

**Stakeholders and multi-sectoral  
interactive forum  
for Monitoring and Evaluation of**

**Millennium Development Goals  
in conjunction with Kogi State  
MINISTRIES, DEPARTMENTS AND  
AGENCIES-MDAS**

# RESOURCE PERSONS

- MDG SPECIAL ADVISER / FOCAL. KOGI STATE
- UNDP FOCAL OFFICER, KOGI STATE
- MDG MONITORING AND EVALUATION UNIT
- FAO – UN / UNDP EXPERT 2000-2030 ROME / NIGERIA – M AND E SPECIALIST / TCDC EXPERT
- **Hon Yinusa Mohammed Nasir, MDG SA/FOCAL**
- **OTUNBA JOSEPH ADE OSASONA, UNDP FOCAL**
- **MR BARNABAS ONIMOLA, MDG M AND E**
- **MS VICTORIA TAIWO OBASAJU-AYO – COORDINATOR, FAO/UNDP EXPERT ROME/FGN**

# **FAO-UN, PARTNERSHIP PROGRAM**

## **G77 TCDC UNDP/FAO, IFAD, WFP,MDG**

- KOGI, KWARA, PLATEAU, ADAMAWA, BAYELSA, LAGOS, EU-MPP6/ JDPC IJEBU ODE/ GHANA
- NIGERIA – NATIONAL PLANNING COMMISSION, KOGI, KWARA, NITDA, ASSOCIATE LECTURER
- GHANA – G8 JICA, INEC, MDC GHANA/NIGERIA
- BENIN REPUBLIC – MOH, IRSP, WAHO FOCAL
- TOGO – WAHO FOCAL MOH, FECCIWA - WCC
- BURKINA FASO – WAHO ECOWAS, G8 JICA
- ETHIOPIA – AUC, UNECA, UNIVERSITIES, G77 TCDC UNDP / FAO, G8 CORPORATE AFRICA

# MONITORING AND EVALUATION FRAMEWORK FOR MDG / INDICATORS

- **The stakeholders and multi-sectoral interactive forum for Monitoring and Evaluation of the Millennium Development Goals in conjunction with MDG Kogi State, UNDP, FAO-UN, G77 TCDC and other Ministries, Departments and Agencies and the Development Partners was held at the MDG Office in Lokoja, Kogi State on Friday, February 1<sup>st</sup> 2013. The MDA's invited were in attendant thus**

# **PARTICIPANTS FOR THE MDAS**

## **INTERACTIVE FORUM ON M AND E**

- **Ministry of Health**
- **Ministry of Education**
- **Ministry of Agriculture**
- **Ministry of Ministry of Works**
- **Women Affairs**
- **Budget and Planning**
- **Accountant General Office**
- **MDG –SSA / focal person**
- **MDG- Director Admin and Finance**
- **MDG Director of M and E**
- **MDG Water**
- **MDG Engineering**
- **MDG Women and Education department**
- **MDG Deputy Director Admin**
- **MDG Secretariat**
- **UNDP Focal person**
- **UNDP Project Officer**
- **UNDP Accountant**
- **FAO-UN /UNDP expert Rome / Nigeria**

# **Objectives of the Monitoring and Evaluation interactive forum:**

**A monitoring and evaluation framework is required to:**

- Track, coordinate and monitor the status of MDG implementation in all the Departments, Ministries and Agency in the spirit of inter-sectoral cooperation and to**
- Facilitate synthesis of best practices, lessons learnt and impact measurement especially on the beneficiaries in the Federal, State, Local Governments and communities.**
- Collate data of good quality, validity, reliability and precision for trend analysis and for the measurement of impact and long term sustainability of the MDGS activities**
- Collaborate with UNDP, WHO and WAHO focal offices and FAO-UN /UNDP Expert Rome / Nigeria for integration with G77 TCDC UNDP/FAO activities in Nigeria, Benin republic, Togo, Ghana, Burkina faso and Ethiopia**

# OBJECTIVES CONTINUE:

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- **Update reports of MDG, MDAS and other stakeholders for preparation of the monitoring and evaluation framework in accordance with AUC and FAO-UN/UNDP partnership program**
- **Integrate with the ICT4D activities with the MDAs to catalyze the processes for sustainability and long term impact.**
- **Prepare MDG report and update the last report prepared in 2006 in conjunction with MDAS, UNDP, FAO, National planning commission and the Ministry of budget and planning. The report will be integrated with national MDG report and for cross cultural and interstate comparison that will facilitate adaptation of best practices and benchmark**
- **Inter-state comparison with Kogi, Kwara, Plateau, Bayelsa, Adamawa, Lagos and other states will be employed including cross cultural comparison with other countries where G77 TCDC UNDP/FAO activities is on going: Nigeria, Ghana, Benin Republic, Burkina Faso, Togo and Ethiopia.**

- **With due appreciation invited MDAs were in attendant and presentation were made on status of data available, quality of the data and prospects for coordination of data available with MDAs for MDG monitor, validation of the quality to enhance reliable planning, policy designs and implementation.**
- **MDG report was prepared in 2006 by UNDP Kogi State office and the current report by MDG cover the conditional Grants Scheme (CGS) 2008-2011 capital projects but the impact on the beneficiaries is outstanding that will be covered with the update of the 2006 MDG report by UNDP Kogi focal office.**
- **Prior to updating the Special Adviser on MDG, the MDAs discussed the modalities for data collection and assessment of the programs when Special adviser joined with DAF the discussion was repeated**



# **Ministry of Education - Director of planning, research and statistics**

- **Rev Alonge – DPRS, Ministry of education noted there is a ten year strategic plan for the education sector (SESP) that is divided into 3 years for operation plan. The state education strategic operational plan (SESOP) covers 2013 – 2015/2013-2023 with the following policy objectives/ scheduled activities for implementation:**
- **A functional education management information system – EMIS – with the specific targets to: establish EMIS centers at SUPERB, AAFE, SSTEP, TSC and 21 local governments of Kogi State. Improve ICT facilities and personnel in schools by 2013 achieving 100% by 2013. Develop EMIS to collect information and data from schools. Establish adequate funding**
- **Strengthen and maintain EMIS and data management processes for suitable evidence based planning – update EMIS data annually from 2013 upward. Update EMIS ICT infrastructure and human resources at the secretariat and agencies annually**

# MINISTRY OF EDUCATION CONTINUE

- **Integrate ICT in educational governance at all levels. Plan and implement strategies for e-governance in education: 20% in 2012 and 30% annually from 2013**
- **Data reliability: enhance 100% efficient data management by 2023. Improve method of record keeping in schools by 100% in 2023**
- **Credible education data management: enhance good working habits among school personnel. Establish good framework guidelines for school personnel, administrators and management personnel. Enhance 100% data updating by the year 2015**

# MINISTRY OF EDUCATION

## STAKEHOLDERS

- The ministry also has five agencies, namely: Kogi State Universal Basic Education Board (KSUBEB), and State Science, Technology and Technical Education Board (STTEB), Teaching Service Commission (TSC), the Adult and Non-Formal Education (AANFE) the State Scholarship Board.
- **Stakeholders:-** The state also has the following stakeholders' relevant to the development of education in the state. Parent Teachers Association (PTA), School Based Management Committee (SBMC), Nigerian Union of Teachers (NUT), Academic Staff Union of Secondary Schools (ASUSS), Student Union (SU), All Nigerian Conference Of Principals of Secondary Schools (ANCOPSS), Association of Market Men and Women, Association of Artisans and Contractors, National Association of Proprietors Private Schools (NAPPS), Religious Organizations (FBOs), Community Based Organizations (CBOs), Traditional Rulers, Senior Civil Service Union, Academic Staff Union and Non Academic Staff Union of Tertiary Institutions, Civil Societies Organization (CSO), Trade Union Congress (TUC), Nigerian Labour Congress (NLC), Nigerian Union of Journalists (NUJ) and Teachers Registration Council of Nigeria (TRCN).

# Persistent Challenges in the Education Sector – KOGI STATE DPRS REPORT

- The situation analysis of the Education sector in Kogi State under the following planning tools; SWOT analysis and Bottleneck Analysis revealed the following persistent challenges.
  - Policy inconsistency and policy somersaulting.
  - Inadequate instructional and learning materials.
  - Insufficient number of teachers in core subjects such as English Language,
    - Mathematics, Science and Introductory Technology.
  - Inadequate infrastructure and bad condition of the existing ones.
  - Problem of data adequacy, accuracy and reliability.
  - Poor knowledge of teachers and learners of ICT, as most of them are computer illiterates.
  - Poor attitude of students towards their studies and low performance in the internal and external examinations.
  - Irregular monitoring and inspection of schools.

# CHALLENGES CONTINUE:

- ● Lack of adherence to budgetary provisions.
  - ● Poorly equipped technical and vocational colleges.
  - ● Frequent industrial actions.
  - ● Low morale of teachers as a result of poor motivation.
  - ● Examination malpractices and cultism.
  - ● Inadequate scholarship/allowances for students of tertiary institutions.
- ● Lack of synergy between state owned tertiary institutions and ministries/departments and agencies (MDAs).
  - ● Truancy and absenteeism among the teachers and the learners.
  - ● Inability of the teachers to cover the new curriculum as a result of curriculum overloading.
  - ● Low level of commitment of the teachers to their job and profession.
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# ultimate objective for developing a sector plan for education in Kogi State

- is to provide a tool for education reform through a sector-wide analysis. Specifically, the well-crafted sector plan will assist the state in the following areas:
- Ensuring a planned development of education.
  - Taking a long term and holistic view of the sector.
    - Aligning educational development more intimately with other sectors of development.
    - Focusing on strategic challenge areas of educational development.
    - Prioritizing potential high impact areas.
    - Engaging stakeholders in policy dialogues and ensuring ownership.
    - Channeling resources to areas of greater needs.
- Building capacity for effective and efficient service delivery.
- It also increases awareness of the need to build relationships with stakeholders and consequently will lead to increase in recognition by donor agencies, the private sector and Civil Societies.

# **MONITORING AND EVALUATION WITH MDG GOALS, TARGETS, INDICATORS**

- Rev Alonge the Director of Planning, Research and Statistics during the presentation noted the import of collaborating with the MDG on the preparation of the Monitoring and Evaluation framework. The challenge for data collection, collation and quality has been great and with inter sectoral cooperation; it will be easy to work with other ministries, departments and agencies to surmount the problems. He noted that the sectoral plan is on going in 11 states – Kogi, Benue, Taraba, Gombe, Yobe, Ogun, Bayelsa, Edo, Delta, Plateau and Nasarawa states. Further details are in documents forwarded by the Ministry of education.**
- OPPORTUNITY MISS NOT INTEGRATING WITH MDG**

SESP process was structured around six major challenge areas namely:

STATE EDUCATION SECTOR PLAN ISSUES:

- A Daunting Data Challenge Situation.
- Weak Educational Governance And Management Structures.
- Inequities: Gender, Social And Geographical.
- Infrastructure Deficit And Decay.
- Poor Learning Outcomes.
- Inadequate And Un-Sustainable Funding.



# Weak Educational Governance and Management Structures

Findings revealed the following:

- ● Planning deficiency and administrative bottle neck.
- ● Duplicating of roles between the ministry and the agencies/parastatals (SUBEB, TSC, STEB, and AANFE e.g. recruitment, policy formulation, implementation).
- ● The SMOE parastatals claim autonomy which affects effective coordination
- ● Inaccurate data of schools and enrolment of pupils and teachers impair proper planning
- ● Improper sitting of schools
- ● High level of bureaucracy
- ● No proper mechanism in place for budget tracking at SMOE level
- ● Existing wide gap between what is appropriated and the actual release to SMOE.
- ● The inspectorate unit is incapacitated in the area of inspection and supervision of both public and private schools.
- The following Institutions assessed:
  - ● State Ministry Of Education ( SMOE).
  - ● State Universal Basic Education Board (SUBEB).
  - ● Teaching Service Commission (TSC).
  - ● Adult And Non Formal Education (AANF).
  - ● Science Technology and Technical Education Board (STTEB).
  - ● State Scholarship Board.

# Interpretation, exposition and application of MDG: key words

- Eradication
- Extreme
- Poverty
- Hunger
- Halve state of poverty by 1990 as baseline and 2015 as target – 25 years interval
- Income of one dollar per day - =N=160 per day = N=4,800.00 per month and less than =N=60,000.00 per annum
- Minimum wage is =N=18,000.00 per month

# **Identify the population at risk, prevalence and incidence rate:**

- **living below the poverty line of less than a dollar**
- **Agrarian families – non-food requirements for education, health, transport and hunger season**
- **No of people per household that eat from the same pot – fertility rate and birth spacing**
- **Teenage pregnancies, total fertility rate of women of reproductive age group /**
- **Polygamy / total no of children per family and per women of the family**
- **Youth employment after NYSC/Youth dropout from schools/dependency ratio/employment for school leavers**
- **Payment of school fees for secondary and tertiary institutions for the low income class**
- **Female headed households / surrogate parents / orphan children**

# **Interpretation: UNDP / MINISTRY OF** **HEALTH DATA – DPRS / HMIS**

- **Income generating capacity for the vulnerable, agrarian families, unemployed and youth dependency ratio, female headed households, youth employment prospects, small and medium enterprises, industrialization, mechanization, income and employment during the hunger season, rights to food, shelter and dignity**
- **Data from MDG UNDP report 1990-2006 for Kogi State shows that the status of poverty remains very high and consistently above the national average**

# **EDUCATION, HEALTH AND AGRICULTURAL PRODUCTIVITY OUTCOME**

- **TEACHERS INTELLECTUAL CAPACITY – DISPARITY BETWEEN PRIVATE AND PUBLIC SCHOOLS**
- **ICT4D AND USE OF COMPUTERS IN THE SCHOOLS FOR TECHNICAL UPGRADE**
- **WATER SUPPLY, HEALTH SEEKING BEHAVIORS AND COST OF HEALTH CARE DELIVERY**
- **SURPLUS VALUE FROM SUBSISTENCE FARMING, FAMILY SIZE AND NON FARM EXPENDITURES**

# **POVERTY – PREVALENCE (CURRENT STATUS), INCIDENCE RATE-(NEW CASES) AND RISK FACTOR**

**HOW MANY PEOPLE ARE POOR NOW – LIVING BELOW THE POVERTY LINE**

- **WHY, WHERE ARE THEY LOCATED? – RURAL, SEMI-URBAN AND URBAN DIFFERENTIAL**
- **WHAT IS RESPONSIBLE FOR THE POVERTY? WHY ARE THEY NOT GENERATING INCOME?**
- **WHAT ARE THE IMPLICATIONS OF THE POVERTY STATUS? ON EDUCATION, HEALTH, FAMILY ETC**
- **WHAT CAN THEY NOT AFFORD? Purchasing Power, Socialization, Maslow Hierarchy Of Needs**
- **FOOD PRICES – IMPLICATIONS FOR RURAL, SEMI-URBAN AND URBAN / YOUTH AND % OF INCOME**
- **DRUGS – BAMAKO INITIATIVE FOR COST RECOVERY – EFFICACY OF DRUGS**
- **SCHOOLS – CHILDREN IN PUBLIC AND PRIVATE? EARLY CHILDHOOD EDUCATION –**

# PREVALENCE RATE OF POVERTY

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- **QUALITY OF CARE – CONSUMER ORIENTED PROVIDER EFFICIENCY / FAMILY SIZE AND CARE**
- **TEENAGE PREGNANCY / DROP OUT AND ECONOMIC EMANCIPATION / POVERTY / FAMILY SIZE**
- **HIV/AIDS AND SEXUAL NETWORKING, TREND, RISK FACTORS, UNEMPLOMENT AS RISK FACTOR**
- **YOUTH EMPLOYMENT, AFTER NYSC WITHOUT EMPLOYMENT NOR MINIMUM WAGE PAYMENT**
- **CAPACITY FOR PARTNERSHIP – FGN, STATE, LGA, COMMUNITIES, CBOS, FBOS, AGENCIES**
- **DEMOCRATIC INSTITUTIONS AND CAPACITY BUILDING, POLITICAL WILL, ELECTORAL PROCESSES**
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# **INCIDENCE RATE: NEW CASES**

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- **YOUTH DEPENDENCY AFTER SCHOOL WITHOUT JOB, YOUTH DROP OUT RATE**
- **YOUTH CAPACITY FOR ECONOMIC EMANCIPATION / DEMOCRATIC SUSTENANCE INVOLVEMENT**
- **SMALL MEDIUM ENTERPRISES – IDENTIFY REPLACEMENT WITH TECHNICAL EDUCATION**
- **EFFECTIVENESS, RELEVANCE AND EFFICIENCY, IMPACT – MONITORING AND EVALUATION**
- **FEMALE HEADED HOUSEHOLD AND FEMALE PARTICIPATION IN DECISION MAKING PROCESESS**
- **FEMALE AS SURROGATE PARENTS – ORPHAN CHILDREN - CASE FATALITY RATE OF PARENTS**
- **COST OF LIVING / INFLATION RATE , COST OF FOOD AND TREND AND % OF INCOME ON FOOD**
- **EMPLOYMENT GENERATION, INDUSTRIALIZATION, ARTISANS –BRICKLAYERS, CARPENTERS ETC**
- **HEALTH SEEKING BEHAVIORS, RECOURSE TO TRADITIONAL SYSTEM**
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# RISK FACTORS

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- **LOW INCOME GENERATING CAPACITY, MORE RESPONSIBILITY – SCHOOLING, HEALTH**

# **DATA REQUIREMENTS AND IMPLICATIONS**

## **FOR INTERSECTORAL COOPERATION**

- **EDUCATION:**
- **DROP OUT RATE AND TREND, QUALITY, PRIVATE AND PUBLIC DIFFERENTIAL, COST OF TERTIARY EDUCATION, EMPLOYMENT AFTER NYSC**
  
- **HEALTH**
- **HEALTH SEEKING BEHAVIORS, COST OF HEALTH CARE DELIVERY, UNBOOKED EMERGENCIES, IMR, U5MR, MMR, NUTRITION AND FOOD SECURITY VS FOOD PRICE, HEALTH INSURANCE**
  
- **AGRICULTURE**
- **SUBSISTENCE FARMING, SURPLUS VALUE, LAND, LABOUR, PRODUCTIVITY, FAMILY SIZE, NON-FOOD REQUIREMENTS OF THE HOUSE HOLD, HUNGER SEASON**
  
- **WATER RESOURCES**
- **ADEQUATE SUPPLY, WATER BORNE DISEASES / ROAD, RURAL INFRASTRUCTURE, ELECTRICITY**
  
- **LEADERSHIP, DEMOCRATICS SUSTENANCE**
- **COMMUNITY PARTICIPATION, FGN, STATE, LGA, GRASS ROOT REPRESENTATION / RURAL**

# **COORDINATION, MONITORING AND EVALUATION FRAMEWORK:**

- **EFFECTIVENESS**
- **EFFICIENCY**
- **EFFICACY – COVERAGE**
- **RELEVANCE**
- **IMPACT**
- **SUSTAINABILITY**
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- **FORMATIVE EVALUATION**
- **MID TERM REVIEWS**
- **EX POST EVALUATION**
- **DESK REVIEWS**
- **INTERIM EVALUATION**
- **SUMMATIVE / TERMINAL EVALUATIONS**
- **SYNTHESIS**
- **BEST PRACTICES**
- **LESSONS LEARNT**
- **INTEGRATION**
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# QUALITY DATA ISSUES: EFFECTIVENESS, APPROPRIATENESS, REPRESENTATIVE

- DATA QUALITY
- RELIABILITY
- VALIDITY
- PRECISION
- CONSISTENCY
- CROSS CULTURAL COMPARISON
- INTERSTATE COMPARISON
- NATIONAL MDG REPORTS
- KOGI STATE MDG REPORTS
- INTERNATIONAL / BILATERAL AGENCIES REPORT
- COMPARATIVE ANALYSIS – TCDC, ECOWAS, AUC, ACP – NEX, OWNERSHIP, OECD, MAPUTO M AND E PRIORITY

# FOOTNOTE ON MDG 8-GOALS, 20-TARGETS AND 60-INDICATORS

- **The Millennium Development Goals and targets come from the Millennium Declaration, signed by 189 countries, including 147 heads of State and Government, in September 2000 (<http://www.un.org/millennium/declaration/ares552e.htm>) and from further agreement by member states at the 2005 World Summit (Resolution adopted by the General Assembly - A/RES/60/1, <http://www.un.org/Docs/journal/asp/ws.asp?m=A/RES/60/1>). The goals and targets are interrelated and should be seen as a whole. They represent a partnership between the developed countries and the developing countries “to create an environment – at the national and global levels alike – which is conducive to development and the elimination of poverty”.**
- **A) For monitoring country poverty trends, indicators based on national poverty lines should be used, where available.**
- **B) The actual proportion of people living in slums is measured by a proxy, represented by the urban population living in households with at least one of the four characteristics:**
  - **(a) lack of access to improved water supply; (**
  - **b) lack of access to improved sanitation; (c) overcrowding (3 or more persons per room); and (d) dwellings made of non-durable material.**

# MEASURE EVALUATION: ABSTRACT

- **Monitoring and evaluation skills are central to the successful design and implementation of programs and are necessary for analyzing and raising data for advocacy for public health and population programs, build capacity of monitoring and evaluation professional working in health sector. The program covers the following thematic areas:**
- **Identify health and population decisions raised from monitoring and evaluation outcome**
- **Formulate questions that need to be answered in order to make M and E informed decisions**
- **Describe the basic concepts and approaches to conducting monitoring and evaluation**
- **Describe the information system and data flow**
- **Assess quality of data used in monitoring and evaluation**
- **Discern and use monitoring and evaluation information strategically**
- **Gain hands on experience in monitoring and evaluation planning**

## **Data provision and data quality remain a problem for program planning, monitoring and evaluation. The questions are:**

To what extent does data quality utilize for policy planning /implementation limit the implementation?

- **INDEPTH ANALYSIS:** How do we ensure high precision that will facilitate relevant in-depth analysis?
- **HISTORICAL RECORDS:** How reliable and valid are historical records available for policy formulation?
- **Cross Cultural Comparison:** Do countries employ cross cultural comparisons for similar issues?
- **MULTIDISCIPLINARY APPROACHES:** how applicable are multidisciplinary/intersectoral approaches?
- **AID EFFECTECTIVENESS:** what are the lessons learnt over the years from diverse institutions
- **INTEGRATION OF TECHNICAL ASSISTANT FROM NORTH AND SOUTH –** How accessible and integrated are technical assistance from the North and South and what is the status of ICT4D application
- **COORDINATION OF BILATERAL AGENCIES PROJECT DOCUMENTS, REPORTS: HOW?**
- **MONITORING AND EVALUATION:** At LGA level how do we integrate the expertise to activities?
- **BEST PRACTICES, LESSONS LEARNT AND SYNTHESIS:** how prepared is Federal coordinating, regulatory and monitoring approaches to track implementations at the local government and state levels?

# MDG GLOBAL REPORT 2011

- **The Millennium Development Goals report 2011 noted on measuring progress towards the MDGS page 66 of the report that “progress through the eight millennium development goals is measured through 21 targets and 60 official indicators. Most of the MDGs targets have a deadline of 2015, using 1990 as the baseline against which progress is gauged. Country data are aggregated at the sub-regional and regional levels to show overall advances over time”. The report noted further on improving monitoring systems that “improved data and monitoring tools are crucial for devising appropriate policies and interventions needed to achieve the MDGs. Although some progress is being made, reliable statistics for monitoring development remain inadequate in many poor countries and the challenge of building in country capacity to produce better policy-relevant data is enormous. Building such capacity demands increased and well coordinated financial and technical support from development partners. It also requires country ownership and governmental commitments to spur the institutional changes needed to ensure the sustainability of capacity building efforts”. The regional groupings are based on the United Nations geographical divisions with modifications.**



# EXPERIENCE WITH NEEDS, SEEDS, LEEDS – NAT PLANNING COMMISSION

- Nzekwu, Senior Economist, World Bank while identifying the role of the legislators in the implementation and monitoring of NEEDS, pointed out that “lack of committees or weak ones may compromise the legislative ability to influence sound implementation and monitoring”<sup>76</sup>. Strong committees to him are generally characterized as having efficient resources, skilled staff, and plenty of time to study and debate the issues and take strong positions.
- <sup>76</sup> Greg Nzekwu, (2007), “Implementation and Monitoring of NEEDS: the Role of the Legislators” (paper presented at the conference on NEPAD, NEEDS And MDGS: Approaches To National Economic Planning, HBC Resort Kuru-Vom Road, Jos, Plateau, Nigeria, 7th -8th Sept, p. 31.

# LOCAL GOVERNMENT CHALLENGES – IMPLICATION FOR M AND E

- Ibarapa LG is one of the local governments used for the European Union project on budget monitoring in conjunction with JDPC Ijebu-Ode. I was in the LGA for EU project assessment in 2005. In conjunction with Africa Leadership Forum, the LGA identified the problems thus:
- **(a) Lack of continuity by succeeding Governments:** One of the major problems facing Local Governments seem to be common nationwide is the lack of continuity of the programmes and projects of one government by many a succeeding government. This leads to economic and mental wastage as well as retrogression of development.
- **(b) Unemployment:** Unemployment is another general problem confronting this Local Government as well as the entire country generally. Infact, this has led to general under-feeding among the majority of our population, because the working teams are smaller than the consuming teams. An underfed population will contribute little or nothing to development.
- **(c) Financial Constraints:** As much as the Local Government may have rich programmes for execution, the financials means of executing them is not there. Its revenue is by far lower than what is required The Federal Government should make funds allocation available for the executions of projects embarked upon by Local Governments.
- **d) The Need for Skilled Man Power:** The Local Government does not have the sufficient professional manpower needs it requires. In order to make for progress, there is the need to employ competent and qualified hands for the execution of Local Government projects.
- **(e) There should be constant training courses and workshops for existing Local Government staff from time to time.**

# **RECOMMENDATIONS**

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- In the spirit of interactive forum, it is important that the MDAS relate with the MDG goals, gain ownership and creatively interpret the indicators. I attempted to handle goal one as example and the remaining goals are left for the next meeting of the stakeholders
- Monitoring and evaluation framework by the MDAS I currently weak and M and E is an important area for intervention by the Maputo –African Union conference. It was recommended to strengthen M and E structure and also to create a law that will include M and E desk officers and departments in civil service structure
- Institutional is important and capacity building that can be achieved sustainably with improvement in the quality of data and appreciation of the import of data to program planning, effectiveness. It is important to strengthen MDAS, M and E
- Inter ministerial committee with the involvement of the Secretary of State to the government, Budget and planning and the bilateral agencies is important and should be targeted for the next stakeholders forum
- Intersectoral cooperation with the MDAS at the federal, state and local government is vital for sustainability and also the targeting of the beneficiaries at the community level. It is important to review impact and sustainability
- Coordination of the diverse MDAS is a challenge and requires multi-disciplinary approach, MDG, UNDP and FAO need to provide technical assistant to MDAS in this regard to enhance synthesis of best practices and abstract lessons learnt
- Community participation, MDG villages as evident from Benin republic should be considered for grassroots integration in addition to CGS and quick wins activities
- Pragmatic approaches that will facilitate integration of MDGS into curriculum and learning in schools is important in conjunction with fundamental rights principles
- Formative evaluation of the MDG program should be institutionalize cost effectively with quality data gathering support with the MDAS and agencies

# WAY FORWARD

- CREATE THE STAKEHOLDER COORDINATION UNIT FOR TECHNICAL ADVISERS AND CHIEF TECHNICAL ADVISER THAT WILL BE FOR PROGRAM EFFECTIVENESS AND INTERSECTORAL COOPERATION- RELATE WITH FGN, STATE, LGA, BILATERAL AGENCIES AND OTHER PARTNERS TECHNICALLY
- CONSIDERING THE EXTENSIVE WORK OF THE SPECIAL ADVISER THE SCU / CTA WILL WORK INDEPENDENTLY AND UPDATE THE SA REGULARLY, FGN, STATE, LGA AND PARTNERS
- SCU/CTA WILL WORK INTERSECTORALLY WITH MDAS TO STRENGTHEN DATA QUALITY AND CAPACITY BUILDING FOR THE INCLUSION OF MDG GOALS, TARGETS AND INDICATORS
- PREPARE FRAMEWORK FOR M AND E IN CONJUNCTION WITH M AND E MDG, NAT PLANNING COMMISSION, UNDP, FAO
- COORDINATE ACTIVITIES OF TECHNICAL ASSISTANTS – IN ACCORDANCE WITH NAT PLANNING COM/UNDP AGREEMENT

# WAY FORWARD CONTD

**PROMOTE INTERSTATE COMPARISON WITH THE ZONAL MDG COORDINATORS /FOCAL FOR BENCHMARK OF BEST PRACTICES**

- **PREPARE CONCEPT PAPER - FGN/UNDP/FAO**
- **PROMOTE CROSS CULTURAL COMPARISON BY INTEGRATION WITH TCDC /ECDC, OECD ACTIVITIES TO ABSTRACT LESSONS LEARNT AND BEST PRACTICES FOR ADAPTATION**
- **INSTITUTIONALIZATION/CAPACITY BUILDING**
- **SYNERGY – FGN, STATE, LGA, COMMUNITIES AS BENEFICIARIES FOR INVOLVEMENT**

# Partners – best practices and lessons learnt

- **Further analysis of NDHS 1990 – World bank, UNICEF, implementing partners, FBOS, CBOS**
- **MDG – What are the best practices from partners coordination?**
- **UNDP/FGN AGREEMENT OF 12<sup>TH</sup> APRIL 1988**
- **CHIEF TECHNICAL ADVISER – TO WORK WITH UNDP/ NATIONAL PLANNING COMMISSION- FOR INTERSTATE / CROSS CULTURAL /G77 TCDC IN NIGERIA, BENIN, GHANA, TOGO, BURKINA FASO AND ETHIOPIA /KOGI, KWARA**

# **PARTNERSHIP –LESSONS LEARNT CONTD**

- **Longitudinal dietary management of diarrhea survey community base in Nigeria and Peru implemented by International Health Dept, Johns Hopkins University, Community Health and epidemiology Unilorin /USAID Asa LGA of Kwara State – Laduba, Ago-Oja and Budo Agun- resident field supervisors and field workers. Child survival fellow, united nations university fellow –LSHTM , student/IITA/USA UNIVERSITY OF SOUTH DAKOTA -PHD**

# **LESSONS LEARNT – PARTNERS – USAID, UNDP, EU, NAT PLANNING**

- Technical Assistant to Federal Office of Statistics for data quality of Demographic and Health Survey sponsored by US Embassy, Family Health Services /USAID – Ms Victoria Taiwo Obasaju-Ayo**
- Expost evaluation of 4<sup>th</sup> Country program UNDP/National Planning Commission – desk review and summary - Ms Victoria Taiwo Obasaju-Ayo: Monitoring and evaluation specialist / Un expert**
- EU / MPP6 – Project committee with beneficiaries / EU JDPC – Budget and democratic support**