

# Education Sector Support Programme in Nigeria (ESSPIN)

## Institutional Development (*ESSPIN Output 2*)

### Summary State & LGEA Self-Assessment Report

**Report Number: ESSPIN 258**

**Lynton Gray**

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- JG Jigawa
- KD Kaduna
- KN Kano
- KW Kwara
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- EN Enugu

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## Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Review
ASC	Annual school census
CI	Community Involvement
CSO	Civil society organisation
DWP	Departmental workplan
EMIS	Education management information system
FME	Federal Ministry of Education
HC	Honourable Commissioner (for Education)
IE	Inclusive Education
JCCE	Joint Consultative Council on Education
LGA	Local Government Authority
LGEA	Local Government Education Authority
M&E	Monitoring & evaluation
MDAs	Ministries, Departments and Agencies
MLA	Monitoring learning achievement
MoE	Ministry of Education
MTSS	Medium term sector strategy
P&B	Planning & Budgeting
PRS	Planning, Research & Statistics (department)
QA	Quality Assurance
SD	Service Delivery
SM	Social Mobilisation (department)
SEEDS	State Economic and Empowerment Development Strategy
SIP	School improvement programme
SBMC	School-based management committee
SPARC	State Partnership for Accountability, Responsiveness & Capacity
SSIT	State school improvement team
SSO	School support officers
SUBEB	State Universal Basic Education Board
SWP	Sectional workplan
UBEC	Universal Basic Education Commission

## Executive Summary

1. This Report summarises and synthesises the main findings of the thirteen self-assessment reports for ESSPIN-focus states and LGEAs in 2016. It points to areas where, across the states and LGEAs, there is some consensus that the targets set in Outputs 1 and 2 of the ESSPIN logframe and related State Forward Plans have been achieved. It also points to areas at Federal, State and LGEA levels where the agreed performance criteria have not been met, or only partially been met. And the report concludes with some suggestions as to ways in which further progress in the areas supported by ESSPIN might be achieved after ESSPIN has completed its work – and ways in which that progress or lack of it might be monitored.
2. The context and organisational framework whereby the self-assessment processes, workshops and reports have taken place are described. In 2015, in line with the extension of ESSPIN's work and its revised logframe, the state self-assessment instruments were significantly upgraded and the performance criteria applied more rigorously, so that simple comparisons with earlier state self-assessment results are difficult but this report notes comparisons between 2015 and 2016 self-assessment findings. Also in 2015 the self-assessment process was introduced at state level to their LGEAs and this report incorporates the results of those LGEA self-assessments in 2015 and 2016.
3. The state and LGEA self-assessment process is structured around the five Indicators in ESSPIN Output 2's logframe – indicators which also shape Output 2's work plans. Each Indicator is divided into two or more Sub-Indicators. These are in turn sub-divided into the Dimensions or activities needed to deliver the Indicators to the level specified in the logframe. In this Report each Indicator is reviewed in turn, using evidence from state and LGEA reports to identify common issue and key priorities across the states and LGEAs. The Federal self-assessment exercise focuses on three areas where ESSPIN has provided support – Monitoring Learning Achievement (MLA), Quality Assurance and School-Based Management Committees.
4. Individual Federal, state and LGEA reports have been prepared following the 2016 workshops that highlight issues specific to those state and their LGEAs. This Report focuses on generic issues, for consideration particularly by DFID, other IDPs, the Federal Government, the various panels of state leaders concerned with basic education and the review teams that will examine ESSPIN's achievements in the coming weeks.
5. The report is structured around the five work areas that have shaped ESSPIN's support for the ESSPIN-focus states since 2008 - planning & budgeting, service delivery, quality assurance, community involvement and inclusive education. Key issues, drawn from the state and LGEA reports on each of the five Indicators, are discussed where they apply to several states and their LGEAs. A final section explores three overriding features of the self-assessment reports across states and LGEAs.
6. The first is the need to build systems that integrate the individual and relatively uncoordinated sub-systems that have been built over the past seven years and particularly to strengthen the LGEAs as the crucial link between states and their schools. Integration is needed that links school planning to LGEA and SUBEB planning. SUBEB initiatives need to tie in with LGEA needs. And internally SUBEB

and other MDA departments need to focus collectively on their school improvement imperatives.

7. The second dominant theme throughout this report (and the self-assessment reports on which it is based) is the need to maintain and build upon the reform programmes supported by ESSPIN, including this cost-effective self-assessment strategy for monitoring state, LGEA and school progress annually when ESSPIN is no longer there to organise it. Extensive annexes enable the processes whereby self-assessment takes place at state and LGEA levels, and on which the self-assessment reports are based, to be identified, upgraded and domesticated.
8. The third theme is the need to focus on pupil achievement and to use the self-assessment exercises to focus in more detail on the evidence needed to determine which strategies are most (and less) successful in making a difference to pupil achievement, whether they are state policies, LGEA strategies or school-based activities.
9. This report concludes with recommendations drawn from not just this year's self-assessment exercises but the experience of these exercises and reports over the past five years. They are:
  - The need to build the separate planning, budgeting and sector performance monitoring (M&E) elements into a coherent and effective system, in which each component of the annual planning cycle, including the ASC, AESPR, DWPs, QMRs and the MTSS, is undertaken and completed at the requisite times, using sufficient well-trained and experienced staff and the necessary facilities and equipment for this work.
  - 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 for necessary resources allocation and interventions.
  - More effective LGEA planning, using action plans and SWPs to identify and bid for resources with a greater focus on horizontal and vertical integration, including the closer integration of the school improvement programme, EMIS and quality assurance.
  - Completion of the human resource management reforms in ways that align them complementarily with existing state-wide systems for HRD and performance monitoring.
  - Strengthening the QA systems through capacity building, including skills in evidence collection, analysis and dissemination for QA evaluators, LGEA desk officers and head teachers, so as to make effective use of QA data as evidence for school improvement.
  - The need for more solid evidence for best practices and high priority needs in the school improvement programme, to identify more precisely the strategies that are most effective in enhancing teaching and learning.
  - Strengthening the links between government and communities by making more use of civil society initiatives for accountability and planning.
  - Action to review ways of sustaining ESSPIN-initiated reforms including the self-assessment exercises.



## Introduction

1. This Report summarises the main findings of the multiple self-assessment reports for ESSPIN-focus states and LGEAs in 2016: six state self-assessment reports, six LGEA self-assessment reports and a report on three Federal agencies. Those reports derive from multiple workshops held in June, July and early August 2016. This Report draws on them in order to draw attention to areas at Federal, State and LGEA levels where the targets set in Outputs 1 and 2 of the ESSPIN logframe and related State Forward Plans have been achieved. It also identifies the areas where the agreed performance criteria have not been met, or only partially been met. The report concludes with some suggestions as to ways in which further progress in the areas supported by ESSPIN might be achieved after ESSPIN has completed its work – and ways in which that progress or lack of it might be monitored.
2. The Self-Assessment procedures have been designed to allow States, LGEAs and Federal Government agencies to conduct participatory and integrated assessments of key aspects of performance, focusing on developmental initiatives supported by ESSPIN. They draw on the State Economic and Empowerment Development Strategy (SEEDS) benchmarking process, as developed through the SPARC Self-Assessment Guidelines. The processes whereby these assessments have been undertaken are described in the next section.
3. In 2014, in line with ESSPIN’s revised logframe for its Extension Phase, the self-assessment instruments were significantly upgraded for states and Federal agencies and applied in 2015 and 2016. Self-assessment schedules were also designed for LGEAs and used across the six ESSPIN-focus states in 2015 and 2016. There is, therefore, substantial data over the two years 2015 and 2016 that can be aggregated and analysed. This report compares state and LGEA self-assessments in each of the activity areas assessed: it also notes where relevant findings from the Federal agencies’ self-assessment processes.

## Context

4. The processes for undertaking the self-assessment involves the following steps:
  - Self-assessment instruments are prepared (Annexes 1 & 2), based on the (revised) five ESSPIN logframe **Indicators**. These are deconstructed into **Sub-Output Indicators** and the activities (**Dimensions**) required to deliver the logframe. See Table 1 for the distinctions between these components.
  - A set of ‘status statements’ (performance criteria), to be used in assessing the extent to which states met the logframe specifications, is then prepared (Annexes 3 & 4).
  - Core State and LGEA teams are selected, with the expertise and information in at least one of the five Output 2 sub-indicators required to conduct the assessments.
  - Preparatory meetings are held within each state, where ESSPIN state specialists assist those selected to attend the workshop to gather the necessary evidence.
  - Core team members then gather the data and evidence for each Sub-Output Indicator and Dimension.
  - State self-assessments are undertaken through workshops held jointly by three states (in Abuja). The core teams review the evidence and identify a provisional rating that indicates whether the development status is ‘Met’; ‘Partially Met’; or ‘Not Met’. Then the state teams meet as a group

to review, comment on and validate the findings of the expert sub-groups.

- LGEA self-assessments are conducted in-state, where workshops comprising at least four representatives from each LGEA convene to undertake the assessment procedures with the support of MoE and SUBEB officers, CSO representatives and ESSPIN state specialists.
- A scoring system is 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 are later converted into Bands specified in the ESSPIN log-frame, and compared with the agreed logframe targets for 2016 (see Annexes 5 & 8).
- Draft reports for each state are prepared: for states by the lead facilitator for the Abuja self-assessment workshop and for LGEAs by the relevant ESSPIN state specialists. Questions about the quality or availability of some evidence and the appropriateness of some ratings are raised in draft reports which are returned to the states for comment and amendment.
- Final Reports are then returned to each State, to be used in the development of the Annual Education Sector Performance Review (AESPR) and MTSS along with the development of ESSPIN work plans.
- The ultimate aim is to institutionalise these procedures within the planning and M&E systems of State Ministries of Education, SUBEBs and LGEAs.

Table 1: Guide to the Jargon

Level	Code (example)	Description
Output Statement	2	The underpinning purpose of this area of ESSPIN support: “Increased capability of State and Local Governments for governance and management of basic education at State and LGEA levels”.
Indicator	2.1	The five areas in which ESSPIN provides support (see below).
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

### **The Organisational Framework**

5. Output 2 of ESSPIN’s logframe covers the areas of institutional and organisational development.

The Output statement is

*“Increased capability of State and Local Governments for governance and management of basic education at State and LGEA levels”.*

It comprises five **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 service delivery systems and processes 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 Level and quality of State/LGEA engagement with local communities on school improvement*

(summarised as **Community Involvement**)

2.5 *Quality of inclusive policies at State and LGEA level* (summarised as **Inclusive Education**).

6. Each **Indicator** is divided into two or more **Sub-Output Indicators**. These are in turn sub-divided into the **Dimensions** or activities needed to deliver the Indicators to the level specified in the logframe (see Table 1). Assessments at state and LGEA levels are carried out in a participatory manner by a group of key informants from State Government, LGEA officers and implementation partners such as Civil Society Organisations (CSOs), facilitated with the support of external consultants and informed by evidence. The results of those assessments are intended to be used by State and LGEA partners to identify priorities for forward planning purposes and to provide a baseline against which improvements can be evaluated in the following year or at a later date.
7. Each of the five Indicators is reviewed in turn, with analysis across the states and LGEAs of the extent to which states and LGEAs currently meet the performance criteria set for each Dimension. Comparisons are drawn between states, and between states and their LGEAs. A final section highlights some key findings for consideration by States, IDPs and the Federal Government in reviewing development priorities in basic education.

**Initial Overview**

8. This report reviews and summarises the main results of the six state self-assessment reports and the six LGEA reports. Figure 1 compares the achievement of each State for each of the five Indicators. They are shown as a percentage of the total possible scores: otherwise, if raw scores are used, the different numbers of dimensions within each Indicator gives a distorted perception of achievement. Table 2 converts the 2016 scores for each State into Bands and compares them with the target Bands specified in the ESSPIN logframe for each state and Indicator (conversion tables are in Annex 8).

*Figure 1: Comparison of Self-assessment Ratings, by State and by Indicator as a %age of total possible score*

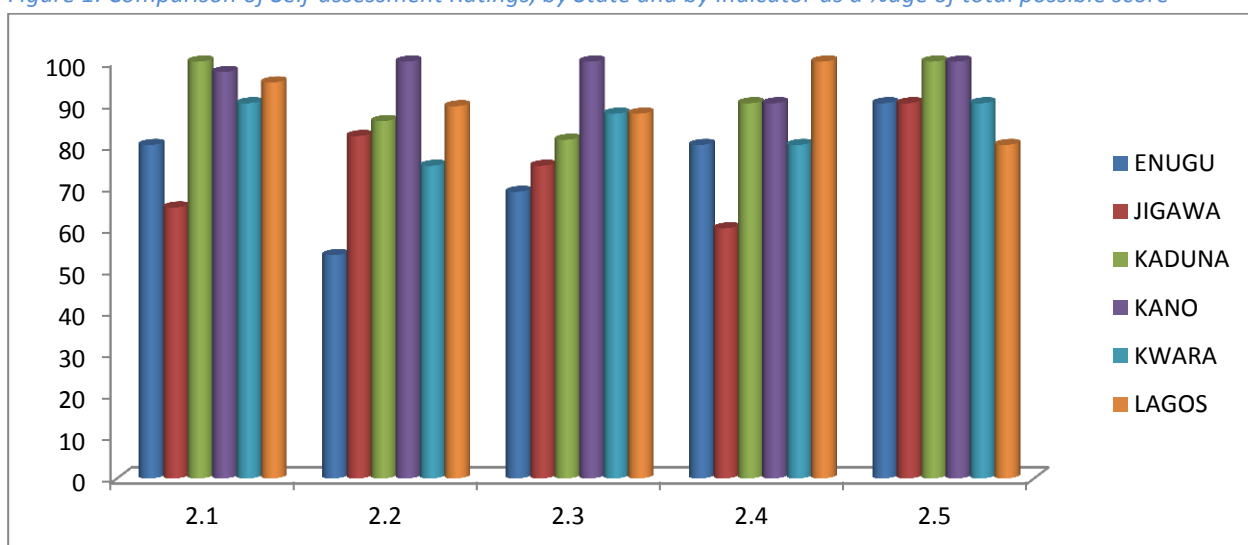
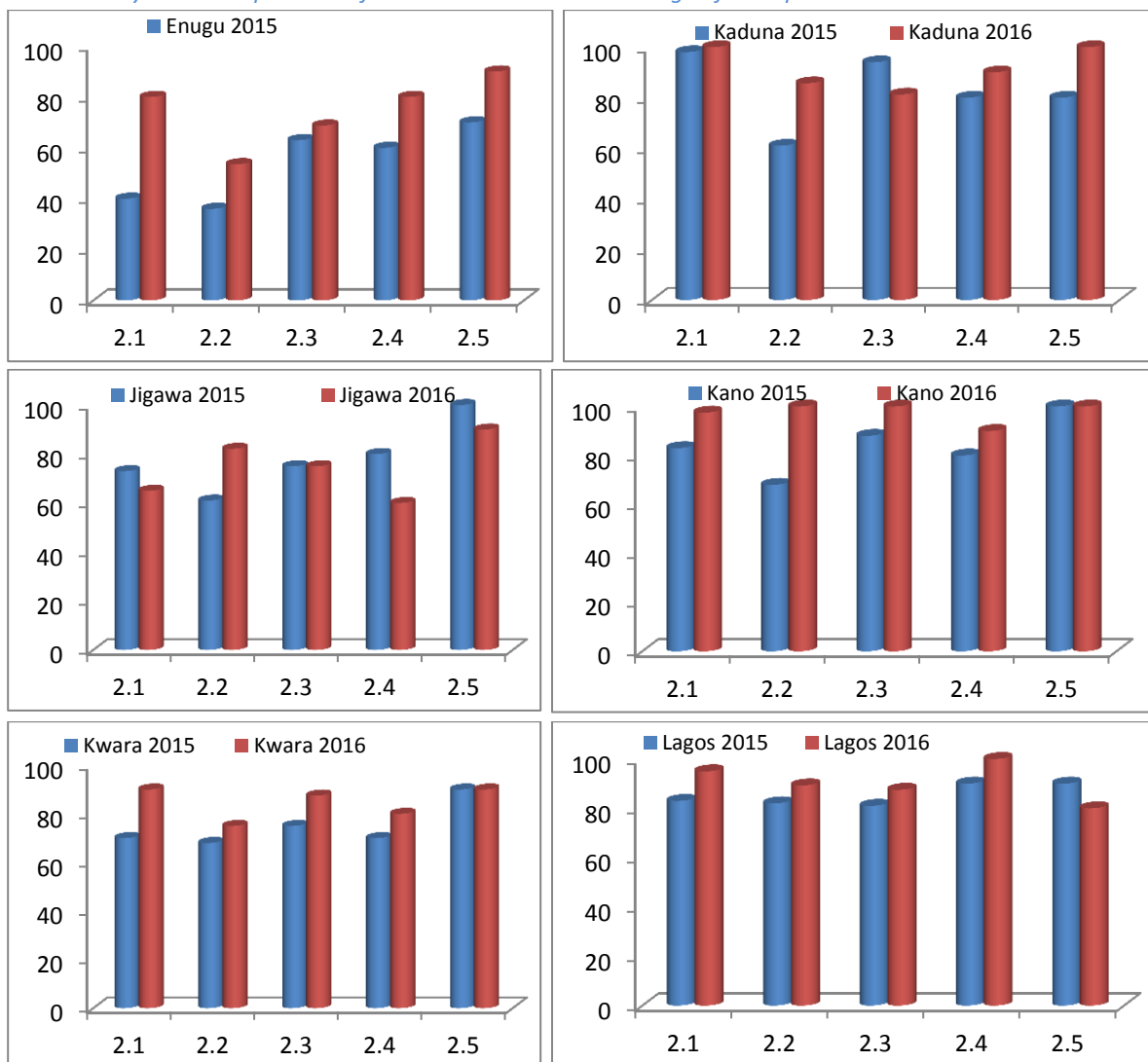


Table 2: Target/ Milestone 2016 Bands for each State in ESSPIN logframe and actual 2016 Band ratings

	Enugu		Jigawa		Kaduna		Kano		Kwara		Lagos	
	actual	target	actual	target	actual	target	actual	target	actual	target	actual	target
2.1	B	A	B	A	A	A	A	A	A	A	A	A
2.2	C	A	A	A	A	A	A	A	B	A	A	A
2.3	B	A	B	A	A	A	A	A	A	A	A	A
2.4	A	A	B	A	A	A	A	A	B	A	A	A
2.5	A	A	A	A	A	A	A	A	A	A	B	A

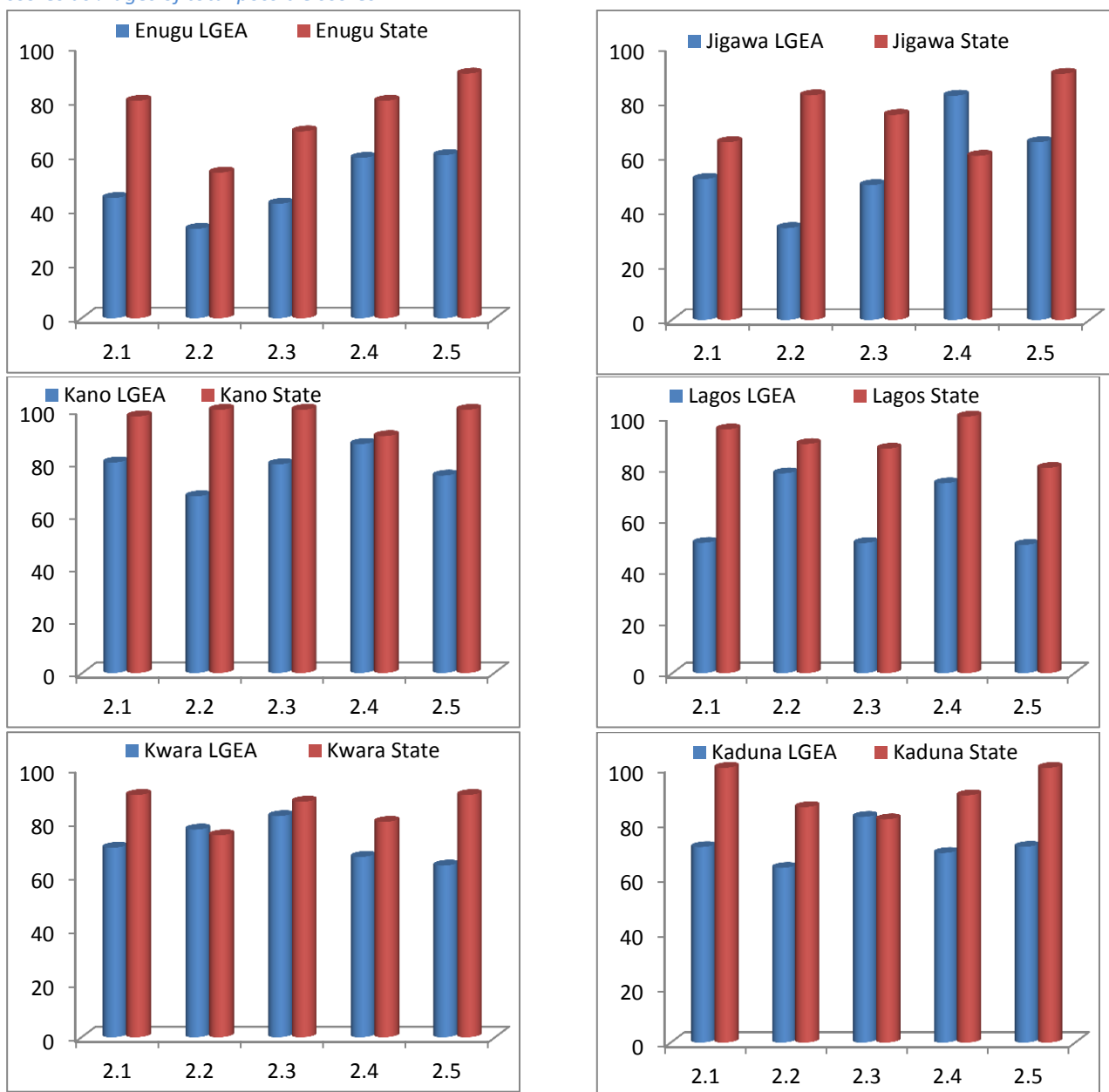
9. Figure 2 compares each Indicator in 2015 and 2016 by state. Note that Enugu’s work with ESSPIN started a year later than with the other ESSPIN-focus states, so Enugu results are not strictly comparable with the other states. It can be seen that in general, the 2016 ratings are significantly higher than in 2015. Evidence for these year-on-year changes is discussed below, when each of the dimensions comprising the Indicators is analysed.

Figure 2: State by state comparisons of 2015 and 2016 scores as %age of total possible scores



10. Figure 3 demonstrates the size of the gap between state and LGEA ratings. The Dimensions are very similar between state and LGEA and by using scores as a percentage of the total possible score accurate comparisons can be made. Detailed State and LGEA scores for each Indicator, Sub-Indicator and Dimension are examined in the following sections. Annexes 1 and 2 provide ratings for states and LGEAs respectively. Annexes 3 and 4 contain the performance criteria upon which the ratings were based. Annexes 5 and 8 provide master scoresheets for States and LGEAs along with the conversion tables whereby the raw scores have been converted into the Bands used to set milestones and targets in ESSPIN’s logframe.

Figure 3: State-by-State Comparisons of State and LGEA scores as %ages of total possible scores



11. Figure 4 compares the achievement of the LGEAs in each State for each of the five Indicators. They represent the average scores across the LGEAs – the variations between these scores is discussed later in this report. Again, they are shown as a percentage of the total possible scores: otherwise, if raw scores are used, the different numbers of dimensions within each Indicator gives a distorted perception of achievement. Table 3 converts the 2016 scores for each State into Bands and compares them with the target Bands specified in the ESSPIN logframe for each state and Indicator (conversion tables are in Annex 8).

Figure 4: Average LGEA scores for each State by Indicator

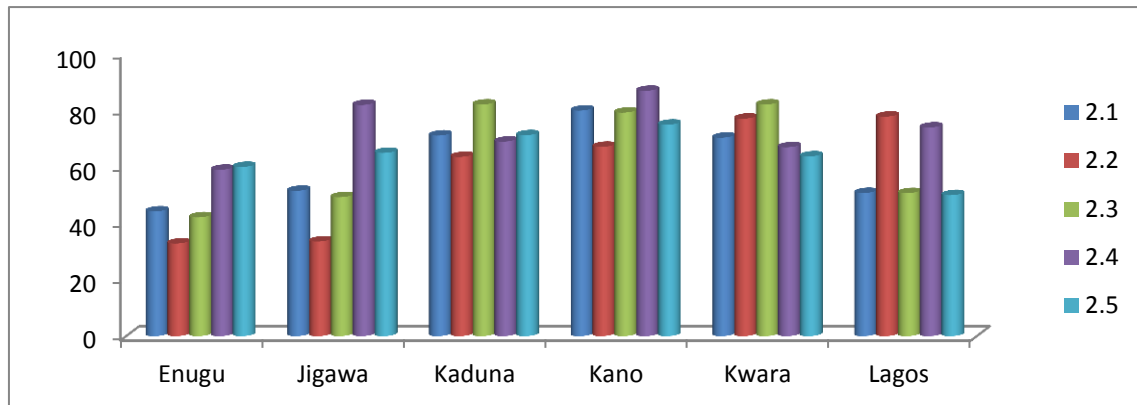


Table 3: Target/ Milestone 2016 Bands for each State's LGEAs in ESSPIN logframe and actual 2016 Band ratings

	Enugu		Jigawa		Kaduna		Kano		Kwara		Lagos	
	actual	target	actual	target	actual	target	actual	target	actual	target	actual	target
2.1	C	<b>C</b>	C	<b>C</b>	B	<b>C</b>	A	<b>C</b>	B	<b>C</b>	C	<b>C</b>
2.2	D	<b>C</b>	D	<b>C</b>	B	<b>C</b>	B	<b>C</b>	A	<b>C</b>	A	<b>C</b>
2.3	C	<b>C</b>	C	<b>C</b>	A	<b>C</b>	A	<b>C</b>	A	<b>C</b>	C	<b>C</b>
2.4	C	<b>C</b>	B	<b>C</b>	B	<b>C</b>	B	<b>C</b>	C	<b>C</b>	B	<b>C</b>
2.5	C	<b>C</b>	C	<b>C</b>	C	<b>C</b>	B	<b>C</b>	C	<b>C</b>	C	<b>C</b>

12. Note that four of the states' LGEAs on average met or exceeded their targets for every Indicator. This is a marked improvement over the past 12 months, as Table 4 demonstrates. Improvements between 2015 and 2016 for each Indicator are highlighted in red. In only one case (in bold) was the 2016 average rating for the LGEAs lower than in 2015 (Jigawa, for Inclusive Education).

Table 4: LGEA Bands in 2015 & 2016 by Indicator (conversion tables in Annex 8)

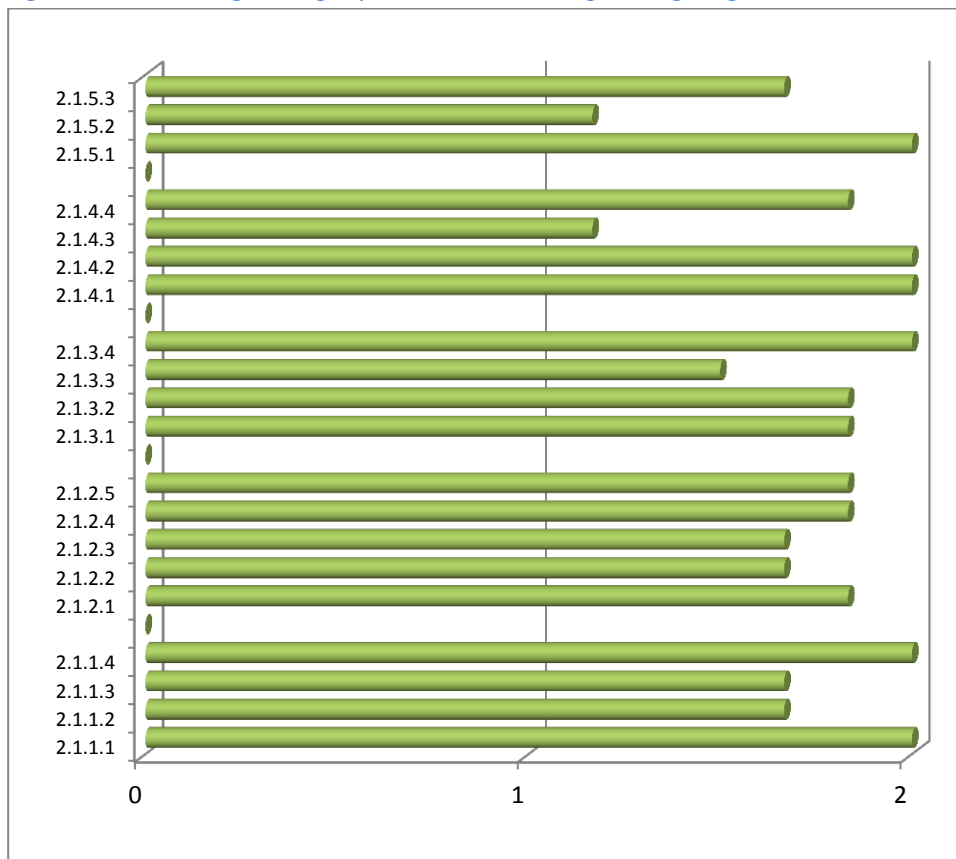
	Enugu		Jigawa		Kaduna		Kano		Kwara		Lagos	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
<b>P&amp;B</b>	D	<b>C</b>	C	C	C	<b>B</b>	B	<b>A</b>	B	B	C	C
<b>SD</b>	D	D	C	D	C	<b>B</b>	C	<b>B</b>	B	<b>A</b>	C	<b>A</b>
<b>QA</b>	C	C	C	C	C	<b>A</b>	B	<b>A</b>	C	<b>A</b>	C	C
<b>CI</b>	C	C	C	<b>B</b>	C	<b>B</b>	B	B	C	C	A	B
<b>IE</b>	C	C	B	<b>C</b>	C	C	C	<b>B</b>	C	C	C	C

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

### Overview

1. 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 up to six years of ESSPIN involvement with the states.
2. Figure 5 shows the average scores for each Planning & Budgeting Dimension across the six states. The scoring system is 'met' = 2; 'partially met' = 1; and 'not met' = 0, so the maximum score for each dimension is 2 and the score in Figure 3 is the average over the six states. Note that six Dimensions achieved 'fully met' ratings in every state. The relative performance in each Sub-Indicator can be seen. In 2015 2.1.1 scored substantially higher overall than the others but that is not the case in 2016. The weakest performing activities can be identified as 2.1.4.3 and 2.1.5.2.

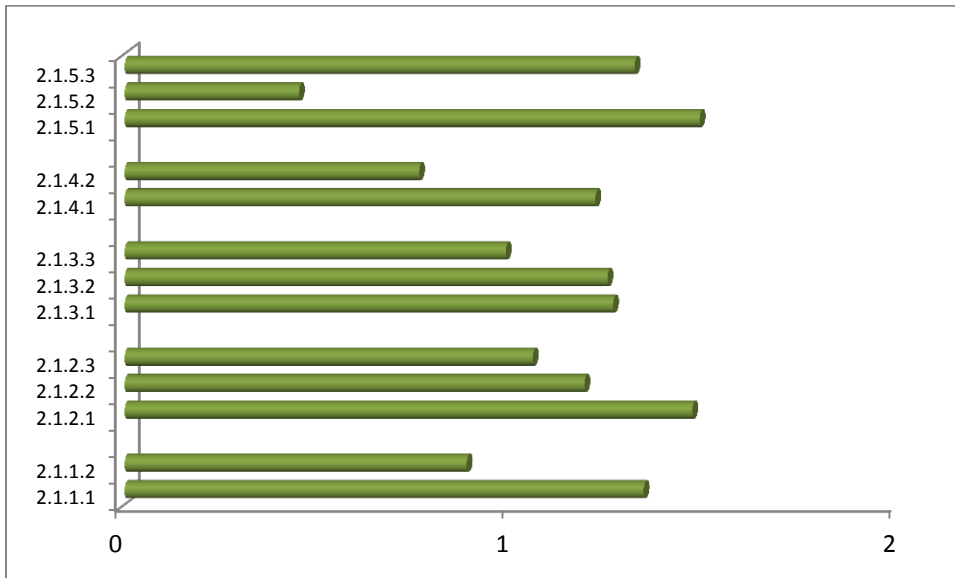
Figure 5: State average ratings by Dimension: Planning & Budgeting



17. Figure 6 provides comparable data for LGEAs. The LGEAs only assessed 13 Dimensions under Planning & Budgeting, compared with the 20 Dimensions for States (Figure 4 & 5) but both states and LGEAs used the same Sub-Output Indicators, and the average ratings for these for both states and LGEAs are shown in Figure 6, as a percentage of their total possible scores.

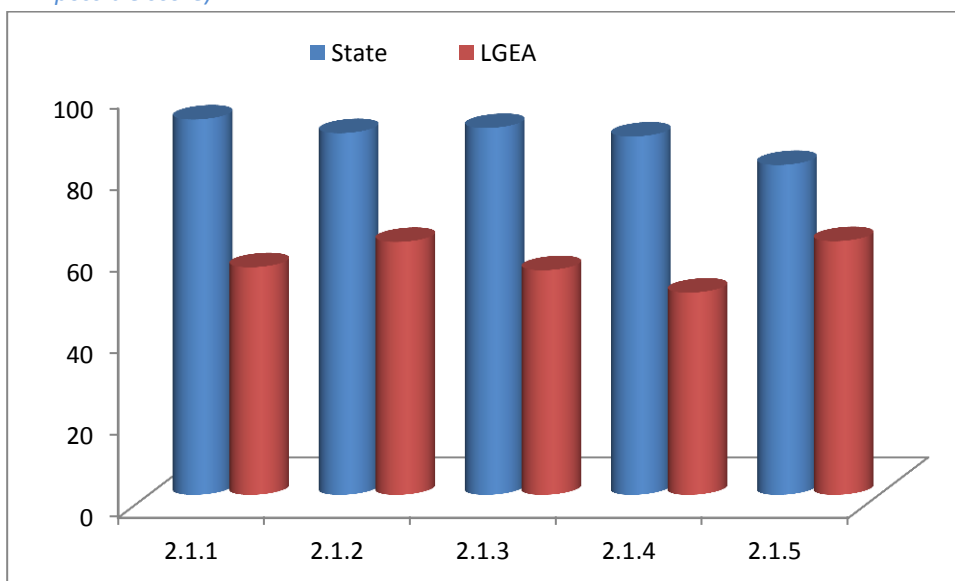
18. Figures 5, 6 & 7 demonstrate the substantial performance gap between states and LGEAs. Figure 6 also summarises the striking differences in LGEA performance across the Planning & Budgeting Dimensions, with 2.1.5.2 (*Support implementation of service charters for LGEAs & schools*) scoring lowest across the ESSPIN-focus states (as was the case in 2015). 2.1.4.2 (*Provide training for data management personnel at LGEA levels*) also performs very weakly.

Figure 6: LGEA average ratings for each LGEA Dimension: Planning & Budgeting (2 = met; 1 = partially met)



19. The differences between the states shown in Figure 7 may in part be attributed to the greater experience of state participants in preparing and producing evidence for the self-assessment exercise. But the evidence shown in both State and LGEA workshops point to the failure as yet to cascade the reforms now embedded at state level down to the LGEAs, an issue discussed throughout this report.

Figure 7: Comparison of State & LGEA average ratings by Sub-Indicator: Planning & Budgeting (as % of total possible score)





### Review by Dimensions: Planning & Budgeting

20. Reviewing these data in more detail, the evidence in the sub-Output Indicator 2.1.1 *“Evidence-based plans developed and integrated between state, LGEA & school”* indicates that ESSPIN support for the planning processes has substantially satisfied the performance criteria set for 2016 at state level but there is still much to do at LGEA level. The MTSS is now established as a vital planning tool in every state, and state level planning focuses on MTSS as the vehicle for generating resources through the annual budget. The links between LGEA planning and the budget are more tenuous and the LGEAs are much less positive than the states about the usefulness of their plans: note the contrast between state and LGEA average scores for this Sub-Indicator in Figure 7.
21. While most states are satisfied (at state level) that they support the development of school development planning (SDPs) – 2.1.1.4 - there remain issues as to the extent to which this operates at LGEA level –an essential component of state planning. There are considerable variations between states as to the capacity of LGEA to make use of SDPs, and there are also considerable variations within states between LGEAs. The identification of the weakest LGEAs is an issue emphasised throughout this report.
22. Section 2.1.2 is largely about the development and use of departmental work plans (DWPs) and the title *“Appropriate budget management systems for efficient service delivery in place”* is something of a misnomer, because the DWPs are still not necessarily being used as budget management tools in some states. The contrast between state and LGEA performance is also marked in this Sub-Indicator. States are now regularly preparing DWPs, and the equivalent process - Sectional work plans or SWPs - is now established across LGEAs in most state. But at LGEA level, even when they are prepared they are not being used as vehicles for managing budgets, although they are now becoming established in some states as tools for work planning.
23. Note that while most states claim that they *“support the preparation and implementation of LGEA DWPs”* (State 2.1.2.5), this is not reflected in the LGEA self-assessments, where (in LGEA 2.1.2.3) support for LGEA officers to prepare & use DWPs/ SWPs is at best rated ‘partially met’.
24. ESSPIN has committed substantial resources in supporting the establishment and operation of M&E Units across the six states and the self-assessment ratings reflect these efforts – at least at state level: Figure 6 highlights the contrast between states and LGEAs. States are largely satisfied that they *“provide training for deployed M&E personnel”* (State 2.1.3.2) and that the M&E Units provide support for sector reporting (2.1.3.4). The LGEA assessments for 2.1.3.3 (*“Develop the capacity of M&E units to lead on sector reporting and produce annual reports”*) contradict this. The Enugu LGEA Report is typical in its reference to *“the inability of the M&E unit to produce timely reports”* and *“M&E personnel without the requisite capacity for effective delivery of these functions”*. This is a matter of concern, because this is a central purpose of those M&E Units at both state and LGEA levels.
25. The responses to 2.1.4 *“Functional EMIS and Annual School Census cycle established”* were very positive at state level, indicating the strong support that ESSPIN has provided over the years,

particularly to the central EMIS function of delivering the annual school census (ASC). So it is rather concerning that the weakest state and LGEA Dimensions relate to ASC preparation (an annual funding crisis in most states) and to the training of EMIS staff. The management of ongoing training (State 2.1.4.4; LGEA 2.1.4.2), is now systematised at state level, but is rated as very weak across the LGEAs (Figure 5).

26. There were very mixed responses across the states to 2.1.5 (*“Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively”*). This was the weakest state Indicator but surprisingly the strongest LGEA Indicator (Figure 7). LGEA 2.1.5.2 was the weakest Dimension in Indicator 2.1 and it is clear that the culture of service charters, now patchily developing at state level, has not significantly penetrated LGEAs (and consequently schools). The related development of *“a corporate vision and mission for LGEAs”* highlighted substantial differences between states and between LGEAs. One or two states have tried to develop service charters and a corporate vision / mission across to their schools as vehicles for demonstrating the state’s accountability to its citizens – but they are not yet pervasive features of basic education across the ESSPIN-focus states. These issues are discussed later in this report.

## 2.2 Quality of service delivery systems and processes at state and LGEA level

### Overview

17. This Sub-Output Indicator assesses the extent to which three distinct service delivery areas - human resource management, financial management, and political engagement - ensure quality service delivery in basic education. Figures 8 and 9 indicate state and LGEA performance for each Dimension within this Indicator (The scoring system is 'met' = 2; 'partially met' = 1; and 'not met' = 0, so the maximum score for each dimension is 2. Figure 9 compares state and LGEA performance as a percentage of best possible performance by Sub-Indicator, allowing for the different numbers of state (14) and LGEA (7) Dimensions assessed.

Figure 8: State average ratings by Dimension: Service Delivery (2 = met; 1 = partially met)

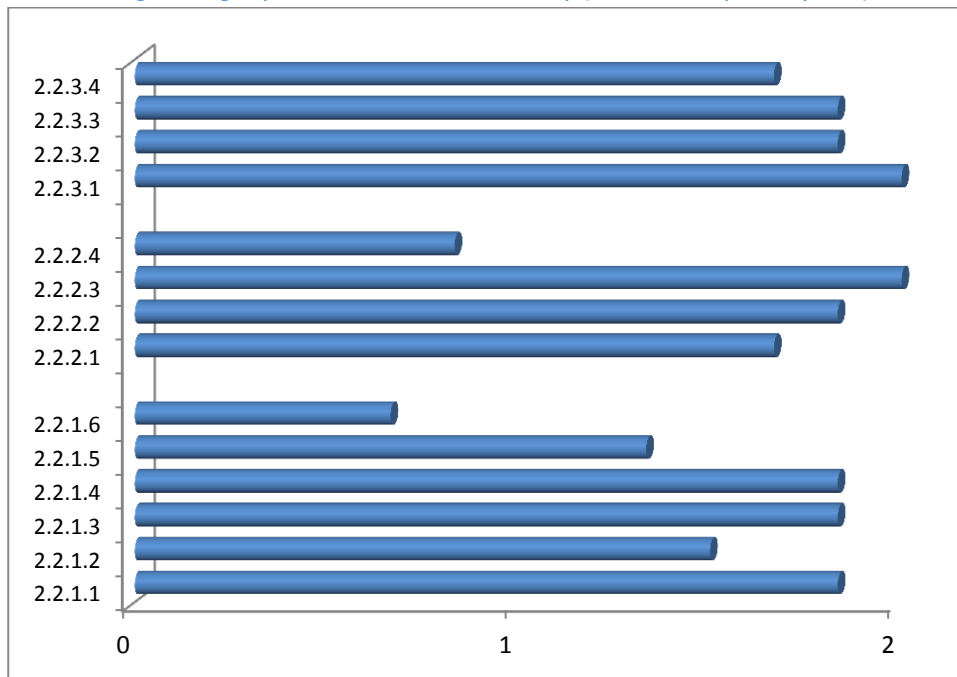


Figure 9: LGEA average ratings by Dimension: Service Delivery

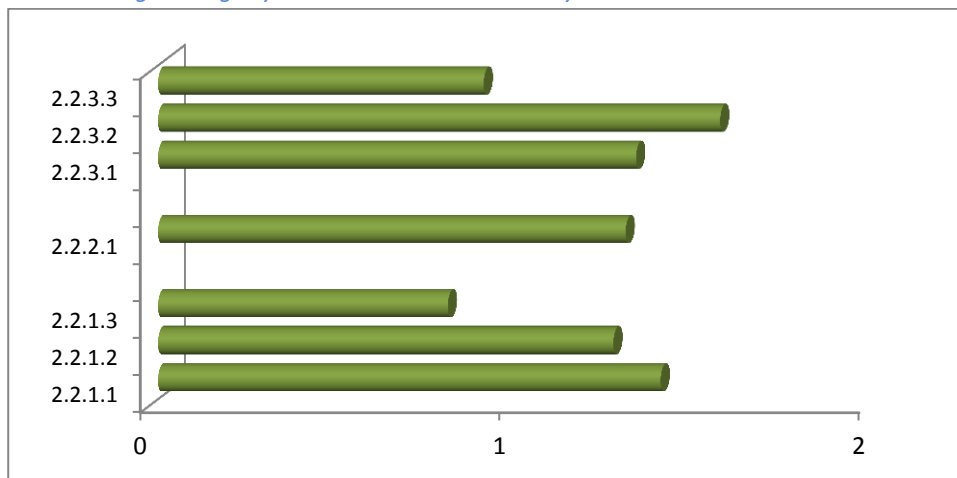
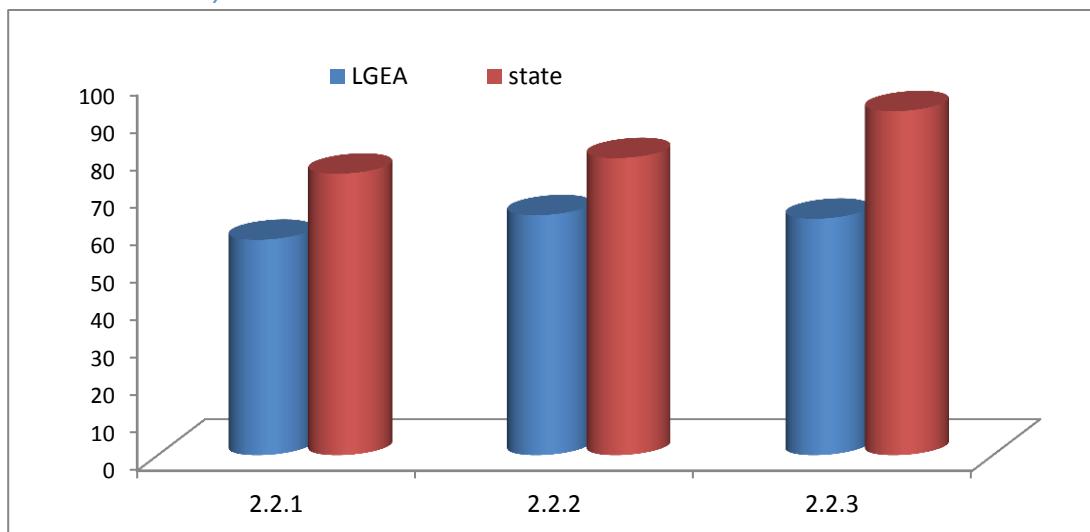


Figure 10: Comparison of State & LGEA average scores as %age of maximum possible score by Sub-Indicator: Service Delivery



### Review by Dimensions: Service Delivery

18. Dimension 2.2.1 *“Strengthen human resource development & management systems at state and local government levels”* is the most structured of the ESSPIN-supported reforms, requiring progress through a sequence of activities starting with a review of an organisation’s functions (2.2.1.1) and progressing through human resource management reforms to the inauguration of performance management systems (2.2.1.6). This process has not been completed in most states – the final stage (2.2.1.6) is rated ‘not met’ or ‘partially met’ in every state except Kano. It is much less well developed in LGEAs, where the Dimensions assessed only the initial stages of this process, with three Dimensions assessed as opposed to the six assessed at state level. That is why the comparison of state and LGEA ratings in Figure 9 for 2.2.1 is deceptive.
19. There have been substantial improvements in the performance ratings for 2.2.2 (*“Strengthen financial management systems and procurement processes for efficiency & effectiveness”*) across the states, as Figure 2 demonstrates. Systems are now in place that were not there two or three years ago, in part in response to ESSPIN reviews of financial management systems but largely because of state-wide reforms in payroll management (2.2.2.2), budget tracking and financial reporting (2.2.2.3) and strengthened internal control systems (2.2.2.4). However, this is less applicable at LGEA level, where the only Dimension in 2.2.2 (*“Support budget tracking and financial reporting”*) is ‘partially met’ in most states.
20. There is a specific issue with 2.2.2.4 *“Facilitate adherence to standard procurement rules at the LGEA level”* because in most states LGEAs have no responsibilities for procurement. This is undertaken for LGEAs by their SUBEB – despite the LGEA mandates, at least in some states, assigning these responsibilities’ to LGEAs. The Dimension has, therefore, been rated as ‘not met’ for most states and needs to be reviewed if the self-assessment schedule is to be used again (an issue discussed in the final section).
21. Most Dimensions in 2.2.3 *“Undertake political engagement to sustain support for institutional reforms and school improvement programme”* were rated as ‘met’ in the state self-assessments.

There is plenty of evidence that meetings take place, with Honourable Commissioners, SUBEB Chairs, Education Secretaries and LGA Chairmen. The question is whether those meetings focus on institutional reform and school improvement. Firmer evidence has been sought that the meetings are both regular and targeted on these issues. The question is compounded by the different management and governance styles of incoming political appointments – and across the states and at Federal level, incoming leaders have been appointed whose approaches may well differ substantially from those of their predecessors. These political relationships are crucial if the school improvement reforms are to be sustained and this points to a priority action area for states after ESSPIN’s work is completed, as emphasised in the final section.

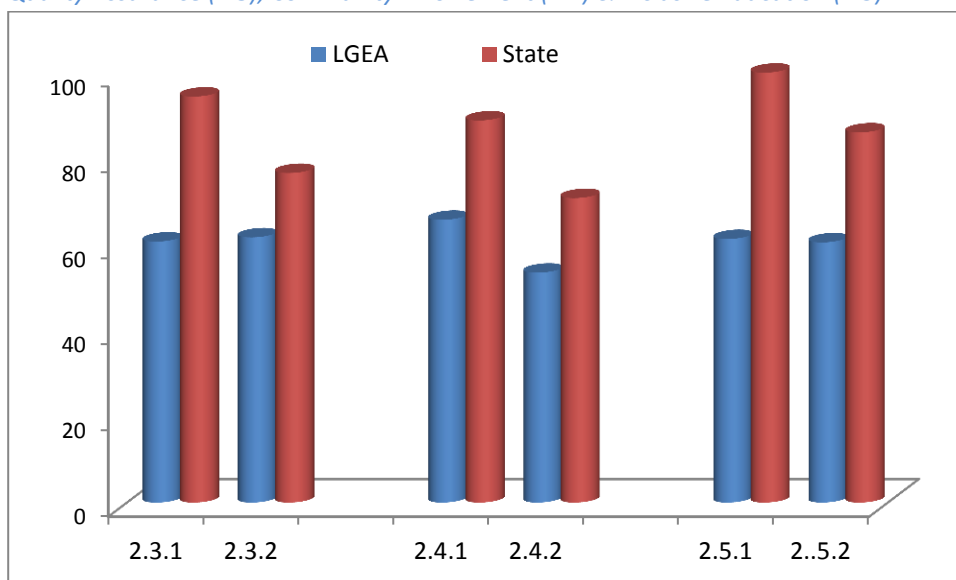
- 22. The lower ratings in states and LGEAs for relationships with Local Government Chairs (State 2.2.3.4 and LGEA 2.2.3.3) are of particular concern. In a highly politicised resource environment, schools, through their SUBEBs and LGEAs should be able to benefit from structured supported from their local governments – and the self-assessments indicate that this is not yet happening.

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

#### Overview

- 23. Figure 11 indicates the state and LGEA ratings for the remaining three Indicators (Quality Assurance (QA), Community Involvement (CI) and Inclusive Education (IE), each of which have only two sub-indicators. The Figure demonstrates the contrasts between state self-assessments – mostly ‘met’ for all three Indicators and the LGEA assessments on average around the ‘partially met’ level.

Figure 11: Comparison of State & LGEA average scores as %age of maximum possible score by Sub-Indicator: Quality Assurance (2.3); Community Involvement (2.4) & Inclusive Education (2.5)



- 24. Figure 11 identifies the difference at state level between the two components of the Quality Assurance Indicator. 2.3.1 focuses on the school improvement programme and the evidence across

the states demonstrates that capacity to plan and budget for school improvement has been built, though not as completely at LGEA level as at state level.

25. Sub-indicator 2.3.2 (“Quality Assurance (QA) programme for schools established and maintained”) assesses the quality assurance programme itself. State performance levels are generally lower than for 2.3.1, mainly because the necessary linkages between QA and the school improvement programme have not yet been consolidated either at state or LGEA levels, although things have improved year on year. Individual average scores for each Dimension are shown for states in Figure 12 and for LGEAs in Figure 13. Note that the LGEA Dimensions and performance criteria are rather different (and fewer) in 2.3.2 from those for the states.
  
26. At the Federal level a framework for national and state policies for quality assurance has now been developed but its impact on state QA is limited. Only now, with the Federal Inspection Service renamed as the Federal Quality Assurance Evaluation Service” (FEQAS) is the Federal Ministry of Education and UBEC working together in support of QA. In consequence, there has been a steady improvement over five years in the Federal agencies’ self-assessments of Quality Assurance, but the policy initiatives and reports on strategies that will help states are either not yet produced or not yet disseminated to states. State intentions to set up QA systems whereby the evaluators (no longer “inspectors”) operate independently from the MDA have only partially been fulfilled: some states have waited years for their Houses of assembly to consider and approve reformed Quality Assurance policies.

Figure 12: State average ratings by Dimension: Quality Assurance (2 = met; 1 = partially met)

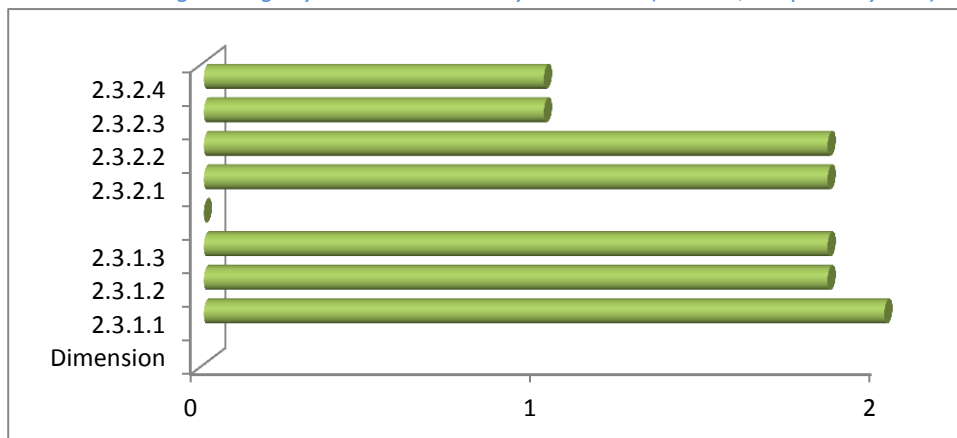
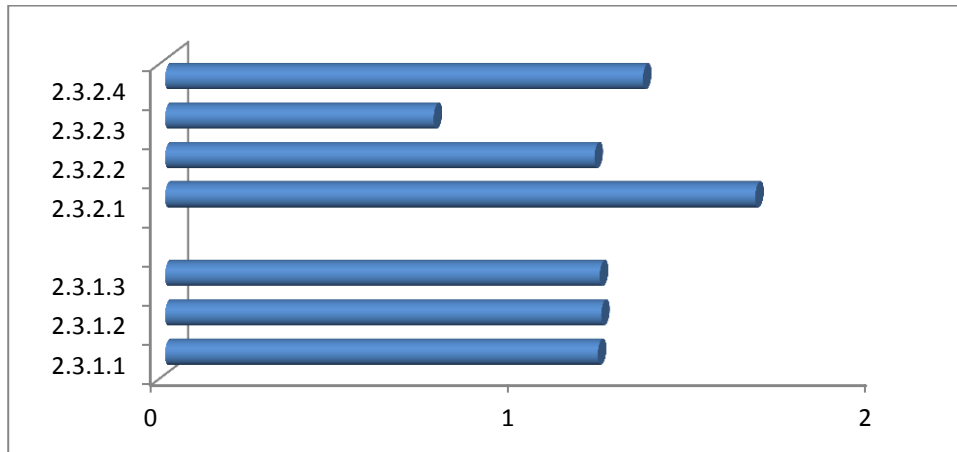


Figure 13: LGEA average ratings by Dimension: Quality Assurance

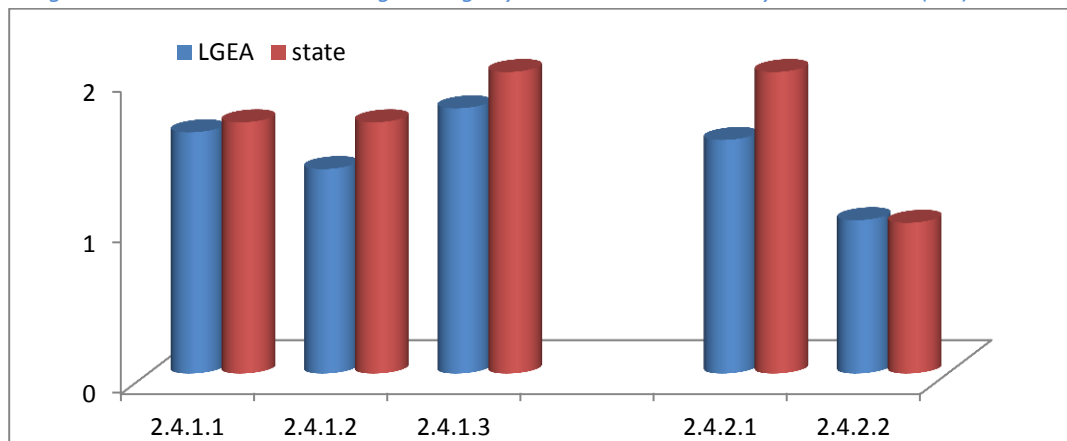


27. The links between the QA system and the EMIS, and hence to state and LGEA planning & budgeting and M&E (State 2.3.2.4: LGEA 2.3.3.3) is the most problematic Dimension in this work area at both state and LGEA levels. The states have been struggling with the technical and political challenges involved in building those links for several years, but only one state (Kano) and no LGEAs claims a ‘met’ rating here. There has been some progress with the establishment of LGEA Databases in pilot LGEAs, but the expectation that QA data from QA and SSO reports can be incorporated into the EMIS alongside ASC data has not yet been fulfilled. Most state reports expressed some frustration that this has not yet come to fruition.

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

28. Figure 11 compares the average ratings for the two Sub-Indicators within the Community Involvement Indicator. The more detailed ratings for the Dimensions at state and LGEA levels are shown in Figure 14. It shows that 2.4.2.2 (“Strengthen the capacity of CSOs to undertake budget tracking”) averages only ‘partially met’ at both state and LGEA levels: this stands out as a weakness in an otherwise strong set of results. It seems that Social Mobilisation Departments across SUBEBs are still reluctant to take this extra step needed to hold duty-bearers to account for their management of basic education.

Figure 14: State and LGEA average ratings by Dimension: Community Involvement (2.4)

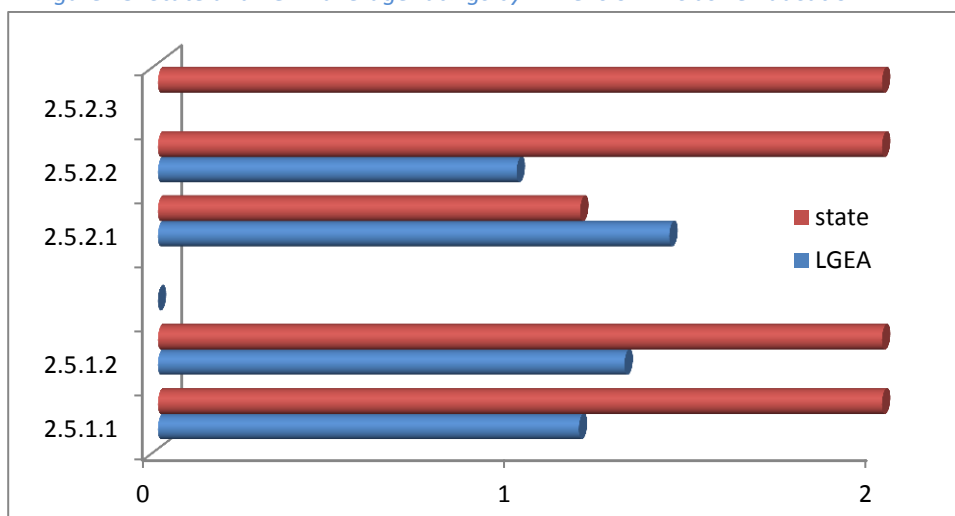


29. In general, the ratings at LGEA level are significantly higher in 2016 than in 2015. Communications with CSOs and communities (2.4.1.1) has improved as has community involvement in planning (2.4.1.2) and in mobilising and monitoring resources (2.4.1.3). However, there are significant variations between states (Lagos sets best practice standards in this area). And within states there are major variations between LGEAs, as is discussed in the final section of this report.
30. It should be noted that Federal-level initiatives by UBEC, supported by ESSPIN, have supported and funded the establishment and operation of functioning school-based management committees in a number of states. However, this initiative seems to have stalled recently, awaiting dissemination of best practice and closer cooperation between FME and UBEC.

## 2.5 Quality of inclusive policies at State and LGEA Level

31. As Figure 15 indicates, the ratings by states for the Inclusive Education are high, with four Dimensions rated 'fully met' by all states. Figure 10 highlights the substantial differences between LGEA and state ratings at Sub-Indicator level. Figure 15 also indicates that the LGEA Dimensions' ratings are less positive, though comparison is not straightforward, with fewer LGEA Dimensions' (no 2.5.2.3) and rather different performance criteria.

Figure 15: State and LGEA average ratings by Dimension: Inclusive Education



32. Sub-indicator 2.5.1 assesses whether *“planning on access and equity is comprehensive and available”*. All states rate the two Dimensions here as ‘met’: the only Sub-Indicator in the whole self-assessment exercise to achieve this.
33. Sub-indicator 2.5.2 seeks evidence of *“clear anti-discrimination policies”*. The Dimensions used for states and LGEAs are significantly different for this Sub-indicator, so state-LGEA comparisons are not possible. The states are unanimous that 2.5.2.2 (*“Expenditure on access and equity activities in schools is predictable and based on the MTSS”*) and 2.5.3.3 (*“LGEA Desk Officers receive information and respond to community access and equity issues”*) both meet the performance criteria and are



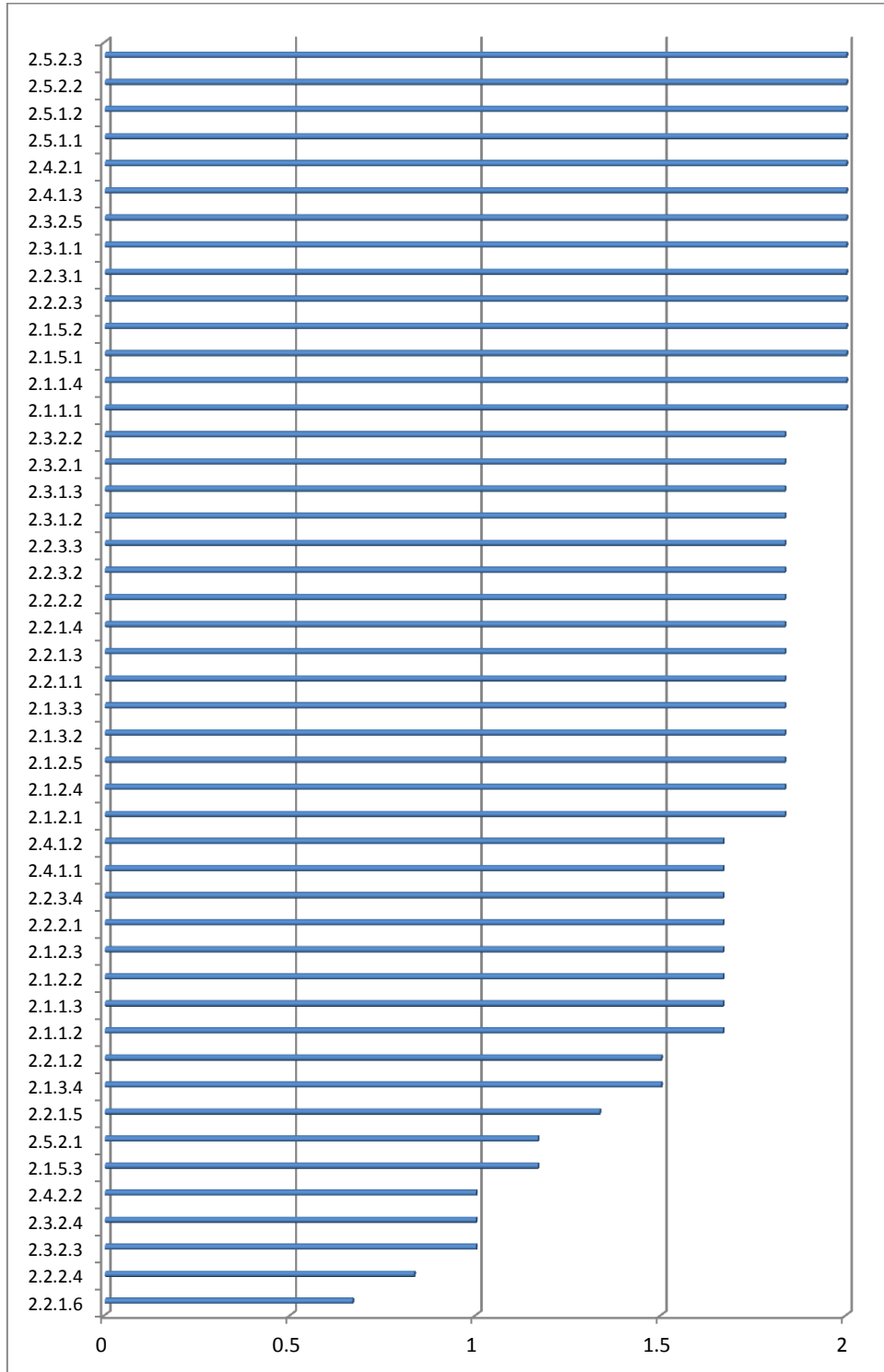
rated 'met' in every state. Dimension 2.5.2.1 (*"Data on out-of-school children collected and made available at State & LGEA levels"*) was more problematic. Most states have conducted or are planning surveys of out-of-school children. But the data either has not yet been aggregated or has not been made available to feed into state planning for these children.

34. LGEAs rated a different 2.5.2.1 (*"LGEA follows State policy on inclusive education that outlaws all forms of discrimination and promotes learning friendly education"*) as 'partially met', except for Kaduna (met). But the average LGEA ratings 2.5.2.2 (*"Support civil society to give voice to excluded groups in the planning & budgeting processes"*) were 'partially met' and 'not met' (also Kaduna).

### Some Lessons and Action Points

35. As Figure 16 indicates, only a handful of Dimensions in the State self-assessments have an average rating of 1 ('partially met') or less. They are: 2.2.1.6; 2.2.2.4; 2.3.2.3 and 2.3.2.4; and 2.4.2.2. Each is considered in turn.

Figure 16: Dimensions in state self-assessment schedule ranked by performance

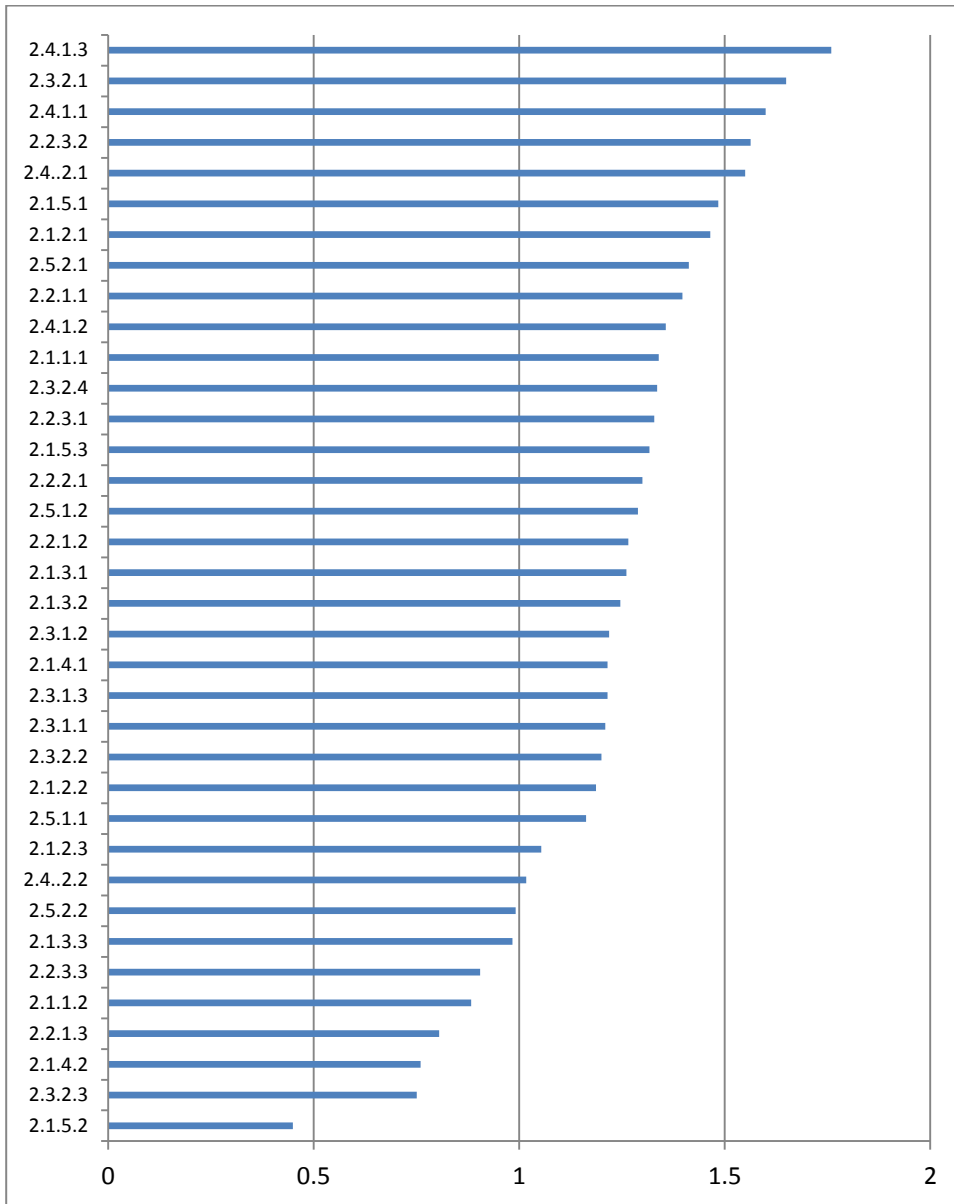


36. Dimension 2.2.1.6 (“Support SUBEBs, LGEAs & schools to initiate and manage internal performance management mechanisms”) is the final stage of the HRD reforms initiated by ESSPIN six or seven years ago. Progress in most states has been slow and three states have not yet reached this stage and are rated as ‘not met’. One barrier has been the existence of the state-wide APER system of staff appraisal, a traditional descriptive system whose existence seems to have impeded the introduction of performance-based approaches. But the HRD reform programme is sustainable only

if staff in the reformed organisations are reviewed in terms of their performance: otherwise professional development strategies have no basis and square pegs remain jammed into round holes.

37. The 2<sup>nd</sup> lowest scoring Dimension is 2.2.2.4 (*“Facilitate adherence to standard procurement rules at the LGEA level”*). The problems in assessing this Dimension have been discussed and unless LGEAs are allowed to undertake procurement there seems little point in retaining this in the self-assessment schedule.
38. Dimensions 2.3.2.3 & 2.3.2.4 concern the linkages – or lack of them – between State QA systems and the school improvement programme (2.3.2.3) and EMIS (2.3.2.4). These are long-standing weaknesses that arise in part from the ways in which ESSPIN has structured its support for the states. The State School Improvement teams (SSIT) are still not fully integrated into state quality assurance systems and states have struggled to provide a rationale whereby QA Evaluators and SSITs work in a complementary way to facilitate school improvement. Related to that, the results of QA and SSIT reports are only now being fed into the EMIS system through the pilot LGEA Databases. There was no evidence either at state or LGEA self-assessments that the qualitative and quantitative (ASC) data was being integrated, leading to policies and strategies for school improvement.
39. Dimension 2.2.1.2 (*“Strengthen the capacity of CSOs to undertake budget tracking”*) is the other low ranking Dimension. While much progress has been made in improving relations with communities and CSOs, not all state planning and budgeting MDAs provide training in budget tracking. While Social Mobilisation departments seem reluctant, where training has been provided, to facilitate activities that can hold duty-bearers to account.
40. A similar ranking of the average scores of LGEA Dimensions is seen in Figure 17. No Dimensions are fully met – 14 state Dimensions scored 2 for ‘met’ (Figure 15). But only a handful of Dimensions scored less than 1 – ‘partially met’.
41. Dimension 2.1.5.2 stands out as the lowest scoring LGEA Dimension (*“Support implementation of service charters for LGEAs & schools”*). While service charters are now a common feature of ministries and some parastatals, they do not seem to have penetrated LGEAs, even though the LGEAs are closer to their communities and could deal with community concerns through local service desks. In consequence, the impact of very practical service charters, inspired initially by Kwara’s “Every Child Counts” initiative, has not been as significant as states intended (and ESSPIN hoped).

Figure 17: Dimensions in LGEA self-assessment schedule ranked by performance

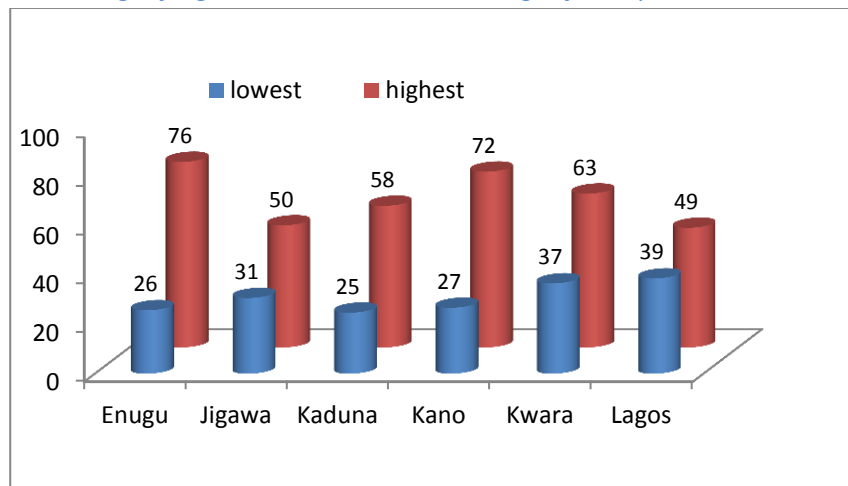


42. The weaknesses of 2.3.2.3 have already been discussed as a low-scoring state Dimension: the low score for the same issue at LGEA level emphasises the need for action. Comments on other low-scoring LGEA Dimensions have been made above and need not be repeated here.

## The 'ESSPIN Effect'

43. The LGEA self-assessments involved up to four officers from every LGEA in each state and they undertook individual assessments of their own LGEA as part of the workshop. The final reports and accompanying spreadsheets from those workshops provided details of each individual LGEA and these were analysed as part of the individual reports prepared for each state. Those analyses pointed out the wide differences between the lowest- and highest performing LGEAs in every state except Lagos. These are summarised in Figure 17 and discussed below.

Figure 18: Ratings of highest and lowest LGEAs as %age of total possible scores



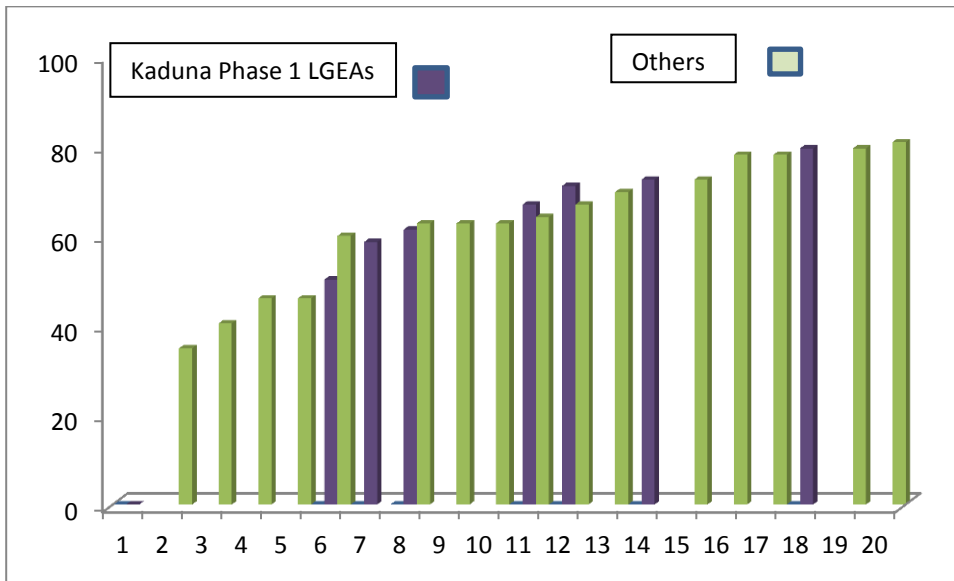
44. In some states it is also possible to compare the ratings of those LGEAs that have worked longest with ESSPIN, to identify whether an 'ESSPIN effect' can be discerned. The approaches taken by each state in selecting 'pilot' or 'Phase One' LGEAs differed from state to state: they are summarised in Table 2.

Table 5: Numbers of LGEAs selected as ESSPIN pilot or Phase One LGEAs

Enugu	1 pilot LGEA out of 16
Jigawa	9 pilot/ Phase One LGEAs out of a total 27
Kaduna	7 Phase One LGEAs out of 23
Kano	3 Phase One LGEAs out of 44
Kwara	All 16 LGEAs involved from ESSPIN inception
Lagos	Different LGEAs were engaged on different aspects: Budget Tracking – 4 LGEAs; Establishment and Workforce Planning – 1 pilot LGEA; LGEAs Database – 4 pilot LGEAs

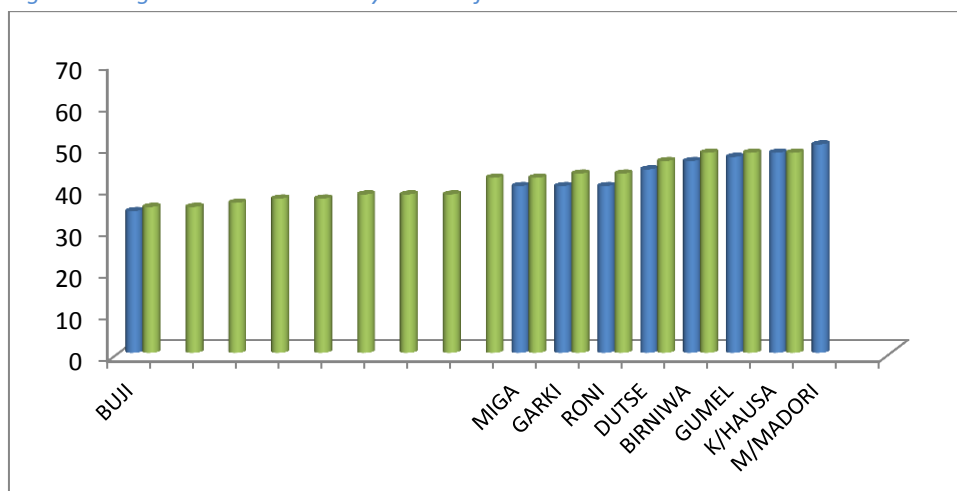
45. Figure 19 locates the Kaduna Phase One LGEAs within all LGEAs ranked by 2016 performance and compares them with LGEAs that have not had as much exposure to ESSPIN teams. The Phase One LGEAs are scattered throughout the rankings: in comparison with 2015 they have slipped back slightly – or rather the other LGEAs have caught up. The average score for the Phase One ESSPIN LGEAs is 65.5% of total possible points against an average of 62.6% for the other LGEAs. This compares with 47.8% for Phase One LGEAs against 45.4% for the others – a significant all round improvement.

Figure 19: Kaduna LGEAs ranked by total self-assessment scores



- 46. These differences have not been tested for significance and the differences between LGEAs when ESSPIN first worked with the Phase One LGEAs has not been assessed. It may be, of course, that the LGEA officers that have worked longest with ESSPIN have been more rigorous and self-critical in their self-assessments. It also could be the case that ESSPIN has worked long enough with the other LGEAs to bring them to the level of similar Phase One Authorities. However, as it stands, no obvious ‘ESSPIN Effect’ can be identified in Kaduna.
- 47. This also seems to be the case in other states. The Enugu report identified the one LGEA (Udi) with whom ESSPIN has worked longest as the 3<sup>rd</sup> lowest ranking of the 16 LGEAs – it might of course have been even worse at the outset but again no obvious ‘ESSPIN Effect’ can be seen.
- 48. In Jigawa (Figure 20) eight of the nine Phase One LGEAs are among the highest ranking LGEAs, but the average score for the nine Phase One LGEAs is almost exactly that of the other LGEAs – 39.4 out of 74 compared with 39.8 for the others.

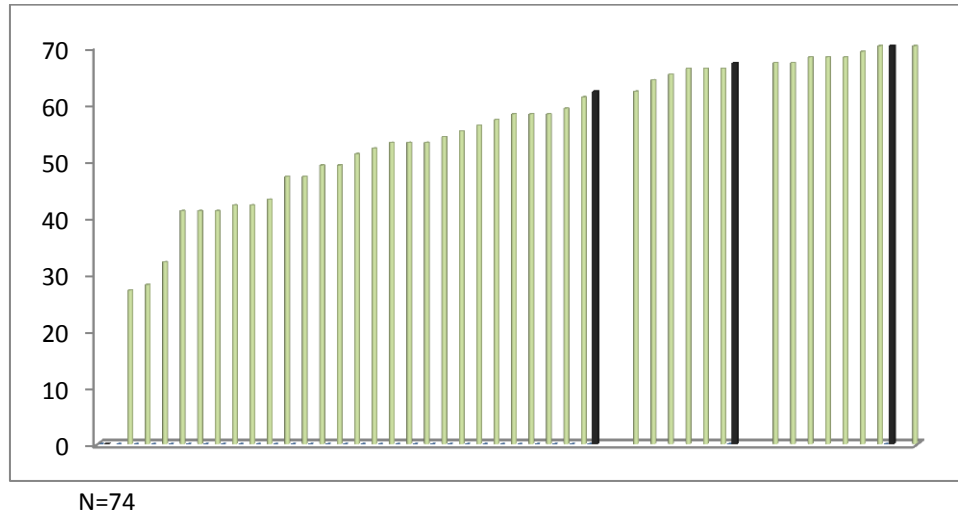
Figure 20: Jigawa LGEAs ranked by total self-assessment scores



- 49. Kano Phase One LGEAs are identified (in black) in Figure 21. The three LGEAs are among the highest

ranking, with an average score of 67 points out of a possible 74 (the other LGEAs averaged 54.1 points). And one Phase One LGEA (Fagge) was one of only two across all the LGEAs scoring over 70 out of a maximum 74 points. But as with the other states, the baseline for the Phase One LGEAs is not available.

Figure 21: Kano LGEAs ranked by total self-assessment scores (Phase One LGEAs in black)



50. The wealth of data generated by the state and LGEA self-assessment exercises could be analysed in more detail, with, for example, comparisons across the states between LGEA performance in each Sub-Indicator. But that lies outside the scope of this report. Data about the individual LGEAs from this self-assessment exercise could also be usefully correlated with other data such as the annual school census and results from the Composite Survey, using the evidence-based perceptions of LGEA officers to illuminate the other data.

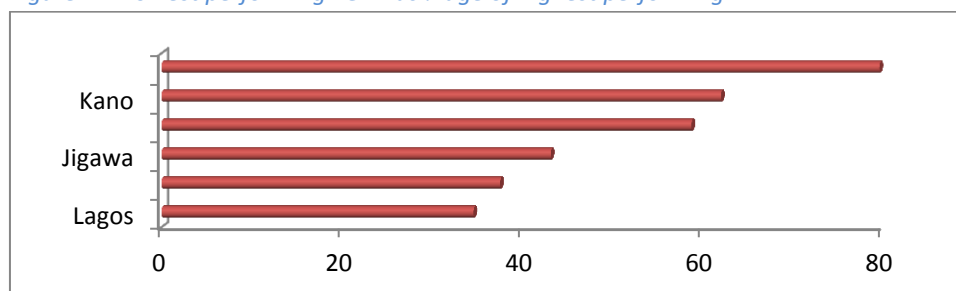
## Going Forward

51. This final section highlights some issues from the 13 state, LGEA and Federal self-assessment workshops and reports to focus discussion on ways in which the findings might be used by policy-makers following the completion of ESSPIN's work in January 2017. Issues raised in these reports have clear implications for State Governments and LGEA managers when setting priorities and programmes post-ESSPIN. The individual state and LGEA reports focus in detail on these issues and contain recommendations for the relevant states. However, it is also possible to identify some generic themes applicable to all states. Three themes are addressed in this final section: LGEA performance; sustainability and pupil achievement.

### LGEA Performance

52. The state and LGEA self-assessment performance criteria assume that LGEAs are progressing towards a standard defined by the 'fully met' criteria. **In Annex 6 these standards are spelled out, in the form of a model LGEA** (first developed as part of ESSPIN's LGEA Engagement Strategy) 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.
53. Figure 18 draws attention to the very large range within states in terms of LGEA performance. The data is reworked in Figure 22 to highlight the contrasts between highest and lowest performing LGEAs. The issue of low-performing LGEAs is particularly marked in Enugu, Kano and Kwara, where the differential is greater than 50% - the lowest performing LGEAs score less than half the score of the highest.
54. Another approach is to identify the numbers of LGEAs who scored less than 50% and less than 30% of the total possible scores. This is shown in Table 6: it shows that eight of the 126 LGEAs assessed scored less than 33% (one-third) of the total possible score: and 41 LGEAs scored less than 50% of the total possible. Notably, one state, Lagos has no LGEAs in either category – and that is one of the two states without a specified Phase One group of LGEAs (the other is Kwara, with only one LGEA below 50%).

Figure 22: Lowest performing LGEA as %age of highest performing.





*Table 6: Numbers of LGEAs in each state scoring less than 33% and less than 50% of total possible score 2015 numbers in brackets, where available.*

	No. of LGEAs scoring <33% total possible	No. of LGEAs scoring <50% total possible	Total number of LGEAs
Enugu	1	7	16
Jigawa	0	6	27
Kaduna	0 (3)	5 (15)	23
Kano	3 (1)	13 (8)	44
Kwara	0	0	16
Lagos	0	0	20

55. It is possible, therefore, although beyond the scope of this report, to identify from the self-assessment exercises groups of LGEAs with particular problems in each of the Output 2 Indicators. State Governments and their SUBEBs and Ministries of Education and Local Government will be able to use the self-assessment reports to highlight specific needs and priorities rather than dealing with their LGEAs as a single group.
56. The evidence from the LGEA and State self-assessments is that much progress has been made at State level and the focus should now be on cascading that progress to LGEAs. The focus over the past year through ESSPIN's LGEA Engagement Strategy is clearly paying dividends and states surpassed their logframe targets for LGEA performance in 2016. Fine-tuning is now necessary. Systems are now largely in place, but they need to become operative. Stronger vertical integration between state, LGEA and school levels needs to be matched by stronger horizontal integration (see Table 4 below). Units at both state and LGEA levels still operate in silos, with limited contact with other units with whom they need to share approaches, information and materials. SUBEB Departments and LGEA Sections should work together more closely in collecting, using and sharing evidence and in developing common initiatives for improving schools that cut across the departments and sections.
57. One significant aspect of this has been referred to in earlier self-assessment reports. It is the problem of converting evidence into action. Large amounts of report forms and other documents are now being produced. Their impact will remain small until they can be analysed and then summarised into action-focused short reports that can be shared across departments/ sections and digested by policy-makers, planners and decision-makers. This is now a priority if the efforts being made to prepare such a large volume of documentation are not to be wasted. Staff capabilities in the necessary aggregation, analysis and report-writing skills need to be enhanced. And it is all the more important that political leaders and senior decision-makers are informed clearly and concisely as to basic education's main needs and top priorities.
58. The need to give priority to building LGEA capacity runs throughout this report and all the state and LGEA reports. Particular priorities include 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.

59. School improvement is the responsibility of all the agencies involved in basic education. Central to this report's findings 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.
60. As well as capacity building, LGEAs will need resources. They should be supported and encouraged to seek funds from sources other than SUBEB e.g. from community, private and LGA sources. Devolution of resources to LGEAs needs to be accompanied by thorough monitoring to ensure that LGEAs are indeed making proper use of their resources and of lower level evidence in their planning.

### Sustainability

61. The central theme in this final stage of ESSPIN operations is the need to ensure that the work that ESSPIN has undertaken to date is sustainable. This is most readily achieved by the establishment of operative and effective systems that make use of the components whose development ESSPIN has supported over the past six or seven years. Two aspects of these self-assessments are of particular relevance here. The first is the relatively undeveloped status of the LGEAs, discussed above. The second aspect, linked to the LGEA problem, is the absence as yet of properly functional systems that link the work of state and local governments to school improvement.
62. In each of the areas that Output 2 has supported, the separate elements of planning systems, HR systems, financial management systems, QA systems, etc. are in place and are functioning moderately well at least at state level, but the self-assessments have demonstrated that they are not yet linking together as working systems that contribute to effective service delivery and measurable school improvement. When these linkages are in place and operative, the system becomes sustainable.
63. Earlier reports have drawn attention to the three dimensions of this problem: internal integration; horizontal integration and vertical integration. The issue was developed further in ESSPIN's LGEA Engagement Report (2015) but its centrality to these issues merits some reiteration in this final Summary Report and the key issues are summarised in Table 7.

*Table 7: Approaches to Integration and System-Building*

Three forms of integration are needed:

- **Internal integration**, so that the separate components of a system are ready in time and of a standard to enable the subsequent components to function – as in the annual planning cycle when budgets must be approved in time for expenditure to take place early in a new financial year. LGEAs need to be able to integrate the many sources of information reaching them in order to deliver the required services to schools and SBMCs.
- **Horizontal integration** requires that the cross-institutional linkages within and between systems operate effectively, so that the Sections and Departments within LGEAs and SUBEB work together. Separate initiatives by the three ESSPIN Outputs working with PRS, School Services and Social Mobilisation Departments & Sections may in the past have inhibited such integration.
- **Vertical integration** involves a seamless focus on school improvement at each level in the system – state (SUBEB), local (LGEA) and schools/ communities (including SBMCs). The efficient and effective delivery of LGEA functions is crucial for such integration. One challenge is to achieve integrated bottom-up planning, so that school needs, prioritised in school development plans, are aggregated and analysed at LGEA level, whose LGEA action plans derived from this analysis then contribute to SUBEB planning and to the necessary resource provision enabled through the MTSS and annual budget. Conversely, the challenge to SUBEBs is to direct and monitor LGEAs in their delivery of school improvement work and to develop the necessary capabilities within LGEAs to ensure that this is institutionalised.

Extract from *Towards an LGEA Engagement Strategy: A Discussion Paper*, Lynton Gray 2015

64. However, for the system to continue to progress and respond to the needs of schools, teachers and pupils it is necessary to monitor that progress. This is all the more important as long as the Federal Government fails to monitor learning achievement across its schools. There was general enthusiasm in the state self-assessment workshops for initiatives that will maintain the self-assessment procedures in 2017 and beyond, as demonstrated in the end-of-workshop evaluations (Annex 7). This was echoed in the evaluations of the LGEA workshops. The dual approach of state and LGEA workshops and reports generates a large volume of evidence in a short space of time and at relatively low cost. This can readily feed into decision- and policy-making at both levels, not least because key decision-makers are involved in the workshops.
65. The procedures are themselves flexible and can be adapted to a variety of circumstances. Indeed, the high ratings achieved by most states 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.
66. 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 state workshops as a self-help strategy for states to conduct their own procedures in 2017. And several participants referred to possible sponsors and forms of cross-state cooperation. **The examination of the model LGEA in Annex 6 would be a significant step in taking the self-assessment procedures to a sustainable level.**

67. Finally, the state and LGEA reports identify examples of good practice in specific states and LGEAs. The self-assessment workshops provide opportunities for sharing these experiences but participation is limited. ESSPIN can and should make use of its communication and knowledge management facilities in ways that draw attention to these initiatives and ‘best practice’ examples across all states and LGEAs – and not just the ESSPIN-focus states. This would contribute a valuable post-ESSPIN legacy that would help to achieve the Holy Grail of Sustainability.

### Pupil Achievement

68. 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. This report has focused on the establishment and integration of the operating systems that manage basic education. But the sole purpose of these systems is to enable children to attend school and learn to their full potential while there. The concern for measuring pupil achievement is now an international priority but Nigeria is as yet unable to set benchmarks and use them to raise standards. The Federal self-assessment exercises over the past few years have recorded the failures to complete the 2011 national exercise in monitoring learning achievement (MLA). And the 2016 report records further delays in preparing for the next MLA exercise, initially scheduled for 2016.
69. Across the ESSPIN-focus states, ESSPIN has done much to identify the problems of assessing pupil achievement and initiate some strategies to address them. Surveys commissioned by ESSPIN have found that children are learning more in ESSPIN-supported schools. ESSPIN-supported schools have demonstrably more effective head teachers, are better at school development planning, have better teachers, show more evidence of being inclusive, and have more functional and inclusive SBMCs – a successful federal initiative.
70. States and LGEAs can contribute to all these improvements but they need to understand the circumstances and the combination of improvements that impact most on pupil learning. Future self-assessment exercises would usefully focus in more detail on the evidence needed to determine which strategies are most (and less) successful in making a difference to pupil achievement, whether they are state policies, LGEA strategies or school-based activities – a further argument for maintaining and building upon this cost-effective strategy after ESSPIN.

## Recommendations

71. Despite the strong results at State level and the above-target results of the LGEA assessments, 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 state self-assessment reports are still valid and this report concludes with recommendations drawn from not just this year's self-assessment exercises but the experience of these exercises and reports over the past five years. They are:

- The need to build the separate planning, budgeting and sector performance monitoring elements into a coherent and effective system, in which each component of the annual planning cycle, including the ASC, AESPR, DWPs, QMRs and the MTSS, is undertaken and completed at the requisite times, using sufficient well-trained and experienced staff and the necessary facilities and equipment for this work.
- 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 for effective resources allocation and interventions.
- More effective LGEA planning, using action plans and SWPs to identify and bid for resources with a greater focus on horizontal and vertical integration, including the closer integration of the school improvement programme, EMIS and quality assurance
- Completion of the human resource management reforms in ways that align them complementarily with existing state-wide systems for HRD and performance monitoring.
- Strengthening the QA systems through capacity building, including skills in evidence collection, analysis and dissemination for QA evaluators, LGEA desk officers and head teachers, so as to make effective use of QA data as evidence for school improvement.
- The need for more solid evidence for best practices and high priority needs in the school improvement programme, to identify more precisely the strategies that are most effective in enhancing teaching and learning.
- Strengthening the links between government and communities by making more use of civil society initiatives for accountability and planning.

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

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

## Annex 1: Comparison of the six States' Self-Assessment Results, 2016

### PLANNING & BUDGETING

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

Sub-Indicators	Dimensions	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
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	2	2	2	2
	2.1.1.2 Support development of LGEA action plans that impact on MTSS	1	1	2	2	2	2
	2.1.1.3 Develop capacity of SUBEBs and LGEAs to use evidence from lower-level plans in their planning & budgeting	1	1	2	2	2	2
	2.1.1.4 Support development of SDPs using ISD and other reports	2	2	2	2	2	2
	<b>TOTAL</b>	<b>6</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
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	2	2	1	2
	2.1.2.2 Support use of Departmental Work Plans (DWP) for domesticating budgets and presenting budgets transparently	1	1	2	2	2	2
	2.1.2.3 Support MDA personnel to use the DWP	1	1	2	2	2	2
	2.1.2.4 Support institutional initiatives for preparing & implementing phased MDA implementation plans based on DWPs	1	2	2	2	2	2
	2.1.2.5 Support the preparation and implementation of LGEA DWPs	2	1	2	2	2	2
	<b>TOTAL</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>11</b>
2.1.3 Monitoring & Evaluation systems strengthened	2.1.3.1 Support M&E Units and functions in SUBEBs and LGEAs	2	1	2	2	2	2
	2.1.3.2 Provide training for deployed M&E personnel	2	1	2	2	2	2
	2.1.3.3 Develop the capacity of M&E units to lead on annual sector reviews and produce annual review reports.	1	1	2	2	1	2
	2.1.3.4 Support sector reporting including AESPR	2	2	2	2	2	2
	<b>TOTAL</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>8</b>
2.1.4 Functional EMIS integrating ASC, SMO, SSO & QA reports	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	2	2	2	2
	2.1.4.2 Provide training for data management personnel at MoE LGEA & SUBEB levels	2	2	2	2	2	2

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	1	1	2	1	1	1
	2.1.4.4 Establish a train- the-trainer system for data management personnel	2	1	2	2	2	2
<b>TOTAL</b>		<b>7</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>7</b>
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	2	2	2	2
	2.1.5.2 Support implementation of service charters for SUBEB, LGEAs & schools	1	1	2	2	1	1
	2.1.5.3 Support development of corporate vision and mission for LGEAs	2	0	2	2	2	2
<b>TOTAL</b>		<b>5</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>5</b>
<b>TOTAL 2.1</b>		<b>32</b>	<b>27</b>	<b>40</b>	<b>39</b>	<b>36</b>	<b>38</b>

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

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

Sub-Indicators	Dimensions	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
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	1	2	2	2	2
	2.2.1.2 Support SUBEBs in implementing HR systems & process review recommendations	0	1	2	2	2	2
	2.2.1.3 Support LGEAs in undertaking HR systems and process reviews	2	1	2	2	2	2
	2.2.1.4 Facilitate establishment planning on basis of strategic plans and functional reviews for SUBEB & LGEAs	1	2	2	2	2	2
	2.2.1.5 Support SUBEBs and LGEAs in workforce planning to implement establishment plans	0	1	2	2	1	2
	2.2.1.6 Support SUBEBs, LGEAs & schools to initiate and manage internal performance management mechanisms	0	1	0	2	0	1
<b>TOTAL</b>		<b>5</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>9</b>	<b>11</b>
2.2.2 Strengthen financial management systems and	2.2.2.1 Support budget tracking and financial reporting	1	2	2	2	1	2
	2.2.2.2 Support strengthening of internal control systems including audit	1	2	2	2	2	2

procurement processes for efficiency & effectiveness	2.2.2.3 Support infrastructural developments and models that facilitate school improvement and inclusion	2	2	2	2	2	2
	2.2.2.4 Facilitate adherence to standard procurement rules at the LGEA level	1	2	0	2	0	0
<b>TOTAL</b>		<b>5</b>	<b>8</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>6</b>
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	2	2	2
	2.2.3.2 Engage with SUBEB Chairs for commitment to support institutional reforms and implementation of school improvement programme	1	2	2	2	2	2
	2.2.3.3 Work with Education Secretaries to promote school improvement in LGEAs	1	2	2	2	2	2
	2.2.3.4 Engage with LG chairmen to provide resources and other support for school improvement programme	1	2	2	2	1	2
	<b>TOTAL</b>	<b>5</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>8</b>
<b>TOTAL 2.2</b>		<b>15</b>	<b>23</b>	<b>24</b>	<b>28</b>	<b>21</b>	<b>25</b>

## QUALITY ASSURANCE

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

Sub-Indicators	Dimensions	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
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	2	2	2	2
	2.3.1.2 Support relevant State working groups to incorporate school improvement targets in the MTSS	2	2	2	2	1	2
	2.3.1.3 School development plans (SDPs) aggregated and analysed	1	2	2	2	2	2
	<b>TOTAL</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>
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	1	2	2	2	2
	2.3.2.2 Support states in developing & implementing QA policies	2	1	2	2	2	2
	2.3.2.3 Sustain & strengthen linkages of QA system with school improvement programme (SIP)	0	1	0	2	2	1
	2.3.2.4 Link QA system to state and LGEA planning, budgeting & M&E through EMIS	0	1	1	2	1	1



2.3.2.5 Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports	2	2	2	2	2	2
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<b>TOTAL</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>8</b>
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<b>TOTAL 2.3</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>16</b>	<b>14</b>	<b>14</b>
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## COMMUNITY INVOLVEMENT

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

Sub-Indicators	Dimensions	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
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	0	2	2	2	2
	2.4.1.2 Encourage mechanisms for stakeholder participation in LGEA and school level planning	1	1	2	2	2	2
	2.4.1.3 Facilitate mobilising & monitoring of external resources for school infrastructure & facilities	2	2	2	2	2	2
2.4.2 Strengthen capacity of CSOs to hold duty-bearers accountable	<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
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	2	2	2	2
	2.4.2.2 Strengthen the capacity of CSOs to undertake budget tracking	2	1	0	1	0	2
	<b>TOTAL</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>TOTAL 2.4</b>	<b>9</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>10</b>

## INCLUSIVE EDUCATION

### 2.5 Quality of inclusive policies at State and LGEA Level

Sub-Indicators	Dimensions	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
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	2	2	2	2
2.5.2	2.5.1.2 Support civil society to give voice to excluded groups in the planning & budgeting processes	2	2	2	2	2	2
	<b>TOTAL</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

	2.5.2.1 Data on out-of school children collected and made available at State & LGEA levels	2	1	2	2	1	0
2.5.2	2.5..2.2 Expenditure on access and equity activities in schools is predictable and based on the MTSS	2	2	2	2	2	2
	2.5.2.3 LGEA Desk Officers receive information and respond to community access and equity issues	2	2	2	2	2	2
	<b>TOTAL</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>4</b>
	<b>TOTAL 2.5</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>8</b>

## Annex 2: Comparison of the Summary of LGEAs' Self-Assessment Results, 2016

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

Sub-Indicators	Dimensions	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
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	1.3	1.7	1.1	1.8	1.1
	2.1.1.2 Support development of SDPs using ISD and other reports	1	1.7	1.0	0	1.6	0
	<b>TOTAL</b>	<b>2</b>	<b>3</b>	<b>2.7</b>	<b>1.1</b>	<b>3.4</b>	<b>1.1</b>
2.1.2 Appropriate budget management systems for efficient service delivery in place	2.1.2.1 Support implementation of transparent budget presentation systems	1.2	0.5	1.4	2	1.7	2
	2.1.2.2 Support use of Departmental/Section Work Plans (DWPs) for domesticating budgets and presenting budgets transparently	1.1	0.7	1.5	1	1.8	1
	2.1.2.3 Support LGEA officers to prepare & use DWPs/ SWPs	1.1	0.6	1.5	1	1.1	1
	<b>TOTAL</b>	<b>3.4</b>	<b>1.8</b>	<b>4.4</b>	<b>4</b>	<b>4.6</b>	<b>4</b>
2.1.3 Monitoring & Evaluation systems strengthened	2.1.3.1 Support M&E Units and functions in SUBEBs and LGEAs	1	1.4	1.6	1.05	1.5	1.05
	2.1.3.2 Provide training for deployed M&E personnel	1	1.5	1.5	1	1.5	1
	2.1.3.3 Develop the capacity of M&E units to lead on sector reporting and produce annual reports.	0.5	1	1.3	0.9	1.3	0.9
	<b>TOTAL</b>	<b>1.3</b>	<b>3.9</b>	<b>4.3</b>	<b>2.95</b>	<b>4.3</b>	<b>2.95</b>
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	1.5	1.4	1	1.4	1
	2.1.4.2 Provide training for data management personnel at LGEA levels	0.3	1.3	0.3	0.8	1.1	0.8
	<b>TOTAL</b>	<b>1.3</b>	<b>2.8</b>	<b>1.7</b>	<b>1.8</b>	<b>2.5</b>	<b>1.8</b>
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	1	1.3	2	1.6	2
	2.1.5.2 Support implementation of service charters for LGEAs & schools	0	0.7	2.0	0	0	0
	2.1.5.3 Support development of corporate vision and mission for LGEAs	1.4	1.2	2.0	0.7	1.9	0.7
	<b>TOTAL</b>	<b>4.4</b>	<b>3</b>	<b>5.3</b>	<b>3.4</b>	<b>3.5</b>	<b>2.7</b>
<b>TOTAL 2.1</b>		<b>11.5</b>	<b>14.4</b>	<b>18.5</b>	<b>13.25</b>	<b>18.3</b>	<b>12.6</b>

**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 LGEAs supported in undertaking functional reviews and alignment	1.2	1.0	1.4	1.4	2.0	1.4
	2.2.1.2 Facilitate establishment planning on basis of strategic plans and functional reviews for LGEAs	0.0	0.9	1.7	1.5	2.0	1.5
	2.2.1.3 Support SUBEBs and LGEAs in workforce planning to implement establishment plans	0.0	0.3	0.8	1.1	1.6	1.1
	<b>TOTAL</b>	<b>1.2</b>	<b>2.2</b>	<b>3.9</b>	<b>4.0</b>	<b>5.5</b>	<b>3.9</b>
2.2.2 Strengthen financial management systems and procurement processes for efficiency & effectiveness	2.2.2.1 Support budget tracking and financial reporting	0.8	0.6	1.2	2.0	1.1	2.0
	<b>TOTAL</b>	<b>0.8</b>	<b>0.6</b>	<b>1.2</b>	<b>2.0</b>	<b>1.1</b>	<b>2.0</b>
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	0.7	1.0	1.2	2.0	1.1	2.0
	2.2.3.2 Encourage Education Secretaries to work together to promote school improvement	1.2	1.0	1.5	2.0	1.7	2.0
	2.2.3.3 Engage with LG chairmen to provide resources and other support for school improvement programme	0.7	0.3	1.1	1.0	1.3	1.0
	<b>TOTAL</b>	<b>2.5</b>	<b>2.3</b>	<b>3.8</b>	<b>5.0</b>	<b>4.1</b>	<b>5.0</b>
	<b>TOTAL 2.2</b>	<b>4</b>	<b>4.6</b>	<b>5.0</b>	<b>8.9</b>	<b>11.0</b>	<b>10.7</b>

**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	1.2	0.9	2.0	0.7	1.8	0.7
	2.3.1.2 Support relevant LGEA working groups to incorporate school improvement targets in the MTSS	0.9	0.9	1.9	0.9	1.8	0.9
	2.3.1.3 School development plans (SDPs) aggregated and analysed and used as basis for planning	0.0	1.1	1.7	1.5	1.5	1.5
	<b>TOTAL</b>	<b>2.1</b>	<b>2.9</b>	<b>5.6</b>	<b>3.1</b>	<b>5.1</b>	<b>3.1</b>
2.3.2 Quality Assurance (QA) programme for schools established	2.3.2.1 Facilitate institutional support for an effective QA system	0.7	2.0	1.7	2.0	1.5	2.0
	2.3.2.2 Sustain & strengthen linkages of QA system with school improvement programme	1.1	1.2	1.0	1.0	1.9	1.0
	2.3.2.3 Link QA system to state and LGEA planning, budgeting & M&E through EMIS	0.9	1.0	1.3	0.0	1.3	0.0

and maintained	2.3.2.4 Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports	1.1	1.3	1.9	1.0	1.7	1.0
	<b>TOTAL</b>	<b>3.8</b>	<b>5.5</b>	<b>5.9</b>	<b>4.0</b>	<b>6.4</b>	<b>4.0</b>
	<b>TOTAL 2.3</b>	<b>5.9</b>	<b>8.3</b>	<b>11.5</b>	<b>7.1</b>	<b>11.5</b>	<b>7.1</b>

#### 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	1.2	1.8	1.0	2	2
	2.4.1.2 Encourage mechanisms for stakeholder participation in LGEA and school level planning	1.1	1.9	1.8	1	1
	2.4.1.3 Facilitate mobilising & monitoring of external resources for school infrastructure & facilities	1.3	1.8	1.7	2	2
	<b>TOTAL</b>	<b>3.6</b>	<b>5.6</b>	<b>4.5</b>	<b>5</b>	<b>5</b>
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	1.1	2	1.3	2	1.3
	2.4.2.2 Strengthen the capacity of CSOs to undertake budget tracking	1.2	1.3	1.1	0.4	1.1
	<b>TOTAL</b>	<b>2.3</b>	<b>3.3</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>
	<b>TOTAL 2.4</b>	<b>5.9</b>	<b>8.9</b>	<b>6.9</b>	<b>7.4</b>	<b>6.9</b>

#### INCLUSIVE EDUCATION

#### 2.5 Quality of inclusive policies at State and LGEA Level

2.5.1 Planning on access and equity is comprehensive and available	2.5.1.1 Data collected and made available at LGEA level	0.9	1	1.5	1	1.6	1
	2.5.1.2 Support civil society to give voice to excluded groups in the planning & budgeting processes	1.3	1.7	1.4	1	1.3	1
	<b>TOTAL</b>	<b>2.2</b>	<b>2.7</b>	<b>2.9</b>	<b>2</b>	<b>2.9</b>	<b>2</b>
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	1.3	1.2	1.5	2	1.5	1
	2.5.2.2 Support civil society to give voice to excluded groups in the planning & budgeting processes	1.2	1.4	1.3	0	1	1
	<b>TOTAL</b>	<b>2.5</b>	<b>2.7</b>	<b>2.8</b>	<b>2</b>	<b>2.5</b>	<b>2</b>
	<b>TOTAL 2.5</b>	<b>4.7</b>	<b>5.6</b>	<b>5.7</b>	<b>4</b>	<b>5.4</b>	<b>4</b>

## Annex 3: Criteria to be used in Assessing Dimensions – State Self-Assessments

### 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&amp;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&amp;E Units and functions in SUBEB and LGEAs are functioning, appropriately staffed and performing their key functions effectively</i>	<i>M&amp;E Units have been established in SUBEB but are not able to perform their functions effectively at LGEA levels</i>	<i>M&amp;E Units have been established in SUBEB but no M&amp;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
<i>Staff in M&amp;E Units have been trained in both monitoring and in the assembly and utilisation of information from "bottom-up" and non-formal sources</i>	<i>Staff of M&amp;E Units have been trained in concepts of M&amp;E but not in the assembly and utilisation of information from "bottom-up" and non-formal sources</i>	<i>Staff in M&amp;E Units have not been appropriately trained</i>

**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&amp;E Units with no technical support (from ESSPIN) and reports are produced in time to shape MTSS planning</i>	<i>M&amp;E Units are involved in the preparation of the AESPR but do not produce timely reports</i>	<i>M&amp;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&amp;E Unit in the lead up to the AESPR and the MTSS</i>	<i>Some MDAs and non-governmental organisations report to the M&amp;E Units, but this is not systematic or comprehensive</i>	<i>There is little or no reporting to the M&amp;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 &amp; 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 &amp; LGEAs are appropriately trained on relevant software (SQL, MS Excel, Access) &amp; data interpretation techniques and are able to utilise this knowledge with limited external support</i>	<i>EMIS staff at MoE, SUBEB &amp; 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
<i>EMIS Unit conducts the ASC effectively and on time and is pro-active in the production and dissemination of ASC, ISD and other reports</i>	<i>EMIS Unit conducts the ASC effectively and on time and is pro-active in preparation of reports but not in their dissemination</i>	<i>ASC conducted but data not processed</i>

**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
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*Train-the-trainers system for data personnel established, functional and institutionalised*

*Train-the-trainers system established but inadequate plans for training new staff to cope with expected turnover*

*Train-the-trainers system not yet established*

**2.1.5 Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively**

**2.1.5.1 Support development of systems for monitoring the implementation of SUBEB, LGEA & school plans**

**MET**

**PARTIALLY MET**

**NOT MET**

*SUBEB, LGEA and school-level plans prepared and monitored to ensure consistency between levels and congruence with MTSS and budget*

*SUBEB, LGEA and school-level plans prepared and monitored to ensure consistency between levels but not for congruence with MTSS and budget*

*SUBEB, LGEA and school-level plans prepared but not monitored to ensure consistency between levels and congruence with MTSS and budget*

**2.1.5 Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively**

**2.1.5.2 Support implementation of service charters for SUBEB, LGEAs & schools**

**MET**

**PARTIALLY MET**

**NOT MET**

*Service charters for SUBEB, LGEAs and schools developed based on organisation mandate and disseminated*

*Service charters at each level developed but not disseminated*

*Service charters not developed at each level*

**2.1.5 Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively**

**2.1.5.3 Support development of corporate vision and mission for LGEAs**

**MET**

**PARTIALLY MET**

**NOT MET**

*SUBEB & LGEAs have widely publicised corporate vision and mission statements that inform their strategic plan*

*LGEAs have agreed corporate vision and mission but these not widely recognised*

*No LGEA corporate vision & mission statements*

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

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

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

**2.2.1.1 Support LGEAs in undertaking functional reviews and alignment**

**MET**

**PARTIALLY MET**

**NOT MET**

*The functional review process is complete and has been wholly or largely implemented by the LGEAs*

*Functional review of LGEAs has been completed or well advanced but little implementation of recommendations yet*

*LGEA functional reviews are yet to be undertaken*

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

**2.2.1.2 Support SUBEBs in implementing HR systems & process review recommendations**

**MET**

**PARTIALLY MET**

**NOT MET**

*70% of the systems & process review recommendations have been reviewed and implemented*

*HRM&D systems & process review recommendations have been reviewed but not largely implemented*

*HRM&D systems have neither been reviewed nor implemented*

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

**2.2.1.3 Support LGEAs in undertaking HR systems and process reviews**

MET	PARTIALLY MET	NOT MET
<i>Human resources management and development systems and processes have been completed and the recommendations have been wholly or largely implemented</i>	<i>HRM&amp;D systems and processes reviews have been undertaken or are well advanced by recommendations have not yet been implemented</i>	<i>HRM&amp;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 &amp; 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 &amp; LGEA are tracked both internally and by external observers using information provided by those organisations and beneficiaries, and the results are available to the public</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>

**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**

<b>2.2.2.3</b>	<b>Support infrastructural developments and models that facilitate school improvement and inclusion</b>		
	<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<b>2.2.2</b>	<b>Strengthen financial management systems and procurement processes for efficiency &amp; effectiveness</b>		
<b>2.2.2.4</b>	<b>Facilitate adherence to standard procurement rules at the LGEA level</b>		
	<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
	<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>
<b>2.2.3</b>	<b>Undertake political engagement to sustain support for institutional reforms and school improvement programme</b>		
<b>2.2.3.1</b>	<b>Engage with Commissioners to provide leadership and mobilise resources and related support for school improvement</b>		
	<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
	<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>
<b>2.2.3</b>	<b>Undertake political engagement to sustain support for institutional reforms and school improvement programme</b>		
<b>2.2.3.2</b>	<b>Engage with SUBEB Chairs for commitment to support institutional reforms and implementation of school improvement programme</b>		
	<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
	<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>
<b>2.2.3</b>	<b>Undertake political engagement to sustain support for institutional reforms and school improvement programme</b>		
<b>2.2.3.3</b>	<b>Work with Education Secretaries to promote school improvement in LGEAs</b>		
	<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
	<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>
<b>2.2.3</b>	<b>Undertake political engagement to sustain support for institutional reforms and school improvement programme</b>		
<b>2.2.3.4</b>	<b>Engage with LG chairmen to provide resources and other support for school improvement programme</b>		
	<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
	<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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<i>Targets for school improvement have been set, officially adopted &amp; 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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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)**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<i>The QA system outputs are an integral part of the EMIS, so that they help to shape state &amp; LGEA planning, budgeting and M&amp;E</i>	<i>Some parts of the QA system are captured in the EMIS but do not sufficiently influence state &amp; LGEA planning, budgeting and M&amp;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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<i>SUBEB &amp; LGEAS have updated strategic plans and functional reviews that include operational &amp; budgeted communications functions for interaction with communities &amp; schools</i>	<i>SUBEB &amp; LGEAS have updated strategic plans and functional reviews that include communications functions but no evidence that they are operational or funded</i>	<i>SUBEB &amp; 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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<i>CSOs and SBMCs participate in the development and implementation of SDPs and the integration of SDPs into LGEA &amp; SUBEB planning</i>	<i>CSOs and SBMCs participate in the development and implementation of SDPs but not involved in LGEA &amp; 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.**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<i>CSOs trained in PFM &amp; are competent to and active in tracking budgets, monitoring implementation and producing reports</i>	<i>CSOs trained in PFM &amp; are competent to track budgets but not actively involved in monitoring implementation or producing reports</i>	<i>CSOs not trained in PFM &amp; 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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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**

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

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

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

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

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>
<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 4: Criteria to be used in Assessing Dimensions – LGEA Self-Assessments

### 2.1 PLANNING & BUDGETING

#### 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 Develop capacity of LGEAs to use evidence from school plans (SDP) in their planning & budgeting

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>LGEAs operate an integrated planning and budgeting system based on LGEA plans drawn from school level information</i>	<i>LGEA planning and budgeting processes operate but the process is not comprehensive</i>	<i>LGEA planning &amp; budgeting processes are undeveloped and do not shape activities</i>	<ul style="list-style-type: none"> <li>• LGEA action plans</li> <li>• SUBEB MTSS</li> <li>• LGEA DWPs</li> <li>• SDPs</li> </ul>

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

##### 2.1.1.2 Support development of SDPs using ISD and other reports

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>LGEAs support schools in preparing SDPs that are based on evidence, identify school priorities and feed into LGEA planning</i>	<i>SDPs are prepared, based on evidence, but have little impact on LGEA planning</i>	<i>SDPs are prepared, but are not evidence-based and are unsupported by LGEAs</i>	<ul style="list-style-type: none"> <li>• SDPs</li> <li>• SSO reports</li> <li>• SSE /QA reports</li> <li>• SMO reports</li> </ul>

##### 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	EVIDENCE
<i>Information on LGEA budget preparation is readily available</i>	<i>LGEA plans available but little information on budget preparation</i>	<i>Information on LGEA budgeting is not available or is only available long after the relevant financial year</i>	<ul style="list-style-type: none"> <li>• QMRs</li> <li>• LGEA Budget documents</li> <li>• SWP</li> </ul>

##### 2.1.2 Appropriate budget management systems for efficient service delivery in place

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

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>High quality DWPs are prepared soon after the annual budget is finalised and approved by SUBEB</i>	<i>DWPs are prepared but have little or no bearing on actual budget releases and expenditure by activity</i>	<i>DWPs are either not prepared or are not used for requesting the release of funds or the actual use of budgets</i>	<ul style="list-style-type: none"> <li>• LGEA DWPs &amp; section reports</li> </ul>

##### 2.1.2 Appropriate budget management systems for efficient service delivery in place

##### 2.1.2.3 Support LGEA officers to prepare & use DWPs/ SWPs

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>Section Heads use their DWPs as a major management tool and report regularly through the Quarterly Monitoring system to ES &amp; M&amp;E Unit</i>	<i>Section heads understand the purposes of preparing DWPs but do not use them substantially in determining requests for release of funds</i>	<i>Section heads and other officers have little or no understanding of how to use DWPs</i>	<ul style="list-style-type: none"> <li>• DWPs/SWPs</li> <li>• Requests for budget releases</li> <li>• QMR</li> <li>• SIP report</li> </ul>



### 2.1.3 Monitoring & Evaluation systems strengthened

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

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>M&amp;E Units and functions in LGEAs are functioning, appropriately staffed and performing their key functions effectively</i>	<i>M&amp;E Units have been established in LGEAs but are not able to perform their functions effectively</i>	<i>M&amp;E Units have not been established in LGEAs or if established are not staffed</i>	<ul style="list-style-type: none"> <li>• M&amp;E Reports</li> <li>• SSO report</li> <li>• SMO report</li> <li>• Establishment plan/JDs</li> </ul>

### 2.1.3 Monitoring & Evaluation systems strengthened

#### 2.1.3.2 Provide training for deployed M&E personnel

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>Staff in LGEA M&amp;E Units have been trained in both monitoring and in the assembly and utilisation of information from "bottom-up" and non-formal sources</i>	<i>Staff of LGEA M&amp;E Units have been trained in concepts of M&amp;E but not in the assembly and utilisation of information from "bottom-up" and non-formal sources</i>	<i>Staff in M&amp;E Units have not been appropriately trained</i>	<ul style="list-style-type: none"> <li>• Training records</li> </ul>

### 2.1.3 Monitoring & Evaluation systems strengthened

#### 2.1.3.3 Develop the capacity of M&E units to lead on sector reporting and produce annual reports.

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>LGEA M&amp;E Units draw on wide range of information on the sector to prepare regular reports in time to shape sector planning</i>	<i>LGEA M&amp;E Units collect a wide range of information but do not produce timely reports</i>	<i>M&amp;E Units collect only limited information and/or do not prepare reports</i>	<ul style="list-style-type: none"> <li>• M&amp;E Unit databases and other records</li> <li>• Sector reports</li> </ul>

### 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 throughout the planning cycle

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>ASC &amp; other reports feed into the planning and the development of sector plans shaping LGEA activities</i>	<i>ASC conducted but report not available in time for use by LGEAs in the next step within the planning cycle</i>	<i>ASC not conducted</i>	<ul style="list-style-type: none"> <li>• ASC report</li> <li>• MTSS document</li> <li>• ISD report</li> <li>• Other planning reports</li> </ul>

### 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 LGEA levels

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>LGEA data management staff are appropriately trained on relevant software &amp; data interpretation techniques and are able to utilise this knowledge with limited external support</i>	<i>LGEA data management staff trained but cannot apply the skills effectively</i>	<i>LGEA data management staff poorly trained and with inadequate experience</i>	<ul style="list-style-type: none"> <li>• ASC workplan</li> <li>• ASC report</li> <li>• School report cards</li> <li>• ISD report</li> <li>• LGEA report card</li> <li>• Training attendance sheet</li> <li>• Training manual</li> </ul>

### 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 plans**

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>LGEA and school-level plans prepared and monitored to ensure consistency between levels and congruence with SUBEB planning and budget</i>	<i>LGEA and school-level plans prepared and monitored to ensure consistency between levels but not for congruence with SUBEB planning requirements and budget</i>	<i>LGEA and school-level plans prepared but not monitored</i>	<ul style="list-style-type: none"> <li>• LGEA plans</li> <li>• SDPs</li> <li>• SDP analyses &amp; aggregates</li> <li>• SUBEB plans and interventions that derive from LGEA plans or SDP</li> </ul>

**2.1.5 Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively****2.1.5.2 Support implementation of service charters for LGEAs & schools**

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>Service charters for LGEAs and schools developed based on organisation mandate and disseminated</i>	<i>Service charters at LGEA level developed but not disseminated</i>	<i>Service charters not developed at LGEA level</i>	<ul style="list-style-type: none"> <li>• Copies of service charters for each level</li> <li>• Strategic plans for SUBEB &amp; LGEAs</li> <li>• Attendance sheet for stakeholder dissemination workshop</li> <li>• SERVICOM desk</li> </ul>

**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	EVIDENCE
<i>LGEAs have widely publicised corporate vision and mission statements that inform their planning and operations</i>	<i>LGEAs have agreed corporate vision and mission but these not widely circulated</i>	<i>No LGEA corporate vision &amp; mission statements</i>	<ul style="list-style-type: none"> <li>• LGEA action plans</li> <li>• LGEA vision &amp; mission statements</li> <li>• SUBEB and LGEAs have common vision and mission statement</li> </ul>

**2.2: SERVICE DELIVERY (HR, financial management, procurement and political engagement)****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 LGEAs supported in undertaking functional reviews and alignment**

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>Functional reviews complete and wholly or largely implemented by the LGEAs</i>	<i>Functional reviews of LGEAs completed or are well advanced but little implementation of recommendations yet</i>	<i>LGEA functional reviews are yet to be undertaken</i>	<ul style="list-style-type: none"> <li>• Functional review report</li> <li>• LGEA organogram</li> <li>• Job descriptions</li> <li>• LGEA Establishment plan</li> </ul>

**2.2.1 Strengthen human resource development & management systems at state and LGEA levels****2.2.1.2 Facilitate establishment planning on basis of strategic plans and functional reviews for LGEAs**

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>The establishment in LGEAs have been reviewed, planned and revised using formal concepts of establishment planning</i>	<i>Concepts of establishment planning have been introduced but not yet implemented</i>	<i>Establishment planning is not based on a defined or formal process</i>	<ul style="list-style-type: none"> <li>• LGEA establishment documents</li> <li>• Job descriptions</li> </ul>

**2.2.1 Strengthen human resource development & management systems at state and LGEA levels****2.2.1.3 Support LGEAs in workforce planning to implement establishment plans**

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>An effective system of workforce planning has been developed and applied in LGEAs based on the functional reviews and establishment plans</i>	<i>LGEA HR sections 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>	<ul style="list-style-type: none"> <li>• Workforce plan report</li> <li>• Workforce plan recruitment summary</li> <li>• Workforce plan gap analysis report</li> </ul>

### 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	EVIDENCE
<i>LGEA budgets are tracked internally &amp; externally using effective monitoring mechanisms</i>	<i>Budget execution is tracked internally by LGEAs</i>	<i>There is no system for tracking budget executions either internally or by MoE /SUBEB</i>	<ul style="list-style-type: none"> <li>• Audit Reports</li> <li>• QMR</li> <li>• AESPR</li> <li>• LGEA DWPs</li> <li>• Dissemination workshop records &amp; distribution list</li> </ul>

### 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

MET	PARTIALLY MET	NOT MET	EVIDENCE
<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>	<ul style="list-style-type: none"> <li>• Minutes of meetings</li> <li>• Aide memoires</li> <li>• Circulars</li> <li>• Photos</li> <li>• SIP calendar running smoothly</li> </ul>

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

#### 2.2.3.2 Encourage Education Secretaries to work together to promote school improvement

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>There are systems in place for regular and effective engagement between Education Secretaries and with SUBEB</i>	<i>Meetings between Education Secretaries occur but are not regular</i>	<i>There are no systems for routine engagement with the Education Secretaries on school improvement reforms</i>	<ul style="list-style-type: none"> <li>• Monthly meetings on SIP</li> <li>• Attendance lists</li> <li>• Minutes of LGEA ES &amp; Management meetings</li> </ul>

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

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

MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>There are systems in place for regular and effective engagement with the LG chairmen on school improvement issues</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>	<ul style="list-style-type: none"> <li>• Minutes of meetings</li> <li>• Photos</li> <li>• Attendance list</li> </ul>

## 2.3: QUALITY ASSURANCE

### 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	EVIDENCE
<i>LGEA targets for school improvement have been set, costed, officially adopted &amp; implemented</i>	<i>LGEA targets for school improvement have been discussed but have not implemented</i>	<i>There are no LGEA targets for school improvement</i>	<ul style="list-style-type: none"> <li>• LGEA DWPs</li> <li>• LGEA workplans</li> </ul>
<b>2.3.1</b>	<b>Build capacity to plan and budget for school improvement programmes</b>		
<b>2.3.1.2</b>	<b>Support relevant LGEA working groups to incorporate school improvement targets in the MTSS</b>		
MET	PARTIALLY MET	NOT MET	EVIDENCE
<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>	<ul style="list-style-type: none"> <li>• LGEA membership of MTSS working groups</li> <li>• LGEA DWPs</li> <li>• LGEA workplans</li> </ul>
<b>2.3.1</b>	<b>Build capacity to plan and budget for school improvement programmes</b>		
<b>2.3.1.3</b>	<b>School development plans aggregated and analysed and used as basis for planning</b>		
MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>SDPs systematically aggregated, analysed at LGEA level 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>	<ul style="list-style-type: none"> <li>• SDPs</li> <li>• LGEA summary report of SDPs</li> <li>• LGEA action plans</li> </ul>
<b>2.3.2</b>	<b>Quality Assurance (QA) programme for schools established and maintained</b>		
<b>2.3.2.1</b>	<b>Facilitate institutional support for an effective QA system</b>		
MET	PARTIALLY MET	NOT MET	EVIDENCE
<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>	<ul style="list-style-type: none"> <li>• QA section records</li> <li>•</li> </ul>
<b>2.3.2</b>	<b>Quality Assurance (QA) programme for schools established and maintained</b>		
<b>2.3.2.2</b>	<b>Sustain &amp; strengthen linkages of QA system with school improvement programme</b>		
MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>The school improvement programme is heavily dependent on systematic LGEA inputs from QA</i>	<i>Some elements of the school improvement programme 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>	<ul style="list-style-type: none"> <li>• QA section records</li> <li>• QA report summaries for SIP</li> <li>• SSO/ SMO reports &amp; summaries</li> </ul>
<b>2.3.2</b>	<b>Quality Assurance (QA) programme for schools established and maintained</b>		
<b>2.3.2.3</b>	<b>Link QA system to state and LGEA planning, budgeting &amp; M&amp;E through EMIS</b>		
MET	PARTIALLY MET	NOT MET	EVIDENCE
<i>QA system outputs are an integral part of the EMIS, so that they help to shape LGEA planning, budgeting and M&amp;E</i>	<i>Some parts of the QA system are captured in the EMIS but do not sufficiently influence LGEA planning, budgeting and M&amp;E</i>	<i>There are few or no operational links between QA and EMIS</i>	<ul style="list-style-type: none"> <li>• QA section records</li> <li>• SSO/ SMO reports &amp; summaries</li> <li>• LGEA workplans/ DWPs</li> <li>• Key reports generated from EMIS have QA elements</li> </ul>
<b>2.3.2</b>	<b>Quality Assurance (QA) programme for schools established and maintained</b>		
<b>2.3.2.4</b>	<b>Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports</b>		
MET	PARTIALLY MET	NOT MET	EVIDENCE

LGEA staff with QA responsibilities have the skills necessary for evidence collection, analysis and distribution

Some LGEA staff with QA responsibilities have acquired skills in evidence collection & analysis and but they are not applied systematically

LGEA staff with QA responsibilities do not have the skills necessary for evidence collection, analysis and distribution

- Training records/ attendance sheets
- QA reports
- QA training manual

## 2.4: COMMUNITY INVOLVEMENT

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

#### 2.4.1 Strengthen capacity of 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	EVIDENCE
LGEA plans include operational & budgeted communications functions for interaction with communities & schools	LGEA plans include communications functions but no evidence that they are operational or funded	LGEA plans do not include communications functions with CSOs	<ul style="list-style-type: none"> <li>• LGEA action plans</li> <li>• Communications to and from communities</li> <li>• Media reports</li> </ul>

#### 2.4.1 Strengthen capacity of 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	EVIDENCE
CSOs and SBMCs participate in the development and implementation of SDPs and the integration of SDPs into LGEA planning	CSOs and SBMCs participate in the development and implementation of SDPs but these not integrated into LGEA planning	CSOs and SBMCs do not participate in the development and implementation of SDPs	<ul style="list-style-type: none"> <li>• CSO/ SBMC records</li> <li>• Minutes of meetings/ attendance sheets</li> <li>• SM section records and plans (DWP)</li> </ul>

#### 2.4.1 Strengthen capacity of 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	EVIDENCE
Mechanisms in place in LGEAs to source funds, mobilise resources and monitor external interventions to benefit school infrastructure and facilities	Mechanisms in place in LGEAs to source funds and mobilise resources but no evidence that external interventions benefit school infrastructure and facilities	No mechanisms in place to source funds, mobilise resources and monitor external interventions to benefit school infrastructure and facilities	<ul style="list-style-type: none"> <li>• CSO/ SBMC records</li> <li>• Records of meetings/ attendance sheets</li> <li>• PPP arrangements</li> <li>• SM section records</li> <li>• SDP documents</li> <li>• M &amp; E report</li> <li>• LGEA Action plans</li> </ul>

#### 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

MET	PARTIALLY MET	NOT MET	EVIDENCE
CSOs strategically engage with LGEA officers to increase support for school improvement	Uncoordinated CSO engagement with LGEA officers	CSOs do not engage with LGEA officers on school improvement issues	<ul style="list-style-type: none"> <li>• CSO records &amp; contracts with SUBEB</li> <li>• Records of meetings/ attendance sheets</li> <li>• SM section records</li> <li>• CSO reports on community engagement</li> </ul>

#### 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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>	<b>EVIDENCE</b>
<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 &amp; budget tracking</i>	<ul style="list-style-type: none"> <li>• CSO reports</li> <li>• Training / attendance records</li> <li>• Records of meetings/ attendance sheets</li> <li>• SM section records</li> </ul>

**2.5: INCLUSIVE EDUCATION****Quality of inclusive policies at State and LGEA Level**

**2.5.1** Planning on access and equity is comprehensive and available

**2.5.1.1 Data collected and made available at LGEA level**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>	<b>EVIDENCE</b>
<i>Data at LGEA level has been collected and is in database, available for sharing/use</i>	<i>Data has been collected at LGEA level but is fragmented and incomplete</i>	<i>Data has not been collected and does not exist</i>	<ul style="list-style-type: none"> <li>• LGEA records/ databases</li> <li>• SM section workplans</li> </ul>

**2.5.1** Planning on access and equity is comprehensive and available

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

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>	<b>EVIDENCE</b>
<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>	<ul style="list-style-type: none"> <li>• SBMC communications with LGEAs</li> <li>• SM section workplan</li> <li>• LGEA records</li> </ul>

**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**

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>	<b>EVIDENCE</b>
<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>	<ul style="list-style-type: none"> <li>• State policy documents on IE</li> <li>• LGEA records</li> <li>• SM section workplan</li> <li>• CSO communications &amp; records</li> </ul>

**2.5.2** Clear anti-discrimination policies

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

<b>MET</b>	<b>PARTIALLY MET</b>	<b>NOT MET</b>	<b>EVIDENCE</b>
<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>	<ul style="list-style-type: none"> <li>• CSO records</li> <li>• Records of meetings/ attendance sheets</li> <li>• SM section records</li> </ul>

## Annex 5: Master Scoresheet for the Six States & their LGEAs: 2016

### STATES

SUB-INDICATOR	ENUGU		JIGAWA		KADUNA		KANO		KWARA		LAGOS	
	Score	Band	Score	Band	Score	Band	Score	Band	Score	Band	Score	Band
2.1 Planning/ Budgeting	32	B	27	B	40	A	39	A	36	A	38	A
2.2 Service Delivery	15	C	23	A	24	A	28	A	21	B	25	A
2.3 Quality Assurance	11	B	12	B	13	B	16	A	14	A	14	A
2.4 Community Involvement	9	A	6	B	8	B	9	A	8	B	10	A
2.5 Inclusive Education	10	A	9	A	10	A	10	A	9	A	8	B
<b>TOTALS</b> (max=104)	<b>77</b>		<b>77</b>		<b>95</b>		<b>102</b>		<b>88</b>		<b>95</b>	

### LGEAs

SUB-INDICATOR	ENUGU		JIGAWA		KADUNA		KANO		KWARA		LAGOS	
	Score	Band	Score	Band	Score	Band	Score	Band	Score	Band	Score	Band
2.1 Planning/ Budgeting	11.5	C	13.4	C	18.5	B	20.8	A	18.3	B	13.2	C
2.2 Service Delivery	4.6	D	4.7	D	8.9	B	9.4	B	10.8	A	10.9	A
2.3 Quality Assurance	5.9	C	6.9	C	11.5	A	11.1	A	11.5	A	7.1	C
2.4 Community Involvement	5.9	C	8.2	B	6.9	B	8.7	B	6.7	C	7.4	B
2.5 Inclusive Education	4.8	C	5.2	C	5.7	C	6	B	5.1	C	4	C
<b>TOTALS</b> (max = 74)	<b>32.7</b>		<b>38.4</b>		<b>51.5</b>		<b>56</b>		<b>52.4</b>		<b>42.6</b>	



## Annex 6: 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 ESs 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 7: Self-Assessment Workshops Evaluation Findings & Comments

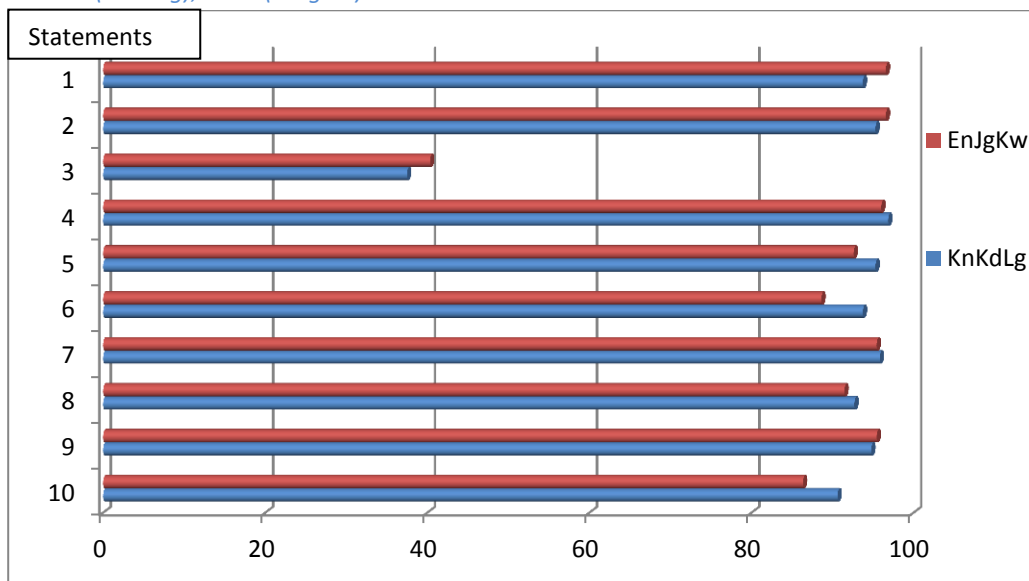
1. The end-of-workshop evaluation provides an immediate snapshot of participant responses to the workshop. The value of such instant ‘happy sheets’ is limited but they do provide some evidence that can be of assistance in preparing future self-evaluation exercises. The evaluation results were sorted 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 the Joint Consultative Council on Education (JCCE) 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 8: Conversion Tables: Scores to Bands

STATES	LGEAS																				
<b>2.1 Planning &amp; Budgeting</b> <table border="1"> <thead> <tr> <th colspan="2">Indicator Total</th> </tr> </thead> <tbody> <tr> <td>Band A</td> <td>33-40</td> </tr> <tr> <td>Band B</td> <td>25-32</td> </tr> <tr> <td>Band C</td> <td>13-14</td> </tr> <tr> <td>Band D</td> <td>0-12</td> </tr> </tbody> </table>	Indicator Total		Band A	33-40	Band B	25-32	Band C	13-14	Band D	0-12	<table border="1"> <thead> <tr> <th colspan="2">Indicator Total</th> </tr> </thead> <tbody> <tr> <td>Band A</td> <td>20-26</td> </tr> <tr> <td>Band B</td> <td>14- 19</td> </tr> <tr> <td>Band C</td> <td>8-13</td> </tr> <tr> <td>Band D</td> <td>0-7</td> </tr> </tbody> </table>	Indicator Total		Band A	20-26	Band B	14- 19	Band C	8-13	Band D	0-7
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