

**Education Sector Support Programme in Nigeria
(ESSPIN)**

10th Quarterly Report

December 2010

Report Number: ESSPIN 036

esspin
Education Sector
Support Programme
in Nigeria



UKaid
from the Department for
International Development

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Code: 244333TA02

Report No.: ESSPIN 036

Report Title: ESSPIN 10th Quarterly Report: December 2010

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
1	December	Steve Baines	Ron Tuck	Ron Tuck	Formatting/ Checking

Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

Distribution List

Name	Position
DFID	
Roseline Onyemachi	Education Project Officer, DFID
ESSPIN	
Ron Tuck	National Programme Manager
Kayode Sanni	Deputy Programme Manager
Richard Hanson	Assistant Programme Manager
Steve Baines	Technical Team Coordinator
Gboyega Ilusanya	State Team Leader, Lagos
Emma Williams	State Team Leader, Kwara
Jake Ross	State Team Leader, Kano
Steve Bradley	State Team Leader, Kaduna
Pius Elumeze	State Team Leader, Enugu
Mustapha Ahmad	State Team Leader, Jigawa
John Kay	Lead Specialist, Education Quality
Alero Ayida-Otobo	Lead Specialist, Policy and Planning -Federal Level
Fatima Aboki	Lead Specialist, Community Interaction
Nguyan Feese	Lead Specialist, Inst. Development and Education Mgt
Francis Watkins	Lead Specialist, Social Development
Penny Holden	Lead Specialist, Inspectorate
Manos Antoninis	Task Leader, Monitoring & Evaluation

Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties

Note on Documentary Series

A series of documents has been produced by Cambridge Education Consultants in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria. All ESSPIN reports are accessible from the ESSPIN website

<http://www.esspin.org/resources/reports>

The documentary series is arranged as follows:

- ESSPIN 0-- Programme Reports and Documents
- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
- ESSPIN 2-- Support for State Level Governance (Reports and Documents for Output 2)
- ESSPIN 3-- Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
- ESSPIN 4-- Support for Communities (Reports and Documents for Output 4)
- ESSPIN 5-- Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

- JG Jigawa
- KD Kaduna
- KN Kano
- KW Kwara
- LG Lagos
- EN Enugu

Contents

Report Distribution and Revision Sheet	ii
Disclaimer	iii
Note on Documentary Series	iii
Acronyms and Abbreviations	v
Section 1: Introduction.....	1
Overview.....	1
The political environment	7
Changes in key personnel.....	7
Coordination.....	8
Section 2: State Progress Summaries	10
Jigawa	10
Kaduna.....	14
Kano.....	17
Kwara.....	22
Lagos.....	26
Enugu.....	30
Federal.....	33
Cross-cutting Issues.....	38
Section 3: Emerging Issues / Risks	41
Annex 1: List of Consultancies over the Last Quarter, October–December 2010	43
Annex 2: List of Consultancies for the Next Quarter, January – March 2011	44

Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Report
AESR	Annual Education Sector Review
AIE	Area Inspector of Education
ASC	Annual School Census
BCIA	Big Common Impact Area
CAR	Capacity, Accountability and Responsiveness
CCT	Conditional Cash Transfer
CF	Challenge Fund
CGP	Community – Government Partner
COE	College of Education
CSACEFA	Civil Society Action Coalition on Education For All
CSO	Civil Society Organisation
CT	Class Teacher
C&KM	Communication and Knowledge Management
DFID	Department for International Development
DWP	Departmental Work Plan
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
FIS	Federal Inspectorate Services
FME	Federal Ministry of Education
GEP	Girls' Education Project
IDP	International Development Partner
IEC	Information, Education and Communication
IQTE	Islamiyya Qur'anic and Tsangaya Education
KM	Knowledge Management
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal
MLA	Monitoring Learning Achievement
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
MOSE	Minister of State for Education
MOU	Memorandum of Understanding
MTSS	Medium Term Sector Strategy
M&E	Monitoring and Evaluation
NAEQA	National Agency for Education Quality Assurance
NCCE	National Commission for Colleges of Education
NEI	Northern Education Initiative
NEKNET	Nigeria Education Knowledge Network
NEMIS	National Education Management Information System
NERDC	Nigeria Education Research and Development Council

NTA	Nigerian Television Authority
NTI	National Teachers' Institute
ODM	Organisational development and Management
PATHS2	Partnership for Transforming Health Systems (Phase 2)
PRS	Planning Research and Statistics
PS	Permanent Secretary
PSA	Programme Support Activity
PSM	Public Service Management
QA	Quality Assurance
SAVI	State Accountability and Voice Initiative
SBMC	School Based Management Committee
SCOIE	State Committee on Inclusive Education
SDS	School Development Scheme
SESP	State Education Sector Project
SIP	School Improvement Programme
SLP	State Level Programme
SMD	Social Mobilisation Department
SMOE	State Ministry of Education
SPARC	State Partnership for Accountability, Responsiveness and Capability
SSIT	State School Improvement Team
SSO	School Support Officer
STT	State Task Team
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TDNA	Teacher Development Needs Assessment
TEQTT	Teacher Education Quality Task Team
TPD	Teacher Professional Development
TRCN	Teachers' Registration Council of Nigeria
TWG	Technical Working Group
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UK	United Kingdom
UN	United Nations
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Section 1: Introduction

Overview

1. This report covers a busy period in which planned activity has progressed in an operating environment that has become more challenging. This is partly because of uncertainty over the coming elections, which amongst other things, has slowed the rate of budget releases in government departments. It is also because of the pressures on DFID programmes to show results, within existing budget ceilings. ESSPIN is aware of the political context in Nigeria and the UK and is taking active steps to consolidate the progress that has been made document and demonstrate the impact of the programme and respond to DFID's new priorities.
2. The ESSPIN logframe has been revised and discussed with DFID Education and Results Advisers. It provides a framework of effectiveness measures and the basis for efficiency indicators, which compare measurable results against expenditure. In addition to making on-going operational cost savings, ESSPIN is working to meet the requirement to show value for money, by identifying specific results and costing activities against them. The development of this exercise will be a major feature of the coming quarter, but ESSPIN is already moving in the direction of recording some key numbers. At the end of each State narrative section in Section 2 of this report, there is a statistical table showing quantifiable outputs.
3. The suite of State Level Programmes (SLPs), of which ESSPIN is a component, has a core role in transforming governance and accountability in government, as well as bringing about palpable supply-side improvements in service delivery and supporting demand for better services. The balance of emphasis between governance and service delivery has been a subject of debate throughout the programme and the focus on results and value for money has brought to the fore different interpretations of what impact ESSPIN has to demonstrate. It is worth reiterating how this balance of emphasis in ESSPIN's core purpose is reflected in the different Outputs.
 - Work at the Federal level is directed at improving the enabling environment for reform through strengthening national policy funding and quality assurance mechanisms and providing a vehicle for replication of ESSPIN-inspired improvements to other states. The Federal summary in Section 2 explains a number of developments in the replication agenda, particularly in relation to EMIS, quality assurance and practical support to the implementation of School-based Management policy
 - The programme aims to improve governance and accountability in the education sector support institutions above the school level. These include the LGEAs, the SUBEBs and the Ministries of Education and other MDAs with mandates related to basic education.

- ESSPIN has an explicit change agenda aimed at transforming schools, so that they are better able to develop literate, numerate and self-reliant pupils. There are no “quick fixes” in turning round schools in a fragmented education sector where systemic failure is the norm and where there is little incentive to change. There is also a challenge in bringing about widespread impact. ESSPIN’s contribution is miniscule compared with the extent of the problem. Recognition of the fact that direct ESSPIN interventions are marginal, explains why so much effort has been put into leveraging Nigeria’s own resources. At the same time, we recognise DFID’s need to demonstrate that the Programme is starting to make an impact on schools and that it will make a significant impact over the life of the Programme. To this end, we have a) reviewed planned PSA spending so as to increase the direct spend on schools, b) started to assemble evidence state by state on the school level impact already evident, and c) started to prepare a forecast of the number of schools that will be covered by 2014.
 - The programme is also supporting demand side interventions aimed at increasing demand and accountability at school level by strengthening of the participation of communities and Civil Society voice. Again there are challenges in operating at scale. The emphasis therefore has to be on a multi-faceted approach of developing community and wider Civil Society capability for self-help and advocacy while working with government to improve responsiveness and accountability.
4. This overview focuses on salient developments in governance, service delivery and voice and accountability.
 5. Specific progress at the Federal level is recorded in Section 2. Two developments of note that relate to replication through Federal institutions are: the request from the Minister of State for support in rolling out a nation-wide programme of head teacher training; and the interest that UBEC has shown in disseminating the ESSPIN approach to school based management. Although there has to be some doubt about the feasibility of the Minister of State’s scheme for head teacher training in the current electoral context, UBEC’s decision to adopt the ESSPIN approach to School-based Management is a significant development. It opens the door to replication throughout Nigeria. ESSPIN is working with UBEC to develop an implementation plan and budget. ESSPIN is keen to involve UNICEF, which has had a seminal role in introducing SBMCs in Nigeria and is successfully promoting school based management in the Girls’ Education Project (GEP).
 6. Significant progress has been made in developing the MTSS as the basis for sector planning. This has involved expanding the scope and relevance of the planning process. Three crucial factors have contributed to this: i) utilizing the Departmental Work Plans (DWP) to achieve more comprehensive coverage in the MTSS, especially of activities falling under the recurrent budget; ii) using an evidence base provided by the Annual School Census (ASC) and iii) developing the capacity and confidence of State officials to take charge of the planning process. This process has also been improved by careful monitoring of the

progression from MTSS to budget. A critical problem in the 2010 budget was the lack of congruity in most states between the MTSS and the state budget. It has become clear through the recent MTSS and ASC exercises that the technical tasks of building capacity in planning and conducting the census have been largely successful and that the need for technical assistance in these areas in future will be greatly reduced.

7. ESSPIN has followed a systematic approach to reforming the organisations responsible for managing basic education. The process of organizational or corporate planning has been completed in the SUBEBs, in all the LGEAs in several states, and is continuing in the Ministries of Education. Predictably, this process has revealed structural weaknesses. There are areas of duplication and gaps and there is a general lack of clarity in the relationships between related organizations. This is especially acute between the SUBEBs and the LGEAs and between the SUBEBs and the SMOEs. Organizational reviews have been completed and are currently under implementation in all the SUBEBs. They are work in progress in the SMOEs. In addition, ESSPIN has supported financial management system reviews. These have identified areas where these systems can be strengthened to reduce the scope for irregularities and to provide necessary and up-to-date financial management information.
8. The next stage in the reform process is to address the widespread problems of over-staffing and poor skill base in the government superstructure of MDAs. The strong collaborative relations that ESSPIN has built with SUBEBs and SMOEs, now make it possible for ESSPIN to support the states to address these important, but difficult, issues.
9. Progress has been made in strengthening sector M&E systems. The second round of the Annual School Census (ASC) is now under way. Annual Education Sector Performance Reports have been completed in 5 states as part of the annual sector review process. The task now is to make this a regular M&E function of government and to ensure that results are widely publicised.
10. ESSPIN is assisting states to change the organisation, scope and direction of school inspection. The organisational objective is to ensure that inspection services are integrated, or at least coordinated and organised more efficiently. Change to the focus and practice of school inspection is aimed at systematically assessing the quality of teaching and learning rather than checking administrative compliance. Programmes of training in the use of new quality assurance instruments have been completed. The inspectorate teams now need to gain practice of carrying out QA, build up their confidence in making evidence based judgements and establish the habit of reporting regularly and transparently. There is also a need to ensure that the managerial architecture of QA is sound, so that a body of knowledge about standards and trends can be built up by each State.
11. Lagos and Kaduna have made the most progress in developing Quality Assurance. After a promising start in Kwara, where a Quality Assurance Bureau has been created, progress has

flattered, because of the non-release of operating funds. Despite progress towards more rational organisation of QA services in both Jigawa and Kano, experience of actually carrying out QA evaluations has been limited.

12. All pilot schools in the ESSPIN-supported LGEAs in Jigawa, Kaduna, Kano and Lagos have carried out school self-evaluation and, from this, have developed school development plans. The State School Improvement Teams (SSITs) have conducted cluster based training in simple financial procedures to prepare head teachers and School Support Officers for the introduction of operational grants at the beginning of the spring term. In Kwara, a different training schedule is being followed, due to the focus on the literacy and numeracy programme. The Kwara SSIT will roll out training on school self-evaluation and school development planning early in the New Year. Disbursement of funds in Kwara is scheduled for March, once the requisite preparation has taken place.
13. Over 2,500 class teachers have received the first level of training in Jigawa, Lagos, Kaduna, and Kano. Follow-up support visits by the SSITs and SSOs to schools have backed-up the training programme. In Kwara, lesson plans for literacy and numeracy have been introduced into every public primary school in the State. 290 SSOs, 1,460 head teachers, 1,449 assistant head teachers and 5,802 primary school teachers have received training. In addition, an extensive school support system is in place which ensures that the training is embedded in practice. State funding for publication of the lesson plans is being secured and the complete set of lesson plans for primary grades 1-3 will be published by March 2011.
14. Documented feedback from schools is providing evidence of impact. Head teachers have been observed actively supporting teachers in classrooms. Teachers are requesting support, changing their teaching methods and interacting more purposefully with pupils. There are also signs of greater delegation, increased community engagement and support to schools and increased enrolment and pupil attendance.
15. Impact is also evident in the fact that States are moving to develop their school support services as part of a functional restructuring of their SUBEBs. In Kaduna and Kwara, close alignment is being sought between school support services, quality assurance and in-service training. Kwara State has provided all SSOs with motorbikes to enable them get out and support schools. In Jigawa, the State is expanding the ESSPIN training model by allocating 15% of UBE funds for wider State coverage. Other States are exploring similar initiatives.
16. Phase 1 of the water programme is complete with 86 of the 93 selected school sites providing potable water. Of the seven sites that have not been completed, five are being re-drilled due to poor water quality. At the remaining two sites drilling was unsuccessful and new sites have been identified. Approximately 100,000 pupils and their teachers have benefitted in the first phase. At many sites, communities in close proximity to the schools

are also benefitting from improved access to clean water. All States are reporting improved attendance and enrolment in the first phase schools. Phase 2 of the water programme, comprising 196 sites, has started.

17. In Jigawa, school health clubs have been established at all schools where water facilities were installed. The clubs are currently being monitored on their effectiveness before the model is extended to other States.
18. The sanitation programme mirrors the water programme. Prequalification of contractors, tendering and selection of contractors is complete. Construction of facilities started in December.
19. Work on model classrooms will commence early in the New Year in the northern States. In Kwara, in response to State requests, prototype teacher houses for rural teachers are being developed. Prototype student furniture, allowing more flexibility in classroom arrangement is also being developed and once trialled and approved will be distributed to selected schools.
20. A major thrust of the infrastructure programme has been to improve management and supervision capacity at both SUBEB and LGEA levels. This work is largely done through mentoring on the job by international and national TA. However, two major workshops bringing together State and LGEA SUBEB infrastructure staff, contractors, supervisors and consultants focusing on best practice, standards, and community involvement in the construction process have been convened. 150 participants received training and further workshops are planned.
21. An evaluation of teacher deployment, initially using school census data, is being conducted. Fieldwork visits to Kwara and Jigawa States have taken place. This deployment study is building on work done in Kwara on a career path for teachers and Federal and state level work on teacher professional standards.
22. The “NCCE Toolkit” for the quality assurance of Colleges of Education has been drafted. Trial evaluations using the instrument will be conducted at Oro College Kwara and Gidan Waya College Kaduna early in the New Year.
23. The final Teacher Development Needs Assessment (TDNA) reports for Jigawa, Kaduna, Kano and Lagos are with the States and awaiting action. The reports indicate that in all States a high percentage of teachers do not have sufficient working knowledge to deliver the primary curriculum. This result is more pronounced in the three northern States. To date, only Kaduna has shared the data with senior SUBEB and SMoE staff. A TDNA exercise for Enugu was conducted with a sample of 3,286 teachers (in both public and private schools) from across the State. Analysis of the results is currently under way.

24. Analysis of the Monitoring Learning Achievement (MLA) exercise is almost complete, with a report due at the beginning of January. Initial results are pointing to very low learning outcomes throughout the six states. Preliminary findings are showing significant differences between private and public school children, where both of these groups have been tested. The higher achievement levels for private schools appear to hold, even after filtering out higher fee-paying schools. These results will fuel the on-going debate on the role of low-fee private education and the capacity of the public sector to ensure the provision of quality education.
25. Work in this period has resulted in increased capacity of the ESSPIN State Specialists and the members of the Civil Society Organisations and their Community - Government Partners (CGPs), to provide training and a structured programme of mentoring support to SBMCs. These activities have further developed areas outlined in the SBMC Guidebook.
26. One important innovation is the strengthening partnership between Civil Society and Government across the ESSPIN-supported states. Despite initial misgivings on both sides, positive working relationships have developed. At a recent meeting, CSO Coordinators in Jigawa, Kaduna and Kwara States commented that a more equal partnership now exists than at the beginning of the process with both parties appreciating the mutual benefits of working together.
27. An estimated 16,600 SBMC members have been trained across 5 states. As many as 85,000 community members have attended meetings and other events organised around education issues.
28. As one of the foundations for a wider platform of school improvement, quality assurance and accountability, State Task Teams (STTs) are exercising an oversight, monitoring and advocacy role at state level, mediating between the policy makers (SMoE and SUBEB senior managers) and the implementers of the SBMC concept (SUBEB and LGEA Social Mobilisation staff) and between the SBMCs (school-community) and the larger communities in the localities. The STTs also have responsibility for securing resources through the MTSS and budgetary processes to scale up the intervention at state level.
29. 21,300 SBMC Guidebooks have been printed and distributed in all ESSPIN states, apart from Enugu, where SBM has yet to be established. Additional complementary copies have been disseminated nationwide to all social mobilisation departments, relevant IDPs and key institutions/organisations in Nigeria. In Kaduna, SUBEB took responsibility for translating the Guidebook into Hausa and has printed and distributed 5,000 copies to schools in the State. Government officials in Kwara state have also produced and are using their own printed copies of the Kwara State SBMC Policy document. These actions highlight increasing ownership of ESSPIN-supported initiatives at State level.

30. The Training of Trainers Manual developed for the training of the CGPs has been reviewed and edited with feedback from all state trainers and the ESSPIN State Specialists. It is now awaiting printing. Materials are also developed to support the mentoring programme for SBMCs. These include a manual on Child Rights, Protection and Participation and a Resource Mobilisation package. These are being collated in a support package together with the SBMC Training of Trainers Manual and Guidebook.
31. In the last three months, workshops were held for a total of 375 Civil Society representatives, traditional rulers, religious leaders and government officials. The outcomes of these meetings include: a commitment from traditional rulers and community leaders to advocate for education support at community level; demand by community leaders for clear and transparent procedures in the management of education; commitments by Education Secretaries to collaborate with traditional and religious leaders in responding to demand.

The political environment

32. Political campaigning had not yet had as much impact as feared on the work that ESSPIN has been carrying out in the States and at the Federal level. Access to Ministers and Commissioners is more difficult, but the technical work with officials has continued. However, the failure of MDAs to access allocated funds must surely be connected to the elections and this has been a major hindrance. It is also likely to continue being a problem up to and immediately after the elections.
33. The SLPs have been conducting a series of internal political engagement workshops, which have been extremely useful in analysing the political environment in each State and identifying the limitations of relying on technical solutions alone. Technical improvements in structures and systems are necessary, but not sufficient and the different political backdrop in each State calls for very different approaches. Over the coming months the SLPs will be working together to determine the implications of this and how it will impact programme work plans.

Changes in key personnel

34. The Permanent Secretary in the Federal Ministry of Education, Professor Oladapo Afolabi has been promoted to be Head of Service. The acting PS is Dr Albasu, whose substantive post is Director of Human Resources in the Ministry.
35. The Acting Permanent Secretary in the State Ministry of Education in Kaduna, John Bagu, has been formally confirmed in the post.

Coordination

SLP coordination

36. SLPs have come together on numerous occasions to discuss Big Common Impact Areas (BCIAs). After much discussion and some false starts, this process seems to be producing some positive outcomes around common issues. However, these are generally restatements of existing goal level indicators in the programme logframes. The political engagement work, referred to above, seems to offer more fertile ground for collaboration, because it addresses the risks and assumptions that are common to all the SLP logframes. The development of mutually supportive risk mitigation strategies is a useful way forward for the SLPs and an opportunity for real collaboration.

Coordination with other International Donor Partners

37. ESSPIN has worked closely with the USAID-funded Northern Education Initiative to develop joint programmes in which experience can be shared between ESSPIN States and NEI States (Bauchi and Sokoto). A significant manifestation of this joint approach was the workshop held in Kano in early December on the planning and budgeting cycle. This was highly successful, not only because it brought together two ESSPIN states (Kano and Jigawa) and the two NEI States on a topic of strong mutual interest, but it empowered the officials of the States to take charge of their own knowledge sharing. It was particularly heartening to witness the increased confidence with which officials from Kano and Jigawa managed the discussions.
38. Another ESSPIN-NEI joint workshop has been scheduled for late January 2011. This will focus on school improvement. The current plan is to involve Kwara and Kaduna, both of which have interesting stories to tell on their experience of school improvement. In addition ESSPIN and NEI will be collaborating on the development of EMIS, Quality Assurance and standardised testing (MLA) of children and teachers.
39. In the past ESSPIN and UNICEF have not been proactive in learning from and working with each other. This is a concern to ESSPIN, as it is to DFID. One of the observations in the GEP2 review was that GEP and ESSPIN have developed distinct models of strategic and operational planning, medium term budgeting and EMIS data collection, presentation and analysis. There is also a danger that parallel models will be developed around SBMC training and school development planning. ESSPIN has expressed a willingness to move collaboration forward and agree with UNICEF areas of common best practice. These might include measures of learning outcomes, unit costs, SBMC practice and annual sector reviews. A series of senior and technical level sessions between ESSPIN and UNICEF will take place in the New Year.

40. The World Bank has asked ESSPIN to contribute to the evaluation of the State Education Sector Project (Kwara, Kaduna and Kano). ESSPIN is responsible for certain state-wide components of SESP (EMIS, Quality Assurance and Capacity Development for Planning and Management). The Bank's request relates to the School Development Scheme (SDS) and the Teacher Professional Development (TPD) component. While ESSPIN is keen to examine the lessons from both these areas of work, the Bank's latest proposal is for very elaborate and costly evaluation studies that ESSPIN does not have the resources to undertake. ESSPIN has therefore suggested a more modest review of the learning points gained from the SESP experience.

41. Collaboration with the World Bank in Kano over the Conditional Cash Transfers (CCT) pilot is continuing. Disbursement of the first tranche was expected to begin in December, but Kano State Government, which is using the SESP credit for the first set of transfers, has postponed this to mid January.

Section 2: State Progress Summaries

Jigawa

Introduction

42. SLP coordination on the Big Common Impact Areas is progressing. ESSPIN is leading one of the areas: on girls' enrolment, retention and completion. A state level Political Engagement meeting was conducted on 8th and 9th December with a focus on the best way to work with the various structures in Jigawa state. The emphasis was on understanding the political and societal forces and alliances in the state that influence state decisions. It was resolved that SLPs must work with both the formal and informal structures, capitalise on the fluid political arrangements that exist at the emirate levels and make more use of CSOs and community leaders to advocate for better services.

Output 2

43. A revised 2011/13 MTSS has been developed and finalized with additional targets capturing the most significant state priorities in IQTE, Girls Education, Teacher Incentives and Direct Funding to Schools. The MTSS was fully costed and aligned to the 2011 budget at less than 3% variation. A significant milestone was achieved in that state partners fully led the process with additional data from the published 2009 Annual School Census (ASC) report.
44. An education summit, 'Jigawa Education Day' is being planned for January. This will be a public event to feature the results of the Annual Education Sector Review (AESR) and highlight the major decisions and next steps required in order to implement the State Comprehensive Development Framework and the MTSS.
45. The 2010/11 School Census was conducted involving 66 State and LGEA Field Coordinators. One hundred and eighty five enumerators were also trained to cover all the 27 LGAs and all categories of schools. Twelve data entry officers have been trained and will soon commence entry of the census forms. It is expected that an ASC report will be generated by the state EMIS unit and presented to the State Technical Committee in February 2011.
46. A MOEST visioning exercise began in early October. Twenty-nine officers in the 7 Departments of the Ministry participated. The exercise identified the strategic objectives and mandates of the Ministry in relation to its functions. This is work in progress, due to the low capacity of the Ministry personnel. With the additional TA and internal briefings, it is expected that the work will be completed in February 2011.
47. LGEAs have been assisted to produce DWPs, identify and cost their activities and present their Strategic Plans to other stakeholders. This exercise, which covers all the 27 LGAs in the state began in the last quarter and is still in progress. 20 staff members in each of the LGAs have been trained to produce LGA plans. The exercise will be completed by March 2011.

48. The State Monitoring and Inspection Unit (SEIMU), which has been trained to carry out QA, inspected only 12 basic education schools in this quarter. However, the unit carried out a step-down training for 1372 Head teachers, principals and LGEA personnel on the QA process in November. It is envisaged that schools will conduct self-evaluation and that the rate of external evaluation will increase in the first quarter of 2011.

Output 3

49. Preparations for construction of classrooms and toilets have been concluded between SUBEB and the consultant firm, Design Plus. The MOU covering agreements with SUBEB on the commencement of ESSPIN infrastructure support package was finalized and signed by ESSPIN and SUBEB. Bid documents and technical designs have been finalized. Nine classroom blocks will be built (one in each pilot LGAs) and school toilets in 100 schools. This will benefit about 23,000 pupils (17,000 boys, 6,000 girls) and 1,345 Teachers. Community involvement will safeguard the quality and delivery of infrastructural facilities, through on-site supervision.
50. Capacity for school improvement has been enhanced with the completion of the training of 198 head teachers, 73 primary school Inspectors and 900 classroom teachers. Follow-up has been provided through the cluster/school meetings addressing specific teaching and learning practices. Thirty-two hub schools will serve as centres of better practice for teachers in surrounding schools.
51. The framework for the disbursement of school operational grants has been agreed with SUBEB. Funds will be transferred to the SUBEB dedicated account for onward transfer to school accounts. Eighty schools have opened bank accounts and the process for the rest is expected to be completed by the end of December 2010. A grants manual will guide expenditure and retirement. This mechanism will help establish best practice for the SUBEB direct funding mechanism already planned in the 2011 MTSS.
52. With the completion of the first phase of 20 water points, the Phase 2 set of 78 schools have been selected and validated, in collaboration with the SUBEB, RUWASA, LGAs and representatives of SBMCs. Contracting for the work is under way. Work is expected to commence in early January 2011 and be completed by April 2011.

Output 4

53. Capacity building training for 1,860 SBMC members in school development and management has been completed. The impact of work with SBMCs can be seen in the two examples below:
- At Madobi Primary School, Dutse LGA, community members have raised funds and constructed a one storey building comprised of fifteen classrooms, a borehole and hand pump and a six- seat toilet. The community also provided funds for the purchase of furniture and mobilized a volunteer Arabic teacher for the school.

- At Sintilmawa Junior Secondary School, Ringim LGA, the community purchased a land and constructed a block of two classrooms to enable the Junior Secondary School to operate on a permanent site. SBMC members have provided accommodation and feeding for thirty pupils who live far away from the school. The SBMC is also supporting physically challenged children, providing school uniforms and reading and writing materials so they can attend the school regularly.
54. In December, Jigawa state launched an Almajiri Education Policy and established a Model School for Almajiri children. This has implications for ESSPIN, because of the plan to extend the Kano Tsangaya model to Jigawa. This initiative is in line with the state policy, but poses an alternative to the model school approach, which may not be sustainable, given the costs involved. In order to stimulate debate and launch the Tsangaya pilot, a meeting for 40 key stakeholders, concerned with the development of IQTE will take place in January, 2011. The planned pilot will be based on the Tsangaya model developed in Kano and will operate in 5 LGAs. The selection of the pilot schools, teachers and the LGA coordinators will be completed by the end of December.
 55. A scoping TA mission was conducted to identify strategic direction and specific initiatives for girls' education in Jigawa state. Thirty-seven stakeholders were gathered in a state level forum to discuss options and specific models. The consultant is currently developing firm proposals for initiatives which will have both short and medium-term impact for girls in the State.
 56. Discussions around the implementation of the Challenge Fund in Jigawa are taking place with the SUBEB and the Agency for Nomadic Education. The plan will focus on increasing access for nomadic children and will provide incentives to families, so they leave children in school at the time of the migration period. The programme will collaborate with the existing state programmes 'Wurro Bagga' ("back to school") and 'Habbanaye' (Nomadic education).
 57. Preliminary engagement took place in November to identify local theatre groups and determine relevant themes for the production of Community Theatre events.
 58. Twelve state media journalists were trained on strategic reporting with a view to encourage focused reporting of educational issues in the state. This exercise is to produce a cadre of journalists fully sensitised to serious educational issues.

Next quarter

59. The State Technical Steering Committee meeting is scheduled for January, as is the "Education Day".
60. Analysis of the 2011 budget will reveal how closely it aligns with the priorities set out in the MTSS.

61. Support to the SSIT and mentoring for SBMCs will continue. School grants will be disbursed at the end of January and their impact on the ability of schools and SBMCs to execute their School Development Plans will be closely monitored. Printing of the SBMC policy and dissemination of the SBMC guidebook to all state schools is expected to be complete by February.
62. Progress in three significant areas will be made. This will involve the establishment of specific programmes aimed at improving the retention of girls in the education system; the development of community schools for almajiri children and the elaboration of the Challenge Fund scheme for nomadic children.

Jigawa key numbers

	<i>Indicator</i>	<i>Last quarter</i>	<i>Cumulative from July 2010</i>
1	People accessing water from new units	54,000	60, 000
2	Girls with access to separate toilets	1600	3854
3	Learners benefiting from new/ renovated classrooms (results expected mid 2011)	-	-
4	Learners benefiting from school health clubs	18, 000	23,000
5	Learners benefiting from direct school funding		
6	Community members sensitised to education issues/ trained to serve on SBMCs	1584	3168
7	Learners benefiting from Challenge Fund projects (results expected mid 2011)	-	-
8	Learners in IQTE schools receiving basic education (results expected mid 2011)	-	-
9	Teachers trained (male and female) i.e. person days of training	-	2972
10	Head teachers trained (male and female) i.e. person days of training	4356	5447
11	State/LGEA officials trained i.e. person days of training	SIP (1848) 37(CGP) 60(LGEA visioning) 40 (MTSS)	SIP 2098 37 (CGP) 160(LGEA visioning) 70 (MTSS)
12	Schools inspected using QA methodology	1	7

Kaduna

Introduction

63. Senior government figures are heavily involved in election preparations. ESSPIN has found it difficult to meet with the new Commissioner for Education, for example, on the response to the poor TDNA results. However, an ESP Steering Committee was held on Wednesday December 8th.
64. John Bagu has been confirmed as the new Permanent Secretary of the Ministry of Education.
65. SPARC facilitated a two-day session on Political Engagement involving Kaduna State and National SLP staff from all DFID programmes. The session is allied to work on the common impact areas, which in ESSPIN Kaduna's case is focussed on enrolment and retention of primary pupils.
66. A two-day workshop to agree a final Development Collaboration Framework in the MoU between the Kaduna State Government and DFID, the World Bank and the UN was held in Kano (Dec. 16th & 17th). ESSPIN Kaduna was represented at this session.

Output 2

67. The final draft 2011–2013 MTSS was presented to policy makers on Dec. 8th at a Steering Committee meeting chaired by the Commissioner. The Strategic Framework budget template complies with SPARC guidelines and the MTSS is fully aligned to MDA budgets.
68. Following ESSPIN-supported training for managers, field co-ordinators and 400 data collectors, the 2010/2011 Annual School Census is in progress. Data collection was carried out over the period December 6th – 13th 2010.
69. A Functions Review of SMOE was completed, with 7 directors and 3 PRS Department support staff exposed to this process for the first time. Ministry Directors are using preliminary feedback as a platform for driving reform.
70. In line with the functions review recommendations, SUBEB has restructured its departments, upgrading the Social Mobilisation Unit to a full Department and Personnel Department to a Human Resource Management Department. These realignments come with streamlined functions that fit into the organisation's objectives and goals.
71. Work planning sessions together with change management and functions reviews have been completed in 6 ESSPIN and non-ESSPIN LGEAs involving over 450 SUBEB/LGEA staff. Findings inform on-going negotiations to develop a practical, uniform LGEA structure. Six LGEAs have submitted draft plans to guide implementation of the 2011 programme cycle and serve as costed LGEA priorities to be presented to the LGAs and SUBEB.

72. The SUBEB management team is utilizing change management training to champion and nurture the reform process across SUBEB and the 23 LGEAs. A 5-person reform task team facilitates this process and has met with 7 departments to implement the reform vision “Together we can deliver” and recommendations. 86 SUBEB staff are applying various Change Management skills in cushioning the effects of reform and in mentoring LGEAs.
73. The Executive Council has approved the new State Quality Assurance policy and its presentation to the State House of Assembly to start the process of legal ratification. In the field, 200 schools have been inspected using new QA instruments, with over 150 evaluators demonstrating increased capacity to effectively evaluate and report on schools.
74. ESSPIN has supported the strengthening of links between SMOE/SUBEB and 10 Kaduna media organisations and the Ministry of Information and Home Affairs. One result of this has been a TV talk-show with Executive Chairman SUBEB on the 2010 ASC exercise. Three Monthly Case Studies using the DFID-provided template have been submitted.

Output 3

75. Nineteen bore-holes have been completed, while work on two sites in a difficult access area (Kauru) has been delayed until the dry season. Forty further schools to benefit from W&S inputs have been identified. Infrastructure contracts for 21 toilet units are signed and work has begun. An orientation programme for classroom construction contractors was held in December focusing on standards and community involvement. Plans are being finalised for the establishment of School Health Clubs in the 21 Phase 1 Schools.
76. The Gidan Waya Campus Offices for the State School Improvement Team were formally handed over to the College following refurbishment. 52 Academic and Management Board staff attended the 2nd College Development Workshop (Nov. 29th - Dec. 3rd) with Director, Higher Education, SMOE present throughout the workshop.
77. The State School Improvement Team (SSIT) delivered Class Teachers Module I on child-centred teaching and learning to over 780 teachers in the 7 pilot LGEAs (Nov. 8th – 26th). In schools subsequently visited, teachers are already putting into practice newly acquired skills. Using a specially designed instrument, 15 TEQTT members monitored the SSIT delivery of the first CT Module and reported back very positively on the quality of the training.
78. Following stakeholder inputs, the draft proposal on a Kaduna IQTE Management Agency is now with the consultant for editing. A 2011 IQTE Action Plan has also been drafted.

Output 4

79. A capacity building workshop was held for 35 members of the State Committee on Inclusive Education (SCOIE) and Community-Government Partnership (CGP) working with SBMCs. The workshop focused on advocacy issues and the 2010-2011 work plan. On data

requirements for Social Inclusion-related pilot activities, the SCOIE in-school questionnaire has been mainstreamed into the ASC. SUBEB has committed to manage the Household Survey in 16 LGAs. The survey is now scheduled to be carried out in January 2011.

80. Thirty-eight members of the State SBMC Task Team (STT) and Social Mobilisation Department (SMD) were trained on monitoring, mentoring and Child Participation during the reporting period. Following earlier training on resource mobilisation, SBMCs have involved the community in supporting schools by holding fundraising activities.
81. A community response workshop, facilitated by ESSPIN, was held for 32 participants, including District Heads, Education Councillors and Education Secretaries from the 7 ESSPIN LGEAs. Also in attendance were STT members and the Director SMD.
82. Kaduna Output 4 State Specialists supported UBEC engagement with Directors and Heads of Department from FME, SMDs and School Services on the state of SBMCs in the country. There was agreement to adopt the ESSPIN model and ensure that all public primary and JS schools have functional SBMCs by the year 2012.

Major features of the work plan for the coming months

83. ESSPIN will support ASC data entry and analysis and provide training for the new PRS M&E Unit. ODM reform work will continue in SMOE, SUBEB and LGEAs, with Human Resource audits and support to new departments such as Social Mobilisation and the Advisory Service Unit. ESSPIN will also support the proposed quality assurance agency, KADSEQUAS, as it seeks Board status as an integrated body.
84. ESSPIN will provide a modest furniture and equipment input to the SSIT Offices in Kafanchan. ESSPIN-SUBEB will use the recently signed MoU to process funding for the construction work on 21 school toilets and 7 classroom blocks. ESSPIN will work with PATHS2 and other SLP / non-SLP partners to launch School Health Clubs.
85. The 2nd Classroom-Teacher Module will be delivered, while school-based support activities will continue. ESSPIN will work with the Ministry and its MDA partners to develop appropriate strategic responses to the TDNA (and MLA) findings.
86. The first ESSPIN-provided School Funds will be paid to all 167 pilot schools, through a mechanism involving dedicated SUBEB-ESSPIN accounts. SBMCs will monitor and report on the use of these funds. Pilot Teacher Training programmes on Social Inclusion will be held for selected teachers across the ESSPIN LGEAs, while enrolment-targeted activities using the PSA Challenge Fund will be finalised and the necessary baseline data gathering and planning for implementation completed.

Kaduna Key Numbers

	Indicator	Last quarter	Cumulative from July 2010
1	People accessing water from new units	9,958	9,958
2	Girls with access to separate toilets (results expected mid 2011)		
3	Learners benefiting from new/ renovated classrooms (results expected mid 2011)		
4	Learners benefiting from school health clubs (results expected mid 2011)		
5	Learners benefiting from direct school funding (results expected mid 2011)		
6	Community members sensitised to education issues/ trained to serve on SBMCs	248	3,322
7	Learners benefiting from Challenge Fund projects (results expected mid 2011)		
8	Learners in IQTE schools receiving basic education (results expected mid 2011)		
9	Teachers trained (male and female) i.e. person days of training **	7,310	7,310
10	Head teachers trained (male and female) i.e. person days of training	(M)668 (F) 500 Total 1,168	2,838
11	State/LGEA officials trained i.e. person days of training	1,146	1,692
12	Schools inspected using QA methodology	200	200

** data on male/female breakdown of teacher training days being obtained as at time of the submission of this report (Dec. 10th 2010)

Kano**Introduction**

87. The Kano team has enjoyed a period of stability and consolidation following the trauma of the previous quarter. A renewed focus on school-level impact, results-oriented planning and systematic operations is already having positive effects.

Output 2

88. A landmark achievement this quarter was restoration of the 22% Kano 2011 budget envelope for education, following repeal of the proposed 9% cap. The case was presented on technical grounds, through evidence-based argument, drawing on ESSPIN-led initiatives

including departmental work planning, activity-based budgeting, the Annual Education Sector Review process, and the realistic costing methodology adopted by SMOE for the MTSS education framework. The debate was won by the senior administrative and management cadres of the Ministry, who have a new-found confidence and authority emanating from the technical skills they have developed through ESSPIN partnership in the planning and budget cycle.

89. Relentless efforts to capture accurate cost and expenditure figures have resulted in a firm MTSS foundation for the annual budgeting exercise. The Ministry of Planning and Budget has welcomed the education submission: the first example in Kano of presenting economic classification and an activity-based budget (ABB) in parallel. This paves the way for increasing use of ABB by other sectors in future—an outcome with potential benefits for rationalisation of public accounts that could reach far beyond the education sector. It exemplifies the extent to which sound, sector-specific, technical work can underpin broad-based improvements in governance, whilst efforts for broad-brush public sector reform are struggling for traction.
90. Government leadership of the second Annual School Census has been tangible, with DPRS/EMIS fully responsible for planning, coordination, questionnaires and data collection. The reduced ESSPIN technical support needed this year has focused on training five census managers and 102 field coordinators (who in turn trained 867 enumerators with state government resources), a media awareness campaign, and a comprehensive monitoring exercise in all 44 LGEAs. Data screening of ASC forms has started, plus capture of data for the 0.004% schools missed.
91. Kano SMOE (with ESSPIN and NEI support) hosted a two-day programme of sharing education sector planning and management experience between state government representatives from Kano, Jigawa, Bauchi and Sokoto. The capacity and successes of Kano were self-evident in all areas, with the exception of UBEC funds release and utilisation.
92. In response, the Kano SLPs have developed a coherent ‘big common impact area’ strategy around drawing down and constructively using UBEC’s Kano budget allocation, to improve access to and learning outcomes from basic education. The Kano SLPs jointly analysed opportunities for effective political engagement, focused through the BCIA framework. There is a sense that the improved information and budgeting environment, combined with the election cycle, may provide a unique window of opportunity. In particular, the demonstration effects of ESSPIN-supported pilot schemes—such as water supply, SBMC responsibility for school improvement, class teacher training and IQTE—open up possibilities for state replication of cost-effective programmes, under the strengthened planning regime. Further work is planned in partnership with SPARC on budget release, in order to complete the chain from planning to implementation and improvements in children’s learning.

93. ESSPIN has also focused on improved school-level impact of SUBEB and LGEAs' use of funds: domestication of the LGEA strategic plans has forged ahead, with all 44 Kano LGEAs on target to have fully-costed annual work plans by 31 Dec 2010. For the first time, these will determine the budgets that LGEAs need to manage activity effectively at local and school levels. Departmental meetings between SUBEB and the LGEAs have resulted in consistent functions for the Heads of Units of all departments in the LGEAs, and have clarified the roles of sub-units with a remit for school support. Corporate planning has begun with the production of a strategic plan for the State Ministry of Education. A functional review in the Ministry and the payroll audit in SUBEB will commence in the coming quarter.

Output 3

94. Training of primary teachers in child-centred teaching and learning has got off to a flying start with 2,000 person-days of training completed, thanks to the SSIT facilitators, under the guidance of ESSPIN's quality improvement team. Feedback from all parties is very positive, due in large measure to the practical, learner-centred, activity-based approach adopted in the training itself. The programme of school support visits which follow the training, and form an integral part of the classroom change management model, will be monitored. If new behaviours in classrooms—such as children working in pairs and groups, using low- and no-cost materials, asking and answering open questions, and following results-oriented lesson plans—are sustainable and replicable, this will represent a very important step forwards in Kano State education.
95. The capacity of head teachers in 281 ESSPIN-supported schools has been developed in Whole School Evaluation: school self-evaluation, plus professional external evaluations from the upcoming Quality Assurance Agency (QAA). Preparations for SHOA tabling of the QAA Bill are complete. Renovation of the SSIT training centre at KERD (future home of QAA) has started. Consultations continue regarding the Advisory Services for school improvement, which will be essential to deliver the improvements in school quality identified in the inspection processes.
96. 60% of schools have prepared school development plans in readiness for direct funding of schools. Preparations for management of the school funds system are progressing with SUBEB, its bank, LGEAs and the other stakeholders involved.
97. The report of the Teacher Development Needs Assessment has been shared with the Permanent Secretary of the SMOE, who recognises the gravity of the findings. A meeting of the commissioning committee in the coming quarter will receive the report, consider options for the government's policy response and plan dissemination. The results of the Monitoring Learning Achievement (MLA) study should also become available in the next quarter.

98. The Governor's wife and ESSPIN NPM officially opened the Gobirawa solar water project. It now supplies 6,000 children per day with clean water at a cost of just N20 per child per year over the lifetime of the plant, and low cost water to the community at weekends—which has already provided income for the school to renovate its boundary walls, gate and gardens. 70 contractors, principal supervisors, supervisors and SUBEB Physical Department staff from five ESSPIN states met in Kano to ensure top quality toilets and classrooms are constructed.

Output 4

99. The State Task Team on SBMCs and CSOs are rolling out cluster training on the mentoring and monitoring of community participation, with ESSPIN support, plus further training for and by CGPs in advocacy, child protection, voice and accountability. Support for school development planning and monthly meetings with Education Secretaries is also continuing.
100. The Tsangaya Cluster Schools pilot continues, with assessments conducted of Community Teachers and children's learning outcomes. The Tsangaya Support Teachers are a valuable resource for training of the Islamiyya pilot participants, which has now started.
101. Intensive work has resulted in readiness for launch of CCT for 10,600 girls when schools reopen in Jan 2011. Funds have been deposited by ESSPIN and SESP into SUBEB's CCT accounts, SBMC training completed, public awareness campaign undertaken, identity documentation produced, records and payments system prepared, spot checks and audits agreed, and impact evaluation set up. In a complementary step to the demand-side stimulus of CCT, the Kano Challenge Fund will address supply-side constraints for girls who pass the School Certificate but are not allocated a place in JSS1. A smaller scheme will provide schools meals to nomadic children to boost their school attendance.
102. A new approach to strengthening KSMOE and SUBEB communications work has been agreed with PROs and Department of Social Mobilisation. Training for journalists in reporting on the education sector has been delivered.

Major features of the work plan for the coming months

103. The good start with classroom teacher training will be followed up at the school level in a systematic way. SBMC training will be completed in schools which have not received it to date. CCT Transfer 1 payments will be made, and preparations for Transfer 2 undertaken. IQTE studies of almajiri children, and parental preference of Islamiyya education for girls, will be launched.
104. The Challenge Funds will be developed at Round Table forums for early commencement of partnerships with eligible Girls, Science Secondary Schools, low cost private schools and education centres for female married teenagers who are out-of-school, plus nomadic schools.

105. Pupils of 40 more Kano schools will enjoy clean water and sanitation through the Phase II water scheme. Corporate planning, EMIS, M&E and ASC development will continue, to strengthen mobilisation of resources for school improvement. Inter-SLP task teams will conduct the analytical and community voice initiatives needed to help obtain UBEC funds release in 2011.
106. ESSPIN Kano is developing a database to coordinate inputs of teacher, head teacher and SBMC training, plus school direct funding, water, sanitation, CCT and Challenge Funds. This will help track inputs, beneficiaries and impact, and ensure that our work is focused effectively to deliver the Whole School Development model that will achieve synergies beyond the individual strands of intervention.

Kano Key numbers

	<i>Indicator</i>	<i>Last quarter</i>	<i>Cumulative from July 2010</i>
1	People accessing water from new units	18,850	18,850
2	Girls with access to separate toilets (results expected mid 2011)		
3	Learners benefiting from new/ renovated classrooms (results expected mid 2011)		
4	Learners benefiting from school health clubs (results expected mid 2011)		
5	Learners benefiting from direct school funding (results expected mid 2011)		
6	Community members sensitised to education issues/ trained to serve on SBMCs	660	1,503
7	Learners benefiting from Challenge Fund projects (results expected mid 2011)		
8	Learners in IQTE schools receiving basic education	770	1,347
9	Female learners benefiting from cash conditional transfers	(10,600 enrolled)	(10,600 enrolled)
10	Teachers trained (male and female) i.e. person days of training	2,224	4,188
11	Head teachers trained (male and female) i.e. person days of training	1,420	3,140
12	State/LGEA officials trained i.e. person days of training	3,787	6,914
13	Schools inspected using QA methodology	0	20

Kwara

Introduction

107. The emphasis of the last quarter in Kwara State has been on institutionalising the reform agenda as part of the drive towards sustainability post election.
108. The Director, Department Social Mobilisation has retired after the statutory number of years in service. Mrs. Ajide has been appointed as the Acting Director.
109. Local government elections have taken place and all new LG Chairs have been sworn in, except in Offa LGA. The election there was marred by violence and alleged rigging. PDP won in all LGAs. The present Commissioner of Planning and Economic Development has been identified by the serving Governor as his preferred candidate for the PDP Gubernatorial race.
110. Caroline Knowles, a new VSO volunteer has joined the ESSPIN team in Kwara State to support the State School Improvement Team in the preparation of the lesson plans. Jayne Muthee, the VSO working with the Department of Social Mobilisation has left the programme.

Output 2

111. A retreat on sustainability of the reform identified that in order to institutionalise the reform, the structure of the ministry needed to be revised. The result of this will be a structure based on the functions identified in the strategic plan as opposed to inherited and inappropriate structure of departments and units, whose main functions are to answer correspondence instead of developing policies, setting standards and monitoring compliance.
112. M&E units have been established and staffed at the DPRS of MoEST and SUBEB and officers of the units have received the initial training that will enable them to carry out the 2010 AESPR process. A centralised Education Information Centre, which is a result of the collaboration between the MDAs, has been agreed upon to replace the 4 MDA EMIS units, in accordance with the state's Data Policy. The state has conducted the 2010/2011 Annual School Census (ASC). To support the ASC handbills and posters were printed and distributed.
113. The annual planning and budgeting cycle has continued with the development of the M&E framework of the 2011-2013 MTSS. Annual plans at the 16 LGEAs were completed, using data from the 2010 LGA report cards, with the SUBEB DPRS taking the lead and with members of that department being used as facilitators. In each LGEA, officers of the LGEA and the LGA along with representatives of the PTA and SBMC participated in the one day training.
114. The roles and functions of the Quality Assurance (QA) officers have become clearer to stakeholders. Handbills and posters have provided the needed information to the public.

However, in the last quarter, only 12 schools were evaluated. Discussions have commenced on ways to ensure regular funding to the QAB as this is currently their major challenge.

Output 3

115. Kwara State's strategy to improve the quality of teachers continues to be implemented two years after the results of the TDNA were released. The first strand is aimed at professionalising teachers by developing a career path. A transparent set of guidelines for the process of recruitment, assessment and promotion has been developed based on the Teacher Professional Standards and has been accepted by the relevant unions. These guidelines were recently used in the recruitment of 400 teachers for SUBEB. Although thousands of teachers submitted applications, less than 200 met the criteria and will be employed. This is seen as a considerable achievement in such a politically charged period.
116. The second strand of the strategy, improving the quality of new teacher graduates from Oro College of Education, continues. The State Government has shown renewed support to the College by increasing their monthly subvention to cover staff salaries. All lectures in the new academic session are based on the new curriculum. As a result of the training given last quarter, almost 90% of the academic staff can now prepare an effective learning programme for their courses based on the Teacher Professional Standards. In a bid to support the learning programmes with appropriate materials, an Education Trust Fund (ETF) application has been prepared to provide materials that will ensure that each graduate of the Primary Education course leaves the College with the toolkit of resources, based in the lesson plans on numeracy and literacy.
117. The third strand – improving the teaching of numeracy and literacy continues to progress with considerable results being seen in the classrooms. Feedback from schools and LGEA staff shows that teachers are starting to adopt different teaching methods and pupils are becoming more involved in their learning. A memo has been prepared for the Governor in order to secure funding for 3500 copies of the lesson plans for primary 1-3. The SSIT has shared lesson plans with small groups of lecturers so they can use in their work with student teachers. The result of this is that both new and existing teachers can use and understand the lesson plans.
118. The fourth and fifth strands involve developing effective in-service and advisory services (ISAS). Using the draft policy on ISAS prepared last quarter, the operational framework on the components, roles and skills of ISAS has been discussed by relevant state and LGEA staff. These meetings have led to a small committee being appointed to write a draft ISAS operational framework. The SSIT have continued to work at the LGEAs to support SSOs to support class teachers for effective use and delivery of the lesson plans. The State Government showed their support to this process by giving each SSO a heavily subsidised motorbike to use in supporting their schools.

119. 9372 pupils and teachers are benefiting from the first round of boreholes. Schools for the next phase of 40 boreholes have been identified using criteria of rural schools based in communities where many children do not currently attend school regularly. It is also hoped that these water interventions will encourage teachers to serve in rural schools. In support of this, a few schools in Kaiama LGA will be identified for pilot housing for teachers. The SSIT have worked with the Kwara State Education Resource Centre to produce practical and easily maintainable samples of furniture for primary pupils.

Output 4

120. The SBMC programme continues with an assessment of the success of the training done so far and the lessons learnt. A follow up workshop to develop a strategy for positive response from LGEAs and LGAs to community voice brought together stakeholders from the MoEST, SUBEB, LGA/ LGEA, SBMCs traditional rulers and CSOs. The traditional rulers were identified to lead this process in their domains, to ensure success and sustainability.

121. The capacity of civil society/government partners (CGP) to effectively support the performance of the SBMCs was strengthened with the training on mentoring and monitoring. The mentoring support from the CGP is to empower the SBMCs to find indigenous solutions to their challenges. The training included child protection and participation mainstreaming, resource mobilisation and principles of resource management. Following this training, the mentoring and monitoring of SBMCs by CGP has commenced.

122. Field reports show that the SBMCs are taking giant strides in supporting their school and indigent children. Results include enrolment of previously excluded children (up 10% in some schools); house helps have been brought back to school supported by the SBMCs; teachers' attendance has improved; schools being fenced; and school farms developed to generate income. Children are already feeling the impact of the SBMCs in their schools through repair/provision of furniture and minor repairs.

123. Journalists from Kwara have participated in the development and capacity building programme for journalists which took place in Lagos. The programme is aimed at developing their skills in highlighting key issues such as girl child education and advocacy in their reporting.

Major features of the work plan for the coming months

124. Developments in the next quarter will include: the presentation of the approved new laws and policies to stakeholders; engaging with the new LGA Chairs as a follow up on the MOU; publication of the 2011-2013 MTSS and the writing of the 2011 departmental work plans; training for the officers of the new Central Information Centre; the commencement of the AESPR; HR activities at SUBEB and further support to officers of the MOEST in their new departments.

125. A memo will be prepared on the career path for teachers for presentation the relevant Federal level authorities. ESSPIN will work at the state and federal level to support this process. Furthermore, the Teachers Professional Standards will be produced in a simplified form for classroom teachers. The SSIT LGEA visits to schools and development of primary 4 – 6 lesson plans will continue. The operational framework for the in-service training and advisory services will be finalised in order that the College of Education, Oro develops its in-service unit.
126. The mentoring and monitoring of SBMCs will continue. The Government/CSOs MOU will be finalised for signing. Training will take place on: gender and inclusive education; change resistance management; and further work on mentoring. Traditional rulers are expected to initiate forums for LGEAs/ CSOs and SBMCs to provide bottom-up mechanisms for channelling community voice supported by ESSPIN Communications staff.

Kwara Key Numbers

	<i>Indicator</i>	<i>Last quarter</i>	<i>Cumulative from July 2010</i>
1	People accessing water from new units (staff and pupils only)	9,372	9,372
2	Girls with access to separate toilets (results expected mid 2011)		
3	Learners benefiting from new/ renovated classrooms (results on school furniture and teachers' housing expected mid 2011)		
4	Learners benefiting from school health clubs (results expected mid 2011)		
5	Learners benefiting from direct school funding (results expected mid 2011)		
6	Community members sensitised to education issues/ trained to serve on SBMCs	1,786	17,203
7	Learners benefiting from Challenge Fund projects (results expected mid 2011)		
8	Teachers trained i.e. person days of training		
	Total	11,600	23,200
	Male	4,988	9,976
	Female	6,612	13,224
9	Head teachers trained i.e. person days of training		
	Total	7,480	14,960
	Male	3,216	6,433
	Female	4,264	8,527
10	State/LGEA officials trained i.e. person days of training	2,525	3,777
11	Schools inspected using QA methodology	12	12

Lagos

Introduction

127. The State Steering Committee which met last in October 2009, succeeded in holding another meeting in October 2010, after several unsuccessful attempts in the course of the year. ESSPIN was asked to work with the Education Technical Committee to review the work plans of the ESSPIN support to the education sector.
128. The collaboration among the SLPs continued. Discussions were held on political economy and political engagement in the state and how the outcomes of these analyses could be factored into the emerging SLP Big Common Impact Areas (BCIA) work plans. In addition, the SLPs had a collaborative engagement on how to ensure more community and civil society engagement in the MTSS process and implementation.
129. Two newly appointed staff in Lagos ESSPIN office resumed their posts this quarter. The Education Quality Specialist, Olabode Oyeneye, started in October. The Organisation and Management Development Specialist, Munachiso Offiong, started in November.

Output 2

130. The Management of Lagos SUBEB is about to commence implementation of the new SUBEB organisational structure. Included in the new structure are the Monitoring & Evaluation Unit under PRS department and SSIT under the School Services department. The inclusion of these units in the reviewed structure provides evidence of sustainability of planning and management reform efforts supported by ESSPIN
131. The Activity Plan for Kosofe LGEA has been completed, after the initial Strategic Planning in August. Activity planning for the other 19 LGEAs has commenced in phases. The peculiar needs and challenges of the LGEAs are being addressed in the Activity Plan and capacity of the LGEA staff for planning is being developed through this exercise.
132. The new approach to Quality Assurance has caught on well in Lagos. Over 600 QA inspections have now been completed. A critical mass of QA Mentors and Readers (report quality assurers) in Lagos State is being developed through capacity building. Training of 12 QA Evaluators as Mentors and Readers on evaluative report writing and critical reading was carried out in October 2010. The revised QA handbook and Instrument were provided. 482 QA reports produced up till October 2010 were reviewed, out of which 2 were judged to be excellent, 34 were good, 381 were fair and 38 were judged to be poor. A consolidated inspection schedule was also reviewed.
133. The final draft Report of the 2011- 2013 MTSS has been produced. The draft report pulls together work that commenced early in the year on the review of the 2010-2012 MTSS. All the MDAs in the education sector had used the MTSS as to prepare their budget for 2011 following the Programme Based Budgeting Approach adopted by the Lagos State Government.

134. The move towards creating sustainability of the process of sector monitoring progressed with ESSPIN and SPARC collaborating in presenting ESSPIN experience of annual sector performance reporting to the Ministry of Economic Planning and Budget. The collaboration yielded concrete understanding on the performance reporting cycle, timelines and format. 13 key personnel in the Ministry of Education, State Universal Basic Education Board and the Ministry of Economic Planning and Budget, who have been identified to take responsibility for Monitoring and Evaluation, were trained to prepare for the development of sector performance reports to feed into the annual planning cycle. The training document developed by ESSPIN is being suggested as the basis of state-wide capacity building on monitoring and evaluation.
135. The planning for annual school censuses for both private and public schools commenced in October. Training was carried out for trainers of enumerators and field coordinators. 94 government officials and 98 people from civil society and private school associations were included.
136. The private school list promised by the associations was grossly inadequate and not supplied on schedule. This and other challenges led to the revision of plans for carrying out the census to a phased approach. Thus enumeration started with 5 LGEAs out of 20 on 22nd November, to trial the management and supervision of census staff and to see what difficulties would arise. This approach worked well and preliminary statistics showed that about 5,000 private schools have been captured in the first 5 LGEAs. Plans are underway to commence enumeration of another 2-5 LGAs before Christmas. The remainder will be completed in the New Year.
137. ESSPIN's mediation between government and the various associations and the communication strategy adopted which involved placement of public service announcements on the radio, television, and syndicated advertisements has been significant in ensuring that private schools cooperate with the census.
138. ESSPIN has responded to a request from the government for help in reviewing and improving guidelines on the establishment of private schools. The consultation this has entailed has created an opportunity to involve private schools associations and government in dialogue and a chance to influence policy towards a more flexible and phased approach to school registration and accreditation. ESSPIN's proposal to provide differentiated benchmarks and phased registration and accreditation to accommodate schools that are serving poor populations will have to be negotiated with government over the coming months.
139. Dialogue between government and private schools was a major topic during the visit to Lagos of the DFID Director General. The discussion ended with request from government representatives for increased support to regulatory and accreditation functions and professed openness to suggestions on how best to deal with the challenges of private

education. The private schools associations, for their part, will want DFID to consider direct support to poor schools, in the form of access to loan facilities, staff training and the implementation of a sustainable voucher scheme to improve access to education by poor communities.

Output 3

140. A mechanism for the flow of ESSPIN school grant funds has been agreed with SUBEB. This allows for direct transfers from SUBEB to schools, with LGEAs carrying out a monitoring role. SUBEB has been able to negotiate free transaction charges with two major banks. All the 100 pilot schools have completed their School Development Plans in readiness for utilisation of the operational grants. The State School Improvement Team has passed on the training it received on financial management to 300 Head Teachers and SBMC members to prepare them for managing the operational grants.
141. The support given to the 100 pilot schools has had some dramatic effects on enrolments. Community Primary School Odo Nla , Ikorodu has had a 40% increase in children enrolling. Other schools have had more modest, yet significant increases, in some cases prompting communities to erect temporary classrooms, using their own funds.
142. Eleven out of the thirteen boreholes in phase one water project has been completed. These are expected to provide potable water to a combined population of approximately 35,000 people within the schools and surrounding communities. SBMCs have made firm commitments on behalf of the community to support the maintenance of the facilities handed over to them.
143. Selection of seventeen schools for the phase II of the water supply has been completed and the procurement of contractors is under way. When completed these projects will directly provide drinking water for 12,750 pupils and teachers. However, because of the close proximity of other schools, it is anticipated that the water sources will serve approximately four times this number.
144. Prequalification of contractors for Phase I Sanitation in 13 Schools had been concluded and contracts for the construction of toilets will be awarded before the end of the year.
145. Training of the twenty two SSIT members on classroom teacher training module 1 has taken place. This complements previous head teacher training. Subsequently the SSIT trained 1,100 classroom teachers, head teachers, and local school supervisors on basic literacy and numeracy, improvements on classroom delivery and effective child-centred methodology. School visits are now being undertaken by the SSIT to monitor the implementation of follow up school-based tasks and to provide additional support to teachers in situ.

146. The renovation of the SSIT office is in progress. When completed this will provide office space and training rooms for the SSIT. It will also serve as a cost-effective venue for other ESSPIN supported training in Lagos and reduce dependence on the use of hotels for workshops.

Output 4

147. Fifty participants were trained on the process of SBMC monitoring, mentoring and orientation. The training focused on developing community support to schools. Monitoring by CSOs involves the routine collection and analyses of data on SBMCs: how they are functioning and the participation of women and children.
148. The Civil Society-Government Partnership (CGP) approach to community involvement in school management issues has produced some visible impact. The CGPs continued the series of mentoring and monitoring activities for the SBMCs. Due to the Lagos model of SBMCs representing clusters of schools, the CGP have reached other non-ESSPIN schools and have encouraged school development planning and community participation beyond the pilot schools. Communities in Eti Osa, Alimosho, and Ikorodu, have donated land for establishing additional public schools. Hitherto, the lack of available land has been a limiting factor in the establishment of additional public schools. The lack of a mutually beneficial relationship between government and communities had made access to land a major constraint.
149. An LGA–community response meeting for 49 participants, including LGEA Education Secretaries and desk officers, Civil Society groups and traditional rulers has been held. The meeting led to the establishment of a committee of traditional rulers and other influential people to support the SBMCs and LGEA secretaries to enhance community participation and resource mobilisation.

Major features of the work plan for the coming months

150. By the end of next quarter, the Annual Education Sector Review (AESR 2011) will be ready to be fed into the MTSS process review. Analysis of data on public and private schools will be available. Departmental work plans will have been revised. SUBEB human resource needs and requirements will have been determined. The LGEA visioning will have been completed. Additional schools will have been quality assured.
151. Negotiation on the revised guidelines for registration of private schools that favours the poor schools will have been completed. 17 water points will be ready and first phase toilet provision will have been completed. Head teachers will have been trained on Module three while classroom teachers will have been trained on Module 2. Health clubs will be functioning in schools.

152. SBMC policy will have been adopted and Lagos-specific SBMC guidelines distributed. CGP will have completed more community mentoring and monitoring visits to promote voice and accountability.

Lagos Key Numbers

	Indicator	Last quarter	Cumulative from July 2010
1	Teachers trained (male and female)	900	900
2	Head teachers trained (male and female)	100	300
3	State/LGEA officials trained	368	654
4	People accessing water from new units	35,000	35,000
5	Girls with access to separate toilets (results expected mid 2011)		
6	Learners benefiting from new/ renovated classrooms (results expected mid 2011)		
7	Learners benefiting from school health clubs (results expected mid 2011)		
8	Community members sensitised to education issues/ trained to serve on SBMCs	1074	2932
9	Learners benefiting from direct school funding (results expected mid 2011)		
10	Schools inspected	598	598
11	Learners benefiting from Challenge Fund projects (results expected mid 2011)		
12	Civil Society Partners, Private School Associations trained (School Census)	103	103

Enugu

Introduction

153. ESSPIN continued to attract increasing political commitment to education reform by key state partners. A progress report on Enugu State-ESSPIN partnership for Education Reform was presented to the State Executive Council by the Commissioner for Education. The presentation dwelt on the achievements so far, challenges and action points for the next two years.

154. Ignatius Agu has joined the ESSPIN Enugu team as State Specialist in Non-state and Community participation in Education

Output 2

155. The First Draft Report of Enugu 2011-2013 MTSS has been completed by a 6-member State MTSS Report Drafting Committee, with the support of ESSPIN. The Ministry of Education has set up another committee to harmonize the report with existing State planning documents to consolidate state ownership of the process.
156. ESSPIN supported the MoE and other state education MDAs to prepare and successfully defend their 2011 Budget proposals. The budget proposals and priorities were informed by the MTSS and 2009 Annual Education Sector Performance Report (AESPR).
157. Based on the recommendation of the 2009 AESPR, a Monitoring and Evaluation (M&E) Unit has been established in the Ministry of Education to strengthen and institutionalize annual sector performance reviews.
158. ESSPIN supported the State in printing and disseminating 300 copies of the 2009 Annual School Census (ASC) Report to various stakeholders, including non-state actors. Enumeration of schools for the 2010/11 ASC has been concluded, with the support of ESSPIN. An estimated 1180 public primary schools, 287 public secondary schools and 1007 private primary and secondary schools were included. A large number of relevant state personnel received training for this exercise as follows:
- 64 persons including Zonal and Area Inspectors of Education, LGEA Education Secretaries and Heads of LGEA PRS Units were trained as ASC coordinators and supervisors and as trainers to cascade ASC form completion to designated ASC enumerators.
 - 240 LGEA education officers and Area Inspectors of Education (AIEs) were trained as ASC enumerators to support the head teachers to accurately complete the 2010 ASC forms.
159. ESSPIN supported the State to develop a draft Ministry of Education 2011-2013 Strategic Plan, which includes vision and mission Statements, goals and objectives, as well as mandates and functions of all State education MDAs. 24 management staff of education MDAs including the Commissioner of Education, attended a 2-day workshop, facilitated by ESSPIN, to develop the Plan.

Output 3

160. The Teacher Development Needs Assessment (TDNA) was successfully conducted in a total of 16 centres across the State on Saturday, 6th November. Of the 3000 public and 1000 private school teachers invited, 3286 teachers presented themselves for assessment. 126 senior MDA officials were trained and served as area coordinators, centre coordinators and invigilators during the assessment. The results will provide a credible baseline and a vehicle for engaging with the State to develop a sustainable system for addressing teacher quality and performance.

161. After consideration of such critical indicators as enrolment, access to water and sanitation facilities and consultation with the State Government, Udi LGA has been selected as the Pilot LGEA for the School Improvement Programme (SIP). Scoping visits and consultations are going on to select the pilot schools in the LGEA. While 10 schools will benefit from provision of water and sanitation facilities, about 30 schools will participate in other aspects of SIP. Activities for the provision of water points in the 10 schools are in progress.
162. Six senior education MDA officials led by the Permanent Secretary MoE and the Permanent Secretary SUBEB undertook a 5-day study tour to Kwara State. The purpose of the tour was to enhance the delegation's understanding of ESSPINs' approach and processes of support to Kwara State in improving education service delivery through strategic planning, SSIT, SBMCs capacity development, QA and institution building. The experience and lessons learnt will deepen understanding of educational reform processes in a "progressive" state, increase awareness of how this is being supported by ESSPIN and inspire the participants to lead similar initiatives in Enugu.

Output 4

163. ESSPIN, MoE and the 3 Education Secretariats of the private Mission schools in the State have worked out a draft proposal for the utilization of the ESSPIN Challenge Fund (CF) in Enugu State. The proposal is aimed at covering the cost of education for 1,200 children of poor families in poor rural areas and urban slums annually. The Missions will be responsible for identifying and enrolling these pupils in 30 of the Mission schools.
164. Twenty reporters of various media organizations in Enugu State were brought together and informed about educational issues and reform initiatives. The purpose of this is to raise the frequency and standard of reporting. Six of these correspondents later received a 5-day training under the ESSPIN Journalism Development Programme to enhance their professional competence in bringing education issues to the forefront of public discourse.

Major features of the work plan for the coming months

165. During the coming months ESSPIN activities will be directed towards:
- Initiating the School Improvement Programme (SIP) in Udi LGEA. While 10 schools will benefit from provision of water and sanitation facilities, 30 schools will benefit from the training of education officers, head teachers, class teachers and SBMCs as well as small scale school operational funds.
 - Establishing an integrated structure and common systems for Quality Assurance in the State and undertaking capacity building on whole school evaluation in school inspections, reporting and follow-up.
 - Providing further support to achieve the completion of the 2010 ASC, through training and technical assistance for State EMIS and other relevant state staff to effectively carry out data cleaning, analysis and report production.

- Supporting the MoE and SUBEB to develop their 2011-2013 Strategic Plans through organizational corporate planning, linked to the wider state Public Service Management (PSM) supported by SPARC.
- Selecting and developing capacity of education CSOs in the State to train SBMCs and mobilise communities in improving basic education services.
- Working collaboratively with SPARC and SAVI for effective political engagement in public service delivery, aimed at achieving demonstrable government commitment to reforms through budget realism, increased partnership with non-state actors and improved accountability and transparency.

Enugu Key Numbers

	<i>Indicator</i>	<i>Last quarter</i>	<i>Cumulative from July 2010</i>
1	Teachers trained (male and female)		
2	Head teachers trained (male and female)		
3	State/LGEA officials trained	249	763
4	People accessing water from new units (results expected mid 2011)		
5	Girls with access to separate toilets (results expected late 2011)		
6	Learners benefiting from new/ renovated classrooms (results expected late 2011)		
7	Learners benefiting from school health clubs (results expected late 2011)		
8	Community members sensitised to education issues/ trained to serve on SBMCs		
9	Learners benefiting from direct school funding (results expected late 2011)		
10	Schools inspected (results expected late 2011)		
11	Learners benefiting from Challenge Fund projects (results expected mid 2011)		

Federal

Introduction

166. The Permanent Secretary of the Federal Ministry of Education (FME), Professor Oladapo Afolabi, has been promoted to become the Head of Service. The Director of Human Resources and Personnel, Dr Albasu is currently Acting Permanent Secretary.

Output 1

167. The 6 Ministerial Task Teams met with the Steering Committee in early November to review progress against turn-around strategies in the One Year Strategy Plan for the Development of the Education sector. A Ministerial mid-term review session is planned for late December with attendance from state commissioners.

168. Of the 6 Task Teams, ESSPIN has direct involvement in 4 areas –

- Strengthening the Institutional Management of Education: EMIS, Reform of the Policy Process, SBMCs
- Standards and Quality Assurance: QA Handbook, QA Instrument, FIS's plan to engage with states, the NAEQA Bill
- Funding, Partnerships and Resource Mobilisation: improve the process of accessing UBEC funds; improve M&E of utilisation of UBEC funds.
- Teacher Education and Development: Develop Professional Standards Manuals; introduce a new career structure for teachers; review and restructure Teacher Education Programmes; conduct a Teacher Assessment Exercise.

Areas of progress and results are captured below as they relate to ESSPIN's areas of focus.

169. Regarding EMIS, the statistical tables and indicators have been generated for ASC 2006-7 data and the Ministerial sub-committee on data has received the commitment of the MDG Office to fund the activities leading to the publication of outstanding ASC data from 2006-2010.

170. ESSPIN supported a special meeting, in October, of the National EMIS Committee, to review the 2010/11 Annual School Census questionnaire. The revised questionnaire was then finalized with ESSPIN support. Despite some major challenges, the Ministerial sub-committee on data, with support from ESSPIN, successfully coordinated the printing of 2010/11 ASC questionnaires by the FME. The relevant numbers were distributed to ESSPIN states in time for the ASC which began on 26th November. These include forms to Lagos for the private school census.

171. ESSPIN has carefully developed a strategy for expanding its technical support for EMIS.

There are 3 levels of support:

- Level 1 – Technical Support CDs containing all documentation, manuals, data entry software etc. These will be distributed to all ESSPIN and Orphan States.
- Level 2 – States are invited to attend any training events in neighbouring ESSPIN States. States pay any per diems, transport and accommodation costs while ESSPIN provides venue, lunch and training.
- Level 3 – Eight additional States will receive support from ESSPIN in 2010/11. The recruitment process for two National Consultants to provide this support has commenced.

172. Technical Consultants provided by USAID were engaged and commenced the scoping of the NEMIS Unit of the FME. Their initial report highlighted serious technical and capacity challenges which they hope to address in the coming months.
173. With regard to the improvement of the Policy Formulation Process, PPM&R produced a draft action plan for the reform of the NCE policy process and invited IDPs to discuss the way forward. USAID said that specific assistance was unlikely to come before mid-2011. ESSPIN assured support in the short term in 3 areas: development of new memo submission templates; development of a monitoring framework for NCE decisions; and capacity building for selected policy officers.
174. ESSPIN has begun discussions with PPM&R to support improvements in educational planning across states, particularly in the areas of operational planning and annual review of sector performance. A Guidebook will be produced and disseminated to all states by the FME, with ESSPIN support.
175. In line with the strategy of using FME parastatals to replicate in non-ESSPIN states developments that have been successfully implemented in ESSPIN States, a session on the development of school based management nation-wide was held in October. The session brought together various stakeholders including FME, UBEC, UNICEF, state level stakeholders from ESSPIN states and civil society representatives, to share experiences of how to support functional SBMCs and to deliberate on ways of providing funds for schools, under the governance of SBMCs. All stakeholders agreed during the meeting to harmonize efforts, and to adopt key aspects of ESSPIN's approach to SBMCs.
176. Following the meeting, ESSPIN supported UBEC to develop a draft implementation plan which promotes the need for advocacy, the creation of the right institutional structures and capacity development, to achieve functioning SBMCs nationwide. Further meetings with UNICEF to discuss a joint approach have been set up in January.
177. Another significant milestone is the completion of the fact-finding visits to SUBEBs and their relationship with UBEC. Feedback was provided to UBEC management on the key issues. UBEC management refuted some issues raised by the SUBEBs. It was agreed that in order to strengthen the UBEC-SUBEB relationship, ESSPIN would broker an interactive session in January 2011, bringing the two groups together to discuss issues raised and determine action plans for a better working relationship. A key objective will be to improve States' draw-down of the UBE Intervention Fund.
178. A financial management review of UBEC accounting systems is under way. This will lead to a comprehensive UBEC financial management manual. Together with planned work on improving UBEC monitoring, this will help UBEC support the accounting systems of the SUBEBs, and ultimately improve accountability and transparency in the use of UBE funds.

179. The reform of the Quality Assurance function of the Federal government was advanced by bringing together leaders of the UBEC Quality Assurance Department and the Federal Inspectorate Service (FIS) of FME. The meeting served to promote communication between two groups, who had not initially been keen to meet, to review and clarify the mandates of the two bodies, and to determine areas of support and collaboration.
180. The FME intends to fund the printing of the QA Handbook and QA Instrument in late December. It is intended that all states will receive small quantities of both documents. ESSPIN also intends to fund the printing of additional copies for wider distribution to states.
181. ESSPIN supported FIS to conclude the arrangements for the training and accreditation examination for FIS officers and arrangements for a phased roll-out of support for non-ESSPIN states to receive training and accreditation in Whole School QA and establish functional QA agencies. The plan involves starting with Ondo State which has been enthusiastic about improving its QA and has already set up an autonomous QA body.
182. The FME plans to organise a stakeholders consultation session on the NAEQA bill in late December and it is hoped that the bill will progress to the National Assembly in the New Year.
183. The NCCE working group on the new QA Toolkit for Colleges of Education (CoEs) visited the CoE at Oro to test the draft QA instrument and institutional self-assessment document. Following this, changes and clarifications were incorporated and ESSPIN supported the training of 20 assessors from the NCCE on the draft QA Toolkit.
184. The Teachers Registration Council of Nigeria (TRCN) informed ESSPIN that an MOU has been signed between itself, NCCE and NTI. While this sounds like good news, the signing of the document may not change much in the short term, in terms of the workings of all 3 institutions. TRCN has gone ahead to finalise a set of Teacher Professional Standards following a stakeholder session organized in October, but there is concern about how this will be seen in relation to other efforts aimed at professionalizing teaching. ESSPIN has shared a view on the need for a set of professional standards that is linked to a teacher career path and to competency levels, not just to qualifications.
185. DFID/ESSPIN responded to a request from the Minister of State for Education (MoSE) to support the FME (Basic & Secondary Department) and 4 parastatals – NTI, TRCN, NCCE and UBEC – to devise a plan for “A Wake Up Call”. This would involve training all head teachers of primary schools across the nation in leading teaching and learning, school self-evaluation and school development planning. Following the production of a draft report which included an estimated cost of over N1 billion, discussions have been held with the MoSE. While there appears to be some enthusiasm from the MoSE, the source of funding for the proposed exercise remains unclear.

186. ESSPIN responded to a request from the Ministerial Task Team on Teacher Development to provide input to NTI and other stakeholders on how a National Teacher Assessment exercise could be conducted using the ESSPIN approach. The experience of conducting the TDNA in ESSPIN states was shared and ESSPIN suggested that a sample of non-ESSPIN states could be selected across the zones. This information when added to the information already gathered from ESSPIN states could then form a national representative sample for TDNA. The New Year will reveal the extent of support for the exercise, which will be predicated on coordination between key players and the availability of funds.
187. A workshop on writing, editing skills and setting up editorial and selection policies was held for NEKNET. Further development of this knowledge management activity is dependent on the extent of NERDC commitment to a national database of information on education.

Major features of the Federal work plan for the next quarter

188. At the Federal level, there is a strong understanding of the need for sustained support to Federal MDAs in a big push to April, in line with the commencement of the elections and the end of the current Minister's tenure.
189. The Ministerial sub-committees on data with the support of ESSPIN and the USAID Technical consultants aim to ensure that both the outstanding 2006-10 ASC data and the 2010/11 ASC data is prepared for publication.
190. Key areas of focus will be supporting the parastatals to replicate and roll-out interventions that are working in the ESSPIN States. This includes:
- Presenting our approach to the MTSS process, Operational Planning and Annual Education Sector Performance Review to PPM&R and DPRs from other states as well as the PRS Department at UBEC. The aim of the session is to share the learning from ESSPIN states, demonstrate the relevance of a Guidebook for all states and establish buy-in for its use by states.
 - A national SBMC implementation plan, to be championed by UBEC, with support from ESSPIN and other groups, including UNICEF and CSACEFA.
 - Findings from the financial management review of UBEC are to be presented to UBEC and implementation of recommendations is expected to commence.
191. Other significant initiatives that ESSPIN will pursue in the first quarter of 2011 are as follows:
- The training of UBEC's Q&A department on the differences between Whole School Quality Assurance, which is the mandate of FIS, and the monitoring of infrastructure and use of resources, which is the mandate of UBEC. Efforts will be made to support the UBEC QA department to deliver its mandate more effectively.
 - The piloting of the draft QA Accreditation Toolkit at CoEs at Oro and Gidan Waya by NCCE. Thereafter the finalized Toolkit will be passed on to the NCCE Management and

Board for approval. The approval is expected in April 2011. ESSPIN plans to support NCCE in drawing up a workplan to prepare the NCCE and CoEs nationally, for the expected implementation of the QA Toolkit by 2013.

- ESSPIN intends to engage TRCN, the Ministerial Task Team on Teacher Development and other stakeholders at the Federal level in developing concrete plans for professionalizing the teaching workforce, using the experience of the work on teacher career paths in Kwara state.

Cross-cutting Issues

EMIS

192. The School Census for 2010-11 was scheduled for the third week of November. Training activities were accordingly carried out for enumerators, field coordinators and supervisors. The school census was carried out on time in Enugu, Jigawa, Kano and Lagos but was postponed by two weeks in all other states:

- In Kaduna, the delay was deliberate to allow another survey and SESP work (on school mapping for all junior and senior secondary schools) to take place at the same time.
- In Kwara, as in non-ESSPIN states, the delay was caused by the delayed printing of questionnaires and by difficulties in securing a timely budget release.

193. The Access database software has been improved and will be deployed in early January when refresher training will also be provided. The main objective for this year is to develop the links so that the data can be uploaded to NEMIS.

194. ESSPIN is supporting the first private school census in Lagos. The private sector has grown rapidly in recent years but has not been systematically enumerated. No school list could be provided by the various private school associations. As a result, a listing exercise is taking place at the same time as the enumeration. During the first phase of the exercise (end November – early December), a team of 110 enumerators worked in 5 LGAs. During the second phase, the number of enumerators will increase to capture the remaining 15 LGAs and ensure that the enumeration is completed in January.

195. All states can now access support from either ESSPIN or UNICEF. ESSPIN is providing three types of support beyond the six ESSPIN states:

- All states receive a technical support CD with the manuals and data entry software.
- All states are invited to attend training events taking place in nearby ESSPIN states (but need to pay subsistence, transport and accommodation costs).
- Eight states will be supported by two new national consultants (from data entry to report preparation): an agreement has been reached to support Abia, Benue, Delta, Kogi, Nassarawa and Plateau directly and Bauchi and Sokoto through USAID.

Monitoring and evaluation

196. The programme logframe has been streamlined and the logframe indicator handbook has been updated accordingly to clarify the definitions and the sources of information.
197. With respect to the ESSPIN survey programme, the following progress was made:
- The data entry of the community survey was completed in November and the draft report was prepared.
 - The data of the 2010 Nigeria Education Data Survey were entered and cleaned. The preliminary report (expected in mid-November) was delayed by a few weeks.
198. Following the successful completion of the Annual Education Sector Performance Report (AESPR) in six states, the next step is to make the process sustainable and build M&E capacity at the state level. This is linked to the ongoing process of organisational development and functional reviews: these are expected, amongst other things, to result in the introduction of a sector performance M&E function to be hosted in special units within planning departments in the respective SMOE and SUBEB. The assignment of staff is a precondition for capacity building. During this quarter:
- A training manual was completed for M&E unit staff on M&E concepts and practical advice on AESPR preparation.
 - Three-day training courses were carried out in Kwara and Lagos.
199. It is expected that the training course will be administered to the other four ESSPIN states during the first quarter of 2011.

KM Programme Support Activities

200. The 6 minute versions of the state documentaries “Better Schools, Better Nigeria” were broadcast nationally on NTA in early October. The weekly ESSPIN radio drama, “Gbagan! Gbagan! – the Bell is Calling You” started national broadcast on 23 October to an estimated audience of over 10 million. The episodes are now available on the ESSPIN website. TV and radio broadcasts were promoted by SMS to over 1,300 education stakeholders in ESSPIN and non-ESSPIN states with over 200 responses received and increased website traffic.
201. Following the initial sensitisation of over 100 journalists from ESSPIN states, the Journalism Development Programme is now (December) developing the skills of 60 selected journalists.
202. Community theatre pre-production activities have commenced in the three northern states. A short drama is being developed with input from community and government stakeholders to raise awareness and mobilise communities around key education issues – notably the role of SBMCs in improved governance in schools.
203. ESSPIN has provided limited support to NERDC to develop the NEKNet education sector web based electronic information database of research and other documentation to guide

policy development. This is conditional on NERDC progress made and its own resource allocation.

204. Following review of the role of State Education Communication Committees and in parallel with the ODM team's functional review of SUBEB, ESSPIN is phasing out support to the Communications Committees. We are engaging with the Social Mobilisation Departments in SUBEBs to develop their information management capacity. Embedding KM work with SMDs as established units within government allows for greater prospect of sustainability and closer synergy with ESSPIN support to community engagement efforts and towards CAR objectives.
205. There has been collaboration with SAVI on media development in the context of Voice and Accountability and with SPARC on sharing resources for KM at state level.
206. More DFID and SLP users have been provided with access to the intranet. Intranet Work Groups have been introduced to improve internal KM. The website generated 4,000 visits per month. ESSPIN's new Facebook page has 85 members. High quality IEC materials have been distributed to over 1,000 communities / schools across all ESSPIN states in support of SBMC development and the SSITs (an approximate reach of 250,000 people). There were over a dozen ESSPIN related articles / stories in the national press this quarter.
207. To promote programme learning and best practice and provide evidence of impact:
- the December ESSPIN newsletter has been redesigned ("ESSPIN Express")
 - a reader friendly series of ESSPIN "Experiences" documents is being developed with those for MTSS and IQTE in advanced stages of production
 - various aspects of ESSPIN's work are being presented in a series of "Briefing Notes" for stakeholders that are available in printer friendly format
 - 15 "Case Studies" based on the DFID template were produced and disseminated.
208. "Experiences", "Briefing Notes" and "Case Studies" were used to good effect at the December ESSPIN / NEI workshop, including representatives from Bauchi and Sokoto, on MTSS and strategic planning.

Gender and social inclusion

209. ESSPIN has produced various strategy documents on issues of gender and social inclusion. The ESSPIN school improvement model is essentially inclusive and mainstreams the idea of extending educational opportunity to all disadvantaged groups. The Challenge Fund activities will specifically target these groups. ESSPIN also has significant activity streams concerned with CCTs, IQTE and private schools. State-specific activities in inclusive education in Kaduna and girl's education in Jigawa have been initiated. However, ESSPIN is conscious that this whole area lacks some cohesion. In the coming months, this will be remedied by the development of clearer direction and a more robust gender and inclusion strategy.

Section 3: Emerging Issues / Risks

210. Supporting better governance and service delivery in the education sector is subject to some important constraints and risks. Perhaps the greatest of these is the non-release of the education budgets. The practice of allocating funds, but not making them available is a consequence of inflated and unrealistic budgets and the concentration of discretion in the hands of the executive that competition for limited funds entails. The considerable effort that goes into ensuring that educational reform measures are incorporated into the MTSS and that the budget reflects the MTSS plans is a fruitless exercise, if the budget that is allocated never materialises. The unpredictability of budget releases is a major contributor to inertia in government. To a programme like ESSPIN, which is predicated on leveraging Nigeria's own resources to meet its objectives, this is a major risk. The releases of funds in 2010 appear to have been more restricted than normal. The very poor results in terms of budget releases may be specific to a pre-election year.
211. ESSPIN has had remarkable success so far in supporting organisational self evaluation and restructuring. However these initiatives have been relatively non-threatening. The next stage, the examination of staffing requirements, will be more difficult, because it will directly challenge the politicised nature of staff appointments. Over-manning and the proliferation of unqualified staff is the result of patronage and it will not be easy for even the most reform-minded of governments to challenge this. Progress on staffing and personnel issues is likely to be incremental throughout the life of the programme.
212. The elections in April introduce an element of uncertainty into the sustainability of the progress ESSPIN has made so far, particularly where a change in political leadership is expected. The possible need to "start again" with the new political regimes is a risk in some states. This risk is particularly acute in a state such as Kwara, where the reform process has been driven by committed political leaders. The Commissioner there, with the backing of the out-going Governor, has been keen to consolidate the progress made through legislation and, where possible, by establishing reform-minded senior civil servants in key posts. However the change of regime is also an opportunity, if ESSPIN is able to establish credibility with the new political leadership and demonstrate the political advantages of establishing legitimacy through improved service delivery.
213. Frequent staff turnover, especially at the upper level of the MDAs is a recurring threat. The posting of an Acting Permanent Secretary in FME brings to five the number of people who have occupied the PS post since ESSPIN began. The practice of filling senior posts with civil servants who about to retire makes sustained progress difficult. Rapid staff turnover is also a threat to the process of institutional capacity-building.
214. The School Improvement model of multiple inputs to support schools is the best way of bringing about change. This concentrates resources in a relatively small number of pilot locations. Activities at school and community levels are, then, relatively restricted. They

are also small-scale when set against the enormity of the problems faced by the education system. Leveraging state and federal funding to support educational reform is the only viable means of having widespread impact. This must remain the major thrust of ESSPIN's approach.

215. However, ESSPIN is aware of the need for the programme to show impact over a wider range of schools. This could be done by greater concentration on support to non-state providers, i.e. private schools and IQTE. Over the next months ESSPIN proposes to develop ways of broadening impact in these areas.
216. A further opportunity for extending the impact of ESSPIN is through the replication activities associated with EMIS, Quality Assurance and school-based management. The SBMC initiative with UBEC is of particular interest, especially if it can be combined with the extension of direct funding for schools. The potential for these developments to make significant impact in transforming schools on a national scale is sufficiently attractive to justify a shift of ESSPIN resources to reflect this new focus. Plans for this shift will be drawn up in the first weeks of the New Year.

Annex 1: List of Consultancies over the Last Quarter, October–December 2010

Consultant	Description of Assignment	Nat/Int	Days	04-Oct	11-Oct	18-Oct	25-Oct	01-Nov	08-Nov	15-Nov	22-Nov	29-Nov	06-Dec	13-Dec	20-Dec	27-Dec
Allan Findlay	EMIS	I	60	■	■	■	■	■	■	■	■	■	■	■	■	■
Andrea Togher	Teacher Quality improvement	I	33	■	■	■	■	■	■	■	■	■	■	■	■	■
Ayo Adeoshun	SSIT	I	65	■	■	■	■	■	■	■	■	■	■	■	■	■
Baki Mlalazi	Human Resource Development	I	24	■	■	■	■	■	■	■	■	■	■	■	■	■
Christiana Lekwat	Inspectorate	N	35	■	■	■	■	■	■	■	■	■	■	■	■	■
David Johnson	Teacher Assessment	I	7	■	■	■	■	■	■	■	■	■	■	■	■	■
David Strawbridge	Schools Improvement	I	55	■	■	■	■	■	■	■	■	■	■	■	■	■
Devesa Domenec	EMIS	I	55	■	■	■	■	■	■	■	■	■	■	■	■	■
Dick Coppinger	Architecture and Engineering	I	19	■	■	■	■	■	■	■	■	■	■	■	■	■
Eccua Oyinloye	Inspectorates	N	29	■	■	■	■	■	■	■	■	■	■	■	■	■
Harold Thomas	Institutional & Employment (teachers) - Kwara	I	27	■	■	■	■	■	■	■	■	■	■	■	■	■
James Adewunmi	Inspectorates	N	30	■	■	■	■	■	■	■	■	■	■	■	■	■
Joanna Harma	EMIS	I	59	■	■	■	■	■	■	■	■	■	■	■	■	■
John Gray	Public financial Management	I	23	■	■	■	■	■	■	■	■	■	■	■	■	■
Kenneth Uwah	FME Reform (Communication)	N	20	■	■	■	■	■	■	■	■	■	■	■	■	■
Lawrence Onibon	School Infrastructure	N	32	■	■	■	■	■	■	■	■	■	■	■	■	■
Lilian Breakell	Schools Development	I	39	■	■	■	■	■	■	■	■	■	■	■	■	■
Lynton Gray	MTSS	I	12	■	■	■	■	■	■	■	■	■	■	■	■	■
Manjola Kola	Social Inclusion	N	6	■	■	■	■	■	■	■	■	■	■	■	■	■
Manos Antoninis	Lead Specialist Monitoring and Evaluations	I	18	■	■	■	■	■	■	■	■	■	■	■	■	■
Masooda Bano	IQTE	I	3	■	■	■	■	■	■	■	■	■	■	■	■	■
Michael Akinola	Data Analysis	I	8	■	■	■	■	■	■	■	■	■	■	■	■	■
Mohammed Bawa	Community Participation	N	10	■	■	■	■	■	■	■	■	■	■	■	■	■
Roselyn Mnubu	EMIS Kwara	N	64	■	■	■	■	■	■	■	■	■	■	■	■	■
Rusell Craig	MTSS	I	23	■	■	■	■	■	■	■	■	■	■	■	■	■
Sandra Graham	Community/CSO involvement	I	48	■	■	■	■	■	■	■	■	■	■	■	■	■
Sergij Gabrasck	Assessment of Primary & JSS Teacher's Subjects	I	23	■	■	■	■	■	■	■	■	■	■	■	■	■
Simeon Oladekun	School Infrastructure	N	34	■	■	■	■	■	■	■	■	■	■	■	■	■
Sulleiman Adediran	SBMC Research	N	46	■	■	■	■	■	■	■	■	■	■	■	■	■
Susan Williamson	Teacher Strategy	I	65	■	■	■	■	■	■	■	■	■	■	■	■	■
			Total International	666												
			Total National	306												

Annex 2: List of Consultancies for the Next Quarter, January – March 2011

Consultant	Description of Assignment	Nat/Int	Days	03-Jan	10-Jan	17-Jan	24-Jan	31-Jan	07-Feb	14-Feb	21-Feb	28-Feb	07-Mar	14-Mar	21-Mar	28-Mar
Abba Aliyu Abubakar	Organisational and Dev Mgt (ODM)	N	55													
Allan Findlay	EMIS	I	64													
Andrea Togher	Teacher Quality improvement	I	36													
Ayo Adeoshun	SSIT	I	65													
Baki Mlalazi	Human Resource Development	I	18													
Christiana Lekwat	Inspectorate	N	15													
David Johnson	Teacher Assessment	I	11													
David Strawbridge	Schools Improvement	I	60													
Devesa Domenech	EMIS	I	55													
Dick Coppinger	Architecture and Engineering	I	34													
Eccua Oyinloye	Inspectorates	N	15													
Esohe Iyamu	Federal Level	N	65													
Gaurav Siddhu	Assistant Specialist M & E	I	24													
Harold Thomas	Institutional & Employment (teachers) - Kwara	I	36													
Helen Pinnoch	SBMC Research	I	15													
James Adewunmi	Inspectorates	N	22													
Joanna Harma	EMIS	I	57													
John Gray	Public financial Management	I	50													
Kenneth Uwah	FME Reform (Communication)	N	55													
Lawrence Onibon	School Infrastructure	N	34													
Lilian Breakell	Schools Development	I	51													
Louise Daniel	KM NERDC (Comm)	I	7													
Lynton Gray	MTSS	I	18													
Manjola Kola	Social Inclusion	N	16													
Manos Antoninis	Lead Specialist Monitoring and Evaluations	I	19													
Masooda Bano	IQTE	I	17													
Mohammed Bawa	Community Participation	N	5													
Rusell Craig	MTSS	I	50													
Sandra Graham	Community/CSO involvement	I	56													
Sergij Gabrasck	Assessment of Primary & JSS Teacher's Subject	I	12													
Simeon Oladekun	School Infrastructure	N	34													
Sulleiman Adediran	SBMC Research	N	6													
Susan Williamson	Teacher Strategy	I	57													
Wole Olumiyete	MTSS	N	50													
Total International			812													
Total National			372													