# Education Sector Support Programme in Nigeria (ESSPIN)


# Institutional Development *(ESSPIN Output 2)*


## Kano State Final Self-Assessment Report:


## Report Number: ESSPIN – KN 405


**Lynton Gray**

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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 |
| APER | Annual performance evaluation report |
| ASC | Annual school census |
| CSO | Civil society organisation |
| DWP | Departmental workplan |
| EMIS | Education management information system |
| GPE | Global Partnership for Education |
| HRD | Human resource development |
| HRM | Human resource management |
| LGEA | Local Government Education Authority |
| M&E | Monitoring & evaluation |
| MDAs | Ministries, Departments and Agencies |
| MoE | Ministry of Education |
| MTSS | Medium term sector strategy |
| PRS | Planning, Research & Statistics (department) |
| SEEDS | State Economic and Empowerment Development Strategy |
| SIP | School improvement programme |
| SBMC | School-based management committee |
| SPARC | State Partnership for Accountability Responsiveness and Capacity |
| SUBEB | State Universal Basic Education Board |
| SWP | Sectional work plan |

## Introduction

1. This Report reviews and summarises the work undertaken by Kano State preparatory to and during a self-assessment workshop held in Abuja on 26th & 27<sup>th</sup> July 2016 in assessing the state's progress against the indicators specified in ESSPIN's logframe. It incorporates a Report prepared by Kano & ESSPIN on the self-assessment exercise undertaken with LGEAs on 14<sup>th</sup>-21st July, 2016.

2. 2016 is the fifth year in which self-assessment has been conducted by Kano. Up to 2014, the assessment measured progress towards agreed targets to be achieved by July 2014. Kano State was successful in reaching these targets last year. In line with the two-year extension to the ESSPIN programme, targets were revised upwards in late 2014 and applied in 2015's self-assessment exercise, which measured progress towards these new targets using more demanding criteria. The 2016 exercise uses the same criteria, assessing changes over the past year.

3. The Self-Assessment Procedures have been designed to allow State and Federal Governments to conduct participatory and integrated assessments of key aspects of performance. They draw on the State Economic and Empowerment Development Strategy (SEEDS) benchmarking process, as developed through the SPARC Self-Assessment Guidelines. Each Output Indicator comprises a number of sub-indicators, each of which is defined in terms of Dimensions (or activities) and performance criteria against which current practice is assessed (Annexes 1 & 2).

4. Assessment is carried out in a participatory manner by a group of key informants from State or Federal Government and implementation partners such as Civil Society Organisations (CSOs), facilitated with the support of external consultants and informed by evidence. The results of the assessment will then be used by State and Federal partners to identify priorities for forward planning purposes and to provide a baseline against which improvements can be evaluated at a later date.

5. The processes whereby the self-assessment was undertaken are described in the next section, along with a review of the issues involved in examining evidence. An analysis of the results of the self-assessment exercise is followed by findings and recommendations for future action by the State and agencies including IDPs supporting state basic education.

6. This is the last exercise organised by and supported by ESSPIN. It is strongly recommended that, with five years' experience and expertise in this area, the State continues to institutionalise the self-assessment processes as part of their mainstream quality assurance and strategic planning activities.

## Context

7. The processes for undertaking the self-assessment involved the following steps
   - A self-assessment instrument was prepared (Annex 1), based initially on the ESSPIN logframe and state planning. The indicators there were developed through to the specification of the activities (Dimensions) required to deliver the logframe and state plans.
   - A set of 'status statements' (performance criteria), to be used in assessing the extent to which states met the logframe specifications, was developed (Annex 2).
   - A core State team was selected, with the expertise and information in at least one of the five Output 2 sub-indicators to be able to conduct the assessments;

- A preparatory meeting was held within each state, where ESSPIN state specialists assisted those selected to attend the workshop to gather the necessary evidence;
- Core team members then gathered the data and evidence for each Sub-Output Indicator and Dimension;
- A two-day workshop was held jointly by three states in Abuja, where the core teams reviewed the evidence and identified a provisional rating that indicated whether the development status was 'Met'; 'Partially Met'; or 'Not Met'. Then the state teams met as a group to review, comment on and validate the findings of the expert sub-groups.
- A scoring system was applied with 2 points for each dimension agreed as 'met'; 1 point for those 'partially met'; and no points for any rated 'not met'. These were later converted into Bands specified in the ESSPIN log-frame (see Annex 6).
- This draft report was prepared by the lead facilitator for the self-assessment workshop, to be reviewed by the Abuja workshop participants, to determine whether it is a true reflection of their discussions.
- A final report will incorporate the comments and amendments from the post-workshop review.
- This Report should now be used in the development of the state's Annual Education Sector Performance Review (AESPR) and hence will inform the next MTSS and subsequent budget. The procedures are expected to be embedded and budgeted for in the planning and M&E systems of State Ministries of Education, SUBEBs and LGEAs. This is, after all, a remarkably cost-effective element of the annual planning cycle.

### The Nature of Evidence

8. A key question in this process has been the validity of the evidence presented. The worksheets used in the self-assessment contain suggestions as to the evidence that might be used to judge progress in each activity. These are only suggestions and other evidence can and should be used wherever relevant. Most importantly, the production of the listed documents does not *per se* mean that criteria have been met: the documents must provide evidence of actions – not just of meetings that might or might not have supported those actions.

9. The requirement to hold the self-assessment workshops in Abuja for security reasons had some impact on the approach to evidence gathering and examination in a management system that is still substantially paper-based. While some documents could be brought to Abuja either as paper records or on laptops, other documentation had to be left back in the State and LGEA offices. The assessment process, therefore, had to accept that these documents are available, accessible and open to scrutiny within the MDA offices if required. In consequence, some evidence will need to be demonstrated at state level to ESSPIN before these draft results can be fully validated. The queries take the form of comments in the body of the text.

### The Organisational Framework

10. Output 2 of ESSPIN's logframe covers the areas of institutional and organisational development
The Output statement is
"*Capability of State and Local Governments for governance and management of basic education at State and LGEA levels strengthened*".

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It comprises five sub-output *indicators:*

*2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level (*summarised as **Planning & Budgeting**)

*2.2 Quality of procurement, infrastructure development/maintenance and supplies management at state and LGEA level* (summarised as **Service Delivery**)

*2.3 Quality of school support and quality assurance services at state and LGEA level* (summarised as **Quality Assurance**)

*2.4 Capability of education agencies to engage and collaborate with local communities and CSOs at state and LGEA level* (summarised as **Community Involvement**).

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

Table 1 describes the terminology used throughout the report.

Table 1: Guide to the Jargon

| Level | Code (example) | Description |
|---|---|---|
| Output Statement | 2 | The underpinning purpose of this area of ESSPIN support: "Capability of State and Local Governments for governance and management of basic education at State and LGEA levels strengthened". |
| Indicator | 2.1 | The five areas in which ESSPIN provides support. |
| Sub-Output Indicator | 2.1.1 | Broad sub-divisions of each Indicator, built around work areas. |
| Dimension | 2.1.1.1 | The activities delivered by States & LGEAs and supported by ESSPIN |

11. While this work primarily is undertaken by the SUBEB and its LGEAs, there is also substantial involvement of State Ministry of Education. The self-assessment workshop included, therefore, representatives of the SUBEB, Ministry and the LGEAs and well as CSOs. ESSPIN has provided support for Kano State since 2008 in each of these areas. This self-assessment provides a final opportunity to assess the impact of that support and the changes since the last year's self-assessment exercise.

## Assessment

12. The overall performance of the five sub-output indicators by Kano is summarised in Figure 1. This shows not the raw scores achieved but the percentage of the maximum possible score, so that areas comprising different numbers of activities can be directly compared. The diagram shows that out of the 14 areas being assessed, Kano achieved maximum scores in 11 of them. More detailed scores are available throughout this report. The diagram also pinpoints those areas where improvements are needed, and the report reviews these and examines the reasons for the ratings obtained.

13. Each of the five sub-Indicators is described in turn, before each is then analysed as to the factors accounting for the ratings

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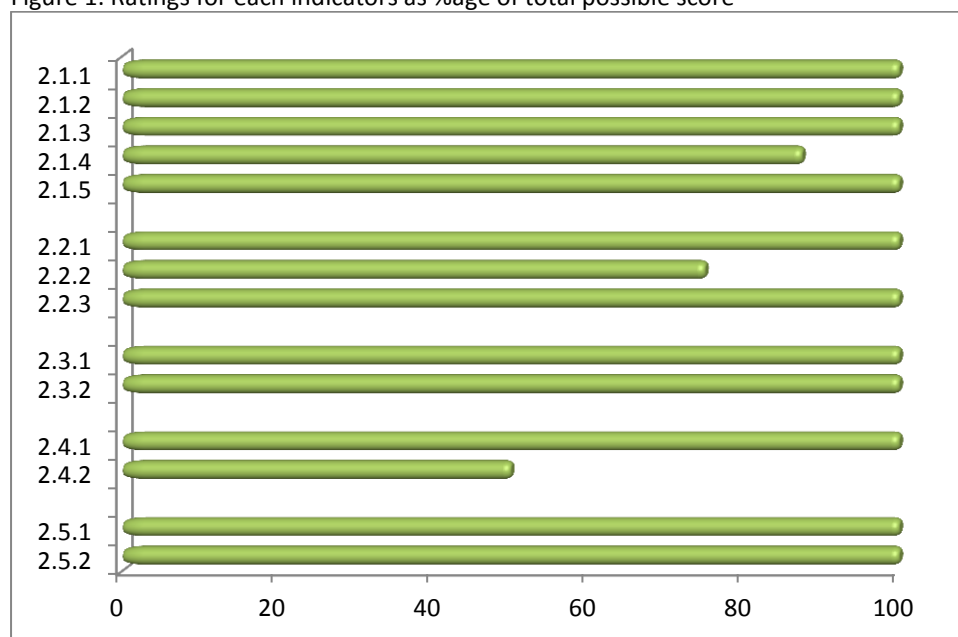


14. The **Planning & Budgeting** Output Indicator seeks to assess the extent to which the management and governance of basic education at state and local government levels has been strengthened by seven years of ESSPIN involvement with the state. The overall ratings (Figure 2 and Annex 1), backed by evidence from the Kano team, demonstrate considerable progress since the first self-assessment in 2012. Using the revised performance criteria first applied in 2015 (Annex 2) the state achieved 'met' scores this year for all but one of the 20 activities specified in Indicator 2.1 (see Annex 1). The overall score for the 20 activities is 39 (out of a possible 40).This does not of course imply that the state is not still faced by serious challenges and major problems. It reflects, in part, the improved organisational skills within the state to generate evidence appropriate to the assessment criteria but it also represents the major steps forward in developing the state's planning and budgeting systems.

15. Examining the self-assessments in detail, all the planning-related Dimensions in 2.1.1 are rated as 'met'. The first Dimension/ activity (2.1.1.1) demonstrates that the MTSS is now a significant component of state planning and strongly influences the budget. LGEA action plans (2.1.1.2) are now operational, with budgets that align with the plans and with the SUBEB MTSS component. The capacity of SUBEB and LGEAs to use evidence from lower level plans (2.1.1.3) has been developed,

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with evidence of successful advocacy for school projects. The development of SDPs is supported (2.1.1.4), although more is needed in recording progress of elements in the plans, as discussed in the Analysis section below.

Figure 3: Ratings for Dimensions of Planning & Budgeting Indicator (2.1)
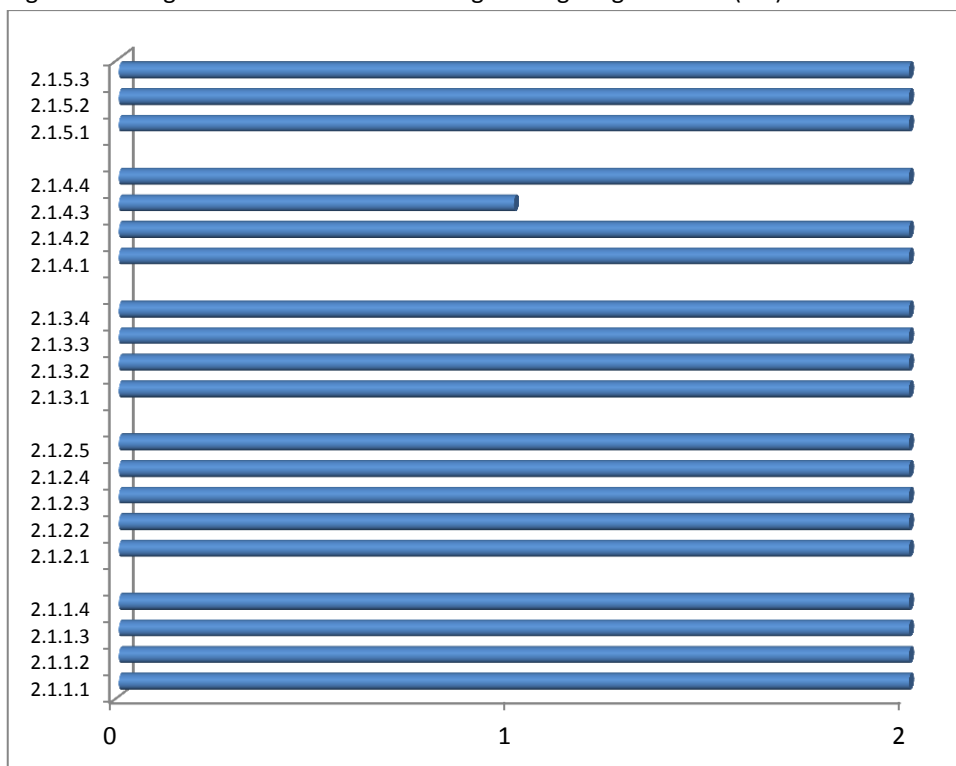


16. In 2.1.2 ("Appropriate budget management systems for efficient service delivery in place") all five dimensions are rated as 'met'. Budget performance reports and other public information demonstrate the implementation of transparent budget presentation systems (2.1.2.1). Departmental workplans are functioning (2.1.2.2 and 2.1.2.3) and they are now operational at LGEA level (2.1.3.5).

17. All four dimensions of 2.1.3 (M&E units and systems strengthened) are rated as 'met' – a significant improvement on 2015 when all were 'partially met'. The M&E Units are operational, with trained staff (2.1.3.2) and evidence of the impact of their work on management decisions. Some technical help is needed from ESSPIN in preparing the AESPR (2.1.3.3), but enough of the work is internalised to justify the 'met' rating.

18. Kano has faced problems in conducting the annual school census (ASC) and preparing the resultant report. Three of the four dimensions of 2.1.4 (*Functional EMIS integrating ASC, SMO, SSO & QA reports established & provides data for planning/ M&E*) are rated as 'met' but 2.1.4.3 (*Support the conduct of Annual School Census, data processing and production and dissemination of ASC and ISD and other reports*) is rated as 'partially met'. The delays in producing the ASC report impact on follow-up activities including the MTSS and AESPR that need evidence from the ASC. However, this year the evidence was clear that 2.1.4.4 (*Establish a train- the-trainer system for data management personnel*) is operational, with ASC training included in the MTSS and step-down training to LGEAs.

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19. All three dimensions of 2.1.5 (*Strengthen organisations to manage service delivery more effectively*) are rated as 'met'. There was plenty of evidence that monitoring systems are now established for Ministry and SUBEB (2.1.5.1); and that service charters are in state and local government organisations, promoted by SERVICOM (2.1.5.2). Posters across the state proclaim the vision and mission statements (2.1.5.3).

20. The **Service Delivery** Indicator assesses the extent to which human resource management, financial management and procurement, and political engagement ensure quality service delivery in basic education. In the past this has been the weakest of the five Indicators, with only 19 points out of a possible 28 in 2015. This has been transformed in 2016 with a score of 26 out of 28 and every dimension but one rated as 'met' (Figure 4).

Figure 4: Ratings for Dimensions of Service Delivery Indicator (2.2)
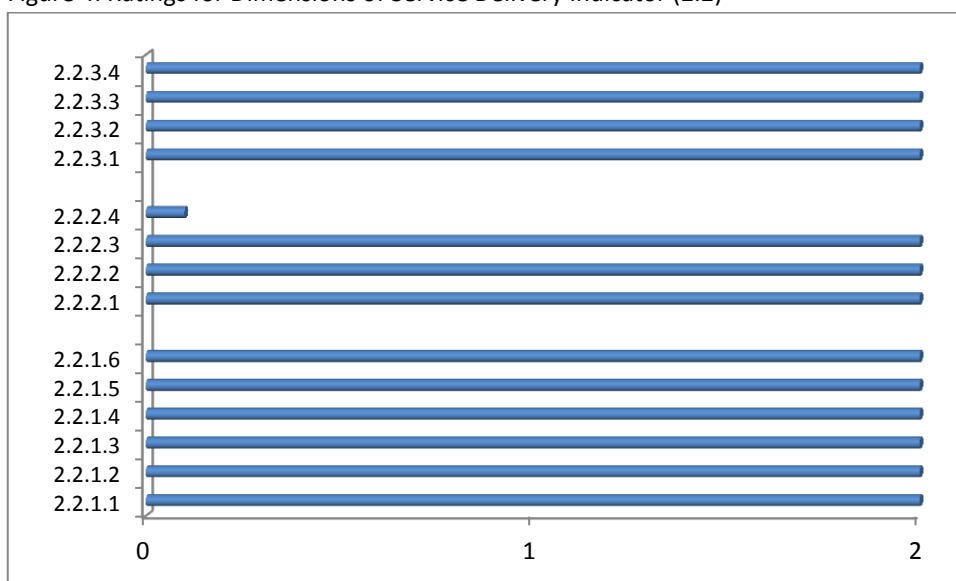


21. Section 2.2.1 focuses on the development of human resource development & management systems. The main focus recently has been on the development of these systems at LGEA levels, and there is now strong evidence of this, with functional review reports and job descriptions (2.2.1.1) as part of a general commitment to step down HR reforms from SUBEB to the LGEAs. This work follows a sequential corporate planning process, starting with functional reviews and progressing to HR systems, workforce planning, establishment planning and performance management. The later stages, including gap analyses, have extended only to selected pilot LGEAs, but this is enough to justify the 'met' ratings. And the state has moved on from the traditional APER staff appraisal system to one that is performance-based, guided by the state's service charters.

22. Three of the four dimensions of financial management systems (2.2.2) were rated as 'met', evidence of the steady improvements in these systems since 2012.  Evidence was produced of budget tracking systems and financial reporting (2.2.2.1) and internal audit systems (2.2.2.2). Photographs backed by documentation evidenced the organisation of infrastructural developments (2.2.2.3). The procurement rules (2.2.2.4) do not permit LGEAs to undertake procurement, so this is rated as 'not met'. This is in some ways a difficult decision and is discussed in the Analysis section.

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23. The four political engagement dimensions (2.2.3) are rated as fully met.  Evidence was produced for a variety of formal and informal briefing meetings with the Honourable Commissioner; and the SUBEB Chair. Evidence has now been made available to show that engagement with Education Secretaries promoted school improvement, to justify the 'met' rating for 2.2.3.3. There is now some evidence of engagement with LG Chairmen on school improvement issues and this was rated 'met' (last year it was not met). The next step will be to track the actions and interventions arising from these encounters,  as is discussed in the Analysis section.

24. All eight **Quality Assurance** Dimensions were rated as 'met' see Figure 5). In 2.3.1 ("*Build capacity to plan & budget for school improvement programme"*) the three Dimensions are 'met'. School development plans are operative and are aggregated at LGEA level - although the Analysis section raises questions about the extent to which SDPs are effectively analysed (2.3.1.3). All four activities in 2.3.2 (*Quality Assurance (QA) programme for schools established and maintained*) were rated as 'met'. There is no legislative framework in Kano for QA but plenty of evidence of policies in place that are shaping actions. However, there are issues about the extent to which the elements in work together to form a coherent system, also discussed below.

Figure 5: Ratings for Dimensions of Quality assurance (2.3), Community Involvement (2.4) & Inclusive Education (2.5) Indicators
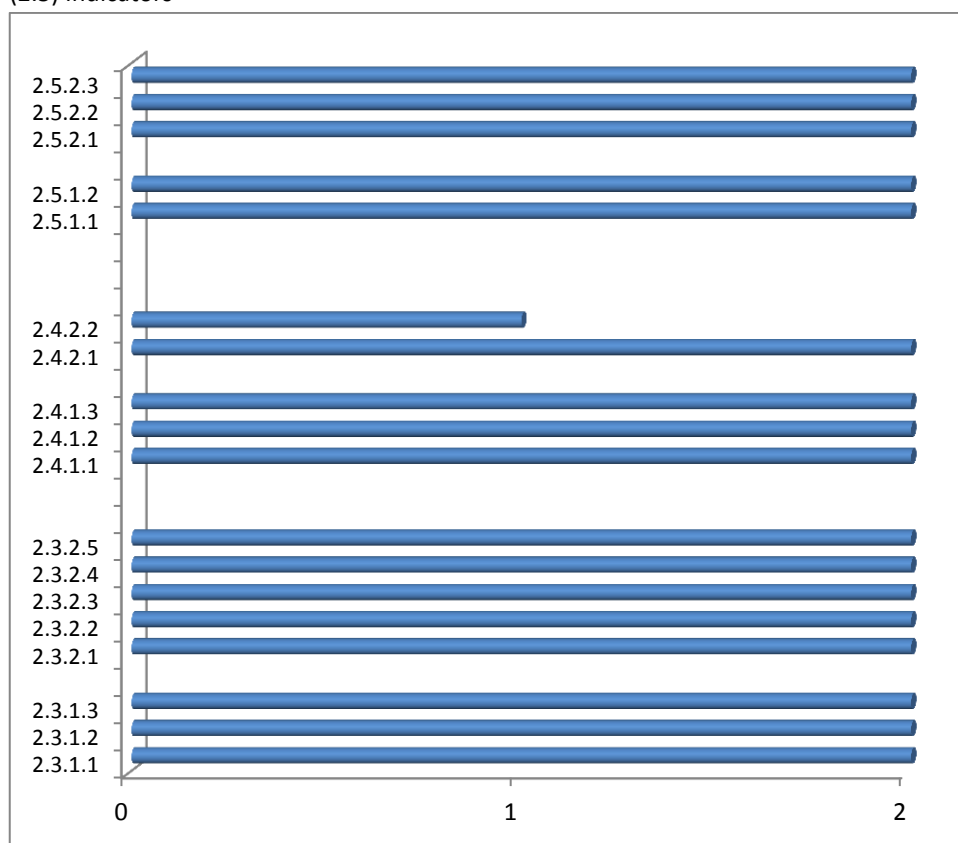


25. The five dimensions within the **Community Involvement** Indicator were rated as 'met', confirming the big improvements in this area recorded since 2014. Abundant evidence demonstrates the efforts now being made to engage with communities and civil society organisations in developing basic education services across Kano State. CSOs have been strengthened to increase their budget tracking skills, so as

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to hold duty-bearers accountable (2.4.2).

26. The **Inclusive Education** Sub-Indicator measures the quality of inclusive policies at State and LGEA Level. All five dimensions were rated as 'met' this year, with evidence from CSOs and other stakeholders, SMO reports and photographs of completed projects. The state policy for Inclusive Education is being updated and significantly (2.5.2) a survey of out-of-school children has been conducted (this was rated 'not met' last year). In short, state education stakeholders and civil society partners are now actively implementing inclusive education activities.

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

| SUB-INDICATOR | Scores | | | Bands | | |
|---|---|---|---|---|---|---|
| | 2015 | 2016 | Max. possible | 2015 | 2016 | Target |
| 2.1 Planning/Budgeting | 32 | 39 | 40 | B | **A** | **A** |
| 2.2 Service Delivery | 19 | 26 | 28 | B | **A** | **A** |
| 2.3 Quality Assurance | 14 | 16 | 16 | A | **A** | **A** |
| 2.4 Community | 8 | 10 | 10 | B | **A** | **A** |
| 2.5 Inclusive Education | 7 | 10 | 10 | B | **A** | **A** |
| Total | 74 | 101 | 104 | | | |

27. **The overall scores for Output 2 in Kano State** are summarised in Table 2, where they are translated into the bands employed in ESSPIN's logframe. The relative performance of each sub-sector is shown in Figure 6, where the actual score for each section is shown as a percentage of the total possible score. Conversion tables from scores to Bands can be found in Annex 7, and state by state comparisons in Annex 6. Comparing 2015 and 2016 results, the Table points to the significant developments over the past twelve months, so that Kano has moved from mainly B Bands to A Band for every Indicator – the only ESSPIN-supported state to achieve this.

Figure 6: Indicators' ratings as percentages of total possible scores
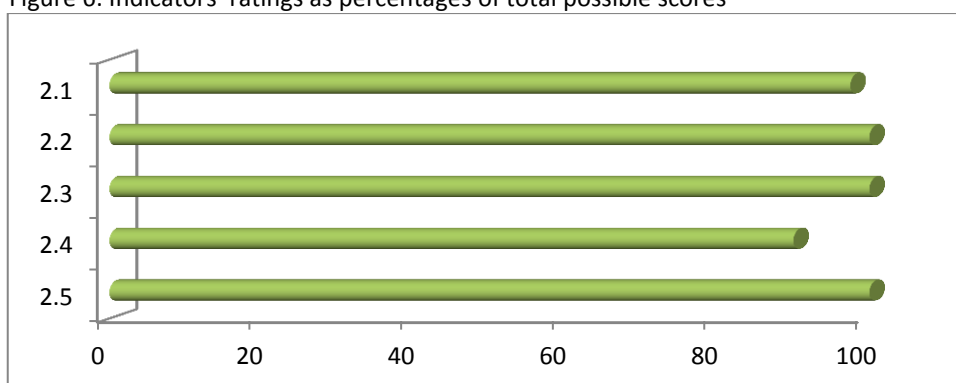
## Analysis

28. The post-workshop analysis of these assessments has focused on responses to  key questions raised in the workshop:
    - What are the key achievements?
    - What have been the main challenges?
    - What are the main differences from last year?
    - What steps are needed to progress further in these areas?

29. This year's analysis benefits from the availability of the LGEA self-assessment exercises conducted in July this year. The results of those exercises are summarised in Annex 3. A separate report has been prepared summarising and analysing the findings, and that report inputs into the analysis here. The analysis also considers the consistency of participant statements and other issues raised in the workshop. Account has also been taken of comparisons with the 2015 results of both State and LGEA self- assessments. In a few cases, inconsistencies between State and LGEA findings, statements about the availability of evidence, the uses of documents or the efficacy of initiatives are challenged by later evidence that necessary pre-conditions do not exist or are inadequately developed. These issues are raised in the analysis below.

### Planning & Budgeting

30. The improvements noted in last year's self-assessment exercise have continued, with 39 points out of 40 for planning and budgeting translating to an A Band – the target for 2016. This is a strong performance, with substantial improvement since the C Band and B Band ratings (using less demanding criteria) in 2012 and 2013. At LGEA level, the LGEAs collectively averaged almost 21 points out of a possible 26, again achieving an A Band (well above the C Band target!).

31. This rating does not imply that the state and LGEAs are not still faced by serious challenges and major problems. However it shows there is a level of understanding in the processes of planning and budgeting at both state and LGEA levels that provide a basis for responding confidently to those problems, and tackling them with evidence-based planning.

32. While all Dimensions of 2.1.1 ("*Evidence-based plans have been developed and integrated between state, LGEA & school*") are 'met', there is still scope for improvement across each Dimension. The MTSS is now the basis for budget preparation but tertiary institutions and other MDAs should be more involved in this process so that their budget requests can similarly be evidence-based. Similarly, in 2.1.1.2 LGEAs now prepare action plans that help to shape the MTSS but they do not get the resources they bid for - an issue more about budget releases than budget setting.

33. The planning processes have now extended to schools with their school development plans (SDPs) (2.1.1.3 & 2.1.1.4). There is still much to do here. LGEAs now aggregate school plans to feed into their own action plans, but there is as yet little evidence that this is regarded as a vital component of bottom-up planning or that school improvements can be attributed to the SDPs. The evidence suggests that even when included in the plans, the priorities of the SDPs do not necessarily get

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funding. This issue will lead to serious problems if schools and SBMCs become disillusioned that their efforts in preparing plans are pointless. The structure of the SDP might be re-examined to tackle this, to include a progress report as part of the SDP and to build in the ability to roll over unfunded activities as priorities for the next year's plans.

34. Sub-indicator 2.1.2 is all about departmental workplans (DWPs). This is a Kano success story, with DWPs and their equivalents in LGEAs – sectional workplans (SWPs) –now being prepared and used. As with SDPs, however, the link to budget releases is still tenuous. Some departments and particularly LGEA sections need to enhance their skills in preparing and using DWPs, and systems need to be embedded whereby all bids for budget releases must be accompanied by the DWP.

35. The development of M&E Units and functions has been a long-running problem in Kano, but it now seems to be resolved at least in part. M&E Units at state level are functioning and are contributing to the preparation of key reports including the AESPR and the Quarterly Monitoring Reports. Training is still needed for M&E officers, especially in using data to prepare clear, short reports that can lead to actions – an issue retuned to in the final section of this report.

36. Delays in completing the annual school census have affected the ratings in 2.1.4, with the only 'partially met' score. This delayed preparation of the AESPR, which in turn impacts on the MTSS, inhibiting its ability to shape the next year's budget. This is part of a larger problem of timeliness in meeting deadlines. The annual planning cycle is shaped by the need for budget preparation, based in turn on the MTSS. So the inputs to the MTSS and particularly the ASC must be ready in time – or there is little point in conducting this expensive exercise at all.

37. The final planning and budgeting sub-indicator (2.1.5) covers the service delivery mechanisms – monitoring systems, service charters and vision/ mission statements. Strong evidence of these at state level was produced that these now exist both at State and LGEA levels, the evidence that they function effectively there was not clear. Parents and communities are now informed about services to be expected and the corporate vision underpinning them – but that does not necessarily mean that they influence the ways that officers deliver those services, an issue tackled by the next section (2.2).

## Service delivery

38. This is probably the area where the greatest improvements since 2015 can be seen. With 26 points out of a possible 28 Kano has achieved the target A Band, and the LGEAs (with an average score of 9.4 out of a possible 14) have exceeded their target C Band with a B.

39. The HRD reforms that have taken place in the SUBEB over the past four or five years are now being been replicated at LGEA level. This is not complete, extending so far only to pilot LGEAs. But those LGEAs at least are moving towards more efficient operating structures, staffed by well-trained and competent officers. Support is still needed. Establishment planning and workforce planning at LGEA level needs to extend beyond the pilot LGEAs, and the application of the functional reviews still is in process of being implemented.

40. However, one significant improvement at state level is the introduction of performance management

techniques, alongside the traditional and descriptive APER appraisal – which despite its name does not assess performance. The established service charters provide a basis for the development of promotion criteria. It remains to be seen whether the system successfully identifies those most capable to obtain the promotions and this examination-based approach innovation to be monitored carefully.

41. Financial management reforms (2.2.2) have progressed substantially in recent years. Evidence indicates that linkages have been reinforced and that the key elements of the financial management system are in place. Audit reports and other forms of monitoring and budget tracking exist, although there remain issues about the consequences of all this reporting, raising questions about whether these lead to actions to improve system transparency and efficiency – a challenge for next year.

42. There is a particular technical problem with 2.2.2.4 - procurement. This is not delegated to LGEAs in Kano so the activity/ Dimension does not exist. In order to maintain the self-assessment's internal structure, this has been rated as 'not met' but the dimension should be removed from any further self-assessment schedule that the state might use.

43. In the political engagement dimensions (2.2.3) systems are now in place for regular engagement with the key individuals and organisations that shape the education service. However, the LGEA self-assessment exercise cast doubts on the effectiveness of those meetings. Do they focus on school improvement issues, especially in engagement with Local Government Chairmen?  And can specific actions and benefits be attributed to meetings that could be little more than ritual?

## Quality Assurance

44. The Quality Assurance responses in both state and LGEA exercises score highly, with A Bands for both state and LGEAs, against the targets of A for state and C for LGEA. The self-assessments point to the elements of a multi-level quality assurance system now being in place, although there are issues about the extent to which they work together to form a coherent system.

45. Sub-Indicator 2.3.1 focuses on school improvement. As with earlier analyses, the evidence is that lots of meetings and visits are taking place and reports written, but there is little substantial information that actions are taken to aggregate and analyse those reports, to follow up on those meetings and to tackle directly school improvement needs.  This demands skills that seem to be in short supply with QA evaluators, LGEA desk officers, head teachers and others:  in evidence collection, data analysis, report writing, etc. Templates are in place for school reporting, but the necessary software and related training are required if the QA reports are to impact on state and LGEA planning.

46. The weak links between QA, LGEA planning and EMIS have featured in these reports for several years. Some progress is now being made. Work on the new LGEA Database should focus attention on these needs, as and when the Database is populated with data from multiple sources. The main barrier now may be attitudinal: it is doubtful that the benefits that can accrue from effective inclusion of QA data in the evidence for school improvement are widely recognised as yet, either at State or LGEA levels.

## Community Involvement

47. This Indicator is rated in the A Band at State level (the 2016 target) and in the B Band at LGEA level (the target is C Band). All dimensions at state level were rated as 'met'. The evidence points to large and growing numbers of State initiatives, but stakeholder responses are muted except as members of planning and other workshops. The State and LGEA self-assessments noted the need to strengthen CSO capacity to undertake budget tracking – at present they are reported as using their own experiences to hold officers accountable rather than specific budget tracking activities.

48. Communications between LGEAs and schools and their communities is improving. Unrestricted access to SUBEB departments is encouraging effective engagement but this needs to be backed by political engagement on priority issues with CSOs and communities. There are also issues with the formation of school-based SBMCs. The current policy is addressed to the initial cluster SBMCs and needs to take account of the changes in SBMC structures.

## Inclusive Education

49. The five Dimensions of this Indicator are all fully met, so it meets the target of A Band, an improvement on 2015. The LGEA self-assessment achieved a B Band, above the C Band target. There were mixed messages about the state's inclusive education policy. At state level it was recommended that the IE policy be included within the State Education Policy document. At LGEA level a draft IE policy is only at the formulation stage. However, even before the policy is finalised, LGEAs are engaged in data gathering, planning, and sensitization on Inclusive Education.

50. The reporting lines between school, LGEA and State levels need to be strengthened, and LGEA capacity needs to be built. There is a specific issue about the planned survey on out-of-school children (2.5.2.1).It was reported that survey tools are ready but no evidence was available and no date is set for the survey to take place.  The GPE/NIPEP has funding for the survey.

## Conclusions and Recommendations

51. This Report identifies the perceptions, backed by evidence, of senior state officers and others as to the impact of the basic education reforms and school improvement programme supported by ESSPIN since 2009. It points to the progress that has been made in the areas of planning and budgeting, quality assurance, service delivery systems, community involvement and inclusive education. It also locates crucial issues about the sustainability of those reforms after ESSPIN's work is completed in a few months' time.

52. Three issues are outstanding. The first is the extent to which the progress made at state level can be replicated or cascaded down to LGEAs and thence to schools. The second is the necessity to sustain and build upon the improvements made in recent years when ESSPIN support is withdrawn. And the third – and most important - is the extent to which all these reforms impact on pupil achievement in Kano schools.

### LGEAs

53. This is the first self-assessment report to draw upon both state and LGEA self-assessment exercises. It is abundantly clear from the Kano LGEA report that LGEAs have not as yet developed to the extent that state-level MDAs. However, substantial progress has been made by LGEAs and it is encouraging that the LGEAs collectively have achieved ratings in the self-assessment uniformly higher than the targets set.  Figure 7 shows the performance of each LGEA in terms of its relative success, measured by the total scores in each Indicator.

Figure 7: Kano 2016 ratings by LGEA
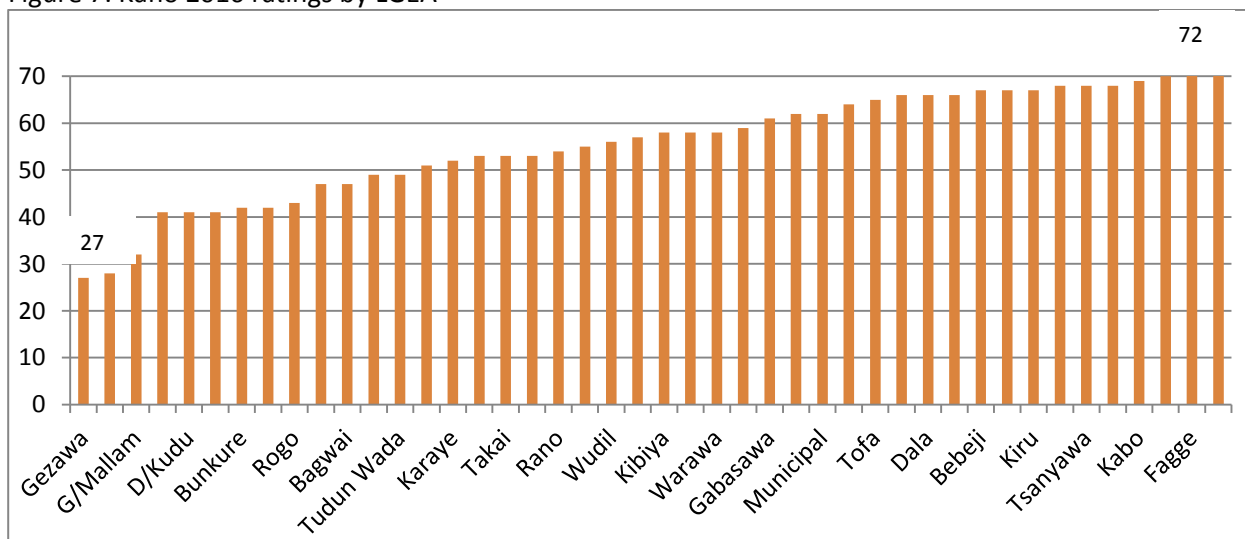


Note: total possible score is 72

54. Figure 7 points to the considerable variations in LGEA performance. Two LGEAs (ESSPIN pilots) achieved 'fully met' ratings in every dimension. Their overall score is nearly three times greater than the score of the lowest performing LGEA. The overall increase from 2015 is encouraging – the 2016 average percentage (55%) is 25% higher than in 2015 (44%).  Figure 8  indicates each LGEA's 2015 and 2016 rating, ranked by 2016 performance. Some striking variations can be seen. Only a handful of LGEAs performed worse this year, but there is strong evidence that the main improvements are

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concentrated in the LGEAs already well above average. The 20 below-average LGEAs improved by 13% this year: the 10 lowest-ranking LGEAs in 2016 improved by 11% over their 2015 score, but the 10 highest-ranking LGEAs improved by 59%. So the best are getting better and the worst getting worse. This growing inequality is a serious issue – particularly for the children in those worst-performing LGEAs.

Figure 8: 2015 and 2016 ratings for each LGEA, ranked by 2016 performance.
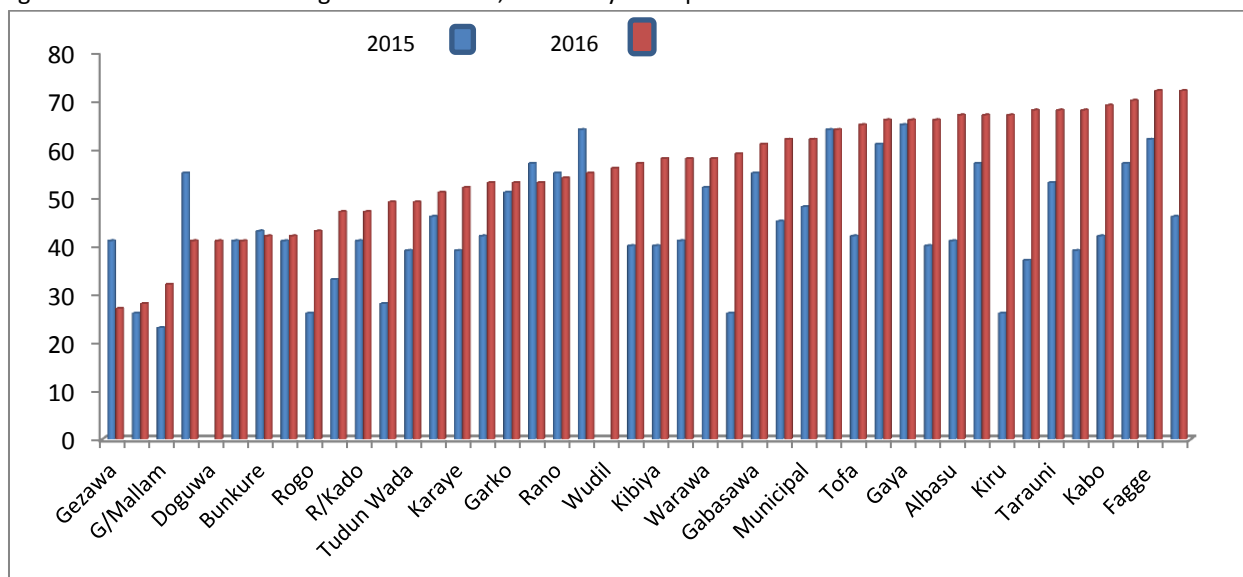


55. The evidence from the LGEA and State self-assessments is that much progress has been made at State level but the processes of cascading that progress to LGEAs remains slow and patchy, with most progress in the pilot LGEAs. Systems are now largely in place, but they need to become operative. And stronger vertical integration between state, LGEA and school; levels needs to be matched by stronger horizontal integration. 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. 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.

56. School improvement is the responsibility of all the agencies involved in basic education in the state. However, the impression from the self-assessment workshop is that there is still insufficient coordination & synergy between the various components and no obvious focus on a central drive for school improvement. Central to this is the improvement in the capacity of the LGEAs to deliver. This report has recorded some of the steps being taken to achieve this. However, not only must LGEA capacity be enhanced. LGEAs also need more resources, and at a time of economic contraction, imaginative solutions are needed to improve the quality of state schools and the achievement of State pupils.

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 in Kano State.

58. The need to give priority to building LGEA capacity runs throughout this report. A particular priority is the area of those HR reforms discussed under Service Delivery, so that LGEAs become 'fit for purpose' organisations. Within these organisations, the staff need to develop new skills in planning & budgeting, quality assurance and community involvement, but just as importantly, the attitudes of those working in LGEAs need to focus more centrally on their school improvement responsibilities.

59. The state and LGEA self-assessment performance criteria assume that LGEAs are progressing towards a standard defined by the 'fully met' criteria. **In Annex 4 these standards are spelled out, in the form of a model LGEA that would meet all the fully met criteria and beyond. That vision should be studied by those reading this report.** You may not agree with parts of it, but by proposing an alternative vision of a fully functional LGEA you are taking the necessary steps to define what needs to be done to bridge the gap between where LGEAs are now and where you want them to be.

## Sustainability

60. As indicated in Annex 5, there was general enthusiasm in the two self-assessment workshops for initiatives that will maintain the self-assessment procedures in 2017 and beyond. The dual approach at state and LGEA levels generates a volume of evidence in a short space of time and relatively low cost that can feed into decision- and policy-making at both levels. The procedures are themselves flexible and can be adapted to a variety of circumstances. Indeed, the high ratings achieved by Kano 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 is self-congratulation leading to complacency.

61. ESSPIN could, were the resources available, broker a state-led initiative to review the self-assessment procedures, prepare more stringent criteria against which developments of particular relevance to the state (or states) could be measured. A Self-Assessment Toolkit was mentioned at the two workshops as a self-help strategy for states to conduct their own procedures in 2017. And several participants referred to possible sponsors and forms of cross-state cooperation. The examination of the model LGEA in Annex 4 would be a significant step in taking the self-assessment procedures to a sustainable level.

## Pupil Achievement

62. Central to the findings of this year's two self-assessment exercises in Kano 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

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reports from school visitors in ways that enable them to digest the main issues and identify key priorities.

63. Underpinning all of these reforms is the need to identify exactly what initiatives are most effective in enhancing pupil achievement across a wide range of schools and age ranges. ESSPIN has done much to identify the problems and initiate some strategies to address them. ESSPIN-supported schools have more effective headteachers, are better at school development planning, have better teachers, show more evidence of being inclusive, and have more functional and inclusive SBMCs. The surveys commissioned by ESSPIN state that children are learning more in ESSPIN-supported schools. 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.

## Recommendations

64. Despite the strong results at State level and improvements at LGEA level, there is no place for complacency, as other findings concerning the quality of teaching and learning in state schools demonstrate. The targets proposed in last year's self-assessment report are still valid and are repeated in rather more detail below.

> i.   More effective LGEA planning and a greater focus on horizontal and vertical integration, including the closer integration of the school improvement programme, EMIS and quality assurance.
> ii.  The provision of timely evidence at each stage of the planning cycle
> iii. The closer integration of EMIS and quality assurance
> iv.  Current reforms in the areas of human resource management to continue
> v.   The need for more solid evidence for best practices and high priority needs in the school improvement programme, to identify more precisely the needs of schools and communities so that they can feed into LGEA and SUBEB planning and generate the necessary resources
> vi.  Strengthening school development planning with mechanisms for more accurately identifying the needs of schools and communities so that they can feed into LGEA and SUBEB planning and generate the necessary resources.

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

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

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## Annex 1: Sub-Output Indicators, Dimensions & Score Sheet – Kano State

| PLANNING & BUDGETING | | |
|---|---|---|
| **2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level** | | |
| 2.1.1 Evidence-based plans developed and integrated between state, LGEA & school | 2.1.1.1 Support development & linkages of Medium Term Sector Strategies (MTSS) to budget | 2 |
| | 2.1.1.2 Support development of LGEA action plans that impact on MTSS | 2 |
| | 2.1.1.3Develop capacity of SUBEBs and LGEAs to use evidence from lower-level plans in their planning & budgeting | 2 |
| | 2.1.1.4 Support development of SDPs using ISD and other reports | 2 |
| | TOTAL | **8** |
| 2.1.2 Appropriate budget management systems for efficient service delivery in place | 2.1.2.1 Support implementation of transparent budget presentation systems | 2 |
| | 2.1.2.2 Support use of Departmental Work Plans (DWPs) for domesticating budgets and presenting budgets transparently | 2 |
| | 2.1.2.3 Support MDA personnel to use the DWP | 2 |
| | 2.1.2.4 Support institutional initiatives for preparing & implementing phased MDA implementation plans based on DWPs | 2 |
| | 2.1.2.5 Support the preparation and implementation of LGEA DWPs | 2 |
| | TOTAL | **10** |
| 2.1.3 Monitoring & Evaluation systems strengthened | 2.1.3.1 Support M&E Units and functions in SUBEBs and LGEAs | 2 |
| | 2.1.3.2 Provide training for deployed M&E personnel | 2 |
| | 2.1.3.3 Develop the capacity of M&E units to lead on annual sector reviews and produce annual review reports. | 2 |
| | 2.1.3.4 Support sector reporting including AESPR | 2 |
| | TOTAL | **8** |
| 2.1.4 Functional EMIS integrating ASC, SMO, SSO & QA reports established & provides data for planning/ M&E | 2.1.4.1 Support the strengthening of the bodies responsible for the ASC so that accurate and timely evidence can be available for through the planning cycle | 2 |
| | 2.1.4.2 Provide training for data management personnel at MoE LGEA & SUBEB levels | 2 |
| | 2.1.4.3 Support the conduct of Annual School Census, data processing and production and dissemination of ASC and ISD and other reports | 1 |
| | 2.1.4.4 Establish a train- the-trainer system for data management personnel | 2 |
| | TOTAL | **7** |
| 2.1.5 Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively | 2.1.5.1 Support development of systems for monitoring the implementation of SUBEB, LGEA & school plans | 2 |
| | 2.1.5.2 Support implementation of service charters for SUBEB, LGEAs & schools | 2 |
| | 2.1.5.3 Support development of corporate vision and mission for LGEAs | 2 |
| | TOTAL | **6** |
| | TOTAL 2.1 | **39** |

| SERVICE DELIVERY (HR, financial management, procurement and political engagement) | | |
|---|---|---|
| **2.2 Quality of service delivery systems and processes at state and LGEA levels** | | |
| 2.2.1 Strengthen human resource development & management systems at state and LGEA levels | 2.2.1.1 Support LGEAs in undertaking functional reviews and alignment | 2 |
| | 2.2.1.2 Support SUBEBs in implementing HR systems & process review recommendations | 2 |
| | 2.2.1.3 Support LGEAs in undertaking HR systems and process reviews | 2 |
| | 2.2.1.4 Facilitate establishment planning on basis of strategic plans and functional reviews for SUBEB & LGEAs | 2 |
| | 2.2.1.5 Support SUBEBs and LGEAs in workforce planning to implement establishment plans | 2 |
| | 2.2.1.6 Support SUBEBs, LGEAs & schools to initiate and manage internal performance management mechanisms | 2 |
| | TOTAL | **12** |
| 2.2.2 Strengthen financial management systems and procurement processes for efficiency & effectiveness | 2.2.2.1 Support budget tracking and financial reporting | 2 |
| | 2.2.2.2 Support strengthening of internal control systems including audit | 2 |
| | 2.2.2.3 Support infrastructural developments and models that facilitate school improvement and inclusion | 2 |
| | 2.2.2.4 Facilitate adherence to standard procurement rules at the LGEA level | 0 |
| | TOTAL | **6** |
| 2.2.3 Undertake political engagement to sustain support for institutional reforms and school improvement programme | 2.2.3.1 Engage with Commissioners to provide leadership and mobilise resources and related support for school improvement | 2 |
| | 2.2.3.2 Engage with SUBEB Chairs for commitment to support institutional reforms and implementation of school improvement programme | 2 |
| | 2.2.3.3 Work with Education Secretaries to promote school improvement in LGEAs | 2 |
| | 2.2.3.4 Engage with LG chairmen to provide resources and other support for school improvement programme | 2 |
| | TOTAL | **8** |
| | TOTAL 2.2 | **28** |

| QUALITY ASSURANCE | | |
|---|---|---|
| **2.3 Quality of school support and quality assurance services at state and LGEA level** | | |
| 2.3.1 Build capacity to plan and budget for school improvement programmes | 2.3.1.1 School improvement targets (with budgets) established | 2 |
| | 2.3.1.2 Support relevant State working groups to incorporate school improvement targets in the MTSS | 2 |
| | 2.3.1.3 School development plans (SDPs) aggregated and analysed | 2 |
| | TOTAL | 6 |
| 2.3.2 Quality Assurance (QA) programme for schools established and maintained | 2.3.2.1 Facilitate institutional support for an effective QA system | 2 |
| | 2.3.2.2 Support states in developing & implementing QA policies | 2 |
| | 2.3.2.3 Sustain & strengthen linkages of QA system with school improvement programme (SIP) | 2 |
| | 2.3.2.4 Link QA system to state and LGEA planning, budgeting & M&E through EMIS | 2 |
| | 2.3.2.5 Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports | 2 |
| | TOTAL | 10 |
| | TOTAL 2.3 | 16 |

| COMMUNITY INVOLVEMENT | | |
|---|---|---|
| **2.4  Level and quality of State/LGEA engagement with local communities on school improvement** | | |
| 2.4.1 Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools | 2.4.1.1 Support communications functions at LGEAs to interact with communities and schools | 2 |
| | 2.4.1.2 Encourage mechanisms for stakeholder participation in LGEA and school level planning | 2 |
| | 2.4.1.3 Facilitate mobilising & monitoring of external resources for school infrastructure & facilities | 2 |
| | TOTAL | 6 |
| 2.4.2 Strengthen capacity of CSOs to hold duty-bearers accountable | 2.4.2.1 Duty-bearers respond to political engagement by civil society on priority areas for increased accountability in basic education service delivery | 2 |
| | 2..4.2  Strengthen the capacity of CSOs to undertake budget tracking | 0 |
| | TOTAL | 2 |
| | TOTAL 2.4 | 8 |

| INCLUSIVE EDUCATION | | |
|---|---|---|
| **2.5  Quality of inclusive policies at State and LGEA Level** | | |
| 2.5.1 | 2.5.1.1  State has clear policy on inclusive education that outlaws all forms of discrimination and promotes learning friendly education | 2 |
| | 2.5.1.2  Support civil society to give voice to excluded groups in the planning  & budgeting processes | 2 |
| | TOTAL | 4 |
| 2.5.2 | 2.5.2.1  Data on out-of school children collected and made available at State & LGEA levels | 2 |
| | 2.5..2.2  Expenditure on access and equity activities in schools is predictable and based on the MTSS | 2 |
| | 2.5.2.3  LGEA Desk Officers receive information and respond to community access and equity issues | 2 |
| | TOTAL | 6 |
| | TOTAL 2.5 | 10 |

## Annex 2: Criteria to be used in Assessing Dimensions

**PLANNING & BUDGETING**

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

**2.1.1**      **Evidence-based plans developed and integrated between state, LGEA & school**

**2.1.1.1**      **Support development & linkages of Medium Term Sector Strategies (MTSS) to budget**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *Evidence-based MTSS prepared on time and substantially influences budget (70%+ of budget from MTSS)* | *Evidence-based MTSS prepared on time but only partially influences budget (50-70%+ of budget from MTSS)* | *Evidence-based MTSS not prepared on time and has only minor influence on budget (less than 50%+ of budget from MTSS)* |

**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 |
|---|---|---|
| *LGEA plans prepared, incorporated into SUBEB MTSS, substantially funded and fully operational* | *LGEA plans prepared, incorporated into SUBEB MTSS, but not substantially funded or operational* | *LGEA plans prepared but not incorporated into SUBEB MTSS* |

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

**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 |
|---|---|---|
| *SDPs are prepared, based on evidence, identify school priorities and are operational* | *SDPs are prepared, based on evidence, but are not operational* | *SDPs are prepared, but are not evidence-based and fail to identify school priorities* |

**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 |
|---|---|---|
|  |  |  |

22

| | | |
|---|---|---|
| *Detailed information on both planned and actual expenditure is widely available on both the recurrent and the capital budgets of MoE and SUBEB* | *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* | *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* |

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

**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 |
|---|---|---|
| *Department Heads use their DWPs as a major management tool and report regularly through the Quarterly Monitoring system to their managers and to the M&E Unit* | *Department heads understand the purposes of preparing DWPs but do not use them substantially in determining requests for release of funds* | *Department heads and other senior staff have little or no understanding of how to use DWPs* |

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

**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 |
|---|---|---|
| *LGEA section heads prepare DWPs and use them as a major management tool* | *LGEA section heads prepare DWPs but do not  use them as a major management tool* | *LGEA section heads do not  prepare DWPs* |

**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 |
|---|---|---|

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

**2.1.3    Monitoring & Evaluation systems strengthened**

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

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *Staff in M&E Units have been trained in both monitoring and in the assembly and utilisation of information from "bottom-up" and non-formal sources* | *Staff of M&E Units have been trained in concepts of M&E but not in the assembly and utilisation of information from "bottom-up" and non-formal sources* | *Staff in M&E Units have not been appropriately trained* |

**2.1.3    Monitoring & Evaluation systems strengthened**

**2.1.3.3    Develop the capacity of M&E units to lead on annual sector reviews and produce annual review reports.**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *AESPR preparation process is led and undertaken by the M&E Units with no technical support (from ESSPIN) and reports are produced in time to shape MTSS planning* | *M&E Units are involved in the preparation of the AESPR but do not produce timely reports* | *M&E Units assemble information for the AESPR but do not prepare reports* |

**2.1.3    Monitoring & Evaluation systems strengthened**

**2.1.3.4    Support sector reporting including AESPR**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *A wide variety of organisations, both public and private, provide information on the sector to the M&E Unit in the lead up to the AESPR and the MTSS* | *Some MDAs and non-governmental organisations report to the M&E Units, but this is not systematic or comprehensive* | *There is little or no reporting to the M&E Units (where they exist) either from within their MDA or from other sources* |

**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 |
|---|---|---|
| *ASC & other reports feed into the planning and the development of the MTSS and other steps within the planning cycle* | *ASC conducted but report not available in time for use in the next step within the planning cycle* | *ASC not conducted* |

**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 |
|---|---|---|

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| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| EMIS staff at MoE, SUBEB & LGEAs are appropriately trained on relevant software (SQL, MS Excel, Access) & data interpretation techniques and are able to utilise this knowledge with limited external support | EMIS staff at MoE, SUBEB & LGEAs trained but cannot apply the skills effectively | EMIS technical and management staff poorly trained and with inadequate experience |

**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 |
|---|---|---|
| EMIS Unit conducts the ASC effectively and on time and is pro-active in the production and dissemination of ASC, ISD and other reports | EMIS Unit conducts the ASC effectively and on time and is pro-active in preparation of reports but not in their dissemination | ASC conducted but data not processed |

**2.1.4    Functional EMIS integrating ASC, SMO, SSO & QA reports established & provides data for planning/ M&E**

**2.1.4.4    Establish a train- the-trainer system for data management personnel**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| Train-the-trainers system for data personnel established, functional and institutionalised | Train-the-trainers system established but inadequate plans for training new staff to cope with expected turnover | Train-the-trainers system not yet established |

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

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

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

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

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

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| Service charters for SUBEB, LGEAs and schools developed based on organisation mandate and disseminated | Service charters at each level developed but not disseminated | Service charters not developed at each level |

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

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

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| SUBEB & LGEAs have widely publicised corporate vision and mission statements that inform their strategic plan | LGEAs have agreed corporate vision and mission but these not widely recognised | No LGEA corporate vision & mission statements |

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

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

| 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 |
|---|---|---|
| *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* | *The department responsible for HR in SUBEB and the LGEAs have been exposed to workforce planning but new systems have not been implemented* | *No effective system of workforce planning is in place or has been applied* |

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

**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 |
|---|---|---|
| *Budgets of SUBEB & 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* | *Budget execution is tracked internally by SUBEB and LGEAs but the results are not available for external observers* | *There is no system for tracking budget executions either by MoE /SUBEB or by external agencies* |

**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 |
|---|---|---|
| *SUBEB and LGEAs have effective system of internal audit* | *SUBEB audited internally but no evidence of impact and/or LGEAs not audited* | *No effective audit system for SUBEB and LGEAs* |

**2.2.2**   **Strengthen financial management systems and procurement  processes  for efficiency & effectiveness**

**2.2.2.3**   **Support infrastructural developments and  models that facilitate school improvement and inclusion**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| | | |

**2.2.2**   **Strengthen financial management systems and procurement  processes  for efficiency & effectiveness**

**2.2.2.4**   **Facilitate adherence to standard procurement rules at the LGEA level**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *There are effective controls in LGEAs to ensure compliance with procurement guidelines* | *A strengthened system of compliance control on procurement has been developed but not effectively applied* | *There is no system in place to ensure effective compliance with procurement rules in LGEAs* |

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

**2.2.3.1**   **Engage with Commissioners to provide leadership and mobilise resources  and related support for school improvement**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *There are systems in place for regular and effective engagement with the Commissioner* | *Engagement with the Commissioner occurs but is neither regular nor systematic* | *There are  no systems for routine engagement of the Commissioner in resource mobilisation* |

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

**2.2.3.2**   **Engage with SUBEB Chairs for commitment  to support institutional reforms and**

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**implementation of school improvement programme**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *There are systems in place for regular and effective engagement with the SUBEB Executive Chairman* | *Engagement with the SUBEB Executive Chairman occurs but is not regular* | *There are no systems for routine engagement of the SUBEB Executive Chairman on school improvement reforms* |

| | |
|---|---|
| 2.2.3 | **Undertake political engagement to sustain support for institutional reforms and school improvement programme** |
| 2.2.3.3 | **Work with Education Secretaries to promote school improvement in LGEAs** |

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *There are systems in place for regular and effective engagement with Education Secretaries* | *Engagement with Education Secretaries occurs but is not regular* | *There are no systems for routine engagement with the Education Secretaries on school improvement reforms* |

| | |
|---|---|
| 2.2.3 | **Undertake political engagement to sustain support for institutional reforms and school improvement programme** |
| 2.2.3.4 | **Engage with LG chairmen to provide resources and other support for school improvement programme** |

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *There are systems in place for regular and effective engagement with the LG chairmen* | *Engagement with the LGA Chairmen occurs but is not regular* | *There are no systems for routine engagement of the LG chairmen on school improvement reforms* |

**QUALITY ASSURANCE**

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

| | |
|---|---|
| 2.3.1 | **Build capacity to plan and budget for school improvement programmes** |
| 2.3.1.1 | **School improvement targets (with budgets) established** |

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *Targets for school improvement have been set, officially adopted & implemented* | *Targets for school improvement have been discussed but have not implemented* | *There are no targets for school improvement* |

| | |
|---|---|
| 2.3.1 | **Build capacity to plan and budget for school improvement programmes** |
| 2.3.1.2 | **Support relevant State working groups to incorporate school improvement targets in the MTSS** |

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *Working groups are actively engaged in the application of established and approved targets for school improvement* | *A process for engagement on school improvement targets with working groups is in place but not effective* | *There is no engagement with state working groups on establishment of school improvement targets* |

| | |
|---|---|
| 2.3.1 | **Build capacity to plan and budget for school improvement programmes** |
| 2.3.1.3 | **School development plans (SDPs) aggregated and analysed** |

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *SDPs systematically aggregated, analysed and the results used as basic* | *SDPs are analysed aggregated and available for use in planning but not* | *SDPs, if they exist are not aggregated and the results are not analysed* |

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*elements of design of school*                            *used*
*improvement programmes*

**2.3.2**      **Quality Assurance (QA) programme for schools established and maintained**

**2.3.2.1**      **Facilitate institutional support for an effective QA system**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *Each element of an effective QA system is in place and operative* | *Most elements of the QA system are in place but some are not operative* | *Few or no components of the QA system are in place* |

**2.3.2**      **Quality Assurance (QA) programme for schools established and maintained**

**2.3.2.2**      **Support states in developing & implementing QA policies**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *QA policies and legislative frameworks are developed and effective in ensuring an effective QA system* | *Some QA policies and legislation are in place but they do not impact sufficiently on QA activities* | *QA policies and legislation are either on-existent or ineffective* |

**2.3.2**      **Quality Assurance (QA) programme for schools established and maintained**

**2.3.2.3**      **Sustain & strengthen linkages of QA system with school improvement programme (SIP)**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *SIP heavily dependent on systematic inputs from QA* | *Some elements of the SIP use QA outputs but there are no regular or systematic linkages* | *There are few or no links between school improvement and QA* |

**2.3.2**      **Quality Assurance (QA) programme for schools established and maintained**

**2.3.2.4**      **Link QA system to state and LGEA planning, budgeting & M&E through EMIS**

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

**2.3.2**      **Quality Assurance (QA) programme for schools established and maintained**

**2.3.2.5**      **Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports**

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *MoE and SUBEB staff with QA responsibilities have the skills necessary for evidence collection, analysis and distribution* | *Some staff with QA responsibilities have acquired some evidence collection, analysis and distribution skills but they are not applied systematically* | *Staff with QA responsibilities do not have the skills necessary for evidence collection, analysis and distribution* |

**COMMUNITY INVOLVEMENT**

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

| **2.4.1** | **Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools** |
|---|---|

| **2.4.1.1** | **Support communications functions at LGEAs to interact with communities and schools** |
|---|---|

| MET | PARTIALLY MET | NOT MET |
|---|---|---|

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

| 2.4.1 | Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools |
|---|---|
| **2.4.1.2** | **Encourage mechanisms for stakeholder participation in LGEA and school level planning** |

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *CSOs and SBMCs participate in the development and implementation of SDPs and the integration of SDPs into LGEA & SUBEB planning* | *CSOs and SBMCs participate in the development and implementation of SDPs but not involved in LGEA & SUBEB planning* | *CSOs and SBMCs do not participate in the development and implementation of SDPs* |

| 2.4.1 | Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools |
|---|---|
| **2.4.1.3** | **Facilitate mobilising & monitoring of external resources for school infrastructure & facilities.** |

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *Mechanisms in place to source funds, mobilise resources and monitor external interventions to benefit school infrastructure and facilities* | *Mechanisms in place 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* |

| 2.4.2 | Strengthen capacity of CSOs to hold duty-bearers accountable |
|---|---|
| **2.4.2.1** | **Duty-bearers respond to political engagement by civil society on priority areas for increased accountability in basic education service delivery** |

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *Government duty-bearers engage strategically with CSOs and respond to issues of school improvement raised by civil society* | *Government engagement with CSOs is not well coordinated* | *Government does not create space for CSO engagement and does not respond* |

| 2.4.2 | Strengthen capacity of CSOs to hold duty-bearers accountable |
|---|---|
| **2.4.2.2** | **Strengthen the capacity of CSOs to undertake budget tracking** |

| MET | PARTIALLY MET | NOT MET |
|---|---|---|
| *CSOs trained in PFM & are competent to and active in tracking budgets, monitoring implementation and producing reports* | *CSOs trained in PFM & are competent to track budgets but not actively involved in monitoring implementation or producing reports* | *CSOs not trained in PFM & budget tracking* |

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

**2.5.1.1    State has clear policy on inclusive education that outlaws all forms of discrimination and promotes learning friendly education**

| MET | PARTIALLY MET | NOT MET |
| --- | --- | --- |
| *Clear policy in place at state level and followed by LGEAs* | *Policy under development or in place in SUBEB but not followed by LGEAs* | *No articulated policy on inclusive education in schools* |

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

| MET | PARTIALLY MET | NOT MET |
| --- | --- | --- |
| *Representatives of excluded groups actively participate in planning and budgeting to voice their needs and expectations, that are included in plans and budgets* | *Representatives of excluded groups participate in planning and budgeting but their needs and expectations not included in plans and budgets* | *Representatives of excluded groups do not  participate in planning and budgeting to voice their needs and expectations* |

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

| MET | PARTIALLY MET | NOT MET |
| --- | --- | --- |
| *Data at State & LGEA levels has been collected and is in database, available for sharing/use* | *Data has been collected at State level but is fragmented and incomplete and/or unavailable at LGEA level* | *Data has not been collected or is not available* |

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

| MET | PARTIALLY MET | NOT MET |
| --- | --- | --- |
| *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**

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

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

| PLANNING & BUDGETING | | Ave. score across all LGEAs |
|---|---|---|
| 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 |
| | 2.1.1.2 Support development of SDPs using ISD and other reports | 0 |
| | **TOTAL** | **1.1** |
| 2.1.2 Appropriate budget management systems for efficient service delivery in place | 2.1.2.1 Support implementation of transparent budget presentation systems | 2 |
| | 2.1.2.2 Support use of Departmental/ Section Work Plans (DWPs) for domesticating budgets and presenting budgets transparently | 1 |
| | 2.1.2.3 Support LGEA officers to prepare & use DWPs/ SWPs | 1 |
| | **TOTAL** | 4 |
| 2.1.3 Monitoring & Evaluation systems strengthened | 2.1.3.1 Support M&E Units and functions in SUBEBs and LGEAs | 1.05 |
| | 2.1.3.2 Provide training for deployed M&E personnel | 1 |
| | 2.1.3.3 Develop the capacity of M&E units to lead on sector reporting and produce annual reports. | 0.9 |
| | **TOTAL** | **2.95** |
| 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 |
| | 2.1.4.2 Provide training for data management personnel at LGEA levels | 0.8 |
| | **TOTAL** | **1.8** |
| 2.1.5 Strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively | 2.1.5.1 Support development of systems for monitoring the implementation of LGEA & school plan | 2 |
| | 2.1.5.2 Support implementation of service charters for LGEAs & schools | 0 |
| | 2.1.5.3 Support development of corporate vision and mission for LGEAs | 0.7 |
| | **TOTAL** | **3.4** |
| | **TOTAL 2.1** | **13.25** |
| SERVICE DELIVERY | | |
| 2.2.1 Strengthen human resource development & management systems at state and LGEA levels | 2.2.1.1 LGEAs supported in undertaking functional reviews and alignment | 1.35 |
| | 2.2.1.2 Facilitate establishment planning on basis of strategic plans and functional reviews for LGEAs | 1.5 |
| | 2.2.1.3 Support SUBEBs and LGEAs in workforce planning to implement establishment plans | 1.1 |
| | **TOTAL** | **3.95** |
| 2.2.2 Strengthen financial management systems and procurement processes for efficiency & effectiveness | 2.2.2.1 Support budget tracking and financial reporting | 2 |
| | **TOTAL** | **2** |
| 2.2.3 Undertake political engagement to sustain support for institutional reforms and school improvement | 2.2.3.1 Engage with SUBEB Chairs for commitment to support institutional reforms and implementation of school improvement programme | 2 |
| | 2.2.3.2 Encourage Education Secretaries to work together to promote school improvement | 2 |
| | 2.2.3.3 Engage with LG chairmen to provide resources and other support for school improvement programme | 1 |
| | | 32 |

| | | | |
|---|---|---|---|
| programme | | **TOTAL** | **5** |
| | | **TOTAL 2.2** | **10.95** |

## QUALITY ASSURANCE

| | | | |
|---|---|---|---|
| 2.3.1 Build capacity to plan and budget for school improvement programmes | | 0.7 | 0.7 |
| | | 0.9 | 0.9 |
| | | 1.45 | 1.45 |
| | | 3.05 | **3.05** |
| 2.3.2 Quality Assurance (QA) programme for schools established and maintained | | 2 | 2 |
| | | 1 | 1 |
| | | 0 | 0 |
| | | 1 | 1 |
| | | 4 | **4** |
| | | **TOTAL 2.3** | **7.05** |

## COMMUNITY INVOLVEMENT

| | | | |
|---|---|---|---|
| 2.4.1 Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools | 2.4.1.1 Support communications functions at LGEAs to interact with communities and schools | | 2 |
| | 2.4.1.2 Encourage mechanisms for stakeholder participation in LGEA and school level planning | | 1 |
| | 2.4.1.3 Facilitate mobilising & monitoring of external resources for school infrastructure & facilities | | 2 |
| | | **TOTAL** | **5** |
| 2.4.2 Strengthen capacity of CSOs to hold duty-bearers accountable | 2.4.2.1 Promote engagement with civil society on priority areas for political engagement at state and local government levels for increased accountability | | 2 |
| | 2.4.2.2 Strengthen the capacity of CSOs to undertake budget tracking | | 0.4 |
| | | **TOTAL** | 2.4 |
| | | **TOTAL 2.4** | **7.4** |

## INCLUSIVE EDUCATION

| | | | |
|---|---|---|---|
| 2.5.1 Planning on access and equity is comprehensive and available | 2.5.1.1 Data collected and made available at LGEA level | | 1 |
| | 2.5.1.2 Support civil society to give voice to excluded groups in the planning & budgeting processes | | 1 |
| | | **TOTAL** | **2** |
| 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 | | 2 |
| | 2.5.2.2 Support civil society to give voice to excluded groups in the planning & budgeting processes | | 0 |
| | | **TOTAL** | **2** |
| | | **TOTAL 2.5** | **4** |

## Annex4: A Vision of a Functioning LGEA

While there are numerous models and visions of what an effective primary school should look like, it is rare to find one of a functioning educational administrative unit. This report has drawn particular attention to the problems faced by LGEAs. The State and LGEA self-assessments both are based on ideas about how an LGEA should operate. The model below is based on the 'fully met' performance criteria in the State and LGEA self-assessment procedures. It brings these elements together in order to focus on the LGEA as the central delivery point for school improvement in each state.

The basic notion is that an effective LGEA is a starting point, from which the drivers of the school improvement programme are managed and coordinated. This vision of a functioning LGEA is a long way from current realities and presents a major challenge to all those seeking to improve basic education in Nigeria. If this model does not match the reader's ideas of what an LGEA should do and be, then it provides a stimulus to develop alternative visions of effectiveness.

The LGEA office will be staffed with competent, trained specialists and managers and equipped with sufficient computers, a generator, internet access and transport for visiting schools. In the Social Mobilisation and School Services sections, SMOs and SSOs will regularly visit schools on an agreed visits cycle, using available transport, and will undertake the support, training and monitoring tasks for which they have been trained. They will employ the instruments and techniques developed by their SSIT and relevant SUBEB department. Staff from the Quality Assurance (QA) section will visit schools to review and report on the effectiveness of the school improvement programme according to an agreed visits cycle, using available transport. The QA team will also review the effectiveness of the LGEA itself, with the support of SUBEB QA staff and report of ways in which the LGEA can operate more efficiently and effectively.

SSO, SMO and QA reports will be completed on time and in the specified format and passed to their section heads and the PRS Section. These will comprise reports on individual school and SBMC visits and regular school cluster reports. The ASU and PRS section will examine those reports, enter them into the LGEA database, look for trends and aggregate the findings according to a prescribed system, using the database. At the appropriate time of year, the SSOs and SMOs will support SBMCs and head teachers in preparing their school development plans. Those plans, as well as indicating the main internal school activities for the next year, will highlight three or four key needs to be met by the LGEA – they will constitute a bid for resources and support.

In line with the annual planning cycle, the Education Secretary (ES) with her section heads will prepare the annual LGEA action plan, using the M&E analyses of the database and related information including QA reports. These will have been prepared by the M&E Unit. The plan will draw upon the annual census data specific to the LGEA, the SUBEB comparative analysis of LGEAs and the annual, institutionalised LGEA and SUBEB self-assessment processes, so that distinctive features and specific needs of each specific LGEA can be identified. The plan will also make use of the M&E Unit's aggregation of school development plans from every school and will be informed by the requirements of the SUBEB and the forthcoming year's priorities as specified in the SUBEB strategic plan and the MTSS. The plan will also include the LGEA's own human

resource development needs including training and mentoring, along with the support activities needed to help schools implement their own development plans. The Finance section will cost the action plan and submit the costings to SUBEB.

After the state budget has been published and the SUBEB informs each LGEA about its budget allocations for the new financial year, the ES and section heads will prepare sectional work plans. These will specify the activities by month or quarter for each section and the resources required to deliver the work plans. Regular meetings between ES and section heads will monitor the progress of the sectional work plans and report as necessary to SUBEB on progress and requirements. Section heads will hold regular meetings (at least monthly) with their staff to receive reports from section staff and review the extent to which the work plan is being delivered. The section work plans will include the acquisition (normally from SUBEB) and distribution of materials & equipment to all schools for which the LGEA is responsible, a process to be monitored by the QA section.

The ES will meet regularly with the other LGEA ES's and the SUBEB Executive Chairman. These meetings will help to identify issues affecting all LGEAs and those specific to single or a small number of LGEAs, requiring remedial action by SUBEB. The ES will also meet regularly with the Local Government Chairman and Council members. The LGEA plan will be shared with the LGC and the LGC invited to contribute to achieving the plan, through specific grants and/ or a regular stipend. The LGEA will have identified potential philanthropists, NGOs and CSOs, with whom the ES and section heads will meet to identify priority activities within the LGEA plan that these individuals and organisations might wish to support. The LGEA will also report regularly to donors on progress in delivering the plan and specifically on the areas supported by those donors. Transparent budget tracking activities, undertaken with the help of trained CSOs, will inform the public on the resources available to the LGEA and the uses made of them.

Throughout the year, all LGEA staff will benefit from training and other forms of professional development according to personal PDPs agreed at the annual performance review and appraisal. The training will focus on the contributions that individuals make towards school improvement but will include office management, report writing, IT and communication skills as necessary. The LGEA HR section will have responsibility for managing the professional development programme, along with the recruitment, promotion, disciplinary and redundancy procedures according to merit and as specified within the LGEA mandate. SUBEB will exercise its personnel management responsibilities transparently and appoint teachers, officers and Education Secretaries according to clear criteria. The LGEA will take on full responsibilities from SUBEB for all mandated activities stated in the State Universal Basic Education Act. This will include the provision of housing and related allowances as incentives where the recruitment of high quality staff presents major problems.

## Annex 5: Self-Assessment Workshops Evaluation Findings & Comments

1. The end-of-workshop evaluation provides an immediate snapshot of participant responses to the workshop. The value of such instant 'happy sheets' is limited but they do provide some evidence that can be of assistance in preparing future self-evaluation exercises. The evaluation results were sorted by workshop but not by state, because in previous years there was little if any difference between the six states. Results of the two workshop evaluations are very similar and combined in this report, but differentiated in the graphics.

2. The evaluation sheet invited responses to 10 statements (below), both as a score - 'strongly agree' response = 4 points; agree = 3, slightly agree = 2; disagree = 1 – and as write-in comments. Table 1 indicates the statements and the percentage agreement levels with each statement out of a maximum 100% strong agreement. Note that Statement 3 is the only 'negative' statement. Otherwise, both groups indicated strong agreement with the statements, mainly at 90%+ levels.

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

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

3. Analysis of the evaluation results indicates very little difference between the two workshops, as Table 1 and Figure 1 demonstrate, with almost identical overall satisfaction levels in each workshop, when measured as percentages of the highest maximum possible satisfaction level.

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

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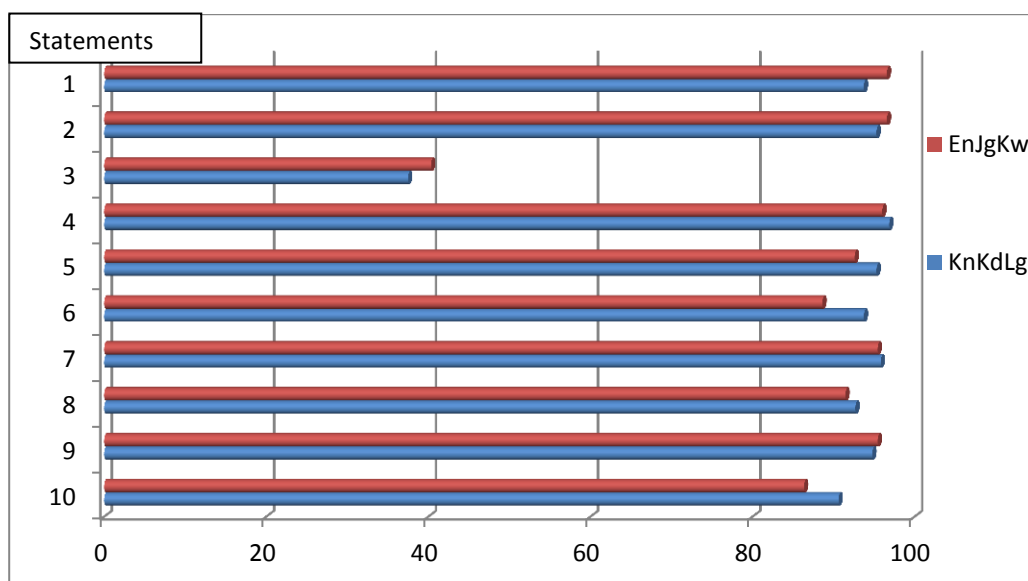


Note: Each 'strongly agree' response = 4 points; agree = 3, slightly agree = 2; disagree = 1, converted to %ages of possible total if all responses are 'strongly agree'.

**Sustainability**

5.  It is noticeable that the highest rating statements all refer not to the facilitators, although their work was rated highly at the 90%+ levels (Statements 5 & 6), but to the self-assessment process. The goals were clear, the materials were useful and the process relevant. But the Statement that participants were more uncertain about (Statement 10) concerned what happens next. This is borne out by the write-in comments – and also in discussions at the end of each workshop.

6.  Participants felt strongly that the processes of LGEA and State self-assessment should continue in 2017 and thereafter. The comment that "*This process should be sustained to maintain progress in the sector*" was echoed by many of the other write-ins. In part this is part of a more general concern about ESSPIN's demise, but much of the commentary was specific to self-assessment. Some hoped that "*DFID should monitor and supervise 2017 self-assessment to ensure sustainability".* Others were more practical, stating that *"self-assessment should now be done by the states and Federal Government".*

7.  End-of-workshop discussions took this theme further, with views expressed that individual IDPs or IDPs collectively should support the process. However, there was strong support for the notion that the states should get together and organise the 2017 procedures themselves. The second workshop was informed that JCC and UBEC were to be approached to support this and other post-ESSPIN initiatives, and the general view was that it is now the responsibility of states – and specifically their Planning, Resources and Statistics Directorates - to manage self-assessment themselves, with whatever external support they can generate. This was countered by the pessimists – "*this is a beautiful exercise but sustainability is doubtful".*

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8. Other write-in comments (other than the usual plaudits) referred to the effects of the workshop personally "*It exposed me to assess my own job & responsibilities* was echoed by several, including "*Thank you indeed for removing the cloak from our face*" . Some were somewhat critical of the preparatory procedures, even though over 95% agreed that they "*had some idea about the reasons for coming to Abuja for this workshop beforehand* ". Some asked for the report to be quickly returned to the states for action and others identified LGEAs as the highest priority for further self-assessment, while a couple of other comments asked that the process "*should be steepd (sic) down to non-participants at SUBEB & LGEAs".*

9. There was only one suggestion that the materials should be simplified – but that may well be one way of meeting the clamour for sustainability. The fact that nearly 40% of participants agreed with the negative statement that  "*The workshop did not allow enough time to complete the work satisfactorily"* indicates that if the workshop is to be completed in two days – not least for cost purposes – some simplification may be helpful. This is reinforced by the likelihood that future self-assessments, if they occur at all, will probably not have the levels of professional facilitation provided so successfully by ESSPIN's Output 2  specialists in this and previous years.

10. The notion that ESSPIN might leave as a legacy some documentation to support the 2017 self-assessment exercises at State and LGEA levels was strongly supported – and this might form a suitable and cost-effective response to the strongly expressed requests from the two workshops.

## Annex 6: State and LGEA Comparisons of Performance in each Sub-Indicator

Figures 1 & 2 compare the State and LGEA performance levels across the six states. They are shown as a percentage of the total possible score if all activities were fully met. The charts enable identification of the highest performing states in each Indicator, and the gaps between State and LGEA performance for each indicator in each state. Figure 2 also enables total performance levels between States and LGEAs to be compared.

Figure 1: State and LGEA ratings as %age of total possible ratings for each Indicator
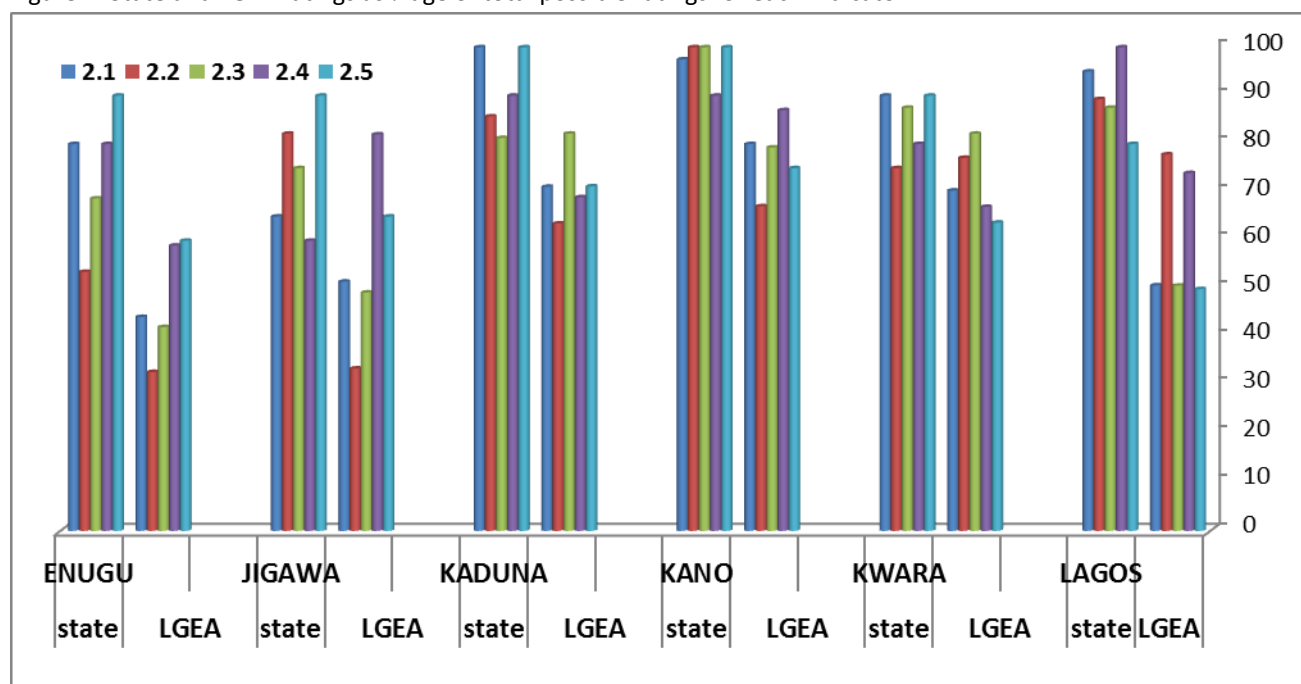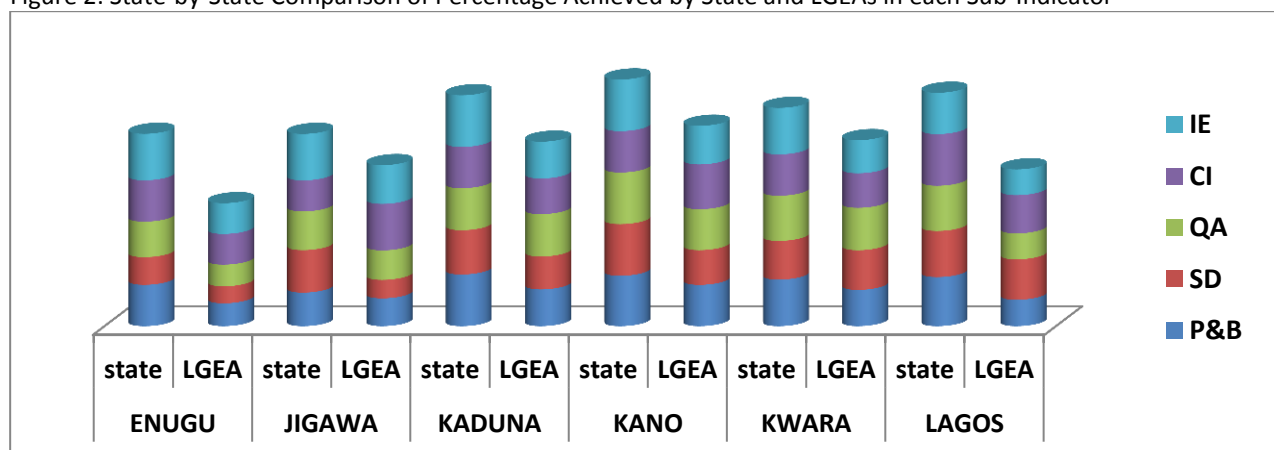


Figure 2: State-by-State Comparison of Percentage Achieved by State and LGEAs in each Sub-Indicator

## Annex 7: Converting Scores to Bands

2.1 Planning & Budgeting

| Indicator Total | |
|---|---|
| Band A | 33-40 |
| Band B | 25-32 |
| Band C | 13-14 |
| Band D | 0-12 |

2.2 Service Delivery

| Indicator Total | |
|---|---|
| Band A | 23-28 |
| Band B | 16-22 |
| Band C | 9-15 |
| Band D | 0-8 |

2.3 Quality Assurance

| Indicator Total | |
|---|---|
| Band A | 14-16 |
| Band B | 10-13 |
| Band C | 6-9 |
| Band D | 0-5 |

2.4 Community Involvement

| Indicator Total | |
|---|---|
| Band A | 9-10 |
| Band B | 6-8 |
| Band C | 3-5 |
| Band D | 0-2 |

2.5 Inclusive Education

| Indicator Total | |
|---|---|
| Band A | 9-10 |
| Band B | 6-8 |
| Band C | 3-5 |
| Band D | 0-2 |