOs to undertake budget tracking*”, because no actions have yet been taken to do this, despite evidence in the other dimensions that links between SUBEB and CSOs have substantially improved. This was also the case last year, as discussed below.
19. All five **Inclusive Education** dimensions were rated as ‘met’ as was the case in 2015. The State has clear policy on inclusive education, well backed with evidence, that outlaws all forms of discrimination and promotes learning friendly education.
20. The overall scores for Kaduna State are summarised in Table 2, where they are translated into the Bands employed in ESSPIN’s log frame and are compared with the targets agreed for 2016 (the conversion tables can be found in Annex 7). The table demonstrates that Kaduna has (marginally) performed below target in Quality Assurance but has met the targets for the other four Indicators. Figure 2 compares the performance of each Indicator as a percentage of the total possible points available, highlighting strengths and (a few) weaknesses that are discussed in the next section.

Table 2: Scores, Bands and Targets for each Indicator, 2015 and 2016

INDICATOR	Scores			Bands		
	2015	2016	Max. possible	2015	2016	Target
2.1 Planning/Budgeting	38	40	40	A	A	A
2.2 Service Delivery	17	24	28	B	A	B
2.3 Quality Assurance	15	13	16	A	B	A
2.4 Community	8	8	10	B	B	A
2.5 Inclusive Education	10	10	10	A	A	A
Total	88	96	104			

Figure 2: Ratings for Each Indicator as %age of Total Possible Score



Analysis

21. 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?
22. This year's analysis benefits from the availability of the LGEA self-assessment exercises conducted in June and July this year. The results of those exercises are summarised in Annex 3. A separate report has been prepared summarising and analysing the findings, and that report contributes to the analysis here. This section 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. These issues are raised in the analysis below.

Planning & Budgeting

23. Analysis of the quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level demonstrates that the high standards achieved in 2015 have been built on and enhanced in 2016 at both State and LGEA levels. The ratings of 100% for State and 71% for LGEAs demonstrate substantial improvement, especially at LGEA level since 2015. All the dimensions are rated 'met', and there are examples of best practice in this area that other states could benefit from. In many areas, Kaduna has been able to institutionalise the planning and budgeting activities developed first with support from ESSPIN, so that such support is no longer needed.
24. At LGEA level the strong impression is of work in hand. The first steps have been taken but not yet integrated as a part of a systematic planning process. For example, school development plans (SDPs) are now being developed but do not link to LGEA plans – largely a measure of weak LGEA capacity. Similarly, LGEA strategic plans and action plans are prepared with clear mandates but are then not funded
25. The M&E Units compile and forward quarterly reports to SUBEB. The existence of records of attendance of training provided by SUBEB and ESSPIN suggests some level of training received. However, the capacity of M&E Officers in the LGEAs is weak. There is the need for further capacity development and deliberate support to ensure that the M&E officers participate in the drafting of the LGEAs' reports.
26. The problems of lack of data are now being addressed, with databases rolled out to an initial three pilot LGEAs and plans to extend these to the remainder. This will reinforce the links between LGEA and SUBEB planning which hopefully will eventually recognise the benefits from incorporating school-level planning. For this to happen, SDPs need to identify areas for LGEA support rather than comprise a list of locally-funded minor repairs; while LGEAs need the skills that will enable them to aggregate and analyse the SDPs so as to identify priorities across their schools.
27. Training is, therefore, an important component in further development of the multi-level planning and budgeting system. There are still challenges in building capacity at LGEA levels, including strengthening the M&E functions in LGEAs.

28. So the main planning mechanisms at school, LGEA and state levels are now in place, and the priority now is to strengthen the linkages between them. There is clear recognition of the importance of adhering to the deadlines demanded in the planning cycle, and even where there are slippages, great efforts are made to make up for lost time.
29. Monitoring and evaluation is now fully institutionalised but is still handicapped by the absence of manageable, action-focused short reports and summaries that can be used for decision-making. M&E Units take the lead in preparing the AESPR and the QMRs for expenditure tracking. M&E at LGEA level is still under development, and the desk officers there need to develop the skills necessary to process M&E data and prepare reports. However, SDP summary reports are now produced, and MTSS working groups prepare the necessary data for AESPR and MTSS. There remains a need to integrate SSO and SMO reports into aggregated and analysed summary reports that can shape LGEA and SUBEB planning.
30. The strategic plans of Ministry and SUBEB are based on clear mandates and include a widely publicised corporate vision & mission statement. With the changes in IDP support with ESSPIN finishing, the DFID Teacher Development Programme coming to the state and state involvement in the Global Partnership for Education (GPE), it may be an opportune moment to review and update MoE and SUBEB strategic plans and their vision and mission statements, in the light of both the major progress made in the last few years and the new challenges facing basic education in Kaduna.

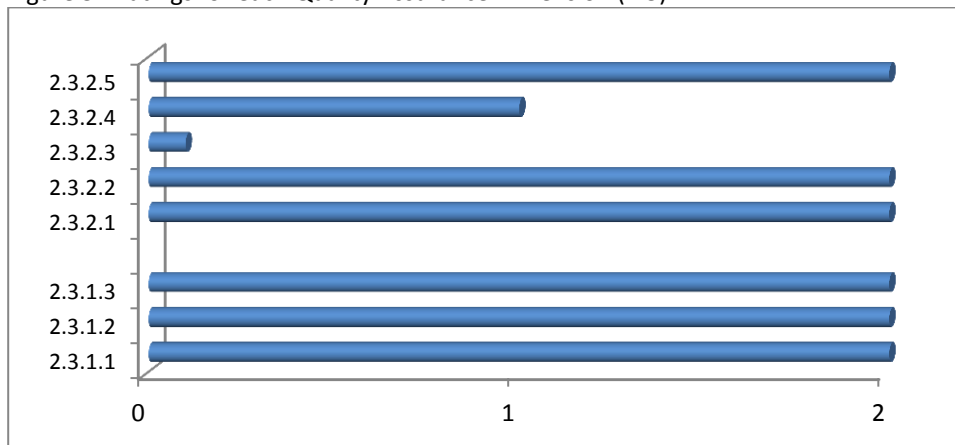
Service Delivery

31. Kaduna is rated at Band A for Service Delivery, a major improvement since 2015. The weaknesses identified last year in the HRM & HRD systems at state and local government levels have been addressed and largely resolved at state level, although progress at LGEA level is still progressing. The main state-level weakness concerns the performance management or appraisal mechanisms (2.2.1.6), the steps needed to embed the HR reforms into the state system. There is still nothing in place for monitoring performance other than the standard civil service APER form, which is descriptive rather than performance-related.
32. The substantial progress in the development of financial management systems (2.2.2) noted over the past two years has been maintained. The evidence that the systems are now in place does not mean, of course, that they are operating as effectively as they might and the evidence quoted for effective budget tracking and financial reporting (2.2.2.1) is limited to internal documents with little sign that efforts are made to provide financial information and encourage external budget tracking. And weaknesses are marked at LGEA level, where the decentralisation of financial responsibilities to LGEAs is not happening. In consequence, LGEAs are incapable of providing the supervisory or technical support to schools they are mandated to do.
33. The issue of procurement presented assessment problems. This has been a persistent problem in self-assessment exercise because in Kaduna procurement is a state function outside the remit of the Education MDAs. The solution is to remove this activity from any further self-assessment frameworks used in the State.
34. While the political engagement activities (2.2.3) were fully met at state level they remain weak across LGEAs. Most notably, although the SUBEB Chair meets with Local Government chairmen, there are no systems in place to involve LG chairmen with their LGEAs to provide resources and other support for school improvement programme.

Quality Assurance

35. Quality Assurance is the one Indicator where ratings have declined (slightly) this year. The total of 13 points means that Kaduna is in Band B and just misses its Band A target. Figure 3 demonstrates that Sub-Output Indicator 2.3.2 performed worse than 2.3.1, and there remain (as in previous years) issues about the system's linkages with school improvement planning. QA reports should be resources for the SIP, so that action can be taken and resources located as necessary. This was raised as a priority in the past three years' self-assessment reports and remains so.

Figure 3: Ratings for each Quality Assurance Dimension (2.3)

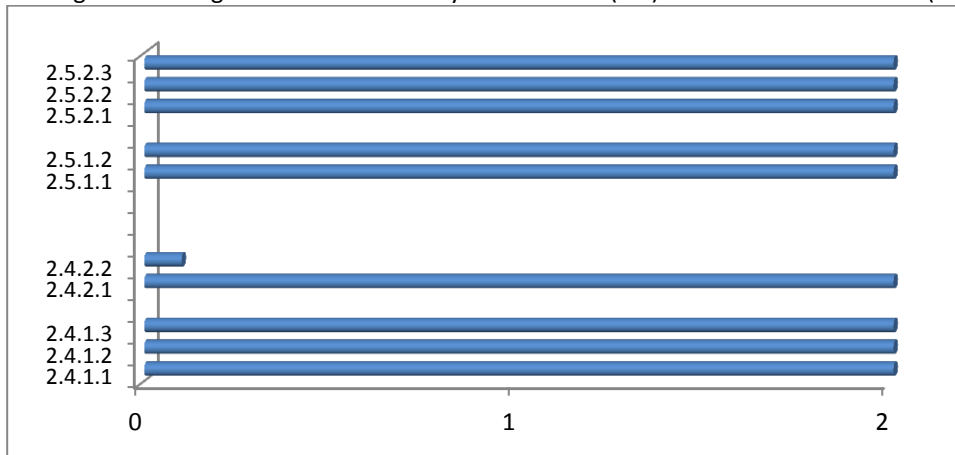


36. There are signs of improvement: the first organized meeting between Schools Services and QA Evaluators has taken place, while the roll-out of the LGEA database to all LGEAs will facilitate linkages not only between LGEAs and SUBEBs but across the departmental structures at both levels.
37. A key component of any QA system is the ability to incorporate bottom-up data. However, the LGEA report stated that primary schools are not evaluated as the LGEAs have no budget for school evaluation. The system that SDPs and SSO reports identify needs, backed by evaluations of those needs through the QA system, is not working. Those needs should be aggregated and analysed at LGEA and state levels to set local and state priorities. In particular, school improvement targets need to be captured in the MTSS and hence resourced through the annual budget. A key requirement here is for the QA evaluation reports to be incorporated in EMIS, so that data on school quality can be correlated with ASC data on school facilities, etc. It is assumed that this will be included in the LGEA Database as it is rolled out.

Community Involvement

38. Four of the five dimensions of community Involvement were rated as 'met', as Figure 4 demonstrates. The 'not met' rating was for 2.4.2.2, as occurred last year. This means that a B Band is achieved as against the 2016 target of Band A. A wealth of evidence was produced to demonstrate the developing linkages between SUBEB, the LGEAs, private bodies and community organisations. However, the LGEA reports noted considerable variations in the level of community involvement from one LGEA to another. Unsurprisingly, most of the evidence relates to ESSPIN-supported schools and efforts are now needed to extend this to all LGEAs and all schools.
39. There is no evidence under 2.4.2.2 that actions are being taken to strengthen the capacity of CSOs to undertake budget tracking. This is a logical next step in making SUBEB and the LGEAs accountable to the communities they serve. Figure 5 demonstrates some of the disparities between LGEAs and this is discussed in the next section.

Figure 4: Ratings for each Community Involvement (2.4) and Inclusive Education (2.5) Dimension



Inclusive Education

- 40. As in 2015, Kaduna has achieved maximum ratings for Inclusive Education at state level and has made considerable progress at LGEA level. The initial needs diagnosis preceding the formulation of policies and plans has paid dividends. The state has signed a widely recognised Inclusive Education Policy that outlaws all forms of discrimination and promotes learning friendly education and has been very active in implementing the action plans driven from the policy. Kaduna SUBEB is using the Special Education fund from UBEC to implement IE activities in the mainstream schools.

- 41. However, at LGEA level it was reported that CSO involvement is low in giving voice to excluded groups in the planning & budgeting processes, while teachers lack the necessary skills to manage children with disabilities. Last year’s advice that funds be used flexibly to support activities for inclusive education programmes and approaches based on identified needs is still pertinent. Inclusive awareness should extend especially throughout the LGEAs, ensuring that, wherever possible, all out-of-school and marginalised children are being reached and enrolled in protective, qualitative learning environments.

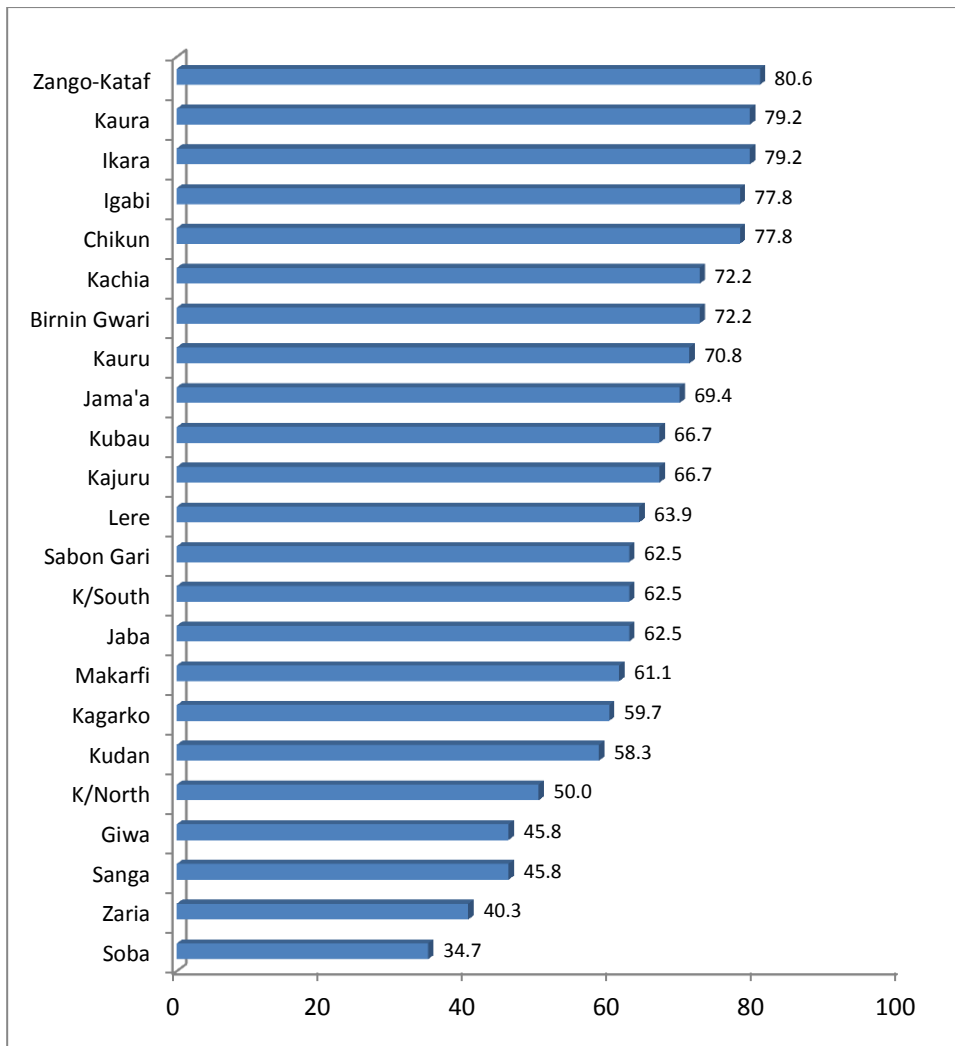
Conclusions and Recommendations

42. 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 considers crucial issues about the sustainability of those reforms after ESSPIN's work is completed in a few months' time.
43. 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 Kaduna's schools.

LGEAs

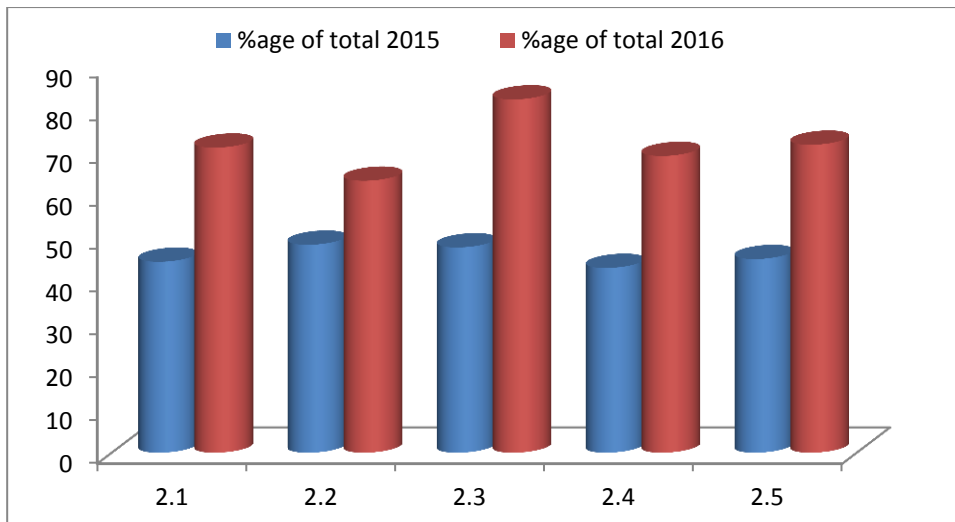
44. This is the first self-assessment report to draw upon both state and LGEA self-assessment exercises. It is abundantly clear from the LGEA report that LGEAs have not as yet developed to the extent that state-level MDAs have, and that there are major disparities in the performance of different LGEAs. Figure 5 highlights this. It shows the performance of each LGEA in terms of its relative success, measured as a percentage of the total possible score.

Figure 5: LGEAs ranked by performance as %age of total possible 2016 self-assessment rating



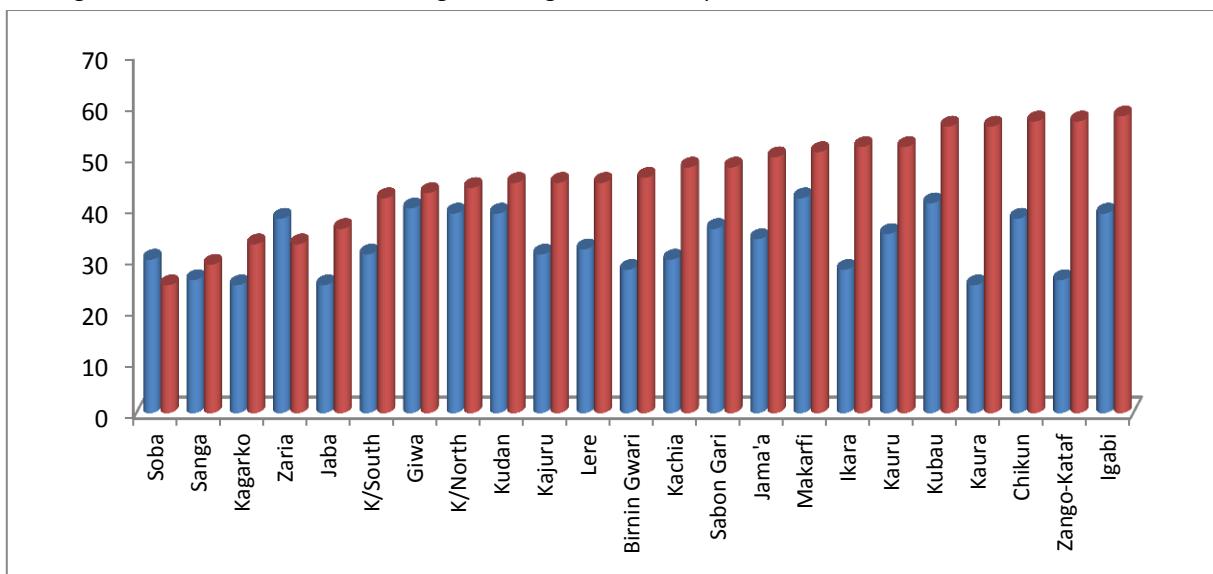
45. The 2016 LGEA self-assessment results show major improvements since 2015. Three of the five Sub-Indicators improved by about 60% (Planning & Budgeting, Community Involvement and Inclusive Education). Quality Assurance improved by 72%, and Service Delivery by 30%. In part this can be attributed to more familiarity with the SA processes and the resultant ability to produce relevant evidence. But that seems unlikely to contribute to more than a part of the improvement, which – as the LGEA report indicates – demonstrates considerable efforts to improve in spite of hard times and limited resources.

Figure 6: 2015 & 2016 Kaduna LGEA ratings as percentage of total possible scores



46. Changes between 2015 and 2016 are recorded in Figure 7. Some LGEAs whose 2015 performance was mediocre have improved considerably (e.g. Zango-Kataf LGEA), and lessons could be drawn for the reasons for this. A new wave of Education Secretaries has been appointed and the State might wish to consider the differential impact of these new appointments of LGEA performance – and steer policies accordingly.

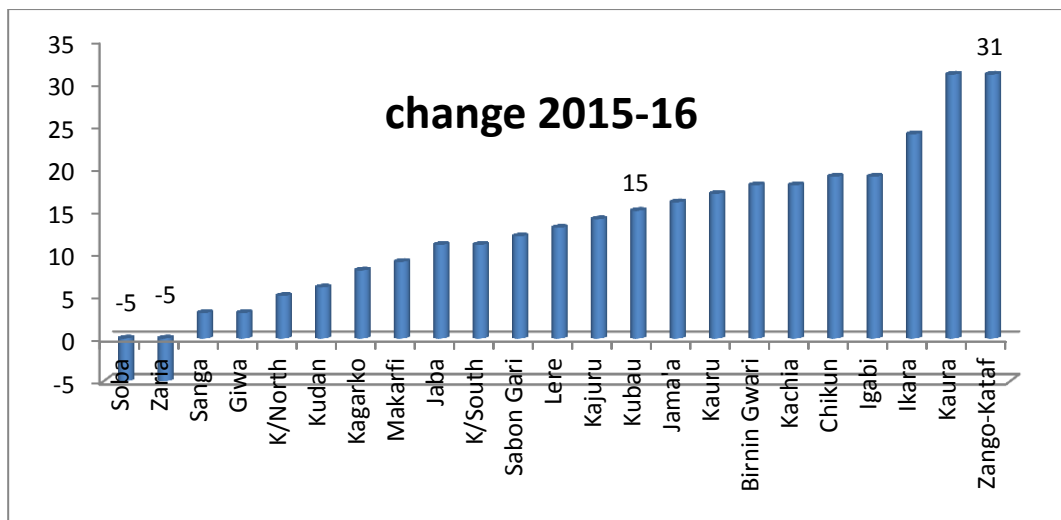
Figure 7: 2015 and 2016 LGEA ratings as a %age of the total possible scores.



Note: total possible score = 72

47. The highest-scoring LGEAs (Figure 7) achieve more than double the ratings of the lowest (Sabo, with barely one-third of the possible scores). A handful of LGEAs score less than 50% of the total possible. And this is compounded, as Figure 8 demonstrates, by the fact that the decline since 2015 is most marked in states among the poorest performing. Are the best are getting better and the worst getting worse? If so, this growing inequality is a serious issue – particularly for the children in those worst-performing LGEAs.

Figure 8: Percentage changes in LGEA performance 2015 – 2016.



48. The evidence from the LGEA and State self-assessments is that while much progress has been made at State level, the progress at LGEA level is leaving some LGEAs behind. It points to the need to focus on those LGEAs, using this data along with the ASC and others, to develop strategies to address these priority areas.
49. 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

12. 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 Kaduna 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 in self-congratulation leading to complacency. The examination of the model LGEA in Annex 5 will be a significant step in taking the self-assessment procedures to a sustainable level.
50. 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. In Kaduna's case, its involvement with GPE could well provide such opportunities, as could its new relationship with the DFID-funded Teacher Development Programme.

Pupil Achievement

51. Central to the findings of this year's two self-assessment exercises in Kaduna 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.
52. 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.
53. 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. Future self-assessment exercises would usefully focus in more detail on the evidence needed to determine whether these strategies are making a difference.

Recommendations

54. Despite the strong results at State 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.

55. 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 – Kaduna 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	2
	2.1.1.3 Develop capacity of SUBEBs and LGEAs to use evidence from lower-level plans in their planning & budgeting	2
	2.1.1.4 Support development of SDPs using ISD and other reports	2
TOTAL		8
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	2
	2.1.2.3 Support MDA personnel to use the DWP	2
	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	2
TOTAL		10
2.1.3 Monitoring & Evaluation systems strengthened	2.1.3.1 Support M&E Units and functions in SUBEBs and LGEAs	2
	2.1.3.2 Provide training for deployed M&E personnel	2
	2.1.3.3 Develop the capacity of M&E units to lead on annual sector reviews and produce annual review reports.	2
	2.1.3.4 Support sector reporting including AESPR	2
TOTAL		8
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	2
	2.1.4.4 Establish a train- the-trainer system for data management personnel	2
TOTAL		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 SUBEB, LGEA & school plans	2
	2.1.5.2 Support implementation of service charters for SUBEB, LGEAs & schools	2
	2.1.5.3 Support development of corporate vision and mission for LGEAs	2
TOTAL		6
TOTAL 2.1		40

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	2
	2.2.1.2 Support SUBEBs in implementing HR systems & process review recommendations	2
	2.2.1.3 Support LGEAs in undertaking HR systems and process reviews	2
	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	2
	2.2.1.6 Support SUBEBs, LGEAs & schools to initiate and manage internal performance management mechanisms	0
TOTAL		5
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	0
TOTAL		6
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	0
TOTAL		6
TOTAL 2.2		17

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	2
	2.3.2.2 Support states in developing & implementing QA policies	2
	2.3.2.3 Sustain & strengthen linkages of QA system with school improvement programme (SIP)	0
	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	7
	TOTAL 2.3	13

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	2
	2.4.1.2 Encourage mechanisms for stakeholder participation in LGEA and school level planning	2
	2.4.1.3 Facilitate mobilising & monitoring of external resources for school infrastructure & facilities	2
	TOTAL	6
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
	2.4.2.2 Strengthen the capacity of CSOs to undertake budget tracking	0
	TOTAL	2
	TOTAL 2.4	8

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	2
	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	6
	TOTAL 2.5	10

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

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
<i>LGEA plans prepared, incorporated into SUBEB MTSS, substantially funded and fully operational</i>	<i>LGEA plans prepared, incorporated into SUBEB MTSS, but not substantially funded or operational</i>	<i>LGEA plans prepared but not incorporated into SUBEB MTSS</i>

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

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
<i>SDPs are prepared, based on evidence, identify school priorities and are operational</i>	<i>SDPs are prepared, based on evidence, but are not operational</i>	<i>SDPs are prepared, but are not evidence-based and fail to identify school priorities</i>

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
<i>Detailed information on both planned and actual expenditure is widely available on both the recurrent and the capital budgets of MoE and SUBEB</i>	<i>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</i>	<i>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</i>

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
<i>High quality DWPs are prepared soon after the annual budget is finalised and are the basis for release of funds and expenditure</i>	<i>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</i>	<i>Departmental Work Plans are either not prepared or are not used for determining the release of funds or the actual use of budgets</i>

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
<i>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</i>	<i>Department heads understand the purposes of preparing DWPs but do not use them substantially in determining requests for release of funds</i>	<i>Department heads and other senior staff have little or no understanding of how to use DWPs</i>

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

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
<i>LGEA section heads prepare DWPs and use them as a major management tool</i>	<i>LGEA section heads prepare DWPs but do not use them as a major management tool</i>	<i>LGEA section heads do not prepare DWPs</i>

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

2.1.3 Monitoring & Evaluation systems strengthened**2.1.3.2 Provide training for deployed M&E personnel**

MET	PARTIALLY MET	NOT MET
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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
<i>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</i>	<i>M&E Units are involved in the preparation of the AESPR but do not produce timely reports</i>	<i>M&E Units assemble information for the AESPR but do not prepare reports</i>

2.1.3 Monitoring & Evaluation systems strengthened

2.1.3.4 Support sector reporting including AESPR

MET	PARTIALLY MET	NOT MET
<i>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</i>	<i>Some MDAs and non-governmental organisations report to the M&E Units, but this is not systematic or comprehensive</i>	<i>There is little or no reporting to the M&E Units (where they exist) either from within their MDA or from other sources</i>

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
<i>ASC & other reports feed into the planning and the development of the MTSS and other steps within the planning cycle</i>	<i>ASC conducted but report not available in time for use in the next step within the planning cycle</i>	<i>ASC not conducted</i>

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
<i>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</i>	<i>EMIS staff at MoE, SUBEB & LGEAs trained but cannot apply the skills effectively</i>	<i>EMIS technical and management staff poorly trained and with inadequate experience</i>

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
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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
<i>70% of the systems & process review recommendations have been reviewed and implemented</i>	<i>HRM&D systems & process review recommendations have been reviewed but not largely implemented</i>	<i>HRM&D systems have neither been reviewed nor implemented</i>

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
<i>Human resources management and development systems and processes have been completed and the recommendations have been wholly or largely implemented</i>	<i>HRM&D systems and processes reviews have been undertaken or are well advanced by recommendations have not yet been implemented</i>	<i>HRM&D systems and processes reviews have not yet been undertaken</i>

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

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
<i>An effective system of workforce planning has been developed and applied in SUBEB and the LGEAs based on the functional reviews and establishment plan recommendations</i>	<i>The department responsible for HR in SUBEB and the LGEAs have been exposed to workforce planning but new systems have not been implemented</i>	<i>No effective system of workforce planning is in place or has been applied</i>

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
<i>An effective internal system of monitoring and assessing set individual performance targets have been developed and applied in SUBEB and the LGEAs</i>	<i>The departments responsible for HR at SUBEB and LGEA levels have been exposed to the principles of setting and monitoring individual performance targets</i>	<i>There is no formal system in place for setting and monitoring individual performance targets</i>

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
<i>Budgets of SUBEB & LGEA are tracked both internally and by external observers using information provided by those organisations and</i>	<i>Budget execution is tracked internally by SUBEB and LGEAs but the results are not available for external observers</i>	<i>There is no system for tracking budget executions either by MoE /SUBEB or by external agencies</i>

beneficiaries, and the results are available to the public

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
	<i>SUBEB and LGEAs have effective system of internal audit</i>	<i>SUBEB audited internally but no evidence of impact and/or LGEAs not audited</i>	<i>No effective audit system for SUBEB and LGEAs</i>
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
	<i>There are effective controls in LGEAs to ensure compliance with procurement guidelines</i>	<i>A strengthened system of compliance control on procurement has been developed but not effectively applied</i>	<i>There is no system in place to ensure effective compliance with procurement rules in LGEAs</i>
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
	<i>There are systems in place for regular and effective engagement with the Commissioner</i>	<i>Engagement with the Commissioner occurs but is neither regular nor systematic</i>	<i>There are no systems for routine engagement of the Commissioner in resource mobilisation</i>
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
	<i>There are systems in place for regular and effective engagement with the SUBEB Executive Chairman</i>	<i>Engagement with the SUBEB Executive Chairman occurs but is not regular</i>	<i>There are no systems for routine engagement of the SUBEB Executive Chairman on school improvement reforms</i>
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
	<i>There are systems in place for regular and effective engagement with Education Secretaries</i>	<i>Engagement with Education Secretaries occurs but is not regular</i>	<i>There are no systems for routine engagement with the Education Secretaries on school improvement reforms</i>

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
<i>There are systems in place for regular and effective engagement with the LG chairmen</i>	<i>Engagement with the LGA Chairmen occurs but is not regular</i>	<i>There are no systems for routine engagement of the LG chairmen on school improvement reforms</i>

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
<i>Targets for school improvement have been set, officially adopted & implemented</i>	<i>Targets for school improvement have been discussed but have not implemented</i>	<i>There are no targets for school improvement</i>

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

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
<i>SDPs systematically aggregated, analysed and the results used as basic elements of design of school improvement programmes</i>	<i>SDPs are analysed aggregated and available for use in planning but not used</i>	<i>SDPs, if they exist are not aggregated and the results are not analysed</i>

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
<i>Each element of an effective QA system is in place and operative</i>	<i>Most elements of the QA system are in place but some are not operative</i>	<i>Few or no components of the QA system are in place</i>

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
<i>QA policies and legislative frameworks are developed and effective in ensuring an effective QA system</i>	<i>Some QA policies and legislation are in place but they do not impact sufficiently on QA activities</i>	<i>QA policies and legislation are either on-existent or ineffective</i>

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
<i>SIP heavily dependent on systematic inputs from QA</i>	<i>Some elements of the SIP use QA outputs but there are no regular or systematic linkages</i>	<i>There are few or no links between school improvement and QA</i>

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
<i>The QA system outputs are an integral part of the EMIS, so that they help to shape state & LGEA planning, budgeting and M&E</i>	<i>Some parts of the QA system are captured in the EMIS but do not sufficiently influence state & LGEA planning, budgeting and M&E</i>	<i>There are few or no operational links between QA and EMIS</i>

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

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
<i>SUBEB & LGEAS have updated strategic plans and functional reviews that include operational & budgeted communications functions for interaction with communities & schools</i>	<i>SUBEB & LGEAS have updated strategic plans and functional reviews that include communications functions but no evidence that they are operational or funded</i>	<i>SUBEB & LGEAS do not have updated strategic plans and functional reviews that include communications functions</i>

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
<i>CSOs and SBMCs participate in the development and implementation of SDPs and the integration of SDPs into LGEA & SUBEB planning</i>	<i>CSOs and SBMCs participate in the development and implementation of SDPs but not involved in LGEA & SUBEB planning</i>	<i>CSOs and SBMCs do not participate in the development and implementation of SDPs</i>

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
<i>Mechanisms in place to source funds, mobilise resources and monitor external interventions to benefit school infrastructure and facilities</i>	<i>Mechanisms in place to source funds and mobilise resources but no evidence that external interventions benefit school infrastructure and facilities</i>	<i>No mechanisms in place to source funds, mobilise resources and monitor external interventions to benefit school infrastructure and facilities</i>

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
<i>Government duty-bearers engage strategically with CSOs and respond to issues of school improvement raised by civil society</i>	<i>Government engagement with CSOs is not well coordinated</i>	<i>Government does not create space for CSO engagement and does not respond</i>

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
<i>CSOs trained in PFM & are competent to and active in tracking budgets, monitoring implementation and producing reports</i>	<i>CSOs trained in PFM & are competent to track budgets but not actively involved in monitoring implementation or producing reports</i>	<i>CSOs not trained in PFM & budget tracking</i>

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
<i>Clear policy in place at state level and followed by LGEAs</i>	<i>Policy under development or in place in SUBEB but not followed by LGEAs</i>	<i>No articulated policy on inclusive education in schools</i>

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

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

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

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

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

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

Annex 3: LGEA Self-Assessment Framework and Summary of Findings

		Ave. score across all LGEAs
PLANNING & BUDGETING		
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	1.7
	2.1.1.2 Support development of SDPs using ISD and other reports	1.0
TOTAL		2.7
2.1.2 Appropriate budget management systems for efficient service delivery in place	2.1.2.1 Support implementation of transparent budget presentation systems	1.4
	2.1.2.2 Support use of Departmental/ Section Work Plans (DWP) for domesticating budgets and presenting budgets transparently	1.5
	2.1.2.3 Support LGEA officers to prepare & use DWPs/ SWPs	1.5
TOTAL		4.4
2.1.3 Monitoring & Evaluation systems strengthened	2.1.3.1 Support M&E Units and functions in SUBEBs and LGEAs	1.6
	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.	1.3
TOTAL		4.3
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	1.4
	2.1.4.2 Provide training for data management personnel at LGEA levels	0.3
TOTAL		1.7
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	1.3
	2.1.5.2 Support implementation of service charters for LGEAs & schools	2.0
	2.1.5.3 Support development of corporate vision and mission for LGEAs	2.0
TOTAL		5.3
TOTAL 2.1		18.5
SERVICE DELIVERY		
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	1.4
	2.2.1.2 Facilitate establishment planning on basis of strategic plans and functional reviews for LGEAs	1.7
	2.2.1.3 Support SUBEBs and LGEAs in workforce planning to implement establishment plans	0.8
TOTAL		3.9
2.2.2 Strengthen financial management systems and procurement processes for efficiency & effectiveness	2.2.2.1 Support budget tracking and financial reporting	1.2
TOTAL		1.2
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	1.2
	2.2.3.2 Encourage Education Secretaries to work together to promote school improvement	1.5
	2.2.3.3 Engage with LG chairmen to provide resources and other support for school improvement programme	1.1
TOTAL		3.8
TOTAL 2.2		8.9

QUALITY ASSURANCE

2.3.1 Build capacity to plan and budget for school improvement programmes	2.3.1.1 School improvement targets (with budgets) established	2.0
	2.3.1.2 Support relevant LGEA working groups to incorporate school improvement targets in the MTSS	1.9
	2.3.1.3 School development plans (SDPs) aggregated and analysed and used as basis for planning	1.7
	TOTAL	5.6
2.3.2 Quality Assurance (QA) programme for schools established and maintained	2.3.2.1 Facilitate institutional support for an effective QA system	1.7
	2.3.2.2 Sustain & strengthen linkages of QA system with school improvement programme	1.0
	2.3.2.3 Link QA system to state and LGEA planning, budgeting & M&E through EMIS	1.3
	2.3.2.4 Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports	1.9
	TOTAL	5.9
	TOTAL 2.3	11.5

COMMUNITY INVOLVEMENT

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	1.0
	2.4.1.2 Encourage mechanisms for stakeholder participation in LGEA and school level planning	1.8
	2.4.1.3 Facilitate mobilising & monitoring of external resources for school infrastructure & facilities	1.7
	TOTAL	4.5
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	1.3
	2.4.2.2 Strengthen the capacity of CSOs to undertake budget tracking	1.1
	TOTAL	2.4
	TOTAL 2.4	6.9

INCLUSIVE EDUCATION

2.5.1 Planning on access and equity is comprehensive and available	2.5.1.1 Data collected and made available at LGEA level	1.5
	2.5.1.2 Support civil society to give voice to excluded groups in the planning & budgeting processes	1.4
	TOTAL	2.9
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	1.5
	2.5.2.2 Support civil society to give voice to excluded groups in the planning & budgeting processes	1.3
	TOTAL	2.8
	TOTAL 2.5	5.7

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 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

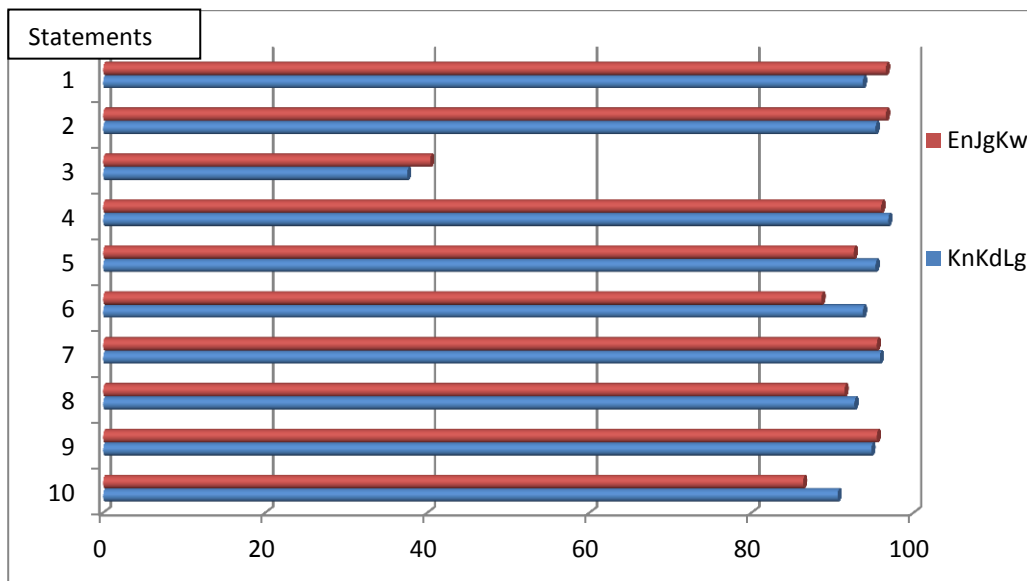
1. The end-of-workshop evaluation provides an immediate snapshot of participant responses to the workshop. The value of such instant ‘happy sheets’ is limited but they do provide some evidence that can be of assistance in preparing future self-evaluation exercises. The evaluation results were sorted by workshop but not by state, because in previous years there was little if any difference between the six states. Results of the two workshop evaluations are very similar and combined in this report, but differentiated in the graphics.
2. The evaluation sheet invited responses to 10 statements (below), both as a score - ‘strongly agree’ response = 4 points; agree = 3, slightly agree = 2; disagree = 1 – and as write-in comments. Table 1 indicates the statements and the percentage agreement levels with each statement out of a maximum 100% strong agreement. Note that Statement 3 is the only ‘negative’ statement. Otherwise, both groups indicated strong agreement with the statements, mainly at 90%+ levels.

Table 1: Workshop evaluation statements and %age agreement levels by workshop

WORKSHOP EVALUATION STATEMENTS	KdKnLg	EnJgKw
1. I had some idea about the reasons for coming to Abuja for this workshop beforehand	93.8	96.6
2. The overall goals of the workshop was clear	95.3	96.6
3. The workshop did not allow enough time to complete the work satisfactorily	37.5	40.3
4. The workshop materials were clear and useful	96.9	96.0
5. The facilitator presented the content and explained the exercises clearly, using relevant and comprehensible language clearly	95.3	92.6
6. The facilitator allowed sufficient time to complete the exercises	93.8	88.6
7. The activities were relevant to my work over the next year	95.8	95.5
8. The workshop has provided clear directions for the State Government to focus on when supporting schools and LGEAs over the next two or three years	92.7	91.5
9. I think that this exercise will help LGEAs and State Government to develop initiatives that will improve teaching and learning to tackle issues revealed in this process	94.8	95.5
10. I am clear as to the next steps in establishing self-assessment procedures in 2017 after ESSPIN	90.6	86.4

3. Analysis of the evaluation results indicates very little difference between the two workshops, as Table 1 and Figure 1 demonstrate, with almost identical overall satisfaction levels in each workshop, when measured as percentages of the highest maximum possible satisfaction level.
4. Table 1 and Figure 1 also indicate the responses to each statement in the questionnaire. The highest agreement levels were with Statement 4: *The workshop materials were clear and useful* ; Statement 2: *The overall goals of the workshop was clear*; and Statement 7: *The activities were relevant to my work over the next year* . The lowest level of agreement (apart from the negative statement), albeit at almost 90% overall, was with Statement 10: *I am clear as to the next steps in establishing self-assessment procedures in 2017 after ESSPIN*, a point that was reinforced with write-in comments. Virtually all write-in comments were very positive, from “satisfactory” to “excellent”. The overall percentage ratings were slightly higher than in 2015 but some of the questions were different this year.

Figure 1: Participant satisfaction levels, by workshop and statement of the two state workshops:
n=48 (KdKnLg); n=44 (EnJgKw)



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'.

Sustainability

5. It is noticeable that the highest rating statements all refer not to the facilitators, although their work was rated highly at the 90%+ levels (Statements 5 & 6), but to the self-assessment process. The goals were clear, the materials were useful and the process relevant. But the Statement that participants were more uncertain about (Statement 10) concerned what happens next. This is borne out by the write-in comments – and also in discussions at the end of each workshop.
6. Participants felt strongly that the processes of LGEA and State self-assessment should continue in 2017 and thereafter. The comment that *“This process should be sustained to maintain progress in the sector”* was echoed by many of the other write-ins. In part this is part of a more general concern about ESSPIN’s demise, but much of the commentary was specific to self-assessment. Some hoped that *“DFID should monitor and supervise 2017 self-assessment to ensure sustainability”*. Others were more practical, stating that *“self-assessment should now be done by the states and Federal Government”*.
7. End-of-workshop discussions took this theme further, with views expressed that individual IDPs or IDPs collectively should support the process. However, there was strong support for the notion that the states should get together and organise the 2017 procedures themselves. The second workshop was informed that JCC and UBEC were to be approached to support this and other post-ESSPIN initiatives, and the general view was that it is now the responsibility of states – and specifically their Planning, Resources and Statistics Directorates - to manage self-assessment themselves, with whatever external support they can generate. This was countered by the pessimists – *“this is a beautiful exercise but sustainability is doubtful”*.

8. Other write-in comments (other than the usual plaudits) referred to the effects of the workshop personally "*It exposed me to assess my own job & responsibilities* was echoed by several, including "*Thank you indeed for removing the cloak from our face*". Some were somewhat critical of the preparatory procedures, even though over 95% agreed that they "*had some idea about the reasons for coming to Abuja for this workshop beforehand*". Some asked for the report to be quickly returned to the states for action and others identified LGEAs as the highest priority for further self-assessment, while a couple of other comments asked that the process "*should be steepd (sic) down to non-participants at SUBEB & LGEAs*".
9. There was only one suggestion that the materials should be simplified – but that may well be one way of meeting the clamour for sustainability. The fact that nearly 40% of participants agreed with the negative statement that "*The workshop did not allow enough time to complete the work satisfactorily*" indicates that if the workshop is to be completed in two days – not least for cost purposes – some simplification may be helpful. This is reinforced by the likelihood that future self-assessments, if they occur at all, will probably not have the levels of professional facilitation provided so successfully by ESSPIN's Output 2 specialists in this and previous years.
10. The notion that ESSPIN might leave as a legacy some documentation to support the 2017 self-assessment exercises at State and LGEA levels was strongly supported – and this might form a suitable and cost-effective response to the strongly expressed requests from the two workshops.

Annex 6: State and LGEA Comparisons 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.

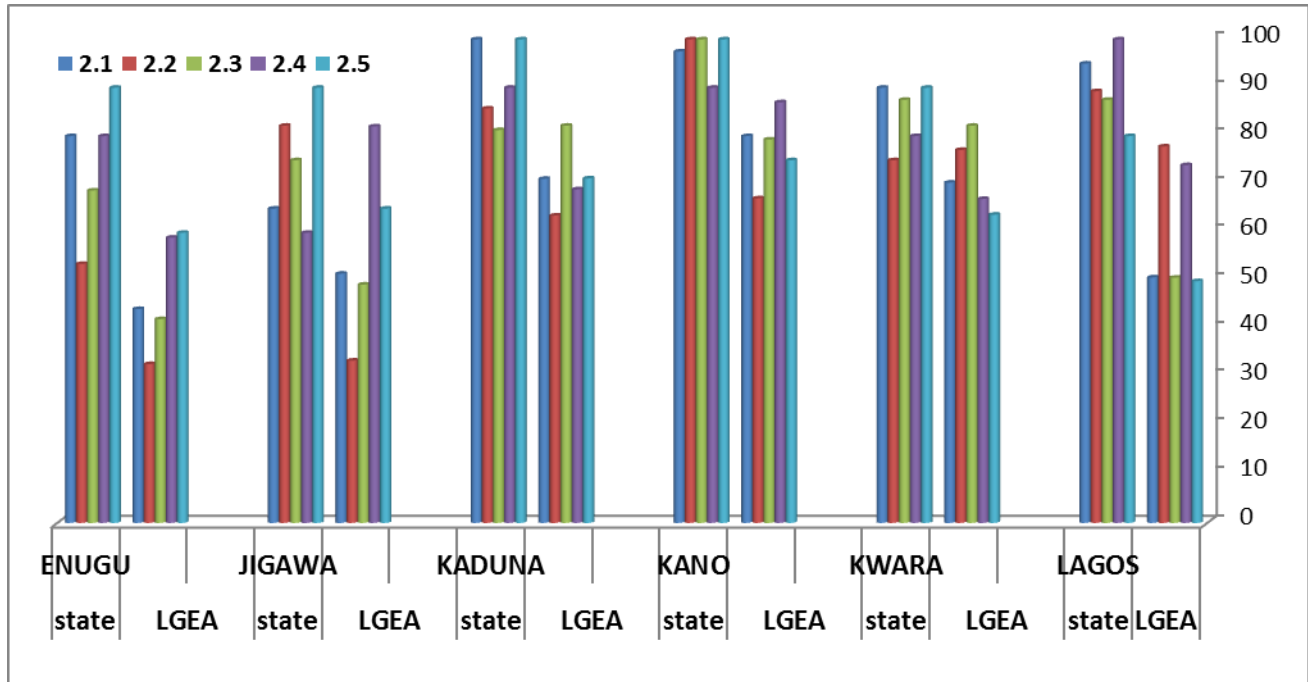
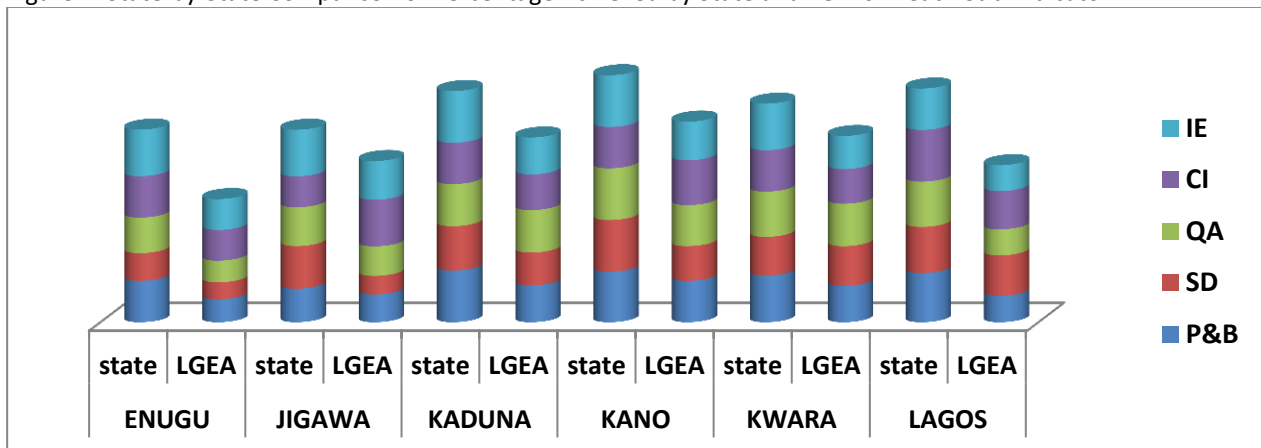


Figure 2: State-by-State Comparison of Percentage Achieved by State and LGEAs in each Sub-Indicator



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