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(ESSPIN)**

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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

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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

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Acronyms and Abbreviations

ABMF	Ahmadu Bello Memorial Foundation
AESPR	Annual Education Sector Performance Report
AESR	Annual Education Sector Review
AIT	African Independent Television
ASC	Annual School Census
BCIA	Big Common Impact Area
BSBN	Better Schools, Better Nigeria
CCT	Conditional Cash Transfer
CGP	Civil Society – Government Partnership
CGS	Conditional Grant Scheme
COE	College of Education
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organisation
DEO	District Education Officer
DES	District Education Secretary
DFID	Department for International Development
DWP	Departmental Work Plan
EMIS	Education Management Information System
ENR	Enhancing Nigeria’s Response to HIV/AIDS
ESSC	Education Sector Steering Committee
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
FCT	Federal Capital Territory
FIS	Federal Inspectorate Services
FME	Federal Ministry of Education
GEP	Girls’ Education Project
GEMS	Growth and Employment in States
HR	Human Resources
IDP	International Development Partner
IMEP	Independent Monitoring and Evaluation Programme
IQTE	Islamiyya Qur’anic and Tsangaya Education
JCCE	Joint Consultative Council on Education
KERD	Kano Educational Resource Department
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
MOU	Memorandum of Understanding
MTR	Medium Term Review

MTSS	Medium Term Sector Strategy
M&E	Monitoring and Evaluation
NAO	National Audit Office (UK)
NCCE	National Commission for Colleges of Education
NCE	National Council on Education
NEKNet	Nigerian Education Knowledge Network
NEMIS	National Education Management Information System
NERDC	Nigerian Educational Research and Development Council
NIEPA	National Institute for Educational Planning and Administration
ODM	Organisational development and Management
PATHS2	Partnership for Transforming Health Systems (Phase 2)
PRS	Planning Research and Statistics
PSA	Programme Support Activity
QA	Quality Assurance
QSMT	Quality and Standard Management Team
RUWASSA	Rural Water Supply and Sanitation Agency
SAVI	State Accountability and Voice Initiative
SBMC	School Based Management Committee
SCOIE	State Committee on Inclusive Education
SDP	School Development Plan
SEIMU	State Educational Inspectorate and Monitoring Unit
SESP	State Education Sector Project
SLP	State Level Programme
SMD	Social Mobilisation Department
SMOE	State Ministry of Education
SMOEST	State Ministry of Education, Science and Technology
SMS	Short Message Service
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
TRCN	Teachers' Registration Council of Nigeria
UBE-IF	Universal Basic Education Intervention Fund
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas
W&S	Water and Sanitation

Section 1: Introduction

Overview

1. This report covers a period dominated by the national and state elections and the Mid-term review (MTR) of ESSPIN. In response to the changed political landscape, ESSPIN in collaboration with the other DFID State Level Programmes (SLPs,) is developing strategies for engaging with the new political leadership. In response to the MTR, ESSPIN and DFID are working towards a reappraisal of the programme in line with new DFID country priorities and the renewed emphasis on results and value for money.
2. Much has been written in preparation for the MTR on the direction of the programme and the challenges faced. The MTR team produced a lengthy draft report, which does not require further rehearsal here. ESSPIN management have accepted the main conclusions and recommendations of the draft report.
3. The reappraisal of the programme will include the revision of the ESSPIN results chain, based on a clear theory of change, and a revised logframe and reporting structure. Useful guidance on reporting is contained in the Inception Report of the Independent Monitoring and Evaluation programme (IMEP), which has just been received. The recommendations in the IMEP report and DFID's response to them are expected to provide greater clarity on reporting requirements. This quarterly report may well be the last in the currently agreed format. The report provides the usual narrative summaries and reverts to the previous practice of presenting individual state tables of key numbers at the end of each State narrative report in Section 2. Information on activity specific to this quarter is collated in a single table at the end of Section 1.
4. Annex 1 provides an overview of budgets and expenditure for the programme as at 30 June 2011, broken down by Output and by State.

The political environment

5. The elections passed off in relative calm, but post-election violence, particularly in Kaduna, caused serious distress and disruption. The situation now appears to have settled down and the process of establishing the Federal and State governments is well under way. There appears to be a large degree of continuity in the political leadership of the States which DFID is supporting. Incumbent Governors have been returned in Kaduna, Jigawa, Enugu and Lagos. In Kwara the new Governor is thought likely to steer a course close to that of his predecessor (he was elected under the slogan "the legacy continues"). Only in Kano has there been a change in the party in power.

6. At the time of writing the reappointment of the former Federal Minister of Education has been announced. This is good news, because she has been sympathetic towards reform and was relatively effective, within the time constraints of her previous brief period in office. The appointment of the Minister of State, who will have responsibility for the basic education portfolio and relations with the parastatals and States, could be critical to the prospects for reform.
7. Although not constitutionally certain, it is possible that the heads of key parastatals, such as UBEC will be moved around in the next few months. Permanent Secretaries are also not as permanent as their title suggests.
8. Most of the State Commissioners have yet to be appointed. However, the beginning of a new political cycle has brought an air of optimism and expectation, following the prolonged “lame duck” period prior to the elections. Until the political appointments are made and government settles down, little political engagement can take place. However ESSPIN state teams are positioned to take advantage of the potential that the start of new administrations presents. Already in Kano, in a series of events, ESSPIN and other DFID programmes have briefed the new Governor. He has subsequently quoted publicly from ESSPIN materials provided. In other States, there are plans for similar briefing sessions with the new Governors, together with the other SLPs.
9. ESSPIN is supporting SPARC’s work with the Nigerian Governors’ Forum and will be developing relations with the Education Commissioners’ Forum as soon as the new commissioners are confirmed.

Changes in key personnel

10. The Federal Minister of Education, Professor Ruqayyatu Ahmed Ruf’ai has returned to the post she held for the last year. This is regarded as a progressive appointment and as DFID-ESSPIN is well known to the Minister, there are grounds for optimism for a productive relationship. The appointment of the Minister of State is eagerly awaited.
11. The new Commissioner for Education in Enugu is Dr. Simon Ortuanya. Enugu also has a newly appointed Permanent Secretary of the Ministry of Education, Sir Herbert Eze.
12. In Lagos, Mrs Oladunjoye is the new Commissioner for Education. At the time of writing the identities of the Education Commissioners of other States are not known.
13. Malam Yakubu Adamu has been appointed as Executive Chairman of Kano SUBEB. Hajiya Talatu Kabiru Rabi, is the new Permanent Secretary of Kano State Ministry of Education.

Coordination

SLP coordination

14. Coordination at state level around the unifying theme of political engagement is now a routine. Joint SLP briefing sessions are being planned for the new State governments and the SLPs have been active in the various transition committees that have been at work since the elections.
15. SLP coordination in implementation of a joint SLP political engagement strategy has included supporting SPARC's national-level work with the Nigerian Governors' Forum. The launch of the Peer Review Process provided the opportunity for networking with a number of the newly elected Governors prior to their inauguration. ESSPIN also worked with SPARC, GEMS and other DFID programmes in briefing the new Governor of Kano at a day-long "round-table discussion" in Abuja in early May.
16. ESSPIN has also contributed with SPARC to the induction programme for the MDG Office Conditional Grants Scheme and regards this scheme as an important element in a replication strategy in ESSPIN-supported States.
17. Collaboration is taking place with PATHS2 over the creation of school health clubs in Lagos and Kaduna.
18. ESSPIN has been leading discussions with other SLPs in the Knowledge Management Working Group to outline a joint approach to developing state level Civil Society and Media platforms as a complement to a similar national level initiative - part of a broader political engagement strategy.

Coordination with other International Donor Partners

19. The launch of the report of the *Nigeria Education Data Survey* (NEDS) in mid-May and the publication of the *Digest of Educational Statistics 2006-10* that accompanied it provided an opportunity for DFID and USAID to demonstrate the products of their collaboration with the Ministry of Education and the National Population Commission. NEDS was jointly funded by USAID and DFID-ESSPIN (DFID-ESSPIN's contribution £1.1 million and technical oversight). The *Digest* was the culmination of a considerable amount of effort by DFID and USAID, together with the NEMIS Unit in the Federal Ministry of Education.
20. Continuing discussions with the USAID Northern Education Initiative (NEI) will be taken further in July with a joint meeting in Sokoto, at which the DFID-ESSPIN approach to school improvement will be explained and its relevance to NEI objectives will be discussed.
21. DFID-ESSPIN has continued to keep UNICEF informed of the development of the UBEC roll-out of School-based Management Committees (SBMCs). As this programme advances it is hoped that it will benefit further from UNICEF's experience of promoting SBMCs in the Girls' Education Project (GEP) and other country programme activities. A recent series of meetings

that ESSPIN held with Civil Society, represented by CSACEFA provided an opportunity for joint IDP support.

22. With the completion of the World Bank-funded State Education Sector Project (SESP), a phase of direct collaboration between DFID-ESSPIN and the Bank comes to a close. The Project Completion Review took place in May and a report is awaited. One of the final acts of SESP was the agreement to the use of remaining SESP funds to provide a further subsidy to the Government of Kano (KSG) for the next tranche of the Conditional Cash Transfers for Girls' Education (CCT-GE). The CCTs are jointly funded by KSG and DFID-ESSPIN and the recurrent difficulties in ensuring fund releases in Kano have threatened the viability of the programme.

Key numbers for April –June 2011

23. The table below summarises activities that have taken place over the last quarter. In separate State tables in Section 2, the notes explain why, in some cases, results are not reported.

	<i>Indicator</i>	<i>Jigawa</i>	<i>Kaduna</i>	<i>Kano</i>	<i>Kwara</i>	<i>Lagos</i>	<i>Enugu</i>
1	People accessing water from new units	8,983		22,840	9,372		
2	Girls with access to separate toilets			12,737			
3	Learners benefiting from new/ renovated classrooms						
4	Learners benefiting from school health clubs	6,417					
5	Learners benefiting from direct school funding	76,255	42,000	152,912	34,036		
6	Community members sensitised / trained to serve on SBMCs						
	Male				2,604	1,048	345
	Female				786	746	401
	Total	1,577		2,610	3,390	1,794	746
7	Learners benefiting from Challenge Fund projects						
8	Learners in IQTE schools receiving basic education	900	400	436	N/A	N/A	N/A
9	Female learners benefiting from cash conditional transfers	N/A	N/A	2,982	N/A	N/A	N/A
10	Teachers trained (male and female) i.e. person days of training						
	Male	2,392	1,855	1,647		1,404	480
	Female	580	1,800	313		2,196	2,720
	Total	2,972	3,655	1,960		3,600	3,200
11	Head teachers trained (male and female) i.e. person days of training						
	Male	420	400	3,204		156	75
	Female	12	110	168		244	228
	Total	432	510	3,372		400	363
12	State/LGEA officials trained i.e. person days of training						
	Male.....		2,678			602	584
	Female.....		869			789	543
	Total.....	425	3,547	311	310	1,391	1,127
13	Schools inspected using QA methodology	6	174	30	79		

Section 2: State Progress Summaries

Jigawa

Introduction

24. Headline developments in Jigawa have been:
- Significant increases in enrolments in DFID-ESSPIN-supported schools have been revealed by the Annual School Census (ASC).
 - Jigawa State SUBEB has been declared the ‘Best Performing State’ in the North-west zone in the access and utilization of UBEC-IF funds (May 2011).
 - The re-election of the incumbent Governor, Sule Lamido, means that DFID-ESSPIN will continue to operate in a stable and responsive environment, with Government support and the active participation of SUBEB in the reforms processes.
 - The ESSPIN School Improvement model is being replicated using the State’s own resources.
 - SUBEB is contributing funds to support DFID-ESSPIN’s Girl Education Initiative.
25. A one-day DFID State level review was carried out in March/April 2011 to assess DFID’s programme performance against the State MOU indicators. The status of the review’s recommendations is unclear.

Output 2: State and Local Government support to school improvement

26. Twenty nine state EMIS personnel were engaged in Annual School Census (ASC) data entry which has been completed and validated. The state can now produce an ASC report for use in the next AESR and 2011/14 MTSS review. The data indicated an increase in the school enrolment in the 198 ESSPIN pilot schools from 53,548 (2008/09) to 76,255 (2010/11) representing a 42% increase. It also shows that girls’ enrolment has increased from 21,824 (2008/09) to 32,154 (2010/11) in these schools, a 47% increase. An improvement in the gender parity index in the ESSPIN pilot schools was achieved from 0.69 (2008/9) to 0.73 (2010/11).
27. The 2012/14 MTSS process has commenced with training of thirty five state officers from across the education sector MDAs on activity-based budgeting and Integrated School Development. This process will enhance the development of robust plans and activities based on priorities and available resources.
28. Progress in the practice of school inspection has been slow. However the State Education Inspection and Monitoring Unit (SEIMU) was able to inspect 6 schools using the revised QA instruments this quarter bringing the total number of schools inspected so far to 19. More needs to be done at an institutional level to ensure that quality assurance becomes a routine function of government.

Output 3: School Improvement

29. SUBEB replication of the ESSPIN Teacher Training model has commenced through the use of UBE-IF to the training of 4,160 teachers across non-ESSPIN LGAs, using the State School Improvement Team (SSIT). Additional amounts have been allocated for follow-up school support visits to consolidate the skills acquired in the training. SUBEB has also committed N4 million to purchase of laptop computers for the SSIT members.
30. The capacity of schools to lead school development programmes has been strengthened through disbursement of operational grants to all 198 pilot schools: the schools are now implementing their School Development Plans (SDP) using the grants with additional supplementary support from the SBMCs. A total of 76,225 pupils will benefit from additional teaching and learning materials provided by the schools using these funds.
31. This quarter, 900 teachers have received training on Classroom Teacher module 2 (pedagogical skills) constituting 3,600 person days (3,008 male, 592 female). Significant progress was made in the drilling of boreholes and the installation of hand pumps in 40 schools. This will be completed by the end of July. However, the construction of classrooms and toilets has been slow due to poor performance by the contractors. ESSPIN has halted work in sites not yet started, until the problems with the contractors are sorted out.
32. Forty School Health Clubs are being established in collaboration with PATHS 2, in schools where the water points are provided. This initiative will benefit additional 14,000 pupils.
33. A British Council Global Partnership exchange team visited Jigawa State in May. Discussions are under way to explore linking some ESSPIN-supported schools in to the programme to partner with UK schools, in a bid to increase capacity for better school management and by head teachers and SBMCs.

Output 4: Community engagement in school improvement and learner participation

34. An integrated SLP work plan on community demand and response strategy has been developed. This will engage communities through joint voice and accountability work with SBMCs, Community Health Facilitators, volunteers and Civil Society Organizations at LGA level and create demand for better services through a coordinated LGA forum.
35. 2790 SBMC members (Males 2,376, Females 594) have been trained on resource mobilization in support of school improvement. Eight communities in Ringim, Birniwa, Gumel and Malam Madori LGAs have organised additional resources for their schools to provide school uniforms, teaching and learning materials, first aid kits and new classroom blocks. Another community in Sarawa (Kafin Hausa LGA) has commenced the construction of additional classroom and toilet blocks for their school, from a donation by a member of the State House of Assembly.

36. The Girl Education Pilot was launched in 3 LGAs: Miga, Roni and Birniwa. Baseline data and needs assessment for the pilot schools has been completed. SUBEB has committed N150, 000 monthly from the overhead budget to support the initiative to provide additional school uniforms, sporting facilities, sanitary kits and learning materials for the girls in pilot schools. ESSPIN is targeting primary 4, 5, 6 and JSS1 and will distribute teaching and learning materials to 2,905 girls in June as part of the pilot.
37. SUBEB has adopted a coordination role for Gender and Social Inclusion. 120 state officers (102 SBMC women members and 18 LGEA Gender and Development Officers) have been trained to engage schools and communities on girls enrolment and retention in schools. In this quarter, sixteen girls who had dropped out have been returned to school in Miga and Roni LGA through community dialogue and sensitization activities.
38. Replication of the Kano Tsangaya model is in progress in 30 pilot schools in 3 LGAs. Thirty community teachers, 6 support teachers and 3 LGEA staff have been trained. The pilot has progressed to module 4 and is experiencing increasing community participation.
39. The pilot scheme targeted at Nomadic children, funded through the Challenge Fund, is in progress. Forty community facilitators and 9 LGA personnel have been engaged in the implementation phase. The pilot is integrated with School Improvement teacher training and SBMC development through the deployment of SSIT members for training and mentoring of community teachers. Two VSOs (Lucy Kennedy and Lawrence Okello) are providing support in training and mentoring of the community teachers and school committees.
40. The Community Theatre programme, 'Hannu da Yawa', based around critical issues at community level has been performed in 8 community centres. Three radio programmes (Radio Freedom and Radio Jigawa) have analysed issues and challenges facing education in Jigawa State. An audience survey showed a significant response from parents on issues of school conditions and learning outcomes. An agreement has been reached with the State Radio and Radio Freedom to air phone-in and discussion programmes to support girls' education initiatives

Major features of the work plan for the coming months

41. ESSPIN is contributing to political engagement through a joint retreat, in collaboration with SPARC and the Office of the SSG, to engage the 'new' and existing administrators and legislators in a bid to create more support and understanding of the work of the SLPs. The retreat is intended to create opportunities for dialogue with the Jigawa State Government and gain commitment to reform programmes.
42. Support will be provided for the preparation for the 2010/11 ASC and Annual Education Sector Performance Report and the development of the 2012/14 MTSS and budget process.

43. ESSPIN will continue to assist SUBEB with articulating the replication of the School Improvement Programme in schools and LGAs beyond the ESSPIN pilot LGAs.

Jigawa key numbers

	<i>Indicator</i>	<i>Last quarter Jan-March 2011</i>	<i>Cumulative from July 2010</i>
1	People accessing water from new units	8983	8983
2	Girls with access to separate toilets	-	-
3	Learners benefiting from new/ renovated classrooms	-	
4	Learners benefiting from school health clubs	-	6417
5	Learners benefiting from direct school funding	76255	76255
6	Community members sensitised to education issues/ trained to serve on SBMCs	1577	4708
7	Learners benefiting from Challenge Fund projects	-	-
8	Learners in IQTE schools receiving basic education	900	900
9	Female learners benefiting from cash conditional transfers	N/A	N/A
10	Teachers trained (male and female) i.e. person days of training	2972 (2392 male, 580 female)	6,524 (5364 male, 1160 female)
11	Head teachers trained (male and female) i.e. person days of training	432 (420 male, 12 female)	6869 (6377 male, 492 female)
12	State/LGEA officials trained i.e. person days of training	SIP 196 Visioning 165 MTSS 35 ASC/EMIS 29	SIP 2714 Visioning 220 MTSS 110
13	Schools inspected using QA methodology	6	19

Notes:

- Figure for item 1 is on the 20 water points already completed
- Item 2 figure is because no toilets are completed to date
- Challenge fund project is just starting, so no figures yet.
- Item 4, no new school health clubs are established last quarter and the figure reflects the cumulative only
- The school grants are disbursed once a year. Therefore the same learners benefiting from the same grant.
- Items 10, 11 and 12; reflects CT 2 training data. 108 HTs, 743 teachers and 49 LGEA staff attended the workshop.

Kaduna

Introduction

44. The April-May post-election period was marked by serious rioting across Kaduna State, with a level of violence not predicted by even the most pessimistic commentators. The violence caused serious disruption to ESSPIN and other SLP activity.
45. With the return to power of Governor Patrick Yakowa, new administration appointments are now awaited. Plans are in hand for an SLP-led cross-sector retreat with key figures from the new administration as part of Kaduna's political engagement drive.

Output 2: State and Local Government support for school improvement

46. ESSPIN has supported further MTSS development work, with 35 officers from the 21 education MDAs trained in the preparation of MTSS. All 21 MDAs have produced Departmental Work Plans (DWPs) for 2011. The State Ministry of Education's Policy, Research and Statistics (PRS) Department now leads the MTSS process and there are moves towards adopting an Activity Based Budgeting approach. Work Plans have also been completed in all 23 Kaduna LGEAs, with over 138 Heads of Departments (6 from each of the 23 LGEAs) brought up to date on DWP preparation.
47. Following delays due to the violence, data cleaning and analysis has continued on the 2010-2011 ASC. 13 officers from SMOE, SUBEB and other parastatals have been trained in Annual Education Sector Performance Reporting and the 2011 AESPR itself is nearing completion.
48. SUBEB and all 23 Kaduna LGEAs have continued to implement outcomes of functions and structure reviews, with greater emphasis on results and team work. Better targeted Job Descriptions and Person Specifications are being defined. Key appointments within SUBEB School Services and SMD have been made, which will have a direct bearing on SUBEB's ability to support school reform and support structures at the LGEA level.
49. N700, 000 has been released by SMOE to complement training and development needs for Quality Assurance evaluators. An integrated and targeted training plan is being designed to address specific needs of evaluators as identified through work on checking and quality assuring initial evaluation reports submitted in the new instrument format.

Output 3: School improvement

50. Remedial work on 6 problematic boreholes in the first batch of 21 water-points has been completed (with one underperforming contractor dismissed), while work on the second batch of 40 bore-holes is approaching completion. Completion of the 21 Phase 1 toilet blocks and the 7 classroom blocks (1 per pilot LGEA) is expected by the end of July.

51. The roll-out of training involving a team from SUBEB, LGEA and RUWASA to establish School Health Clubs in the 61 Phase 1 and Phase 2 Schools was delayed by post-election violence. Roll-out is now expected to begin in at the beginning of the next school. The content of the programme has been expanded to include child protection and wider health matters, with the collaboration of PATHS2 and ENR as well as UNICEF and the AIDS Control Agency (KADSACA).
52. Further training for 731 Kaduna Primary Teachers across the 165 Pilot Schools has been provided through the delivery by the State School Improvement Team of the Classroom Teacher Module 2. The preparatory training of the SSIT for this Module was attended by key SUBEB staff, including the Secretary to the Board, Director School Services and the Assistant Director in charge of the Advisory Service Unit. 102 head teachers and 73 LGEA staff (DSOs, SSOs and School Services) were also participants in the Module. The Module has been backed up by School Support visits with the SSIT members mentoring SSOs as they work with the head teachers.
53. The Executive Chairman, SUBEB, has signed off on the new Job Descriptions and Training Framework for DSOs, SSOs and Heads of Departments in the LGEAs.
54. All 165 ESSPIN-supported schools have received their first Direct School Fund grants (at an average sum of N 150,000) from ESSPIN through dedicated SUBEB/ESSPIN Bank Account structures. A small number of teething problems on account numbers and arrival of funds at specific schools is being dealt with.
55. Over 50 Senior Academic and Management Staff from the State College of Education at Gidan Waya have now completed the 5-Workshop Reform programme facilitated by ESSPIN. A long-term College Work Plan has been agreed and stronger links with the State Ministry of Education (through the active involvement of the Director, Higher Education in these workshops) have been established. Improved data on the State's long-term needs for teachers has been derived with the participation of the Ministry's EMIS Unit and improved training methodology patterns have been introduced.

Output 4: Community engagement in school improvement and learner participation

56. Following SUBEB restructuring, the State Committee on Inclusive Education (SCOIE) is now domiciled in the Social Mobilisation Department (SMD). 26 SCOIE members and 16 SMD staff have met to review the committee's work plan and membership. Teachers in the seven Inclusion Pilot schools were monitored to assess the outcome of training, while a review meeting was held with 85 teachers, 7 Inclusion District Officers, 3 School Support Officers and 7 head teachers to assess overall progress on inclusion issues. The State-wide household survey for out of school children has been concluded with c. 200,000 questionnaires returned. Data analysis has commenced.

57. A total of 36 volunteer teachers (18 Male / 18 Female) have been identified and screened to be trained in July for the extended Kaduna IQTE pilot programme in 16 cluster schools. The screening exercise was carried out in the 3 Pilot LGEAs (Makarfi, Kajuru and Kudan). The volunteer teachers, who have a minimum qualification of Senior Secondary School Certificate (SSC), will support the teaching of literacy and numeracy in the Tsangaya schools. As part of an exercise in interstate cooperation, the Kano IQTE team will be supporting the process in Kaduna.
58. With the arrival of school grants at the ESSPIN Schools, 165 SBMCs will support school development plan (SDP) implementation activities, including infrastructure monitoring. SMD has put in place mechanisms to ensure judicious and transparent disbursement and use of the funds with the CSOs and SBMC Desk Officers providing the necessary guidance. The 3rd orientation step down and monitoring for the 165 SBMCs has taken place. 11 SMD staff members have been trained on effective team building and working relationship skills.

Major features of the work plan for the coming months

59. The major activity over the early part of the next quarter is the development of ESSPIN Kaduna's Work Plan for consolidating the School Improvement Programme within the existing 7 Pilot LGEAs and replicating it in a further 10 LGEAs. A key factor will be the financial contribution which SMOE and SUBEB can make to school improvement activities. Discussions on this with SMOE and SUBEB staff are being actively pursued.
60. Specific on-going areas of ESSPIN activity will include;
- Within Output 2: completion of the 2011 AESPR; initiating the 2012-2014 MTSS planning cycle; preparing for the 2011-12 ASC; support to the installation of a QA software package; and further support to the ODM processes in SUBEB and the LGEAs, including close work with the new Advisory Service Unit.
 - Within Outputs 3 & 4, work will focus on planning SSIT activity for 2011-2012 (and beyond); monitoring the use made of the initial school grants distributed to the 165 ESSPIN Schools; completion of 40 Phase 2 water-point installations, the Phase 1 toilets and the 7 classroom blocks; roll-out of the School Health Club Training programme; supporting SCOIE and SMD to hold a Public-Private Partnership forum to mobilise support for schools from State corporations; teacher training for the extended IQTE pilot using volunteer community teachers ; and initiating Kaduna's Challenge Fund scheme (the start of which was delayed due to the post-election violence).

Kaduna Key Numbers

	<i>Indicator</i>	<i>Quarter: Apr-Jun 2011</i>	<i>Cumulative from July 2010</i>
1	People accessing water from new units	0	9,958
2	Girls with access to separate toilets	WIP – see Note 1	
3	Learners benefiting from new / renovated classrooms	WIP – see Note 1	
4	Learners benefiting from school health clubs	WIP – see Note 1	
5	Learners benefiting from direct school funding - see Note 2	42,000 [M/22,500 F/19,500]	42,000 [M/22,500 F/19,500]
6	Community members sensitised to education issues / trained to serve on SBMCs	0	3,817
7	Learners benefiting from Challenge Fund projects	WIP – see Note 1	
8	Learners in IQTE schools receiving basic education	400	600
9	Female learners benefiting from cash conditional transfers – see Note 3	N/A – see Note 2	
10	Teachers trained (male and female) i.e. person days of training – see Note 4	3,655 [M/1,855 F/ 1,800]	7,520 [M/3,885 F/ 3,635]
11	Head teachers trained (male and female) i.e. person days of training – see Note 4	510 [M/400 F/110]	2,957 [M/2,331 F/ 626]
12	State/LGEA officials trained i.e. person days of training – see Note 5		
	(A) Min/SUBEB/LGEA staff in Output 2 work areas	2,792 [M/2,339 F/453]	5,085 [M/4,174 F/911]
	(B) SSIT	216 [M/135 F/81]	1,464 [M/915 F/549]
	(C) School Services DEOs/DEs (at LGEA level)	365 [M/115 F/250]	2,133 [M/1,237 F/896]
	(D) Social Inclusion Staff (Min, SUBEB & LGEA level)	174 [M/89 F/85]	1,423 [M/1,057 F/366]
	TOTALS FOR (A) – (D) ITEM 12:	3,547 [M/2,678 F/869]	10,105 [M/7,383 F/2,722]
13	Schools inspected using QA methodology	174	531

Notes in Relation to Specific Row Items Above:

Note 1 - Row Items 2,3,4 & 7 (WIP)- work in some of these activity areas, e.g. toilets in schools, is in progress but numbers will not be included until use is being made of the output. In other areas, e.g. the Challenge Fund and School Health Clubs, preparation work is complete, but numbers will not be included until such areas of work are operational. Completion or in-operation expectations in this reporting period were not met in some cases due to the post-election violence across Kaduna.

Note 2 – Row Item 5 – these figures represent enrolment numbers for the 165 ESSPIN supported schools in the 7 Pilot LGEAs. The data is from the 2009-10 Annual School Census as the 2010-2011 data is still in the process of being cleaned.

Note 3 - Row Item 9 – Kaduna has no specific CTT programme for girls in place.

Note 4 - Row Items 10 & 11– Numbers include a small number of School Head Teachers & School Teachers from selected schools where ESSPIN is supporting Social Inclusion & IQTE work who have received special training (i.e. extra to the HTs & Ts in the 165 ‘mainstream’ pilot schools).

Note 5 - Row Item 12 – State officials trained are broken down into 4 different groups. Training person days include both formal workshop activities and on-the-job mentoring. Group A gender disaggregation data is now included. Group A also includes a ‘back’ entry of 426 PTDs for Data Collectors [involved in the 2010-2011 ASC] which was omitted in error from previous Results Tables.

Kano

Introduction

61. The April to June 2011 quarter has been pivotal in ESSPIN’s efforts to deliver better education for the children of Kano State, with prospects opening up in three directions.
- The new PDP administration has taken office and shown that education is its top priority by drawing down UBEC funds for the first time since 2007.
 - The Mid Term Review team visited the state, with its report ready to feed into a strategic reappraisal of the programme.
 - ESSPIN operations have passed milestones of delivery of results and integration across all Outputs, including CCT for girls’ education and IQTE.
62. We have drawn these threads together, to spell out our plans to complete implementation of Kano’s **integrated package for school improvement**. Preliminary evidence suggests this is already improving attendance and learning outcomes for the 160,000 children in our 313 Kano pilot partner schools. More ambitiously, we are actively discussing with Kano state authorities a replication agenda that will ultimately increase enrolment of out-of-school children, retention of all, and raise standards of teaching and learning for the two million-plus children in the state.

Output 2: State and Local Government support for school improvement

63. Delivering our replication targets will depend on Kano State Government (KSG) commitment to a mutually agreed reform agenda, plus allocation and timely release of sufficient funds for execution. To that end, ESSPIN has implemented a political engagement strategy during the transition, in partnership with DFID and SLPs.
64. Results have already been achieved from our briefings of former Defence Minister, HE Governor (Engr) Rabi'u Musa Kwankwaso, who has returned to the post of Kano Governor following his first term 1999-2003. Education data from ESSPIN have repeatedly been quoted in the Governor’s early speeches, as reported in the national media. Similar

briefings have been conducted with the Transition Committee; with Kano SMOE, who has arrived from the Office of State Head of Service; and the son/official representative of His Highness the Emir of Kano. Next steps include briefing the incoming Commissioner for Education; a senior government and civil service orientation retreat; and a tailor-made induction programme for leaders of all Kano education MDAs.

65. The Governor has already delivered on his commitment to early draw-down of the unutilised UBEC, ETF and MDG funds, with N832m now on deposit at SUBEB. This enhances the prospect of investment of N3.8bn in total in education infrastructure, teacher training and instructional materials. His intention to reintroduce free school feeding and uniforms speaks to a firm focus on access and retention.
66. ESSPIN's early successes in political engagement must now be converted into tangible scaling up of the integrated *Local Linkages for School Improvement* model, if the energy and resources of the new administration are to be converted into meaningful gains in equitable access, educational quality and learning outcomes for children.

Output 3: School improvement

67. The objective of ESSPIN Kano's work is to give access to better schooling to all children, resulting in measurable improvements in learning outcomes overall (allowing for the fact that increases in access inevitably depress test scores for a time). Our work on the Teacher Development Needs Analysis shows that four out of five Kano primary teachers score between 0-25% on a grade 4 level assessment and basic teaching competences. This shocking finding has caught the attention of politicians, the media and public alike.
68. ESSPIN's three-pronged response is already underway:
- leading a consolidated professional response in 313 pilot schools,
 - building systemic capacity for evidence-based management of education resources to deliver results,
 - planning for state-wide replication led by KSG of tried and tested pilot innovations. Consolidation, systemic reform and replication are addressed in partnership with teachers, communities, local government and state authorities.
69. Our first step was to identify and build the capacity of the State School Improvement Team (SSIT): a corps of 30 educators drawn from across the education system with advanced skills in teacher professional development. The second step is to demonstrate their efficacy in changing classroom practice through in-service training of 551 teachers and head-teachers. After just one round of training and follow up support visits in classrooms, SSIT observations reveal encouraging changes over the baseline, such as a doubling of the time teachers spend using instructional materials, and increased efforts to raise children's self-esteem. Weaker findings about new questioning skills and assessment of learning have informed Class

Teacher Training and Classroom Support Visits 2, to raise the standards of classroom practice and supervision.

70. N42m of Direct School Funding has been contributed by ESSPIN to 280 partner schools, through a new SUBEB-LGEA-SBMC-ESSPIN mechanism to support School Development Plan (SDP) completion. DFID's investment means that over 1,100 head teachers and SBMC members have started to improve the learning environment of 116,000 pupils by purchasing the inputs *determined by the school communities themselves* in their SDPs to be of most benefit: textbooks, instructional games, renovated furniture, floors and blackboards. Taking on responsibility for these funds has boosted the capacity of SBMCs, LGEAs and SUBEB to manage schools—a sustainable doubling up of the return on this investment.
71. Next year, the remaining 33 pilot schools will join the school grants programme, once their SBMCs are fully-formed and up to the challenge. The existing schools will repeat the school self-evaluation, school development planning and school direct funding cycle, to ensure these processes are embedded in the academic calendar. We will also build on the solid foundations laid in the ESSPIN Kano infrastructure programme, which has already supplied clean water to 45,250 children and seen separate latrines for girls and boys completed in 20 schools.
72. Raising teaching standards from a baseline of sub-primary 4 standards is not a quick task, nor one which can be addressed by 30 teacher educators. We have therefore worked with the state's Quality and Standards Team and Inspection Task Team to set out a replication model that will, in time, deliver improvements in subject knowledge and classroom effectiveness of the 45,000 teachers in Kano schools and impact on 2,000,000 children. This depends on reorienting the SSIT away from direct delivery of in-service training, towards developing two cadres of education professionals out of the 1,300 existing administratively-focused Area Supervisors. These will be accredited school Quality Assurance Assessors—who help schools understand their development needs through external evaluations from a 'critical friend' perspective; and Advisory Support Officers—who assist schools to address the problem areas identified in school self evaluations, QA evaluations and assessments of teacher competence and children's learning outcomes.
73. Likewise, we have reached milestones in IQTE, Conditional Cash Transfers (CCT-GE) and the Challenge Fund. The former is increasingly demonstrating impact on teacher competence, improved learning outcomes through integration of the core curriculum within religious schools settings for the 2,153 children in Tsangaya and Islamiyya pilot schools, and sustainability (through government budget commitment and a process underway to institutionalise the ESSPIN pilot model within SUBEB.) We have also launched the farming vocational training pilot with 85 malams, seeking to secure the conditions for more regular attendance by children; establish sustainable and healthier livelihoods and future prospects for learners at the schools; and remove pressures for street hawking and begging.

Output 4: Community engagement in school improvement and learner participation

74. CCT-GE is continuing to secure the enrolment and attendance of up to 11,000 girls from poor households at risk of being forced out of primary and junior secondary education, whilst demonstrating increased competence of the PMU to manage the programme. Meanwhile, we have successfully devised a Challenge Fund mechanism with state and civil society partners, to stimulate more places for girls in JSS (addressing capacity constraints identified through CCT) and to enhance conditions at school for nomadic children.
75. Head teacher and SBMC control over and responsibility for human, financial and physical resources in schools must be twinned with community capacity to hold schools to account for quality of service delivery. It is this 'short accountability chain' which characterises better-performing private schools, and which we are starting to emulate in the Kano state and integrated Islamiyya sub-sectors. Outputs 3 (quality) and 4 (community accountability and student access and equity) combine to strengthen community oversight of teacher attendance, awareness of exclusion dynamics, and school performance issues. Output 2 (state and local support for school improvement) contributes by putting timely, relevant, accurate and complete information in the hands of local stakeholders in the form of School Report Cards and LGEA Report Cards. These set school capacity and performance in the context of their peers. Better managed, more habitable, more inclusive schools deliver higher attendance and retention of children.

Major features of the work plan for the coming months

76. Output 2 in Kano is also poised to make a major leap in school improvement by pioneering the Integrated Approach to school funding. This entails using Annual School Census data to compile an index of school quality on 23 indicators, ranging from teacher attendance data to textbook/pupil ratios and whether the school has separate latrines for girls. This instrument will, for the first time, allow each LGEA to compile an evidence- and needs-based budget, prioritising spending tailored to each school's conditions, and indicating how scarce resources will be allocated to make the maximum impact over a medium term, phased, cycle of investment.
77. If this system is used to develop SUBEB's budget (or even a proportion of it) from the bottom up, it will represent a very significant innovation for school improvement in the state. The independent announcement by the Permanent Secretary, KnSMOE of a new, decentralised, school-level budgeting process, whilst accessing the UBEC funds, suggests that the state recognises its crucial role in providing sufficient resources for education reform, as well as setting a positive enabling environment for school improvement. This, we aim to strengthen with further progress on decisions around the KnSMOE and SUBEB functional review, HR review, financial review and payroll audit.

Kano Key numbers

	<i>Indicator</i>	<i>Last quarter (Apr- Jun 2011)</i>	<i>Cumulative July 2010 - Jun 2011</i>
1	People accessing water from new units	22,840 ¹	45,251 ¹
2	Girls with access to separate toilets	12,737	12,737
3	Learners benefiting from new/renovated classrooms	-	-
4	Learners benefiting from school health clubs	WIP ²	WIP ²
5	Learners benefiting from direct school funding	152,912	152,912
6	Community members sensitised to education issues/trained to serve on SBMCs	2,610	7,047
7	Learners benefiting from Challenge Fund projects	-	-
8	Learners in IQTE schools receiving basic education	436	2153
9	Female learners benefiting from cash conditional transfers	2,982 (DFID/ESSPIN) out of 11,050 ³	2,982 (DFID/ESSPIN) out of 11,050 ³
10	Teachers trained (male and female) i.e. person days of training	1,960 M: 1,647 F: 313	6,693 M:5,623 F: 1,070
11	Head teachers trained (male and female) i.e. person days of training	3,372 M: 3,204 F: 168	11,308 M: 10,743 F: 565
12	State/LGEA officials trained i.e. person days of training	311	14,876 ⁴
13	Schools inspected using QA methodology	30	50

Kwara

Introduction

78. The elections resulted in a new administration that is expected to continue many of the policies of the previous Governor, which were supportive of education reform. No decision has yet been made on the appointment of Commissioner or Board members of parastatals.

79. Mary Atolagbe the State Education Quality Specialist is no longer with ESSPIN. Tolashe Olatinwo has taken up post as the new Knowledge Management Specialist for Kwara and Lagos.

¹ Figures for ASC 2009-2010 total enrolment at ESSPIN water programme schools. Note that some boreholes have yet to be tested for yield; if no water can be accessed at some sites, these will be replaced with different schools, and therefore figures may fall as well as rise in later quarters.

² School Health Clubs will be established in schools that receive ESSPIN infrastructure, in partnership with PATHS2, when the new facilities are complete.

³ The total figure includes all girls benefiting from CCT, for which the single Programme Management Unit has been established with joint ESSPIN (DFID), SESP (WB) and KSG support. 25% transfer funds come from DFID/ESSPIN, covering 2,982 girls directly.

⁴ Now includes training of SSIT.

Output 2: State and Local Government support to school improvement

80. A new Education Policy Law has been presented to the State House of Assembly. This law sets out in one coherent piece of legislation the functions, powers and duties of various actors in the state with clear lines of reporting, accountability and requirements for key appointments in the sector. During this quarter the Law had a successful public hearing and, once the new House of Assembly resumes in July, it is hoped that the law will be passed. This will form part of the institutionalisation of the Every Child Counts reform agenda.
81. Coordinated and more efficient service delivery is being achieved following the functional analyses of the MDAs. The vision of the education sector is to provide “an educational system that provides quality education for sustainable growth, self-reliance and life-long learning”. As a result of ESSPIN support to the reform agenda, the revised administrative structures and systems from the local government to the state level have brought about an improvement in the quality of education delivery and the efficient functioning of schools.
82. Following the success of the 2009/2010 ASC, planning at state level is now based on reliable data. The first draft of 2010/11 ASC report has been prepared, and the data has been used by the M&E units to write the Annual Education Sector Performance Review report. This will provide information for the preparation of the 2012-2014 MTSS and the next budget. This year, SUBEB has been supported to assist the 16 LGEAs to prepare annual work plans and these will also be incorporated into the 2012 SUBEB plan and budget. The concept of Activity-based Budgeting is still not fully incorporated in the state but there is a high level support from the central ministries to the education sector, which is being used as pilot for the process.
83. The challenge of Quality Assurance Bureau funding has started to improve during this quarter, with the state beginning to provide running costs for the zonal offices. However, this remains an unsatisfactory situation.

Output 3: School improvement

84. 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 strategy is strongly embedded in the sector and the focus of ESSPIN support has been on consolidation of this strategy.
85. The emergence of the Teacher Development and Advisory Service (TDAS) is a key element in drawing the strands of the Teacher Quality Improvement strategy together. The development of the Primary 4-6 strategy for improving learning outcomes in literacy and numeracy has reflected this. The School Improvement Unit in SUBEB have taken the lead in designing and providing a budget for the primary 4-6 strategy, an important step in becoming a functioning management unit for the TDAS. There is agreement for the State School Improvement Team to remain, either on secondment or by transferring their services to SUBEB, where they will become an integral part of the planned TDAS.

86. Support from ESSPIN to the State School Improvement Team has become mainly focused on further developing curriculum knowledge as work extends to the other primary classes. This will enable them, in their advisory capacity, to lead curriculum analysis and development in the State. Oro College of Education staff members have been involved in the planning of the strategy and will also play a part in the development of lesson plans and training for primary 4-6. This will prepare them for their role as the main in-service providers. The Teacher Quality Improvement Reform Group have started to realise the necessity of advocacy at different levels to effectively use all available funding from Federal Institutions to support their agenda of teacher development in the State.
87. An institutional home has been identified for the career path work, further strengthening this strand. The Teacher Quality Reform Group is identifying the links between the career path and the teacher development strategy. The teacher development unit at Oro College and the advisory services will play key roles in the orientation and training of teachers, to enable them to progress through the professional standards.

Output 4: Community engagement in school improvement and learner participation

88. All 255 schools in the 4 pilot LGEAs have functional SBMCs. The last mentoring and monitoring visit to communities by the CSO facilitators and SMOs introduced members to the concept of inclusive education. As a result of this, innovative solutions are being proffered to enable children to remain in school. For example, one school changed their timetable by starting school early and closing by 11am. This allows the boys to graze the cattle and the girls to prepare cheese for sale. LGEAs are also supporting inclusive education, by providing support for handicapped out-of-school children to enrol in school, by for example, the provision of wheelchairs for girls with disabilities to attend school. Anecdotal evidence suggests that children are being “adopted” by SBMCs and brought back to school through payment of school fees, purchase of uniforms, etc.
89. Traditional and religious leaders have been giving school and communities more support this quarter. They inform other community members in mosques and churches about school needs and how community members can support. In Kaiama Local Government, where the Challenge Fund is based, the support of the Emir and the Local Government Chairman has been crucial for wider understanding about teacher deployment to the rural areas, where traditionally, Kaiama town-dwellers refuse to live. The Challenge Fund in Kwara State aims to support ten rural communities in Kaiama LGA to ensure all children complete primary education. In four schools, this involves providing housing for teachers to encourage them to stay in the community. The Local Government Chairman has agreed to provide two of these. All ten schools will also benefit from the second phase of the ESSPIN water and sanitation programme.
90. Although women and child participation is still a big challenge, more women and children in the SBMCs are voicing out their views and making their impact felt. This has resulted in: a

Kindergarten class being built in Odo-Owa School; Imoji women providing biscuits to entice children to stay in school; and children in ECWA School and St Paul Primary School, Idofin-Igbana expressing their need for the provision of toilets and more attractive classrooms.

91. A private school research study is in progress in three LGEAs.

Major features of the work plan for the coming months

92. The annual planning and budgeting cycle will start over the next quarter with the production of the AESPR. The ASC process will continue with the finalisation of the ASC report. As part of this process, the centralised State EMIS centre will be staffed and trained.

93. The main focus of the school improvement work in the next quarter will be gaining final approval for the Teacher Development Advisory Service and the Career Path strategies, so that the implementation phase of both can begin. Alongside this, curriculum training for both the SSIT and staff of Oro College of Education will take place to strengthen their ability to provide training and support for teaching and learning. Training to strengthen School Support Officers will be held, as will the first phase of training for primary 4-6 teachers.

94. Community participation will be consolidated through the on-going mentoring and monitoring process on child protection, inclusive education mainstreaming and women and child participation. Replication of the SBMC model by SUBEB is expected to gain momentum, as more funds are released by the State Government.

95. In the next quarter, ESSPIN will support the development of a partnership between CSOs and the media to create a knowledge-based platform for raising community voice and holding government accountable. Also in the next quarter, ESSPIN will be supporting SUBEB Department of Social Mobilisation (DSM) to develop an effective Knowledge Management strategy. This intervention will enhance the capacity of the department to perform its role of disseminating information relevant to the promotion of better basic education and community involvement in the state. It will also help to promote effective dialogue between communities and the state.

Kwara key Numbers

	<i>Indicator</i>	<i>Last quarter (April – June 2011)</i>	<i>Cumulative July 2010 - June 2011</i>
1	People accessing water from new units	9,372	9,372
2	Girls with access to separate toilets	WIP ⁵	0
3	Learners benefiting from new/ renovated classrooms	WIP ⁶	0
4	Learners benefiting from school health clubs	WIP ⁷	0
5	Learners benefiting from direct school funding	34,036	34,036
6	Community members sensitised to education issues/ trained to serve on SBMCs		
	Male	2,604	19,953
	Female	786	6,030
	Total	3,390	25,983
7	Learners benefiting from Challenge Fund projects	WIP ⁸	0
8	Learners in IQTE schools receiving basic education	N/A	N/A
9	Female learners benefiting from cash conditional transfers	N/A	N/A
10	Teachers trained (male and female) i.e. person days of training	0	17,461
	Male	0	23,145
	Female	0 ⁹	40,606
	Total		
11	Head teachers trained (male and female) i.e. person days of training		
	Male	0	13,202
	Female	0	17,499
	Total	0 ¹⁰	30,701
12	State/LGEA officials trained i.e. person days of training	310	12,338
13	Schools inspected using QA methodology	0	12

⁵The toilets in phase 1 of the sanitation component are currently under construction. School health clubs will be formed once the toilets have been finished.

⁶Classrooms will be constructed in Challenge Fund schools in October / November.

⁷Same as note 1

⁸Will commence in September 2011.

⁹Preparation for primary 4-6 training is currently on-going, which is why this is zero.

¹⁰Same as note 5

Lagos

Introduction

96. The Governor of Lagos State was re-elected in May 2011 for another four year term. The Deputy Governor, who oversaw the Ministry of Education, was not, however, re-elected and the new Deputy Governor has not been mandated to oversee education. Instead Mrs Oladunjoye has been appointed Commissioner for Education. The Governor has publicly stated that education will be a priority in the next administration.
97. There is increasing attention to private education in Lagos. The DFID- ESSPIN census of private schools has revealed that there are 12,098 private schools in the State and that 66% of enrolled primary school children are in private schools. In June, the UK Secretary of State for International Development, Andrew Mitchell, visited one of the low cost private schools that have been involved in research conducted by DFID-ESSPIN in Lagos. He also held a meeting with the representatives of the associations of private schools.
98. DFID-ESSPIN support to the review of the government guidelines for private schools has led to the production and publication of a revised set of guidelines by the Ministry of Education. The guideline incorporates some suggestions provided through ESSPIN technical input, especially on facility requirements and the use of rented premises. However, some big issues relating to the classification of schools that would facilitate registration for low fee paying schools have not been accepted. Dialogue on these issues is continuing.
99. DFID-ESSPIN continues to enjoy a close relationship with SUBEB. Plans are at an advanced stage for SUBEB to fund a replication of the ESSPIN approach to school improvement in a further 200 schools.

Output 2: State and LG support to school improvement

100. Staff from education MDAs participated in a workshop organised by SPARC and the Ministry of Economic Planning and Budgeting on developing MTSS, Programme-Based Budgeting and Budget Profiling in readiness for preparation of 2012 budget.
101. As part of the on-going capacity building for Monitoring and Evaluation Officers and Budget Officers, training has been held on the development of key performance indicators, the use standard instruments and templates to monitor MTSS and the provision of quarterly feedback on budget utilisation and performance across the sector. A draft Annual Education Sector Performance Report for 2011 has been completed and this will be used for preparation of the 2012-2014 MTSS.
102. Draft reports for the 2011 Annual School Census for both the public school and private schools are ready. The comprehensive private school census (conducted for the first time) is providing information on the contribution of private sector to the education development of Lagos. The report revealed there are 12,098 private schools compared to

1,606 public schools. The total enrolment in private schools is 1,385,190 while that of government schools stands at 1,034,072.

103. In the interests of promoting transparency and accountability, SUBEB has published in the daily newspapers requests for expressions of interest for the belated utilisation of the UBE Intervention Funds (2008, 2009, and 2010). SLPs are encouraging civil society groups to monitor the process to ensure value for money.
104. The Human Resource Management & Development systems review of SUBEB, in line with its revised structure, has recommended a reduction in senior staff from 248 to 169. SUBEB is matching the remaining staff to new roles and responsibilities, using analysis of staff qualifications, experience, and job performance. SUBEB restructuring has been replicated across LGEAs with functional reviews being concluded in the 20 LGEAs. A total number of 240 LGEA staff has been involved in this functional review. 5 key departments in SUBEB have realigned their functions at the LGEA level, resulting in better coordination of activities between SUBEB and LGEAs. Action Planning is on-going at the LGEA level so as to make input into the MTSS of SUBEB for 2012-2014. 13 staff from Lagos (5 LGEA, 4 SUBEB and 4 MoE) from Planning and EMIS has been trained in adopting an Integrated Approach to Planning & Budgeting for School Improvement using the Annual School Census.
105. A report on the State of Education in Lagos State Public Primary and JS Schools (for 2010) has been prepared by the Inspectorate, based on the outcomes of the Quality Assurance Evaluations of 664 schools carried out over the last year. It identifies measures required to improve schools and will provide the public with information on the overall effectiveness of schools, based on QA criteria.

Output 2: School Improvement

106. For Phase 2 water projects, contractors have been mobilised to the 17 sites in order to provide safe drinking water to 12,462 pupils and staff. Work on toilet facilities in 13 schools is ongoing and when completed will benefit 8,207 pupils including 4,143 girls.
107. The State School Improvement Team (SSIT) has been working in schools supporting head teachers, classroom teachers and LGEA officials. The Classroom Teacher Module 2 training for SSIT was conducted, to prepare them for the step-down training. Capacity building for 1,200 state officials, including 900 teachers, on basic literacy and numeracy to enhance quality of teaching and learning was completed.
108. School grants disbursed to all pilot schools are being used to implement School Development Plans, with an emphasis on items that have direct impact on learning outcomes.
109. In conjunction with PATHS2 a three-day Strategy Development Workshop involving relevant stakeholders in health and education was held in April 2011. As a result, draft School Health

Club Guidelines and an Operational Manual were produced and a workshop was held to validate the documents. The “flag-off” of the School Health programme is to be held soon. This will enhance standards of hygiene education and improve management of sanitation provisions in schools.

Output 4: Community engagement in school improvement and learner participation

110. A total of 1,738 SBMC members, equipped with skills on resource mobilisation, child protection and participation and inclusive education, are supporting communities to mobilise resources for schools and articulate demand for improved school environments and quality services. There is anecdotal evidence that LGEAs and SUBEB are now acknowledging and responding to some community demands.
111. To ensure sustainability of SBMC reforms, SUBEB has agreed to restructure the existing clustered committee model, along the lines of the SBMC Policy guidelines operating in other States. A Project Implementation Committee (PIC), an SBMC at the school level, will be strengthened and its membership re-constituted in line with the SBMC guidelines. The existing clusters will be retained for networking and collaboration purposes. Sensitisation and mobilisation processes for SBMC restructuring have commenced in Agege and Mushin LGEAs, using state resources and technical support from ESSPIN.

Major features of the work plan for the coming months

112. The next round of MTSS will reflect needs-based planning using the integrated school development approach that ESSPIN is developing.
113. With the beginnings of the new political administration and an anticipated increase in the priority afforded to public and private schooling, debate on the state of education is expected to receive higher profile. In this process the results of the MLA and TDNA, the QA state of schools report and the private schools census are expected to be made public.
114. The DFID focus on private schools is expected to dominate much of ESSPIN forward planning. There will be a strong need for political engagement with the new State administration in order to ensure that the proposed investments in private schools are accepted as part of a public-private partnership.

Lagos Key Numbers

	<i>Indicator</i>	<i>Last quarter (Apr-Jun 2011)</i>	<i>Cumulative July 2010 – Jun 2011</i>
1	People accessing water from new units	0 Male 0 Female 0	35,000 Male 16,800 Female 18,200
2	Girls with access to separate toilets	NA ¹¹	NA
3	Learners benefiting from new/ renovated classrooms	NA ¹	NA
4	Learners benefiting from school health clubs	NA ¹	NA
5	Learners benefiting from direct school funding	0	60,393 Male 28989 Female 31,404
6	Community members sensitised to education issues/ trained to serve on SBMCs	1794 Male 1048 Female 746	12,204, Male 7190 Female 5,014
7	Learners benefiting from Challenge Fund projects	NA ¹	NA
8	Learners in IQTE schools receiving basic education	NA ¹²	NA
9	Female learners benefiting from cash conditional transfers	NA ¹³	NA
10	Teachers trained (male and female) i.e. person days of training	3600 Male 1404 Female 2196	7,200 Male 2,404 Female 4,696
11	Head teachers trained (male and female) i.e. person days of training	400 Male 156 Female 244	4,900 Male 1,906 Female 2,994
12	State/LGEA officials trained i.e. person days of training	1391 Male 602 Female 789	12,475 Male 5591 Female 6885
13	Schools inspected using QA methodology	79	664

¹¹ Work in progress

¹² Not relevant to Lagos

¹³ Not relevant to Lagos

Enugu

Introduction

115. After a late start in Enugu State, DFID-ESSPIN's support to education sector reform has progressed to community and school-level work. Enugu State School Improvement Team (SSIT) and Udi LGEA education officers have begun head-teacher and teacher in-service training and support. The drilling of boreholes for water provision in 10 pilot schools has begun. With State-specific policy guidelines agreed to by all stakeholders, the scene is now set for the election of members of SBMCs and their capacity development to enhance community participation in education.
116. The new Commissioner for Education in Enugu is Dr. Simon Ortuanya. The recent appointment of Sir Herbert Eze as the new Permanent Secretary of the Ministry of Education, after a distinguished performance as Permanent Secretary, Office of the Secretary to the State Government (SSG), can be seen as a practical indication of Governor Sullivan Chime's commitment to back up his declaration that education reform is a priority for his second term in office.
117. However, lack of improvement in education budget releases remains a serious challenge in Enugu State. This threatens to limit progress towards results for Enugu State SLPs. Collaboration and coordination amongst SLPs will be intensified for effective political engagement to address the obstacles to prompt budget releases.

Output 2: State and Local Government support for school improvement

118. In order to ensure effective implementation of the MTSS and improved education budget implementation, all 34 departments of key MDAs with responsibility for basic education - Ministry of Education (MoE), Enugu SUBEB, the Post Primary School Management Board (PPSMB) and the State Technical and Vocational Management Board (STVMB) - have developed their 2011 Departmental Work Plans (DWPs). 54 state officials were trained in work planning in the process. A further 35 staff of Education MDAs were trained in M&E. Support was also provided to the M&E Unit of the (MoE) to work with these trained staff to prepare a Draft Enugu State 2010 Annual Education Sector Performance Report to strengthen State capacity for credible education sector performance monitoring and reporting.
119. A 2-day consultative forum and workshop on an integrated approach to planning and budgeting for school development was held in Enugu for 41 stakeholders from Lagos, Kwara and Enugu.
120. For the Annual School Census (ASC), the State EMIS core team of 15 was supported to carry out data analyses and produce 2010 ASC tables. There were improvements in coverage of

public and private schools as well as data quality since the 2009 census. As a result, more credible and reliable data will be available for use.

Output 3: School Improvement

121. The dissemination and follow up consultations on the poor performance of Enugu pupils and teachers in the 2010 MLA and TDNA has facilitated the roll out of the School Improvement Programme (SIP). There is clear appreciation of the need for urgent and comprehensive action to improve teacher quality and pupil learning outcomes among senior MDA officials. The Enugu State 12-member SSIT has been appointed to work full-time on head teacher and teacher in-service training and support. All 91 public primary schools in Udi LGA and 30 Challenge Fund (CF) mission schools selected from six LGAs—Udi, Nkanu West, Ezeagu, Enugu East, Enugu South and Enugu North — will benefit from the SSIT services. The SSIT along with 18 Udi LGEA Education Officers (EOs) have undergone induction training on their roles and responsibilities. They have also completed 5-weeks of capacity development to effectively carry out their functions. Two Kwara SSIT members were among the facilitators ESSPIN used for this training to demonstrate and reinforce the need for peer teaching.
122. The SSIT and Udi LGEA Education Officers have started delivering head teacher and teacher training. They conducted three days of training on effective school leadership for the head teachers of the 121 SIP pilot schools in 6 centres (with 100% attendance for all training days). 400 class teachers in the 121 SIP pilot schools have also been trained on effective teaching of literacy and numeracy in lower primary classes, with emphasis on phonics and number lines. This was accomplished through a school-based training and school support visits by SSIT and Udi LGEA Education Officers.
123. Support to education quality assurance has been stepped up. 35 school inspectors from MoE, SUBEB, PPSMB and STVMB had training on the new QA evaluation methods. Eight primary schools were evaluated and reported on as part of the training.
124. Following the award of contracts for the provision of boreholes in 10 public primary schools, contractors have mobilised and have commenced work in their various sites. Competent contractors for the construction of toilets in these schools have been prequalified and the bidding process is in progress.

Output 4: Community engagement in school improvement and learner participation

125. Enugu State policy guidelines for School Based Management (SBM) to enhance community participation in education through functional SBMCs have been agreed through a process of consultation with various stakeholders and communities. 4 state-based CSOs have been contracted and trained to carry out SBMC capacity development and related community-level interventions to strengthen community participation in education.

126. As a strategy for deepening collaboration and scaling up, ESSPIN facilitated the formation of a Civil Society-Government Partnership [CGP] group for coordinating activities to enhance non-state actor and community participation in education. This group is made up of the State Task Team on SBMCs, social mobilisation desk officers and the 4 contracted CSOs. 28 members of the CGP group received training on "Community Participation, Gender and Child Awareness" to sharpen their advocacy skills.
127. The Enugu Challenge Fund (CF) Scheme has been strengthened by the signing of a Memorandum of Understanding (MoU) with the Education Secretariats of three Christian missions. The Christian missions have committed to scaling up the scheme and to ensuring its continuity at the expiration of the programme. 30 Mission schools have been selected and endorsed to enrol subsidised beneficiaries under the Scheme.

Major features of the work plan in the coming months

128. Consolidation of progress in establishing an improved and integrated education sector-wide planning process and documents will be a primary focus in the coming quarter. Further support will be provided for the production and dissemination of 2010 ASC and AESR reports, development of the 2012-2014 MTSS and effective implementation of 2011 Departmental Work Plans of education MDAs.
129. ESSPIN will provide further training and support for the SSIT and Udi LG EA Education officers for head teacher and teacher in-service training and support. Child protection and school-based planning will be included in the SSIT training package.
130. Other activities will include :
- Supervision of work on school water supply and toilet construction to ensure required school and community involvement as well as compliance to specifications.
 - Selection of 1,200 children from poor households to benefit from the Challenge Fund Scheme with the Education Secretariats of the Christian Missions.
 - Preparations for a private schools research project along the lines of the research currently being undertaken in Kwara.

Enugu key numbers

	<i>Indicator</i>	<i>Last quarter (April - June 2011)</i>	<i>Cumulative July 2010 - June 2011</i>
1	People accessing water from new units	WIP ¹⁴	0
2	Girls with access to separate toilets	WIP ¹	0
3	Learners benefiting from new/ renovated classrooms	N/A	0
4	Learners benefiting from school health clubs	WIP ¹	0
5	Learners benefiting from direct school funding	WIP	0
6	Community members sensitised to education issues/ trained to serve on SBMCs		
	Male.....	345	445
	Female	401	490
	Total	745	935
7	Learners benefiting from Challenge Fund projects	WIP ¹⁵	0
8	Learners in IQTE schools receiving basic education	N/A	
9	Female learners benefiting from cash conditional transfers	N/A	
10	Teachers trained (male and female) i.e. person days of training		
	Male	480	480
	Female	2720	2720
	Total	3200	3200
11	Head teachers trained (male and female) i.e. person days of training		
	Male	75	75
	Female	288	228
	Total	363	363
12	State/LGEA officials trained i.e. person days of training		
	Male.....	584	1673
	Female.....	543	1209
	Total.....	1127	2879
13	Schools inspected using QA methodology	0	0

¹⁴Work is ongoing in Enugu to provide water and toilet facilities in the 10 pilot schools. The facilities will be installed and the accompanying Health Clubs functional by the 3rd Quarter of 2011.

¹⁵ The CF Scheme Enugu project plan has been agreed and MoU signed with the 3 Mission Education Secretariats. 30 mission schools where a targeted 1,200 learners will be enrolled in September, 2011, have been selected. Work is ongoing to identify 1,200 children from poor households to benefit from the Scheme.

Federal

Introduction

131. The tenure of the HME, Professor Ruqayyatu Ahmed Ruf'ai, and the Minister of State for Education, Olorogun Kenneth Gbagyi, ended at the close of May 2011, with the dissolution of the Federal Executive Council. It has now been confirmed that Professor Ruqayyatu Ahmed Ruf'ai has been reappointed. The appointment of the Minister of State is expected in early July.

Federal Ministry of Education (FME)

132. DFID-ESSPIN's collaboration with FME and USAID in supporting improvements in NEMIS delivered significant results this quarter. The Ministerial Sub-committee on Data chaired by the Special Assistant of the HME, Professor Sagir Abbas, worked with NEMIS and ESSPIN support to collate, check and publish data from Annual School Censuses over the period 2006 – 2010. The resulting "Digest of Education Statistics: 2006-2010", launched on 16th May by the Vice-President, represents a significant achievement, as it is the first time in 5 years that the FME has published a compendium of national education data.

133. The NEDS Survey, undertaken by the National Population Commission with USAID and DFID funding, was also launched on 16th May, which was labelled as "Education Data Day", with presentations on key messages from NEDS and the Digest and an interactive session taking in comments from the press and civil society. The key messages from the day highlighted problems in basic education provision and poor literacy and numeracy rates, especially in the North West and North East. The Vice-President directed that the Governors be presented with the data from both reports at the National Economic Council. ESSPIN is providing support to the crafting of key messages for this presentation early in the next quarter.

134. DFID-ESSPIN is supporting a new strategy for NEMIS which was approved by the Minister. It provides a clarified mandate and a revised structure to deliver better leadership in managing quality data processes. In line with this strategy, in early July, ESSPIN will be training EMIS staff for 7 "orphan states" – Abia, Borno, Gombe, Kogi, Nasarawa, Taraba, Yobe - and NEMIS, in the successful approach that has delivered ASCs in ESSPIN states for 2 years.

UBEC

135. ESSPIN engaged with UBEC on two issues relating to Teacher Development with the intention of influencing the use of UBEC funds. Firstly ESSPIN presented the data from 4 studies carried out in ESSPIN states – the Head Teacher Survey, the Classroom Observation Survey, the Teacher Development Needs Analysis and the Monitoring Learning Achievement exercise – and key messages from the Nigeria Education Data Survey, with a view to influencing UBEC's approach to Teacher Development. Secondly, UBEC participated

in the launch of the Literacy and Numeracy Lesson Plans for Primary 1-3 teachers and pupils at an event in Ilorin, Kwara State. Discussions around these issues provide a basis on which to develop new thinking on the uses of Teacher Development funds.

136. Work with the Social Mobilisation Department (SMD) benefited from the exposure of UBEC staff to SBMC training in Enugu. The session developed UBEC's experience and capacity to understand approaches to SBMC development. This has resulted in a revision of the SMD's Action Plan, so it is in line with ESSPIN's approach to SBMC development. UBEC organised and hosted a technical workshop in Kaduna in May for stakeholder institutions and IDPs that have been involved in SBMC development over the years. ESSPIN was asked to facilitate the workshop. A unanimous outcome of the meeting was an endorsement of DFID-ESSPIN's SBMC approach and materials.

NIEPA

137. DFID-ESSPIN's engagement with NIEPA has developed. Both partners have now become clearer on key areas of focus in efforts to promote an integrated approach to school improvement in non-ESSPIN states – notably in Strategic Planning and in Head teacher and Teacher Development. Follow-on technical meetings have been held in each of these areas, in Abuja and in Ondo with documents being shared on both sides and crucially, NIEPA's Organisation Strategic Plan. ESSPIN has provided an initial review of the NIEPA 3 year strategic plan with a view to ensuring that the Strategy is fit for purpose and partnership with ESSPIN is in line with the organisation's strategy.

NCCE

138. The pilot accreditation visit to Oro College took place in May as Oro College staff returned to work after a period on strike. The pilot was successful in demonstrating the capacity of a trained group of NCCE assessors to use the new Quality Assurance framework for Colleges of Education. The toolkit will be further piloted at the College of Education at Gidan Waya and will ultimately be reviewed before final sign off by NCCE later in the year.

CSACEFA

139. ESSPIN supported CSACEFA in June to plan and host a one day national workshop in Abuja, with the aim of agreeing key messages to be presented to new Commissioners and Education officials at Federal, State and Local level. IDPs and education programmes were invited alongside CSACEFA federal and zonal representatives. Seven messages emerged for Civil Society action. Areas in which CSACEFA members could benefit from capacity building supported by IDPs were also identified. The first follow-up zonal workshop took place in Kaduna, for CSACEFA members from the North West zone, with ESSPIN support. Other IDPs will support in each of the other zones.

Major Features of the Work plan for the next quarter

- 140. Engagement will begin with whoever is appointed as Minister of Education and Minister of State for Education. Engagement will also intensify with key political and education administrations through the National Economic Council, the Nigeria Governors Forum, the Commissioners Forum and UBEC-SUBEB quarterly meetings (SUBEB Chairs).
- 141. In the FME, the next quarter should bring further consolidation of support to states on the ASC, with ESSPIN support for capacity building, under the leadership of NEMIS.
- 142. The relationship with NIEPA will advance to include targeted technical and capacity building engagements in two key areas – Planning and School Improvement. Similarly, a more intensive round of engagement will take place with the senior management of UBEC over their role in promoting school improvement in states/SUBEBS.

Cross-cutting Issues

EMIS

- 143. Five of the six ESSPIN states are well under way on the implementation of the 2010/11 Annual School Census (ASC) scheduled activities as per the following table:

Activity	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
Data entry	Yes	No	Yes	Yes	Yes	Yes
Training in data cleaning, analysis and table production	Yes	Yes	Yes	Yes	Yes	Yes
Data cleaning	Yes	No	Yes	Yes	Yes	Yes
Draft report	Yes	No	No	No	Yes	Yes

- 144. There is considerable delay in Jigawa because the state government has not financed ASC-related activities.
- 145. In terms of replication agenda, following an agreement reached with the FMOE to extend support to states struggling with the 2010/11 ASC data entry process, seven states (Abia, Borno, Gombe, Kogi, Nasarawa, Taraba, and Yobe) have been contacted. Training on data entry is scheduled for early July and will include the FMOE.
- 146. On other developments:
 - The report on the private school census in Lagos has been drafted.
 - A model for integrated school development has been developed.
 - There have been delays in the operation of the new integrated EMIS Unit in Kwara, because few staff members want to join it.
 - The Kaduna school mapping data have been cleaned. Approximately 80% of schools have been effectively captured.

Monitoring and evaluation

147. With respect to the ESSPIN survey programme, the 2010 Nigerian Education Data Survey (NEDS) was launched (at the same time as the FMOE Nigeria Digest of Education Statistics 2006-2010) in an event sponsored by the Vice President.
148. With respect to the ESSPIN capacity building programme at the state level, following the completion of the sector performance M&E training programme in the previous quarter, the following progress was made:
- In terms of introducing a process of *monitoring the implementation of the MTSS*:
 - one day training was organised for directors in Enugu and Kwara and for budget officers in Lagos to prepare MTSS implementation monitoring forms
 - first quarter monitoring was completed in Kwara and is underway in Lagos and Enugu
 - In terms of further developing the Annual Education Sector Performance Report (AESPR) for *monitoring the results from the implementation of the MTSS*:
 - Extensive support was provided to M&E state teams and to the ESSPIN P&M state specialists to collect information needed to prepare AESPRs in Enugu, Kwara and Lagos.
 - Full and reviewed drafts of the 2011 AESPR in Kwara and Lagos are now ready; the Enugu AESPR will be completed by the middle of July.

Communications and Knowledge Management

149. In May / June, 25 Community Theatre performances were delivered in Jigawa LGAs to an estimated total audience of approx 4,000 people. The short drama raised awareness and mobilised communities around key education issues – notably the role of SBMCs in improved governance in schools and the importance of girl-child education. The drama concluded with the actors turning to engage the crowd in responding to the questions raised in the drama. Head teachers in Chai Chai and Miga LGAs have reported an immediate increase in student attendance with girls, especially, relating to out of school Halima whose perseverance persuades her father to send her to school. A further tour is scheduled for Kaduna in July. Negotiations have started with the theatre and video service providers to produce a DVD version of the dramas with the potential to reach a much wider audience.
150. Thirty second education advocacy “TV spots” were broadcast during the election period and are now being used on local state TV. Initial discussions are underway with service providers for the second round of filming for the Better Schools, Better Nigeria documentaries – this time with a focus on evidence of impact and “voices”, especially of girls.
151. The second series of the weekly ESSPIN radio drama, “Gbagan, Gbagan – the Bell is calling you” concluded in June with an estimated audience of 10 million. The end of series

programme is a town-hall style meeting (the latest was in Lagos) which allows for discussion of issues raised in the series. The Lagos audience were notably vocal on the improvements made in schools and the role of the SBMCs.

152. Broadcast of the first series of the radio drama in Hausa across the north and in Yoruba in the south has concluded, with the second series in Hausa to follow. Enugu state broadcasters have picked up the first series for re-broadcast. The third series begins national broadcast in June. Government partners in Lagos have reported that the SBMC development has been facilitated by increased community awareness and demand for engagement as a result of the radio shows. All first and second series episodes are available on the ESSPIN website.
153. The Journalism Development Programme has moved on to a national level “immersion” programme with 20 of the most promising and prolific reporters on education given more intensive training and access to education organisations. A further 14 newspaper, 2 radio and 2 television reports on education issues have been generated. DFID-ESSPIN itself featured 7 times in four national newspapers
154. A Communications Impact Survey is currently underway. First indications from the field work are that the various communication products have encouraged stakeholder involvement in school and community initiatives and that the mixed media approach has ensured a comprehensive audience reach.
155. ESSPIN Communications and Knowledge Management (C&KM) has maintained close contact with DFID Communications counterparts with further briefing meetings in Abuja and London (in April). Good contact has been established with “Girl Hub” with an introduction arranged to ESSPIN’s Girls’ Education Initiative in Jigawa and consideration of possible areas of collaboration.
156. Strategy development with the Social Mobilisation Departments in SUBEBs is continuing. Developing their information management capacity and embedding communications and knowledge management work within government allows greater prospects of sustainability and closer synergy with DFID-ESSPIN support to community engagement and DFID Capacity Accountability and Responsiveness objectives.
157. To promote replication of programme learning and best practice, and provide evidence of impact:
 - Reader friendly ESSPIN “Experiences” documents are in production with those for State School Improvement and College of Education reform nearing completion.
 - Various aspects of ESSPIN’s work presented in “Briefing Notes” for stakeholders in printer friendly format are being supplemented to support the replication agenda.

- Each of the ESSPIN state teams has produced a simple format “Evidence of Impact” document noting examples of positive outcomes in schools and communities and further case studies.
- The third ESSPIN Express digest of programme updates, evidence of impact and case study documentation is in production.

Gender and social inclusion

158. In response to criticisms during the MTR that ESSPIN’s gender policy is “hidden” by being mainstreamed and that access and equity do not have as high a profile in the programme that goal-level indicators demand, ESSPIN is developing a set of access and equity results and a strategy for achieving these targets. This process has revealed that, while renewed effort is necessary in these areas, part of the problem has been presentational. There is more going on in inclusive education and the role of women in SBMCs and girls’ education than ESSPIN reports indicate.

159. Work with communities through SBMC training and mentoring has the explicit objective of encouraging opportunities for women and children to voice their opinions and feelings. Teacher and head teacher training organised through the SSIT encourages inclusive approaches in the classroom. In Jigawa a suite of pilot activity concerned with the issues of girls’ participation and their retention in school are continuing. This pilot will be rolled out in the three northern States. The Challenge Fund is being used to support nomadic community schools. In Kaduna the inclusive education pilot is addressing barriers to participation of disadvantaged groups and encouraging a more inclusive policy approach to out-of-school children. In Kano, ESSPIN is engaged in a major Conditional Cash Transfer scheme to retain girls through to the end of junior secondary school. In Enugu the Challenge Fund is being used to provide assisted places for disadvantaged children in Mission schools. In Lagos the focus is on hard-to-reach low-fee private schools serving poor communities.

Section 3: Emerging Issues / Risks

160. One of the major concerns of the Mid-term Review echoed a central concern of the documentation prepared by ESSPIN prior to the Review and of the series of quarterly reports submitted to DFID over the last year. The premise on which ESSPIN is based is the leverage of State funds to support the replication of reforms promoted by the programme. ESSPIN remains a high risk programme, because it's effectiveness and sustainability depends on States' moral and material commitment and support.
161. There are definite signs of State-financed replication. In Jigawa and Kaduna ESSPIN-inspired teacher in-service training and SBMC development is being implemented using state funds. In Lagos, SUBEB is committed to a major replication exercise of the ESSPIN school improvement model. In Kwara there has been cost-sharing of the State-wide teacher training programme from the outset. Even in Kano, where accessing State funds has proved most difficult, there are promising prospects that the money released through accessing the backlog of UBE-IF will be dedicated to school improvement.
162. As a starting point ESSPIN is making a realistic assessment of the prospects of leveraging State funds in the new political dispensation in each State. The next step is a dialogue on the costs of replication and cost-sharing arrangements for both consolidation in existing pilot areas and replication beyond. It is not unreasonable for there to be higher expectations of state contributions, now that there is greater appreciation of the changes DFID-ESSPIN is attempting to bring about and recognised evidence on the ground of success in pilot areas. On the other hand, given the vagaries of the budgeting and budget release practices, the immediate availability of significant funds for replication or cost-sharing is not a realistic prospect. What is important is the development of joint work plans for future cooperation to specify the contribution of both parties.
163. At the same time technical work has to continue to identify indigenous sources of funds and provide the basis for decision-making on the use of these funds. Work that is aimed at making more effective use of State and Local Government funds and Federal contributions is therefore essential. Continuing work to consolidate school improvement, community engagement and access and equity in the pilot areas to ensure a sound basis for replication is also essential.
164. The aim over the coming months is for each ESSPIN State team to reach agreement with their State counterparts on a joint strategy on the roll-out of the school improvement package (or essential parts of it), the level of funding States will contribute and the nature and extent of DFID-ESSPIN support. An ESSPIN Steering Committee, (another of the MTR recommendations), would provide a focal point for agreeing replication targets. The result targets agreed, which will be reflected in a revised ESSPIN logframe, will need to balance both the aspirational targets for impact that both DFID and ESSPIN espouse and a realistic evaluation of what is possible in the context of the operating environment.

Annex 1: Programme expenditure by Output per State as at 30 June 2011

	Output 1		Output 2		Output 3		Output 4		Total	
	Budget	Spend	Budget	Spend	Budget	Spend	Budget	Spend	Budget	Spend
State 1 - Enugu										
- PSA	0	0	638,818	394,230	989,137	200,573	432,747	96,828	2,060,702	691,631
- LTTA Management	0	0	142,880	54,349	221,233	27,651	96,789	13,349	460,902	95,349
- LTTA technical	0	0	299,220	99,105	463,308	50,422	202,697	24,342	965,226	173,869
- STTA	0	0	211,842	145,941	328,014	74,251	143,506	35,845	683,363	256,037
- Support	0	0	172,283	67,203	266,760	34,191	116,708	16,506	555,751	117,899
- Reimburables (attributed)	0	0	285,271	328,021	441,710	166,888	193,248	80,567	920,229	575,476
State 2 - Jigawa										
- PSA	0	0	1,826,591	876,066	3,149,295	991,338	1,322,704	438,033	6,298,589	2,305,438
- LTTA Management	0	0	147,683	87,283	254,625	98,768	106,943	43,641	509,250	229,692
- LTTA technical	0	0	385,055	195,588	663,887	221,324	278,833	97,794	1,327,775	514,706
- STTA	0	0	423,516	417,839	730,200	472,818	306,684	208,919	1,460,401	1,099,576
- Support	0	0	209,108	124,493	360,531	140,874	151,423	62,247	721,061	327,614
- Reimburables	0	0	426,300	347,113	735,000	392,785	308,700	173,556	1,469,999	913,454
State 3 - Kaduna										
- PSA	0	0	1,920,593	897,968	2,760,853	854,165	1,320,408	438,033	6,001,853	2,190,166
- LTTA Management	0	0	217,832	110,278	313,134	104,898	149,760	53,794	680,726	268,970
- LTTA technical	0	0	456,491	253,085	656,206	240,739	313,838	123,456	1,426,535	617,279
- STTA	0	0	500,654	489,128	719,690	465,268	344,199	238,599	1,564,543	1,192,995
- Support	0	0	236,497	138,600	339,965	131,839	162,592	67,610	739,054	338,048
- Reimburables	0	0	726,061	576,755	1,043,713	548,620	499,167	281,344	2,268,942	1,406,719
State 4- Kano										
- PSA	0	0	2,458,222	1,152,719	3,489,089	950,993	1,982,437	778,085	7,929,748	2,881,797
- LTTA Management	0	0	212,435	111,459	301,521	91,954	171,319	75,235	685,275	278,647
- LTTA technical	0	0	451,885	259,055	641,386	213,720	364,424	174,862	1,457,695	647,637
- STTA	0	0	541,862	484,395	769,094	399,626	436,985	326,966	1,747,941	1,210,986
- Support	0	0	229,386	135,219	325,580	111,556	184,989	91,273	739,954	338,048
- Reimburables	0	0	566,662	453,073	804,294	373,785	456,985	305,824	1,827,942	1,132,683
State 5 - Kwara										
- PSA	0	0	1,554,597	674,341	2,380,477	778,085	923,042	276,653	4,858,115	1,729,078
- LTTA Management	0	0	222,295	103,677	340,390	119,628	131,988	42,534	694,673	265,839
- LTTA technical	0	0	456,939	241,995	699,688	279,225	271,308	99,280	1,427,935	620,499
- STTA	0	0	561,969	542,723	860,516	626,218	333,669	222,655	1,756,155	1,391,596
- Support	0	0	235,504	131,839	360,616	152,122	139,831	54,088	735,950	338,048
- Reimburables	0	0	668,790	505,871	1,024,085	583,697	397,094	207,537	2,089,970	1,297,105
State 6 - Lagos										
- PSA	0	0	1,266,648	659,355	2,111,081	554,458	844,432	284,722	4,222,161	1,498,535
- LTTA Management	0	0	198,861	99,812	331,435	83,933	132,574	43,101	662,871	226,846
- LTTA technical	0	0	412,948	248,328	688,247	208,822	275,299	107,233	1,376,495	564,383
- STTA	0	0	418,887	465,240	698,144	391,225	279,258	200,899	1,396,289	1,057,364
- Support	0	0	239,385	159,453	398,976	134,085	159,590	68,855	797,952	362,393
- Reimburables	0	0	661,500	602,880	1,102,499	506,967	441,000	260,334	2,204,999	1,370,181
Man & Support costs - Abuja										
- PSA (Federal)	628,777	230,544	0	0	0	0	0	0	628,777	230,544
- LTTA Management	853,615	370,225	853,615	370,225	853,615	370,225	853,615	370,225	3,414,460	1,480,901
- LTTA technical	723,242	365,331	723,242	365,331	723,242	365,331	723,242	365,331	2,892,969	1,461,324
- STTA	788,566	711,368	0	0	0	0	0	0	788,566	711,368
- Support	966,234	413,952	966,234	413,952	966,234	413,952	966,234	413,952	3,864,935	1,655,808
- Reimburables	979,478	609,731	979,478	609,731	979,478	609,731	979,478	609,731	3,917,912	2,438,922
Sub totals										
- PSA	628,777	230,544	9,665,469	4,654,679	14,879,931	4,329,612	6,825,770	2,312,354	31,999,947	11,527,189
- LTTA Management	853,615	370,225	1,995,601	937,083	2,615,953	897,057	1,642,988	641,879	7,108,157	2,846,245
- LTTA technical	723,242	365,331	3,185,781	1,662,487	4,535,965	1,579,582	2,429,640	992,297	10,874,629	4,599,697
- STTA	788,566	711,368	2,658,730	2,545,265	4,105,658	2,429,405	1,844,302	1,233,885	9,397,256	6,919,923
- Support	966,234	413,952	2,288,397	1,170,758	3,018,661	1,118,618	1,881,366	774,530	8,154,658	3,477,859
- Reimburables	979,478	609,731	4,314,062	3,423,443	6,130,780	3,182,474	3,275,673	1,918,893	14,699,992	9,134,540
Total	4,939,912	2,701,151	24,108,041	14,393,716	35,286,949	13,536,748	17,899,739	7,873,838	82,234,640	38,505,453