

Annex 2 GEP3 Annual Review 2013 Summary of recommendations

The review team feels that a problem solving approach is not at the heart of project management. There are three key project processes which are not yet supportive of a problem solving approach: leadership, technical input and information flow. These three areas need to be reshaped to ensure that an evidence based approach drives project design and delivery. Changes are most needed in the way UNICEF's zonal level interacts with GEP. The role of the zonal office appears to be one of coordination and information filtering, rather than of taking opportunities to strengthen technical responses to girls' education challenges. Revisiting the roles played by Abuja leadership and specialists to ensure greater leadership across the whole project will also be important.

Summary of major recommended design changes:

- The logframe assumptions listed in section 4.2 need to be re-addressed to ensure that they do not derail project impact, by identifying advocacy and capacity building action to ensure they take place. Activities and milestones should be added to the logframe accordingly.
- Add activities and milestones to the logframe which capture the programme management improvements recommended below.
- Outputs 2 & 3 should be strengthened in the light of global evidence around teacher training, language and literacy strategies, to focus more effectively on early learning. (See detailed recommendations.)
- Output 4 should be strengthened to ensure that women's' participation is at the heart of GEP3 in practice (See detailed recommendations.)
- Output 5 should be strengthened to ensure that teacher supply and financing issues do not derail project impact, and to ensure that community engagement and leveraging link to leveraging of government resources. (See detailed recommendations.)
- Review and redevelop state level logframes with emphasis on helping state governments identify and address the major blocks to achieving project impact. This may result in differing paces of delivery and differing levels of focus, but should result in more meaningful action to foreground and successfully address issues such as COE capacity gaps or challenges with recruiting teachers.
- Structure research with support from EDOREN to generate clear impact and tracking information on FTSS within three years, in order to redesign the scheme where necessary to ensure VFM. Limit FTSS expansion until this has been done.

Summary of major recommended programme management changes:

- Redirect resourcing from zonal level coordination work towards bringing in specific technical expertise, particularly on literacy & language, teacher professional development, IQTE and EMIS. Much of this could be done via EDOREN and HEART. (NB: it is recognised that zonal level engagement in advocacy and governance work has been very useful, and funding for this should continue).
- Reshape working relationships within GEP so that Abuja specialists are collaborating directly with state consultants in developing strengthened programme models which draw on evidence and technical advice. Within six months, change should be evident from redeveloped programme strategies in learning, NFE, literacy, 2nd chance education, and teacher training. Revised strategies must include state by state SWOT and use this analysis to show what can be done and how to prioritise activities. Strategy documents must focus on approaches to deliver defined results in different concepts, so that they are action focused rather than just conceptual papers.
- Bring in expertise (for example via EDOREN) on quantitative and qualitative evidence and knowledge management, with the result that all project documents, particularly strategy and reporting documents, are fit for purpose and meet international standards, when compared with ESSPIN. Ensure that reporting formats encourage direct, clear

reporting against the logframe. Change should be evident in project reports and strategies in six months' time.

- Prioritise appointment of senior M&E position within the next three to six months to ensure new commitments on evidence generation are delivered.
- Identify underspends that can be used for strengthening use of data, evaluation and knowledge management.
- Ensure that within six months leadership on collaboration with external agencies is placed with one person, reflected in their work plan.
- Refocus planning and collaboration activities (for example with TDP, UBEC and ESSPIN) to address structural challenges with girls' education and security risk mitigation, and to identify strategies for delivering impact right through to the end of the project. Change should be evident from meeting records and reports in six months' time.
- Ensure that within six months leadership on VfM is placed with one person, reflected in their work plan and establishing VfM explicitly in connection with more efficient, evidence-based work leading to VfM through better quality of work. This leadership should include direction of staff and partner capacity building, and review of operational areas at or near VfM trigger points.

It is recommended that accepted recommendations are reviewed by DFID in six months' time (February 2003). This will be a reasonable amount of time for all concerns stemming from the ICAI report to have been addressed. The main results of the key changes should be:

- 1) Regularly using project and external research to modify design and scaleup strategies
- 2) A full VFM approach informs decision making across the project;
- 3) Evidence sharing and partnership are used to proactively address short, medium and long term challenges.

Detailed recommendations under each Output

Output 1

- Write CCT strategy document with detailed and strategic plans for design and scaleup of scheme, based on design consultancy.
- Establish clearer attribution of enrolment increases via analysis of SBMC monitoring tool data.

Output 2

- Clarify TOR and roles of TWGs, and consider whether greater support can be given to TWGs' role in creating and promoting research and evidence for project goals
- Rewrite Nomadic Education Action Plan and 2nd Chance plans based on state mapping reports with clear targets, including for mobile schools
- Review and redevelop IQTE curriculum and models commensurate with global evidence on teaching strategies, assessment approaches, and time on task children need to learn. Use learning from the alternative basic education curriculum ESSPIN is promoting in IQTE.
- Revisit ELDS framework and planning to ensure that ELDS work provides a clearly evidence based support to early learning. Consider whether public awareness action plan is no longer needed.

Output 3

- Urgently redevelop in-service teacher training (SbTD/STUMEC) and learning strategies to cover all areas of teaching & learning, including nonformal education. Focus on systems to ensure teachers at school level can receive sufficient regular training &

mentoring to dramatically improve performance, ideally in partnership with the Teacher Development Programme.

- Develop thorough and practicable measures of effectiveness of female teachers (especially FTSS teachers) in contributing to girls' education need to be developed, with support from EDOREN. (For example, if enumerators' and teachers' English is too poor to conduct tests, develop alternative protocols for testing genuine knowledge). Promote institutionalisation of these methods as part of support to GEP states.
- Redevelop early reading strategy and materials to effectively tackle problems of second language literacy, creating literate environments and community and school based literacy support strategies. Deploy advice and evidence from other low and middle income countries in this area, using external experts or research support as necessary. Consider using some funding previously allocated to zonal level for technical support to cover this need. Build direct working links between state consultants and Abuja specialists to rework strategies around learning, literacy and nonformal education together. Rethink measurement of learning in NFE
- Rework IQTE integration to re-establish a sensible timetable for delivering a quality integrated curriculum, with means of generating evidence about learning outcomes. Slow the pace of integration and focus more resources on piloting practicable ways of delivering a basic standard of quality teaching & learning.
- Refocus on delivering the full COE milestone within Year 2, potentially with support from the Teacher Development Programme.
- Review SBMC and CBMC training materials and identify whether future top up training can be provided to support committees to plan ways of improving aspects of the school/centre experience outside infrastructure. Ensure that CBMC training is reworked to ensure that they are not treated like SBMCs, and that their training reflects the nature of the centres and their relationships to communities, which are very different from formal schools.

Output 4

- Resolve Women's Spaces issue with ActionAid and clarify in an agreed written document, ensuring work has relevant, sustainable focus and strengthens Mothers' Associations approach and supports girls' learning and retention in education.
- Strengthen FTSS tracking system to provide data on cohorts, enabling estimates of graduation employment and deployment rates.
- Use EDOREN support to conduct longitudinal research on FTSS student trajectories and community impact.
- Prevent planned expansions of FTSS numbers until data has been received which will allow a redesign of FTSS to more effectively meet the most severe teaching capacity gaps affecting girls. (This may be Year 3 or 4).

Output 5

- Develop teacher supply advocacy strategy as an urgent priority, looking at potential to collaborate with other agencies and programmes and identifying GEP's specific contribution. This work should create updated projections of increased teacher numbers needed due to increased enrolment in GEP states; engage key players at State level in linking FTSS to full state level teacher placement approach; and use community mapping, SBMC data and other evidence to generate coherent strategies for creating new teaching jobs where demand is clear.
- Prioritise developing an active partnership with UBEC to tackle teacher supply difficulties (for example through use of UBEC intervention funds, or development of new guidelines on teacher placement and recruitment).
- Review UBEC Federal SBMC guidelines and state SBMC policies, and establish how these can be harmonised with GEP SBMC training; particularly in the area of leveraging government funds for WSDPs.

- Bring together consultants, staff and partners working on all sector plans (SESP/SESOPs and LESOPs) and encourage greater focus on practical strategies for overcoming barriers to improving education (such as financing, permission to recruit teachers, coordination of teacher training with teacher placement, and so on).
- Develop a written agreement with CSACEFA on how it can hold GEP to account, as well as how it can support achievement of GEP's objectives.
- Ask EDOREN to undertake operational/political economy research to investigate how UNICEF could be more effective at taking opportunities for influence and leverage in government, to inform more strategic thinking about what changes governance work should achieve by the end of GEP.

Output 6

- At present most technical support to state and LGA consultant comes from UNICEF's Bauchi and Kaduna zonal offices, which, the review found, tend to filter information and pass summarised versions to Abuja level rather than highlighting best practice. It would be more relevant to link state consultants more directly with Abuja thematic experts, as thematic experts will be better able to seek out relevant best practice happening at state level, use it for solving design and evidence problems, and share it across GEP's internal and external partners.
- UBEC requested 'a genuine partnership' with UNICEF to explore ways of supporting and scaling up Mothers' Associations and teacher development and placement systems. It will be important to respond rapidly to this opportunity, conducting joint discussion of major challenges with women's participation in education and teaching, and working out how each agency can support the other. UBEC recommended ESSPIN's approach to partnership, which involved getting to know how UBEC worked, openly discussing areas of synergy, moving to more formal plans to inform and support UBEC guidelines, and occasionally providing small amounts of funding to remove blockages to wider action.
- Ask EDOREN to conduct a full EMIS data quality review to assess the current situation and make recommendations as to how GEP3 can effectively assist states to collect timely and reliable data and to disseminate and apply them well.
- Bring in a specialist in using evidence from programme work for influencing and sharing good practice. Ask this person to develop specific nodes across GEP for capturing, analysing and deploying information to achieve advocacy and programme strengthening goals. Consider diverting funds from zonal office support to do this.
- Develop a reporting strategy, with EDOREN support if appropriate, that will enable all stakeholders in the process of implementation to record their findings in similar manner, so that it is easy to look up information across the project. Clarity on dating, titling and structuring documents, as well as how to evidence claims made, is needed. An intensive training on this should be given to all relevant staff, consultants, government partners and civil society.
- Allocate responsibility in one person's job role to increase strategic collaboration and sharing of evidence with other agencies (such as UBEC, SPARC, SAVI, ESSPIN, TDP, VfM Group). Offer support to this person from EDOREN around how research and evidence generation can be used strategically within GEP and its collaborations.