USING SABER TOOLS TO HELP DEVELOP NEW PROGRAMMES FOR IMPROVING EDUCATION QUALITY IN 3 STATES OF NIGERIA

Presentation by Richard Arden GPE Reading Workshop, Kigali, Rwanda 2012
SABER process in Nigeria

• **Identifying reason/rationale for engagement**
  – New project preparation – State Education Program Investment Projects (SEPIP) in Anambra, Bauchi and Ekiti States
  – Use of Deliverable Linked Indicators in project

• **Ensuring readiness for engagement**
  – Discussions at federal and state level
  – Consultant identification, hiring, data collection, 4 main domains /sub-systems – teachers, learner assessment, school management, EMIS

*This is as far as the process has proceeded as of February 2012*
SABER process in Nigeria

‘Full-on’ engagement
• Workshop to validate and discuss results of questionnaire, summary reports, recommendations for 3 states
• Initial identification of DLIs

Follow-up and sustainability
• Additional data collection to fill information gaps
• Embed DLIs and other key benchmarking indicators in SEPIP Results/M&E Framework*
• Use DLIs and other key benchmarking indicators to frame supervision, dialog about progress and issues under SEPIP
Key Findings in 4 Sub-Systems

1. School Level Management
Limited participation of school-based management committees in teacher hiring and firing, and in budgeting

2. Teacher Development and Management
Matching teacher skills with student needs since no incentives exist for teachers to work at hard-to-staff schools and to teach subjects where there are critical shortages

3. Student Learning Outcomes Assessment
No large-scale system-level assessment of student learning at state level, and alignment of student learning assessment with the education system is weak.

4. Educational Management Information System
Questions on methodological soundness in terms of scope and standards, accessibility, and serviceability
Education Sub-Domains Covered by SABER

1. Early Childhood Education
2. Teacher Policy
3. Student Assessment
4. School Finance
5. School-Based Management and Autonomy
6. EMIS
7. Equity and Inclusion
8. Public/Private Partnerships
9. Workforce Development
10. Rebuilding Education Resilience Post-Conflict/ Post Crisis
11. Curriculum Development
Uses of the SABER Tools for Country-based Work

1. Collecting evidence for developing new programmes
2. Research to inform and influence policies, plans and programmes
3. Promoting a participatory approach to identifying priorities for future partnerships and joint initiatives
4. Providing key information, evidence and rationale for policy dialogue and design of new programmes
5. Contributing a sound analytical base to joint annual sector reviews, or major multi-year sector overviews
6. Developing new sector plans or frameworks
7. Monitoring and evaluation of progress or results of a joint programme
8. Providing a sound analytical basis for innovative approaches including results-based financing