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Institutional Development (*ESSPIN Output 2*)

Lagos State Final Self-Assessment Report:

Report Number: ESSPIN – LG 405

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Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Review
ASC	Annual school census
CSO	Civil society organisation
DWP	Departmental workplan
EMIS	Education management information system
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
SEEDS	State Economic and Empowerment Development Strategy
SIP	School improvement programme
SBMC	School-based management committee
SMO	School Mobilisation Officer
SUBEB	State Universal Basic Education Board
SWPs	Sectional workplans

Introduction

1. This Report reviews and summarises the work undertaken by Lagos State preparatory to and during a self-assessment workshop held in Abuja on 26th & 27th July 2016 in assessing the state's progress against the indicators specified in ESSPIN's logframe. It incorporates a Report prepared by Lagos & ESSPIN on the self-assessment exercise undertaken with LGEAs on 28th June and 4th July, 2016.
2. 2016 is the fifth year in which self-assessment has been conducted by Lagos. Up to 2014, the assessment measured progress towards agreed targets to be achieved by July 2014. Lagos State was successful in reaching these targets last year. In line with the two-year extension to the ESSPIN programme, targets were revised upwards in late 2014 and applied in 2015's self-assessment exercise, which measured progress towards these new targets using more demanding criteria. The 2016 exercise uses the same criteria, assessing changes over the past year.
3. The Self-Assessment Procedures have been designed to allow State and Federal Governments to conduct participatory and integrated assessments of key aspects of performance. They draw on the State Economic and Empowerment Development Strategy (SEEDS) benchmarking process, as developed through the SPARC Self-Assessment Guidelines. Each Output Indicator comprises a number of sub-indicators, each of which are defined in terms of dimensions and performance criteria against which current practice is assessed (Annexes 1 & 2).
4. Assessment is carried out in a participatory manner by a group of key informants from State or Federal Government and implementation partners such as Civil Society Organisations (CSOs), facilitated with the support of external consultants and informed by evidence. The results of the assessment will then be used by State and Federal partners to identify priorities for forward planning purposes and to provide a baseline against which improvements can be evaluated at a later date.
5. The processes whereby the self-assessment was undertaken are described in the next section, along with a review of the issues involved in examining evidence. An analysis of the results of the self-assessment exercise is followed by findings and recommendations for future action by the State and agencies including IDPs supporting state basic education.
6. This is the last exercise organised by and supported by ESSPIN. It is strongly recommended that, with five years' experience and expertise in this area, the State continues to institutionalise the self-assessment processes as part of their mainstream quality assurance and strategic planning activities.

Context

7. The processes for undertaking the self-assessment involved the following steps
 - A self-assessment instrument was prepared (Annex 1), based initially on the ESSPIN logframe and state planning. The indicators there were developed through to the specification of the activities (Dimensions) 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 4).
- This draft report is prepared by the lead facilitator for the self-assessment workshop, to be reviewed by the Abuja workshop participants, to determine whether it is a true reflection of their discussions.
- A final report will incorporate the comments and amendments from the post-workshop review, along with findings from a separate review of Inclusive Education (see below).
- This Report should now be used in the development of the state's Annual Education Sector Performance Review (AESPR) and hence will inform the next MTSS and subsequent budget. The procedures are expected to be embedded and budgeted for in the planning and M&E systems of State Ministries of Education, SUBEBs and LGEAs. This is, after all, a remarkably cost-effective element of the annual planning cycle.

The Nature of Evidence

8. A key question in this process has been the validity of the evidence presented. The worksheets used in the self-assessment contain suggestions as to the evidence that might be used to judge progress in each activity. These are only suggestions and other evidence can and should be used wherever relevant. Most importantly, the production of the listed documents does not *per se* mean that criteria have been met: the documents must provide evidence of actions – not just of meetings that might or might not have supported those actions.
9. The requirement to hold the self-assessment workshops in Abuja for security reasons had some impact on the approach to evidence gathering and examination in a management system that is still substantially paper-based. While some documents could be brought to Abuja either as paper records or on laptops, other documentation had to be left back in the State and LGEA offices. The assessment process, therefore, had to accept that these documents are available, accessible and open to scrutiny within the MDA offices if required. In consequence, some evidence will need to be demonstrated at state level to ESSPIN before these draft results can be fully validated. The queries take the form of comments in the body of the text.

The Organisational Framework

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

It comprises five sub-output *indicators*:

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

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

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

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

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

Table 1 describes the terminology used throughout the report.

11. While this work primarily is undertaken by the SUBEB and its LGEAs, there is also substantial involvement of State Ministry of Education. The self-assessment workshop included, therefore, representatives of the SUBEB, Ministry and the LGEAs and well as CSOs. ESSPIN has provided support for Lagos 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.

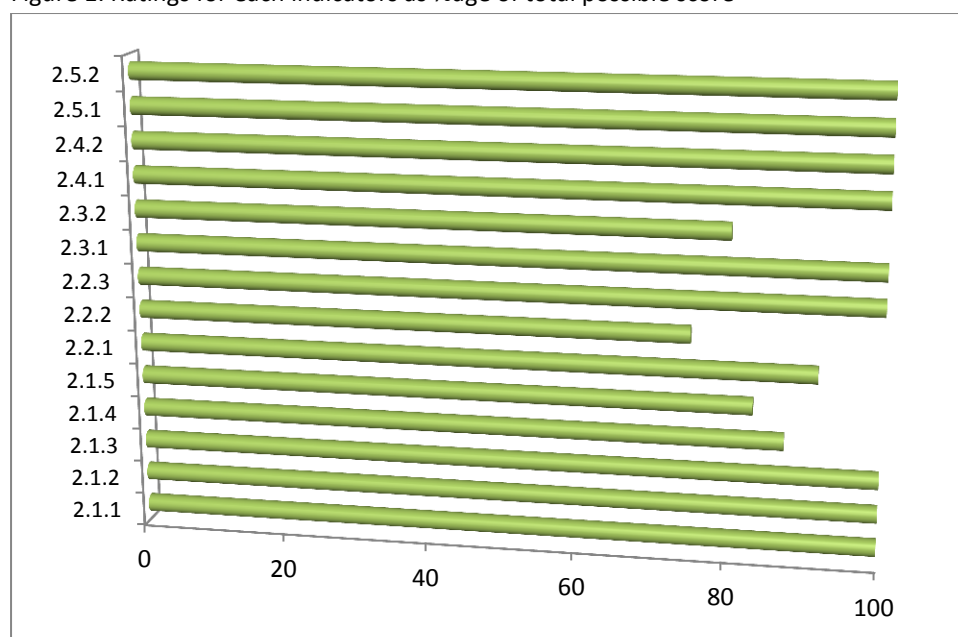
Table 1: Guide to the Jargon

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

Assessment

12. The overall performance of the five Indicators and their sub-output indicators by Lagos 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, Lagos achieved maximum scores in 9 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.

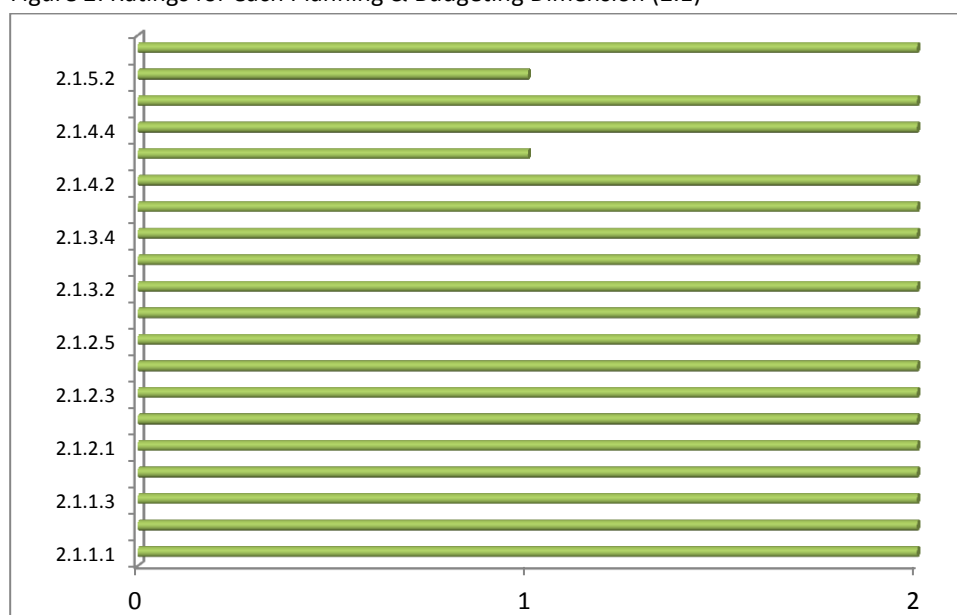
Figure 1: Ratings for each indicators as %age of total possible score



14. The **Planning & Budgeting Output Indicator** (2.1 'Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level') 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 ratings for this Indicator have improved steadily since 2012, and in 2015, with new and more rigorous criteria, a total of 33 points out of a possible 40 placed Lagos State in Band A for this Output Indicator. This has been comfortably exceeded in 2016 with 38 points, again meeting the 2016 target of an A Band. (See Annexes 6 & 7 for conversion tables and comparisons across states).
15. The overall ratings demonstrate consolidation of the progress since 2012 with 'met' scores for all but two of the 20 activities (Dimensions) specified in Indicator 2.1 (Figure 2). All four Dimensions of the first Sub-Output Indicator (2.1.1) "Evidence-based plans developed and integrated between state, LGEA & school" are rated 'met'. The evidence points to a well-prepared MTSS which substantially influences the budget (2.1.1.1). In 2.1.1.2, LGEA plans exist and their development has been supported but the capacity of LGEAs to engage with Local Government Councils and to use evidence from lower-level plans (2.1.1.3) – a weakness last year. Support for the development of school

development plans (SDPs - 2.1.1.4) is rated as 'met', and earlier issues concerning the uses of SDPs seem to have been resolved – although issues concerning their uses are discussed in the Analysis section.

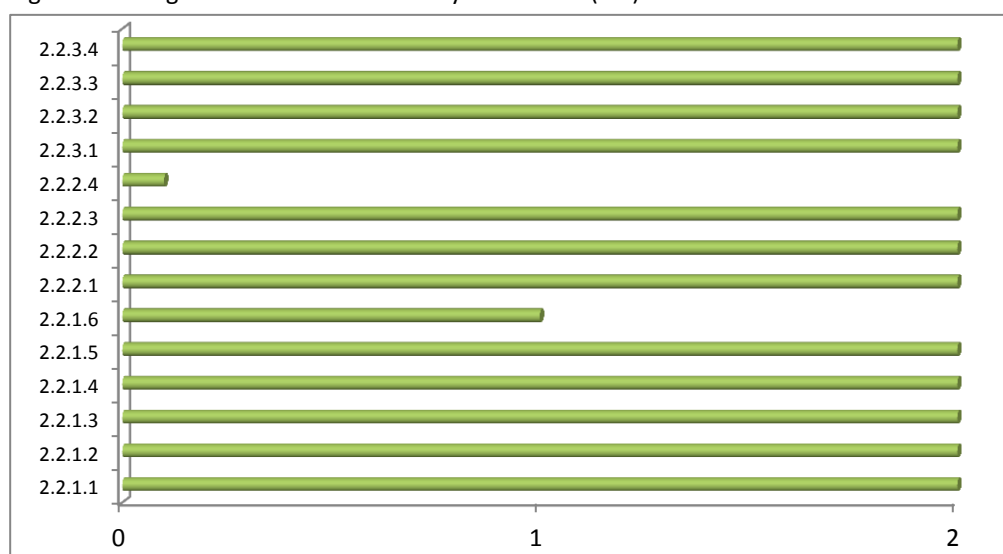
Figure 2: Ratings for each Planning & Budgeting Dimension (2.1)



16. In Sub-Output Indicator 2.1.2 “*Appropriate budget management systems for efficient service delivery in place*”, all five Dimensions are rated as ‘met’ as was the case last year and the year before, helped by the implementation of Lagos State Government-wide initiatives. However, delays in the publication of reports were noted, and the culture of reporting through Quarterly Monitoring Reports (QMRs) is not yet widely adopted outside the two state-level Education MDAs. Departmental workplans (DWPs) are now well-established as management tools needed in order to initiate requests for budget releases, and LGEAs are now supported to prepare and use the equivalent of the DWPs - sectional workplans (SWPs) – as management tools (2.1.2.5), drawing on SDPs to demonstrate bottom-up planning.
17. All four activities under 2.1.3 “*Monitoring & Evaluation units and systems strengthened*” were rated as ‘met’: a significant improvement from 2015. The ‘met’ rating for 2.1.3.1 (“*Support M&E Units and functions in SUBEBs and LGEAs*”) initially seemed generous, given that M&E Units in LGEAs are not yet fully established and functioning. The post-workshop evidence was that M&E is fully functional in the LGEAs and Districts even though they do not have a separate unit for the function, as the MDAs do not have enough staff. They have desk officers carrying out the functions in addition to other roles and this is currently adequate.
18. Similarly, the ‘met’ rating for 2.1.3.4 “*Support sector reporting including AESPR*” was initially generous with limited evidence, but was augmented with post-workshop evidence that the 2015 AESPR was prepared with input from all the Education MDAs, with MOE coordinating. SUBEB collates M&E reports from the LGEAs for the AESPR and the MOE collates the reports from the Districts and other MDAs. Initial drafts are shared with non-responsive MDAs (especially the tertiary institutions) who were encouraged make inputs.

19. Three of the four activities under 2.1.4 “*Functional EMIS and Annual School Census cycle established*” were rated as ‘met’ – the other was rated ‘partially met’. The systems for producing accurate and timely evidence have been strengthened – an improvement since 2015. The ‘partially met’ rating was for 2.1.4.3 (*Support the conduct of Annual School Census, data processing and production and dissemination of ASC and ISD and other reports*). Although evidence of Dissemination workshops was produced, problems of timely publication of reports reduce the impact of such dissemination. This issue has been raised in previous self-assessment reports and is discussed in the Analysis section.
20. The fifth sub- indicator under 2.1 assesses the capacity to “*strengthen organisations (MoE, SUBEB, LGEAs) to manage service delivery more effectively*” (2.1.5). Two of the three Dimensions are rated as ‘met’ with evidence of ways in which the implementation of strategic plans is monitored (2.1.5.1) and the widespread dissemination of vision and mission statements through offices and even on official stationery (2.1.5.3). However, service charters (2.1.5.2) have not yet been developed across the MDAs, so this Dimension earns a ‘partially met’ and the issue is discussed in the Analysis section.
21. 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. Twelve of the 14 dimensions of this Indicator were rated ‘met’ with a total of 25 points out of a possible 28 – placing Lagos in the A Band for this Indicator.

Figure 3: Ratings for each Service Delivery Dimension (2.2)

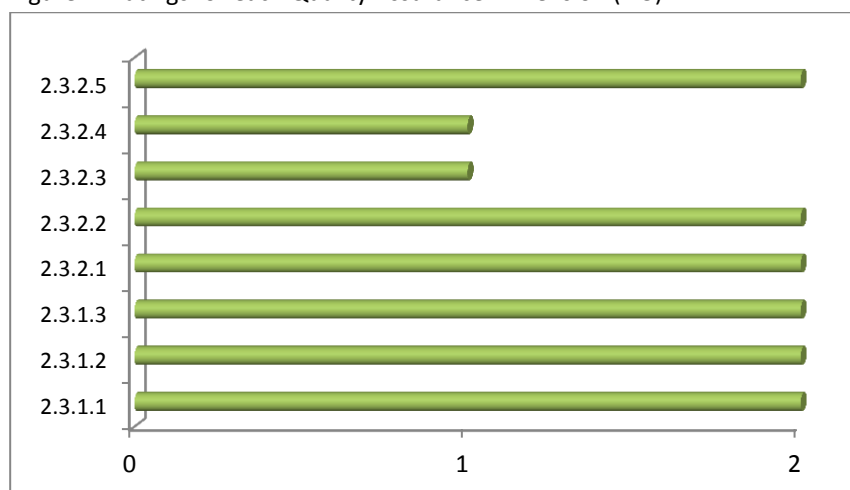


22. Five of the six activities under 2.2.1 “*Strengthen human resource development & management systems at state and LGEA levels*” were rated ‘met’. The exception is 2.2.1.6 (*Support SUBEBs, LGEAs & schools to initiate and manage internal performance management mechanisms*), as the sequential reforms of the human resource systems in SUBEB and LGEAs are still in progress, and the performance management reforms have not yet cascaded to the LGEAs.
23. Three of the four activities for financial management systems and processes (2.2.2) are rated as ‘met’. Evidence was produced to show that the systems for budget tracking, internal audit, capital expenditure on infrastructure and procurement are in place and well-established and similar ratings were achieved in 2014 and 2015. However, 2.2.2.4 (*Facilitate adherence to standard procurement*

rules at the LGEA level) was rated as ‘not met’. This posed technical assessment problems because this is a state function outside the remit of the LGEAs. It is rated ‘not met’ in the absence of evidence but, as discussed later, this is rather harsh as the Dimension is not an appropriate one to assess in Lagos because it cannot point to actions that need to be taken.

24. The evidence for the extent to which Lagos “*undertakes political engagement to win support for her institutional reforms and school improvement programme*” (2.2.4) supports ‘met’ ratings for all four Dimensions. Liaison with the Local Government chairmen (2.2.3.4) was rated as ‘not met’ in 2015 but there is now evidence that the consultations with LG chairmen are institutionalised. An Education committee comprising representatives of the LGAs and the LGEAs now collates the needs of schools and seeks ways to collectively address the needs. Changes in leadership of the LGCs, pending LG elections, has currently slowed down the LGC interventions.
25. The **Quality Assurance Indicator** assesses the quality of school support and quality assurance services at state and LGEA level. Six of the 8 Dimensions in this Indicator were rated as ‘met’ (Figure 4), with a score of 14 points out of a possible 16 – so achieving the target A Band.

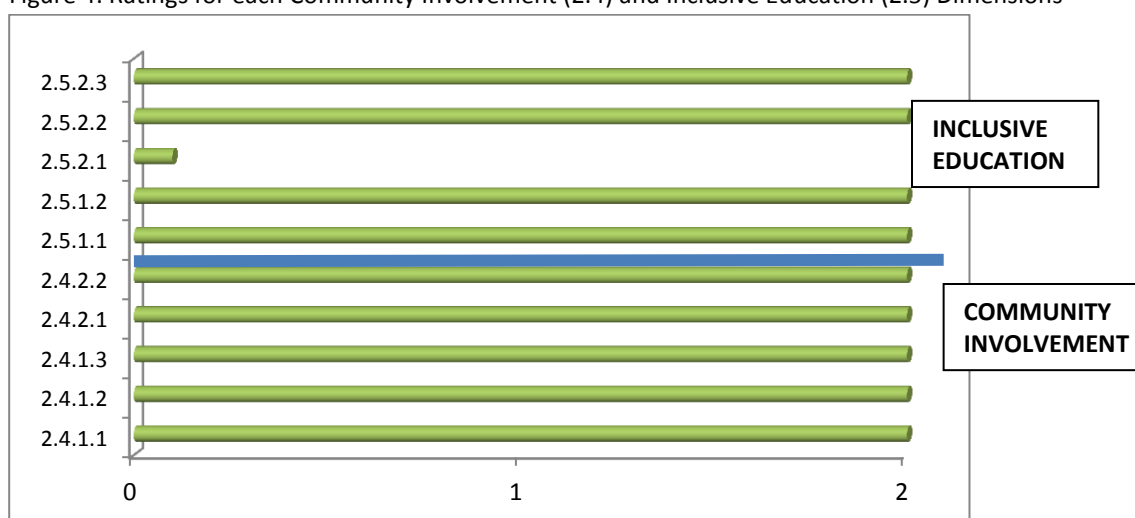
Figure 4: Ratings for each Quality Assurance Dimension (2.3)



26. All three Dimensions of 2.3.1 “*Build capacity to plan and budget for school improvement programmes*” were rated ‘met’, with school improvement targets in place and being actively pursued. School development plans are as yet systematically analysed for school improvement planning – a weakness last year.
27. Three of the five Dimensions of 2.3.2 “*Quality Assurance (QA) programme for schools established and maintained*” were rated as ‘met’ on the basis of the evidence provided. The legislative basis and policy framework for QA policies are still not in place, weaknesses noted last year. This is despite the efforts to develop QA systems but the National QA Policy forms the basis of the establishment and operations of the QA Office in Lagos (including the National revised guidelines, QA handbook and instruments). 2.3.2.3 and 2.3.2.4 were both rated ‘partially met’. They both examine the relationships between the State QA system, the School Improvement Programme and EMIS, and there was limited evidence that these exist or are functioning effectively. These issues have featured in previous self-assessment reports and are examined in the Analysis section below.

28. The **Community Involvement Indicator** assesses the capability of education agencies to engage and collaborate with local communities and CSOs at state and LGEA level. In 2016 Lagos achieved a score of 10 out of a possible 10 in this area, with abundant evidence of its community involvement work from both state and community representatives. It retains the A Band status held since 2014.
29. The three activities of 2.4.1 (*“Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools”*) were rated as ‘met’ on the evidence of the existence and activities of Social Mobilisation Units in SUBEB and LGEAs. Issues concerning the State SBMC policy are discussed below.
30. Both Dimensions in 2.4.2 *“Strengthen capacity of CSOs to hold duty-bearers accountable”* are rated as ‘met’, with evidence for meetings and reports involving CSOs and state representatives and unrestricted access to budget tracking.

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



31. The **Inclusive Education Indicator** measures the quality of inclusive policies at State and LGEA Level. Lagos has scored 8 points in 2016, implying that the state has met most of the key dimensions as a result of the work that state education stakeholders and civil society partners are doing to implement inclusive education activities.
32. Dimension 2.5.1.1 (*State has clear policy on inclusive education that outlaws all forms of discrimination and promotes learning friendly education*) is rated as ‘met’ with a signed and widely recognised inclusive education policy and has been very active in implementing the action plans driven from the policy. There are issues about the inclusion of this within the State Education Policy and this is discussed in the Analysis section.
33. Abundant evidence is available for 2.5.1.2 (*Support civil society to give voice to excluded groups in the planning & budgeting processes*) ‘met’ rating. Lagos state has highlighted the fact that the involvement of civil society in the implementation process of inclusive education is key to success.
34. 2.5.2.1 (*Data on out-of-school children collected and made available at State & LGEA levels*) is rated ‘not met’. A survey of out-of-school children is planned and survey tools are prepared but no date for

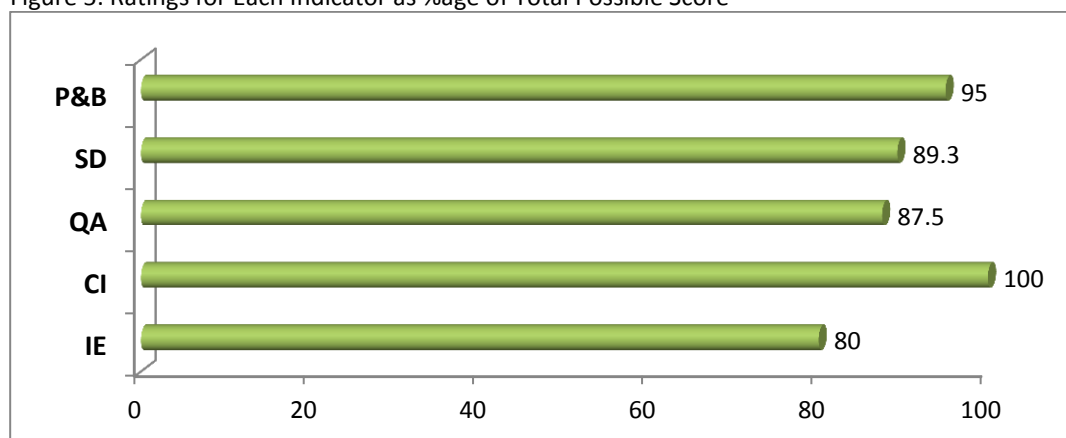
conducting the survey has been agreed.

35. 2.5.2.2 and 2.5.2.3 were fully met. Evidence pointed to MTSS and budgets focused on access and equity issues, while LGEA records confirm that Desk Officers receive information on and respond to community access and equity issues.
36. The overall scores for Output 2 in Lagos State are summarised in Table 2 where they are translated into the Bands employed in ESSPIN's logframe (the conversion tables can be found in Annex 5). The logframe and State Forward Plan specify that Lagos State should have achieved Band A in all five Sub-Output Indicators in 2016. This has been achieved in four out of five, and missed by the narrowest of margins in the fifth – Inclusive Education. The next section analyses the strengths and weaknesses identified in the assessment. It draws some conclusions and makes recommendations that take account of ESSPIN's closure in a few months' time.

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

INDICATOR	Scores			Bands		
	2015	2016	Max. possible	2015	2016	Target
2.1 Planning/Budgeting	33	38	40	A	A	A
2.2 Service Delivery	23	25	28	A	A	A
2.3 Quality Assurance	13	14	16	B	A	A
2.4 Community	9	10	10	A	A	A
2.5 Inclusive Education	9	8	10	A	B	A
Total	87	95	104			

Figure 5: Ratings for Each Indicator as %age of Total Possible Score



Analysis

6. The post-workshop analysis of these assessments has focused on responses to key questions raised in the workshop:
 - What are the key achievements?
 - What have been the main challenges?
 - What are the main differences from last year?
 - What steps are needed to progress in this Dimension?
37. This year's analysis benefits from the availability of the LGEA self-assessment exercises conducted in June and July this year. The results of those exercises are summarised in Annex 3. A separate report has been prepared summarising and analysing the findings, and that report provides one basis for 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

38. The overall performance of the area comprising Planning & Budgeting shows substantial improvement since 2015, and achieves an almost 100% record and an A Band rating. The considerable improvements in planning and budgeting over the past seven years are highlighted in the self-assessment processes but this section also focuses on the challenges facing Lagos State over the next year or so revealed particularly through the LGEA self-assessment exercise, where performance was nowhere near as good as at state level, as Annex 3 demonstrates.
39. The capacity of LGEAs and their Education Secretaries to match the progress made at State level represents the biggest challenge to Lagos State in terms of planning and budgeting. The planning framework is in place, from SDPs through LGEA action plans to State MDA strategic plans and the MTSS. The main problem is finding the funds to deliver these plans. The current economic situation suggest that one approach could be to expand the search for funds with which to deliver LGEA and school plans and to share experiences of good practice across and beyond the state.
40. The planning framework itself needs further development. Although LGEAs prepare budgets and action plans, the processes involved in those preparations are not comprehensive. Little use is made of SDPs and schools are not yet encouraged to use their plans to target the LGEA and others for resources. And production of school and LGEA scorecards does not demonstrate that these influence or are even used by school managers and LGEA officers in preparing their plans.
41. Another area for further development is the M&E function at LGEA level. M&E Units/Desks have been established at all the LGEAs and officers trained to manage them. However, they are reported as unable to perform their functions effectively and utilise information from 'bottom up' and non-formal sources. This is not just about the M&E officers because part of the problem is the attitude and lack of commitment by other LGEA staff to release necessary information so that reports cannot be delivered on time. As the data is needed as a crucial part of the planning cycle, whose timing is dictated by the

budget timetable, there comes a point when preparation and dissemination of late-produced reports becomes a waste of time, when they are too late to shape further plans and budgets. There are also problems in obtaining data from tertiary institutions and the private sector, so that sector reporting is incomplete.

42. The Annual School Census (ASC) has been conducted for several years now with the active involvement of LGEA officers. Although LGEA data management staff have been trained, they seem unable to apply their skills in data analysis and interpretation without external support. In addition, EMIS facilities in most of the LGEAs are in poor condition, making it difficult to integrate the multiple ASC, SMO, SIO and QA reports. The establishment of functioning LGEA databases will hopefully assist in remedying some of these problems. The preparation and distribution of useful planning reports is discussed in the final section.
43. The Service Charter system has not been introduced except at Ministry level in Lagos State. Without service charters LGEAs and SUBEB will face difficulties in demonstrating the levels of service that parents, children and communities can expect from basic education can the system be considered responsive to public needs. The existence of high-sounding vision and mission statements in MDAs and LGEAs is meaningless unless backed by a commitment to deliver that vision – and it was reported that only two LGEAs have circulated their vision and mission statements – which do not inform planning and operations in the LGEAs.

Service Delivery

44. Lagos State has performed strongly in the area of Service Delivery for several years. 2016 is no exception and, with a score of 25 out of a possible 28, it retains the A Band set as the 2016 target. The area has also performed relatively strongly at LGEA level, as Annex 3 indicates, with a major (56%) improvement since 2015.
45. The first section of this Indicator records the progress being in the organisational and human resource management reforms in progress in SUBEB and LGEA. Functional reviews have been completed for both although the report is not yet widely distributed among the LGEAs. The reforms are now being implemented and initial resistance now seems to be overcome. Establishment planning is operative at state level and exists in all LGEAs although plans have not been widely circulated; while workforce planning reviews have taken place in about half the LGEAs (although LGEAs have only limited responsibilities here as they do not undertake any recruitment). Similarly, performance management systems are now operative at SUBEB but have not yet cascaded down to LGEAs. These HRM reforms have been an important plank of ESSPIN support to Lagos State for several years and it would be encouraging to see the main components operative at State and LGEA levels before ESSPIN's work is completed.
46. Three of the four Dimensions of the financial management systems sub-indicator (2.2.2) are rated as 'met'. Reforms have been completed in the areas of budget tracking, internal audit, procurement, etc. and they are also operative at LGEA level, with evidence of audit reports, quarterly monitoring reports and budget tracking. The problem area is procurement. This is not delegated to LGEAs in Lagos so the

activity does not exist – and should be removed from any further self-assessment schedule that the state might use.

47. The four ‘political engagement’ (2.2.3) sub-indicators are rated as ‘met. Engagement with the Hon. Commissioner and SUBEB Chair is systematised with regular quarterly and monthly meetings and it is anticipated that this will be maintained with incoming State Government appointments. For LGEAs there are regular meetings between SUBEB and the Education Secretaries and between Education Secretaries, who also liaise regularly with Local Government Chairmen. However, that liaison does not seem to be successful in generating financial support for LGEA schools and its impact is queried above, in order to confirm the rating.

Quality Assurance

48. The rating for Quality Assurance has improved slightly in 2016 – just enough to achieve the target A Band with a score of 14 out of a possible 16. Considerable improvements were recorded at LGEA level, with a 40% increase in the 2016 score compared with 2015.
49. The first section of the Quality Assurance area deals with school improvement policies. Much has been achieved here, with school improvement targets costed and budgeted for and school development plans operative. As discussed earlier, there are question-marks about the usefulness of these plans at present, if they are not used to generate much needed resources from LGEA, LGAs and other sources. There is a danger that planning becomes a sterile exercise unless head-teachers, teachers and SBMCs can see real benefits accruing from their efforts.
50. The second area under Quality Assurance concerns the QA function and its impact on schools. In theory a twin approach to improving school and the dedicated School Improvement Programme (SIP) quality should come from the QA structures at State and LGEA levels. Their work should in turn be supported by the EMIS Unit, aggregating and analysing the various reports on school performance. In practice it has been difficult to achieve effective collaboration and integration between the three functional areas. Action has been taken at state level, with an Office of Education Quality Assurance housing all Quality Assurance Evaluators from State to LGEA level, with the supporting budgets and structures. Improvements have taken place recently, with QA and SIP staff cooperating in school evaluations. But there are still no operational links between QA and EMIS
51. However, the LGEA Database will mark a substantial step forward, when rolled out to all LGEAs and will provide a vehicle for tackling these problems and resolving them, thereby improving both QA and planning. Attitudinal changes and skill enhancements (notably report writing skills and the development of techniques for aggregating and synthesising groups of reports, as discussed below) will also be needed, so that planners and decision-makers will actively seek evidence of both the qualitative and quantitative measures of school performance. It is, of course, not enough to prepare quality reports. They have to be read, discussed and acted upon – and issue raised in the final section.

Community Involvement

52. Community Involvement has achieved a 100% record in 2016, with every activity rated as ‘met’, so

achieving the target A Band. In the LGEA self-assessment a lower rating was given in 2016 compared with 2016, because CSOs are involved only at state level, so LGEA plans do not include communication functions with CSO. However, the consequence is that CSOs can engage very effectively with SUBEB, helped by unrestricted access to budget tracking and hence greater accountability.

53. The establishment of Social Mobilisation Units in each LGEA has been a significant move towards more effective community involvement in basic education both through their Stakeholder Committees and Forums and their work with the SBMCs. There was abundant evidence of these activities but questions remain as to the tangible consequences of so many reports and meetings. There are also issues concerning the need for the State SBMC Policy to reflect school-based SBMCs as well as the initial cluster SBMCs.
54. Community involvement has impacted very positively on school improvement. However, there is no room for complacency. More could still be done in the area of resource mobilization and channelling of external interventions to meet the pressing needs of the schools. As mentioned earlier, the efforts to involve community representation in school level planning will come to nothing if those plans do not lead to actions. Public-private partnerships are needed along with more efforts to share good practice across LGEAs about effective strategies for involving communities.

Inclusive Education

55. This is the one area where a B Band is recorded but it is only one point below the target A Band. The reason for this is the lack of evidence of any progress in conducting the planned survey of out-of-school children. At LGEA level substantial (33%) improvement was recorded from 2015. Structures are in place to support inclusive education work including the IE Committee in the Ministry of Education. It was reported that the Policy would benefit from being incorporated within the State Education Policy.
56. The out-of-school children survey is one of a number of studies needed to inform IE policy. At the same time, mass awareness-raising programs are needed to make people aware of their right to free education for all children.

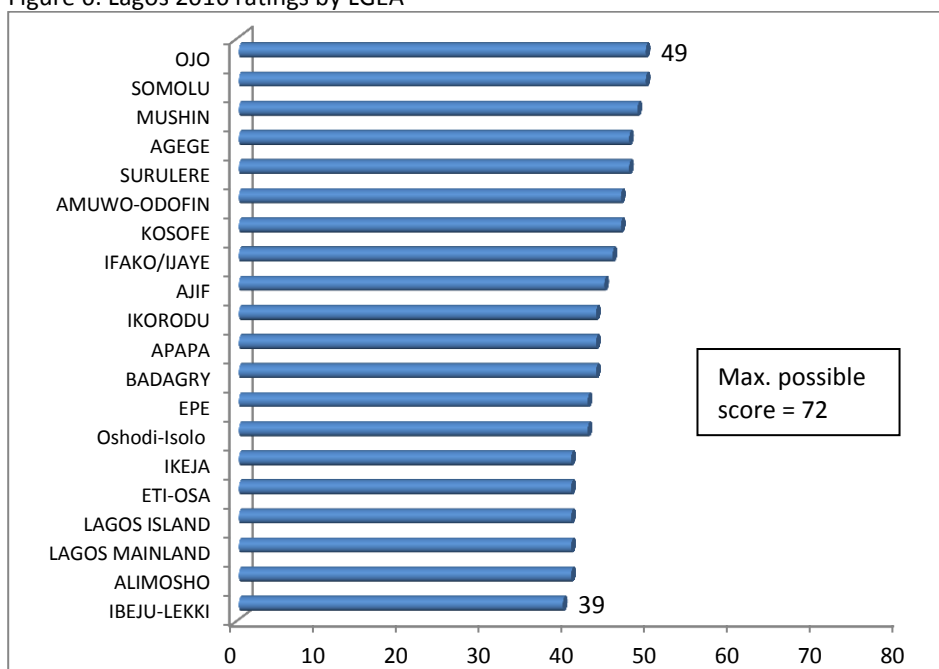
Conclusions and Recommendations

57. 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 and community involvement. It also locates crucial issues about the sustainability of those reforms after ESSPIN's work is completed in a few months' time.
58. 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 Lagos schools.

LGEAs

59. This is the first self-assessment report to draw upon both state and LGEA self-assessment exercises. It is abundantly clear from the LGEA report that LGEAs have not as yet developed to the extent that state-level MDAs. However, substantial progress has been made by LGEAs and it is encouraging that all the LGEAs are broadly at the same development level. Figure 6 shows the performance of each LGEA in terms of its relative success, measured as a percentage of the total possible score. Lagos is distinctive among the states undertaking this exercise in that the gradient from highest to lowest is very small, with the lowest LGEA scoring 54% of the total possible and the highest only 68%. Lagos has been successful in preventing massive disparities between the performance levels of its LGEAs.

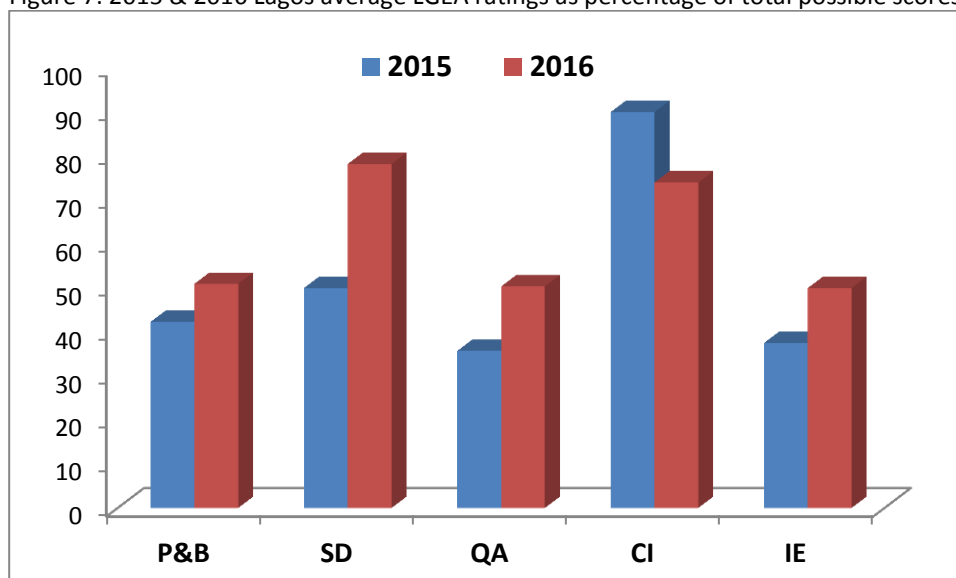
Figure 6: Lagos 2016 ratings by LGEA



60. The 2016 LGEA self-assessment results show significant improvements since 2015 in all but one area (Figure 7). Planning & Budgeting ratings increased by 20%; Service Delivery by 56%, Inclusive Education by 33% and Quality Assurance by 41%. However, Community Involvement ratings were

18% lower than 2015.

Figure 7: 2015 & 2016 Lagos average LGEA ratings as percentage of total possible scores by Indicator



61. 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 is slow and patchy. 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.
62. 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 enhance. 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.
63. 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 Lagos State.

64. 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

65. As indicated in Annex 3, 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 Lagos this year indicate the need to develop tougher criteria against which performance can be measured. Otherwise the procedures could become little more than an exercise in self-congratulation leading to complacency.
7. 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

66. Central to the findings of this year's two self-assessment exercises in Lagos is the recognition that LGEA capacity must be strengthened so that the LGEAs can provide the necessary support for their schools. Schools are now supported (or at least visited) by SSOs, SMOs and QA evaluators. Their efforts do not as yet seem to impact on providing the necessary resources (human, material and financial) that schools need. And this can in part be explained by the inability of LGEAs to capture the reports from school visitors in ways that enable them to digest the main issues and identify key priorities.
67. 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.
68. Underpinning all of these reforms is the need to identify exactly what initiatives are most effective in enhancing pupil achievement across a wide range of schools and age ranges. ESSPIN has done much

to identify the problems and initiate some strategies to address them. Future self-assessment exercises would usefully focus in more detail on the evidence needed to determine whether these strategies are making a difference.

Recommendations

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

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

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

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

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

PLANNING & BUDGETING

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

2.1.1 Evidence-based plans developed and integrated between state, LGEA & school	2.1.1.1 Support development & linkages of Medium Term Sector Strategies (MTSS) to budget	2
	2.1.1.2 Support development of LGEA action plans that impact on MTSS	2
	2.1.1.3 Develop capacity of SUBEBs and LGEAs to use evidence from lower-level plans in their planning & budgeting	2
	2.1.1.4 Support development of SDPs using ISD and other reports	2
TOTAL		8
2.1.2 Appropriate budget management systems for efficient service delivery in place	2.1.2.1 Support implementation of transparent budget presentation systems	2
	2.1.2.2 Support use of Departmental Work Plans (DWP) 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	1
	2.1.5.3 Support development of corporate vision and mission for LGEAs	2
TOTAL		5
TOTAL 2.1		38

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	1
TOTAL		11
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		25

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)	1
	2.3.2.4 Link QA system to state and LGEA planning, budgeting & M&E through EMIS	1
	2.3.2.5 Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports	2
	TOTAL	8
TOTAL 2.3		14

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

2.4.1 Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools	2.4.1.1 Support communications functions at LGEAs to interact with communities and schools	2
	2.4.1.2 Encourage mechanisms for stakeholder participation in LGEA and school level planning	2
	2.4.1.3 Facilitate mobilising & monitoring of external resources for school infrastructure & facilities	2
TOTAL		6
2.4.2 Strengthen capacity of CSOs to hold duty-bearers accountable	2.4.2.1 Duty-bearers respond to political engagement by civil society on priority areas for increased accountability in basic education service delivery	2
	2.4.2.2 Strengthen the capacity of CSOs to undertake budget tracking	2
TOTAL		4
TOTAL 2.4		10

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

2.5.1 Planning on access and equity is comprehensive and available	2.5.1.1 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 Clear anti-discrimination policies	2.5.2.1 Data on out-of-school children collected and made available at State & LGEA levels	0
	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	4
TOTAL 2.5		8

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
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
<i>High quality DWPs are prepared soon after the annual budget is finalised and are the basis for release of funds and expenditure</i>	<i>DWPs are prepared (covering both the capital and the recurrent activities) but have little or no bearing on actual budget releases and expenditure by activity</i>	<i>Departmental Work Plans are either not prepared or are not used for determining the release of funds or the actual use of budgets</i>

2.1.2 Appropriate budget management systems for efficient service delivery in place**2.1.2.3 Support MDA personnel to use the DWP**

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

2.1.2 Appropriate budget management systems for efficient service delivery in place**2.1.2.4 Support institutional initiatives for preparing & implementing phased MDA implementation plans based on DWPs**

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

2.1.2 Appropriate budget management systems for efficient service delivery in place**2.1.2.5 Support the preparation and implementation of LGEA DWPs**

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

2.1.3 Monitoring & Evaluation systems strengthened**2.1.3.1 Support M&E Units and functions in SUBEBs and LGEAs**

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

2.1.3 Monitoring & Evaluation systems strengthened

2.1.3.2 Provide training for deployed M&E personnel

MET	PARTIALLY MET	NOT MET
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
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
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EMIS Unit conducts the ASC effectively and on time and is pro-active in the production and dissemination of ASC, ISD and other reports

EMIS Unit conducts the ASC effectively and on time and is pro-active in preparation of reports but not in their dissemination

ASC conducted but data not processed

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

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

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

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

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
<i>Service charters for SUBEB, LGEAs and schools developed based on organisation mandate and disseminated</i>	<i>Service charters at each level developed but not disseminated</i>	<i>Service charters not developed at each level</i>

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
<i>SUBEB & LGEAs have widely publicised corporate vision and mission statements that inform their strategic plan</i>	<i>LGEAs have agreed corporate vision and mission but these not widely recognised</i>	<i>No LGEA corporate vision & mission statements</i>

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
<i>The functional review process is complete and has been wholly or largely implemented by the LGEAs</i>	<i>Functional review of LGEAs has been completed or well advanced but little implementation of</i>	<i>LGEA functional reviews are yet to be undertaken</i>

recommendations yet

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

2.2.1.2 Support SUBEBs in implementing HR systems & process review recommendations

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

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

2.2.1.3 Support LGEAs in undertaking HR systems and process reviews

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

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

2.2.1.4 Facilitate establishment planning on basis of strategic plans and functional reviews for SUBEB & LGEAs

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

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

2.2.1.5 Support SUBEBs and LGEAs in workforce planning to implement establishment plans

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

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

2.2.1.6 Support SUBEBs, LGEAs & schools to initiate and manage internal performance management mechanisms

MET	PARTIALLY MET	NOT MET
<i>An effective internal system of monitoring and assessing set individual performance targets have been developed and applied in SUBEB and the LGEAs</i>	<i>The departments responsible for HR at SUBEB and LGEA levels have been exposed to the principles of setting and monitoring individual performance targets</i>	<i>There is no formal system in place for setting and monitoring individual performance targets</i>

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

2.2.2.1 Support budget tracking and financial reporting

MET	PARTIALLY MET	NOT MET
<i>Budgets of SUBEB & LGEA are tracked both internally and by external observers using information provided by those organisations and beneficiaries, and the results are available to the public</i>	<i>Budget execution is tracked internally by SUBEB and LGEAs but the results are not available for external observers</i>	<i>There is no system for tracking budget executions either by MoE /SUBEB or by external agencies</i>
2.2.2	Strengthen financial management systems and procurement processes for efficiency & effectiveness	
2.2.2.2	Support strengthening of internal control systems including audit	
MET	PARTIALLY MET	NOT MET
<i>SUBEB and LGEAs have effective system of internal audit</i>	<i>SUBEB audited internally but no evidence of impact and/or LGEAs not audited</i>	<i>No effective audit system for SUBEB and LGEAs</i>
2.2.2	Strengthen financial management systems and procurement processes for efficiency & effectiveness	
2.2.2.3	Support infrastructural developments and models that facilitate school improvement and inclusion	
MET	PARTIALLY MET	NOT MET
2.2.2	Strengthen financial management systems and procurement processes for efficiency & effectiveness	
2.2.2.4	Facilitate adherence to standard procurement rules at the LGEA level	
MET	PARTIALLY MET	NOT MET
<i>There are effective controls in LGEAs to ensure compliance with procurement guidelines</i>	<i>A strengthened system of compliance control on procurement has been developed but not effectively applied</i>	<i>There is no system in place to ensure effective compliance with procurement rules in LGEAs</i>
2.2.3	Undertake political engagement to sustain support for institutional reforms and school improvement programme	
2.2.3.1	Engage with Commissioners to provide leadership and mobilise resources and related support for school improvement	
MET	PARTIALLY MET	NOT MET
<i>There are systems in place for regular and effective engagement with the Commissioner</i>	<i>Engagement with the Commissioner occurs but is neither regular nor systematic</i>	<i>There are no systems for routine engagement of the Commissioner in resource mobilisation</i>
2.2.3	Undertake political engagement to sustain support for institutional reforms and school improvement programme	
2.2.3.2	Engage with SUBEB Chairs for commitment to support institutional reforms and implementation of school improvement programme	
MET	PARTIALLY MET	NOT MET
<i>There are systems in place for regular and effective engagement with the SUBEB Executive Chairman</i>	<i>Engagement with the SUBEB Executive Chairman occurs but is not regular</i>	<i>There are no systems for routine engagement of the SUBEB Executive Chairman on school improvement reforms</i>
2.2.3	Undertake political engagement to sustain support for institutional reforms and school improvement programme	
2.2.3.3	Work with Education Secretaries to promote school improvement in LGEAs	

MET		PARTIALLY MET	NOT MET
<i>There are systems in place for regular and effective engagement with Education Secretaries</i>		<i>Engagement with Education Secretaries occurs but is not regular</i>	<i>There are no systems for routine engagement with the Education Secretaries on school improvement reforms</i>
2.2.3	Undertake political engagement to sustain support for institutional reforms and school improvement programme		
2.2.3.4	Engage with LG chairmen to provide resources and other support for school improvement programme		
MET		PARTIALLY MET	NOT MET
<i>There are systems in place for regular and effective engagement with the LG chairmen</i>		<i>Engagement with the LGA Chairmen occurs but is not regular</i>	<i>There are no systems for routine engagement of the LG chairmen on school improvement reforms</i>

QUALITY ASSURANCE

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

2.3.1 Build capacity to plan and budget for school improvement programmes

2.3.1.1 School improvement targets (with budgets) established

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

2.3.1 Build capacity to plan and budget for school improvement programmes

2.3.1.2 Support relevant State working groups to incorporate school improvement targets in the MTSS

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

2.3.1 Build capacity to plan and budget for school improvement programmes

2.3.1.3 School development plans (SDPs) aggregated and analysed

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

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

2.3.2.1 Facilitate institutional support for an effective QA system

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

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

2.3.2.2 Support states in developing & implementing QA policies

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

2.3.2 Quality Assurance (QA) programme for schools established and maintained**2.3.2.3 Sustain & strengthen linkages of QA system with school improvement programme (SIP)**

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

2.3.2 Quality Assurance (QA) programme for schools established and maintained**2.3.2.4 Link QA system to state and LGEA planning, budgeting & M&E through EMIS**

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

2.3.2 Quality Assurance (QA) programme for schools established and maintained**2.3.2.5 Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports**

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

COMMUNITY INVOLVEMENT**2.4 Level and quality of State/LGEA engagement with local communities on school improvement****2.4.1 Strengthen capacity of SUBEBs & LGEAs to harness and utilise community and other external resources to schools****2.4.1.1 Support communications functions at LGEAs to interact with communities and schools**

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

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

MET	PARTIALLY MET	NOT MET
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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
<i>Mechanisms in place to source funds, mobilise resources and monitor external interventions to benefit school infrastructure and facilities</i>	<i>Mechanisms in place to source funds and mobilise resources but no evidence that external interventions benefit school infrastructure and facilities</i>	<i>No mechanisms in place to source funds, mobilise resources and monitor external interventions to benefit school infrastructure and facilities</i>

2.4.2 Strengthen capacity of CSOs to hold duty-bearers accountable

2.4.2.1 Duty-bearers respond to political engagement by civil society on priority areas for increased accountability in basic education service delivery

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

2.4.2 Strengthen capacity of CSOs to hold duty-bearers accountable

2.4.2.2 Strengthen the capacity of CSOs to undertake budget tracking

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

INCLUSIVE EDUCATION

2.5 Quality of inclusive policies at State and LGEA Level

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

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

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

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

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

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

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

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

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

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 (DWP) 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	1.0
	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		2.7
TOTAL 2.1		12.6
SERVICE DELIVERY		
2.2.1 Strengthen human resource development & management systems at state and LGEA levels	2.2.1.1 LGEAs supported in undertaking functional reviews and alignment	1.4
	2.2.1.2 Facilitate establishment planning on basis of strategic plans and functional reviews for LGEAs	1.5
	2.2.1.3 Support SUBEBs and LGEAs in workforce planning to implement establishment plans	1.1
TOTAL		3.9
2.2.2 Strengthen financial management systems and procurement processes for efficiency & effectiveness	2.2.2.1 Support budget tracking and financial reporting	2
	TOTAL	2
2.2.3 Undertake political engagement to sustain support for institutional reforms and school improvement programme	2.2.3.1 Engage with SUBEB Chairs for commitment to support institutional reforms and implementation of school improvement programme	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	1.0
TOTAL		5

TOTAL 2.2 10.9**QUALITY ASSURANCE**

2.3.1 Build capacity to plan and budget for school improvement programmes	2.3.1.1 School improvement targets (with budgets) established	0.7
	2.3.1.2 Support relevant LGEA working groups to incorporate school improvement targets in the MTSS	0.9
	2.3.1.3 School development plans (SDPs) aggregated and analysed and used as basis for planning	1.5
	TOTAL	3.1
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 Sustain & strengthen linkages of QA system with school improvement programme	1.0
	2.3.2.3 Link QA system to state and LGEA planning, budgeting & M&E through EMIS	0
	2.3.2.4 Build capacity of QA evaluators in evidence collection, analysis, reporting and dissemination of QA reports	1.0
	TOTAL	4

TOTAL 2.3 7.1**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	1.0
	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	1.3
	2.4.2.2 Strengthen the capacity of CSOs to undertake budget tracking	1.1
	TOTAL	2.4

TOTAL 2.4 6.9**INCLUSIVE EDUCATION**

2.5.1 Planning on access and equity is comprehensive and available	2.5.1.1 Data collected and made available at LGEA level	1
	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	1.0
	2.5.2.2 Support civil society to give voice to excluded groups in the planning & budgeting processes	1.0
	TOTAL	2.0
	TOTAL 2.5	4

Annex 4: A Vision of a Functioning LGEA

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

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

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

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

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

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

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

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

Annex 5: Self-Assessment Workshops Evaluation Findings & Comments

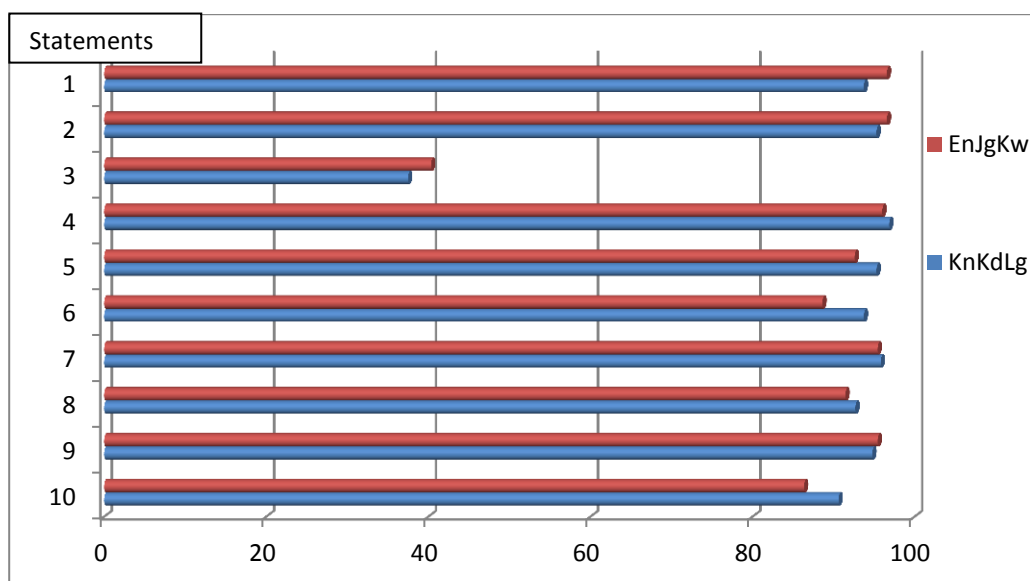
1. The end-of-workshop evaluation provides an immediate snapshot of participant responses to the workshop. The value of such instant 'happy sheets' is limited but they do provide some evidence that can be of assistance in preparing future self-evaluation exercises. The evaluation results were sorted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

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

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

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

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



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

Sustainability

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

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

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

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

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

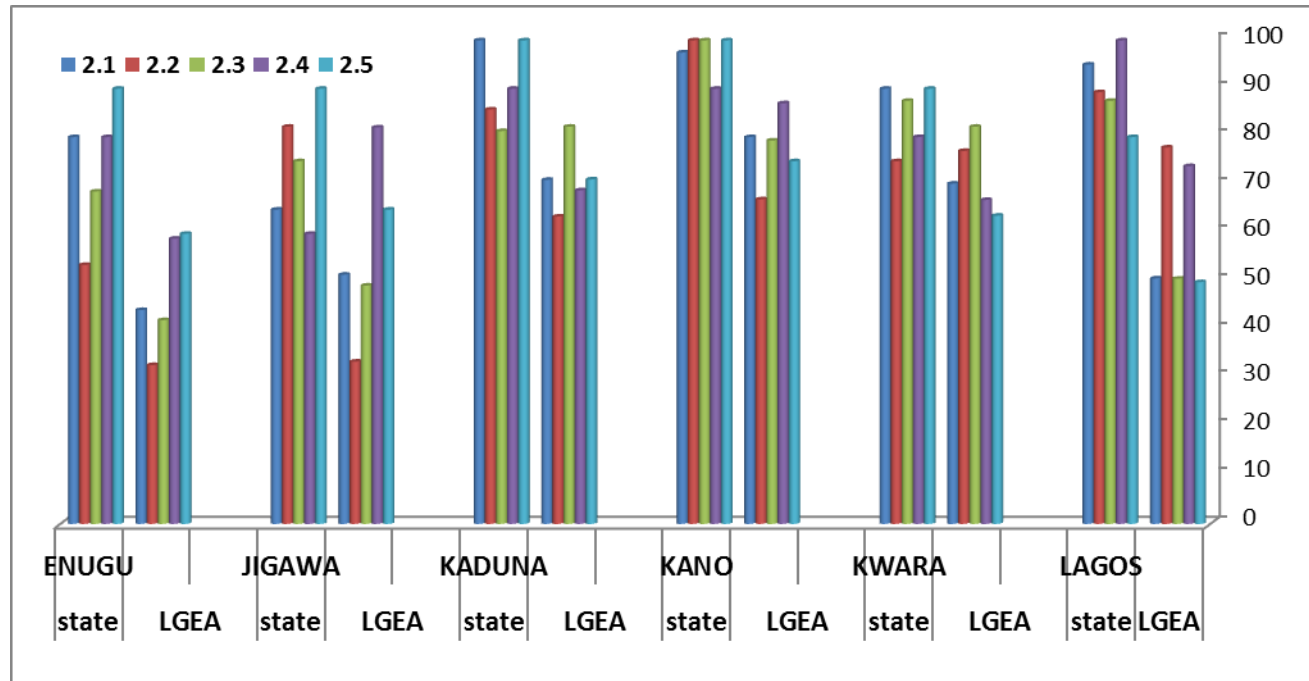
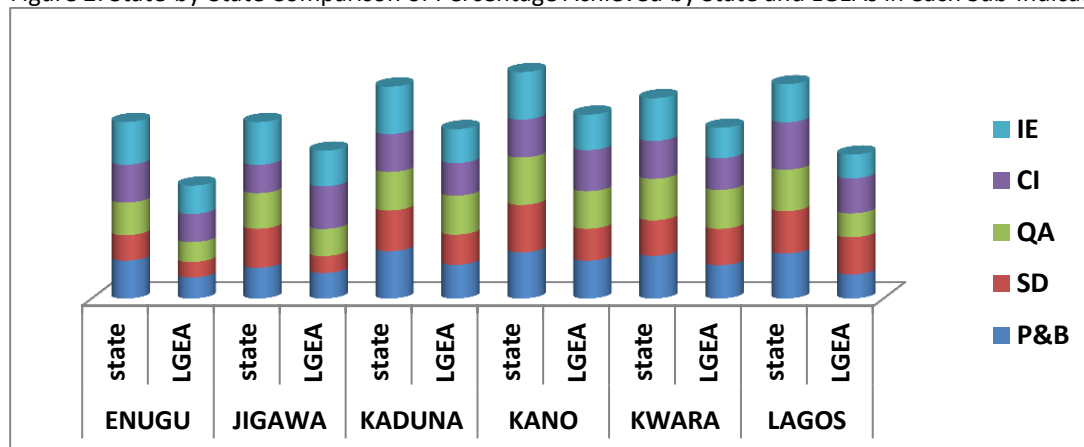


Figure 2: State-by-State Comparison of Percentage Achieved by State and LGEAs in each Sub-Indicator



Annex 7: Converting Scores to Bands

2.1 Planning & Budgeting

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

2.2 Service Delivery

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

2.3 Quality Assurance

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

2.4 Community Involvement

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

2.5 Inclusive Education

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