

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

Institutional Development - Position Paper

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Acronyms and Abbreviations

CBO	Community Based Organisation
CCT	Conditional Cash Transfer
CSO	Civil Society Organisation
CUBE	Capacity for Universal Basic Education
DFID	Department For International Development
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESP	Education Sector Plan
ESSPIN	Education Sector Support Programme
HRM	Human Resource Management
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agency
MIS	Management Information System
MTEF	Medium Term Expenditure Framework
MTSS	Medium Term Sector Strategy
NCE	National Council on Education
PFM	Public Financial Management
PRS	Planning Research and Statistics
SEAT	Self Assessment Tool
SESP	State Education Sector Project
SMoE	State Ministry of Education
SPARC	State Partnership for Accountability, Responsiveness and Capability
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
UBE	Universal Basic Education

Introduction

1. This Position Paper indicates the main ways in which the resources allocated for ESSPIN Output 2 will be deployed to support and enhance institutions and educational organisations within the five ESSPIN states. The Paper specifies the principles underpinning ESSPIN interventions, the strategies employed to support states at the various organisational levels and the initial activities planned to promote institutional development.
2. The Paper is structured in three sections: The first section is the introductory section containing brief background information, a statement of the objective of the paper, a justification for institutional development intervention and a definition of the key terms used in this paper. The second section is an overview of the approach to be adopted by Output 2 including the principles underpinning the engagement with states. While section three is the detailed explanation of the ways in which ESSPIN will support the selected states.

Background

3. Institutional development is central to ESSPIN achieving its stated goal at the state level. Education cannot be effectively and efficiently implemented if the laws, regulations, policies and plans (institutional framework) and the structure, systems and human resources (organisational management) responsible for the implementation are weak.
4. Educational services at the state level are delivered within a dysfunctional governance and weak management environment. Education laws are not fully enforced and there is weak policy formulation and poor planning capacity. The MDAs have overlapping roles and responsibilities. There is also limited public financial management capacity, poor accountability mechanisms and ineffective human resource management capacity among others. The systemic weaknesses have led to weak implementation capacity. In consequence schools lack the necessary basic infrastructure and are staffed by poorly trained and poorly motivated teachers.
5. Institutional development is therefore important for effective and efficient delivery of education services. It involves improving the awareness of the politicians, and ensuring that they are supported by competent civil servants within the education sector to initiate and enact laws that are relevant and enforceable, develop policies based on reliable data and provide a strategic vision based on sound judgement. However, for significant change to happen, institutional reforms would have to take place not only within the education sector but within the broader public service sector.
6. A series of studies have been undertaken to identify institutional and organisational constraints in the education sector in selected states. This position paper draws heavily on

the findings and recommendations from these studies related to governance, management and accountability systems in the education sector. The paper attempts to provide clarification of the key concepts central to institutional development, based on the DFID Guidelines on “Promoting Institutional and Organisational Development” (2003).

Objective

7. The objective of this paper is to identify intervention strategies for institutional development in the selected states.

Definition of Concepts

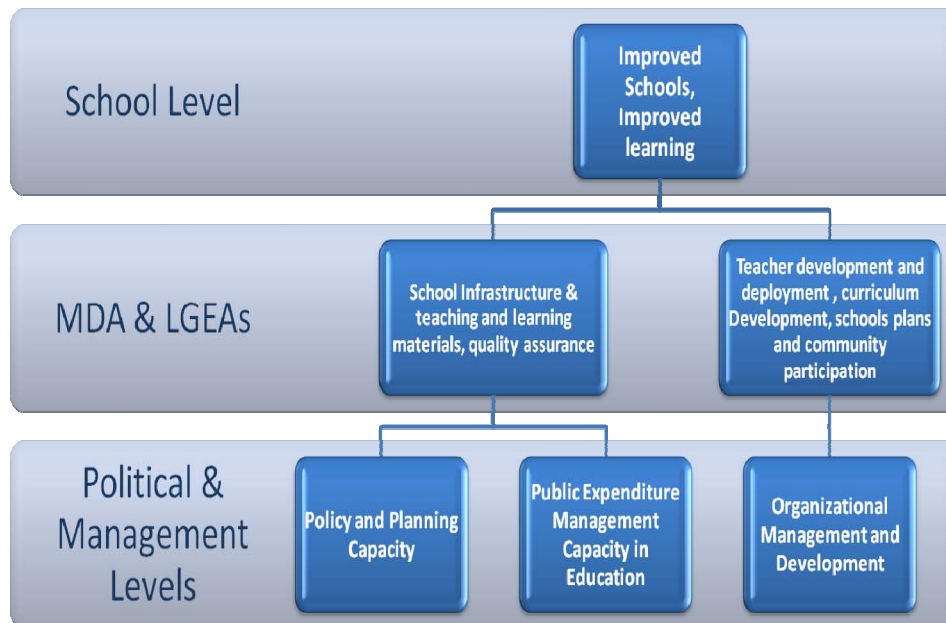
8. In most development literature the terms institution and organisation are used interchangeably, because one re-enforces the other. However for present purposes, a distinction is made because we anticipate that Technical Assistance (TA) will be required to support state governments at both institutional and organisational levels.
9. **Institution:** The institutional framework comprises the laws and regulations that govern the actions of the education Ministry, Departments and Agencies. There are both formal and informal institutions that govern how education services are delivered. The formal institutions include: the constitutional provisions, UBE Law, National and State education policies and the long and Medium Term Sector Strategy (MTSS) and budgets. The informal institutions are the customs and traditions – early marriage, corruption, and political patronage, which determine power relations and who benefits from services. Both formal and informal institutions operate at all levels of society to influence development.
10. **Organisation:** Organisations on the other hand are the structures, systems and human resources through which rules are applied. Organisations include political parties, the legislature, Ministries, Department and Agencies (MDAs), religious bodies and schools. They have clear boundaries with set goals and objectives.
11. **Institutional Development:** Institutional development is therefore the mechanism through which the institution (governance framework) and the organisation (management systems) are strengthened to create incentives for improving performance and accountability. ESSPIN will support the efforts made to strengthen both governance and management structures and systems for improved teaching and learning in schools.

Approach

12. ESSPIN’s approach to institutional development is one which will focus on support to relevant stakeholders to strengthen the legal framework and guidelines, structures, systems and processes for improved teaching and learning (see figure 1 below).
13. The ultimate aim is to achieve improved schooling and improved learning outcomes. For improved schooling and improved learning outcomes to occur, there must be the

supporting infrastructure - appropriate numbers of schools constructed, teaching and learning materials provided with quality assurance mechanisms in place. In addition there must be appropriate teacher recruitment and development systems, relevant curriculum developed, school plans developed with community participation. In order for this supporting environment to exist there needs to be policies and plans, adequate funding and proper organisational structures and systems.

Figure 1: What ESSPIN aims to achieve



14. ESSPIN will work at multiple levels:

- Schools: The program will support state governments to develop a sustainable model for “school transformation” in which schools are turned into effective places for teaching and learning. The ultimate objective is that all schools have sufficient classrooms in good condition; toilets; water; secure perimeter fences; play grounds, text books; and professionally qualified and competent head teachers and teachers. ESSPIN will advocate for the provision of capitation grants to schools to be controlled by school management committees and spent by head teachers.
- Local Government Education Authorities (LGEAs): The program will work to support service delivery at the Local Government Authority level, focusing more intensive support on those LGEAs in which school transformation pilots are being supported. In conjunction with work being undertaken at school and community levels, ESSPIN will encourage states to accept greater devolution of authority and responsibility to LGEAs and schools.
- Ministry, Departments and Agencies: Support at this level will commence with the pivotal departments of Planning, Research and Statistics and Budget in both the

Ministry of Education and in SUBEB. Support for these key departments will impact on other departments through the MTSS and public expenditure management processes.

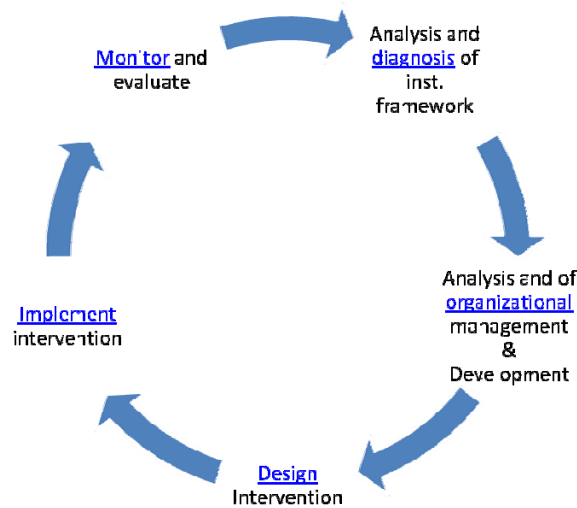
- Political and Management levels: In order to bring about change, there must be both the political will and the management capacity for structural and systemic reform within the education sector and within the broader state civil service. Central to this strategy will be support to strategic and operational planning processes: Education Sector Plans (ESP) and Medium Term Sector Strategies (MTSS). ESSPIN will partner with SPARC to support governance reforms in three key areas: Public Service Reform, Public Financial Management and Planning and Management.

15. Our engagement with the States will focus on achieving the outcome of improved schooling and improved learning. Changing behaviour and long standing tradition takes time. ESSPIN will therefore maintain involvement and provide support over a sustained period to build and maintain capacity for change.

How ESSPIN will Achieve Change

16. Support to states will be done through a five step cyclical process of analysis and diagnosis; intervention design and planning; implementation of supportive initiatives and activities; and monitoring and evaluation of those interventions.

Figure 2: Institutional Development Process



Stage 1: Analysis and Diagnoses of Institutions:

17. ESSPIN is not starting from scratch. Under the Capacity for Universal Basic Education (CUBE) project, twelve baseline studies were conducted to support the design of the State Education Support Project (SESP). Educational Sector Analyses (ESA) were carried out to inform the Education Sector Plans. During the Inception Period of ESSPIN a body of

knowledge and experience has grown up through situational analyses and work related to the MTSS.

18. Analysis and diagnosis requires a staged approach. ESSPIN will:

- Support the State Education Sector Steering Committee to examine national, state and international evidence and identify areas where state-level studies and surveys will support development objectives;
- Commission and facilitate local, national or international research organisations and individuals to undertake agreed analytical and research investigations;
- Review commissioned research and analytical reports and arrange for their dissemination through state and national conferences and workshops to the relevant decision-makers; and
- Negotiate with and support the relevant MDAs to undertake pilot initiatives where research findings and analyses point to potential benefits.

19. Initial studies are likely to focus on issues already identified as central to the reform agenda in each of the states, including:

- The legal and regulatory barriers to more effective integration horizontally and vertically within states;
- Strategies for informing and involving stakeholders in institutional development processes;
- Ways of enhancing the capacity of MDAs to commission, analyse and utilise evidence-based policy analysis and research; and
- Building the evidence base on which educational policies and plans can be constructed.

Stage 2: Organisational Analysis and Diagnoses

20. Under the CUBE project, organisational analysis of State and Local Government structures was carried out. This has been supplemented during the ESSPIN Inception Period by a situation analysis of the role of local government in basic education and other studies such as a functional analysis of parts of SUBEB. A continuation of work started under CUBE on human resource management and development has also taken place.

21. ESSPIN will support further studies to understand the functions of the existing departments and agencies within the sector and determine whether they are fit for purpose. These will include:

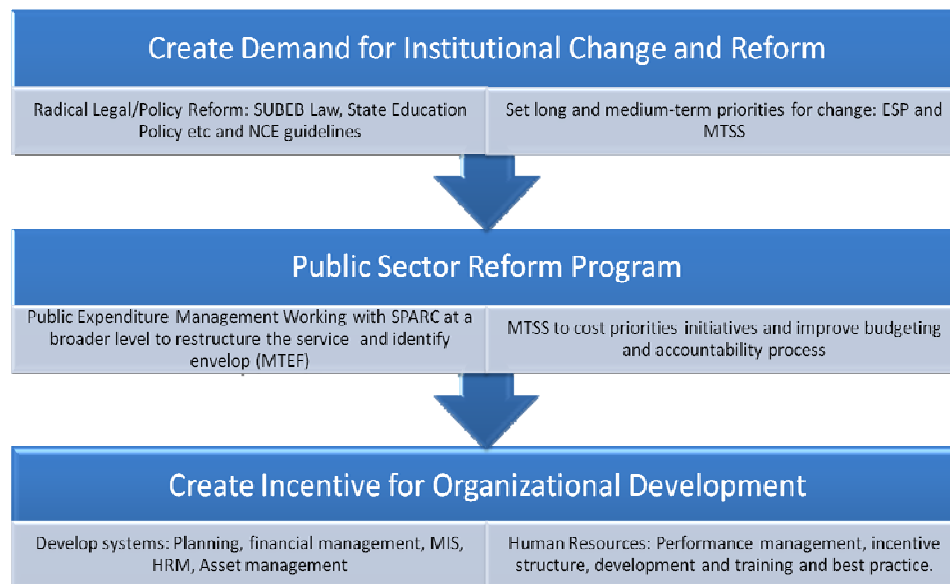
- Organisational links between schools, LGEAs and SUBEB;
- Strategies for successful devolution of management responsibilities to schools;
- Strategies for strengthening the planning and finance management units within MDAs; and
- Strategies for engaging the private sector and including private schools in education reform processes.

Stage 3: Design Intervention

22. Findings from the institutional and organisational assessments have revealed weak policy and planning environments with limited reliable data, weak capacity, overlapping roles and responsibilities and poor public finance management systems. In the following areas, ESSPIN will:

- Policy and Plans: Create interest in change by exposing policy makers to international best practice and by providing accessible and digestible information and findings from studies. The program will support major reforms of the laws and build policy and planning capacity based on relevant data;
- Financial management and budgets: Support education sector reforms, working in concert with SPARC to create enhanced public finance management at the broader State level and strengthen the budgeting process in the education sector; and
- Organisation and management: Create incentives for organisational development by strengthening the structure, systems and human resource capacity to deliver education services to schools. ESSPIN will partner with SPARC PSR team on training programs on HRM and also provide TA to train and mentor education ministry and SUBEB officials.

Figure 3: Designing ESSPIN Interventions



23. Specifically interventions will cover the following three broad areas:

- (i) Institutional development:
 - fundamental legal and policy reforms;
 - planning and budgeting based on quality data,;
 - the devolution of resources and responsibilities to schools;
 - reorientation of the roles of MDAs from operational management to quality assurance and control;
 - strengthened accountability mechanisms and greater transparency to enable stakeholders to hold government accountable.

- (ii) Public Expenditure Management:
 - enhanced public financial management for needs-based budgeting;
 - greater predictability and longer notice of education sector budget envelopes (working with SPARC). ESSPIN efforts will also focus on making sure that budgets are linked to the priorities in state plans and on strengthening the capacity to monitor fund releases and program implementation.

- (iii) Organizational Development:
 - Improved HRM processes
 - Strengthened systems for performance management
 - Imaginative use of incentives to change behaviour
 - Reviewed and reformed organizational structures
 - Support to decentralization of authority and responsibility to schools and communities.

Stage 4: Main activities – implementing interventions

24. This section provides detailed information of ESSPIN’s support to states as summarised in table 1 below. Within the five states, ESSPIN will select target organisations and departments within organisations in order to demonstrate ways in which specific interventions can impact on educational delivery.

25. The initial focus will be on building the capacity of the Planning, Research and Statistics (PRS) and the Budget departments in SMOEs and SUBEBs. Where appropriate more general capacity building will extend to senior and middle managers across organisations, including LGEAs. ESSPIN support in relation to strategic and operational planning will be sector wide in scope.

26. At the same time, ESSPIN will work closely with the policy-makers, principally Commissioners, Permanent Secretaries and SUBEB Chairs and (with SPARC’s help), the key State ministries whose decisions shape the resource envelope available for basic education. ESSPIN will also seek to expand the vision of senior policy-makers through policy advice, structured study visits, retreats and policy workshops. ESSPIN will also focus on three specific areas in the political arena, which are central to educational reform – leadership skills, legal and regulatory reform and decentralisation.

27. Support to states is likely to be in three main areas:
 - (i) Institutional framework: The program will provide technical assistance to strengthen the capacity of the state education system to:
 - Reform its legal framework
 - Formulate policies and plans based on relevant data.

28. The program will organise study tours for top policy makers to expose them to international best practice. This should enable them see the need to restructure the

education system to ensure less operational government involvement in school administration and ensure that resources earmarked for schools achieve their intended purposes. In addition, the program will organise seminars for policy makers on visioning and leadership to improve capacity to develop long-term strategic plans for the sector in form of Education Sector Plans (ESP).

(i) **Strategic Planning and Public Finance Management:** ESSPIN will provide training and mentoring for senior and middle MDA management to convert the long term, high level plans (ESP) to tangible, prioritised programs of activities over a medium-term in the form of Medium-Term Sector Strategies (MTSS). The MTSS will form the basis of the annual budget and annual work plan. ESSPIN will also support public expenditure management through the provision of TA to train and mentor government partners and develop financial management systems. Through TA, support will be provided to the five states to prepare their annual budgets based on identified needs and realistic budget envelopes. The program will work in concert with SPARC PFM specialists to ensure that budget envelopes are released in good time to inform budget preparation. Technical assistance will be provided to support proper budget implementation, tracking and the monitoring of implementation.

(ii) **Organisational Management and Development:** Sustained change cannot happen at the school level if the organisational structures, systems and capacity are weak. ESSPIN will:

- Collaborate with SPARC to ensure that wider civil service reforms take place to allow for the restructuring of the education sector. We will provide TA , where necessary, to undertake analyses of the existing structures and recommend appropriate lines of accountability and responsibility, thereby reducing overlaps in functions.
- Advocate the phased decentralisation of authority and responsibilities to the LGEAs and schools.
- Provide TA for systems development, including: management systems; financial management systems; audit; information management; and monitoring and evaluation.
- Support Human Resource Management (HRM): ESSPIN will work in collaboration with the SPARC PRS specialists to conduct organisational self assessment (SEAT) in order to identify gaps in implementing the MTSS. Based on the findings from the assessment, ESSPIN will provide TA to strengthen government capacity to implement HRM reforms.

29. Support for change in informal institutions would be done through the community interventions component given that informal rules are entrenched in local customs and traditions.

Figure 4: Following Through

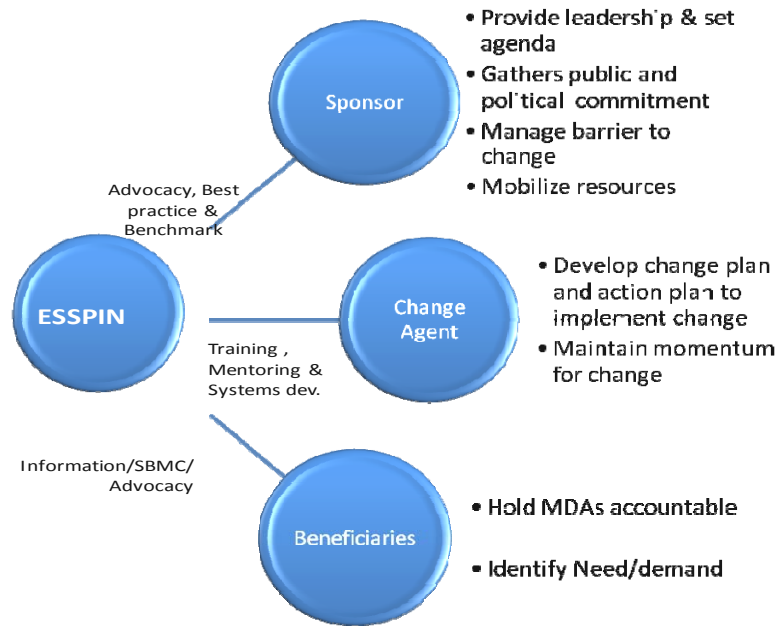
Sponsors/Politicians	Change Agents (MDAs)	LGEA/Community
<ul style="list-style-type: none"> • Organize study tours to showcase how things are done • Training on visioning and budget process • Training on Leadership • Organize advocacy visits to share policy briefs • Organize conference to review legal framework • Conduct Studies 	<ul style="list-style-type: none"> • Training and mentoring on: 1) Strategic planning (MTSS & budgets); 2) performance management; 3) staff development and deployment; 4) asset management and procurement; and 5) participatory leadership i.e decentralization • TA to develop: 1) Financial management, systems; 2) MIS; 3) Performance management; 4) Human resource management systems; and 5) develop organizational chart. 	<ul style="list-style-type: none"> • Build Capacity for planning • Training in data collection • Training in resource management • Training in contract management

Roles for the Different Stakeholders:

30. Key stakeholders, (see Figure 4) on whom support to the reform process are:

- Sponsors: It is expected that the Commissioners, Permanent Secretaries and Heads of Agencies will lead the reform process, generating public and political support for change and set priorities. They should also mobilise resources to ensure implementation of education programs and activities;
- Change Agents: The administrators within the ministry and SUBEB should facilitate the process of identifying and implementing incentives that would sustain the change process ; and
- The Beneficiaries: These people will create demand for the provision of education services and also hold duty bearers accountable for program implementation and education service delivery.

Figure 4: Roles in Implementation



Stage 5: Monitoring and Evaluation of Intervention

31. Objectives and mechanisms for monitoring and evaluating Output 2 interventions are set out in a separate Position Paper.

Table 1: Summary of Output 2: Institutional Development Planned Initiatives

ISSUES	OBJECTIVES	ACTIVITIES	TARGET GROUP
<p>Expanding governance horizons: Promoting best practice through policy-focused study visits</p>	<p>To develop at the political level , the vision of well-planned service delivery within resource constraints.</p> <p>To encourage cross-organisational dialogue and the exchange of ideas in order to develop concepts of minimum standards and benchmarks for service delivery.</p> <p>To support policy makers in recognising multiple approaches to work with international agencies and in focusing on the steps required to achieve FTI</p>	<p>Cross-state study visit to country with severe resource constraints but strong emphasis on educational planning and sound financial management (e.g. India?);</p>	<p>Political Leaders & Senior MDA Managers</p>
		<p>Cross-state visits to another African state with significant educational reforms based on a sound planning framework</p>	
		<p>Cross state visits with the purpose of reviewing and benchmarking each others’ development so as to develop a sense of common purpose and minimum standards, including visits to non-ESSPIN states where good practice has been identified.</p>	
<p>Enhancing political vision and leadership</p>	<p>To strengthen the capacity of the state political structures to set and adhere to goals and priorities and to support them with adequate budget releases</p> <p>To review state budget procedures with a view to linking political and governance mechanisms more closely to educational priorities and plans.</p> <p>To enhance the leadership qualities of those with the most senior responsibilities for educational policy-making.</p>	<p>Conduct visioning workshops to review national and state goals and priorities and examine the procedures needed to implement them</p>	<p>Political Leaders & Senior MDA Managers</p>
		<p>Develop strategies for linking more closely political processes to planning and budgeting procedures on the basis through decision-maker focus groups</p>	
		<p>Hold state visioning retreats for political policy-makers and key education planners to review expectations and develop a common understanding of educational needs and political constraints leading to an agreed vision for the state.</p>	

	To identify different approaches to effective leadership and enable leaders to adopt strategies appropriate to their context and environment.	Conduct leadership workshops to review leadership styles and theories and the contexts in which leadership can be more or less effective	
Legal & Regulatory Reform	To review the legal and regulatory framework governing basic education service delivery and identify barriers to effective delivery and regulation.	Conduct state legislation and regulation conferences / workshops to review the legal and regulatory framework governing basic education service delivery and identify barriers to effective delivery and regulation	Political Leaders & Senior MDA Managers
	To identify strategies to remove the legal and regulatory barriers to effective basic education service delivery.	Prepare draft proposals for legislative and regulatory reform to remove barriers and improve effectiveness of basic education service delivery	
		Meet with key legislators to review draft proposals and amend to enhance prospects of adoption by State Houses of Assembly, etc	
Decentralisation	To identify areas where decentralisation will benefit basic education service delivery and develop strategies to implementing decentralisation over a period of time	Review current responsibilities at each level of service delivery and identify areas where decentralisation will enhance quality of delivery	Political Leaders & Senior Managers
	Develop and implement strategies to support decentralisation and rationalise responsibilities between the relevant MDAs.	Prepare costed recommendations for decentralisation of selected responsibilities and identify initiatives required to implement and maintain decentralised basic education services	
	To enhance the quality of institutional leadership so as to focus on quality management rather than operational delivery	Disseminate findings and prepare recommendations at State policy conferences	
		Deliver participatory workshops for relevant MDAs focusing on strategies to decentralise service delivery in selected areas	
Strategic Planning	To strengthen the capacity of the State plans and finance departments to undertake medium-term planning and prepare annual budgets and work-plans on the basis of that planning.	Review previous year's MTSS planning & identify strategies to improve subsequent rounds	MDA Planning & Finance Directors & Deputies
		Identify and disseminate strategies for identifying stakeholder concerns and expectations	

	<p>To develop the capacity of the relevant MDAs to monitor budget allocations and releases, track expenditure and evaluate the impact of annual and longer work-plans.</p> <p>To strengthen the capacity of the MDAs to implement plans and monitor their impact systematically within agreed budgets</p> <p>To support officers with operational responsibilities in MDAs to prepare, implement and monitor quarterly or bi-annual work-plans</p> <p>To enhance the monitoring and evaluation systems within MDAs in order to focus on improving institutional performance.</p>	<p>Enhance capacity of MDAs to prepare annual budgets and work-plans from MTSS</p> <p>Enhance MDA skills in preparing unit costs, budget scenarios (including use of EPPsim), standard budget formulation etc.</p> <p>Enhance capacity of MDAs to review & evaluate data sources including EMIS; analyse data quality and select evidence-based priorities</p> <p>Analyse processes involved in preparing annual budget and work-plan from MTSS</p> <p>Review and recommend improvements in MDA procedures for preparing unit costs, reviewing budget instructions and expenditure ceilings, standard budget formulation, developing cash flow projections, utilising budget scenarios</p> <p>Review & evaluate data sources including EMIS; analyse data quality and select evidence-based priorities</p> <p>Review current systems for managing and monitoring performance at State level and identify their strengths and weaknesses</p> <p>Enhance skills in undertaking institutional and sub-section reviews and utilising monitoring and evaluation systems.</p>	
<p>Financial Management</p>	<p>To enhance and recommend the restructure where necessary of financial management systems in each relevant MDA.</p> <p>To review and propose ways of rationalising financial management systems across relevant MDAs.</p>	<p>Review current financial management systems in each relevant MDA and propose reforms within and across MDAs</p> <p>Disseminate findings of review through cross-MDA workshop</p> <p>Prepare a reform strategy and action plan for initiating the reforms</p>	<p>Finance Directors & Budget Officers in MDAs</p>

		Prepare monitoring and review mechanisms to measure impact of reforms.	
Organisational Development	<p>To rationalise job descriptions and staff recruitment and deployment practices in order to utilise staff resources more effectively;</p> <p>To identify key staff development needs within each relevant MDA and prepare strategies for meeting those needs; and</p> <p>To develop cadre of staff with training and mentoring responsibilities to deliver staff development training and mentoring in response to institutional needs.</p>	Review current organisational structures across the relevant MDAs and identify their strengths and weaknesses, and ways in which services can be delivered more effectively through structural reform	Senior MDA Officers
		Identify overlaps, duplications and inconsistencies in the organisational structures of related MDAs and propose strategies for eliminating them	
		Disseminate recommendations for structural reform across relevant MDAs	
		Prepare a comprehensive organisational development report including structure, HRM, financial management, MIS and performance management, with timescale, resource requirements and risk analysis.	
Human Resource Management	<p>To strengthen the human resource management capacity of the relevant MDAs to include recruitment, deployment, discipline, performance review and promotion strategies</p> <p>To identify and promote best practice and prepare and disseminate strategies for improving human resource management across the relevant MDAs.</p>	Review current systems for managing human resources across the relevant MDAs and identify their strengths and weaknesses, and areas where human resources can be utilised more effectively;	Senior HR & Planning Officers
		Identify best practice in HRM and analyse steps needed to institute best practice approaches across relevant MDAs, including recommendation of the capacity gap and ways of bridging it;	
		Disseminate recommendations for reforming HRM policies and practices across relevant MDAs; and	
		Prepare HRM development report with timescale, resource requirements and risk analysis.	
		Review of staff recruitment and deployment practices and job	

		<p>descriptions against institutional needs and best practice policies;</p> <p>Identify staff development initiatives to align staff deployment practices with institutional needs;</p> <p>Prepare a staff development strategy for each relevant MDA to focus on institutional capacity building ; and</p> <p>Identify and train key trainers in each state to deliver the staff development strategy.</p>	
Asset management and procurement	<p>To identify best practice in asset management and procurement and develop strategies to embed this in all relevant MDAs</p> <p>To prepare and deliver training to those with asset management/ procurement responsibilities to enhance skills and initiate best practice approaches.</p>	Identify best practices in asset and management and procurement relevant to Nigerian MDAs	MDA Finance & Procurement Officers
		Review current asset management and procurement policies and practices and identify strengths and weaknesses across relevant MDAs	
		Prepare training and mentoring strategies to raise standards of MDA asset management & procurement practices in line with best practices	
		Deliver training and on-job mentoring to staff with responsibilities for asset management & procurement.	
Performance management	<p>To strengthen the capacity of the MDAs to implement plans and monitor their impact systematically within agreed budgets</p> <p>To enhance the monitoring and evaluation systems within MDAs in order to focus on improving institutional performance</p> <p>To identify and promote best practice in incentivising staff to improve performance</p> <p>To review and enhance current performance review mechanisms including State inspectorates</p>	Review current systems for managing and monitoring performance at State level and identify their strengths and weaknesses	MDA senior officers including PRS Directors
		Review the sources of evidence of MDA performance including EMIS and state inspectorates and identify ways to locate and utilise useful evidence of institutional performance	
		Analyse current systems for monitoring and evaluating institutional performance and prepare recommendations for enhancing/ reforming these systems across relevant MDAs	
		Prepare & disseminate development plan for enhancing	

		performance management including monitoring/ evaluation systems	
Training in data collection, aggregation and analysis	<p>To strengthen the capacity of the LGEAs to collect, aggregate, analyse and utilise data for planning and monitoring purposes.</p> <p>To enhance the data management facilities at LGEA level and enable them to integrate with other data & information management systems at local government and State levels.</p> <p>To develop bottom-up data collection strategies with incentives for supplying accurate and timely data.</p> <p>To prepare systems and strategies for aggregating and analysing data through EMIS in ways that will meet state and national planning and budgeting needs.</p> <p>To promote best practice in data management at all levels in the state education systems through concerted communications and incentives systems.</p>	Review current data management systems at LGEA level and identify ways of strengthening them, through more effective linkages between data collection, aggregation, analysis & utilisation for planning, monitoring and other purposes	LGEA Education Secretaries and senior planning & finance officers
		Identify and implement strategies for improving the accuracy and timeliness of data collection at LGEA level	
		Develop data management skills and strategies within the relevant personnel in LGEAs	
		Analyse and implement procedures for linking LGEA databases to EMIS data management requirements.	
		Disseminate best practice data management strategies through cross-MDA workshops;	
		Prepare a reform strategy on basis of workshop and an action plan for initiating the reforms	
		Prepare monitoring and review mechanisms to ensure that best practices in data collection, aggregation and analysis are maintained	
Contract Management	<p>To identify best practice in contract management and procurement and develop strategies to embed this in all relevant LGEAs;</p> <p>To prepare and deliver training to those with contract management/ procurement responsibilities to enhance skills and initiate best practice approaches</p>	Identify best practices in contract management and procurement relevant to Nigerian LGEAs;	LGEA Education Secretaries & finance & procurement officers
		Review current contract management and procurement policies and practices and identify strengths and weaknesses across LGEAs;	
		Prepare training and on-the-job mentoring strategies to raise standards of LGEA contract management & procurement practices in line with best practices	
LGEA Capacity	To strengthen the capacity of the LGEAs to undertake medium-term	Review State MTSS planning & identify strategies to introduce	LGEA Education

Building: General Management	planning and prepare annual budgets and work-plans on the basis of that planning.	medium-term planning in LGEAs;	Secretaries & senior officers
	To develop the capacity of the LGEAs to monitor budget allocations and releases, track expenditure and evaluate the impact of annual and longer work-plans	Identify and implement strategies for identifying stakeholder concerns and expectations within LGEAs;	
		Develop skills and strategies to undertake medium-term planning at LGEA level in accord with State MTSS procedures;	
	To enhance the monitoring and evaluation systems within LGEAs in order to focus on improving LGEA performance;	Analyse processes involved in preparing annual budget and work-plan from MTSS	
		Review & evaluate data sources for LGEA planning; analyse data quality and select evidence-based priorities.	
	To develop strategies to enhance staff effectiveness in schools and LGEA offices	Make recommendations to rationalise job descriptions and staff recruitment and deployment practices in order to utilise staff resources more effectively	
		Identify key staff development needs within each relevant LGEA and prepare strategies for meeting those needs	
		Support and enhance the capacity of officers with operational responsibilities in LGEA offices to relate work programmes to agreed priorities and monitor those plans effectively	
		Enhance skills in reviewing and monitoring schools and teachers and utilising monitoring and evaluation systems.	