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(ESSPIN)**

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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

Contents

| | |
|---|-----|
| Report Distribution and Revision Sheet | ii |
| Disclaimer | iii |
| Note on Documentary Series | iii |
| Acronyms and Abbreviations | v |
| Section 1: Introduction | 1 |
| Overview | 1 |
| The political and economic environment..... | 3 |
| Changes in key personnel..... | 4 |
| Coordination..... | 5 |
| Key numbers for October – December 2011 | 5 |
| Programme aggregates | 12 |
| Section 2: State Progress Summaries | 14 |
| Enugu..... | 14 |
| Jigawa | 18 |
| Kaduna..... | 23 |
| Kano..... | 26 |
| Kwara..... | 30 |
| Lagos..... | 33 |
| Federal..... | 38 |
| Programme-wide Issues | 40 |
| Section 3: Emerging Issues / Risks | 43 |
| Annex: Audience responses to community theatre in Kano, Jigawa and Kaduna | 44 |

Acronyms and Abbreviations

| | |
|---------|--|
| AESPR | Annual Education Sector Performance Report |
| AESR | Annual Education Sector Review |
| ASC | Annual School Census |
| 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 |
| DBEP | Department for Budgets & Economic Planning |
| DFID | Department for International Development |
| DFS | Direct Funding of Schools |
| DoC | Drivers of Change |
| DSO | District Support Officer |
| DWP | Departmental Work Plan |
| EMIS | Education Management Information System |
| 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 |
| GMF | <i>Gidauniyar Marayu</i> Foundation (a philanthropic NGO caring for orphans) |
| HR | Human Resources |
| IDP | International Development Partner |
| IMEP | Independent Monitoring and Evaluation Programme |
| IQTE | Islamiyya Qur'anic and Tsangaya Education |
| ISD(P) | Integrated School Development (Planning) |
| 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 |
| NEKNet | Nigerian Education Knowledge Network |
| NEMIS | National Education Management Information System |

| | |
|---------|---|
| NERDC | Nigerian Educational Research and Development Council |
| ODM | Organisational Development and Management |
| PATHS2 | Partnership for Transforming Health Systems (Phase 2) |
| PPP | Public Private Partnership |
| 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 |
| SHoA | State House of Assembly |
| SLP | State Level Programme |
| SMD | Social Mobilisation Department |
| SMOE | State Ministry of Education |
| SMOEST | State Ministry of Education, Science and Technology |
| 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 |
| TEVS | Targeted Education Voucher Scheme |
| 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. ESSPIN forward planning for the period 2012-2014 based on recommendations from the Mid Term Review (MTR) dominated the current quarter. Key agreements were reached with DFID on the future direction that ESSPIN should take and a comprehensive strategy was signed off. Key elements of the new strategy and related processes include the following.
 - ESSPIN's **theory of change** was revised to focus more clearly on improving learning outcomes and helping more children complete basic education. This planned impact was then captured and tracked in a new **results chain**. Programme and state **logframes** were developed accordingly, and a **framework for monitoring results** at state level introduced. An **M&E plan** including a reporting schedule for DFID will be finalised in January.
 - **Target numbers of schools**, by state and by programme, were consolidated in further discussions with respective state governments. With leveraged resources, an estimated 10,500 primary and junior secondary schools representing 4 million learners across the six focus states will benefit from the school improvement programme (SIP) by 2014. Approximately 4,500 schools (nearly double the current number) will be reached by July 2012.
 - A **political engagement strategy** was consolidated in conjunction with other SLPs. From ESSPIN's point of view, the outcome of the strategy would be **leveraging additional state resources** beyond the £43.5m already secured for school improvement in the six focus states.
 - An approach to reporting on **value for money** was introduced. It entailed a framework of 13 **key result areas** with emphasis on service delivery and access and equity (based on MTR recommendations) with **unit costs** projected for each.
 - The ESSPIN **gender strategy** was improved and aligned with DFID's gender strategy. It will be finalised and implemented by a newly appointed Task Specialist on Gender, Access & Equity.
 - A **management action plan** was developed with guidance from DFID and is now being implemented. Already, the Abuja programme office of ESSPIN has been relocated from Abia House to Kainji Crescent to reduce costs, and a staffing review involving reduction of six posts in Abuja and redeployment to state or regional posts has been fully implemented.
 - A **Programme Management Committee** chaired by DFID has been established. It held its first meeting in December 2011 and will meet monthly thereafter.

2. Discussions with state government partners to identify possible sources of funding for school improvement and secure commitment continued into the current quarter. Two important opportunities are beginning to bear fruit across the focus states.
- The 2012 UBEC Teacher Training Fund is being accessed for the teacher training element of the school improvement programme. ESSPIN was responsible for supporting SUBEBs to tap into this sub-category of the UBE Intervention Funds that did not require counterpart funding from states. In the current quarter, Lagos has received N150m (£600,000), Jigawa N128m (£512,000) and Kaduna N117m (£468,000).
 - The MDG Office's Conditional Grant Scheme (CGS) is funding three LGAs per state (four in Kaduna) to the tune of N200m (£800,000) per year across three priority sectors – education, health and water. ESSPIN is supporting beneficiary LGAs and the MDG's technical consultants to incorporate SIP type activities (infrastructure, teacher training and SBMC development) in the CGS proposals for 2012.

Other funding options, including the states' own MTSS mechanism, are discussed in the individual state reports.

3. The last quarterly report (September 2011) presented a table showing the number of public primary and junior secondary schools that have participated so far in the school improvement programme (phase 1 schools) and projected numbers for 2014 (phase 2 schools). Phase 2 targets have been revised upwards following greater ambition backed by commitment of resources by the states. The current position is captured in the following table:

| State | No of Public Primary/JSS Schools in Phase 1 (% of total schools in state) | Pupils | No of Public Primary/JSS Schools in Phase 2 (% of total schools in state) | Pupils |
|--------|---|---------|---|-----------|
| Jigawa | 198 (9%) | 52,840 | 1700 (77%) | 534,330 |
| Kaduna | 165 (4%) | 54,630 | 850 (21%) | 327,600 |
| Kano | 312 (5%) | 137,790 | 3312 (53%) | 1,730,870 |
| Kwara | 1444 (81%) | 255,450 | 1788 (100%) | 405,800 |
| Lagos | 100 (8%) | 62,430 | 1001 (77%) | 761,970 |
| Enugu | 91 (6%) | 28,960 | 516 (40%) | 196,519 |
| Total | 2310 (14%) | 592,100 | 9167 (54%) | 3,957,089 |

4. Similar targets have also been set for the number of non-state schools to be reached through the school improvement programme.

| State | No of Non-State Schools in Phase 1 (To July 2011) | Pupils | No of Non-State Schools in Phase 2 (To July 2014) | Pupils |
|--------|---|--------|---|---------|
| Jigawa | 61 (30 Tsangaya, 31 Nomadic) | 4,270 | 261 (200 Tsangaya and 61 Nomadic) | 18,270 |
| Kaduna | 19 (Tsangaya) | 665 | 200 (Tsangaya) | 14,000 |
| Kano | 90 (60 Tsangaya, 30 Islamiyya) | 6,300 | 450 (240 Tsangaya and 210 Islamiyya) | 31,500 |
| Kwara | 0 | 0 | 0 | |
| Lagos | 0 | 0 | 100 (Community/private) | 13,200 |
| Enugu | 30 (Mission) | 12,540 | 264 (Mission) | 110,352 |
| Total | 200 | 23,775 | 1275 | 88,002 |

5. The extended planning of SBMC replication by UBEC to all states in Nigeria (based on the ESSPIN model) has finally come to fruition. In December 2011, the training of master trainers by ESSPIN technical consultants was officially flagged off by the Executive Secretary of UBEC in Kaduna. A second training centre in Bauchi would run at the same time to account for all northern states. Training centres for southern states will open in January and will be based in Kwara and Enugu. In addition to funding the training centres, UBEC has also produced 10,000 copies of high quality SBMC Guidelines and 1,000 copies of the adopted ESSPIN SBMC Trainer's Manual. At the last meeting of the UBEC board and SUBEB chairs held in Taraba, states were directed by UBEC to reserve N3m to N5m of their matching grants to fund local aspects of the SBMC replication plan.
6. The political impasse around the Conditional Cash Transfer programme in Kano was resolved in the current quarter. Intensive political engagement reaching up to the Executive Governor has resulted in an amended MoU between the Kano State Government and DFID-ESSPIN that guarantees continuation of the programme. The CCT programme was originally designed to support 12,000 girls through upper primary and junior secondary school through quarterly cash transfers, with DFID-ESSPIN responsible for 3,000 girls in three LGAs and the Kano State Government for 9,000 girls in nine LGAs. In the new arrangement, DFID-ESSPIN is to support a further 1,500 girls.

The political and economic environment

7. Security remains an important concern although the current quarter has been relatively calm compared with events in the last quarter, e.g. the UN House bombing. Boko Haram continue to terrorise Borno and are reported to be spreading to Yobe, Gombe and Kano. All ESSPIN focus states and LGAs were on Level 1 security rating (low risk) during the quarter, with the exception of Kano which rose to Level 2 in December following reports of an armed attack on a military school by Boko Haram.

8. The federal government of Nigeria is proposing to remove the subsidy on fuel from next year. This is proving a highly unpopular decision and has been roundly condemned even by members of the Senate. The threat of civil unrest is a real one with potential negative impact on operations.
9. The 2012 budget proposal has been presented to the National Assembly. The allocation to education constitutes only 8% of the N4.7 trillion budget, compared with 10.2% in 2011. The allocation to security, at N922 billion, exceeds the combined allocations of the twelve federal ministries. Critics have reacted to this by suggesting that the solution to Nigeria's escalating security problems is job creation rather than increased importation of security equipment for the police and army.
10. The budget is widely believed to be inadequate. Unfavourable economic conditions – increased government borrowing, higher interest rates, rising inflation and decline in the purchasing power of the Naira – are being predicted for 2012 as a consequence of the weak budget. Also, due to the late submission of the budget proposal by the Presidency, it is expected that legislative debate will extend into the second quarter of 2012, a factor that will severely impair releases and implementation in the 2012 fiscal year.
11. At state level, Jigawa and Kano account for the largest allocation shares for education at 28.1% (N29.3 billion) and 16.9% (N35 billion) respectively. The other focus states have more modest allocations: 9.3% (N8.5 billion) in Kwara, 6.6% (N32.4 billion) in Lagos and 6.6% (N4.9 billion) in Enugu. These allocations are useful pointers of a state's commitment to MTSS implementation although the real measure of performance is the rate of budget releases.
12. The national education budget of N400 billion does not include funding to be routed through UBEC, the Education Trust Fund (ETF) and the Petroleum Technology Development Fund (PTDF). This, therefore, implies that leveraging funds for rollout of school improvement in ESSPIN focus states using UBEC Intervention Funds remains a realistic option in the short term.

Changes in key personnel

13. There were no notable changes at federal level during the quarter. At state level, Kaduna finally welcomed a new Executive Chairman of SUBEB, Ishaya Akau. This is a good appointment from ESSPIN's point of view as Mr. Akau is a strong advocate of the school improvement programme having been Provost of the Gidan Waya College of Education, home of the Kaduna State School Improvement Team (SSIT). The new political administration in Kwara is settling down and major changes have been made to the leadership of the education sector. A new SUBEB board has been sworn in and two Permanent Secretaries have been appointed, one each for SUBEB and the Ministry of

Education & Human Capital Development. New governing councils have also been appointed for tertiary institutions.

Coordination

SLP coordination

14. The main highlight of the current quarter was the Mid Term Review of the SLP suite. Each state made appropriate preparations based on ToRs and schedules issued by DFID's Independent Monitoring & Evaluation Programme (IMEP). There was no direct recommendation for ESSPIN as a programme at the end of the Review.

Coordination with other International Donor Partners

15. The useful collaboration on EMIS with USAID's Northern Education Initiative (NEI) has carried on into the current quarter. It has been agreed to combine ESSPIN's Access software and the EMIS Toolkit developed by RTI as the basis of simple and purposeful data capture, analysis and reporting. This initiative has been presented to the head of NEMIS at the FME.
16. There was no direct engagement with UNICEF in the current quarter. GEP3 is yet to go live and the terms of collaboration between ESSPIN and UNICEF are still to be discussed. In the interim, the new Programme Management Committee of ESSPIN has proposed a joint meeting on IQTE involving DFID, ESSPIN and UNICEF/GEP to share approaches to date. The meeting is scheduled for February 2012 in Kano.
17. The World Bank's System Assessment and Benchmarking for Education Results (SABER) project reviewing teacher policies and education management information systems (EMIS) in Anambra, Bauchi and Ekiti states offers good prospects for collaboration. SABER collects, analyses and publishes education policy information to inform decision making on investments and programmes for improving education quality. Although SABER works outside DFID-ESSPIN focus states, its approaches, methodologies and findings can be valuable to ESSPIN. SABER can also benefit from ESSPIN's knowledge and experience of teacher development and EMIS.

Key numbers for October – December 2011

18. The table below summarises state progress on achievement of key results in the current quarter. The results have been taken from the states' Results Monitoring Tables (RMT) which track progress against annual targets defined in the Logframe. For each result, the period actual and cumulative actual are reported.
19. Disaggregated data for each of 19 key results is presented by state, and then as programme aggregates.

20. The targets for capacity building indicators (training of head teachers, teachers, government officials and community members) are expressed in the Logframe as numbers that are competent. However, it takes time for training to translate into competence; significant post-training follow-up and support is required. For this reason, the state quarterly reports track progress in terms of intermediate outputs achieved from quarter to quarter, namely the number of people trained and how long they were trained for (person days of training). Numbers that are competent will be reported on annually.
21. The same approach is taken with regards to improving the capacity of organised bodies – SBMCs and CSOs – to function more effectively. Person days of training are tracked from quarter to quarter while effectiveness targets to be measured at the end of the year will be functionality of SBMCs (based on defined criteria) and the overall quality of work undertaken by CSOs (on a scale of A to D) respectively.
22. In the tables that follow, key results are set out by state based on three columns:
- Column 1 – Target: this is the result that the programme expects to achieve by July 2012, the end of Year 4. Results in this column are drawn from the 2012 milestone column in the Logframe.
 - Column 2 – Period Actual: this is the result achieved in the current quarter, October to December 2011.
 - Column 3 – Cumulative Actual: this is the result achieved in the programme to date. It indicates progress against the target shown in Column 1.
 - The Comments column provides a brief explanation where cumulative results do not appear to be on course to achieve planned targets.

| Key results (2012 targets, period & cumulative actuals) | Enugu | | | Jigawa | | | Kaduna | | | Kano | | | Kwara | | | Lagos | | |
|---|------------------------|------------------|------------------|------------------------|------------------|------------------|------------------------|------------------|------------------|---------------------|------------------|------------------|------------------------|------------------|------------------|------------------------|------------------|------------------|
| | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual |
| 1 Number of target schools (public) | | | | | | | | | | | | | | | | | | |
| Primary | 91 | 91 | 91 | 149 | 149 | 149 | 480 | 501 | 501 | 947 | 265 | 265 | 1440 | 1440 | 1440 | 100 | 100 | 100 |
| JSS | 0 | 0 | 0 | 49 | 49 | 49 | 0 | 0 | 0 | 36 | 36 | 36 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 91 | 91 | 91 | 198 | 198 | 198 | 480 | 501 | 501 | 983 | 301 | 301 | 1440 | 1440 | 1440 | 100 | 100 | 100 |
| 2 Number of learners in target schools (public) | | | | | | | | | | | | | | | | | | |
| Male | 9854 | 9854 | 9854 | 44101 | 44101 | 44101 | 77241 | 54069 | 80621 | 568372 | | 89683 | 104643 | 104643 | 104643 | 29400 | 29400 | 29400 |
| Female | 8538 | 8538 | 8538 | 32154 | 32154 | 32154 | 65799 | 46059 | 68677 | 457752 | | 84457 | 94665 | 94665 | 94665 | 33030 | 33030 | 33030 |
| Total | 18392 | 18392 | 18392 | 76255 | 76255 | 76255 | 143040 | 100128 | 149298 | 1026124 | | 174140 | 199308 | 199308 | 199308 | 62430 | 62430 | 62430 |
| 3 Number of target schools (non-state) | 30 | 30 | 30 | 70 | 70 | 70 | 59 | 19 | 19 | 179 | 128 | 128 | NA | | | NA | NA | NA |
| 4 Number of learners in target schools (non-state) | | | | | | | | | | | | | | | | | | |
| Male | 4515 | 4515 | 4515 | 2554 | 2554 | 2554 | 1755 | 855 | 855 | 3188 | 2288 | 2288 | NA | | | NA | | |
| Female | 3975 | 3975 | 3975 | 1346 | 1346 | 1346 | 585 | 285 | 285 | 2761 | 1861 | 1861 | NA | | | NA | | |
| Total | 8490 | 8490 | 8490 | 3900 | 3900 | 3900 | 2340 | 1140 | 1140 | 5949 | 4149 | 4149 | NA | | | NA | | |
| 5 Children accessing water from new units | | | | | | | | | | | | | | | | | | |
| Male | 1715 | 1372 | 1372 | 11088 | 7445 | 7445 | 13230 | 0 | 13436 | 39716 | 90 | 29003 | 4388 | 2926 | 4388 | 10462 | 6398 | 10462 |
| Female | 1785 | 1428 | 1428 | 7392 | 4963 | 4963 | 11270 | 0 | 12378 | 36033 | 0 | 24610 | 3892 | 2594 | 3892 | 10207 | 6064 | 10207 |
| Total | 3500 | 2800 | 2800 | 18480 | 12408 | 12408 | 24500 | 0 | 25814 | 75749 | 90 | 53613 | 8280 | 5520 | 8280 | 20669 | 12462 | 20669 |

| Key results (2012 targets, period & cumulative actuals) | Enugu | | | Jigawa | | | Kaduna | | | Kano | | | Kwara | | | Lagos | | |
|--|-------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|
| | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual |
| 6 Girls with access to separate toilets | 2640 | | | 10560 | | | 5152 | 0 | 5335 | 28289 | 0 | 13407 | 10702 | 1297 | 1297 | 7179 | 4143 | 4143 |
| 7 Learners benefiting from new/ renovated classrooms | | | | | | | | | | | | | | | | | | |
| Male | 392 | 0 | 0 | 432 | 0 | 0 | 605 | 303 | 303 | 11738 | 0 | 0 | 16070 | 0 | 0 | 34044 | 0 | 0 |
| Female | 408 | 0 | 0 | 288 | 0 | 0 | 515 | 257 | 257 | 9222 | 0 | 0 | 14250 | 0 | 0 | 36301 | 0 | 0 |
| Total | 800 | 0 | 0 | 720 | 0 | 0 | 1120 | 560 | 560 | 20960 | 0 | 0 | 30320 | 0 | 0 | 70345 | 0 | 0 |
| 8 Learners benefiting from direct school funding | 14754 | 0 | 0 | 132264 | 76255 | 76255 | 52432 | 52432 | 52432 | 454292 | 0 | 152251 | 34036 | 0 | 0 | 62430 | 62430 | 62430 |
| 9 Community members trained and mentored to support SI (PDT) | Functioning SBMC* | | | Functioning SBMC | | | Functioning SBMC | | | Functioning SBMC | | | Functioning SBMC | | | Functioning SBMC | | |
| Male | | 525 | 970 | | 1260 | 4625 | | 10939 | 36593 | | 1280 | 9480 | | 3442 | 6594 | | 4372 | 6587 |
| Female | | 467 | 957 | | 594 | 2837 | | 5890 | 19703 | | 320 | 3667 | | 857 | 1630 | | 4227 | 8001 |
| Total | | 992 | 3831 | | 1854 | 7462 | | 16829 | 56296 | | 1600 | 13147 | | 4299 | 8224 | | 8599 | 14588 |
| 10 CSO members trained, i.e. person days of training | | | | | | | | | | | | | | | | | | |
| Male | C | 53 | 81 | C | 55 | 931 | B | 55 | 132 | C | 203 | 213 | C | 53 | 85 | C | 39 | 71 |
| Female | C | 69 | 102 | C | 20 | 532 | B | 45 | 108 | C | 13 | 15 | C | 65 | 110 | C | 27 | 75 |
| Total | C | 122 | 183 | C | 75 | 1463 | B | 100 | 240 | C | 216 | 228 | C | 118 | 195 | C | 66 | 146 |

*Based on defined criteria

| Key results (2012 targets, period & cumulative actuals) | Enugu | | | Jigawa | | | Kaduna | | | Kano | | | Kwara | | | Lagos | | |
|---|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|
| | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual |
| 11 Women participating in SBMCs | 0 | 0 | 0 | 594 | 594 | 594 | 1044 | 825 | 825 | 350250* | 0 | 156259 | 1275 | 0 | 1188 | 13538 | 4227 | 8457 |
| 12 Female learners benefiting from cash conditional transfers (Kn) | | | | | | | | | | | | | | | | | | |
| Female | NA | | | NA | | | NA | | | 4482 | 0 | 2982 | NA | | | NA | | |
| 13 Additional girls in school (girl education project - Jigawa) | NA | | | 4200 | 3000 | 3000 | NA | | | NA | | | NA | | | NA | | |
| 14 Teachers trained and supported (public schools) i.e. person days of training | | | | | | | | | | | | | | | | | | |
| Male | 3193 | 1101 | 1461 | 0 | 6059 | 14100 | 0 | 0 | 27063 | 0 | 7023 | 278754 | 66371 | 84431 | 1320 | 0 | 0 | |
| Female | 12772 | 4401 | 6801 | 0 | 1163 | 13548 | 0 | 0 | 6162 | 0 | 1308 | 369510 | 87981 | 111921 | 5280 | 0 | 0 | |
| Total | 15965 | 5502 | 8262 | 0 | 7222 | 27648 | 0 | 0 | 33225 | 0 | 8331 | 648264 | 154352 | 196352 | 6600 | 0 | 0 | |

*Kano figures – total women and children participating in SBMCs

| Key results (2012 targets, period & cumulative actuals) | Enugu | | | Jigawa | | | Kaduna | | | Kano | | | Kwara | | | Lagos | | |
|--|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|
| | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual |
| 15 Teachers trained and supported (non-state schools) i.e. person days of training | | | | | | | | | | | | | | | | | | |
| Male | 525 | 154 | 274 | | 328 | 1011 | 888 | 330 | 570 | 2761 | 140 | 1361 | NA | | | NA | | |
| Female | 4727 | 1330 | 2010 | | 9 | 12 | 762 | 240 | 480 | 2790 | 540 | 1350 | NA | | | NA | | |
| Total | 5252 | 1484 | 2284 | | 337 | 1023 | 1650 | 570 | 1050 | 5551 | 680 | 2711 | NA | | | NA | | |
| 16 Head teachers trained (public) i.e. person days of training | | | | | | | | | | | | | | | | | | |
| Male | 1922 | 779 | 836 | 14700 | 963 | 7340 | 6800 | 470 | 470 | 22556 | 1425 | 12328 | 44765 | 12970 | 15951 | 180 | 0 | 52 |
| Female | 2604 | 950 | 1216 | 147 | 15 | 507 | 2914 | 202 | 202 | 1866 | 125 | 730 | 20112 | 5827 | 7166 | 2106 | 0 | 534 |
| Total | 4526 | 1729 | 2052 | 14847 | 978 | 7847 | 9714 | 672 | 672 | 24422 | 1550 | 13058 | 64877 | 18797 | 23117 | 2286 | 0 | 586 |
| 17 Head teachers trained (non-state) i.e. person days of training | | | | | | | | | | | | | | | | | | |
| Male | 248 | 76 | 95 | NA | | | NA | | | 5 | 5 | 5 | NA | | | NA | | |
| Female | 1240 | 494 | 566 | NA | | | NA | | | 4 | 4 | 4 | NA | | | NA | | |
| Total | 1488 | 570 | 661 | NA | | | NA | | | 9 | 9 | 9 | NA | | | NA | | |

| Key results (2012 targets, period & cumulative actual) | Enugu | | | Jigawa | | | Kaduna | | | Kano | | | Kwara | | | Lagos | | |
|---|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|------------------|---------------|---------------|
| | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual | July 2012 Target | Period Actual | Cumul. Actual |
| State/LGEA officials trained i.e. person days of training | | | | | | | | | | | | | | | | | | |
| 18 Male | 1500 | 600 | 822 | 7286 | 809 | 2861 | 29629 | 7096 | 10668 | 29169 | 623 | 14758 | 27083 | 3361 | 7889 | 1720 | 581 | 816 |
| Female | 1000 | 434 | 600 | 292 | 496 | 633 | 8244 | 2363 | 3070 | 2209 | 434 | 2004 | 11181 | 1390 | 3270 | 1800 | 628 | 863 |
| Total | 2500 | 1034 | 1422 | 7578 | 1305 | 3494 | 37873 | 9459 | 13738 | 31378 | 1057 | 16762 | 38264 | 4751 | 11159 | 3520 | 1209 | 1679 |
| 19 Schools inspected using QA methodology | 0 | 0 | 0 | 52 | 0 | 19 | 300 | 83 | 83 | 227 | 50 | 127 | 596 | 256 | 256 | 550 | 0 | 195 |

Programme aggregates

| | Key results (2012 targets, period & cumulative actuals) | Programme | | | Comment |
|---|---|-----------------------------|----------------------------|----------------------------|--|
| | | July 2012 Target | Period Actual | Cumul. Actual | |
| 1 | Number of target schools (public) Primary JSS Total | 3207 85 3292 | 2381 85 2466 | 2637 85 2722 | On course |
| 2 | Number of learners in target schools (public) Male Female Total | 833611 691938 1525549 | 242067 214446 456513 | 358302 321521 679823 | On course although cumulative against target looks low. Large variance accounted for by Kano where considerable rollout is expected in the period Jan – June 2012. |
| 3 | Number of target schools (non-state) | 338 | 247 | 247 | On course |
| 4 | Number of learners in target schools (non-state) Male Female Total | 12012 8667 20679 | 10212 7467 17679 | 10212 7467 17679 | On course |
| 5 | Children accessing water from new units Male Female Total | 80599 70579 151178 | 18231 15049 33280 | 66106 57478 123584 | On course |
| 6 | Girls with access to separate toilets | 64522 | 5440 | 24182 | Behind schedule although should be achieved by July 2012. Delays in toilet construction in some locations due to the need to complete water installations before erecting toilets. |
| 7 | Learners benefiting from new/renovated classrooms Male Female Total | 63281 60984 124265 | 303 257 560 | 303 257 560 | On course |
| 8 | Learners benefiting from direct school funding | 750208 | 191117 | 343368 | On course |
| 9 | Community members sensitised / trained and supported to support school improvement (PDT) Male Female Total | Functioning SBMC | 21818 12355 34173 | 64849 36795 101644 | On course |

| | | | | | |
|----|---|--------|--------|--------|--|
| 10 | CSO members trained, i.e. person days of training | | | | On course |
| | Male | C | 458 | 1513 | |
| | Female | C | 239 | 942 | |
| | Total | C | 697 | 2455 | |
| 11 | Women participating in SBMCs* | 16451 | 5646 | 11064 | |
| 12 | Female learners benefiting from conditional cash transfers (Kn) | 4482 | 0 | 2982 | Behind schedule due to the impasse involving the Kano State Government. Now resolved; July 2012 target should be achieved. |
| 13 | Additional girls in school (girl education project - Jigawa) | 4200 | 3000 | 3000 | On course |
| 14 | Teachers trained and supported (public schools) i.e. person days of training | | | | On course |
| | Male | 324430 | 67472 | 98974 | |
| | Female | 407272 | 92382 | 121193 | |
| | Total | 731702 | 159854 | 220167 | |
| 15 | Teachers trained and supported (non-state schools) i.e. person days of training | | | | On course |
| | Male | 4174 | 952 | 3216 | |
| | Female | 8279 | 2119 | 3852 | |
| | Total | 12453 | 3071 | 7068 | |
| 16 | Head teachers trained (public) i.e. person days of training | | | | On course |
| | Male | 90923 | 16607 | 36977 | |
| | Female | 29749 | 7119 | 10355 | |
| | Total | 120672 | 23726 | 57687 | |
| 17 | Head teachers trained (non-state) i.e. person days of training | | | | On course |
| | Male | 253 | 81 | 100 | |
| | Female | 1244 | 498 | 570 | |
| | Total | 1497 | 579 | 670 | |
| 18 | State/LGEA officials trained i.e. person days of training | | | | On course |
| | Male | 96387 | 13070 | 37814 | |
| | Female | 24726 | 5745 | 10440 | |
| | Total | 121113 | 18815 | 48254 | |
| 19 | Schools inspected using QA methodology | 1725 | 389 | 680 | |

* Total figures here exclude Kano where no. of women and children participating in SBMCs is available but yet to be disaggregated.

Section 2: State Progress Summaries

Enugu

Introduction and Context

23. A combination of DFID-ESSPIN technical support and political engagement is improving the prospect of rollout of the School Improvement Programme (SIP) from Udi LGA to the rest of the State. The Governor has launched a special intervention to improve the quality of infrastructure in 340 public primary and secondary schools. ESSPIN's Integrated School Development Planning (ISDP) approach has been adopted for schools and needs identification. It is expected that the intervention programme will, in time, place infrastructural developments within the SIP model.
24. The Commissioner of Education, supported by ESSPIN, has provided briefings to various state and non-state groups to promote the importance of a well-coordinated SIP rollout through the Governor's special intervention, and through relevant federal government interventions and statutory workplans of state MDAs. The State Education Technical Steering Committee (SETSC) endorsed this development and resolved to meet regularly to ensure effective implementation and to monitor progress.
25. The rollout of SIP has been fully integrated into the Strategic and Action Plans of Enugu State Universal Basic Education Board (ENSUBEB) and the 17 LGEAs in the State with technical support from ESSPIN. ENSUBEB led the process with substantial funding and technical inputs by its staff. The impact of the SIP infrastructure input is beginning to be directly felt. Pupils and teachers in 7 schools and community members in the environs are accessing safe water from motorized boreholes provided by DFID-ESSPIN. This has further strengthened community confidence and support for the SIP approach. All 10 first phase water boreholes and 10 toilet facilities in the Enugu SIP support will be completed and in use early next quarter.
26. About N4billion (£16 million) has been earmarked for school improvement in the 2012 Enugu State Budget Proposal. An additional N3.5billion (£14 million) is expected to be accessed from the arrears of UBEC, ETF and MDGs Intervention Funds for investment in basic education in 2012. With the State's adoption of ISDP, all these can be leveraged to rollout SIP. The situation is not without risk, however. Paucity of fund releases to implement MDAs' workplans and misplacement of education investment priorities remain challenges. With the upscale of coordinated political engagement by Enugu SLPs and its increasing effectiveness, it is hoped that there will be improvements in state responsiveness to education reform and public financial management to mitigate these risks.

27. There are strong reasons for optimism that the targets of ESSPIN Enugu 2012-2014 State Forward Plan (SFP) will be largely achieved through full State ownership and leveraged funds.

Workplan Highlights

Output 3 -School improvement

28. Pupils, teachers and community members in 7 public schools out of the 10 planned for are accessing potable water from motorized boreholes provided by DFID-ESSPIN. Work on borehole provision in the remaining 3 schools will be completed early next quarter for pupils, teachers and community members to start benefiting from this vital provision.
29. SSIT and Education Officers' (EOs) capacity development by DFID-ESSPIN for a sustainable state-owned in-service training and support programme for teachers and headteachers progressed very well. ENSUBEB has commenced the implementation of the recommendations of its Functional Review by ESSPIN with the establishment of an Advisory Service Unit (ASU) to supervise the SSIT.
30. The Advisory Service structure has also been adopted by the three (3) Christian Mission Education Secretariats. They have appointed 7 education officers to these units to be trained by ESSPIN along with the SSIT and 18 Udi LGEA EOs to provide in-service training and support to mission schools.
31. The SSIT along with the selected 23 EOs from Udi LGEA and the missions received 525 person days of training from ESSPIN on literacy and numeracy lesson delivery, inclusive education, school development planning and financial management to enhance their capacities for in-service training and support to teachers and headteachers.
32. 422 class teachers in 121 public and mission schools supported by the SIP pilot received 6,986 person training days and school support visits by the SSIT and EOs to enhance their competencies in the delivery of literacy and numeracy lessons.
33. Headteachers of these 121 schools also received 2,299 person days of training and school support visits by SSIT and EOs to build their capacities to competently provide professional support to class teachers in the effective delivery of literacy and numeracy lessons.
34. Headteachers and 363 members of SBMCs of these 121 schools were trained by the SSIT and EOs to acquire skills to develop realistic School Development Plans (SDPs) and implement them. The headteachers and SBMCs will complete their respective SDPs and begin implementation with school grants from DFID-ESSPIN in the next quarter.

Output 4 - Community engagement in school improvement and learner participation

35. Substantial gains were made in ESSPIN's support to capacity development for civil society and community participation in school improvement. This will reinforce SLPS' efforts at

political engagement for greater state responsiveness and accountability for improved basic education provision.

36. School-Based Management Committees (SBMCs) have been established and trained in all 121 public and mission schools benefitting from the SIP. Education policy makers, traditional rulers and community leaders were sensitized to support SBMCs to be functional and effective.
37. ESSPIN, in collaboration with SAVI, facilitated the formation of an Advocacy Task Committee on Inclusive Education in the State. The committee includes education and social development MDAs and relevant civil society groups. This platform will help to deepen collaboration and enhance wider stakeholders' participation to facilitate inclusive education policies, schools and practices in the State.
38. The implementation of Enugu Challenge Fund Scheme in collaboration with the missions and relevant CSOs is well on course. All the 1,200 children from very poor households benefitting from the scheme (618 girls, 582 boys) successfully completed the first term of the school session.
39. Further training and mentoring will be provided to the SBMCs to enhance their capacity and functionality.

Output 2 - State and local government support to school improvement

40. Support was provided to MoE and ENSUBEB to use Enugu State Integrated School Development Planning (ISDP) database in selecting 170 public primary and 170 public secondary schools and estimating the cost implications for SIP rollout through the Governor's special intervention.
41. Enugu State integrated strategic planning framework for basic education is now in place with support from ESSPIN. The ENSUBEB Strategic Plan and Action Plans of the 17 LGEAs have been completed and adopted by stakeholders. ENSUBEB led this process with substantial funding and technical input by its staff who received training from ESSPIN.
42. The 2010/2011 ASC Report is completed and ready for publication and dissemination. All public primary and secondary schools were enumerated while an estimated 85% coverage of private schools was achieved. Better quality data is now available for education policy decisions, management and investment planning.
43. The Enugu State Economic Planning Commission (ESEPC)-led process of updating the 2011-2013 Education MTSS is in progress. ESSPIN is collaborating with SPARC to provide technical support.

44. There was steady progress in collaboration with Enugu State MDGs TAs to develop the proposals of the 3 LGAs earmarked to be beneficiaries of the MDG-CGS programme. The education component of the proposals will align with SIP rollout in the State.

Major features of the workplan for the coming months

45. Continued support to the State to develop an Action Plan for the Governor's special intervention and its effective implementation to facilitate SIP rollout.
46. Disbursement of DFS and support to the 121 public and mission schools benefiting from the SIP to start implementing their SDPs.
47. Full implementation of literacy and numeracy lesson plans in all the 121 SIP focus schools.
48. Further training, mentoring and support SBMCs for functionality and effectiveness.

UKaid-ESSPIN gives basic education lifeline to 1,200 disadvantaged children

Adaeze and her brother Chinonyerem are orphans. Ukwuani and her 3 siblings are children of a blind beggar and his wife who makes less than N3,000 (approximately £13) per month as a hawker. These children are among the 1,200 indigent school-age children (618 girls, 582 boys) who were out-of-school until October, 2011, when UKaid-ESSPIN gave them a basic education lifeline through its Challenge Fund Scheme in Enugu State.

Although Nigeria is implementing a free and compulsory Universal Basic Education (UBE) programme, the proportion of out-of-school children remains high. The majority of these out-of-school children are disadvantaged children whose families and households cannot afford the cost of essential school supplies to complement government free tuition. It is estimated that up to 7million Nigerian children are so deprived. This is a serious threat to the achievement of the MDGs for universal education and gender equity.

UKaid-ESSPIN is partnering with Christian missions and a group of CSOs to develop a sustainable system to cater for the basic education needs of indigent children in Enugu state through the Challenge Fund Scheme. ESSPIN is providing pupils' school supplies, teaching aids, teacher and head-teacher in-service training to enable impoverished children to access quality primary education in selected mission schools. The partnering missions waive the tuition fees while the CSOs pick out the poorest of the poor to benefit from the scheme and follow-up on their progress in school.

An estimated 2,000 indigent children will benefit from the Challenge Fund Scheme in its 2 years of pilot implementation in Enugu State. It is expected that the partnering missions and CSOs would have garnered sufficient experience and organisational capacity to own and scale up the scheme thereafter.

Jigawa

Introduction and Context

49. This quarter saw a joint agreement reached between ESSPIN and State Ministry/SUBEB on the rollout strategy for the School Improvement Programme that has been demonstrated over the last 2 years. The agreement hinged on an agreed number of new schools and the input package and resources to be committed in the scale up of the SIP.
50. **Rollout Strategy:** Phase 2 rollout of the SIP will commence in February 2012 with the state funding implementation of the SIP package in 25% of public primary and junior secondary schools across the 27 LGAs in the State. These schools will comprise the original 198 focus schools and 303 new schools (501 in total).
51. The strategy is a combination of Teacher Training and SBMC /community engagement elements to be coordinated through the newly established Advisory Support Unit (Schools Services Department) and the Social Mobilisation Department of SUBEB. To date, a substantive coordinator has been appointed to manage the 32-member SSIT trained by ESSPIN to conduct and sustain the training programme, while the Social Mobilisation Department is contracting 5 CSOs for SBMC/Community engagement work.
52. A total of 501 HTs, 2,796 Classroom Teachers, 117 SSOs and 2,502 SBMC members will be trained. The 33 members of the SSIT, 20 of the State Task Team on SBMCs, 9 LGEA desk officers and 10 CSO members will be mobilised to train and support the implementation work across the 27 LGAs.
53. **Funding Sources:** SUBEB is committing N128 million and N22million for the Teacher Training and SBMC work respectively. This funding is coming from the State SUBEB budget, UBEC-IF and Special Grant. SUBEB has been allocated N100 million by the Directorate for Budget and Economic Planning to commence the training in February 2012.
54. Another opportunity for the scale up comes through the N600 million MDG grants. The 3 beneficiary LGAs (Miga, Guri and Sule Tankarkar) have selected 43 schools and also committed N318 million in their MDG grants proposal for infrastructure development and to scale up the Teacher Training and SBMC /Community engagement work. About 600 teachers, 43 HTs and 215 SBMC members will be trained using the ESSPIN model.
55. **Risks and challenges for the rollout:** The strategy is hinged on sufficient allocation of state resources and timely release of funds to SUBEB. The direct involvement of the Department for Budgets and Economic Planning (DEBP) in ensuring that required funds are set aside and released is a good opportunity for success.
56. Moreover the MTSS framework is already institutionalized and aligned to the budgetary process. Budget release to the Education Sector has improved from below 50 % (2006) to 98% (2011).SUBEB has a clean record of access to the UBEC-IF. With these resources

available to the education sector, it is envisaged that the scale up of the SIP package will achieve great success.

57. Low capacity of state personnel to manage the staff deployment process such that relevant officers remain in post long enough to see to the successful implementation of the rollout plan is a risk to the achievement of rollout at state and LGEA levels.
58. **Political engagement process:** ESSPIN engaged the State Ministry of Education and SUBEB through a discussion of the replication options, the strategy for the scale up, the number of schools to be selected using the ISD model and the management of the implementation and monitoring process. An internal workshop was organized for SUBEB to understand and agree on the modalities as well as funding of the programme. One of the key outcomes was the agreement to use the UBEC-IF, select additional schools, and domesticate the implementation through the Advisory Support Unit.

Workplan Highlights

Outputs 3 & 4 - School improvement, community engagement and learner participation

59. A detailed plan for rolling out the SIP and SBMC work was agreed with SUBEB. A combined budget was proposed and approved for implementation in February 2012. An orientation programme for SUBEB, LGEAs, HTs and community members is planned in January to create awareness, define roles and build sustainability at all levels.
60. The final phase of the SIP Teacher Training cycle 1 was completed. All the 198 HTs and LGEA officials received 594 and 141 person days of training respectively on Financial Management to facilitate moving on to SIP cycle 2. The HTs were supported by the SSIT to produce Annual School Financial Reports for SIP Cycle 1, and to prepare School Self Evaluation and School Development Plans for Cycle 2 to qualify for the second tranche of Direct School Funds planned for January 2012.
61. An orientation programme was also conducted for the 32 SSIT members to prepare them for the implementation of the scale up programme in 2012. This is in line with the sustainability strategy put in place to support SUBEB in management of the scale up process
62. The construction/renovation of the SSIT training Centre was completed. SUBEB has provided additional materials and budgeted N4.5 million to procure motor cycles for monitoring and school support activities
63. 14 additional water points have been completed this quarter bringing the total number to 60 beneficiary schools in the State. About 19, 840 learners will benefit from new water points provided to schools.

64. ESSPIN school support and skills development of SBMCs have generated greater community participation and leverage of additional resources for schools and presented demands to the SUBEB for school improvement. In this quarter

- The SBMC in JSS Ganjin Gebi in Ringim LGEA mobilised N250,000(£1000) and purchased a permanent site for the school. The SBMC also constructed a new block of 2 classrooms with HT Office through a self help project.
- The SBMC of Katutu Islamiyya in Ringim LGEA mobilised resources and constructed a new classroom.
- The SBMC of Sabon Gari Islamiyya in Ringim LGEA has requested SUBEB provision for additional classrooms.

65. Pilot programmes - IQTE, Girls' Education and Challenge Fund (Nomadic Education support)

- **IQTE:** The first structured student assessment of the IQTE Tsangaya model schools was conducted in November. The report indicated an overall average score of 85% in Hausa, 81% in English and 80% in Mathematics. The combined results of comparator schools were slightly lower at 77% for Hausa, 69% for English and 73% Maths. The Islamiyya schools component of the pilots planned to be launched in February. This phase will expand the programme into 50 cohort schools to be further expanded by an additional 100 schools by 2013. It is targeted to attract an estimated 7,500 children at an average of 50 pupils per school.
- **Girls Education:** The work has progressed into two other focus LGAs with the training of women groups, gender officers and LGEA staff. A feedback exercise in Miga LGA indicated an increase of 15% in school attendance and 7% in enrolment of girls at upper primary level.
- **Challenge Fund Initiative:** The support to the community nomadic schools has attracted the attention of the State Governor and he has resolved to increase the support available. The sum of N7.1 million was committed by the Agency for Nomadic Education to support the pilot and other nomadic schools across the state.

Output 2- State and local government support to school improvement

66. The PE engagement with the MDG LGAs (Miga , Guri and Sule Tankarkar) has generated commitment and additional funding to the Education budget. The 3 LGAs have allocated an average of 53% (N318 million) of the total MDG grants to financing education activities.

67. The Functional Review of the Ministry of Education was conducted and rationalised MoE departments into 8 with agreed roles and mandates for efficiency and effective performance. The HC has submitted a request to the office of the Head of Service for approval to commence the reorganisation.

68. The ISD strategy was presented to the stakeholders with a positive note from the MOEST to pursue the model in the next phase of selecting schools for improvement. The Annual School Census for 2010/11 has been completed and data is now available for the selection exercise.

Major features of the workplan for the coming months

69. ESSPIN will continue to consolidate support to the original focus schools through makeup training for teachers in 90 schools who missed out on the first cycle of CT module 1 & 2.
70. Rollout of SIP to a total of 501 primary and junior secondary schools under the direction of SUBEB will commence in February 2012.
71. Expansion of the IQTE / Islamiyyah model in 50 selected schools.
72. Provision of Targeted Education Vouchers (TEVS) to the 40 community nomadic schools
73. Assessment of the GE programme to evaluate progress and lessons.
74. PE with relevant stakeholders to create awareness and build support in the implementation of the reform programmes.

DFID-ESSPIN Girls Education Programme has generated community support and leverage of resources for education of girls in Jigawa

The commencement of the girl education pilot in 3 focus LGAs was aimed at increasing enrolment and attendance of girls at upper primary and junior secondary levels of basic education. Through the pilot, 588 girls received schools uniforms and learning materials. The intervention was a collaboration between ESSPIN, women groups and Gender Officers at State and LGA levels.

The learning materials and school uniforms distributed attracted the attention of community members and some philanthropists in Miga LGA. Hajiya Hadiza Baiye Gambo was one of the most active women community leaders who have participated in the distribution of the materials. She saw the increase in the school attendance and was motivated to organise a community forum in support of the pilot. An appeal fund was launched to provide additional uniforms and materials for girls in primary 1, 2 and 3, and also for girls who had just returned to school after dropping out earlier. In this initiative, Hajiya Hadiza procured 290 additional girls uniforms and learning materials worth N387,000.00 and distributed to schools.

She also organised the women to monitor girls' attendance by visiting the schools and parents at home. From such initiatives, an initial feedback shows an increase of 15% in school attendance and 7% in enrolment of girls at upper primary level. It is evident that the sustainability principle is underway at local levels.

Kaduna

Introduction and Context

75. **Rollout strategy, including funding sources:** ESSPIN support for Kaduna State reform objectives to 2014 is built around a rollout of the School Improvement Programme piloted in 165 schools across 7 LGEAs between 2009 and 2011. It is noteworthy that 2012-2014 plans were formulated in close partnership with SUBEB's new School Advisory Service Unit and upgraded Social Mobilisation Department, with staff in these 2 departments now also taking a lead implementation role. **336 new schools** are being targeted, with a further **400** targeted if MDG CGS funding comes on stream. Alongside SIP rollout, embedding the ODM reforms of the past 18 months is key as these substantial changes in SUBEB and the LGEAs need time and support to become fully operationalised.
76. Funding for the SIP roll-out is largely from the 2012 UBEC Teacher Training fund, which, following a strategic intervention by the Honourable Commissioner, saw N117M of the total intervention of N150M dedicated to an ESSPIN-model programme of training and support for Head Teachers, Teachers and key LGEA Staff. From the core Government budget, the State Ministry has already provided over N500,000 to support reforms in which ESSPIN has played a key role, and further commitments are in the 2011-2013 MTSS, e.g. for the ASC. However, there is currently serious pressure on the Kaduna State budget and thus external interventions are currently a more reliable funding source.
77. **Risks and political engagement:** In order to offset the risk of UBEC funds not being guaranteed beyond a 2-year period, ESSPIN has sought a more active engagement with the Honourable Commissioner, and it is pleasing that he is now involved at a very positive level. On UBEC funding, as indicated above, he critically intervened to prevent UBEC funds being less than optimally utilised and his insistence on a formal evaluation of proposals to UBEC gives rise to optimism for the future. More broadly, the HC consults regularly with ESSPIN to discuss reform options. He has also attended in person a session of the first SSIT training for new DSOs and SSOs. This good news is somewhat offset by the delay in the new SUBEB Executive Chairman (former State College Provost) taking up his post. His appointment, announced in July, has met with some resistance from 'old guard' factions, as he is a known reformer. However, the Honourable Commissioner has refused to reconsider the appointment, another positive sign. The delay, however, is causing some internal frictions within SUBEB, inhibiting reform progress. ESSPIN has also met with a positive response from the new House of Assembly Education Committee, who are strongly interested in education reform. ESSPIN liaises closely with SAVI on SHoA issues.

Workplan Highlights

Output 3 & 4 -School improvement, community engagement and learner participation

78. As indicated above, the Kaduna SIP rollout has begun, with **336 new schools** across **8 new LGEAs** involved. The State School Improvement Team has led 2 Modular training sessions for 'new' officials - **25 DSOs** and **59 SSOs** - who have then led training for **336 Headteachers** and made school support visits. There have been logistic hiccups within SUBEB (materials printing and timely fund releases), but these are to be expected in a first phase of greater SUBEB implementation responsibility. Overall, the positive leadership role of SUBEB School Services is very pleasing. On infrastructure, 60bore-holes, 7 classroom blocks and 21 VIP toilets have been formally handed over, with 3 members from each SBMC trained on basic bore-hole maintenance to reduce down-time.
79. ESSPIN has strengthened Kaduna's Civil Society-Government Partnership by training 40 CSO members (including staff from Jigawa and Kano) on (a) advocacy and (b) how to reinforce the relationship between CSOs and the media so that communities can make their demands known to the SHoA. On IQTE, further training has been provided to the Kaduna cohort of 32 (16 male/16 female) volunteer community teachers from 3 LGEAs, while, following the recent MTR, SUBEB has approved plans to expand Kaduna IQTE work into 40 new schools in 3 new LGEAs from February 2012. The Kaduna Challenge Fund intervention has begun in Makarfi LGEA, targeting 3 schools and 590 previously out-of-school pupils who have been provided school bags, exercise books and daily snacks.
80. The Honourable Commissioner has expressed strong support for an ESSPIN-proposed Public Private Partnership (PPP) Forum initiative. He has informed His Excellency the Executive Governor of the proposal and HE has promised to fund the initial Forum session. There is interest from business organisations such as Oando and the MTN Foundation. The Forum is aimed at tapping into stakeholder organisations' social responsibility plans for host communities. Confirmation of a Forum date is awaited.

Output 2 - State and local government support to school improvement

81. The 2011-2013 MTSS report has been completed and published. The printing and dissemination of the 2011 AESPR and the 2010-2011 Annual School Census reports, delayed due to budget release problems, is now finally underway. The new Ministry M&E Unit is now functioning but needs support to make it effective. A key development in institutionalising the new SIP arrangements has been the signing of an MoU between Gidan Waya State College Consultancy Unit and SUBEB on how the SSIT will operate and how UBEC funds are to be managed. ESSPIN has devoted a lot of time to support proposals being developed by the 4 Kaduna LGAs which are eligible for MDG funds to the tune of N200 M per LGA. Proposals are due for submission this month. On QA, we await the imminent passing of the Bill to create a full Board, while the new software for recording School Evaluation reports has been installed and a dedicated IT room to process all QA reports on computer has been set up and equipped.

Major features of the workplan for the coming months

- 82. Ongoing support to SUBEB to ensure that key ODM changes in some departments are streamlined to support school improvement.
- 83. Implementation of the IQTE / Tsangaya model.
- 84. Finalisation of MDG CGS proposals on behalf of 4 beneficiary LGAs.
- 85. Support to a Public Private Partnership Forum to be funded by the state government.

Kaduna Social Mobilisation Department – Fit for Purpose

“Though Community Mobilisation is an important element in the delivery of quality Basic Education, the Social Mobilisation Department did not exist in Kaduna State Universal Education Board. What existed for four years was the Publicity Office, manned by myself as Public Relations Officer and a Camera Man. In 2005, additional responsibility for Social Mobilisation was added to the unit but without a clear mandate, structure and function.”
 - Shuaib Mohammed Dabo, Director, SMD Kaduna SUBEB.

ESSPIN’s work with the Social Mobilisation Department (SMD) in SUBEB has created a more functional department, with appropriate systems and structures in place and clearly defined responsibilities. Following the SUBEB-wide organisational review process, SMD has grown from a 4-person unit to a 16-strong department. ESSPIN has delivered three whole-department trainings to help develop effective working practices in areas such as delegation, teamwork, and work planning. The ESSPIN Communications and Knowledge Management team is providing ongoing capacity building support for the vital C&KM work of the department. Staff have also drawn up their own ‘SMD Charter’, stating the department’s values and working practices and focusing the team on its core purpose and ultimate beneficiary: the child.

There is a new and more purposeful interaction between SUBEB and LGEA SMDs and, in turn, the School Based Management Committees (SBMCs) they support through their mobilisation activities. SMDs in the LGEAs are now being mentored by SUBEB SMD to provide direct support to SBMCs in contributing to resolving various school issues. There are now 155 functional SBMCs and a replication plan is in place to reach every SBMC.

“Today, the department is one year old and is fit for purpose with clear mandates and functions that tie into the overarching mission of SUBEB. The Social Mobilisation Department will continue to work in strengthening community support in school governance through the SBMCs,” said Dabo.

Kano

Introduction and Context

86. **State rollout strategy:** October to December 2011 has seen two significant step-changes in State rollout of the ESSPIN-piloted School Improvement Model (SIP). Intensive work by ESSPIN with the MDG CGS team, plus stakeholders from community, local government and state level, as well as counterparts in PATHS2, has resulted in submission of proposals to fund the full SIP in all 295 primary schools in three new LGAs. These proposals, totalling N600m across all sectors, have been prepared using the Integrated School Development process for prioritisation of investments, and include infrastructure improvements (water and sanitation) plus Direct Funding of Schools (financed by the community rather than MDG-CGS in one LGA). ESSPIN has also been working with SUBEB to prepare plans for SIP roll-out to 30 schools in each of another 11 LGAs: 330 in total. Together with the existing 312 partner schools in existing ESSPIN-supported LGAs, we expect School Support Officers for 937 schools to engage with the State School Improvement Team during Q1 of 2012: an increase from 4% to 13% of all schools in Kano State. These commitments have been developed at the same time as MTSS drafting and budget submissions, therefore full integration across these planning and budget tools is expected in 2012—particularly since budget profiling has featured in Ministry of Planning and Budget stipulations for MDG proposals for the first time.
87. **Political engagement:** Political engagement in Kano has been critical to progress over the past quarter. A second round of changes of key post-holders (Permanent Secretary, Hon Chairman SUBEB, MDA Directors) since the May 2011 elections resulted in a certain amount of disruption. A new start was required with many counterparts regarding the nature of ESSPIN's work, the School Improvement Programme model and the State Forward Planning approach which entails ambitious roll-out targets through State funding in Kano. A number of stakeholders also performed the Hajj pilgrimage during the quarter. In the circumstances, the progress made regarding State roll-out suggests that a significant degree of commitment to the ESSPIN SIP approach exists in influential circles in Kano. There is fresh impetus from the Hon Commissioner and Exec Chair SUBEB to move forwards with the functional reviews of KSMOE and SUBEB, with some of the consequent reorganisation and staffing actions reportedly already being implemented.
88. Particular efforts have focused on gaining top level commitment to re-starting the Conditional Cash Transfers (CCT) for Girls' Education programme. Several senior DFID officials bolstered the efforts of the ESSPIN team, including direct contact with HE Executive Governor of Kano State. These have ultimately resulted in a successful submission by the Honourable Commissioner for Education to the Kano Executive Council of a briefing memo to secure regular funds release of N33m per quarter for CCT. Moreover a further 1,500 girls will be added to the programme at DFID/ESSPIN's expense.

89. Another milestone was reached with SUBEB adoption of the ESSPIN IQTE pilot, following years of sensitive engagement and demonstration of what can be achieved. The first N18m allocated in the State Budget has begun to be released by a new SUBEB Committee, which guides its own 'IQTE Chapter' to support expansion of the integrated education programme in Tsangaya and non-integrated Islamiyya schools in three new LGAs. At this stage, ESSPIN maintains a closely supportive role, with a view to full hand-over in due course as the capacity of SUBEB and LGA partners increases.
90. **Operational risks:** As the hub of Northern Nigeria, Kano remains on high alert for the threat of terrorist incidents for the foreseeable future. Other notable hazards relate to sporadic political protests, fuel subsidy disruptions, road travel, health and criminality. The ESSPIN team draws on multiple networks and sources of information, as well as regularly reporting on and reviewing operational threats within a continually updated risk management framework.

Workplan Highlights

Outputs 3, 4 & 2: School improvement, community engagement and learner participation, and State and local government support

91. During the past quarter it has become clear that the ESSPIN Kano team is working in an increasingly integrated way towards common goals. This reflects the outcomes from the Mid Term Review of ESSPIN, as interpreted in evolving guidance from ESSPIN Abuja, leading simultaneously to greater decentralisation of the programme and dismantling of the boundaries between components. As a result, there is closer alignment than ever before between the SBMC/community accountability and school quality outputs of ESSPIN in Kano. Likewise, team members have collaborated with Output 2 to achieve better results in terms of SIP uptake by the State authorities, integration of SIP and ISD into MTSS and Budget, and support for completion of Round 1 of DFS and preparations for Round 2 (N47m). Highlights this quarter have also included a new initiative on Inclusive Education; drafting of Learning Outcome Benchmarks in literacy, numeracy and Hausa; progress towards accreditation of Quality Assurance External Evaluators; and extending SSIT services to a non-state partner (GMF) paying for school improvement training and follow-up in schools where it sponsors out-of-school or orphaned children to attend. Also notable was the very light-touch support required this year for completion of the Annual School Census, and KSG commitment to financing ASC report processing and printing. Intensive learning of lessons was achieved by all parties as the Tsangaya farming pilot reached its first harvest season, with surpluses rendered up by Malams to ESSPIN for sale when the market price has risen, to be followed by renewed investment next year.

Major features of the work plan for the coming quarter

92. The 200% expansion of SIP coverage of Kano schools in 2012 is a major challenge—the more so because it must be achieved through State partner delivery mechanisms rather than directly by ESSPIN activity. Contrasting approaches will be used in the MDG and SUBEB LGAs: the former are ‘deep but narrow’ covering the SIP in all primary schools in three LGAs, while the latter are ‘broad but shallow’ covering just 30 schools in each of 11 LGAs. However, the community development, SBMC, head teacher, class teacher, School Support Officer and QA interventions will all proceed in the same way in each of these 14 LGAs. This will assist with institutionalisation of the SIP across MDAs and LGAs. The emphasis for the coming quarter remains firmly on mainstreaming ESSPIN-piloted Civil Society/Government Partnerships, institutionalising the work of the State School Improvement Team, embedding the communications strategy role of the Social Mobilisation Department, roll-out of the IQTE pilots through State institutions, government ownership of planning and budget release disciplines, further investment in school infrastructure, regular adoption of the ISD approach as practised for MDG proposal development, and rebuilding the capacity of the CCT PMU.

ESSPIN innovation in Islamic, Qur'anic and Tsangaya Education (IQTE) in Kano

Three million children attend Kano's IQTE schools that teach children to recite the Qur'an, instruct them in the ways of Islam and the teachings of elders of the faith. ESSPIN has built up relationships of trust with the religious leaders (*Malams*) and proprietors of such schools. We invite them to engage a community teacher whom we support to teach maths, Hausa, English and social studies to the children. 2,000 children in religious schools are enjoying core curriculum subjects for the first time.

ESSPIN has also set up a sustainable, high-yield, school farming scheme based on a revolving fund, to end begging by children, improve their nutrition and develop life skills. This demand-driven approach is very well received:

"I never imagined that I could be convinced to appreciate and accept any western ideology. The swift transmission of literacy and numeracy skills to my students who had never been into the four walls of a conventional school has made me withdraw all reservations." Isa Musa, Yanhamar cluster, Kumbotso LGA.

"It's almost impossible in this age and time to find someone that gives the two essentials of life, i.e. education and feeding. ESSPIN has done this and we say thank you." Malam Idris Mohd, Sabon Birni cluster, Fagge LGA.

"I never believed in governmental or non-governmental interventions because they are not sustainable and last for short time. But the structure of the farming scheme is such that, even without ESSPIN, we will continue the process on our own. We thank you for this and everything else." Malam Musa, Saya-saya cluster, Albasu LGA.

"I have never been afraid of participating in any new thing that comes to me or my students; as long as it is good and contains no element of harm. ESSPIN's Tsangaya Literacy programme is one such good thing which I am very grateful for." Malam Umar Ibrahim, Sabon Birni Cluster, Fagge LGA.

"ESSPIN has set the pace; may Allah give them the strength to continue and us the courage to co-operate and give back for the sustainability of the project" Malam Liman, Saya-saya cluster, Albasu LGA.

"The Tsangaya pilot training activities make teaching and learning fun through questioning, group work, role plays, demonstration, singing and many other games". Auwal Ibrahim, community teacher, Farawa cluster.

Kwara

Introduction and Context

93. The SUBEB Board was appointed and resumed this quarter, as did two new Permanent Secretaries – for MoEHCD and SUBEB. The PSs are both former colleagues of the current Governor, they are both planners and they have both been posted to ensure continuity. The governing councils of tertiary institutions have also been appointed. A new VSO Paul Wildenberg, who is supporting the centralised EMIS unit, joined the team this quarter.
94. **SIP rollout strategy:** The Kwara State government continues to show commitment to the reform and this is also demonstrated by the on-going funding of the programme of training and support to primary school head teachers and class teachers using UBEC funding. One of the most positive changes being seen in the new government is the fact that 256 schools were evaluated by the QAB this quarter as opposed to 12 over the last 18 months, which demonstrates fund release for school improvement. SUBEB have started including toilets in their infrastructure plans and have directed that the ESSPIN design be used. Schools were selected for the infrastructure intervention from UBEC using the ISDP approach. This is also being used for the MDG plans. It is hoped that the SIP model of school support will be used in the two MDG LGAs which are not part of the ESSPIN SBMC programme. It has been widely accepted that all schools need SBMCs and operational funding. The next steps are for the leadership team (HC, PS, SUBEB Board) to agree how much to commit to this and how to roll this out. The most significant risk to the rollout strategy is the newness of the leadership team to the system. This is being tackled by a phased induction programme and other forms of political engagement.
95. **Political engagement:** Considerable political engagement has continued this quarter with the newly appointed leadership team. The SFP has been presented to the PSs and directors of the MDAs in an introductory session, and it has been accepted as a useful tool to measure progress and commitment. Following this, the leadership team took part in a two day programme which gave them the opportunity to think about and discuss the issues which they will have to tackle in their work. ESSPIN has also met with the Deputy Governor, State House of Assembly, Local Government Council Chairs, Traditional Rulers, Governing Council Chair of Oro and is planning to meet with His Excellency the Governor in the new year.
96. **Operational risk:** There have been regular ritual killings in Kwara over the last quarter which have resulted in considerable security measures being put into place by the Kwara team. These seem to have reduced, but we will continue to monitor the situation using our network of contacts.

Workplan Highlights

Outputs 3, 4 & 2: School improvement, community engagement and learner participation, and State and local government support

97. The results of the first phase of the school grants were reviewed at a stakeholder meeting which included policy makers, state and local government officials, head teachers, community members, the media and other CSOs. It was decided at this meeting that SBMCs are needed in all schools to ensure proper accountability. It was agreed that SBMCs and school grants are necessary for school improvement and that both should be included in next year's MTSS. It was also agreed that for the roll-out to be a success there needs to be sufficient training of all concerned, regular monitoring / reporting and effective collaboration between the departments involved. This will be supported by on-going OD work on job descriptions and management. This is a considerable shift in government commitment to schools grants and to the wider rolling out of SBMCs.
98. To support the continued growth of community engagement, work was done with SBMCs to develop a deeper understanding of "a good teacher". This was in response to the low expectations discovered in communities of teacher attendance. Recently held community forums were used to target community members visiting home during the Muslim festival period. This has created additional resources for school improvement. To also channel the strengthening of community voice, CSOs were trained on how to convert issues raised by communities into state and LG level advocacy programmes. This was supported by a joint CSO / media workshop which has improved relationships and generated results.
99. The recently printed ASC report for 2010 has highlighted results in access and equity. In 11 of the 16 LGEAs there is an increase in pupil enrolment (especially girls). Some examples of this are Oke Ero (a rural ESSPIN SBMC LGA) which has increased from 3,981 to 5,407 (36% increase) and Ilorin West (an urban LGA) which has increased from 39,472 to 44,066 (12% increase). The ASC data also shows a decrease in the drop-out rate in every class across primary school level and an increase in survival rate. For example, primary 3 to 4 drop-out rate has decreased from 6.0% to 2.6% and the survival rate has increased from 94.1% to 101.5% which demonstrates the fact that out of school children are now coming back to school. These changes are the result of both improved quality in schools (as is being brought out in the emerging mini-MLA results) and additional community engagement. The Challenge Fund activities in Kaiama LGA are all showing immediate results as school enrolment increased by over 20% in the 10 schools. This will continue to be monitored by the communities once the community-EMIS system is up and running next quarter.

Major features of the workplan for the coming months

100. The second phase of schools grants will be distributed next term following the successful completion of all the required documentation. In addition, there will be a study of teacher deployment to rural areas. To support the roll-out of the SI model, SUBEB has also planned to train SMOs from the non-ESSPIN supported LGAs on the basic functions of SBMCs. To

assist the new government to plan and budget for school improvement, a review will be held of the MTSS goals and objectives late next quarter, once the 2011 AESPR has been prepared using the on-going 2011/12 ASC data. This will allow the finalisation of the State Forward Plan as political commitment is translated into targets and budgets.

Promoting partnership between CSOs and the Media in Kwara

“The workshop has helped us wonderfully. We are benefitting tremendously from the closeness and familiarization with the education correspondents brought about by the workshop.” – Mr Adeyemo Adeyemi, CEO, Hilltop Foundation

In October 2011, ESSPIN facilitated a workshop for selected civil society organisations (CSOs) and journalists in Kwara State. The workshop brought together the CSOs and journalists to start a partnership for addressing basic education issues in the state.

The CSOs have been involved in promoting basic education in Kwara State. They regularly visit schools and then mobilise communities or advocate to authorities to address emerging issues. But they are often limited especially in getting authorities to know about and respond to these issues or in communicating with schools and communities across the state.

ESSPIN organised the workshop to involve the media to bridge the gap. A few weeks after the workshop, the Hilltop Foundation, one of the participating CSOs has a story to tell.

“We recently organised an event to help hearing impaired pupils across the state with hearing aids. To publicize the event, Kwara Radio did over 25 announcements free of charge while Kwara TV gave us a rebate of N10,000 to do a feature report on it. Other media also came in large number and gave us rebates to publicize the events”, said Mr Adeyemi, CEO Hilltop Foundation.

Journalists from both Kwara Radio and Kwara TV attended the workshop. They among other journalists had assured the CSOs of their support in amplifying education issues and events, helping to raise community voice, and making authorities more responsive and accountable.

“We eventually had 572 pupils going home with hearing aids, more pupils than we had anticipated due to the media involvement. Because of the success of the event, the main donor from the USA has promised to come again to Kwara to help our children”, concluded Mr Adeyemi, feeling satisfied to have touched the lives of many children.

Lagos

Introduction and Context

101. The appointment of a Commissioner of Education has created a different scenario in the management of the Lagos state education system. Having a substantive Commissioner with whom ESSPIN can interact freely is a huge improvement on the previous arrangement where the education sector was managed by the Deputy Governor, with most delegations held by her special adviser. There is a clear sense now that ESSPIN is engaging at the high levels of decision making.
102. **Rollout strategy and funding sources:** ESSPIN is demonstrating the school improvement model in 100 schools. The success of the model has led the state government through SUBEB to approve the rollout to cover 500 additional schools with support for continuity of work in the focus schools also coming from the state government. The strategy involves providing an integrated support package of headteacher training, teacher training, in-school support through creation of a School Improvement Unit and appointment of school improvement officers in each LGEA. The package also included provision of support to SBMCs, infrastructure improvement, inclusive practices and direct funding to schools. The rollout is planned to be extended to the remaining 400 schools within 2012.
103. The rollout strategy included the re-orientation of members of the State School Improvement Team, interviews, selection and redeployment of eligible staff to the existing 120 School Improvement Officer vacant positions. The re-structuring of SUBEB and LGEAs has been approved to institutionalise the structural changes necessary to sustain the school improvement work.
104. Lagos state is leveraging the rollout of the school improvement package with approximately NGN 2.5 billion naira in 2012. The sources of these funds are varied. It includes NGN 150 million from UBEC Teacher Professional Development fund which has already been tied down to rollout of three components of the package of School Improvement in 500 schools. A Memorandum of Understanding on the utilisation of the fund has been signed with ESSPIN: NGN 236 million proposed in the 2012 Lagos state budget for direct funding to schools to implement school development plans, NGN231 million in 2012 state budget to schools as running costs, NGN 64 million for improvement of community involvement in school management and an additional NGN293 million to roll out SIP in the remaining 401 schools. In addition, the MDG conditional grant scheme of around NGN 300 million for 3 Local Councils offers good rollout opportunities, as does the NGN 1.2billion UBEC 2011 Intervention fund which would be available to support the infrastructural component of the SIP package in the 500 schools in 2012.
105. **Risks to SIP rollout:** Risks to rollout are multifaceted. Full rollout of the SIP package relies on the state budget proposal which is yet to be passed into law. Beyond that, the

appropriation act sometimes is not fully implemented as shown by the fact that education has suffered low capital budget releases in the last three years ranging between 51 and 64 percent

106. Risk mitigation strategies already adopted with other SLPs include an updated political economy analysis of Lagos and a recently concluded drivers of change (DoC) study. Adoption of direct and indirect engagement with senior government functionaries has also proved useful. ESSPIN's close ties with the Honourable Commissioner and Executive Chair of SUBEB has provided opportunities for indirect engagement with His Excellency. The DFID sponsored retreat with the state government has provided more direct engagement opportunities with His Excellency and others. The Governor, the Ministry of Local Government, and the Ministry of Education are currently engaged in a monthly meeting on how to free up Local Government funds to support health and education. If current budgetary proposals fail, some funding through Local Councils would still be available to fund improvement in schools. Civil society groups are also being engaged by SLPs to canvass for increased allocations in the House of Assembly. The reform of the cash management system, identified as one big challenge in the political economy analysis of Lagos, is being vigorously pursued through SPARC to mitigate poor budget releases to education.
107. **Operational risk:** The security situation in Lagos has greatly improved and security challenges do not pose any serious operational risk. One emerging operational risk would be the after effect of the fuel subsidy removal. The historical antecedents of Lagos in terms of response to unfavourable policies and the high population density may disrupt operations. Mass revolt and civil disobedience being canvassed by the labour union could pose serious operational risk in Lagos.

Workplan Highlights

Output 3: School improvement

108. The number of learners benefiting from infrastructural improvements increased this quarter. The completion of 16 additional boreholes made water available for additional 12,462 learners in Lagos primary schools out of which 6,064 are girls. This water also serves an estimated additional 30,000 pupils made up of pupils located in the same vicinity where focus schools are and members of the immediate communities.
109. Roll out of the school improvement model has received the support of the state and will commence in January. Preparatory activities including the reorientation of the State School Improvement Team on rollout phases and their new strategic roles as capacity builders rendering support to the School Improvement Officers was concluded

110. ESSPIN and PATHS 2 collaborated to support the state to revive the School Health Club. School Health Club manuals have been produced and capacity building of staff that will conduct the in school training has been completed.

Output4: Community engagement and learner participation

111. Community empowerment continued with capacity building of CSOs on inclusive practices. The CSOs have mentored and sensitized 5,367 SBMCs and community members on implementation of inclusive education practices and the role of SBMCs in improved school environment. A practical result was the facilitation of provision of hearing aids to 1000 pupils who have hearing difficulties as a way of facilitating inclusion.
112. Community Mobilization (Voice & Accountability): Community mobilisation effort through Cluster/community forum has led to increased response to community demands. The Oba of Idimu in Alimosho LGEA donated a piece of land for SUBEB to build a public school. Era community in Ojo LGEA is providing 4 classrooms for the only public school in the area which has had to turn children away due to congestion thus establishing community and government partnership with schools
113. 5 LGEAs have commenced restructuring of SBMCs from the existing exclusive cluster system to a school based approach at the primary school level in line with the state's policy which provides for establishment of PIC to serve as mini-SBMC at school level, aimed at ensuring sustainability. Existing clusters are retained for networking and collaboration. LGEA/State resources are being committed to the exercise with only technical support from ESSPIN. The State has also embraced the institutional review of SMD and creation of SMUs at the LGEAs.
114. ESSPIN facilitated a workshop for selected CSOs and journalists in Lagos to start a partnership for addressing basic education issues in the State. The media have shown readiness to support CSOs in raising community voice and making authorities more responsive and accountable by amplifying issues raised by CSOs.

Output 2: State and local government support to school improvement

115. Support to the state and local government to achieve school improvement in this quarter increased with the commencement of corporate planning work in the Ministry of Education. The task when completed could provide cost savings on recurrent expenditure on education and redistribution and more efficient use of human resources thus moving us further in the achievement of the reorganisation of key education institutions that impact on service delivery and school improvement.
116. The governance reform in the education sector increased with a stakeholder meeting that involved SUBEB management and LGEAs which reviewed the draft LGEA strategic

planning reforms document and agreed on modalities for adopting the recommendations and commence implementation of an approach that creates a bottom up approach to planning and decentralisation in the management of primary education. This process is moving the state closer to the establishment of a consultative planning process in school management.

117. The capacity of the state to utilise education data for planning, decision making and investment plan for school improvement increased with the adoption of the integrated school development model as the basis for rational educational investment decision making by the state. The model built on from data collected during the annual school census. The adoption of this model provides for a coordinated approach to education investment by levels of government and moving the state very close to the achievement of evidenced based planning.
118. ESSPIN collaborated with SAVI and SPARC to support capacity development of Civil Society Organisations and State House of Assembly on Medium Term Sector Strategy and reflecting Gender and Social Inclusion in budgetary processes. This skill development opportunity for legislators and CSOs is one of the steps to enhance a transparent budgetary presentation process in the state.

Major features of the workplan in the coming months

119. Follow-up training on MTSS development for members of the Lagos State House of Assembly and LGEAs. Support to MDAs in preparation of Departmental Work Plans. Capacity building of M & E officers on AESPR preparation and support for Annual School Census, continued work corporate planning work in ministry, support to roll-out of School Improvement in 500 schools and supporting the operationalising of the children and women committees of SBMC.

Going the extra mile to demand for a better school in Lagos

“We thought hard about what other steps we can take. Then we emailed the Governor and surprisingly just about a week after, repair works started in the school.” – Pastor H. O. D. Osoba, SBMC Chair, Alimosho Cluster

The Community Primary School, Egbe in Alimosho LGEA has been struggling with very poor infrastructure for a while. Almost all the classrooms are in a state of disrepair, about to collapse on over 200 pupils of the school. With pupils of different grades crammed into a few less dangerous classrooms, no meaningful learning was taking place.

The school community appealed several times to the local education authorities but no help came their way.

“Only promises”, said Pastor Osoba, a 65-year old retired teacher. “Some community members did minor repairs while the local Rotary Club provided water and toilet facilities but these were like a drop in the ocean.”

With Lagos communities becoming increasingly sensitised through ESSPIN’s support about voicing out for better education services, Osoba and other SBMC members did not relent in finding the needed solution. They thought through it and came up with an idea: send an email to the Governor.

“I emailed the Governor. I attached pictures of the dilapidating school structure and appealed to him for total renovation of the school”, explained Osoba.

Then the unexpected happened. Within a week of sending the email, renovation of the classrooms started. They understood later that the Governor had responded by directing the authorities to immediately carry out the renovation and also build a new block of 14 classrooms.

“We were all pleasantly surprised. How nice it was to know that the Governor listened to us and he is bringing change to our school”, concluded Pastor Osoba.

Federal

Four-Year Strategic Plan

120. The Minister is pushing on with the *Four-Year Strategic Plan for the Development of Education: 2011-2015* as an expansion of her *One-Year Strategy*. Task Teams with responsibility for six focal areas identified in the One-Year Strategy have been reconstituted. The teams were inaugurated by the Minister and met to review the current draft of the Plan from 7-9 December. Following that, a public presentation of the draft Plan was made to national stakeholders on 19 December. A final version of the Plan, based on input from stakeholders and further revisions by relevant parastatals, is now being prepared and will be presented for adoption on 7 February 2012.
121. Implementation of the Four-Year Strategy remains the stated priority of the Minister. She will be challenged in this by a slow bureaucracy that will not necessarily move at her pace, and by the perennial problem of low budget allocation / releases to the sector. She is also considering using the report of the Presidential Task Force on Education as a basis for professionalisation within the FME's departments.

UBE Intervention Fund

122. ESSPIN has contracted a former Director at UBEC to lead the work on developing a single and streamlined guide to UBE IF rules and procedures. It is expected that this would improve transparency, communication and disbursements between UBEC and SUBEBs.
123. ESSPIN participated in a national meeting of the UBEC board and all SUBEB chairs. While the meeting was largely routine, ESSPIN was able to encourage the UBEB Executive Secretary to prevail on states to make funds available for the community visioning component of the national SBMC replication programme.

The development of national systems

124. **Monitoring Learning Achievement (MLA).** The MLA brief prepared by ESSPIN has been considered by the ministerial Task Team on Quality and Standards and will be incorporated into the final version of the Four-Year Plan. This is an important first step in helping to reform/develop the national policy on learning assessments.
125. **National Education Management Information System NEMIS).** The National EMIS Committee met in Port-Harcourt, Rivers State from November 10-11, 2011. The following emerged from the meeting.
- It was adopted that the 2011/2012 ASC was to be held in the period November 28 to December 2, 2011
 - Of the 11 States that submitted their 2010/11 ASC reports, 8 were ESSPIN partner or supported States
 - The HME wrote to all the State governors to facilitate the release of funds to their State EMIS Units for the conduct of the 2011/2012 ASC
 - The FME plans to print questionnaires for States

- The HME has re-activated the Data Committee that facilitated the collation and publication of the 2006-2010 ASC Data
 - The Committee’s key objective, in accordance with the directive of the HME, is to use the simplest method available to facilitate data entry and enhance the timely publication of data

126. The National EMIS Committee partially endorsed the Access software approach and asked all states to take advantage of IDPs’ offers of support with software and training. The only reservation of the Committee was that it needed to be reassured that Access data can be uploaded into NEMIS (which will remain the software at the federal level). ESSPIN will work with RTI (USAID) to demonstrate to the FME how this would work. All states present at the NEMIS Committee meeting went away with a CD prepared by ESSPIN containing all of this year’s approved questionnaires, Operations Manual, and last year’s software. All states also completed a survey on their experience with 2010/11 ASC. The survey will provide a good analysis of how things are changing year on year.

127. **National development of School-Based Management Committees (SBMCs).** The national rollout of the SBMC development programme funded by UBEC officially commenced this quarter. Four training centres (Kaduna, Bauchi, Kwara and Enugu) were designated for an initial training of trainers series with technical assistance provided by ESSPIN. UBEC also funded the production of 10,000 high quality guide books adapted from ESSPIN and 1,000 copies of the ESSPIN training manual. With this good start, the programme should gain momentum in the next quarter.

128. **Quality assurance.** With the possibility of an autonomous agency now extremely unlikely, the FIS is now re-positioning itself towards becoming a more efficient unit as well as a trusted partner to the States. The 4-Year Strategy plans for a Ministerial Committee that would help in developing a future QA Strategy.

MDG Conditional Grants Scheme

129. ESSPIN is following up on its support to the national orientation of MDG Technical Assistants held in Enugu in the last quarter. In each DFID-ESSPIN focus state, state specialists are supporting the MDG TAs to finalise proposals on behalf of beneficiary LGAs, ensuring that the education components firmly support SIP rollout.

NEKNET

130. The Nigeria Education Knowledge Network (NEKNET) is based at NERDC with support from ESSPIN. Some progress has now been made towards the launching of the information service. The website is now being tested with an Advisory Board waiting for Inauguration.

CSACEFA

131. Discussions have been opened on the prospects of reviving the Community Accountability and Transparency Initiative (CATI). They involve DFID, CSACEFA and ESSPIN following an official approach to DFID by CSACEFA. These will be continued next quarter.

Programme-wide Issues

EMIS

132. **ASC in ESSPIN States** – Following official proposal of dates for the 2011/12 ASC at the National EMIS Committee meeting, DFID-ESSPIN partner states are trying to effect budget releases for the conduct of the exercise. It is expected that the ASC will be conducted in all six states over the Dec-Jan period. Minor adjustments were made to the questionnaires by the NEMIS Committee and ESSPIN undertook to print copies for its focus states given the short lead time available. The questionnaires had been printed and distributed by the beginning of December. Data entry and data cleaning process manuals have also been fully updated.
133. A combined strategy is being developed with RTI on getting RTI's EMIS Toolkit reading the ESSPIN datasets. The strategy has been successfully demonstrated on a section of the data. Decisions on completing the task and mapping the ESSPIN data to NEMIS are under discussion. This will impact on the NEMIS strategy for 2011/12.
134. Considerable advocacy is still required to get the FME's NEMIS unit thinking about workable strategic goals as opposed to short term fixes. Their overall strategy is extremely weak and based on untested talk around capturing data in schools with mobile phones, etc.
135. **National EMIS advisers** – Both advisers have had a good initial month and are doing well working with their respective states. The new advisers have now visited all of their states.
136. **Kaduna Household Survey / Out of School Children** –A meeting was held with Kaduna SUBEB with a view to preparing a formal report on the findings of the survey. Preparations have now commenced. One additional table is being prepared to complete the data set. A draft should be available next quarter.
137. **ESSPIN School Enrolments** – Figures are now available for 2010/11 in all states.
138. **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

139. A draft M&E framework has just been produced and will be reviewed by the new ESSPIN Programme Management Committee early in the next quarter. The document outlines the ESSPIN monitoring and evaluation framework for 2011-14. It is based on the Monitoring and Evaluation Framework (ESSPIN Report 025) of May 2009 but revised to reflect the new ESSPIN Strategy and Logframe developed in response to the Mid Term Review of May 2011.
140. The M&E activities outlined in the framework will ensure that reliable and timely information is used to: (i) enable the *SMoE and SUBEB* in each focus State to take informed

policy decisions; (ii) provide information that will inform *FME* policy and strategy decisions; (iii) enable *ESSPIN management* and *DFID* to review performance against clear measures based on sound evidence and take action as required to ensure key targets are met.

141. ESSPIN M&E activities are integrated into state-level education sector M&E frameworks. Each state conducts Annual Education Sector Performance Reviews (AESPRs) to report on progress in implementing its Medium Term Sector Strategy (MTSS) and on key developments within the education sector. In agreement with the ESSPIN Programme Memorandum (§2.7), ESSPIN will use the states' own supervision structures and M&E arrangements with a strong focus on building State Governments' capacity to undertake M&E of their own policies.

Communications and Knowledge Management

142. Preliminary reconnaissance and shooting in the six states for new, short state films have been completed. The films document the ongoing school improvement programme but will focus on personal testimonies, "voices" - especially of girls, as evidence of impact. Editing and post production will be completed in the first quarter of 2012.
143. Final reporting on the successful community theatre work in the northern states has been completed. Protracted contract negotiations for similar work in the three southern states were completed in December. Pre-production for the roll-out of the theatre will begin in January 2012 with performances scheduled to be completed in all three states by May.
144. The fourth series of the weekly ESSPIN radio drama, "Gbagan! Gbagan! – the Bell is Calling You" began on national state radio in November. The third series is concluding on national independent radio in December with the broadcast of the third series in Hausa underway.
145. The Journalism Development Programme concluded with a national awards ceremony in October – understandably receiving good press coverage! Apart from the noticeably more prolific and more meaningful reporting of education issues from a significant number of Nigeria's journalists, energised JDP participants are showing a willingness to liaise with CBOs and CSOs and support wider advocacy efforts. (15 articles directly related to ESSPIN's work featured in the national dailies during the quarter).
146. The final two SUBEB Social Mobilisation Department communications strategy development workshops ran during October and November, with approximately 30 participants from state and local government. ESSPIN Knowledge Management Specialists will integrate their own work with the six SMD communications strategies and work plans to support partner efforts and develop skills. Preliminary assessments of SMDs' graphic design use and capacity were undertaken in December ahead of short technical inputs from ESSPIN staff in early 2012.

147. State level joint CS and Media events were held in all ESSPIN states in October as part of a broader political engagement and advocacy strategy. Both groups sought ways to assist each other in telling the real life stories of basic education in Nigeria and to develop collaborative working relationships. ESSPIN encouraged joint SLP working on this initiative.
148. The website generated 8,000 visits per month. 21 technical reports were processed, uploaded and disseminated. The website is now more dynamic with images on the home page changing weekly home page to attract regular browsers.
149. The simple format state “Evidence of Impact” documents noting results in schools and communities and providing case studies were updated (November). The fourth ESSPIN Express digest of programme updates, evidence of impact and case study documentation has been produced (December). The ESSPIN brochure has been updated. ESSPIN’s 2012 Year Planner, now featuring evidence of impact highlights and testimonies, has gone out to stakeholders to serve as a useful tool and daily reminder of the school improvement programme. Printed materials are also on the website.

Gender and social inclusion

150. ESSPIN has recruited a full time Task Specialist on Gender, Access and Equity (GAE) to commence work in January 2012. The GAE specialist will be responsible for implementation of ESSPIN’s access and equity strategy across the focus states. This is strong commitment to making the access and equity component of Output 4 more visible in the second half of ESSPIN, a recommendation made in the MTR.
151. The inclusive education programme demonstrated in Kaduna is expanding to Enugu. A scoping mission has been concluded and a workplan is about to be finalised. A proposed element of the Enugu intervention is improving knowledge/understanding of the boy dropout phenomenon through better data and developing the capacity of SUBEB to take an active role in identifying and responding to the needs of out-of-school children. A scoping mission is planned to Kwara in the next quarter.
152. The girl education programme in Jigawa is throwing up important lessons for rolling out to other states, Kaduna in the first instance. A comprehensive review will take place early in the next quarter and a rollout plan finalised in discussion with Kaduna state. Within Jigawa, SUBEB is keen to scale up to 9 additional LGAs (the programme is currently based in 3 LGAs). The focus of the programme is to implement a number of measures to bring more girls into schools, e.g. training and deploying traditional communicators, strengthening women and girl committees, and targeted media campaigns.

Section 3: Emerging Issues / Risks

153. These remain the same as for the last quarter.
154. 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.
155. The programme is moving from a phase of implementation that was driven by DFID funds towards one that is largely government funded. This will undoubtedly pose logistical challenges, particularly when activities in different states have to be coordinated. 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 on the ground and the good relationships that have been developed to exert gentle pressure on officials to keep up their side of the bargain.
156. The security situation in Nigeria continues to threaten disruption to the programme.

Annex: Audience responses to community theatre in Kano, Jigawa and Kaduna

Audience Responses to Community Theatre at Gobirawa Special Primary School in Fagge LGA, Kano State (Feb 2011)

- Mallam Bala Usman could not hide his excitement about the drama. He quickly requested for the Microphone and spoke thus: “The story of this play Hannu Da Yawa is about me. The Character Gagarau reflects my earlier thoughts about education especially where girls are concerned. I have since realised I was hurting my children. I have six of my children in this school and I am ready to go at any length to support their education. I am a welder and looking around, I think I can contribute to hanging some of the falling windows. And right now, I wish to give SBMC three thousand Naira only as a mark of support to their work”.
- Baba Suleiman (A retired in 1996) lamented on the unfortunate neglect of primary school education by government in the last thirty years. “The re-emergence of SBMC is a welcome development that will help to solve half of the problems with primary education. People like us who are retired can be very useful to groups such as this and it is on this note that I want to say the drama has said it all. We are been called to action”
- P.T.A Chairman of Fagge Special Primary School pleads with the community to pay attention to child education. “For long we have realised that Western/Quoranic education can go together. Let us encourage our children to have both. It is for our own good, theirs and the society at large”
- Another community member Mallam Usman on his part requested that the drama should include the issue of parents’ poor attitude with regards to children’s performances in school. In other words parents must take interest in what their children learn in school and do at home as it relates to their education. “Many parents today have completely abandoned education of children to the teachers and this is completely wrong. Not many parents bother to visit the schools of their wards or even attend to their books”.
- After the performance a passerby who was not a member of the community came forward to ask if his community was on the schedule to benefit from the performance. But when he got a negative response, he began negotiating with the team to bring the performance to his community and he was prepared to take responsibility for the cost of doing so.

Audience Responses to Community Theatre in Jigawa State (May 2011)

- At Galadanchi community in Dutse Local Government. The performance started around 10:15 am with some of the community members and SBMC members in attendance. First to speak was the Dakachi of Galadanchi Alhaji Sani Danazumi who is also the chairman of the SBMC. "I am first and foremost amazed at the resourcefulness of using Halima as a catalyst and a change agent that led to the transformation of Gagarau into a community development icon and champion of education. As a community leader and one who has benefited from Western Education to post graduate level, I want to specifically implore all the parents present to see it as a duty not just to their families but to the community and the society by sending their children to school most especially the female children".
- Hajiya Hamsatu (School Teacher) says she is so happy that this drama took place in her school. "During the drama, I was looking at the faces of the audience and something tells me that this is just the tonic parents need to allow their daughters go to school. I am particularly concerned that girls of school age are still hanging outside the class rooms and such girls should be encourage to enrol into schools and taken off the streets and the market places. The government must work hard towards retaining those that are already enrolled and ensure their appropriate completion."
- At Galamawa community we recorded this interesting statement from the SBMC chairman "ESSPIN is like a breath of fresh air in the educational enhancement of Jigawa state. We have seen interventions from international agencies but none has the immediate impact as this. Parents and other community members must take advantage of this opportunity now".
- At Kamagatawa Alhaji Sule (Political Leader) says "the illustrations in the drama are too strong to ignore. To do so is to affirm some of the extreme positions relating to western education. The choice is ours as parents and critical stakeholders. Even if it means doing something positive in the last days of our lives for our children's future, this drama has through entertainment called us to action. I want to believe that when next this team returns, they would have seen notable changes relating to the rebuilding of collapsed class room block so that the pupils can have sufficient learning environment".
- At Roni Arewa Primary School, Alhaji Yahaya Abdul had this to say: "These people (referring to the artists) here do not know us and we do not know them. But they have come to share with us and wake us up to our basic responsibilities as citizens of this community. The drama has opened up hitherto the issues we pretend not to see or hear."
- There was an interesting exchange between one of the Executive Secretaries (ES) of SUBEB in one of the LGAs and the District Head. The District Head put a straight question to the Executive Secretary. He asked to know why the community does not know the ES even though he is supposed to be from the community.
- As a mark of recognition for accepting to champion education the Hakim Buji dressed Gagarau (the lead character) with the gift of the traditional agbada attire.

- In Miga community, the Headmaster Mallam Yakubu Abubakar Wamban Miga informed the team that after the performance, three girls indicated interest to be enrolled.
- Similarly in Chai Chai and Bakin Ruwa Primary Schools in Ringim and Duste respectively, we received information that as a result of the performance, over two hundred pupils that had dropped out of school returned. Particularly in Bakin Ruwa, a parent who openly confessed withdrawing his children from school promised that he will bring them back immediately.

Audience Responses to Community Theatre in Kaduna State (July 2011)

- At Zambina Community, the Hakimi (District Head) observed painfully absence of politicians at the performance. The Hakimi said “God gives wisdom to people to help society generally. ESSPIN’s work is a manifestation of this wisdom. Where are our politicians whom only yesterday would not let us sleep because of election? Where are the public elected leaders? Are not ashamed that external bodies are here to tell us what we ought to do?”
- The ES of Kudan LGA Alhaji Yaro Adamu was profoundly impressed with the message of the drama. “I am particularly happy with the message of the drama because it reflects our concerns. We want children to be in school, but we need parents to bring them. We also want improved infrastructure but we need greater stakeholder voice to make this happen. We need to ensure quality teaching, but we also need qualified teachers that are trained. We want to fight truancy amongst teachers and pupils, but we need parents that will visit schools frequently and give us feedback. So you see that we must network for the future of our children.”
- At the Model school in Kudan LGA with a population of over 3,000 pupils, a member of the community, Simon Danjuma after watching the play had a word for politicians thus “We will from now on follow you especially on your promises as you soon forget. Now our children are missing in education, no, no, we can’t continue like this. As a matter of fact, the politicians should be made to watch this play”
- The Vice chairman of SBMC of the school at Gumel Kachia, Mr Zakaraya Waje was so impressed and touched by the performance that he donated N5,000 to the school and appealed to the TfD group to take the play to other parts of the state for wider coverage because of the very important message. “What else can we say? There is nothing to add to the drama. The Head Teacher said the drama captures exactly what is happening in her school, but I want to add that the drama has just exposed our nakedness as a community. This is why SBMC is critical to us and must be supported. Does the image of the girl pilfering the carpenter’s pieces of wood not worry us? If it does, then we must act now.”
- According to Alh. Magaji Shuaibu Chairman of SBMC, “it was as though we were going to die sleeping, but ESSPIN woke us up through their intervention. But we must remember to learn how to fish ourselves. The drama is entertaining but the message is heartbreaking. We want more community participation in SBMC. We must be proactive as a people. Otherwise, this drama will remain at the level of entertainment”