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December 2010



**Above**  
Better learning  
methods – participatory  
learning for all pupils.

# esspin express

## Lesson plans

Literacy and numeracy lesson plans are now ready to be produced for every primary 1–3 teacher in Kwara State after a comprehensive process of development, design and quality assurance. Over the past year the Kwara State School Improvement Team has been training and supporting School Support Officers, head teachers and teachers to use the draft copies in all primary 1–3 classrooms. As a result of this combination of training and support, teachers are starting to adopt better teaching methods and pupils are becoming more involved in their learning. This approach means that everybody involved in pre- and in-service training, and in providing school-based support, is working with the same understanding of teaching and learning. Kwara primary school children will then ultimately receive a consistent standard of learning experiences, regardless of where they live in the state.

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Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

## Organisational profile

ESSPIN is one of a set of State Level Programmes (SLPs), funded by the UK Department for International Development (DFID), which work on governance, accountability and the delivery of health and education services. ESSPIN supports federal and state authorities as they work both to reform the governance of education and to improve the quality of education that children receive.

ESSPIN is a partnership between the Nigerian Government and DFID. The six-year programme (2008–2014) supports federal and state governments – in Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos – in their efforts to develop effective planning, financing and delivery systems that will improve the quality of basic education.

ESSPIN supports simultaneous action on multiple fronts. Support for schools is accompanied by support for communities, support for state and local government and support to develop federal laws, policies and budgets.

ESSPIN is managed by a consortium of partners led by Cambridge Education, a member of the Mott MacDonald Group.



## Left

The cast of children in 'Gbagan! Gbagan!'.

## Right

Chidi Ukwu directs Patrick Otoro in a scene from 'Gbagan! Gbagan!'.



## 'Gbagan! Gbagan!' hits the airwaves

The radio drama 'Gbagan! Gbagan! – The bell is calling you' has debuted on the Radio Nigeria Network service. The drama, produced by Flint Productions for ESSPIN, puts a finger on the pulse of Nigerians with regard to basic education – how we experience it now and what developments we expect. Character-driven, the drama draws on extensive research and observation of many ordinary public primary schools.

The drama is aired at 10:30am on Saturdays on FRCN's Radio Nigeria Network. Other partner stations including Ray Power FM and FRCN's Hausa service will start broadcasting in due course.

**'Gbagan! Gbagan! –  
The bell is calling you'  
Radio Nigeria  
Saturday 10.30am**

## Promoting education reporting

The Journalism Development Programme took off in September 2010 with initial awareness-creating activities among senior reporters and editors drawn from the print and electronic media in the ESSPIN focal states (Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos) and in Abuja.

The initiative, being implemented by the Development Communication Network, is developing a collaborative approach with a selected and sizeable group of journalists. The aim is to increase their awareness and understanding of education sector issues and develop their capacity to identify, investigate and present education stories to the public.

More than 100 journalists have been sensitised about the programme and made aware of current challenges and issues in Nigeria's education sector reform, especially as they relate to the ESSPIN focal states.

## Naira for knowledge

Starting in December 2010, the Kano State Ministry of Education and SUBEB have initiated a Conditional Cash Transfers (CCTs) pilot project with the World Bank and ESSPIN to encourage girls to complete basic education and continue through secondary education.

Girls need to attend school and stay there. This is an issue across Nigeria, but especially in Kano where gender disparities in basic education enrolment and attendance are getting worse.

There is evidence that a better-educated woman is more likely to earn a higher income, keep a healthier home, have healthier children, and send them to school. An educated girl could go on to train – as a nurse or a teacher, for example. The longer a girl stays in school, the less likely she is to experience exploitation and risky young-age pregnancies.

Under the CCT pilot project, cash payments of N2,500 or N5,000 will be given to the poorest families in accordance with the project's established eligibility criteria as applied at community level. The project will support a single cohort of 10,600 selected girls in PRY5 and PRY6 and JSS1 through three years of basic education.



**Above**  
With CCT completion, a brighter future is on the horizon for the girl child.

Communities will monitor beneficiaries' compliance and approve payments on the basis of the girls' admission at the start of the academic year and a minimum 80% attendance record. ESSPIN is supporting audit processes through independent agencies to ensure funds are properly disbursed.

Parents and daughters – especially in rural communities – are excited about the pilot project and want to see results. They are also beginning to ask important questions which should be of interest to all education stakeholders, such as: 'What happens to CCTs after the development partners end the project and leave?', 'Will the state fund CCTs in the longer term?', 'Is there a sustainability plan?'

We all have a role to play in making sure the CCTs are a success in the long term. Support girls' education, and demand sustainable interventions to achieve it.

## Correction

In the story titled 'Kano Schools in Crisis' in the fifth edition of ESSPIN News, the sentence 'The decline of budgetary allocation to the education sector from N24.374b for basic education in 2010 to N13.05b for basic and higher education for 2011–2013...' should have read, 'The decline of budgetary allocation to the education sector from N24.374b for basic education in 2010 to N13.05b for basic and higher education each year from 2011–2013...'. The error is regretted.



**Above**  
CCT will make learning affordable for the girl child.



**‘The school is now enjoying the water, no more purchasing of water for the school. The toilets will make the school environment more conducive for learning to take place. I thank ESSPIN/DFID for giving us water in our schools’.**

**Mrs Fadare**

Ajenifuja Primary School Principal

**Above**

HRH, The Duke of Gloucester and Mrs Fadare, Principal of Ajenifuja Primary School.

## **The Duke of Gloucester visits ESSPIN projects in Lagos**

On 29 September 2010, His Royal Highness, The Duke of Gloucester visited Ajenifuja Primary School, Ilupeju, a school being supported by ESSPIN in Lagos State. The Duke was visiting Nigeria to represent Her Majesty, The Queen at the 50th anniversary celebrations of Nigeria becoming an independent nation.

At the school, The Duke met the School Principal Mrs Fadare, her staff and pupils. He also inspected an ESSPIN water and sanitation project. As the first phase of a pilot scheme, ESSPIN is providing this school and 12 others with a borehole. The Ilupeju community School-Based Management Committee (SBMC) will support the maintenance of the facilities. The amenities will serve the school complex, which houses four schools. At Ajenifuja, this will provide 1,296 pupils and 90 staff with safe drinking water and improved sanitation. A further 14,000 pupils will benefit in the other supported schools. The pilots will then be replicated elsewhere, using the state government’s own resources.

The School Principal, Mrs Fadare, said that the water will be used for drinking, flushing the toilets and general cleaning.

From  
Alistair Wood Esq MBE  
Private Secretary to  
TRH The Duke and Duchess of Gloucester



KENSINGTON PALACE  
LONDON W8 4PU

10th November 2010

*Dear Dr. Ilusanya*

Thank you for your kind letter of the 22nd October 2010 which I have shown to The Duke of Gloucester.

His Royal Highness has asked me to say that he was delighted to have been able to visit Ajenifuja Primary School on his recent visit to Lagos and is pleased that his visit may have been of some value. The issue of clean water is so fundamental to quality of life and health care, particularly for the young, and he was delighted to have seen some practical and successful measures being implemented.

His Royal Highness has asked me to convey his very best wishes to all in the education sector support programme in Nigeria, and hopes that they are able to continue their excellent work across the education sector.

*Yours sincerely  
Alistair Wood*

Dr Gboyega Ilusanya

## Strategic Planning and Medium Term Sector Strategy

### Introduction

Quality education requires all parts of the education system to work well together. This, in turn, means having a vision, policies to deliver that vision and a strategy. The strategy then has to be translated into the practical work plans and detailed budgets that are needed to deliver high quality teaching and learning.

Although all Nigerian states have education policies and strategies, these don't necessarily lead to detailed plans and budgets, partly because many states do not have adequate data for planning.

ESSPIN is working in six states to develop a strategic planning framework for education, and to collect data and information for planning purposes. This will help states to develop Medium Term Sector Strategies (MTSSs) in the form of three-year plans and then to translate the MTSSs into one-year operational plans and budgets.

### What is ESSPIN's approach?

As part of public financial management reform the Federal Government requires each state to produce an annual budget based on a three-year rolling, Medium Term Sector Strategy (MTSS). The sector strategy sets out policy, describes activities and puts forward a budget.

ESSPIN's approach is to work with states to establish an annual cycle of planning and budgeting that is firmly directed by the MTSS.

### Medium Term Sector Strategy framework

The Medium Term Sector Strategy (MTSS) is a three-year rolling operational plan for education for the state. The MTSS sets out activities, timeframes and costs.



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## Strategy

In Nigeria, states and the Federal Government are increasingly using MTSSs in order to manage their resources more efficiently. With ESSPIN's help, the various parts of government responsible for education provision are working together to agree common plans and budgets. Mapping out specific activities and calculating what they would cost helps those involved to appreciate that developing policies, strategies, plans and budgets are related to each other, and that they are essential steps towards the goal of quality education.

### Developing state visions, missions and strategies

ESSPIN helps senior state government managers develop visions, mission statements, strategic plans and work plans for their organisations. Going through this process also helps clarify departmental roles and responsibilities. The State Ministries of Education are the lead partners and involve the ministries, departments and agencies (MDAs) responsible for the different components of the education system, such as State Universal Basic Education Boards (SUBEBs) and other parastatals.

### Building strategising and planning skills

The aim is to build strategising and planning skills, particularly in the Departments of Planning, Research and Statistics, where carefully costed plans can focus on a state's highest priorities. These plans will help SUBEBs work more effectively with the federal Universal Basic Education Commission, for example by putting together robust bids for resources, and devolving funds and responsibilities to Local Government Education Authorities where appropriate.

This will help the various parts of the education system, from State Ministries of Education through to School-Based Management Committees, to reorganise themselves, streamline roles and responsibilities, make better use of resources and deliver services more effectively.

Five states completed MTSSs and detailed budgets for activities for 2009–2011.

The match between state education plans and annual education budgets is already improving. Analysing what has and has not improved will provide teams with valuable lessons for preparing future MTSSs. Initially, ESSPIN planning and financial specialists worked with cross-departmental teams to prepare the first MTSS. Now, state planners and finance specialists, having enhanced their skills, are enthusiastically taking on increasing responsibility for the annual work programme.

## Future challenges

ESSPIN and state partners face three challenges.

The first challenge is for states to locate authority and responsibility where it will have the greatest impact on improving the quality of education. For example, schools need to be able to develop their own plans and budgets, and Local Government Education Authorities (LGEAs) need to be able to take these school plans and integrate them with state plans and budgets.

The second challenge is to develop mechanisms whereby citizens can express their needs and feed these into educational planning. Planning should take account of local priorities – consolidating them at local government level and aligning these with state plans. This requires support for LGEAs in improving their planning and budgeting skills.

The third challenge is to build on progress so far and establish MTSSs as an integral part of the work of MDAs and their Planning, Research and Statistics Departments, so that the approach will continue without ESSPIN support and the quality of education in each state will continue to improve.

### The ESSPIN Medium Term Sector Strategy (MTSS) framework

Tool for planning and budgeting state education  
Costed, three-year rolling operational plan

Detailed work plan for year one and less detailed work plans for years two and three  
Updated annually

Plans and costs put together by state teams initially supported by ESSPIN planning and financial specialists

## Community Engagement and School Governance

### Introduction

The attitudes that parents, communities, employers and the media have towards schools, and the support they can give, can make an enormous difference to the quality of education children receive. Where communities are encouraged and allowed to take an active role, the quality of teaching and learning in schools, and school environments, can improve significantly.

ESSPIN helps parents and communities to develop skills in school governance and in holding schools to account. Communities and schools are a crucial part of the educational system, so this is part of ESSPIN's simultaneous action on multiple fronts to improve the quality of education.

### What is ESSPIN's approach?

ESSPIN takes a four-pronged approach to encouraging communities to take an active role in improving education.

The first part of the approach is to tell communities what is happening in their schools – to make information on how schools are performing freely available in ways that parents can understand.

Once communities are better informed, a second element is to encourage them – and arrange training – so they can get involved in planning how to improve schools and putting plans into action.

A third component is to help communities forge links with media and civil society organisations to make demands for better education heard.

Lastly, and in parallel with these other thrusts, ESSPIN encourages governments to listen to the demand side of education – to set up ways to consult communities and take their views into account.

### Strategy

Communities have an important role to play in raising standards in teaching and learning in schools. To involve communities in school management ESSPIN works with schools and communities to set up school-based management committees (SBMCs).

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## Mobilising communities

Communities play a vital role in setting educational standards and fuelling demand for quality education. But getting communities to realise that they have a unique and valid role in making schools work, and in holding schools accountable for delivering quality education, means first changing mindsets. Communities need to appreciate that they can do more than just raise funds through parent teacher associations.

ESSPIN partners with civil society organisations (CSOs) and the DFID-supported Strengthening Accountability and Voice Initiative (SAVI) to mobilise and train communities to get involved in school management. CSOs organise advocacy visits and community meetings to encourage communities to set up school-based management committees (SBMCs). ESSPIN also informs and sensitises communities of their rights, responsibilities and roles through different mass media.

## School-based management committees

School-based management committees, formed and functioning in the right way, can be a key link between the demand and supply sides of education. ESSPIN works to set up SBMCs that are voluntary and truly representational. Important aspects of this are helping SBMCs learn how to avoid being high jacked by interest groups and how to steer clear of raising unrealistic expectations.

## Support for school-based management

ESSPIN helps state oversight and advocacy teams organise consultations on policies for school-based management. Working with these teams, ESSPIN helped produce a simple user guide and training manual for school-based management. Local government social mobilisation units and civil society organisations use these when working with groups to set up SBMCs.

Once the school-based management committees have been established, the teams train SBMCs and continue to make regular visits to help them develop the skills to monitor school performance and set targets. The goal is that they will become an integral part of the school governance system.

## Future challenges

Aligning policy and practice in school-based management is a major challenge. Much depends on institutional changes elsewhere in the education system that will decentralise resources to schools. The aim is to keep state policies on track and to develop school-based management to a point where it can function without support to make schools work better and become more accountable.

### ESSPIN support for strengthening community involvement in school improvement

Reviewing the functionality of social mobilisation departments and helping them raise their profile and motivation

Assessing the capacity of civil society organisations to mobilise communities for school improvement

Strengthening the skills in civil society organisations and social mobilisation units to train, mentor and monitor school-based management committees and position communities to take part in planning and budgeting for school improvement

Facilitating discussion and debate between stakeholders – from senior state officials to children – to build a foundation of trust for engagement and to design state-specific school-based management policy guidelines and structures and Ministries of Economic Planning and Finance.

### ESSPIN support for school-based management

Helping set up state oversight and advocacy teams to liaise between policy makers (State Ministries of Education and State Universal Basic Education Boards) and those who implement the policies (State Universal Basic Education Boards, Local Government Education Authorities, school-based management committees)

Helping states, local governments, schools and communities to develop state policies for school-based management

Encouraging states to extend community involvement beyond pilot schools by making it a priority in Medium Term Sector Strategy plans and budgets

**Robust planning and budgeting are vital for good governance in the education sector and in ensuring good value for public money. Ministry officers are now rising to the challenge and relishing the change.**

## **The Medium Term Sector Strategy – better planning and budgeting for education**

Jogai Isaac says the education sector Medium Term Sector Strategy (MTSS) is a great achievement. 'It has taught me evidence-based budgeting and activity-based costing. I can now help to set targets for my department and work towards achieving them'.

UKaid, through ESSPIN, is focused on improving the overall planning and management of education activity. This is being done by assisting the Kaduna State Ministry of Education to develop properly prioritised and costed three-year rolling plans, known as the Medium Term Sector Strategy (MTSS). There is a history of 'plans' in Kaduna within the last 15 years, but many of them have failed to be implemented, being wildly optimistic and often based on unrealistic costings.

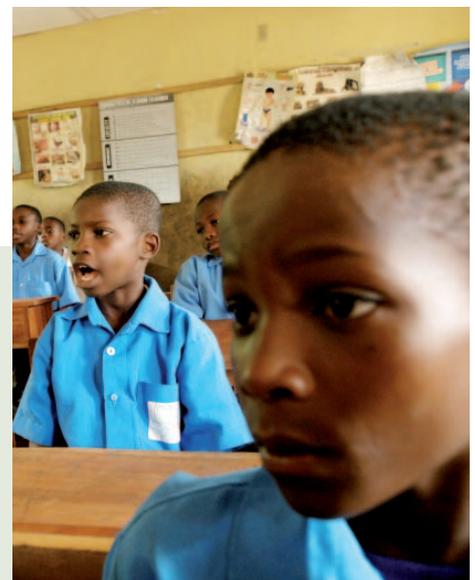


**Left**  
Jogai Isaac during an MTSS planning session.



**Above**  
Adequate budgetary allocation for education will improve learning environments for children.

An MTSS requires inputs from education officials at different levels. For example, overall policy guidance will come from the commissioner and senior management staff, while specific strategies and the phasing of targets will be determined by the permanent secretary and departmental directors. Inputs from junior technical staff within education departments are essential for each activity to be properly costed and the plan to be realistic.



**Right**  
Effective implementation of the MTSS will improve learning for children.

The current MTSS process supported by ESSPIN is empowering staff to understand the importance of detailed planning and budgeting. One such official is Mr Jogai Isaac, a 40-year-old middle technocrat who works in the Planning, Research and Statistics Department of the State Ministry of Education. 'I used to work with statistics that were out-of-date and often wrong. We didn't have the proper information for planning', he recalls.

But now, with access to relevant data and up-to-date unit costs, he and his colleagues are able to work out detailed and accurate cost estimates for all activities. This may not be the most exciting or glamorous work, but it is vital if the MTSS is to be legitimate. And, with ESSPIN's help, Jogai can declare 'I now enjoy costing!'.

The impact of Jogai Isaac's work is not apparent in a short-term, obvious and easily quantifiable sense, but with accurate costing work an MTSS can be realistic, and sustainable improvements in basic education service delivery are possible. The potential long-term impact is therefore substantial.

**Good planning and budgeting are essential to ensure schools get the resources they need. ESSPIN is developing confident and competent state planners and finance specialists so they can roll forward the state's MTSS for education.**



## Planning and budgeting made easy in Enugu

For Benedicta Onyia from Anokwe in Udi, Enugu State, life at work is beginning to blossom. She now enjoys planning and budgeting and feels confident taking on any task of this kind. Benedicta now likes her job more than ever: '...there is a big difference between what you know well to do and what you used to do just for the sake of doing it. Now I have been equipped, thanks to ESSPIN.'

As the Chief Executive Officer for the budget in the Enugu State Universal Basic Education Board (ENSUBEB), Benedicta played an important role developing the Enugu State Education Plan 2011–2014 as well as its Medium Term Sector Strategy (MTSS) for education.

The MTSS describes everything the education ministry, its departments and agencies (MDAs) will do over the three-year period. It is part of the wider state planning process, which starts with a basic analysis of the sector and will serve as a platform for longer-term planning. For Enugu State, there had been gaps in the budget allocated to the MDAs because the strategy was not detailed and realistic enough.

ESSPIN supported Enugu State in developing the MTSS in order to encourage planning and financial management processes. So now the story is different. Benedicta acknowledges that her eyes have been opened to the right things. 'ESSPIN has given us shortcuts to success...', she says.

In the past, Benedicta says she knew nothing about developing precise budgets based on the needs of the state, or about budgeting for individual activities such as equipping a school with basic infrastructure. But after the MTSS development workshop, Benedicta says, '...now I can cost and cost things right'.

**Above and right**  
Good learning environments require basic infrastructure.

Enugu State education officers are sure that MTSS will bring about positive change in the education sector. They are hopeful that the next Enugu State budget will reflect the MTSS. ESSPIN has also worked with stakeholders in the state to introduce an annual review of its education sector, including a means of evaluating the work done and promoting improvements.

UKaid is working through ESSPIN, to develop effective planning, financing and delivery systems that will improve the quality of basic education in Nigeria. Getting people to change the way they do things may seem an uphill struggle, but with ESSPIN's support, the state and federal governments are putting new systems in place, which will help deliver better quality education for Nigeria's 24 million children in primary school, and encourage 8 million more who are currently out of school to come to class.

**ESSPIN is supporting efforts to engage communities with their schools and help them understand their rights, responsibilities and roles in making schools places of learning for all children.**

## **Community involvement in education in Tunga Maje, Kwara State**

‘The people often complained of the amount of money they spend to send their children to school without instant returns. Now their perception of the expensive nature of sending their children to school is a thing of the past’, says Kareem Babarinde, Head Teacher at Tunga Maje Local Government Education Authority School, Kaiama Local Government Area, Kwara State, and a member of the newly-constituted School-Based Management Committee (SBMC).

The SBMC provides guidance on school development planning, monitors school activities and spending, and involves the community in issues of school governance and accountability. UKaid – through ESSPIN – supports the formation of these committees. The communities are getting more involved with the renovation of school buildings and furniture, and are actively getting more children into schools.

Kazeem is now more enthusiastic about his job as a head teacher and makes it a point of duty to check in on parents whose children are absent from school – ‘I go from door to door to remind the parents about sending their female children to school. I am not alone in these advocacy visits. Even the village head, Mallam Abubakar Isma’il, who is the chairman of our committee, calls on the families from time to time. I now have the boldness to go from one house to the other in this community because very important members of the community are supporting me. This advocacy has changed their perception’. He said the SBMC advocacy has resulted in increased enrolment from 174 to 237, an additional enrolment of 43 girls and 30 boys.



**Above**  
Community members need a forum to discuss their rights, responsibilities and roles.



**Above**  
Community voices can enhance the quality of education.

**Writer**  
**Olugbenga Adebola**  
Knowledge Management Officer, Kwara

ESSPIN has supported the formation of SBMCs at nearly 1,000 schools in six states, including more than 200 in Kwara State. ESSPIN first supported the formation of a task team to plan the formation of these committees in four selected local governments of the state. They are made up of staff of the Ministry of Education, the Department of Social Mobilisation within the State Universal Basic Education Board (SUBEB) and selected civil society organisations in the state. The committees are involved with the governance of the primary schools in their community and help to mobilise the community to sort out issues that hinder the smooth running of the schools.

SBMCs encourage community participation and boost demand for quality education services. ESSPIN will establish SBMCs or support similar organisations that represent community interests. Initially the focus is on helping these groups to develop skills in monitoring progress, with a view to eventually enabling them to play a part in school governance. In order to work closely with communities, ESSPIN partners with civil society organisations.

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