

**GDDS 2 PROJECT**  
**MANAGEMENT OF STATISTICAL SYSTEMS**  
**NIGERIA**

Report on visit to assist in the development of administrative statistics in education through the development of Memoranda of Understanding with particular application to Kaduna state.

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Policy  
Management

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## **Abbreviations**

CPTC	Coordination Policy and Technical Cooperation
UBEP	Universal Basic Education Project
UNICEF	United Nations Children's Fund
CWIQ	Core Welfare Indicators Questionnaire
DFID	UK Department for International Development
DFIDN	UK Department for International Development Nigeria Office
DHS	Demographic and Health Survey
DQAF	Data quality Assessment Framework
ECOWAS	Economic Community of West African States
EMCAP	Economic Management Capacity Building Project
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
FME	Federal Ministry of Education
FOS	Federal Office of Statistics
GDDS	General Data Dissemination System
GFS	Government Finance Statistics
GPS	Global positioning system
KSE	Kaduna State Ministry of Education
KSF	Kaduna State Ministry of Finance
LGA	Local Government Areas
LPO	Local Payment Order
MDA	Ministries Departments and Agencies
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MoU	Memorandum of Understanding
NBS	National Bureau of Statistics

NCCS	National Consultative Committee on Statistics
NCE	Nigerian Council on Education
NEMIS	National Education Management Information System
NITEL	Nigerian Telecommunications Limited
NSDS	National Statistical Development Strategy
NSI	National Statistical Institute
NSS	National Statistical System
PAIRU	Public Affairs and International Relations Unit
PRS	Planning Research and Statistics Division
PRSB	Private Schools Registration Board
SCCS	State Coordinating Committee on Statistics
SLA	Service Level Agreement
SPARC	State Partnership of Accountability Responsiveness and Capability
SQL	Standard Query Language
SSA	State Statistical Agency
SSMP	State Statistical Master Plan
SUBEC	State Universal Basic Education Commission
SUV	Sports Utility Vehicle
TSC	Teaching Services Commission

## **Executive summary**

This report presents the results of a contract under the General Data Dissemination System – Phase II (GDDS2). The report describes ways in which the education statistics collected in Kaduna State could be improved through changes to routine administrative systems. It describes some of administrative processes of Kaduna State and suggests way that they could be amended to:

1. Make use of the Administration and schools registration systems to establish definitive lists of schools, and
2. Utilise the inspectorate system to improve the schools census.

In addition the report attempts to assist the National Bureau of Statistics' efforts to facilitate statistical coordination by the use of MoUs; the development of its Statistical Compendium; and the development and use of statistical quality frameworks. In order to facilitate the adoption of the recommendations the report contains two examples of MoUs, one for use by the NBS and one for use between different ministries at state level. It also contains suggested changes to the NBS' draft National Statistical Development Strategy and an example illustrating the suggested changes to its Statistical Compendium.

Implementing the changes suggested in this report will require informed commitment from the Kaduna State Ministry of Education, the Kaduna State Statistical Authority, the National Bureau of Statistics and the Federal Ministry of Education. It will also require extended technical and financial support from the donor partners they work with. The recommendations were discussed with all the government partners and with DFID who are the largest source of financial and technical assistance to the NBS and to the efforts to improve the administrative systems in Kaduna state. Of the fifteen recommendations in the report (seven for the NBS, two for Kaduna State and Education and three each for the Kaduna State Statistical Authority and the Federal Ministry of Education) all have been accepted in principal by the parties concerned with the exception of the suggestion that the National Education Management Information System adopts a mechanism for estimating non response, which is still being considered. Several of the suggestions are now incorporated into ongoing strategies and work-plans. In particular:

- The NBS have agreed to amend the draft NSDS to increase emphasis on MoUs and quality standards.
- The National Coordinating Committee on Statistics has held a session on MoUs.
- Efforts to develop unified school, and teacher lists through the methods suggested here and to derive lessons for scaling up have been included in DFID's Education Sector Support Programme in Nigeria's work programme.
- Efforts to support the State Statistical Master Plans are included DFID's State Partnership on Accountability Responsiveness and Capability's work programme.

# **1 Introduction**

## **1.1 Background**

This report presents the results of a contract under the General Data Dissemination System – Phase II (GDDS2). It describes some of administrative processes of Kaduna State and suggests way that they could be amended to:

1. Make use of the administration and schools registration systems to establish definitive lists of schools
2. Utilise the inspectorate system to improve the schools census.

The report also contains a draft Memorandum of Understanding (MoU) to be used between the Kaduna State Ministry of Education and the Kaduna State Ministry of Economic Planning on behalf of the State Statistical Authority (Annexe A). Note that the National Bureau of Statistics has decided that all links with State level MDAs will operate through the State Statistical Authority. Because the Statistical Authority is only a department of a larger Ministry it cannot sign a MoU directly with the Ministry of Education but has to ask its parent ministry to do this on its behalf.

## **1.2 Timing and process**

The consultant arrived in Abuja on the morning of Monday 23<sup>rd</sup> March, and departed on the morning of the fourth of April. The terms of reference for the contract are attached to this document as Annex F

The mission was carried out through a series of meetings with stakeholders in Abuja and Kaduna. A detailed agenda of these meetings is given in Annexe E

At the end of the mission, the consultant presented the conclusions at a debriefing meeting at the headquarters of the National Bureau of Statistics. The meeting was attended by the Director General, the GDDS Coordinator, and the Assistant Director, Public Affairs and International Relations.

The commercial proposal for this contract included a preliminary phase of four days of preparation (March 17<sup>th</sup> to 20<sup>th</sup>) which defined in detail the formats for the reports in Annexes A and B and had to be accepted by the World Bank before the mission. This acceptance was received by email on March 20<sup>th</sup>. There were ten working days in country, Monday 23<sup>rd</sup> March to Friday 27<sup>th</sup> March inclusive, and Monday 30<sup>th</sup> March to Friday 3<sup>rd</sup> April inclusive. There were also two writing up days, Thursday 4<sup>th</sup> and Friday 5<sup>th</sup> June.

The format and content of the remainder of this report follows the specifications laid down in the terms of reference and the preliminary phase and consists largely of tables.

### 1.3 Specific activities and deliverables from the TOR

Table 1 summarises the activities and deliverables in the TOR in the specified format.

**Table 1 Main reporting table**

ACTIVITIES FROM TOR	Result
Draft MOU and discuss with the NBS. It will then be the responsibility of the NBS to agree this with the ministry of Education of Kaduna state.	A format for MOUs was drafted, agreed by the Bank and discussed with the NBS (as were specific problems with their existing MOU format). The NBS has decided to that all communication with state level bodies should be through the State Statistical Agency so a Draft MOU between the Kaduna State Ministry of Education and the Ministry of Economic Planning (which covers statistics) was drawn up instead. This is Annexes B1-B3
Draft a document that describes the administrative processes of the Kaduna State Ministry of Education that produce data/information that could be used for making statistics as a by product (i.e. not the annual educational census)	
Draft tables describing the statistics that might be produced from the administrative processes described in the above table with notes indicating statistical problems and quality issues.	This is Annex B4
Draft document describing possible new statistical production processes including a description of specific steps that need to be taken to improve the coverage, relevance, accuracy timeliness and periodicity of any statistics being produced	This is Annex B5
<b>Any Extra Activities undertaken</b>	
Preparation of a revised version of MoU for the Ministry of Energy MoU	Attachment 1
Preparation of a draft NSDS text amended to cover MoUs and quality standards	Attachment 2
Preparation and discussion of a note on statistical quality systems	Attachment 3
Drafting of a list of compendium series from social statistics and the MICS survey to illustrate the suggested amendments to the compendium	Attachment 4
Presentation to Director General & GDDS coordinator	Attachment 5

<b>DELIVERABLES from the TOR</b>	<b>RESULT</b>
1. A mission report including this table	This report
2. The four documents described above in the Annexes to the report.	Annex A Annex B.1-B.3 Annex B.4 Annex B 5
3. A short note on the link between the Statistical Master Plan and any draft national strategy in statistics that exists and the agreed objectives specified in annex A of the TOR	Annex C
4. A short note on the links between the activities of this mission and the ongoing DFID statistics project	Annex D
5. A detailed agenda of interviews held together with two or three bullet points indicating the main conclusions drawn from each meeting.	Annex E
6. A synthesized document that presents steps that will assist the NBS to start a pilot to improve the production of education statistics	This report constitutes the synthesised document. The steps are given in section 2.2
 <b>Any Additional Outputs Produced</b>	
Version of Ministry of Energy MoU revised to follow recommendations made in chapter 2	Attachment 1
Draft NSDS text amended to cover MoUs and quality standards	Attachment 2
A Note on statistical quality systems	Attachment 3
Example of suggested revised education compendium that	Attachment 4
(i) Identifies each series individually	
(ii) Includes education statistics drawn from surveys as well as administrative data	
Slides from Presentation	Attachment 5
Short list of recommendations included in deliverables.	See section 2.2

## **2 Steps to assist the NBS to start a pilot to improve the production of education statistics**

The National Bureau of Statistics operates at several removes in improving the production of education statistics. The major sources of statistics, the Education Management Information System and other administrative systems, are handled at a Federal level by the Ministry of Education, but data collection and entry is now decentralised to the state level. Responsibility for many areas of education, in particular primary and private schools, is devolved to bodies such as state universal basic education commissions or private schools boards. Nevertheless the NBS can still influence the production of these statistics through the role of the Statistician General in setting standards and guidelines for the statistical work of Ministries and other public institutions throughout Nigeria. Furthermore according to the statistics law, all public institutions are supposed to create statistical units staffed with professionals posted from the bureau – though but this has never actually happened in practise.

### **2.1 Findings of visit**

The findings in this section are largely based on an exercise tracking the administrative processes of the Kaduna state Ministry of Education (KSE) in order to identify those that might produce statistics. First the exercise identified, in consultation with the Planning Research and Statistics department of the Kaduna State Ministry of Education, the offices whose processes might possibly generate statistics (annex B1). Next these offices were contacted and a list of processes to be investigated was drawn up (annex B2). The processes investigated were described and recorded in the tabular format agreed with the World Bank (annex B3). The statistics that might be compiled as a by-product of these processes were also described in a tabular format agreed with the Bank (annex B4), and the revised processes that would result were described in the same format as that used in annex B3 (annex B5)<sup>1</sup>. Reports presently produced by these exercises were also examined.

#### **2.1.1 Statistical Coordination**

The findings are also based on discussions with the State Statistical Agency and the NBS concerning the NBS' efforts to coordinate and set standards for the statistical system. The main findings of the report are:

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<sup>1</sup> The format for the Tables in annexes B3 and B4 are explained at the beginning of the respective annexes.

- 2.1.1.1 That there were many departments in KSE that, independently, sent staff to contact schools for various reasons and prepare reports containing total numbers of schools, pupils, and teachers. These reports were frequently used for planning at state level and sometimes for reporting to national and international bodies. The figures produced by the different departments differ significantly. There is a lack of statistical coordination within the Ministry, let alone between the Ministry and other parts of the state or national statistical systems.
- 2.1.1.2 That the outputs of the administrative processes investigated were often paper or MSWord documents as opposed to detailed databases that would facilitate comparison with other sources.
- 2.1.1.3 That the transmission of estimated education data to the Federal Ministry of Education via the PRS division at KSE and to the NBS via the SSA were not coordinated. The Federal Ministry of Education will provided data for the NBS' Statistical Abstract while the Kaduna SSA will provided data to its yearbook. However there is no formal process to ensure that the data agrees. Kaduna has not completed its first yearbook so it is not yet possible to tell if the data will agree in practise but the fact that different divisions within KSE have different data suggests that the data will not agree unless it is made to.
- 2.1.1.4 That the PRS division at the Federal Ministry of Education talked only to the KSE PRS division, mostly to request them to send returns from the schools census for the NEMIS (National Education Management Information System). In the past they sent forms for the schools census from Abuja and also installed an SQL data entry system in Kaduna. However they had recently sent out new forms that could not be entered on the data entry system they had provided leading to a backlog of un-entered forms. The Federal Ministry also requested the KSE PRS division to provide the returns collected by the Kaduna State Universal Basic Education Commission (SUBEC) - which provides support to primary schools on behalf of Local Government Areas (LGAs). The Kaduna SUBEC have responded to the processing delays and changes to the Federal schools census by conducting their own parallel primary schools census using an Excel processing system they have developed.
- 2.1.1.5 That the KSE sees the schools census as orientated towards serving Federal Ministry as opposed to state needs. The Federal Ministry sees it as a tool to provide national statistics through 100% coverage of all schools. There is no evidence that the ambition to cover all schools can be attained in practise.
- 2.1.1.6 That the NBS has an ongoing programme to improve coordination of the national statistical system that includes;
- Convening the National Coordinating Committee on Statistics.
  - Drafting the National Statistical Development Strategy.
  - Compiling a compendium of statistical series and various directories of service providers such as schools and health posts.
  - Providing training for State Statistical Authorities and requesting them to fill in Excel templates for a State Statistical Yearbook.

- Developing a template for state statistical master plans and encouraging states to adopt them.
- Developing a Statistical Abstract that can be filled in remotely by Federal MDAs.
- Developing directories of service providers in areas such as schools and health centres.
- Beginning a programme of agreeing MoUs.

## **2.1.2 Memoranda of Understanding**

- 2.1.2.1 So far only MOUs have been signed with the Ministry of Energy, but in future with other Federal MDAs and the SSAs (but not directly with State level MDAs). The main findings in respect of MOUs are:
- 2.1.2.2 That the NBS have signed one MoU with the Ministry of Energy but plan to develop them with other bodies including the Central Bank and the SSAs. However the MoU agreed with the Ministry of Energy contains threatening legal language that adds little to the NBSs actual powers but may deter MDAs from entering into agreements in future. It is also contains too little specific detail on the mutual responsibilities of the participants.
- 2.1.2.3 That the draft NSDS circulated at the time of the visit contained insufficient detail on MoUs and their use or on the role of the NBS in providing quality assurance for statistical systems throughout the NSS.
- 2.1.2.4 That the statistical compendium contained administrative data series only. There were at that time no plans to use it as a tool to collect and compare administrative and survey data. The potential use of the compendium as a tool to promote direct comparison of data from different sources was also hampered by the fact that it contains references to items such as “800317 Number of Male Teachers in Technical and Vocational Institutions” which represent whole tables (in this case one presenting data on a state by state basis as opposed to time series). It is the intention that the information described in the compendium will eventually be held in a data archive underlying the statistical abstract. If this data is held as individual series it will facilitate comparison of series with the same definition but derived from different sources. When entire tables are stored together this comparison is still possible but requires more time and skill from analysts.
- 2.1.2.5 That the NBS did not currently have either a dedicated unit or trained staff to carry out quality reviews of administrative statistical systems or monitor their quality standards.
- 2.1.2.6 That KSE and Kaduna state SUBEC were unaware of the draft NBS directories of schools and that this omitted many schools operated by KSE and the Kaduna SUBEC.
- 2.1.2.7 That Kaduna State SSA had started to hold State Coordinating Committee on Statistics (SCCS) meetings of the various PRS departments in the different ministries in the country. However these were hampered by lack of funding from the Ministry of Economic Planning

## **2.2 Recommendations**

The Terms of Reference for this exercise specifically require steps that will assist the National Bureau of Statistics to start a pilot to improve the production of education statistics. As the sections above make clear, however, most of the steps required to develop educational statistics are outside the direct control of the Bureau. Some of these recommendations therefore relate to steps for other organisations that with the proviso that the NBS should encourage those organisations to take these steps. There are also some recommendations that relate to the NBS’s capability to provide leadership for the National Statistical System in general as opposed to Education Statistics in particular. Note that these recommendations relate to the situation that prevailed during the visit of March/April 2009. The recommendations were discussed with the NBS and stakeholders in the Kaduna State

Ministry of Education and the donor community during the visit (see attachment 5 for a copy of the presentation used) and many have subsequently been adopted. Each recommendation is therefore followed by a sentence covering the response to it and action taken. Recommendations are provided for the NBS, KSE, Kaduna State SSA and the Federal Ministry of Education.

## **2.2.1 For the National Bureau of Statistics**

- 2.2.1.1 Amend the text of the National Statistical Development Strategy to cover memoranda of understanding and quality standards. - Suggested changes to the draft are included in Attachment 2.

*Action on recommendation* – The changes have now been adopted by the NBS

- 2.2.1.2 Hold an annual session reviewing the NBS' performance against memoranda of understanding during meetings of the in the National Coordinating Committee on Statistics and Federal Agency Coordinating Committee on Statistics. (this recommendation was also made in the 2008 mission)

*Action on recommendation* – a session on MoUs was held as part of the spring 2009 meeting of the National Coordinating Committee on Statistics

- 2.2.1.3 Amend the structure of its MoUs from that used for the Ministry of Energy to one that is less legalistic and expresses identifies the specific deliverables in terms of the statistical compendium. – Suggested changes to the draft are shown in attachment 1.

*Action on recommendation* – The NBS would not wish to renegotiate the agreement they have already signed but will seek to future incorporate the suggested changes in future MoUs

- 2.2.1.4 Amend the structure of the statistical compendium so that it identifies each series individually and includes series derived from surveys. An example of how this might appear is included as attachment 4 which combines the administrative data currently included in the annual abstract of statistics with the educational data available from the Multiple indicator Cluster Survey (MICS). The compendium can then be incorporated into the NBS's data archive to facilitate routine comparison of data from different sources.

*Action on recommendation* – The PAIRU unit of the NBS, which is responsible for compiling the Compendium, have accepted these ideas in principal but implementation will require support of the NSDS plans for the continued support to the Compendium and the data archive.

- 2.2.1.5 Roll out the state Statistical Master Plans and seek assistance from State level reform programmes in order to implement them. (this recommendation was also made in the 2008 mission)

*Action on recommendation* – The NBS have now provided the SSMP template to all states. Some States (Kano, Lagos) have received the endorsement of their state Executive Committees to table largely unaltered versions before their state legislatures. Support for implementation of the SSMPs has been incorporated as an objective for the DFID funded State Partnership for Accountability Responsiveness and Capability (SPARC) project in the states in which they work (Kaduna, Kano, Jigawa and Lagos).

- 2.2.1.6 Task their CPCT division with fulfilling the NBS's duties in statistical coordination. The NBS should seek support to undertake these duties, in particular training in the concepts of statistical quality frameworks (briefly

described in attachment 3) and their application and assistance in developing a programme of statistical quality reviews.

*Action on recommendation* – The Strengthened sections on quality frameworks in the draft NSDS (see attachment 2) have been adopted by the NBS. They are now planning to convene a donor conference in autumn 2009 to seek support to implement all areas of the NSDS including quality frameworks and quality reviews.

- 2.2.1.7 Explore links with development partners working with the M&E systems of state Health and Education ministries in order to access their resources and attempt to avoid the development of parallel programmes and data sources.

*Action on recommendation* – The NBS have begun to attend meeting on DFID's state level programmes. DFIDN are considering the involvement of NBS in the M&E for these programmes.

## **2.2.2 For Kaduna State Ministry of Education (KSE)**

- 2.2.2.1 Amend its administrative procedures in order to develop common registers of schools and databases of teachers and pupils along the lines explained in Annex B5.

*Action on recommendation* – The development of common lists and adapting the NEMIS software to support their use by different parts of KSE by using a schools report card function is now an objective of DFID's Education Sector Support Programme in Nigeria (ESSPIN) for all the states which it covers (Kaduna, Kano, Jigawa, Lagos and Kwara)

- 2.2.2.2 Cooperate in any initiatives by the SSA to develop an MoU between education and planning. (Annexe 1 provides a draft MoU suitable for KSE and the Kaduna State Ministry of Economic Planning, the main elements of this draft were discussed with the SSA and the PRS of KSE during the visit and accepted in principal)

*Action on recommendation* – This recommendation has been accepted in principal by the SSA and the PRS of KSE but funding for an SCCS meeting has not yet been obtained

## **2.2.3 For the For Kaduna State SSA**

- 2.2.3.1 Discuss an MoU between the Kaduna State Ministry of Economic Planning and the KSE at its at the next SCCS meeting (see 2.2.2.2)

*Action on recommendation* – This recommendation has been accepted in principal by the SSA and the PRS of KSE but funding for an SCCS meeting has not yet been obtained

- 2.2.3.2 Review the performance of this MoU at an SCCS meeting annually.

*Action on recommendation* – This recommendation has been accepted in principal by the SSA and the PRS of KSE but funding for an SCCS meeting has not yet been obtained

- 2.2.3.3 Seek the support of the Kaduna SPARC project to adapt the SSMP template to Kaduna State and support its implementation.

*Action on recommendation* – (see 2.2.1.5)

## **2.2.4 For the Federal Ministry of Education**

- 2.2.4.1 Monitor the results of Kaduna KSE and other states' attempts to improve their administrative data systems as suggested above and disseminate lessons learned to other states

*Action on recommendation* – DFID's ESSPIN project has adopted this as part of their mission to disseminate the lessons of their attempts to improve administrative systems in the education ministries of their target states.

- 2.2.4.2 Support the adaptation of the NEMIS software they have provided to support local needs.

*Action on recommendation* – DFID's ESSPIN project has now begun to provide support to adapt the software provided to the states.

- 2.2.4.3 Develop simple mechanisms for estimating for non response similar to those used in the EMIS systems of Ghana and Uganda

*Action on recommendation* – The Federal Ministry and its development partners are still considering this recommendation.

## **Annex A Draft Memorandum of Understanding (MOU) Annex between the Kaduna State Ministry of Education and the Kaduna State Ministry of Economic Planning**

The **Kaduna State Ministry of Education** is legally represented by the ....., and

The **Kaduna State Ministry of Economic Planning** is legally represented by the .....

### **Considerations**

The two parties agree on the following points:

*Recognise* that this agreement is part of a framework agreement between the Kaduna state Ministry of Education and the Kaduna State Ministry of Economic Planning;

*Recognise* the great need to improve the coordination of the Statistical System in Kaduna State in general and of education statistics in particular;

*Recognise* that the Kaduna State Ministry of Economic Planning's Statistics Division is the appropriate agency for coordinating the State Statistical System, reporting and disseminating official statistics within the State and reporting to the National Statistical System;

*Note* that to fulfil this mandate the Kaduna State Ministry of Economic Planning will publish and disseminate statistical reports on a regular basis and provide official estimates to the National Bureau of Statistics;

*Recognise* that data and evidence from data is central to the State policy and planning process and must form the basis of practices in each sector for management for results;

*Express* that it is imperative for the Kaduna State Ministry of Economic Planning's Statistics Division to collect, compile, report and disseminate data from various sources;

*Note* that the Planning Research and Statistics Division of the State Ministry of Education is the leading Agency, which has the technical expertise in the production and reporting of education statistics from administrative sources and related indicators; and

*Recognise* that the Kaduna State Ministry of Economic Planning and the Kaduna State Ministry of Education want to work together in providing and exchanging the relevant education data that is required by the State and the Country on time.

### **Article 1. Purpose of the Agreement**

1. The purpose of this MOU is to provide a framework for the coordination, exchange and reporting of data; to set out the respective areas of responsibilities in education statistics at State level of the Kaduna State Ministry of Education and the Kaduna State Ministry of Economic Planning; to note the form in which cooperation between the Kaduna State Ministry of Education and the Kaduna State Ministry of Economic Planning will take; and to set down a procedure for resolving disagreements. The aim of these arrangements is to

avoid duplication of statistical work, to prevent conflicting requests for education data from users; and to promote high quality and consistent education statistics at national level for the use of policy-makers and the general public.

2. The present MOU is not a legally binding contract. It is intended to provide a clear understanding of the services provided by parties, and their respective roles and responsibilities.

### **Article 2: Role of parties and way of working.**

1. The Planning Research and Statistics Division of the Kaduna State Ministry of Education will provide the Statistics Division of the Kaduna State Ministry of Economic Planning on time with the following education statistics for its publication in the Statistics Abstract and for transmission to the National Bureau of Statistics:

- **Series 1....**
- **Series n**

2. The Statistics Division of the Kaduna State Ministry of Economic Planning will provide the Planning Research and Statistics Division of the Kaduna State Ministry of Education on time with the following data:

- **Series 1....**
- **Series n**

3. The Statistics Division of the Kaduna State Ministry of Economic Planning and the Planning Research and Statistics Division of the Kaduna State Ministry of Education will work together closely. In particular

- *The Statistics Division of the Kaduna State Ministry of Economic Planning will not seek to collect information directly from the component Divisions and semi autonomous bodies overseen by the Kaduna State Ministry of Education but will instead collect it from the Planning Research and Statistics Division of the Kaduna State Ministry of Education*
- *The Statistics Division of the Kaduna State Ministry of Economic Planning will inform the Planning Research and Statistics Division of the Kaduna State Ministry of Education about all the household and other sample surveys undertaken by the National Bureau of Statistics and other National Statistical bodies that contain education variables and any consultation processes concerning such surveys*
- *The Planning Research and Statistics Division of the Kaduna State Ministry of Education will copy the Statistics Division of the Kaduna State Ministry of Economic Planning into any communications which transmit education data outside the state (e.g. to the Federal Ministry of Education) in order to avoid inconsistencies with the information the Statistics Division of the Kaduna State Ministry of Economic Planning is transmitting to the National Bureau of Statistics.*

### **Article 3: Planning and Time of delivery.**

1. The Kaduna State Ministry of Education needs reliable access to education data compiled by the Statistics Division of the Kaduna State Ministry of Economic Planning, and

the Statistics Division of the Kaduna State Ministry of Economic Planning needs similar access to data compiled by the Kaduna State Ministry of Education. The parties agree for the timely exchange of electronic data, including individual records, as it may be deemed necessary, subject to the respect of statistical confidentiality.

2. The delivery of the data to each institution will be done following their respective production and publication timeframes. The condition is that the institutions that have to present data will do so in time. The Planning Research and Statistics Division of the Kaduna State Ministry of Education and the Statistics Division of the Kaduna State Ministry of Economic Planning will discuss this and will draft a document that list the agreements made on the timeframe.

#### **Article 4: Quality standards**

The data to be delivered to each organisation will have to meet the defined quality standards.

#### **Article 5: Use of resources**

The needed capacity for each institution to meet this agreement will be defined in their respective annual budget. However, one institution may subcontract another to carry out specific technical activities related to improvement of education statistics, whereby the first will take care of needed resources.

#### **Article 6: Leadership, Cooperation and Communication.**

The Kaduna State Ministry of Education the Kaduna State Statistics Division

1. For this agreement, the relevant leading technical unit of the Kaduna State Ministry of Education (the Planning Research and Statistics Division) is legally represented by ..... ,

and

2. The relevant leading technical unit of the Kaduna State Ministry of Economic Planning (The Statistics Division) is legally represented by .....

3. The Statistics Division of the Kaduna State Ministry of Economic Planning and the Planning Research and Statistics Division of the Kaduna State Ministry of Education will cooperate through bilateral contacts, through participation in working meetings on education statistics and through the National Coordinating Committee on Statistics (NCCS) meetings.

4. Management on a daily basis will be run by the State Statistical Officer and the Statistician ant the Ministry of Education's Planning Research and Statistics Division

5. To guarantee an orderly flow of work, the management committee will be formed, for the Statistics Division of the Kaduna State Ministry of Economic Planning, by ..... , and for the Planning Research and Statistics Division of the Kaduna State Ministry of Education by .....

6. At least once a year the unit leaders will report to the Management Committee.

7. To the extent possible, disagreement between the Kaduna State Ministry of Planning and the Kaduna State Ministry of Education on the interpretation and execution of this MOU

will be resolved at the working level. Where no agreement can be reached at this level, the Management Committee will endeavour to come to an agreement. Any Matters not resolved by the Management Committee will be decided between the respective Commissioners

8. All matters that are not defined in this agreement will be decided upon by the Management Committee.

9. The signatories represent the institutions providing education statistics covered by this MOU. They will oversee the operation of the MOU.

**Article 7: Costs, invoicing and payments**

Both organizations will not claim any costs from each other for exchanging data covered by this MOU.

**Article 8: Copyrights, Authorship and Reproduction of data**

1. The copyright of the work done by both the Kaduna State Ministry of Planning and the Kaduna State Ministry of Education will remain with the relevant institution. The two organisations can make use of that according to the established rules.

2. The Kaduna State Ministry of Planning and the Kaduna State Ministry of Education may reproduce, in electronic or hard copy publications, data compiled by the other party. In principle, both parties may reproduce the data as most recently released by the other party as a prime source, except when the data may be aggregated, or seasonally adjusted in a different way by the party reproducing them. The parties shall consult each other on any other major modification to the data published.

**Article 9: Duration of the agreement and updates**

This agreement will last as long as it may be deemed necessary. This MOU is effective from ..... Its operation will be monitored and will be reviewed annually. At the request of either party, the Kaduna State Ministry of Planning and the Kaduna State Ministry of Education may review and update this MOU.

Signed in two copies

Date: .....

**For the .....(.....)**

**For the**

The .....

The .....

The Permanent Secretary

The Permanent Secretary

## **Annex B Framework for the description of the administrative processes of Kaduna State**

### **B.1 List of Offices whose processes were investigated**

The offices whose procedures are described below are;

- The following departments of the Kaduna State Ministry of Education (KSE)
  - The finance and accounts department
  - The schools department
  - The inspectorate department
  - The administration and supplies department
  
- The Following departments of the Kaduna State Universal Basic Education Board (SUBEC)
  - The schools department
  - The inspectorate department
  
- The Kaduna State Private Schools Board
- The Teaching Services Commission

## **B.2 List of processes investigated in each office**

- KSE finance and accounts department
  - Collect and spend
  - Capital works
  - Central payroll
  - Financing of board schools
- KSE schools department
  - Teacher recruitment
- KSE inspectorate department
  - Operational inspection
  - General inspection
- KSE administration and supplies department
  - Local purchase orders
  - Basic statistics reporting
- SUBEC schools department
  - School services report
- SUBEC inspectorate department
  - School inspection
- The Kaduna State Private Schools Board
  - School registration
- The Teaching Services Commission
  - Divisional reporting on teacher numbers

### B.3 Process tables for each process investigated

The format of the process tables included below is as follows

Process name (e.g. school inspection, teacher registration, pupil examination, budget forecasting, financial audit)					
<b>Purpose:</b>	This describes in one short phrase, describe why this process exists, what is its main goal. "The purpose of this process is to ..."				
<b>Owner</b>	This identifies the organisation or post responsible for the process				
<b>Customers of the Process:</b>	This identifies those who the process is supposed to				
<b>Triggering Event</b>	This identifies the event that starts the process going? It could be a sporadic event such as a patient request or a regular one such as the end of the quarter				
<b>Process Inputs:</b>	This identifies the major things this process needs to run that come from outside the process excluding people.				
<b>Interlocks</b>	This identifies linkages with other processes.				
<b>Key Indicators</b>	This lists the key indicators relevant to this process e.g. timeliness, funds released etc.				
<b>Policy, Procedure</b>	This lists any written policies, procedures, or guidelines currently available for the process				
<b>Process Outputs:</b>	This lists products or services delivered.				
<b>Steps</b>	This lists and numbers all the steps or sub tasks in the process in the order in which they occur. Step links show inputs from other steps. Data links show steps that produce data products and their information produced product number for section B.4.				
	No	Name	Owner	Timing	Steps Links

Process name (e.g. school inspection, teacher registration, pupil examination, budget forecasting, financial audit)						
<i>Information produced during process</i>	This lists all the reports etc. produced during the process that contain numbers and/or could be used as an input into a report containing numbers.					
	Step (number of step that where the product appears)	Name and product number	Storage (Electronic or paper, held by individual or centrally)	Status (published, available on request, confidential etc)	Type (tables, numbers in a text or narrative of judgements)	Reliability (obtained from third party or direct observation. audited or unaudited)

1. KSE Finance and Accounts: Collect and Spend						
<b>Purpose:</b>	To allow schools to finance small items using fees but protect parents from unauthorised charges					
<b>Owner</b>	Department of Finance KSE					
<b>Customers</b>	Secondary Schools					
<b>Triggering Event</b>	Parents pay fees					
<b>Process Inputs:</b>	Money from parents, audits from Kaduna State Finance					
<b>Interlocks</b>	Auditing by Auditor General					
<b>Key Indicators</b>	Amounts of funds released. Length of time for processing					
<b>Policy, Procedure</b>	Kaduna State Financial Instructions					
<b>Process Outputs</b>	Payments, Collection receipts, Accounting reports					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	School collects fees	School	Continuous		
	2	School forwards fees to LGA	School	Monthly	1	
	3	LGA forwards fees to District	LGA	Monthly	2	
	4	District returns 80% to school	KSE	Monthly (after 3)	3	
	5	School spends money	School	Continuous	4	
	6	School reports on spending and revenue	KSE	Monthly	1,2,4,5	(1)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	6	Monthly reports and trial balances (1)	MS Word	Public, unpublished	Tables & comments	Direct observatio

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2. KSE Finance and Accounts: Capital works.						
<b>Purpose:</b>	Financing capital works for secondary schools					
<b>Owner</b>	Department of Finance KSE					
<b>Customers</b>	Secondary Schools					
<b>Triggering Event</b>	Request from school for funding					
<b>Process Inputs:</b>	Certification reports from PRS consultants and approvals from Governor's office					
<b>Interlocks</b>	Auditing by Auditor General					
<b>Key Indicators</b>	Amounts of funds released. Length of time for processing					
<b>Policy, Procedure</b>	Kaduna State Financial Instructions					
<b>Process Outputs</b>	Payments to contractors					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	School send spending request to PRS	School	Ad hoc		
	2	PRS reviews and sends to governor's office	PRS	Ad hoc	1	
	3	Governor authorises "cash backing" by Kaduna state ministry of Finance	Governor's office	Ad hoc	2	
	4	Contractor completes work	Contractor	Ad hoc	3	
	5	PRS consultant certifies work	PRS	Ad hoc	4	
	6	PRS authorises payment by KSE finance	PRS	Ad hoc	5	
	7	KSE finance pays contractor	KSE finance	Ad hoc	6	(1)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	7	Monthly reports and trial balances (1)	MS Word	Public, unpublished	Tables & comments	Direct observation

3. KSE Finance and Accounts: Central payroll						
<i>Purpose:</i>	Paying teachers					
<i>Owner</i>	Department of Finance KSE					
<i>Customers</i>	Secondary Schools					
<i>Triggering Event</i>	Monthly timetable					
<i>Process Inputs:</i>	None					
<i>Interlocks</i>	Auditing by Auditor General					
<i>Key Indicators</i>	Amount and number of teachers paid on time					
<i>Policy, Procedure</i>	Kaduna State Financial Instructions					
<i>Process Outputs</i>	Teachers paid					
<i>Steps</i>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	KSE finance transfers to personal bank accounts for teachers in schools near banks	KSE finance	Monthly		
	2	Headmasters from remote schools visit Kaduna to collect cash personally	KSE finance	Monthly	1	
	6	KSE finance records all monthly payments together	KSE finance	Monthly	2	(1)
<i>Information produced</i>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	6	Monthly reports and trial balances (1)	MS Word	Public, unpublished	Tables & comments	Direct observation

4. KSE Finance and Accounts: Financing of board schools						
<b>Purpose:</b>	Providing Finance to schools managed by a board rather than directly by the ministry					
<b>Owner</b>	Department of Finance KSE					
<b>Customers</b>	Board Schools					
<b>Triggering Event</b>	Timetabled Annually					
<b>Process Inputs:</b>	N.A.					
<b>Interlocks</b>	Auditing by Auditor General					
<b>Key Indicators</b>	Amount paid and number of schools paid on time					
<b>Policy, Procedure</b>	Kaduna State Financial Instructions					
<b>Process Outputs</b>	Board Schools receive operating funds					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	School board sets priorities at annual meeting	School	Annually		
	2	Applies for Funding from Schools account	School	Annually	1	
	3	KSE schools division authorises payment	Schools division	Annually	2	
	4	KSE Finance pay lump sum to schools account	KSE Finance	Annually	3	(1)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	6	Monthly reports and trial balances (1)	MS Word	Public, unpublished	Tables & comments	Direct observation

5. KSE Schools department: Teacher recruitment						
<b>Purpose:</b>	Recruiting teachers					
<b>Owner</b>	Schools Department KSE					
<b>Customers</b>	Secondary Schools					
<b>Triggering Event</b>	Annual Process					
<b>Process Inputs:</b>	N.A.					
<b>Interlocks</b>	Teaching Services Commission					
<b>Key Indicators</b>	Number of teachers passing the exam and number placed					
<b>Policy, Procedure</b>	Desk instructions for each officer but no unified manual					
<b>Process Outputs</b>	Teachers placed					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	Identification of demand for teachers in each division by dept's division offices	Schools Div	Annual		
	2	Submission of total demand to Commissioner and decision on number of new teachers needed (if any) sent to TSC	Commissioner	Annual	1	
	3	Advertising and running of professional exams by TSC	TSC	as required	2	
	4	Sift of exam results by department and sending of offers to candidates	Schools divn.	as required	3	
	5	Acceptance of offers by candidates	Candidates	as required	4	
	6	Posting of list of accepted candidates	Schools divn	as required	5	
	7	Candidates report to schools department and are informed of their posting	Candidates	as required	6	(2)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	6	List of accepted candidates (2)	MS Word	Public, unpublished	List	Direct observation

6. KSE Inspectorate Division: Operational Inspection						
<b>Purpose:</b>	“To find out how prepared the school is to take off and to appraise end of term arrangements”					
<b>Owner</b>	Inspection department KSE					
<b>Customers</b>	Secondary Schools					
<b>Triggering Event</b>	Regular processes at the beginning and end of each term					
<b>Process Inputs:</b>	N.A					
<b>Interlocks</b>	N.A					
<b>Key Indicators</b>	Number and timeliness of inspections					
<b>Policy, Procedure</b>	Inspector’s handbook					
<b>Process Outputs</b>	Inspection reports					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	Divisional director assigns schools to inspectors	Div director	Term start & end		
	2	Inspector contacts headmaster and arranges visit within first or last two weeks of term respectively	Inspector	Term start & end	1	
	3	Inspector visits for 1 day and fills operational inspection form (see handbook)	Inspector	Term start & end	2	
	4	Inspection form and written comments sent to divisional inspectorate director	Inspector	Term start & end	3	
	5	Coordinating directors prepares a compendium. report	Coord. Director	Term start & end	4	(3)
	6	Commissioner decides on actions and issues orders to director schools	Commissioner	Term start & end	5	
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	5	Compendium of inspection reports for commissioner (3)	MS Word	Public, unpublished	Text and forms	Direct observation

7. KSE Inspectorate Division: General Inspection						
<b>Purpose:</b>	Comprehensive assessment of the work of a school					
<b>Owner</b>	Inspection department KSE					
<b>Customers</b>	Secondary Schools					
<b>Triggering Event</b>	Ad hoc every 3-4 years					
<b>Process Inputs:</b>	N.A					
<b>Interlocks</b>	N.A					
<b>Key Indicators</b>	Number and timeliness of inspections					
<b>Policy, Procedure</b>	Inspector's handbook					
<b>Process Outputs</b>	Inspection reports					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	Director of inspection orders a general inspection of a given school	School	Ad hoc		
	2	Divisional director organises a team of 15-20 inspectors including subject specialists	School	Ad hoc	1	
	3	Team visits for 4 days and fills inspection form (see handbook)	LGA	Ad hoc	2	
	4	Inspectorate HQ review form and comments	KSE	Ad hoc	3	(4)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	6	Inspection form (4)	MS Word	Public, unpublished	Standard tables with text commentary	Direct observation

8. KSE Administration and supplies department: Local Purchase ordering						
<b>Purpose:</b>	Purchasing of small supplies for schools e.g. books					
<b>Owner</b>	Administration department					
<b>Customers</b>	Secondary Schools					
<b>Triggering Event</b>	PRS assessment					
<b>Process Inputs:</b>	Goods from suppliers					
<b>Interlocks</b>	Auditing by Auditor General					
<b>Key Indicators</b>	Amount spent and delays in purchases					
<b>Policy, Procedure</b>	Desk instructions for individual officers exist but no procedural handbook					
<b>Process Outputs</b>	Goods delivered					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	PRS recommends purchase of supplies	PRS	Ad hoc		
	2	Call for tenders	Administration	Ad hoc	1	
	3	Tender assessment	Administration	Ad hoc	2	
	4	Successful contractor delivers goods to central store	Contractors	Ad hoc	3	
	5	Stores checked and LPO issued	Administration	Ad hoc	4	
	6	All stakeholders in ministry, among headmasters, and PTA leaders come together to stores, sign and carry away supplies in SUVs	Stakeholders	Ad hoc	5	
	7	Contractor presents LPO for payment	KSF	Ad hoc	6	(1)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	7	Monthly reports and trial balances (1)	MS Word	Public, unpublished	Tables & comments	Direct observation

9. KSE Administration and supplies department: Preparation of Basic information and statistics report						
<b>Purpose:</b>	Reporting to the Commissioner and other policy makers					
<b>Owner</b>	Administration department					
<b>Customers</b>	Policy makers					
<b>Triggering Event</b>	Usually annual but no fixed date					
<b>Process Inputs:</b>	Based on files kept by the administration department					
<b>Interlocks</b>	NA					
<b>Key Indicators</b>	Timeliness of report					
<b>Policy, Procedure</b>	Desk instructions for individual officers exist but no procedural handbook					
<b>Process Outputs</b>	Report					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	Commissioning of report	Director, Administration and Supplies	Annual		
	2	Examination of divisional files	Administration division report team	Annual	2	
	3	Director administration prepares final report	Director, Administration and Supplies	Annual	3	(5)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	3	KSE Basic Information and Statistics (5)	Hard copy	Public, unpublished	Tables, comments, and lists	Direct observation of files

10. SUBEC Schools department: Schools services report						
<b>Purpose:</b>	Monitoring construction, distribution, and utilization of instructional materials					
<b>Owner</b>	SUBEC Schools division					
<b>Customers</b>	Kaduna Ministry of education					
<b>Triggering Event</b>	Ad hoc request from SUBEC board (last one in 2007)					
<b>Process Inputs:</b>	NA					
<b>Interlocks</b>	NA					
<b>Key Indicators</b>	Timeliness and quality of the report					
<b>Policy, Procedure</b>	Desk instructions for individual officers exist but no procedural handbook					
<b>Process Outputs</b>	Report					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	Schools division dispatches teams to each LGEA	Schools divn	Ad hoc		
	2	Teams prepare reports on a programme by programme basis	School	Ad hoc	1	
	3	Schools division prepares an overview report	LGA	Ad hoc	2	(6)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	3	Report on Monitoring (6)	Hard copy only	Private	Comments only	Opinions based on direct observation

11. SUBEC Inspectorate department: schools inspection						
<b>Purpose:</b>	"To find out how prepared the school is to take off and to appraise end of term arrangements"					
<b>Owner</b>	Inspection department KSE					
<b>Customers</b>	Primary schools					
<b>Triggering Event</b>	Regular processes at the beginning and end of each term					
<b>Process Inputs:</b>	N.A					
<b>Interlocks</b>	N.A					
<b>Key Indicators</b>	Number and timeliness of inspections					
<b>Policy, Procedure</b>	Desk instructions for individual officers exist but no procedural handbook					
<b>Process Outputs</b>	Inspection reports					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	Zonal director assigns schools to inspectors	Div director	Start & end of term		
	2	Inspector contacts headmaster and arranges visit within first or last two weeks of term respectively	Inspector	Start & end of term	1	
	3	Inspector visits for 1 day and compiles a report highlighting issues of concern	Inspector	Start & end of term	2	
	4	Comments sent to zonal inspectorate director	Inspector	Start & end of term	3	
	5	Zonal directors present monthly reports	Zonal. Director	Start & end of term	4	(7)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	5	Zonal inspection reports (7)	MS Word	Public, unpublished	Text	Direct observation

12. Kaduna State Private Schools Registration Board: School registration						
<b>Purpose:</b>	To bring private schools within the State system and uphold standards					
<b>Owner</b>	Private Schools Registration Board					
<b>Customers</b>	Private Schools					
<b>Triggering Event</b>	Letter from a committed individual who wishes to start a school					
<b>Process Inputs:</b>	N.A.					
<b>Interlocks</b>	N.A.					
<b>Key Indicators</b>	Timing and amount					
<b>Policy, Procedure</b>	Desk instructions for individual officers exist but no procedural handbook					
<b>Process Outputs</b>	Schools registered					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	School owner requests certification	School Owner	continuous		
	2	Site inspection by staff of board	PSRB	continuous	1	
	3	MES form sent, completed, and verified	PSRB	continuous	2	
	4	School pays registration fee	School Owner	continuous	3	
	5	Board adds to official list		continuous	4	(8)
	6	Revalidation fees paid every year		Annual	5	(9)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	5	Record of registered schools (8)	MS Word	Public, unpublished	List	Direct observation
	6	Payments ledger (9)	Hard copy	Private	list	Financial record

13. Kaduna State Teaching Services Commission: Divisional reporting on teacher numbers						
<b>Purpose:</b>	Establishing the number of teachers in service by subject and identify gaps					
<b>Owner</b>	Teaching Services Commission					
<b>Customers</b>	Teaching Services Commission Board					
<b>Triggering Event</b>	Annual process					
<b>Process Inputs</b>	NA					
<b>Interlocks</b>	NA					
<b>Key Indicators</b>	Timeliness					
<b>Policy, Procedure</b>	Desk instructions for individual officers exist but no procedural handbook					
<b>Process Outputs</b>	Teacher record					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	TSC HQ prepare a questionnaire to schools and send to the divisions	School	Annual		
	2	Divisions send to schools for completions	School	Annual	1	
	3	Schools report on number of teachers and vacancies by subject	LGA	Annual	2	
	4	TSC statistician produces tables (by hand)	KSE	annual	3	(12)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	4	Teachers in service report (12)	MS Word	Private	Tables	Completed questionnaires

### B.4 “Possible statistics” table for each information product containing tables, numbers or judgements that could be used for producing official statistics

The format of the possible statistics tables included below is as follows

Name, Process and Product number	
<i>Description of existing report</i>	The numbers that and tables that appear in the existing reports
<i>Use of the existing report</i>	The people who use the existing report and the purpose they use it for
<i>Description of possible official statistical production</i>	The tables of official statistics that could be produced
<i>Use of possible official statistical production</i>	The use of the proposed official statistics. Whether they substitute for existing official statistics or complement them, Whether they serve as an input into other statistics either directly or as a frame Whether producing official statistical tables from this report benefit the users of the existing report and/or the owners of the process.
<i>Problems and quality issues</i>	A list and description of the statistical problems and quality issues that would need to be addressed to produce any suggested official statistics
<i>Steps to overcome these issues including methodological work</i>	The steps of any process that would need to be addressed to overcome these issues, the people who would have to carry out these steps and how long might they take.
<i>Recommendations for developing official statistics</i>	Yes or no with reasons

(1).Monthly reports and trial balances Processes 1-4 and 8	
<i>Description of existing report</i>	Monthly expenditure totals, cumulative, and approved estimate by fund code and economic code (GFS)
<i>Use of the existing report</i>	Expenditure tracking within the ministry and state financial reporting
<i>Description of possible official statistical production</i>	Education expenditure by geographical area and GFS code. This would be particularly valuable if it were possible to collect such data for every state and produce national estimates that included state and local govt expenditure
<i>Use of possible official statistical production</i>	The production of official estimates of educational expenditure by GFS code would be an enormously valuable tool for planning at the National level, would allow states and LGAs to benchmark themselves against each other, and would facilitate transparency at a local level. There might be some difficulties in reconciling totals with the limited information that is available on total education expenditure in, for example, the Central Bank of Nigeria reports. More importantly there are ongoing efforts to develop state level and national Government Finance Statistics for all areas of expenditure.
<i>Problems and quality issues</i>	Problems include the lack of information on expenditure by (as opposed to grants to) LGAs and individual schools, the use of cash rather than accrual accounting at all levels, and a desire to avoid publishing financial data until it has been audited.
<i>Steps to overcome these issues including methodological work</i>	Information on school level expenditures could only be gathered using an establishment survey approach. Such a survey could also be used to estimate factors for the differences between cash and accrual values. However it would require a minimum of 6 months to organise and carry out as a one of exercise and establishing it as a sustainable procedure would require several years.
<i>Recommendations for developing official statistics</i>	I would recommend against special education finance statistics projects because they would conflict with efforts to develop financial statistics for all areas.

<b>(2) List of accepted teachers. Process 5</b>	
<i>Description of existing report</i>	List
<i>Use of the existing report</i>	To inform teachers that they have passed the exams
<i>Description of possible official statistical production</i>	This list cannot be used directly in a statistical publication as it consists of individual names.
<i>Use of possible official statistical production</i>	Only to indicate numbers of new teachers posted
<i>Problems and quality issues</i>	NA
<i>Steps to overcome these issues including methodological work</i>	NA
<i>Recommendations for developing official statistics</i>	Not suitable for producing statistics as same information is available from other TSC and KSE processes that also produce other data and the procedure is not run in all years

<b>(3) Compendium of operational inspections Process 6</b>	
<i>Description of existing report</i>	The report contains the individual inspection forms for every secondary school and a written summary of the issues
<i>Use of the existing report</i>	To allow the commissioner to identify important issues in individual schools
<i>Description of possible official statistical production</i>	The compendium could potentially be used to provide data on staff and pupil numbers as well as qualitative information such as the proportion of schools with attendance problems.
<i>Use of possible official statistical production</i>	To provide data on staff and pupil numbers. These would duplicate the estimates made by the schools census but the coverage would be higher. The users would be all education policy makers.
<i>Problems and quality issues</i>	There appear to be forms for all secondary schools. Testing the quality of the individual data is difficult because it is not recorded in any readily analysable way. No obvious mistakes were apparent in the returns examined The most obvious difficulty is that the data is not captured in a database of any sort and so cannot be used to make summary tables.
<i>Steps to overcome these issues including methodological work</i>	<p>The most important improvement that could be made to this process is to move from a collection that is completely parallel to the schools census to one that is integrated with it. Instead of collecting basic data on teacher and pupil numbers inspectors could get these pre filled from the schools census and update them or fill them in cases where the school had not provided a census return. The estimates could be fed back to PRS which would then have an estimate based on actual visits to the school. Where there were differences between the inspector's estimate and the census returns the inspectors could investigate the reason for the differences. The steps necessary to move to this process would include</p> <ol style="list-style-type: none"> <li>1. A pilot with data extracted from the census return and provided to the inspectors by hand</li> <li>2. Examination of the census programmes</li> <li>3. The development of routines for extraction and printing of pre-entered forms (probably in MS Access or Excel)</li> <li>4. The development of the SQL system to hold data for the same school at different times during the year</li> <li>5. sensitisation of the district directors to explain the changes.</li> </ol> <p>The other basic improvement that could be made in this collection is attempting to compare household based data for numbers of children enrolled? with establishment based data. At the moment this can only be done at the state level. These comparisons generally show that the household based estimates of pupil enrolment are far lower than the school based ones but give no indication of exactly why this should be</p>

<b>(3) Compendium of operational inspections Process 6</b>	
	<p>so. The solution must involve pinning down more closely the local area in which the households go to school or ideally the school itself. There are several stages to this.</p> <ol style="list-style-type: none"> <li>1. Detailed comparison of existing data at the local level say comparing numbers of children in school in a given enumeration area from a household survey with the number reported by the local schools</li> <li>2. Asking households about the location of their children's school to pin down the link between where people live and the school they use more closely</li> <li>3. Asking direct questions about named and numbered schools in household surveys</li> </ol>
<i>Recommendations for developing official statistics</i>	Yes as it would provide data generated from actual visits to schools

<b>(4) General inspection reports Process 7</b>	
<i>Description of existing report</i>	A full general inspection contains all the information in the ordinary inspection plus more detailed data on staff qualifications and teaching loads and the school's exam performance and extra curricular activities. A lot of qualitative data is also collected
<i>Use of the existing report</i>	To provide a full picture of an individual school
<i>Description of possible official statistical production</i>	None. The inspections are not undertaken regularly and are only undertaken for a single school at any one time
<i>Use of possible official statistical production</i>	NA
<i>Problems and quality issues</i>	NA
<i>Steps to overcome these issues including methodological work</i>	NA
<i>Recommendations for developing official statistics</i>	Not suitable for statistical publication (see above)

<b>(5) Basic information and statistics reports Process 9</b>	
<i>Description of existing report</i>	The report describes the structure and responsibilities of the Ministry of Education and the distribution of teaching and non teaching staff and pupils and gives detailed enrolment data. It also gives a list of secondary schools.
<i>Use of the existing report</i>	To provide an overview of the Ministry
<i>Description of possible official statistical production</i>	The most important statistical output from the administration department's report should be an up to date list of public secondary schools in the state. The division corresponds more often than any other office with all the schools administered by the Ministry and should therefore be in the best position to maintain a definitive frame for all other enquiries.
<i>Use of possible official statistical production</i>	To provide a definitive frame for all other activities that must encompass all the schools for which the ministry is responsible. Both statistical and administrative
<i>Problems and quality issues</i>	The main problems with the list in the existing report are that it omits public schools for which the ministry is not responsible, such as special needs schools, science schools and those run directly by the federal government. It does not include a unique identification number that can be matched with other databases, and is not stored electronically.
<i>Steps to overcome these issues including methodological work</i>	<p>These problems could be addressed by the administration division within a few months. The public schools outside the direct control of the Ministry are few and well known and the division has staff able to enter the school names in a spreadsheet. They would also require proper registry database which assigned unique identification numbers compatible with the schools census. The steps required to create this would be.</p> <ol style="list-style-type: none"> <li>1. A study of the registration needs of all divisions in the ministry including the education census method for allocating school numbers</li> <li>2. Writing a basic entry system</li> <li>3. Publicising the resulting registry</li> </ol>
<i>Recommendations for developing official statistics</i>	Yes the administration division should develop a frame of secondary schools.

<b>(6)School services report Process 10</b>	
<i>Description of existing report</i>	The report is text only with no tables
<i>Use of the existing report</i>	To identify major problems in the system of distributing supplies to primary schools
<i>Description of possible official statistical production</i>	None.
<i>Use of possible official statistical production</i>	NA
<i>Problems and quality issues</i>	NA
<i>Steps to overcome these issues including methodological work</i>	NA
<i>Recommendations for developing official statistics</i>	Not suitable for statistical publication (see above)

<b>(7) SUBEC inspection reports Process 11</b>	
<i>Description of existing report</i>	The report is text only with no tables and does not comment on every school
<i>Use of the existing report</i>	To identify major problems and issues in the administration of primary schools
<i>Description of possible official statistical production</i>	None.
<i>Use of possible official statistical production</i>	NA
<i>Problems and quality issues</i>	NA
<i>Steps to overcome these issues including methodological work</i>	NA
<i>Recommendations for developing official statistics</i>	Not suitable for statistical publication (see above)

<b>(8,9) PSRB list of schools and payment ledger: Process 12</b>	
<i>Description of existing report</i>	The report provides a list of private schools classified by type (the board has a system of classifying schools based on their size and quality). Larger, higher quality schools pay higher registration fees. The registration form itself also contains details of staff numbers and facilities. The ledger is a simple exercise book recording receipts by school as they come in.
<i>Use of the existing report</i>	The report is used internally by the PSRB as a sort of mailing list but is not widely used outside the office. The ledger is used for financial control only.
<i>Description of possible official statistical production</i>	The most important statistical output from the PSRB report should be an up to date list of private schools in the state. The board has by far the best coverage of these schools which use their registration as a marketing tool.
<i>Use of possible official statistical production</i>	To provide a definitive frame for all other attempts to work with private schools. Both statistical and administrative
<i>Problems and quality issues</i>	The main problems with the list in the existing report are that it is not stored electronically and that it is difficult to identify schools which have closed
<i>Steps to overcome these issues including methodological work</i>	<p>These problems could be addressed by the PSRB within a few months. The board's staff are quite able to enter the school names in a spreadsheet though they would require some guidance on the importance of unique identity numbers from the PRS statisticians. The concern about how current the list is could be addressed by recording the latest date at which they paid dues. The steps required to create this would be.</p> <ol style="list-style-type: none"> <li>1. A study of the registration needs of all divisions in the ministry including the education census method for allocating school numbers</li> <li>2. Writing a basic entry system</li> <li>3. Publicising the resulting registry</li> </ol> <p>Because it is known that there is substantial under-coverage of private schools in the schools census it will be necessary to use this list to improve estimates of pupil numbers. One option is to look at the average pupil numbers for each type of school among the private schools that do respond to the census. However pupil numbers within a type may have a high variance so direct collection may be necessary.</p>
<i>Recommendations for developing official statistics</i>	Yes the PSRB should develop a frame of private secondary schools.

<b>(10) Teaching services board report on teacher numbers Process 13</b>	
<i>Description of existing report</i>	The report is a table of total teachers by division and subject
<i>Use of the existing report</i>	Used for estimating the need for new teachers
<i>Description of possible official statistical production</i>	The table could potentially be published as it is on the ministry website
<i>Use of possible official statistical production</i>	Use as a check on the teacher numbers data. Unfortunately it would not agree with the inspection reports and so could create confusion for users
<i>Problems and quality issues</i>	Adding up the returns by hand must raise the possibility of processing errors.  Schools may underreport in the hope of obtaining more staff
<i>Steps to overcome these issues including methodological work</i>	The quality of this data could be improved with some computer training for the staff , the creation of a data entry system, and the use of unique identifiers for schools to allow easy crosschecking against inspection reports and schools census records (they already have machines)
<i>Recommendations for developing official statistics</i>	Not recommended as duplicates other sources (eg inspection reports) but is of lower quality

**B.5 New Process Tables for administrative processes that will be amended to include additional steps to produce official statistical products (including steps to monitor and improve coverage relevance, accuracy, timeliness and periodicity of those products)**

<b>A. New process table for Process 6. KSE Inspectorate Division: Operational Inspection</b>						
<b>Purpose:</b>	“To find out how prepared the school is to take off and to appraise end of term arrangements” and to produce establishment based enrolment estimates					
<b>Owner</b>	Inspection department KSE					
<b>Customers</b>	Secondary Schools					
<b>Triggering Event</b>	Regular processes at the beginning and end of each term					
<b>Process Inputs:</b>	Schools Census					
<b>Interlocks</b>	PRSP					
<b>Key Indicators</b>	Number and timeliness of inspections					
<b>Policy, Procedure</b>	Inspector’s handbook					
<b>Process Outputs</b>	Inspection reports					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	Divisional director assigns schools to inspectors using list from Administration division	Div director	Beginning and end of term		
	2	Inspector contacts headmaster and arranges visit within first or last two weeks of term respectively	Inspector	Beginning and end of term	1	
	3	Inspector obtains a printout of inspection forms with data sections pre filled from PRS	PRSP	Beginning and end of term	2	
	4	Inspector visits for 1 day and fills operational inspection form , updating data section and indicating any revisions to the estimate for education census day	Inspector	Beginning and end of term	3	
	5	Inspection form and written comments sent to divisional inspectorate director	Inspector	Beginning and end of term	4	
	6	Data section of forms copied to PRS and added to update schools census database	KSME PRS	Beginning and end of term	5	(3a)

A. New process table for Process 6. KSE Inspectorate Division: Operational Inspection						
	7	Coordinating director prepares a compendium. Report including summary tables	Coord. Director	Beginning and end of term	4	(3)
	8	Commissioner decides on actions and issues orders to director schools	Commissioner	Unspecified	7	
	9	PRS cross checks against schools census reports and writes reconciliation (explanation of small differences due to timing etc and any revisions to the schools census estimates )	PRS	Beginning and end of term	6	
	10	PRS makes direct inspection of schools in enumeration areas where pupil numbers differ radically from DHS	PRS	Ongoing process	9	
<i>Information produced</i>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	7	Compendium of inspection reports for commissioner (3) (plus summary table)	MS Word	Public, unpublished	Text and forms	Direct observation
	8	Tables with school, teacher, and pupil numbers following the schools census format (3a)	PRS SQL system	Public	Tables	Direct observation and forms from headmasters
<i>Statistical Methodological steps needed to improve coverage accuracy timeliness and periodicity</i>	1	Add capability to print out pre filled inspection forms to education census software				
	2	Add facility for entering data for the same schools at different times during the year to Education Census software				
	3	Match schools to enumeration areas and compare estimates of total pupil numbers in DHS EA data and school records				
	4	Conduct random inspections of areas with large variations and count pupils present				

<b>B New table for process 9a KSE Administration and supplies dept maintenance of a register of public secondary schools</b>						
<b>Purpose:</b>	maintaining a definitive list of publicly funded secondary schools					
<b>Owner</b>	Administration department					
<b>Customers</b>	Policy makers, data collectors, and all activities that need to reach all schools (e.g. inspection)					
<b>Triggering Event</b>	Internal list must be updated whenever a new school file is created and posting must be scheduled monthly					
<b>Process Inputs:</b>	Based on files kept by the administration department					
<b>Interlocks</b>	PRS					
<b>Key Indicators</b>	Timeliness of updating					
<b>Policy, Procedure</b>	Desk instructions for individual officers exist but no procedural handbook					
<b>Process Outputs</b>	Register of secondary schools					
<b>Steps (process 1)</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	Admin division staff update register when new school files are opened adding unique ID number	Administration division registry team	Continuous		
	2	Admin division staff contact responsible ministries to identify new special needs, scientific or federally managed schools and add to register	Administration division director's secretary	Last week of Month	1	
	3	Admin division staff post updated schools list to website	Administration division director's secretary	First week of month	2	(5a)
<b>Information produced</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>
	3	KSE register of publicly funded secondary schools	Database	Public, on KSE website	List of schools	Direct

B New table for process 9a KSE Administration and supplies dept maintenance of a register of public secondary schools						
		(5a)		as downloadable Excel Workbook		observation
<i>Statistical Methodological steps needed to improve coverage relevance accuracy timeliness and periodicity</i>		A registry system that assigns unique ID numbers compatible with those in the schools census will have to be developed				

<b>C New process table for 12a. Kaduna State Private Schools Board: Register of private schools</b>						
<b>Purpose:</b>	maintaining a definitive list of private schools					
<b>Owner</b>	Private Schools Board					
<b>Customers</b>	Policy makers, data collectors, and all activities that need to reach all schools (e.g. inspection)					
<b>Triggering Event</b>	Internal list must be updated whenever a new school is registered or pays annual fees and posted to the Ministry website once a month					
<b>Process Inputs:</b>						
<b>Interlocks</b>	PRS					
<b>Key Indicators</b>	Timeliness of updating					
<b>Policy, Procedure</b>	Desk instructions for individual officers exist but no procedural handbook					
<b>Process Outputs</b>	Register of private schools					
<b>Steps</b>	<b>No</b>	<b>Name</b>	<b>Owner</b>	<b>Timing</b>	<b>Steps Links</b>	<b>Data Links</b>
	1	Management and planning division staff update register database when new schools are registered adding unique ID number	PSRB Management and planning division	Continuous		
	2	Chief accountant notifies management and planning staff so that they can update a field with the date of latest payment	PSRB Chief accountant	Weekly	1	
	3	Management and planning division staff post updated schools list to website	Administration division director's secretary	First week of month	2	8(a)
	4	PRS at KSME conducts sample survey stratified using PSRB categories to estimate total pupil size	PRS at KSME	Annual	3	8(b)
<b>Information</b>	<b>Stp</b>	<b>Name and product number</b>	<b>Storage</b>	<b>Status</b>	<b>Type</b>	<b>Reliability</b>

C New process table for 12a. Kaduna State Private Schools Board: Register of private schools						
<i>produced</i>	3	Online register of private schools (8a)	Database	Public, on KSE website as downloadable Excel Workbook	List of schools	Direct observation
	4	Estimate of total private school pupils (8b)	Table	Public, on KSE website as downloadable Excel Workbook	Table	Depends on sample size and survey quality
<i>Statistical Methodological steps needed to improve coverage relevance accuracy timeliness and periodicity</i>		A registry system that assigns unique ID numbers compatible with those in the schools census will have to be developed				
		Development of a method of using PSRB categories for stratification				

## **Annex C A short note on the link between the Statistical Master Plan and any draft national strategy in statistics that exists and the agreed objectives specified in annex A**

Annexe A of the terms of reference for this consultancy contains the references to objectives shown in table C.1

**Table C.1 Objectives in annexe A of TOR**

<b>Heading</b>	<b>Objective</b>
"Country objective"	"well coordinated NSS"
"strategic objective"	"Improve data quality in official statistics from administrative records".
"Timing-T1" and "Timing-T2"	"Develop data standards and protocols for NSS partners"
"Timing-T3"	"Agree data standards and protocols for NSS partners"

Chapter 2 in the first section of the statistical master plan for 2004/05 to 2008/09 covers the current status of the NSS. It begins by defining an NSS and discussing the characteristics of an effective NSS before moving on to provide a history of Nigerian Statistical legislation, a summary of the main data producing institutions and a discussion of mechanisms for statistical coordination. Such as the National Council on Statistics, the National Advisory Committee on Statistics, and the National Consultative Committee on Statistics. Specific tools for coordination are not discussed.

Part II, which contains the actual statistical master plan contains a short subsection on administrative data in chapter 4, the outline of the statistical master plan. The section suggests that the plan will assist MDAs that compile administrative data to build capacity and will develop standards for them. It also suggests that the NBS will encourage Statistical Units in institutions that lack them, activate State Statistical agencies where they are dormant, and establish them in states where they do not exist. No specific coasted or timetabled measures to meet these objectives are given but substantial amounts are entered in budget lines for Line ministries, State Statistical agencies, and statistical coordination in the suggested budget.. The proposed statistical bill (which the actual bill followed closely) also discussed the National Statistical System and its coordinating bodies.

The Statistical Master Plan does not discuss standards and protocols or Memoranda of Understanding.

The draft National Statistical Strategy has a more explicit link with the NSS. Chapter 3 describes the NSS, chapter 4 gives its mission and values and chapter 6 , which describes the implementation of the strategy discusses promoting partnership and collaboration, promoting ownership of the NSS concept, developing joint work plans, and institutional and coordination arrangements.

The draft notes that “At both the States and the Federal levels of government exist ministries, departments and agencies (MDAs) producing administrative statistics, sometimes using different methodologies, definitions and standards. In this respect, data quality could not be guaranteed as there exists discrepancy in statistics and indicators describing same condition or activities of same people at same time.” That is it sees the problem of improving the quality of administrative statistics largely as one of coordination.

The most important single coordination measure suggested in the strategy is for the NBS to identify a single point of contact for each MDA and state (the state statistical agency). The strategy also proposes state statistical development strategies for each state and the creation of have also argued for State Coordinating Committees on Statistics at the state level and Sectoral Statistics Committees (SSC) at the sectoral level all of them coordinating statistical production and use at various hierarchies of operation. It also discusses bodies such as the Federal Agencies Coordinating committee on statistics.

The document notes the role of the NBS in developing and promoting data standards and laments a lack of progress in addressing this challenges but does not, itself suggest any mechanisms.

The draft as it currently exists makes no mention of memoranda of understanding or of statistical quality systems. However following discussions with the NBS leadership they agreed that these should be incorporated and a revised draft was prepared.

## **Annex D A short note about the links between the activities of this mission and the ongoing DFID statistics project.**

The activities of this mission have covered

- the drafting of a memorandum of understanding to be used by the central statistics office and other institutions responsible for education statistics and
- the drafting of documents describing;
  - some administrative processes of the Kaduna state Ministry of Education,
  - the statistics that might be produced from these processes,
  - new statistical production processes which might produce them

DFID's main statistical project in Nigeria has been provision of funding for the Statistical Master plan (though in purely financial terms other activities such as support for the census have been more significant) Disbursement has been largely by the NBS itself, overseen by the Economic Advisers in the Abuja offices of DFID and the World Bank with statistical support from a DFID senior statistical adviser based in East Kilbride In recent years the project has also funded work in developing the draft NSDS

DFIDs support has assisted the NBS in its efforts to strengthen administrative statistics including.

- The development of a compendium of statistics provided by MDAs listing the data series expected in each area and allocating a number to each, providing some institutional background and – sometimes - indicating the recommended international classification system to use.
- The development of directories such as the directory of educational institutions and a planned directory of health institutions
- Preliminary work on linking the National Databank's SQL database to the website to allow remote data entry for the statistical abstract via special templates for 22 Federal Ministries Departments and Agencies in Abuja
- The holding of workshops for state statistical advisors and the development of a prototype statistical yearbook with an attached system of Excel templates that will help state statistical offices to compile these yearbooks. Offices will be provided with computers and training in filling in administrative data on each subject for each Local Government Administration. When all workbooks for a state are filled correctly a workbook with linked formulas in whole state tables will be filled automatically. If all the workbooks in all the states are filled correctly a further set of linked workbooks containing a National Statistical Yearbook will be filled automatically.
- The holding of workshops for state statistical advisors and attempts to build support for state level statistics acts and state level statistical master plans defining the role of these offices.

Further support for the implementation of the strategy will depend on the acceptance of Nigeria as a candidate in the "Scaling up Statistics" initiative.

In addition to its statistics projects DFID also supports statistics in specific sectors through its sector reform projects. These often have implications for administrative statistics. There are

a family of large state level programmes for instance which have become heavily involved in monitoring. In particular the Education Sector Support Programme, for instance, has become heavily involved in the school's census.

DFIDN is keen to ensure that its project monitoring efforts are integrated with its attempts to develop statistical capacity. These projects are likely to be the main source of external funding for attempts to improve administrative statistics.

**Annex E A detailed agenda of interviews held together with two or three bullet points indicating the main conclusions drawn from each meeting.**

<b>Date</b>	<b>Venue</b>	<b>Participants</b>	<b>Purpose</b>	<b>2/3 bullets on conclusions</b>
<b>Mon 23 March</b>	NBS Abuja	S.B Harry,	To discuss administrative arrangements for the mission	<ul style="list-style-type: none"> <li>• A driver has been arranged for trips to Kaduna</li> <li>• The DG and Mr Mayaki will be available most of the time but Mr Mayaki will travel to Enugu for the National Planning meeting</li> <li>• The draft of the NSDS is available (and was obtained)</li> </ul>
	NBS Abuja	Mr S.J. Mayaki , Director of Corporate Planning and Technical Coordination	To understand how the NBS' efforts to Build an NSS	<ul style="list-style-type: none"> <li>• NCCS will be held soon</li> <li>• NSDS consultants have produced a first draft that is being circulated for comments</li> <li>• The NBS is seeking to address the need to improve administrative statistics through the Statistical Abstract and the Yearbook but some state offices have not collaborated</li> </ul>
	NBS Abuja	Dr V.O. Akinyosoye Director- General	To greet the DG at the beginning of the mission	<ul style="list-style-type: none"> <li>• The NBS is keen to improve the Use of Administrative Statistics</li> <li>• The Director General has held meetings with the permanent secretaries of a number of ministries with a view to signing memoranda of understanding</li> </ul>
<b>Tue 24 March</b>	Federal Ministry of Education Abuja	Mr. Ismail Babatunde, Director of Planning Research and Statistics	Update on Schools census & status of MOU  Recommendations on Kaduna contacts	<ul style="list-style-type: none"> <li>• No MoU signed with NBS at Federal level yet but receptive to the idea when explained, it should be taken up with PS</li> <li>• EMIS in States receiving assistance from ESSPIN should be seen as an example to others</li> <li>• Recommended bodies to visit in Kaduna (see below)</li> </ul>
	NBS Abuja	Mr H.C. Etiama , AD in charge of Public Affairs and International Relations	Update on progress with MOUs & other coordination efforts	<ul style="list-style-type: none"> <li>• Compendium available on CD</li> <li>• NBS have built a directory of Educational and Health institutions</li> <li>• MoU principle accepted. Bad experience with State Yearbook instituted without MoUs</li> <li>• MoU signed by DG of NBS and PS of Petroleum and Drafted and prepared with CBN. Plan to sign with 16 identified MDAs in Statistical Master Plan</li> <li>• Will compare MoU used and project draft</li> <li>• Will add MoU section to NSDS</li> </ul>

**Administrative statistics in Education in Kaduna State**

Date	Venue	Participants	Purpose	2/3 bullets on conclusions
				<p>document</p> <ul style="list-style-type: none"> <li>• Will arrange a session on MoUs at NCCS meeting in April</li> <li>• The State statisticians have not fulfilled all the expectations of the Yearbook programme. In the future the NBS will attempt to use MOUs to get them to fulfil their obligations.</li> </ul>
	NBS Abuja	Samuel Adakole, Statistician 2 in PAIRU (responsible for schools directory)	Gain access to Schools directory	<ul style="list-style-type: none"> <li>• Schools directory system was written in MSAccess by Samuel himself</li> <li>• State Statistical offices were required to provide lists on paper or in MS word</li> <li>• Data entry was done by PAIRU staff and others in intervals during their normal schedule</li> </ul>
<b>Wed 25 March</b>	PRS Kaduna State Education	Habila Dogo Ilyong, Deputy Director  Yakwabon IIsale Salisu, Statistician	To discuss the administrative processes of the Ministry and their potential for producing statistics	<ul style="list-style-type: none"> <li>• The Ministry of Education is made up of Planning Research and Statistics, Administration and Supplies, Schools, Finance and Accounts, the Inspectorate, Higher Education, and the Educational resources centre (which deals with curriculum development, teacher training and setting exams</li> <li>• The PRS department is responsible for collecting statistics but also for authorising capital works.</li> <li>• Apart from PRS itself the parts of the ministry that produce the most reports are Finance, Administration, and Inspection</li> </ul>
	Finance Department KSE	Ishaku K Shekari, Director	To discuss the administrative processes of the Finance Department and their potential for producing statistics	<ul style="list-style-type: none"> <li>• The ministry has several different financial administrative procedures including “collect and spend”, “capital works”, and “central payroll” . There are separate procedures for schools managed directly by a school board.</li> <li>• Accounting codes map to the Government Finance Statistics classification</li> <li>• Financial reporting is governed by Kaduna State Financial regulations</li> </ul>
	Inspection Department KSE	Asabe H Makeri, Director  Idris Umar, Deputy Director	To discuss the administrative processes of the Inspectorate Department and their potential for producing statistics	<ul style="list-style-type: none"> <li>• There are nine regular inspections per school per year</li> <li>• Inspectors follow guidelines in their handbook, use structured forms, and collect data on teacher and pupil numbers</li> <li>• The division prepares regular</li> </ul>

**Administrative statistics in Education in Kaduna State**

<b>Date</b>	<b>Venue</b>	<b>Participants</b>	<b>Purpose</b>	<b>2/3 bullets on conclusions</b>
				compendium reports for the commissioner
<b>Thurs 26 March</b>	SUBEC Kaduna	Dr Bashir Balarabi Jaji, Executive Chairman	To obtain permission to hold discussions with SUBEC staff	<ul style="list-style-type: none"> <li>• The SUBEC executive welcomes the GDDS project</li> <li>• It is happy to give permission for the consultant to talk to SUBEC staff</li> </ul>
	PRS SUBEC	Jonah S Bagadu, Director  Shehu Rebilu, Deputy Director  Andu R. Musa, Statistician	To discuss the administrative processes of SUBEC and their potential for producing statistics	<ul style="list-style-type: none"> <li>• SUBEC is responsible for all publicly funded primary schools</li> <li>• Its divisions cover Planning, research and statistics, inspection, personnel, physical planning, and finance</li> <li>• PRS collects data on enrolment and in the past has run an exercise to give GPS coordinates of every school in the state</li> </ul>
	SUBEC Schools	Halima Mahid Jumare, AD School Services	To discuss the administrative processes of SUBEC schools division and their potential for producing statistics	<ul style="list-style-type: none"> <li>• Schools department arranges matters such as purchases of books, curriculum, and the academic performance of schools</li> <li>• Records are kept of all purchases but there are no regular reports, only entries in the SUBEC annual reports</li> <li>• More formal reports and inspections have been made from time to time. The last was undertaken in 2006</li> <li>• Staff have desk instructions but there is no manual or handbook for them to follow</li> </ul>
	SUBEC Personnel	Mrs H.S. Abdulmain, Director	To discuss the administrative processes of SUBEC personnel division and their potential for producing statistics	<ul style="list-style-type: none"> <li>• The personnel division deals with SUBEC staff, not the teachers employed by individual schools</li> <li>• The personnel division makes no regular public reports</li> <li>• Staff have desk instructions but there is no manual or handbook for them to follow</li> </ul>
	Admininstration and Supply KSE	Alisabatu Dada Onaz, Director	To discuss the administrative processes of KSME administration division and their potential for	<ul style="list-style-type: none"> <li>• The administration division deals with all matters relating to teacher recruitment and management and the purchasing of equipment and supplies</li> </ul>

**Administrative statistics in Education in Kaduna State**

Date	Venue	Participants	Purpose	2/3 bullets on conclusions
			producing statistics	<ul style="list-style-type: none"> <li>• It also operates a central stores.</li> <li>• 479 schools are managed by the ministry</li> <li>• Administration department is responsible for the ministry's main register which contains files on every school and every teacher in the publicly funded secondary school system except special needs schools, scientific schools, and some federally managed schools.</li> <li>• Administration department prepares a report on basic information in most years but the format and timing can change from year to year They also prepare yearly and quarterly progress reports.</li> </ul>
	FA & DM Acct Genl. office KSF	Abbas Yahaya Sanusi, Director	To discuss the administrative processes of SUBEC schools division and their potential for producing statistics	<ul style="list-style-type: none"> <li>• Kaduna financial accounts will remain cash based. No plans for accrual accounting</li> <li>• New financial reporting formats are being developed with the assistance of DFID</li> </ul>
	Private Schools Registration Board (PSRB ) Kaduna	John W Bagu, Director and CEO  Mrs Felicia N Les, Deputy Director, Management and Planning	To discuss the administrative processes of the PSRB and their potential for producing statistics	<ul style="list-style-type: none"> <li>• PSRB is a relatively new body carved out of the Ministry of Education and sharing many facilities, especially in the districts</li> <li>• PSRB works closely with the private schools board</li> <li>• There are 976 registered private schools. Coverage is probably good because famous schools are easy to locate and all other schools see registration as an essential mark of legitimacy</li> <li>• PSRB registration forms were partly based on schools census forms</li> <li>• Schools are graded A-E based on size and fees</li> </ul>
<b>Fri 27 March</b>	NBS Abuja	George Adewoye , Director Censuses and surveys	To find out which NBS surveys produce Education data	<ul style="list-style-type: none"> <li>• NBS runs many surveys that include education variables including the CWIQ, NLSS, and National Literacy Survey (forthcoming)</li> <li>• The National Literacy Survey will take 400 households per state and administer literacy tests</li> <li>• The CBN joint survey (formerly known as the general household survey) also asks questions on literacy</li> </ul>

**Administrative statistics in Education in Kaduna State**

<b>Date</b>	<b>Venue</b>	<b>Participants</b>	<b>Purpose</b>	<b>2/3 bullets on conclusions</b>
	NBS Abuja	Mr Mamza head of Networks	To discuss the success in promoting electronic data transfer	<ul style="list-style-type: none"> <li>• Satellite links to Kaduna data centre will be activated within the next two weeks</li> <li>• Web access in NBS still restricted due to problems with NITEL</li> <li>• Helpdesk facility for HQ staff now up and working</li> </ul>
<b>Sat 28 March</b>	Not Worked			
<b>Sun 29 March</b>	Not Worked			
<b>Mon 30 March</b>	NBS Abuja	Mr. M.S. Simon , Principal Statistical Officer for the Statistical Abstract	To discuss progress with the statistical abstract project	<ul style="list-style-type: none"> <li>• The NBS plans for direct data entry have not yet been realised</li> <li>• Series on website can only be updated by contractor</li> <li>• Many of the series on the website differ from those published by the subject statisticians</li> </ul>
	NBS Abuja	Samuel Adakole, Statistician 2 in PAIRU (responsible for schools directory)	Alert him to problems with schools directory and obtain copy of MoU with Ministry of Energy	<ul style="list-style-type: none"> <li>• Deficiencies in the directory probably due to the inherent difficulty of the task rather than lack of energy or competence particular to Kaduna</li> <li>• Energy MoU obtained for review</li> </ul>
<b>Tue 31 March</b>	DFID EMIS Project (at workshop on setting targets in education)	Steve Bradley, State Project Coordinator	To discuss DFID's state level Education projects in Kaduns	<ul style="list-style-type: none"> <li>• The state education sector project runs 2007-11</li> <li>• Other sector projects cover health, public finance, and, voice and accountability</li> <li>• Administrative reform at state level is can face substantial political difficulties.</li> <li>• EMIS project has assisted school census and also use of data for monitoring and targeting</li> <li>• Education planners have difficulty coordinating on very basic data issues such as current and future population by age.</li> </ul>
	Schools Department KSE	Ibrahim Madu, Deputy Director	To discuss the administrative processes in the schools department	<ul style="list-style-type: none"> <li>• Schools department is responsible for day to day running of schools</li> <li>• Staff recruitment process takes circa six months from beginning to staff in post</li> <li>• All files are held by administration division</li> </ul>
	SUBEC Inspection	Atiku Sanu, Chief Inspector of Education	To discuss the SUBEC inspection procedure	<ul style="list-style-type: none"> <li>• SUBEC has three inspection types, beginning and end of term and random</li> </ul>

**Administrative statistics in Education in Kaduna State**

<b>Date</b>	<b>Venue</b>	<b>Participants</b>	<b>Purpose</b>	<b>2/3 bullets on conclusions</b>
				<ul style="list-style-type: none"> <li>• There are approximately three hundred inspectors working in nine zones</li> <li>• There are is no manual or set form used by SUBEC inspectors but they all have desk instructions</li> <li>• The NBS schools directory leaves out most of the schools in Kaduna</li> </ul>
	Teaching Services Commission	Bulas Dankari , head of statistics	To discuss the data collected by the TSC	<ul style="list-style-type: none"> <li>• TSC handles recruitment welfare, discipline, promotion and training of teachers.</li> <li>• They collect data on teachers in post every year</li> </ul>
<b>Wed 01 April</b>	Kaduna State Statistics	Isaac Jogai Statistician PRSP  Idris Ibrahim SSA Kaduna	Explain the purpose and form of MoUs and discuss the development of an education data MoU in Kaduna	<ul style="list-style-type: none"> <li>• Budget for State Statistics very limited. Non Salary costs funded from 3M Naira “printing and statistics” budget line</li> <li>• State Coordinating Committee on Statistics meets quarterly (funding permitting).</li> <li>• The next committee will consider drawing up an MOU with the Ministry of Education</li> </ul>
	PRS KSE	Isaac Jogai Statistician PRSP	Understand mechanics of the KSE schools census	<ul style="list-style-type: none"> <li>• The Schools census is not run by sending questionnaires to schools but by summoning headmasters within each senatorial district to a central point</li> <li>• Response of private schools to census is extremely low</li> <li>• Schools sometimes split or join which may be the reason that total school numbers tallies do not always match</li> </ul>
	PRS SUBEC	Andu R. Musa, Statistician	To discuss the SUBEC census	<ul style="list-style-type: none"> <li>• SUBEC carries out its own schools census in January every year, partly because of delays in the National Schools census and partly because it wants to capture all the variables from the old form.</li> <li>• Data capture and processing is done with Excel alone</li> <li>• There are 3,769 primary schools under SUBEC</li> </ul>
	PSRB Kaduna	Mrs Felicia N Les, Deputy Director, Management and Planning	To discuss the process of annual registration	<ul style="list-style-type: none"> <li>• Registration document available on word only, no excel version.</li> <li>• Annual fees are recorded by hand in the general cash receipts book</li> </ul>
	High Commission	Ian Atfield , DFID Education	To discuss DFID support for	<ul style="list-style-type: none"> <li>• UNESCO education statisticians use DHS for monitoring in</li> </ul>

**Administrative statistics in Education in Kaduna State**

<b>Date</b>	<b>Venue</b>	<b>Participants</b>	<b>Purpose</b>	<b>2/3 bullets on conclusions</b>
	rest-house, Kaduna	adviser (northern)	Education statistics and the ways in which it wants administrative processes in Education to change.	<p>preference to administrative data or Education Census</p> <ul style="list-style-type: none"> <li>• Schools census has been delayed due to a decision to introduce a new form without new data capture software</li> <li>• Decision to move from Access to SQL for Schools census was a mistake. Access worked well in Vietnam</li> <li>• DFID has been encouraging more qualitative inspections with less examination of school roles etc.</li> </ul>
<b>Thurs 02 April</b>	NBS Abuja	<p>Dr V.O. Akinyosoye, Director- General</p> <p>Mr S.J. Mayaki , Director of Corporate Planning and Technical Coordination</p> <p>Mr H.C. Etiama , AD Public Affairs and International Relations</p>	To present and discuss findings and recommendations of the mission	<ul style="list-style-type: none"> <li>• The power-point presentation viewed agrees with NBS' internal analyses</li> <li>• NBS was keen to adopt the suggested changes to their approach to memoranda of understanding, and to incorporate these in the NSDS and the discussions of the NCCS</li> <li>• The NBS was very keen to be involved in monitoring the progress of significant aid programmes such as the DFID State Level Programmes</li> <li>• Short paper on quality frameworks would be useful for NBS</li> </ul>
	DFID Abuja	<p>Lindsey Block, Economist</p> <p>Scott Caldwell , Governance Adviser</p>	To discuss DFID support for statistics in Nigeria	<ul style="list-style-type: none"> <li>• DFIDN wish to coordinate their support to NBS with statistics elements of their other programmes and has created a Stats team and "virtual stats team" to assist in this</li> <li>• The NBS is likely to benefit from the "scaling up statistics programme" provided DFIDN can satisfy themselves about governance</li> <li>• Arrangements for monitoring state level programmes will be put in place within the next few months and these may involve working with administrative data systems in key states (including Kaduna)</li> </ul>
<b>Fri 03 April</b>	NBS Abuja	Mr H.C. Etiama , AD Public Affairs and International Relations	To discuss paper on quality and the next steps with the compendium and the directory	<ul style="list-style-type: none"> <li>• Quality frameworks note useful</li> <li>• The schools directory and statistical compendium would be submitted to stakeholders at the state level for amendment and updating</li> </ul>

**Administrative statistics in Education in Kaduna State**

<b>Date</b>	<b>Venue</b>	<b>Participants</b>	<b>Purpose</b>	<b>2/3 bullets on conclusions</b>
				<ul style="list-style-type: none"><li data-bbox="1050 266 1461 383">• The NBS would consider expanding the compendium to incorporate statistics based on surveys.</li></ul>

## **Annex F    Terms of reference**

## **General Data Dissemination System, (GDDS phase 2)**

**Socio-Demographic Statistics Project for Anglophone Africa: Provision of technical assistance as the expert for:**

**Management of Statistical Systems**

**to Nigeria: Mission 2**

### *Background*

With financial support from the Department for International Development (DFID) of the United Kingdom, the World Bank is implementing a project to assist 21 Anglophone Africa countries to participate in the General Data Dissemination System (GDDS). Participating countries are being assisted to participate in the GDDS through two separate, but linked projects both financed by DFID. The IMF is providing project management and technical support in the area of economic and financial statistics. The World Bank is providing technical support in the area of socio-demographic statistics. Both projects run concurrently until March 2009.

### *Technical Assistance*

Technical assistance is being provided through the World Bank to help countries implement plans for improvement in population, health, agriculture, labor market, justice and security, management of statistical systems, GIS and small area statistics. The GDDS framework developed by the IMF provides the framework for the detailed elaboration of long-term statistical development strategies. Participating countries have already expressed their requests for technical assistance and both the IMF and the World Bank have developed their assistance strategies.

Nigeria was one of the countries which asked for technical assistance in the field of Management of Statistical Statistics.

### *Terms of Reference*

#### **Background**

**Nigeria** attended the GDDS 2 Module launch workshop on the Management of statistical systems in **Windhoek in April 2007** where they drew up their Country Work Plan regarding the deliverance of three technical assistance missions covering three country identified priorities. These priorities are part of the Work Plan Structure Doc. The purpose of the work plan structure document is to act as a living document for the duration of the technical assistance and to serve as an information base from which the TOR for every mission can be drawn up. To this end, this TOR for the first mission to Nigeria has been drawn up from the work plan. In this work plan the Nigeria statistical office has decided to focus on one key objective which is to improve data quality in the production of official statistics from administrative records.

The Problem to be addressed is: Lack of uniform standards, definitions, concepts & methodologies in the production of data within the Nigeria Statistical System (NSS).

**The purpose of the second mission** is to draft a series of documents that will facilitate and improve the use of administrative data for official statistics.

The approach to be taken is to select a single topic of education statistics that will serve as a pilot study for other topics.

Furthermore the method of using Memorandums of Understanding (MOU) will be explained and developed by taking into account the Nigerian situation.

**Actions:**

1. **Draft Memorandum of Understanding (MOU)** to be used by the central statistical office and other institutions responsible for education statistics, and to be discussed with the statistical authorities of Nigeria. An MOU is an agreement between parties in which they decide to work together in order to have better statistics. This document can be considered as the basis for different institutions to work together in statistics. The consultant will produce a draft MOU before the mission takes place that he will discuss with the National Bureau of Statistics. It will then be the responsibility of the NBS to agree this with the ministry of Education of Kaduna state. The mission will not proceed unless a draft can be agreed between the two parties and the World Bank.

2. **Draft a document that describes the administrative processes of the Kaduna State Ministry of Education that produce** data/information that could be used for making statistics as a byproduct (i.e. not the annual educational census). This document should provide a description of the objectives of each administrative process, what information is collected, how it is collected, and how the process is managed. This document should identify what part of the information that is recorded can be used for statistical purposes.

3. **Draft tables describing the statistics that might be produced from the administrative processes described in 2. above.** Each table should be accompanied by notes indicating the statistical problems that would be faced in producing the statistics referred to and quality issues that should be addressed in any statistics that are already produced.

4. **Draft document that describes possible new statistical production processes where appropriate.** The document should follow the same structure as that produced for Activity 2 but focus on proposed changes that are needed. and include a description of specific statistical methodological steps that need to be taken to improve the coverage, relevance, accuracy timeliness and periodicity of any statistics being produced.

Those four draft documents must be discussed with the Nigerian counterparts in the NBS and be included in a **synthesized document** that presents steps that will assist the NBS to start a pilot to improve the production of education statistics. The aim is that this approach can also be applied with other organizations in Nigeria. A clear distinction should therefore be made between the methodological part of these documents approach, and the application to the Kaduna State Ministry of Education.

The method of working in Nigeria will be to conduct a number of interviews with the staff of the NBS, Kaduna State ministry of Education, and DFID staff in Abuja involved in the ongoing DFID statistics project. The NBS will arrange a draft agenda of meetings with these institutions and agree it with the World Bank and the consultant before the mission proceeds. **An agenda will be kept of interviews held** together with two or three bullet points indicating the main conclusions drawn from each meeting.

**Deliverables:**

1. A mission report including the table attached as annex B.
2. The Four documents described above in the Annexes to the report.
3. A short note on the link between the Statistical Master Plan and any draft national strategy in statistics that exists and the agreed objectives specified in annex A
4. A short note about the links between the activities of this mission and the ongoing DFID statistics project.
5. A detailed agenda of interviews held together with two or three bullet points indicating the main conclusions drawn from each meeting.

If it proves impossible for the mission to proceed because the draft MOU and agenda of meetings cannot be agreed by all parties then the drafted MOU and the structure of documents 2, 3, and 4. will be considered the expected outputs of the preparation phase of this assignment.

**Communication:**

You will meet with the Head of the National Bureau of Statistics and the GDDS coordinator at the start of the visit, if possible, and you will report briefly to them at the end of the visit.

**Preparation:**

This mission demands additional preparation. A text on the MOUs is to be drafted and agreed with the Kaduna State Ministry of Education before the mission will take place. For documents 2, 3, and 4 their structure will be drafted. . A draft agenda of the meetings needed for a successful meeting must also be arranged and agreed with the World Bank , the consultant, and the institutions to be met before the mission proceeds. For this reason the granted preparation time is 4 days which also includes the arrangement of all needed appointments for a successful mission.

If it proves impossible for the mission to proceed because the draft MOU and agenda of meetings cannot be arranged and agreed by all parties then the drafted MOU and the structure of documents 2. 3 and 4. will be considered the expected outputs of the preparation phase of this assignment.

**Duration**

As noted, the total consultant time for the mission is 16 working days with 10 days mission time, four days for preparation time and two days for the final report writing.

**Timing**

To be completed during the quarter following the signing of this contract..

Annex A: Work plan Nigeria.(for information only)

**Module: Management of statistical agencies**

**Introduction**

**Country objective:** *Well coordinated NSS*

<b>Summary</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Priority 1</b> Defining standards and protocols	- Identification of the relevant data collection processes, especially for administrative data.  100%	- Identify priority statistics/ministries. - develop standards - propose protocols - propose quality standards. 100%	For the priority statistics/ministries identified. - agree standards - agree protocols - agree quality standards. 100%
<b>Priority 2</b>			
<b>Priority 3</b>			

**1. Priority 1**

**Domain: Institutional issues and internal policies**

**Sub-domain Organizational Structure**

**Relevant aspects**

**Problem being addressed**

*Lack of uniform standards, definitions, concepts & methodologies in the production of data within the Nigeria Statistical System (NSS).*

**Strategic objective/s**

*Improve data quality in the production of official statistics from administrative records*

**Activities required**

- 1. Review of production processes in administrative data*
- 2. Communication with stakeholders on NSS coordination*

**Input required international**

- 1. Define and advise on operational implementation on NSS coordination in a policy paper.*
- 2. Facilitate necessary technical workshops of stake holders in NSS.*

**Own preparations required**

- 1. Planning meetings of stakeholders*
- 2. Advocacy activities with stakeholders on need for NSS coordination and quality improvements.*

**Output planned**

*NSS stakeholders agree to coordination of national official statistics*

**Changes anticipated**

*Production of quality assured official statistics within the NSS.*

**Linking with further activities**

*Linking with the Compendium development and reform processes*

**Other donors supporting this topic**

*World Bank & DFID via the federal government ERGP*

**DQAF relevance**

- 2. *Methodological soundness*
  - 2.1 *Concepts & definitions*
  - 2.2 *Scope*
  - 2.3 *Classification*
- 3. *Accuracy and reliability*
  - 3.1 *Source data*
  - 3.2 *Assessment of source data*
  - 3.3 *Statistical techniques*
  - 3.4 *Assessment and validation*
- 4. *Serviceability*

**Opening launch workshop report**

**Timing - T1**

- 100% of T1 consultant input

**Objectives**

*Develop data standards and protocols for NSS partners*

**Activities**

- 1. *Review of production processes in administrative data*
- 2. *Communication with stakeholders on NSS coordination*
- 3. *Development of proposals for NSS coordination*

**Expected outputs (deliverables)**

*First draft policy paper on NSS coordination principles and procedures*

**Performance indicators**

*Report available by T2*

**DQAF relevance**

*See 1.0*

**Observations**

**Conclusions**

**Timing – T2**

- 100% of T1 consultant input

**Objectives**

*Develop data standards and protocols for NSS partners*

**Activities**

- Continuation from T1 of:
  - 1. *Review of production processes in administrative data*
  - 2. *Communication with stakeholders on NSS coordination*
  - 3. *Development of proposals for NSS coordination*

- 4. Proposals for technical working committees

**Expected outputs (deliverables)**

*Revised policy paper on NSS coordination principles and procedures*  
*Draft protocols and MOU*  
*Terms of reference for technical working parties on NSS coordination*

**Performance indicators**

*Report on 1.2.3 available by T3*

**DQAF relevance**

*See 1.0*

**Observations**

**Conclusions**

**Timing –T3**

- 100% of T1 consultant input

**Objectives**

*Agree data standards and protocols for NSS partners*

**Activities**

- Continuation from T2 of:
  - 1. Development of proposals for NSS coordination
  - 2. Draft policy for national NSS coordination
  - 3. Draft MOU, and protocols
  - 4. First meetings of technical working committees
  - 5. Outline of handbook on standards and classifications developed.

**Expected outputs (deliverables)**

*Agreed policy paper on NSS coordination principles and procedures*  
*Agreed template protocols and MOU*  
*Active technical working parties on NSS coordination*  
*Handbook for each series under development*

**Performance indicators**

*Report on 1.3.3 available by T4*  
*Working party minutes*  
*Signed MOU*  
*Published protocols*

**DQAF relevance**

*See 1.0*

**Observations**

**Conclusions**

