

# Education Sector Support Programme in Nigeria (ESSPIN)

## Self-Assessment & LGEA Engagement

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## Self-Assessment & LGEA Engagement

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### Scope of Checking

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The documentary series is arranged as follows:

- ESSPIN 0-- Programme Reports and Documents
- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
- ESSPIN 2-- Support for State Level Governance (Reports and Documents for Output 2)
- ESSPIN 3-- Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
- ESSPIN 4-- Support for Communities (Reports and Documents for Output 4)
- ESSPIN 5-- Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

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

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### Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Review
DFID	Department for International Development
DWP	Departmental workplan
EMIS	Education management information system
IDP	International Development Partner
LGEA	Local Government Education Authority
M&E	Monitoring & evaluation
MDAs	Ministries, Departments and Agencies
MoE	Ministry of Education
MTSS	Medium term sector strategy
OD	Organizational Development
P&M	Planning and management
PRS	Planning, Research & Statistics (department)
SA	Self-assessment
SS	State specialists
STL	State team leader
SUBEB	State Universal Basic Education Board



### Abstract

1. This report reviews activities between January & August 2015 for ESSPIN in Abuja and UK. The main outputs of this visit have been the draft and final reports on an ESSPIN LGEA Engagement Strategy and the development and delivery of a revised self-assessment strategy

### Executive Summary

2. The report covers a period of 8 months comprising three visits to Abuja supplemented by UK-based preparatory and follow-up work. The extension of the ESSPIN work to 2017 required a review and revision of the self-assessment framework developed in 2011-12, because by 2014 the targets had been achieved by most states. This consultancy built on work undertaken in November 2014 in updating the self-assessment sub-indicators, Dimensions (activities) and performance criteria. It was also agreed that the self-assessment procedures should be extended to the LGEAs with ESSPIN support. The consultancy updated the processes and content of the state and federal self-assessments for 2015 and prepared the necessary documents for SUBEBs to use with ESSPIN support in undertaking self-assessment by LGEAs.
3. More generally, the ESSPIN Extension Phase gives priority to working with the LGEAs and this consultancy provided support in developing an LGEA Engagement Strategy. A workshop involving LGEA and SUBEB representatives from every ESSPIN-focus state developed a framework for LGEA self-assessment and an ESSPIN LGEA engagement strategy. Both of these were developed in subsequent months, with inputs from ESSPIN senior Management and TTM, in order to prepare a document specifying ESSPIN's LGEA Engagement Strategy, delivered in August 2015.

### Introduction & Background

4. The challenge of devising ways of providing measurable assessments of the essentially qualitative processes specified in the Outputs 1 & 2 sections of ESSPIN's revised logframe was tackled by the Outputs 1 & 2 team in 2011. Each Output 1 and 2 indicator and sub-indicator was analysed and divided into a number of 'dimensions' or tasks that would be undertaken by Output 1 consultants and Output 2 state specialists as the bedrock of their monthly workplans.
5. Consultants then supported the Outputs 1 & 2 teams to review those dimensions and establish performance criteria for each dimension. These 'status statements' enabled progress in completing the tasks to be rated as to whether the development status is 'Met'; 'Partially Met'; or 'Not Met'. A scoring system quantifies the approach, applied to each of the status ratings, totalled for each sub-indicator and then converted into the Bands used in the ESSPIN logframe. In this way the progress of states and national

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systems has been tracked since 2012 through the self-assessment exercises against the annual milestones and 2014 target in the logframe.

6. Assessment is carried out in a participatory manner by a group of key informants from State or Federal Government and implementation partners such as Civil Society Organisations (CSOs), facilitated with the support of external consultants and informed by evidence. These state and federal teams meet as a group to review, comment on and validate the findings of the expert sub-groups. The results of the assessment are then used by State and Federal partners to identify priorities for forward planning purposes and to provide a baseline against which improvements can be evaluated at a later date.
7. The extension of the ESSPIN work to 2017 required a review and revision of the self-assessment framework, because by 2014 the targets had been achieved by most states. This consultancy built on work undertaken in November 2014 in updating the Dimensions and performance criteria. It was also agreed that the self-assessment procedures should be extended to the LGEAs with ESSPIN support. More generally, the ESSPIN Extension Phase gives priority to working with the LGEAs and this consultancy provided support in developing an LGEA Engagement Strategy.

### **Purpose of the Consultancy:** *Support for self-assessment & Output 2 forward planning*

8. The main purposes of this consultancy work were to:
  - consult with ESSPIN senior management and other technical team members in developing and articulating LGEA engagement strategy for the programme extension period review;
  - revise ESSPIN Output 1 and 2 Self-Assessment documentation, process and instruments to align with ESSPIN extension Logframe targets and milestones for Outputs 1 and 2; and
  - support ESSPIN and the ESSPIN-focus states in developing a strategy and instrumentation for extending the self-assessment procedures to LGEAs.

### **Outputs**

1. ESSPIN LGEA engagement strategy for the extension period.
2. Documentation to support State and LGEA self-assessment exercises in 2015
3. Self-Assessment reports for the Federal agencies and the six ESSPIN-focus states
4. A summary report reviewing the main lessons learned from state and LGEA self-assessments in 2015.

### Achievement of the Terms of Reference

Tasks	Progress made and agreements reached (with whom)	Proposed/agreed follow up (by whom and when)
1. Develop and agree a Workplan for the exercise with ESSPIN Lead Specialist, National Systems & Institutional Development.	Workplans prepared for LGEA workshop and self-assessment activities & agreed with LS	Workshop undertaken 27 Jan 2015 Concept paper developed from workshop (16 Feb 2015)
2. Assist with the development of ESSPIN LGEA engagement strategy as the programme deepens SIP and drills down its work to LGEA level in the extension period	Consultation with ESSPIN senior management and presentation to TTM, with feedback on draft report	Draft report 30 March 2015 Final report 15 August 2015
3. Support Output 2 planning & management specialists and states' MTSSs teams to develop 2016-2018 MTSSs	Volume of self-assessment & LGEA engagement work resulted in this work assigned to another consultant	
4. Facilitate participatory 2015 ESSPIN Outputs 1 & 2 Federal, States and LGEAs Self-Assessment workshops	State & Federal workshops from 29 June to 3 July 2015. Draft reports reviewed by participants. LGEA reports submitted by ESSPIN state specialists	Draft reports on each State and Federal agencies submitted 6-18 July; Final revised reports submitted 3-14 August Summary report submitted 18 August, with additions in September 2015

### Methodology and Key Findings

9. The multiple reports submitted during this consultancy and listed above spell out in detail both the methodologies employed and main findings, so that these need to be repeated here. In particular, these two reports summarise findings as well as detailed recommendations:

- *Summary State & LGEA Self-Assessment Report, August 2015 (revised Sept 2015)*
- *Towards An LGEA Engagement Strategy: a Discussion Paper, Final Report August 2015*

### Options and Next Steps

10. The final LGEA Engagement Strategy has been submitted to ESSPIN and will be considered during the 2015 Annual Review. The next step is to prepare a Practice Paper that will take lessons from both the self-assessment work and the LGEA Engagement proposals, and provide guidelines for other states and other programmes. This work is currently in progress as part of a Year 8 consultancy contract.

11. The reports of the LGEA self-assessment workshops demonstrated that these form a significant additional instrument for school improvement. Large amounts of data were collected during the self-assessment workshops, only part of which was included in the reports submitted by the ESSPIN state specialists. There are excellent opportunities for ESSPIN to support SUBEBs in conducting more detailed analyses of this data in order to identify the strongest and weakest areas in each state's LGEAs and also to identify the areas within individual LGEAs where SUBEB (and ESSPIN) might concentrate their support.

12. There are some technical difficulties identifiable through the LGEA reports that can be rectified in 2016. In preparing materials for the self-assessment workshops in 2016 (under the Year 8 consultancy contract) recommendations will be made to tackle these problems and streamline the LGEA self-assessment procedures. The recommendations will also extend to advising state specialists and SUBEB M&E specialists on ways in which they might analyse and present the LGEA findings in 2016. If time and resources permit, this could be approached through a workshop in Spring 2016 on state and LGEA self-assessment, whose main purpose would be to ensure that post-ESSPIN the self-assessment work continues at both State and LGEA levels.

13. The State self-assessment instruments would also benefit from some revision, based on the experience of 2015. In particular, the different approach used for assessing ESSPIN Output 2,5 (Inclusive Education) seems an unnecessary dilution of resources and inhibits clear comparisons between the five sub-outputs, especially as a single report on all five sub-Outputs is required by ESSPIN.

14. The central theme in this late 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

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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. This is rightly a top priority for ESSPIN. There is much to be done and little time to do it. The Summary Report following the 2015 self-assessments identified key issues needing immediate attention. They include HR reforms, so that LGEAs become 'fit for purpose' organisations; the need for LGEA staff 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.

15. 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.

## Annex 1: January/July 2015 Work Programme

### LGEA Engagement Strategy work 2015

17-Jan	Review LGEA Engagement strategy
19-Jan	Review LGEA Engagement strategy
20-Jan	Prepare LGEA concept paper & presentation (half-day)
21-Jan	TTM/ LGEA presentation
22-Jan	PE Meeting (half-day)
24-Jan	Prepare LGEA Engagement workshop materials
27-Jan	LGEA workshop, Abuja
30-Jan	Meetings re engagement strategy
31-Jan	Travel Abuja – UK. Revised LGEA concept paper
16-Feb	Revised LGEA concept paper & notes on ESSPIN evaluation
28-Mar	LGEA engagement strategy
30-Mar	LGEA engagement strategy
13 Aug	Update LGEA engagement strategy

### Self-Assessment Work 2015

28-Jan	Logframe revision. Follow-up from workshop (half-day)
17-Feb	LGEA self-assessment (half-day)
26 Feb	LGEA self-assessment & performance criteria
27 Feb	LGEA self-assessment & performance criteria
24-Mar	LGEA self-assessment
26-Mar	States self-assessment
27-Mar	LGEA self-assessment
30-Apr	Review/ revise state SA document - align with Output 4
04-May	Guidelines for state self-assessment
05-May	Guidelines and status statements for LGEA self-assessments
03-Jun	LGEA reporting template & guidelines to SS
18-Jun	Revised worksheet & Scoresheet for Federal SA
19-Jun	Revised worksheet & Scoresheet for State SA
29-Jun	1 <sup>st</sup> state SA workshop
30-Jun	1 <sup>st</sup> state SA workshop
01-Jul	2nd state SA workshop
02-Jul	2nd state SA workshop
03-Jul	Federal SA workshop; Evaluation report (states)
04-Jul	Report on Kaduna SA
06-Jul	Report on Jigawa SA
07-Jul	Report on Kano SA

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08-Jul	Report on Lagos SA
09-Jul	Report on Enugu SA
13-Jul	Report on Kwara SA
18-Jul	Report on Federal SA
3 Aug	Review Inclusive Education reports for inclusion in State SA reports; Lagos State SA report – final
4 Aug	Jigawa State SA report – final; Kaduna State SA report – final; Enugu State SA report – final
13 Aug	Kwara State SA report – final; Kano State SA report – final
14 Aug	Federal self-assessment report – final; Review LGEA self-assessment reports
15 Aug	Summary report on state & LGEA reports
18 Aug	Summary report on state & LGEA reports