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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. Three related sets of activities have dominated the work of ESSPIN over the last three months. The first has been concerned with getting to know the new political players and the new policy priorities following the election period. The second has been establishing the extent to which the partner states will commit to school improvement through the provision of resources and cost-sharing with ESSPIN. The third set of activities has been concerned with developing a strategy and work plans post Mid-term Review (MTR).
2. The beginning of the political cycle presents opportunities for DFID-ESSPIN. The new political leaders have taken up office at a time when ESSPIN is well-established and well-regarded amongst officials in the partner states. The situation is helped by a general perception within states that DFID-ESSPIN has a valuable contribution to make and that achievements to date have been positive. This position as trusted interlocutor has guaranteed a seat at the table in policy discussions in each of the states and has provided opportunities to influence future directions.
3. Evidence of this influence can be seen in the willingness of education authorities to commit resources in support of ESSPIN-inspired activities. Instances of this, written in plain English, have been captured in this report and appear in text boxes in the narrative section 2. They include:
 - The release of a three year backlog of Federal UBE Intervention Funds to finance educational development in Kano.
 - The extension of ESSPIN school improvement model to up to 900 schools in Kaduna.
 - The expansion of the State School Improvement Team and school advisory service in Kwara.
 - The planned expansion of school improvement in Lagos following the release of federal funds.
 - The invitation to ESSPIN in Enugu to advise on the Governor's "Special Intervention" for Education.
 - Agreement to finance a national programme of School-based Management development through UBEC.
4. In order to facilitate the use of state funds in support of school improvement, DFID-ESSPIN is conducting discussions with the states on spending priorities and costs. This costing information is enabling states to fit the replication of ESSPIN-inspired activities within the projected resource constraints of their State and Federal funds.
5. ESSPIN has also developed a means of deriving spending options based on the needs identified through analysis of Annual School Census (ASC) data. This allows states to target

resources in a much more systematic way than before. This method of interrogating the available data has been labelled the Integrated School Development (ISD) model and there are a number of references to it in the State Narrative reports in Section 2 of this Report. It not only demonstrates the value of data capture and management for practical planning purposes, it is providing a means of determining resource allocation so that spending is more coherent and related to needs.

6. ESSPIN has been able to exert influence at a time of general freeing up of government finances following the elections. Access to UBE Intervention Funds (UBE IF) has been a critical factor, as regular state finances leave little for development spending beyond the payment of salaries. However, in this too, DFID-ESSPIN can claim some influence. The recent relaxation of UBEC funding rules that has facilitated increased disbursement for school development has been partly in response to ESSPIN lobbying.
7. Negotiating an expansion of school improvement beyond the original ESSPIN pilot areas, using leveraged government funds has been hard work. However, in each of the partner states, there are now either agreed targets or an agreed means of deciding targets within the next month or so. The table below shows compares the extent of the ESSPIN school development model to date with the projections by the end of the programme. The expected increases have been derived from agreements with state governments on the commitment of state funds.

State	No of Public Primary/JSS Schools in Phase 1 (To July 2011)	No of Public Primary/JSS Schools in Phase 2 (To July 2014) ¹
Jigawa	198 (9%)	600 (27%)
Kaduna	165 (4%)	850 (21%)
Kano	314 (5%)	3300 ² (53%)
Kwara	1440 (81%)	1788 (100%)
Lagos	100 (8%)	600 (48%)
Enugu	91 (6%)	600 (40%)
Total	2308 ³ (14%)	7738 (45%)

8. These targets will determine the work plans of the ESSPIN state teams for the next three years. This process of target setting has been a necessary part of the post-MTR redefinition of ESSPIN strategy, which is currently being discussed with DFID. A revised strategy will be presented to DFID in early October.

¹ Note that the numbers of schools are the total in the scaled up state programmes

² This target is still the subject of intense discussion in respect of the State capacity/resource implications. It may be revised downwards.

³ Of these, 1095 received the full school improvement package and 1213 (all in Kwara) received teacher and head teacher training only

9. As in previous quarterly reports, each state narrative summary is supplemented with a table of key results. This is also summarised in a single table at the end of Section 1. The re-conceptualisation of the logframe indicators, which is part of the on-going reappraisal, may require some adjustment to the list of key numbers reported in subsequent reports. However, pending agreement on a definitive list of reporting items and in the interests of maintaining time-series data, the items in the key numbers tables have not been changed.
10. Annex 1 provides an overview of budgets and expenditure for the programme as at 30 September 2011, broken down by Output and by State.

The political environment

11. Security is a major concern following the bombing of UN House in Abuja and the continued violence in various parts of the country. Of the ESSPIN partner states, Kaduna has manifested the greatest security threat, but Kano has also had tense periods. The activities of armed militants attached to Boko Haram are a particular source of concern to a programme aimed at developing what would be regarded as forbidden “western” education.
12. The general air of optimism that accompanied the start of the new electoral cycle remains, despite the deteriorating security and complaints of government inertia over issues such as the payment of the national minimum wage. The release of government funds after the protracted election-related financial drought may have softened some of the criticism.
13. Within the education sector at the Federal level politicians are making the right noises. The Minister of State is clearly someone who wants to get things done. The Minister’s Four Year Strategy appears to be addressing some of the fundamentals and there are hopes that it will be taken beyond a listing of aspirations and result in some implementable proposals for reform identifying responsibilities, timescales and resources.
14. Education has been identified as a major priority in most of the ESSPIN partner states. There are some grounds for optimism that this is more than a rhetorical convenience. The test will come through the release of budgeted funds. At the state level, most of the new Commissioners seem technically-minded and interested in improving education, rather than run-of-the-mill politicians. This provides an obvious opportunity for ESSPIN state teams to for purposeful engagement. ESSPIN also hopes to capitalise on this favourable situation on a national scale through an invitation from the chairman of the Education Commissioners’ Forum to facilitate a series of discussions on issues of common concern.

Changes in key personnel

15. Since the last quarterly report a new Federal Minister of State has been appointed. He is Chief (Barr.) Ezenwo Nyesom Wike.

16. Mal. Mohammed Usman has been reappointed as Commissioner for Education in Kaduna. Prof Haruna Wakili has been reappointed Commissioner of Education in Jigawa. The new Commissioner of the renamed State Ministry of Education and Human Capital Development in Kwara is Alh. Raji Mohammed. The Commissioners of the other partner states are: is Dr. Simon Ortuanya in Enugu; Mrs Oluyinka Oladunjoye in Lagos and Barrister Farouk Iya in Kano.
17. Within ESSPIN, Alero Ayida-Otobo has stepped down from her role as Federal Lead Specialist Retaining her connections with ESSPIN, she is now senior adviser to the Federal Minister. Her role will be taken over by Nguyan Fesse, who will combine this job with her existing role of Output 2 Lead Specialist. Unfortunately, Nguyan is currently absent, because her daughter was seriously injured in the UN House bombing. However, with the recent improvement in her daughter's condition, she will start spending time back in Nigeria, starting with a three-week visit in October. Our thoughts and prayers go out to her and her family.

Coordination

SLP coordination

18. Political engagement remains the unifying theme of SLP coordination. At state level, joint SLP engagement strategies are being drawn up, with various meetings scheduled for October. The SLPs have cooperated in briefing sessions for the new state governments and have been active in the various transition committees that have been at work since the elections.
19. ESSPIN has taken advantage of the work that SPARC has done with the Secretariat of the Nigerian Governors' Forum (NGF) and the MDG Office. The opportunity that the NGF contact affords may be confined to providing information and assisting the Secretariat in bringing education issues before the Governors. This is important work, but the pay-off is difficult to quantify. With the MDG Office, however, there are real opportunities for ESSPIN to influence significant funding flows. As will be seen from the state narrative reports below, ESSPIN is already influencing the spending of Conditional Grants Scheme funds in partner states. At the central level, relations with the MDG Office will extend to the provision of technical assistance.

Coordination with other International Donor Partners

20. A potentially productive avenue of donor coordination is being forged with USAID and its Northern Education Initiative (NEI) over the development of national Education Management Information Systems (EMIS). After a long and involved saga of advances and regression, there is now a strong possibility of significant progress. This is due to a combination of factors: DFID-ESSPIN has demonstrated successful data gathering and inputting methodologies; NEI has developed a user-friendly EMIS tool-kit for data analysis; and a source of central funds has been identified to subsidise the decentralised Annual

School Census. For the first time, there is a prospect of a rational national system of data capture and handling. It is early days to trumpet victory and the position of UNICEF is yet to be determined. However, there is a real sense in which the ground has shifted, and this has been largely due to donors aligning their approaches and offering patient, practical advice to government.

21. Discussions with the Northern Education Initiative on strategic planning and organisational development took place in July, when ESSPIN specialists from Kano attended an NEI meeting in Sokoto.
22. This quarter there has been little direct contact with UNICEF, initially because of UNICEF's on-going development work with DFID on the third Girls' Education Project and latterly because of the disruption caused by the bomb at UN House. It is however, important that ESSPIN and UNICEF resume discussion over a number of issues, particularly relating to EMIS and the UBEC-sponsored roll-out of School-based Management Committees (SBMCs).
23. Collaboration between DFID-ESSPIN and the World Bank over the Kano Conditional Cash Transfers for Girls' Education (CCT-GE) project has been a stop-go affair, because of uncertainty over the use of remaining SESP funds to subsidise the Government of Kano's outstanding commitments. Bank funds agreed before the end of June to cover the second tranche of transfers were not utilised and the disbursement was halted. It now transpires that these funds may still be available. DFID-ESSPIN is attempting to clarify the situation and find agreement with Kano State Government on a way to safeguard the CCT programme.

Key numbers for July-September 2011

24. 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	10,122	15,856	26,222	9,372		
2	Girls with access to separate toilets		10,710	670	3,165		
3	Learners benefiting from new/ renovated classrooms						
4	Learners benefiting from school health clubs						
5	Learners benefiting from direct school funding		10,432	152,912	34,036		
6	Community members sensitised / trained to serve on SBMCs						
	Male	540	25,654		1,602	2,215	1,209
	Female	360	13,813		1,250	3,774	719
	Total	900	39,467	4,500	2,852	6,089	1,928
7	Learners benefiting from Challenge Fund projects	3,054	1,595		907		
8	Learners in IQTE schools receiving basic education	1,026	1,000	68			
9	Female learners benefiting from cash conditional transfers			2,982			
10	Teachers trained (male and female) i.e. person days of training						
	Male	67		14,00	6,000		480
	Female	3		238	8,414		2,720
	Total	70	480	1,638	14,414		3,200
11	Head teachers trained (male and female) i.e. person days of training						
	Male	420		160	5,000		75
	Female	12		40	2,232		288
	Total	432		200	7,232		363
12	State/LGEA officials trained i.e. person days of training						
	Male.....		3,572			235	1,922
	Female.....		707			213	1,375
	Total.....	479	4,279	829	14,934	448	3,297
13	Schools inspected using QA methodology			27		195	

Section 2: State Progress Summaries

Jigawa

Introduction

25. UBEC has approved the SUBEB proposal on the utilization of the UBEC-IF Teacher Development Funds to replicate the ESSPIN model of school improvement. This will cover 25% of schools and 5000 teachers in the 1st phase commencing in the end of September 2011
26. The 2010/11 Annual School Census Report was completed and validated. The highlights of this report indicated a slight improvement of 6% in the total school enrolment in Jigawa basic education schools, with an increase of 12% girls' enrolment.
27. Other developments in Jigawa in this quarter have included:
 - Prof Haruna Wakili has been re-appointed Commissioner of Education for a second term.
 - One of the ESSPIN LGAs (Miga) has been awarded N200m of MDG conditional grants.
 - A political engagement (PE) process has progressed with the updating and completion of the State Drivers of Change (S-DOC) and PE strategy documents.
 - A joint SLP workshop (led by SAVI) was organised to engage State House of Assembly members on DFID intervention programmes in Jigawa State.

Output 2: State and Local Government support to school improvement

28. The concept of Integrated School Development (ISD) was introduced to the SUBEB and related agencies. SUBEB is working with ESSPIN to articulate a framework for the selection of schools, to review LGEA plans and to incorporate the plans into the SUBEB strategic plan. A workshop was organised for 45 state officials to determine the steps for SUBEB to adopt ISD as a planning tool.
29. Three LGAs selected to receive N200 million from the MDG Conditional Grants Scheme (CGS) were engaged to determine priorities and funding strategies. ESSPIN Jigawa is collaborating with the MDG state coordination office to use Integrated School Development as the basis for planning CGS monies. A joint workshop with the SUBEB and state MDG office was organised to review LGEA annual work plans, incorporate the MDG Action Plans into LGA proposals and fill in the missing gaps. Further engagement with SUBEB is in process to select schools for school improvement.
30. ESSPIN is supporting the development of the 2012/14 MTSS review by supporting 40 state officials from the Education Sector. The office of the Secretary to the State Government and Ministry of Planning and Budget are collaborating with ESSPIN and SPARC to integrate the process with the work in other MDAs. The ESSPIN-supported document is being used as a template for other MDAs and is being regarded as 'best practice' for others to emulate.

Key performance indicators will also be produced to monitor the implementation of the MTSS and budget performance.

31. ESSPIN provided some support to the UBEC NALABE and Federal Ministry of Education Monitoring Learning Achievement Tests conducted in June and September respectively. Although the state was neither administratively nor technically prepared to conduct the tests due to poor communication and logistics, the exercises will still provide a basis for policy decisions. About 50 schools were selected and 1200 pupils were tested.
32. The Planning Department of the SMOEST has begun the process for the development of the 2011 AESPR. It has been acknowledged that ESSPIN's support to the completion of the 2010/11 ASC Report has been instrumental in providing essential data and is linked to the review of the 2012/14 MTSS cycle.

Output 3: School Improvement

33. Twelve state officials have been engaged in the development of Learning Outcomes Benchmarks (LOB) for Basic education schools. This document will be shared in a stakeholders' forum for approval and dissemination to LGEAs and schools. It is hoped that the LOB will be incorporated in the state plans and MTSS targets for teacher training in the 2012 budget proposal.
34. A School Advisory Unit has been established in SUBEB with a substantive Coordinator and support staff. The unit has set the stage for the recruitment of qualified educators to serve as School Support Officers (SSOs) in preparation for the replication of the teacher training using the school improvement model. Approval has already been given to purchase laptop computers and motorcycles to enhance the work of the SSIT and SSOs.
35. The final phase of head teacher and teacher training programme was concluded in June. A total of 6,869 person days of training was delivered to 432 teachers. The SSIT have been trained on the consolidation of teacher and school management, thus establishing a professional development cadre for SUBEB to roll out the replication model in the State. The next phase will commence with work at school level on lesson planning and consolidation of the Learning Outcome Benchmarks in literacy and numeracy.
36. This quarter, a significant milestone is achieved in school infrastructure programme with the completion of 27 additional water points. A total of 10,122 pupils and a significant proportion of community members are benefiting from the water pumps. Civil works on the toilets and classrooms are still in progress. ESSPIN has re-awarded the contract to more credible contractors and it is expected to be completed by November.

Output 4: Community engagement in school improvement and learner participation

37. Thirty seven joint teams of Social Mobilisation staff and CSO personnel - Civil Society-Government Partners (CGP) have been working to establish and support children's and women's committees on SBMCs in pilot schools. CSO monitoring reports indicate that 85% of nominated women and 70% of children attend SBMC meetings in 19 selected communities.
38. Work in the Jigawa special projects is progressing well with support from the LGAs.
- **Girls Education:** The pilot in Miga LGA is building stronger commitment of women's groups in the implementation of gender/girls education activities. Progress was delayed by the elections and public holidays which affected the tempo of work, but this has provided lessons to guide implementation in Roni and Birniwa in October. TA input will continue to provide direction for implementation in the remaining 2 LGAs.
 - **IQTE:** Pupil attendance in the Tsangaya pilot schools has been around 97% and the community teachers have performed well. ESSPIN's first pupils' test showed that about 85% of children could read the alphabet, 70% could write their names and can also name the days of the week/months. ESSPIN will conduct further structured tests to evaluate the learning outcomes in November 2011. The success of this pilot has encouraged 2 communities in Miga and Birniwa to open similar classrooms in 3 villages (Sannasani, Takalafiya and Maiso villages) with an enrolment of 126 pupils. It is hoped that these communities will collaborate with the Islamic Education Bureau to consolidate this gain and similar developments will occur in other villages.
 - **Challenge Fund Initiative:** The community education for nomadic children initiative was launched with the distribution of essential teaching and learning materials to 3054 pupils (1684 male, 1370 female). ESSPIN has delivered 5 days training for the 80 school committee members, 40 volunteer teachers and 9 state level coordinators. Teaching commenced in June to ensure that the targeted schools have enough pupils ahead of the migration period. At the moment, the total attendance rate has been about 60% and is expected to rise at the end of the rainy season in November. The Agency for Nomadic Education has support this pilot with additional materials: mats, writing materials and water containers worth N350,000.

Major features of the work plan for the coming months

39. The next phase of ESSPIN engagement will focus on the implementation of the agreed replication of school improvement by the SUBEB. There is strong optimism that the SBMC component will be incorporated in the model to further consolidate community participation at school level.
40. ESSPIN will work with SUBEB and the MDG office to help in the selection of schools for school development. Already work is in progress to determine budgets, identify school selection criteria and selection modalities. MDG funded inputs will be incorporated into the 2012/14 MTSS targets to ensure inclusion of activities in the 2012 budget.

41. Dialogue will continue with Islamic Education Board (IEB) and SUBEB on the Federal Almajiri school programme to create better understanding of alternative intervention models and how the state could explore the ESSPIN model for better outcomes.

Summary of leveraged resources from the state

Date	Amount	Activity	Agency	Remarks
July	200,000	ASC data cleaning	SUBEB	In preparation of the 2010/11 ASC report
Pledged	N5,200,000	Support to SSIT and SSOs	SUBEB	Provision of laptops and motor cycles
July – September	N 85,000	Monitoring of school infrastructure programme	SUBEB	Audit of School Grants account
September	N300,000	Provision of additional mats and water tanks to schools	Agency for Nomadic Education	Launching of the Challenge Fund programme and provision of additional materials for nomadic schools
September	N150,000,000	Replication of the SIP teacher training programme	SUBEB	UBEC has approved SUBEB's action plan to utilise the funds for this purpose.

Jigawa key numbers

<i>Indicator</i>	<i>Last quarter (July – September 2011)</i>	<i>Cumulative from July 2010</i>
People accessing water from new units	10,122	19105
Girls with access to separate toilets	-	-
Learners benefiting from new/ renovated classrooms	-	-
Learners benefiting from school health clubs	-	6417
Learners benefiting from direct school funding	-	76255
Community members sensitised to education issues/ trained to serve on SBMCs	900(540 male, 360 female)	5608 (3365 male, 2243 female)
Learners benefiting from Challenge Fund projects	3054 (1684 male, 1370 female)	3054 (1684 male, 1370 female)
Learners in IQTE schools receiving basic education	1026 (637M,369F)	1026 (637M,369F)
Female learners benefiting from cash conditional transfers	-	-
Teachers trained (male and female) i.e. person days of training	70(67 male, 3 female)	7222 (6059 male, 1163 female)
Head teachers trained (male and female) i.e. person days of training	432 (420 male, 12 female)	6869 (6377 male, 492 female)
State/LGEA officials trained i.e. person days of training	SIP 196 CF 9 IQTE 6 CGP 111 Visioning 60 ISD 45 ASC 12 MTSS 40	SIP 2714 CF 9 IQTE 6 CGP 1399 Visioning 160 ISD 45 ASC 12 MTSS 150
Schools inspected using QA methodology	-	19

Kaduna

Introduction

42. Post-election violence in Kaduna has calmed down though there are still tensions, which possibly contributed to a late (July) formation of the new Cabinet. There is continuity in Education with the same Commissioner and PS as before elections. There is, however, a new SUBEB Chairman, the former Provost of the State College of Education. In August, a serious fire in SUBEB gutted the Chairman's wing. A committee has been formed to investigate.
43. The Commissioner for Education has been proactive in reinforcing the State's commitment to replicate good reform practice by ensuring that N150M UBEC funds are allocated according to needs and state priorities within the Ministry's strategic plan. Replication of ESSPIN model of integrated school development (ISD), which has been adopted by the State, has been allocated N117,000,000 for interventions in 500 schools.
44. In July, ESSPIN made a presentation to the Ahmadu Bello Memorial Foundation on the state of education in the north. As a result, ABMF will ask its Trustees to approve the convening of a Northern Governors' Forum on Education. ESSPIN will support such an event, if it comes off, with technical advice and relevant presentations. ESSPIN has also met with the new, more politically balanced, Education Committee of the House of Assembly in a positive meeting. Further engagement is agreed once the House resumes.

Output 2: State and Local Government support for school improvement

45. The Ministry has printed the 2011-2013 MTSS report. The 2012-2014 MTSS is in progress with the Ministry in charge. All education MDA activities have been collated and costing has started, using a new template recently adopted by MoEP. The 2010-11 Annual School Census report is ready for publication, as is the 2010 Annual Education Sector Performance Report (AESPR), once stakeholder approval is given.
46. LGA Chairmen of Ikara, Lere, B/Gwari (non ESSPIN LGA/LGEAs) have presented formal letters inviting ESSPIN to support the development of their education proposals for the drawdown of N 200M under the MDG- CGS scheme. These proposals will replicate the ESSPIN proposed ISD model across selected schools in the first phase.
47. The 156 Quality assurance (QA) reports that have been quality assured and sent back last quarter are still being revised under the supervision of Coordinating Directors. The quality of reports is still below standard and this will inform planned training. Over 30 QA reports from specially evaluated SESP schools have been entered into the new QA database. These evaluations were conducted by 10 experienced evaluators in the State, so the reports passed the quality check. These evaluators will now be used as master trainers within the State.

Output 3: School improvement

48. 52 water points and 20 VIP toilets have been formally handed over to their schools and communities, benefiting 16,900 and 6,500 learners respectively. Artisans from each SBMC are being trained to carry out simple repairs to the bore-holes and pumps. School Health Club training, delayed by post-election violence, begins this month. A number of government bodies have shown an interest in this work, including the Rural Water and Sanitation Agency (RUWASA), SUBEB and the LGEAs. Donor and civil society organisations such as PATHS2, ENR, UNICEF and KADSACA have also been interested in this initiative.
49. The SUBEB Advisory Service Unit has oriented staff in 18 LGEAs on new job descriptions and a training framework for District Support Officers (DSOs), School Support Officers (SSOs) and Heads of Department in 18 LGEAs. Local Government Chairmen were invited to all sessions. Implementation plans for ESSPIN School Improvement replication using UBEC and MDG funding are well in train.
50. ESSPIN-supported reform work at Gidan Waya College of Education has concluded, but ESSPIN has urged the Commissioner to consider further pre-service reform a priority.

Output 4: Community engagement in school improvement and learner participation

51. ESSPIN supported further strengthening of Kaduna's Civil Society-Government Partnership through (a) training 40 CGP members on women/children committees and advocacy; (b) arranging support visits to 4 CSOs and 5 LGEA offices; and (c) supporting the CGP to hold SBMC cluster review and refresher sessions across 7 Pilot LGEAs.
52. Ahead of a media engagement session scheduled for October, 14 partner CSO staff (7 males and 7 females) attended a preparatory 'Advocacy and Communication Strategies' workshop to identify grass-roots education advocacy issues to present to the State House of Assembly.
53. 36 volunteer IQTE community teachers (18 male/18 female) and 6 support teachers from 3 LGEAs are now teaching basic literacy and numeracy lessons following ESSPIN-led training. This teaching is taking place in 16 Tsangaya pilot cluster schools and reaching approx. 1,140 children. The Commissioner for Education attended a ceremony where a set of support materials (mats, blackboards and teaching / learning materials) was handed to each school.
54. In September, the State Committee on Inclusive Education reviewed its 2011-2012 Work Plan. The Private Schools Board and Albino Association attended, thus bringing membership to 30 organizations. The out-of-school household survey data analysis is complete and SUBEB will release findings soon. 1,500 school bags and 3,000 exercise books have been acquired for the Challenge Fund, which will begin implementation this month.

Major features of the work plan for the coming months

55. The priority task facing ESSPIN Kaduna is the finalisation of a Work Plan for School Improvement replication activities which will now target up to 600 schools. The availability of MDG Conditional Grant Scheme monies for school development in four Kaduna LGAs means that this number may increase to around 900.

Kaduna State makes a major commitment to improve schools following UKaid model

The head of education in Kaduna has reacted to the poor quality of teachers in his state by devoting virtually all the funds his state gets from the Federal Government to a programme of school improvement pioneered by UKaid. In the past the State has spent millions of naira on ineffective in-service training for teachers. Last year nearly 90% of the teachers in the state scored less than 25% in tests that measured their fitness to teach primary school children.

Over the past two years, the UK-funded ESSPIN programme has been working on a new approach to reform schools. This focuses on developing the professional skills of head teachers, teachers and support staff in the Local Government Education Authorities. At the same time, the programme has strengthened education management at state and local government levels and supported School Based Management Committees which provide opportunities for community pressure for school development.

This year, Kaduna will use the money it gets for teacher training from the Federal Universal Basic Education Commission to roll out the ESSPIN model. This is a major breakthrough, because, for the first time, the state is making a major commitment to follow the lead that UKaid has provided. N120 million (just under £500,000) of state funds will be spent to upgrade 500 primary schools. The money will be spent on training 500 head teachers and 3,000 class teachers and benefit around 150,000 children. A School Advisory Service will also be set up to make sure the training is followed up in the future.

In a separate move, four local governments receiving grants from another central government source, the MDG Office, have expressed strong interest in developing school improvement initiatives following the ESSPIN lead. When this happens the number of revamped Kaduna schools will be around 900 affecting over 300,000 children in the state.

Kaduna Key Numbers

	Indicator	Quarter: Jul-Sept 2011	Cumulative from July 2010
1	People accessing water from new units <i>See Note 1</i>	Learners: 15,856 Community households: 16,850	Learners: 25,814 [M/13,436 F/12,378] Community households: 16,850
2	Learners with access to separate toilets <i>See Note 2</i>	10,710	10,710 [M/5,375 F/ 5,335]
3	Learners benefiting from new/renovated classrooms <i>See Note 3</i>	0	0
4	Learners benefiting from school health clubs <i>See Note 4</i>	0	0
5	Learners benefiting from direct school funding <i>See Note 5</i>	10,432	52,432 [M/28,644 F/23,788]
6	Community members sensitised, trained and supported (person training days) <i>See Note 6</i>	39,467 * Gender estimate: 35% F / 65%M	39,467 [M/13,815 F/23,788]
7	Learners benefiting from Challenge Fund projects <i>See Note 7</i>	1,595	1,595 [M/986 F/609]
8	Learners in IQTE schools receiving basic education <i>See Note 8</i>	1,000	1,600 [M 1,207 F/393]
9	Female learners benefiting from CCT <i>See Note 9</i>	N/A to Kaduna	N/A to Kaduna
10	Teachers trained (person days of training) <i>See Note 10</i>	480	8,000 [M/4,125 F/ 3,875]
11	Head teachers trained (person training days) <i>See Note 11</i>	0	2,957 [M/2,331 F/626]
12	State/LGEA officials trained and supported (person training days) <i>See Note 12</i>	2,804	7,889
	(A) Min/SUBEB/LGEA staff in Output 2 work areas	[M/2,441 F/ 363]	[M/6,615 F/ 1,274]
	(B) SSIT	0	1,464 [M/915 F/549]
	(C) School Services DSOs/SSOs (at LGEA level)	1,475 [M/1,131 F/ 344]	3,608 [M/2,368 F/ 1,240]
	(D) Social Inclusion Staff (Min, SUBEB & LGEA level)	0	1,423 [M/1,057 F/366]
	TOTAL FOR (A) – (D) :	4,279 [M/3,572 F/707]	10,105 [M/7,383 F/2,722]
13	Schools inspected using QA methodology <i>See Note 13</i>	0	531

NOTES IN RELATION TO THE FIGURES ABOVE:

Note 1 – Learners: new beneficiaries total this quarter is made up of (a) an increased enrolment in the 21 schools already in receipt of water points of 1,749 learners plus (b) 14,107 new beneficiaries from the 37 water points installed in Phase 2 of the ESSPIN infrastructure programme. Added to the previous learner total of 9,958, this brings cumulative total to 25,814

Communities: proxy calculation pending more detailed counting based on approx. number of households in each school community area, with an average of 350 households per school area in the North; 300 in the Centre; and 250 in the South.

Note 2 – 21 VIP toilets with separate boy/girl cubicles within ESSPIN supported schools

Note 3 – Classroom Blocks are due for handover in October. Result Numbers will be included in next Quarterly Report.

Note 4 – School Health Club programme due to launch Sept/Oct 2011. Result Numbers will be included in next Quarterly Report.

Note 5 – the ASC figures for 2011-2012 show a marked change in enrolment across the 165 pilot ESSPIN Schools, with an increase of 10,000 learners over the 2009-2010 ASC. This explains the current quarter figure when there have been no new schools benefiting from DFS.

Note 6 – this result is now calculated in person training days and includes (a) initial training for potential SBMC members; (b) follow-up Cluster-based training; (c) training days under the CSO Mentoring programme; and (d) training for SBMC artisan members on how to carry out simple maintenance tasks for bore-holes and pumps.

Note 7 – 1,595 learners benefiting from Challenge Fund inputs to 12 Schools within 2 Districts (one in Makarfi in the north; one in Doka District in Kachia in the Centre)

Note 8 – 1,000 learners in Tsangaye Schools benefitting from basic literacy & numeracy teaching from Community Teachers Trained under IQTE pilot activity in 3 LGEAs

Note 9 - Kaduna has no specific CTT programme for girls in place.

Note 10 –There was no further training of core subject teachers within the 165 ESSPIN Schools in the period under review. There was, however, training of 32 **IQTE Community Teachers** in the IQTE pilot schools in 3 LGEAs (Makarfi, Kudan and Kajuru)

Note 11 – no further formal training of the 165 HTs in ESSPIN pilot schools

Note 12 – State officials trained are broken down into 4 different groups. Training person days include both formal workshop activities and on-the-job mentoring.

Note 13 – Period under review has been the summer holiday period so no School Evaluations have been held.

Kano

Introduction

56. Activity in Kano from July to September 2011 has focused on establishing the working relationships necessary with new government and State House of Assembly counterparts to implement the Integrated Approach to School Improvement and invest effectively the newly-accessed federal resources for the benefit all children in the State. Both the new opportunities and the differences of opinion testify to the dynamic nature of education sector reform in Kano State at present.

Output 2: State and Local Government support for school improvement

57. The third quarter of the year is when education sector monitoring, planning and review cycles reach their peak. These processes allow assessment of how well children of the State are being served with education access, equity, quality and completion, and therefore what improvements should be prioritised.
58. The Annual School Census (ASC) has been drafted by SMOE EMIS Unit with substantially less ESSPIN technical support than in previous years. Establishment, equipping and training of the SMOE M&E Unit is another landmark reached. For the Annual Education Sector Performance Review report, the public financial management team have made particular efforts to gather accurate and complete data from each MDA and LGA on education financing and budget implementation. Whilst some data gaps remain, the progress is significant, especially since teacher quality and children's learning measures based on ESSPIN studies are also included for the first time.
59. These documents form the basis of the 2012-14 Medium Term Sector Strategy, which is also being drafted now. This will inform the education sector response to the Budget Call Circular which is expected shortly. A further innovation is the Integrated School Development process. ASC data have been used to score each school on 22 capacity indicators, allowing LGAs to band them and prioritise investment of SUBEB and Federal funds using a rational, evidence-based method over the medium term. Together with School and LGA Report Cards, there is a real sense that EMIS data is becoming the foundation for decision-making in the interests of school children. The new administration has undertaken a payroll review to ensure that all possible funds available for expenditure in the education sector are used for constructive purposes. ESSPIN is continuing to assist SUBEB with preparations for the full payroll audit, which will interrogate pay scales and increments much more thoroughly.
60. Simultaneously, a series of briefing and consultative meetings have been held to advance the functional and financial reviews, which could not be finalised during the last weeks of the previous administration's tenure. Some aspects, such as the title and status of the proposed Quality Assurance Agency, are likely to be modified in the final configuration from that envisaged when the analyses and technical recommendations were prepared.

However, a firmer sense of ownership by the new government of the ensuing institutional frameworks will result. That in itself improves prospects for the next stages of the organisational strengthening and reform process to be implemented: alignment to the revised mandate, vision and mission of each department of their staff establishment, job descriptions, person specifications, training and capacity building, so that they can do a better job of supporting teachers and learners in schools.

61. ESSPIN technical support has led to the Inspectorate Task Team (ITT) successfully completing the assessed practical components (school visits and reporting) of their QA External Evaluator accreditation scheme. A valuable mentoring collaboration with the federal inspectorate was also completed. In the 2011-12 academic year, the ITT will lead a step-down process of QAEE training and practical accreditation for up to 500 colleagues, in the process of which all ESSPIN partner schools will be subject to an external evaluation – as these are the schools in Kano State which are QAEE-ready in terms of having an active SBMC, trained head teacher, school self-evaluation completed and a school development plan of adequate quality and some school direct funding in place. Taken together, this represents a major shift towards a focus on the quality of learning opportunities and school environment for all 7,000 schools of the State.

Outputs 3 and 4: School improvement community engagement and learner participation

62. All N2.2bn of UBEC funding outstanding from 2008 and 2009 is being invested by KSG in new classroom blocks: 3 x 4 classrooms and 1 x 2 classrooms for each of the 44 LGAs, totalling 176 blocks and 616 classrooms which will accommodate around 31,000 children. Water and sanitation investments will follow using 2010 funding. ESSPIN sits on the Technical Project Team board supervising this programme on the strength of experience gained from our existing infrastructure work, advising on areas such as quality of materials and community monitoring of the contractors.
63. Unfortunately school site selection went ahead before ESSPIN involvement was sought. EMIS data on schools with outside classrooms or in dire need of repair, and the evidence that JSS places (especially for girls) are needed more than primary ones, was apparently not consulted.
64. The bundle of school improvement training, cluster meetings and support visits for communities, SBMCs, head-teachers and teachers has continued to be rolled out to our 312 partner schools through CSO/Government partners (CGP), the State School Improvement Team, Quality Standards Team and State Task Team. A review of Direct Funding of Schools implementation was conducted in order to draw lessons for improvement in Cycle 2.
65. Substantial progress has also been made towards securing access to the core curriculum by children in IQTE schools, through successful establishment of the Tsangaya farming pilot, and development of the SUBEB-based management committee for IQTE. Testimonials to the value of this work to participating malams have been captured in our updated *ESSPIN*

Kano Impact document. We have also launched the studies into choice of Islamiyya education for girls, and the relationship of Tsangaya with the Al-Majiri phenomenon. Intensive work with the SUBEB Social Mobilisation Department, media and civil society groups are further aspects of our communications and knowledge management strategy. At the time of writing, Kano CCT has been suspended on the instruction of Governor Kwankwaso, whilst strenuous attempts are made to secure the top level political leadership and funding commitments needed to resume operations.

Major features of the work plan for the coming months

66. The sector monitoring, review and budgeting cycle will be completed through a series of government/civil society forums and publication of the key documents. Political engagement analyses coordinated by SAVI and other SLPs will be completed and consolidated. The next steps of the functional review process and payroll audit will be addressed following approval by KSG.

67. The Integrated School Development process will inform MTSS development for some or all LGAs and MDAs in the field of education. QAA accreditation will proceed for inspectors and M&E officers. A joint plan and funding application with SUBEB to UBEC for SSIT operational support will be made. Guidance for the classroom construction programme will continue, and planning for the next phase of ESSPIN water and sanitation inputs. The school quality improvement package will be completed in 33 schools, and continued support for CGP to implement the SBMC and community development programme (monitoring and mentoring, inclusive education, child protection etc) will be delivered. The first IQTE sustainable farming initiative will reach harvest time, and reinvestment of a proportion of the proceeds will occur.

UKaid/ESSPIN CAMPAIGN REAPS EARLY REWARDS FOR NIGERIAN CHILDREN

Within a month of taking office, Governor Kwankwaso of Kano State in northern Nigeria has reacted to pressure from UKaid's education programme (ESSPIN) by accessing N3.5bn (£14m) of untapped Nigerian federal government money as additional funding for education in the state. This amounts to 3% of the entire 2011 Kano State budget and 21% of the 2011 Ministry of Education budget. For the first time in four years, planned school improvements can be fully funded.

Governor Kwankwaso has boldly embarked on free school-meals and uniforms programme to get more children to go to school. But it was ESSPIN's evidence from the classroom that convinced the Governor of the scale of the challenge to raise the quality of teaching and learning in Kano schools. Prospects are now bright for Kano State Government to scale up a package of school improvement measures which ESSPIN is already introducing in 313 Kano schools serving 160,000 children. The new money accessed would be sufficient to repair all the illegible blackboards in Kano schools, provide the first toilets for boys and girls in over 2,800 primary schools, recruit enough teachers to make class sizes manageable (40 pupils in primary, 30 in secondary), and supply the on-the-job training that 62,000 teachers desperately need. Kano's 2,000,000 primary school children now have the chance of a better education.

Kano Key numbers

	<i>Indicator</i>	<i>Last quarter (July - Sep 2011)</i>	<i>Cumulative July 2010 - Sep 2011</i>
1	People accessing water from new units	26,2224	48,6331
2	Girls with access to separate toilets	670	13,407
3	Learners benefiting from new/renovated classrooms	-	-
4	Learners benefiting from school health clubs	WIP5	WIP2
5	Learners benefiting from direct school funding	152,912	152,912
6	Community members sensitised to education issues/trained to serve on SBMCs	4,500	11,547
7	Learners benefiting from Challenge Fund projects	-	-
8	Learners in IQTE schools receiving basic education	68	2,221
9	Female learners benefiting from cash conditional transfers	2,982 (DFID/ESSPIN) out of 11,0506	2,982 (DFID/ESSPIN) out of 11,0503
10	Teachers trained (male and female) i.e. person days of training	1,638 M: 1,400 F: 238	8,331 M:7,023 F: 1,308
11	Head teachers trained (male and female) i.e. person days of training	200 M: 160 F: 40	11,508 M: 10,903 F: 605
12	State/LGEA officials trained i.e. person days of training	829	15,7057
13	Schools inspected using QA methodology	27	77
	Indicator	Last quarter (Apr- Jun 2011)	Cumulative July 2010 - Jun 2011

⁴ 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, therefore figures may fall as well as rise in later quarters.

⁵ School Health Clubs will be established in schools that receive ESSPIN infrastructure, in partnership with PATHS2, when the new facilities are complete.

⁶ 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.

⁷ Includes training of SSIT and ITT.

Kwara

Introduction

68. The new Executive Governor has emphasised his commitment to the reform by commissioning LGEA Secretaries' vehicles at Government House recently. He gave a clear message that Basic Education continues to be his priority and he emphasised that the state's role in positively influencing national education policy should continue.
69. Alh Raji Mohammed has been appointed as the new Commissioner for the renamed Ministry of Education and Human Capital Development. No decision has been made yet on the appointment of Board members of parastatals.
70. Kolawole Babatunde (Quality) and Taiye Fatoki (ODM) have taken up post as new Kwara State Specialists and we have a new VSO Rao Damarla who is supporting the Social Mobilisation Department in SUBEB.

State and Local Government support to school improvement

71. The last State House of Assembly (SHA) could not finalise the revised education policy law. The Ministry is being supported to incorporate the Human Capital Development concept into the framework of the law before re-submission and also to revise its strategic plan to ensure that it complements the work of the reform and eliminates duplication at secondary and tertiary levels. In early October, this will be translated into revised goals for the 2012-2014 MTSS.
72. A targeted political engagement strategy has been developed based on changes in key stakeholders and power relations including with: new SHA for an early passage of the bill; the new Commissioner through an induction programme on the reform agenda and its sustainability; and the Governor and his wife. ESSPIN support to the annual planning and budgeting cycle has greatly reduced this year as funds are leveraged (e.g. ASC N7million) and officers take ownership of the process. LGEAs have been included in the process for the first time through presentation and defence of costed work plans to SUBEB, which will result in considerable MDG funds being leveraged for education in 3 LGAs. Capacity development has been limited to Activity Based Budgeting. The Integrated School Development (ISD) approach using the ASC data to identify schools for development is gaining more ground.
73. The corporate planning process has continued to strengthen the basic education sector through the quarter. SUBEB have signed off their joint SUBEB / LGEA strategic plan. Work will commence in the next quarter on strengthening systems at LGEA level and the relationship between SUBEB and the LGEAs. The report of HRM&D has been reviewed by SUBEB and comments fed back which will determine the work plan for the coming months.

74. The school sanitation project in Kwara was the first to be finalised due to an excellent partnership between SUBEB, the consultant and the contractors. Training has been carried out for furniture makers and artisans from the SBMCs in the 4 pilot LGEAs by a joint MDA team to ensure DFS funds are utilised effectively. This is intended to improve quality and strengthen accountability mechanisms at the community, school and LGEA level. The challenge of Quality Assurance Bureau funding is being addressed with the new Commissioner.

School improvement

75. The SSIT have started to prepare lesson plans and training for the primary 4-6 teachers. As a result of their focus on SSOs in the last quarter, SSOs are starting to meet the expectation that they will be in schools for the whole school day, so that they can support teachers and head teachers effectively and monitor teacher attendance. It has been reported that the presence of the SSIT in the LGEAs has had a positive impact on the SSOs. This supports the plan to place the SSIT in zonal offices. The SSIT reporting system has been considerably strengthened which in turn has improved the effectiveness of the LGEA offices.
76. The draft report of the Monitoring Learning Achievement exercise (MLA) has been presented to the new Commissioner who has directed SUBEB to come up with Learning Outcome Benchmarks for the Junior Secondary School in the State. ESSPIN is supporting SUBEB to revise primary 1 – 6 benchmarks and develop progressive benchmarks for JS1-3.
77. The schools which received school grants were monitored in the four pilot LGEAs and strategies for improving the scheme were agreed upon. Evidence of good results have been clear with communities and schools working together to implement the school development plan. This will be used in the next quarter to encourage leverage of state funds direct to schools.
78. Oro College of Education resumed after a three-month strike. Efforts are being made to ensure that the reform process is brought fully back on track.

Community engagement and learner participation

79. The mentoring of the SBMCs and capacity enhancement continued with CGP step-down training on effective communication and relationship management in all the pilot schools. In all, 2852 SBMC members were involved, 1602 males and 932 females. A two day retreat was organised for the Department of Social Mobilisation (DSM) to support the replication of SBMC work in the non-pilot LGEAs. This included a frank analysis of the use of state resources to start this process, resulting in the desire of SUBEB to continue to engage with CSOs using their own resources. The SUBEB and LGEA Social Mobilisation staff and the state task team were trained on strategic planning in order to implement the replication process.

80. In Kaiama, women are becoming more active in over 20 schools in activities ranging from monitoring of pupils/teachers' attendance, sensitisation of women with out of school children, financial and material contributions. Children's' voices are becoming more included in SBMC decisions in Oyun, Oke-Ero and Ilorin East LGAs. Communities are making demands for quality education delivery which are being responded to positively by LG e.g. transfer / demotion of poorly performing head teachers and deployment of more teachers.
81. An analysis of the CKM function of DSM has been carried out and a two day workshop will support DSM to develop a communications function which clearly identifies the role of both the LGEA and SUBEB officers in both disseminating information and channelling community voice. A workshop for CSO/media engagement will also take place this quarter in order to create a knowledge-based platform for raising community voice and holding government more accountable.

Changes from patronage-based to competency-based recruitment of school advisors

The process of consolidating school improvement received a boost recently with the existing members of the State School improvement Team (SSIT) being seconded for a further 2 years, and the recruitment of 10 additional SSIT members and 81 School Support Officers (SSOs). This represents an additional annual financial commitment from the state of N97million (£400,000) for school improvement. Over the next year the SSIT will plan their decentralisation to new zonal offices to give more intensive support to LGEAs.

The recruitment process was novel in a number of ways. For the first time school support services of the Ministry worked cooperatively with the administration department in SUBEB. A recruitment exam and a set of interview questions were designed by existing SSIT members who were also part of the interview process. Appointment to the SSIT was based on clear criteria, one of which was that the applicant should be a current SSO. The SSIT have confirmed that the outcome of this exercise was a success as all 10 SSIT recruits were individuals who not only performed well during the recruitment exercise, but were known to have good track records in the field.

Baruten, which is a traditionally disadvantaged LGA, received extra support as an indigene of the LGA was selected over a non-indigene, with the move to zonal offices in mind. This is an indication that SUBEB and the Ministry are starting to put into practice the principles of the career path, recognising that the SSIT need particular skills, which cannot be gained in an office based job. This process will also result in improvements at JSS level, since the total pool of SSOs will be allocated to both primary and JSS schools. The impact of this should be felt by all 343 JSS schools and principals in the state and by 5200 JSS teachers.

Kwara key Numbers

<i>Indicator</i>	<i>Last quarter (July – Sept 2011)</i>	<i>Cumulative July 2010 - Sept 2011</i>
People accessing water from new units	9,372	9,372
Learners with access to separate toilets		
Male	3,261	3,261
Female	3,165	3,165
Total	6,426	6,426
Learners benefiting from new/ renovated classrooms	WIP ⁸	0
Learners benefiting from school health clubs	WIP ⁹	0
Learners benefiting from direct school funding		
Male	17,747	17,747
Female	16,289	16,289
Total	34,036	34,036
Community members trained and supported		
Male	1,602	21,555
Female	1,250	7,280
Total	2,852	28,835
Learners benefiting from Challenge Fund		0
Male	544	544
Female	363	363
Total	907	907
Learners in IQTE schools receiving basic education	N/A	N/A
Female learners benefiting from cash conditional transfers	N/A	N/A
Teachers trained and supported (male and female) i.e. person days of training		
Male	6,000	23,461
Female	8,414	31,559
Total	14,414	55,020
Head teachers trained and supported (male and female) i.e. person days of training		
Male	5,000	18,202
Female	2,232	19,731
Total	7,232	37,933
State/LGEA officials trained i.e. person days of training	14,934	27,487
Schools inspected using QA methodology	0	12

⁸ Classrooms will be constructed in Challenge Fund schools in October / November.

⁹ Phase 1 toilets have been completed so SHCs will now be formed

Lagos

Introduction

- 82. The New Commissioner of Education, Mrs Oluyinka Oladunjoye, has expressed willingness to work with ESSPIN and continue the reform effort that commenced in 2008 in the state.
- 83. The state has major plans to replicate the ESSPIN school improvement model using its own resources. The current plans involve a further 800 primary schools in the state.

Output 2: State and Local Government support to school improvement

- 84. Lagos has completed a review of the Medium-Term Sector Strategy (MTSS) and has produced a fully costed document agreed to by all the stakeholders. The exercise was led by the Directors of Planning Research and Statistics in the MOE and SUBEB, with minimal ESSPIN support. The revised MTSS was used as the basis of a presentation of the budget to the Ministry of Economic Planning and Budgeting (MEPB) in September. Both the draft Annual Education Sector Performance Report for 2011 and the Annual School Census Report ASC 2011 were used to review key targets of the 2012- 2014 MTSS.
- 85. To demonstrate the use of EMIS data for planning, ESSPIN has introduced an integrated approach to planning and budgeting (Integrated School Development). This ISD uses school census data to inform planning and resource allocation decisions with the express intention of improving schools. Staff of 20 LGEAs, MOE, SUBEB, representatives of the Education Districts, and MDG TAs and education officers from the 3 Local Council Development Authorities (LCDAs) spending MDG funds participated in ISD training.
- 86. SUBEB has been assisted to match staff to the new structural roles and responsibilities. This matching of staff was achieved using analysis of staff qualifications and experience. SUBEB will take into account information on individual job performance in coming up with the final decisions on staffing of each job.
- 87. The Strategic Plan for LGEAs has been completed for ratification and adoption by SUBEB and LGEA management. This includes the newly agreed structure of the LGEAs, which will be the basis on which functions are decentralised from SUBEB.
- 88. A "State of Education" report on Lagos schools has been completed by Quality Assurance officers and is awaiting publication. Training of about 125 SUBEB and LGEA Quality Assurance Officers is being planned by SUBEB using the State's own resources. District 4 has already conducted capacity building for its QA staff using state resources.

Output 3: School Improvement

- 89. The state is in the process of scaling up the school improvement programme to 901 schools. The sources of funding for this are the UBEC Teacher Professional Development Programme fund and the state's own funding. Both these avenues are being actively

pursued and ESSPIN is providing assistance in drawing up the necessary budget proposals. A School Improvement Unit is being formed in SUBEB.

90. In conjunction with PATHS2, the flag-off of the School Health Clubs in Lagos State was conducted, presided over by the Deputy Governor. A draft Manual has been produced and arrangements are being made for publication and circulation to all public primary schools.
91. Phase 2 of the water projects is nearing completion. Work will be concluded on the 17 boreholes in the Phase 2 of the water provision and 13 schools in phase 1 sanitation project by October. This will enhance improved hygiene and availability safe water for almost 100,000 people.

Community participation and Learner Participation

92. Lagos has commenced a process of restructuring SBMCs at the primary school level starting in Surulere, Mushin and Apapa LGEAs. This process will transform the cluster-based SBMC set-up that was peculiar to Lagos, with the more familiar school-based model, in line with the SBMC national guidelines. The existing clusters are retained mainly for networking and collaboration.

Major features of the work plan for the coming months

93. The next quarter will involve providing support for the drafting of 2012 – 2014 MTSS Report. Integrated School Development roll-out training for core EMIS staff from MoE and SUBEB, and Planning & Budget staff from SUBEB, MoE and the LGEAs is planned.
94. The draft 2011 Annual education Sector Performance report (AESPR) will be presented to the Technical Committee for approval and subsequently published and disseminated.
95. The process of scaling up the school improvement work will commence with ESSPIN providing technical support. Completion of water and sanitation work inn thirty sites will be achieved.
96. ESSPIN will provide support, as required, to a DFID private schools scoping mission in October.
97. A CSO media forum will be initiated to enhance voice and accountability.

UKaid helps secure Federal Government cash for Lagos schools

The Nigerian Federal Government has released a backlog of N1.8 billion (£7.5 million) to the Lagos State Universal Basic Education Board (SUBEB). The Education Sector Support Programme in Nigeria (ESSPIN), funded by UKaid, helped SUBEB to access the federal funding which the Lagos state government has matched to provide a total of an additional 3.6 billion Naira (£15 million) for Lagos schools.

Thousands of Lagos children have been learning under trees and on bare floors in schools without drinking water and toilet facilities, while money earmarked for education was locked away in Federal and state government coffers. The new money, three times the state's annual capital budget for primary education, has been committed to providing about 800 classrooms, 500 toilets, 50 staff offices, furniture, water and other much needed infrastructure to 97 public primary schools prioritised for improvement.

ESSPIN is working to ensure that all funding for education is used effectively to improve learning in Lagos public primary schools and to avoid the past wastage and misuse of government money. The current head of SUBEB is championing change. Supported by ESSPIN, she has clamped down on corruption in government contracting and has improved the independent monitoring of education spending.

Making good use of this increased funding will allow 70,000 pupils to learn in better schools – progress in a country where quality basic education remains elusive to millions of children.

Lagos Key Numbers

	Indicator	Last quarter (Jul-Sept 2011)	Cumulative July 2010 – Sept 2011
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 ¹⁰	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 Male 0 Female 0	60,393 Male 28989 Female 31,404
6	Community members sensitised to education issues/ trained to serve on SBMCs	6089 Male 2215 Female 3774	18293 Male 9405 Female 8788
7	Learners benefiting from Challenge Fund projects	NA ¹	NA
8	Learners in IQTE schools receiving basic education	NA ¹¹	NA
9	Female learners benefiting from cash conditional transfers	NA ¹²	NA
10	Teachers trained (male and female) i.e. person days of training	0 Male 0 Female 0	7,200 Male 2,404 Female 4,696
11	Head teachers trained (male and female) i.e. person days of training	0 Male 0 Female 0	4,900 Male 1,906 Female 2,994
12	State/LGEA officials trained i.e. person days of training	448 Male 235 Female 213	12923 Male 5826 Female 7098
13	Schools inspected using QA methodology	NA ¹	664

¹⁰ Work in progress

¹¹ Not relevant to Lagos

¹² Not relevant to Lagos

Enugu

Introduction

98. Enugu State Government's growing confidence in ESSPIN's approach for increased access to basic education, equity and quality learning outcomes is evidenced by the adoption Integrated School Development (ISD) in the implementation of the Governor's special intervention to improve the conditions of public primary and secondary schools. On request, ESSPIN is providing additional support to the State for the effective use of ISD to inform and drive the intervention in 340 public primary and secondary schools this academic session. Greater impact is therefore expected from this unprecedented government investment in education.
99. Political buy-in was recorded at the local government level. The Chairman of Udi LGA provided a brand new Hilux Utility van and 4 computer workstations to the LGEA to enhance its capacity for the effective implementation and monitoring of ESSPIN-supported School Improvement Programme (SIP) interventions and activities in the pilot LGA.
100. The management of Enugu State Universal Basic Education Board (ENSUBEB) has endorsed the full implementation of the recommendations of the report of ESSPIN's functional review of ENSUBEB to strengthen the capacity and service delivery efficiency of the organisation. It has also committed to use expected ETF funding for in-service training and support to LGEA school supervisors, teachers and head teachers across the State by the State School Improvement Team (SSIT) to replicate the on-going ESSPIN training in the pilot LGA.
101. Enugu State MDG Office and coordinators are now working fully with ESSPIN to use the ISD database and approach in the development of the education investment and work plans of the 3 Enugu MDG Conditional Grants Scheme (CGS) LGEAs.

Output 2: State and Local Government Support to School Improvement

102. Work in support of organisational development and capacity strengthening of education MDAs progressed with the development of a generic Enugu LGEA Strategic Plan that is stepped down from and linked to ENSUBEB Strategic Plan. ESSPIN pilot LGEA, Udi and the 3 CGS LGEAs, Aninrin, Igbo-Etiti and Isi-uzo will be further supported to develop their individual LGEA strategic plans.
103. Following ESSPIN's training and support, Enugu LGEA Education Secretaries and Heads of Planning, Research & Statistics were able to competently use the ISD database and approach to select the most appropriate 170 public primary schools for the Governor's special intervention in capacity upgrade of schools for the 2011/2012 academic session.
104. Progress was made in building State capacity for education quality assurance. Following an assessment, 20 ESSPIN-trained school inspectors drawn from the MoE, ENSUBEB and PPSMB were certified as knowledgeable and competent to lead Whole School Evaluation.

They will be required to step down the training to their colleagues and build the State staff QA competency base.

Output 3: School Improvement

105. Members of the SSIT were further trained on the issue of child protection and report writing to address identified capacity gaps and training needs. They also received training in multi-grade teaching techniques to equip them to provide in-service training and support to the many teachers working in small rural schools.
106. The presentation of a progress report by the SSIT to a targeted audience of education stakeholders, including top government officials, civil society and community representatives resulted in commendations for the SSIT's work. It also prompted a resolution urging the State Government to adopt the SIP model and in particular replicate SSIT activities in all LGAs of the State.
107. ENSUBEB has provided an office space for the SSIT and designated an officer as head of the Advisory Services Unit to supervise and oversee the activities of SSIT. The use of UBEC-IF, State and ETF funds for SSIT state-wide in-service training and support of teachers and head teachers has been agreed. ENSUBEB has accepted the use of the SSIT for the state-wide. Modalities and action plans to take this forward will be worked out in due course.
108. Construction of toilet facilities in 10 public primary schools in the pilot LGA has commenced. Drilling of boreholes for potable water provision in 8 of the 10 schools has been completed. Pumping tests have been completed in 6 sites, while civil works is in progress in 4 sites.

Output 4: Community engagement in school improvement and learner participation

109. Partnerships with the civil society and the missions have gained further impetus. Broadcast of an ESSPIN-supported Radio phone-in programme on education reform anchored by the Civil Society Action Coalition on Education for All (CSACEFA) has commenced on Federal Radio Corporation of Nigeria (FRCN), Enugu station.
110. ESSPIN Challenge Fund Scheme to provide free access to quality basic education to very disadvantaged children is now fully rolled-out with the selection and enrollment of 1,200 children from poor households in 30 mission schools.
111. State capacity for the promotion and practice of inclusive education was enhanced with the training of the SSIT and Udi LGEA Education officers on child protection and participation. The 30 trained State personnel will step down the training to teachers and head teachers.
112. 121 designated school communities have been sensitized and prepared to participate in SBMC activities in schools by the Civil Society-Government Partnership (CGP), comprising social mobilization officers of education MDAs and selected CSOs with the support of ESSPIN.

Major features of the work plan in the coming months

113. Support will be provided to strengthen and consolidate integrated strategic sector planning. The State will be assisted to the development and dissemination of the 2010/11 ASC and AESR reports and the update of the 2011-2013 MTSS to 2012-2014 MTSS.
114. ENSUBEB will be supported to implement the recommendations of the report of the its functional review for enhanced capacity and improved service delivery.
115. Further training will be provided to the SSIT and Udi LGEA education officers to train and support class teachers, head-teachers and SBMCs on effective delivery of literacy and numeracy lessons, school development planning and financial management.
116. Water and sanitation facilities will be completed and functional in the 10 benefitting schools. To maximize the benefit derivable from these facilities, school health clubs will become operational in the schools.
117. More effort is required for improved education sector performance through improved coordination, better investment planning and more efficient public financial management. Political engagement will be focused on ensuring that all interventions in the sector are informed by the MTSS and that government fund releases are prompt and responsive to the annual Departmental Work Plans (DWPs) of education MDAs.

Major spending plans follow ESSPIN school improvement lead

Enugu State Governor has stated that education reform is his priority for his administration and has announced a “Special Intervention” for basic education. 170 public primary and 170 public secondary schools are to be targeted for improvement in the 2011/2012 academic session. An estimated N3.5billion (£14 million) is earmarked for this.

UKaid has been asked to provide technical support for the planning and implementation of this initiative, through its education programme, ESSPIN. This support will focus on ensuring value for money for the government and improving the quality of teaching and learning. The initiative will be guided away from the usual infrastructure contract bonanza towards the transparent provision of different forms of support, based on the needs of the schools. The state has agreed that the ESSPIN school improvement model will form the basis of this approach.

Enugu key numbers

<i>Indicator</i>	<i>Last quarter (July - Sept 2011)</i>	<i>Cumulative July 2010 – Sept 2011</i>
People accessing water from new units	WIP ¹³	0
Girls with access to separate toilets	WIP ¹	0
Learners benefiting from new/ renovated classrooms	N/A	0
Learners benefiting from school health clubs	WIP ¹	0
Learners benefiting from direct school funding	WIP	0
Community members sensitised, trained and supported i.e. person days of training		
Male.....	..... 1209	..... 1654
Female	..... 719	..... 1209
Total	..... 1928	..... 2863
Learners benefiting from Challenge Fund projects	WIP ¹⁴	0
Learners in IQTE schools receiving basic education	N/A	
Female learners benefiting from cash conditional transfers	N/A	
Teachers trained and supported i.e. person days of training	---480	--480
Male	---2720	--2720
Female	--3200	--3200
Total		
Head teachers trained i.e. person days of training		
Male	-----75	---75
Female	-----288	---288
Total	-----363	---363
State/LGEA officials trained and supported i.e. person days of training		
Male.....	.....222	.....1922
Female.....	.....166	.....1375
Total.....	388	3297
Schools inspected using QA methodology	0	0

¹³ Work 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 4th Quarter of 2011.

¹⁴ 1,200 children from very poor households have been selected and enrolled in 30 mission schools as beneficiaries of the CF Scheme.

Federal

Introduction

118. Chief (Barr.) Ezenwo Nyesom Wike has taken up the position as Federal Minister of State for Education in support of the Minister, Professor Ruqayyatu Ahmed Ruf' ai . He is promising to be an energetic force in a Ministry, which is not renowned for dynamic action. Much of the Ministerial team's attention has been occupied with the creation of a Four Year Strategy. ESSPIN is providing support to the Steering Committee and technical committees.
119. ESSPIN's Federal team is currently depleted. Nguyen Fesse, whose daughter was seriously injured in the bombing of UN House, is currently in UK and Esohe Iyamu is now on maternity leave. Alero Ayida-Otobo has taken up her post as senior adviser to the Minister and is leading on political engagement. Kenneth Uwah is maintaining a presence in all the key discussions in the Ministry.
120. In the latest revised version of the ESSPIN theory of change, involvement at the federal level centres on three major areas of activity: the disbursement and utilisation of federal funds; the development of national systems; and the stimulation of demand for ESSPIN-inspired reforms in non-partner states. Progress in each of these areas is set out below.

UBE Intervention Fund

121. In response to ESSPIN lobbying, UBEC has made a significant change in the funding rules for the 10% of the UBE Intervention Fund that is given over to professional development. Previously SUBEBs were obliged to fund training through approved institutional providers and the whole process was rigidly controlled centrally. The new ruling devolves responsibility and now allows states to use UBE funds for specific activities, such as the replication of school improvement (ESSPIN is specifically mentioned in the guidelines). This opens the door to free up state funding in support of SSIT activities and could be a considerable step towards successful leveraging of state resources.
122. ESSPIN is continuing to work with UBEC to clarify the rules of the various schemes under the Intervention Fund. Despite recent improvements in the rate of disbursement, full use is still not being made of the available funds. One of the reasons for this is that the rules that govern access and use of these funds are not well known in the states. Evidence suggests that few officials in State Ministries of Education and State Universal Basic Education Boards (SUBEBs) are fully aware of the current requirements of the different IF schemes and often confuse the rules and procedures that apply to each. ESSPIN is therefore assisting UBEC to develop a single and straightforward guide to UBE IF rules and procedures and thereby promote greater transparency and better lines of communication and understanding between UBEC and SUBEBs.

The development of national systems

123. **Monitoring Learning Achievement (MLA).** Through the discussions around the Four Year Strategy, ESSPIN is attempting to clarify the current confusion over the institutional responsibility for conducting standardised tests. Currently both the Federal Ministry of Education and UBEC are conducting tests in an uncoordinated manner and there is no clear view as to when results will be available and what use will be made of them. Once the institutional issues are addressed, ESSPIN stands ready to provide technical assistance in the design, administration and analysis of tests. To this end a brief is currently being produced for the relevant committee of the Four Year Strategy, setting out the technical issues involved.
124. **Teacher Development Needs Assessment (TDNA).** ESSPIN is using its participation in the Four Year Strategy to gain political commitment to the development of national systems for the testing of teachers. Agreements under the previous administration to extend TDNA to seven states beyond the ESSPIN partner states are being revisited. A short explanatory paper on the objectives, methodology, logistics and costing is being produced by ESSPIN to feed into Four Year Strategy discussions.
125. **National Education Management Information System.** The development of more reliable means of gathering, analysing and using educational data enjoys the strong support of the Minister. However, the process of achieving reliable data on a regular basis has been beset by challenges. These will surface again during the scheduled meeting of the National EMIS Committee in Port Harcourt in the first week in October. Although there is broad agreement on the principle of decentralised EMIS, this is based on the assumption that states will provide the necessary funds. The recurrent problem of lack of funds for the Annual School Census will only be solved by the provision of earmarked federal funds. A lack of coordination amongst the International Development Partners about the ways in which a robust national EMIS can be created has not helped the situation. Recent developments, however, provide light at the end of the tunnel. It would seem that Federal funding will be made available (initially from part of a World Bank loan). Moreover, the proven DFID-ESSPIN data gathering and data management methodology, using off-the-shelf MS Access programming seems to have gained the acceptance of the NEMIS Unit. This, combined with the USAID EMIS tool-kit for data analysis, will provide the basis for a workable national system. It is hoped that DFID may be able to gain general donor support for this approach through the IDP Education Group.
126. **A national system for Quality Assurance.** By producing a national handbook on Quality Assurance and a standard set of QA instruments, ESSPIN has provided the basis for a rational system. The institutional arrangements however, remain confused at the federal level with both the Ministry and UBEC claiming prime responsibility for monitoring what goes on in the nation's schools and neither doing the job adequately. Ironically, the recent shelving of the idea for a national agency for Quality Assurance, which has blighted sensible

discussion of the role of the federal government for many months, may wake the Federal Inspection Service (FIS) and UBEC into realising that their roles vis a vis the States need to be rationalised. ESSPIN has made it clear to both organisations its willingness to broker agreement on the way forward.

127. **A system for quality assuring and accrediting Colleges of Education.** The work of assisting the National Commission for Colleges of Education (NCCE), introducing new ways of quality assuring and accrediting pre-service teacher training providers is nearing completion. The QA tool-kit has undergone trials at Oro College in Kwara and will soon be tested at Gidan Waya in Kaduna. DFID has informed NCCE of the intention of undertaking further work on teacher education, so there is some prospect of continued DFID involvement, which will be beyond the current ESSPIN work plan.
128. **National development of School-based Management Committees (SBMCs).** UBEC has pledged a sum of N150 million to fund part of the roll-out of SBMC development following the approach piloted by ESSPIN in the six partner states. UBEC has also intimated that states will be allowed to use Intervention Fund monies to finance the training and mentoring of SBMCs. ESSPIN will be invited to address the next UBEC-SUBEB Chairs meeting in Taraba in October at which the detailed funding arrangements will be decided.

Demand for school improvement beyond the ESSPIN partner states

129. Productive meetings have been held with the Secretariat of the Nigeria Governors' Forum (NGF) and the Chairman of the Commissioners Forum with a view to ESSPIN involvement in facilitating discussion amongst policy makers on important education management issues and influencing policy beyond the ESSPIN partner states. These gatherings are key targets for ESSPIN communications materials. ESSPIN will be invited to the next meeting of the Commissioner's Forum in October.
130. By contributing to the training of Conditional Grants Scheme (CGS) Technical Assistants and by offering technical support centrally to the MDG Office, ESSPIN is influencing the ways in which CGS funds are spent.
131. By including staff of the National Institute for Education Planning and Administration (NIEPA) in training for the State School Improvement Teams, ESSPIN is building up the technical competence of a potentially important national training resource for school improvement.
132. ESSPIN involvement with CSACEFA in a series of national and regional workshops has re-emphasised the importance of Civil Society in stimulating focused demand for school improvement. Despite its institutional weakness, CSACEFA occupies a seat at the table, whenever national policy is discussed. ESSPIN's strategy in seeking to support CSACEFA is to provide information to assist greater transparency and focus to strengthen Civil Society voice.

UBEC pledges N150 million to support the development of School-based Management

The Universal Basic Education Commission has committed N150,000 (£600,000) to a new initiative to ensure that every school has a School-based Management Committee (SBMC). It will also announce to a meeting with the states next month that federal funds under its control may be used to finance SBMC development. This represents a significant relaxation of the Commission's strict funding rules and opens the door for the widespread growth of local community participation in schools.

School-based Management Committees have been in existence for some years, but they have been largely ineffective in giving communities a say in what goes on in schools. UKaid, through its ESSPIN programme has managed to breathe life into these committees in six states. SBMCs meet regularly and are beginning to supervise schools and hold head teachers and teachers to account for poor performance. They are also drawing issues such as inadequate school facilities and student absenteeism to the attention of the authorities.

The UBEC initiative, with ESSPIN support, will potentially extend these benefits nationwide. An extensive programme of local consultation, training and on-going school-based support has been agreed and this will be rolled out over the next two years. It is not yet known how many states will run with this initiative, but the easing of the rules governing how central funds are used will provide a significant incentive.

Programme-wide Issues

EMIS

133. **ASC in ESSPIN States.** Draft ASC publications have been prepared for all six ESSPIN States. This includes all graphs, tables and all appendices. These are being finalised by individual States for publication. All States have still to complete their text preface, introduction etc. Key fact sheets have been produced for all six States.
134. **Replication.** There has been a slow response from new States to ESSPIN's replication support efforts. Abia and Kogi are working with us. Nasarawa and Gombe have shown an interest. Yobe is not at the moment as they had already started their data entry using NEMIS.
135. **Recruitment of National EMIS advisers.** The Northern candidate interviews are complete, Southern candidate interviews will be held on 26th Sep. Both appointments should be finalised shortly after to allow candidates to participate in planning the 2011/12 ASC. Two advisers will be appointed at the moment with the possibility of a third later.
136. **Kaduna Household Survey/Out of School Children** - Data Entry complete and analysis about to start

137. **Integrated School Development Model (10/11).** Data sets have been prepared and training rolled out for each of the ESSPIN States except Jigawa. Work is now starting on the School Report Card and LGA Report Card data sets. Jigawa has many schools missing due to local difficulties managing the data entry process so ISD data and report cards cannot be produced for here. The MDG Office has shown interest in this process and are using the data for planning in MDG LGA's in ESSPIN States. They are looking into replicating the process in other States.
138. **ESSPIN School Enrolments.** Figures are available for 10/11 (except for Jigawa)
139. **2011/12 ASC preparations.** Currently in discussion with Federal on changes for the 11/12 ASC Questionnaire and this year's National EMIS Committee. The Government file that allows planning to start for this year's National EMIS Committee was not released by the Federal Government till 12 September, so the event will be delayed compared to previous years. It will probably take place in Port Harcourt this year. However, there appears to be central funding to support the ASC and an agreement on the DFID-USAID to data collection, management and analysis. This is potentially a major breakthrough.
140. **Year 4-6 EMIS strategy.** The key elements of the ESSPIN Strategy till 2014 have been agreed. Work is continuing on a plan/strategy to improve the National ASC in Nigeria overall.
141. **2010/11 ASC Nationally.** It is believed that Kogi, Bayelsa and Rivers have still to carry out the enumeration for the 2010/11 ASC.

Monitoring and evaluation

142. With respect to the ESSPIN survey programme, the following progress was made:
- Support was provided to analyse data from the 2010 Monitoring Learning Achievement (MLA) baseline survey. MLA baseline reports have been produced for all six states.
143. With respect to capacity building on M&E at the state level, support has been focused on the education M&E units in each state. There is now a formally established M&E unit in the State Ministries of Education (SMOE) in all six states. M&E units are also established in some SUBEBs. Progress has been made in the following areas:
- A sector performance M&E training programme (three days) was delivered to officials in Kano targeted at officers from the newly established M&E unit in the SMOE, plus other officials from the PRS department, and officials from SUBEB. Part of the training programme was focused on supporting Kano to prepare its Annual Education Sector Performance Report (AESPR) 2011.
 - Support has been provided to further institutionalise the process of preparing the Annual Education Sector Performance Report (AESPR) in the states. The AESPR 2011 is either completed or nearing completion in Enugu, Kaduna, Kano, Kwara and Lagos.

- A standard template for entering and reporting financial information in the AESPR was developed and trialled in Kano. The aim is to improve consistency in the reporting of education sector financial information across states.
- Support was provided to three states to further develop a system for monitoring the implementation of the medium term sector strategy (MTSS) on a quarterly basis. Standard templates are now being used to capture physical and financial progress in relation to MTSS activities.

Communications and Knowledge Management

144. After some delay due to the security situation, in July, 52 Community Theatre performances were delivered in 7 Kaduna LGAs to an estimated total audience of over 11,000 people. The theatre has proved very successful in directly engaging communities with key education issues (notably the role of SBMCs in improved governance in schools), raising awareness and bringing immediate results in SBMC development and increased enrolment. Pre-production for the roll-out of theatre in the three southern ESSPIN states will begin next quarter.
145. Contracting of service providers for new, short state films is being finalised. The films will focus on personal testimonies, “voices” - especially of girls, as evidence of impact.
146. The third series of the weekly ESSPIN radio drama, “Gbagan, Gbagan – the Bell is Calling You” concluded on national state radio in August with an end of series broadcast of a town-hall style discussion of issues raised in the series (from Dutse). The third series is still running on national independent radio. The broadcast of the second series in Hausa across the north is underway. Gbagan, Gbagan’s audience is estimated at 10 million. Enugu state broadcasters have picked up the first series for re-broadcast. A fourth series has been contracted.
147. The Journalism Development Programme (JDP) concluded with a national level “immersion” programme. 20 of the most promising and prolific education reporters from the states received intensive training and access to education organisations. JDP participants produced 10 press reports on education issues, 3 on radio and 2 on television in the last quarter. DFID-ESSPIN featured in 8 reports. The JDP awards ceremony is in October.
148. State KM Specialists have completed a rapid situation analysis of C&KM in Social Mobilisation Departments in SUBEBs in all ESSPIN states. Four state SMD communications strategy development workshops ran during August and September, with approximately 80 participants from state and local government. The other two will be in October.
149. Arrangements are in-hand for state level Civil Society and Media platforms in October as a complement to a similar national level initiative - part of a broader political engagement strategy. ESSPIN has encouraged a joint SLP approach to this initiative.

150. The website generated an average of 3,500 visits per month. 16 technical reports were uploaded and disseminated. SBMC guidebooks for the six states, and SBMC and SSIT leaflets were uploaded on the website. The website is now more dynamic to attract regular browsers.
151. To promote replication of programme learning and best practice, and provide evidence of impact three reader friendly ESSPIN “Experiences” documents on State School Improvement and College of Education Reform (x2) have been produced and distributed within ESSPIN states and beyond as a tool for replication. ESSPIN state teams are updating a simple format “Evidence of Impact” document, noting results in schools and communities and providing case studies. The third ESSPIN Express digest of programme updates, evidence of impact and case study documentation has been produced and circulated.
152. The ESSPIN Communications Impact Survey report is being finalised. Indications are that the various communication products have reached a wide audience and been well received in terms of quality and appropriateness of content with demands for production in greater volume. (Distribution of print materials at state level is an issue to be addressed). There is strong endorsement for communication in all media in local languages, with regional variations in content / images. The communications output has been effective in raising awareness of key issues and rights to basic education and it has encouraged stakeholder involvement in school and community initiatives. The mixed media approach has ensured a comprehensive audience reach. Useful data gained on audience listening / viewing / reading behaviour will guide future communications.

Gender and social inclusion

153. ESSPIN is aware that its contribution to achieving access and equity in education in Nigeria needs to be more clearly articulated and shared. The programme’s approach needs to be underpinned by a sound assessment of the demand and supply side barriers (at local, state and national level) that prevent children from achieving their fundamental right to an education.
154. In the second half of the programme ESSPIN will focus on achieving access and equity objectives through a primary focus on school improvement, in line with the programme’s overall Theory of Change. This will involve continuing with the core programme activities at school level, with a greater emphasis on mainstreaming access and equity across outputs, better co-ordination and regular reviews of core activities through a gender equity lens.
155. Girls Education and Inclusive Education pilots are being reviewed, developed and expanded to other states and carried out as mainstream activities. While some activities still need to be fully piloted and assessed, other elements of these pilots are being adopted more widely immediately, for example SBMC training and activities to strengthen women’s and girls’ voices.

Section 3: Emerging Issues / Risks

156. Although the prospects for leveraging significant funds from partner state governments and Federal funding agencies are looking good, uncertainty must remain about the timely release of budgeted funds. The irregularity of funding flows remains one of the most significant risks to the effectiveness of the programme. Through a combination of political engagement and improved government funding systems and capacity, DFID-ESSPIN is seeking to mitigate this risk.
157. The programme is moving from a phase of implementation that was driven by DFID funds towards one that is largely government funded. Activities will therefore become more susceptible to the vagaries of government funding. The increased scale will also pose greater logistical challenges for states and ESSPIN. This will undoubtedly be a challenge, particularly when activities in different states have to be coordinated. A certain degree of inefficiency is likely to result. DFID-ESSPIN will continue work with partner governments to emphasise the need for rigorous work planning and anticipation of deadlines as part of an informal compact between the parties. The programme will capitalise on its established permanent presence of the ground and the good relationships that have been developed to exert gentle pressure on officials to keep up their side of the bargain.
158. The security situation in Nigeria continues to threaten disruption to the programme.

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

	Output 1		Output 2		Output 3		Output 4		Total	
	Budget	Realised expenditure	Budget	Realised expenditure	Budget	Realised expenditure	Budget	Realised expenditure	Budget	Realised expenditure
State 1 - Enugu										
- PSA	0	0	638,818	447,756	989,137	227,806	432,747	109,975	2,060,702	785,537
- LTTA Management	0	0	142,880	36,066	221,233	18,349	96,789	8,858	460,902	63,274
- LTTA technical	0	0	299,220	132,404	463,308	67,363	202,697	32,520	965,226	232,288
- STTA	0	0	211,842	155,432	328,014	79,079	143,506	38,176	683,363	272,687
- Support	0	0	172,283	73,041	266,760	37,161	116,708	17,940	555,751	128,142
- Reimbursable (attributed)	0	0	285,271	343,007	441,710	174,512	193,248	84,247	920,229	601,767
State 2 - Jigawa										
- PSA	0	0	1,826,591	995,014	3,149,295	1,125,937	1,322,704	497,507	6,298,589	2,618,458
- LTTA Management	0	0	147,683	57,921	254,625	65,542	106,943	28,960	509,250	152,423
- LTTA technical	0	0	385,055	261,305	663,887	295,688	278,833	130,653	1,327,775	687,646
- STTA	0	0	423,516	445,011	730,200	503,565	306,684	222,505	1,460,401	1,171,081
- Support	0	0	209,108	135,309	360,531	153,112	151,423	67,654	721,061	356,075
- Reimbursable	0	0	426,300	362,970	735,000	410,730	308,700	181,485	1,469,999	955,185
State 3 - Kaduna										
- PSA	0	0	1,920,593	1,019,889	2,760,853	970,139	1,320,408	497,507	6,001,853	2,487,535
- LTTA Management	0	0	217,832	73,180	313,134	69,610	149,760	35,698	680,726	178,488
- LTTA technical	0	0	456,491	338,120	656,206	321,627	313,838	164,937	1,426,535	824,683
- STTA	0	0	500,654	520,936	719,690	495,524	344,199	254,115	1,564,543	1,270,575
- Support	0	0	236,497	150,640	339,965	143,292	162,592	73,483	739,054	367,415
- Reimbursable	0	0	726,061	603,104	1,043,713	573,684	499,167	294,197	2,268,942	1,470,985
State 4- Kano										
- PSA	0	0	2,458,222	1,309,229	3,489,089	1,080,114	1,982,437	883,730	7,929,748	3,273,073
- LTTA Management	0	0	212,435	73,964	301,521	61,020	171,319	49,926	685,275	184,910
- LTTA technical	0	0	451,885	346,097	641,386	285,530	364,424	233,615	1,457,695	865,242
- STTA	0	0	541,862	515,895	769,094	425,613	436,985	348,229	1,747,941	1,289,737
- Support	0	0	229,386	146,966	325,580	121,247	184,989	99,202	739,954	367,415

- Reimbursable	0	0	566,662	473,772	804,294	390,862	456,985	319,796	1,827,942	1,184,429
State 5 - Kwara										
- PSA	0	0	1,554,597	765,899	2,380,477	883,730	923,042	314,215	4,858,115	1,963,844
- LTTA Management	0	0	222,295	68,800	340,390	79,385	131,988	28,226	694,673	176,410
- LTTA technical	0	0	456,939	323,304	699,688	373,043	271,308	132,638	1,427,935	828,985
- STTA	0	0	561,969	578,016	860,516	666,941	333,669	237,135	1,756,155	1,482,092
- Support	0	0	235,504	143,292	360,616	165,337	139,831	58,786	735,950	367,415
- Reimbursable	0	0	668,790	528,981	1,024,085	610,363	397,094	217,018	2,089,970	1,356,363
State 6 - Lagos										
- PSA	0	0	1,266,648	748,879	2,111,081	629,739	844,432	323,380	4,222,161	1,701,998
- LTTA Management	0	0	198,861	66,235	331,435	55,698	132,574	28,602	662,871	150,534
- LTTA technical	0	0	412,948	331,766	688,247	278,985	275,299	143,263	1,376,495	754,014
- STTA	0	0	418,887	495,495	698,144	416,666	279,258	213,964	1,396,289	1,126,125
- Support	0	0	239,385	173,305	398,976	145,734	159,590	74,836	797,952	393,875
- Reimbursable	0	0	661,500	630,422	1,102,499	530,128	441,000	272,228	2,204,999	1,432,777
Man & Support costs - Abuja										
- PSA (Federal)	628,777	261,846	0	0	0	0	0	0	628,777	261,846
- LTTA Management	853,615	245,681	853,615	245,681	853,615	245,681	853,615	245,681	3,414,460	982,723
- LTTA technical	723,242	488,081	723,242	488,081	723,242	488,081	723,242	488,081	2,892,969	1,952,324
- STTA	788,566	757,628	0	0	0	0	0	0	788,566	757,628
- Support	966,234	449,914	966,234	449,914	966,234	449,914	966,234	449,914	3,864,935	1,799,655
- Reimbursable	979,478	637,586	979,478	637,586	979,478	637,586	979,478	637,586	3,917,912	2,550,344
Sub totals										
- PSA	628,777	261,846	9,665,469	5,286,667	14,879,931	4,917,464	6,825,770	2,626,313	31,999,947	13,092,291
- LTTA Management	853,615	245,681	1,995,601	621,847	2,615,953	595,285	1,642,988	425,950	7,108,157	1,888,762
- LTTA technical	723,242	488,081	3,185,781	2,221,078	4,535,965	2,110,317	2,429,640	1,325,706	10,874,629	6,145,182
- STTA	788,566	757,628	2,658,730	2,710,784	4,105,658	2,587,389	1,844,302	1,314,124	9,397,256	7,369,926
- Support	966,234	449,914	2,288,397	1,272,467	3,018,661	1,215,797	1,881,366	841,816	8,154,658	3,779,994
- Reimbursable	979,478	637,586	4,314,062	3,579,842	6,130,780	3,327,865	3,275,673	2,006,557	14,699,992	9,551,850
Total	4,939,912	2,840,736	24,108,041	15,692,685	35,286,949	14,754,117	17,899,739	8,540,467	82,234,640	41,828,005