

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

15th Quarterly Report

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The documentary series is arranged as follows:

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

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

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

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Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Report
AESR	Annual Education Sector Review
ASC	Annual School Census
BEC	Basic Education Curriculum
CCT	Conditional Cash Transfer
C-EMIS	Community Education Management Information System
CGP	Civil Society – Government Partnership
CGS	Conditional Grant Scheme
CKM	Communications & Knowledge Management
COE	College of Education
CPS	Citizen Perception Survey
CRC	Community Reorientation Committee
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organisation
CT	Class teacher
DBEP	Department for Budgets & Economic Planning
DFID	Department for International Development
DFS	Direct Funding of Schools
DG	Director General
DPRS	Director Planning, Research & Statistics
DSO	District Support Officer
DSS	Director School Services
DWP	Departmental Work Plan
EMIS	Education Management Information System
ERC	Educational Resource Centre
ESSC	Education Sector Steering Committee
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
FCO	Foreign and Commonwealth Office
FCT	Federal Capital Territory
FIS	Federal Inspectorate Services
FME	Federal Ministry of Education
GAE	Gender, Access & Equity
GEP	Girls' Education Project
GMF	<i>Gidauniyar Marayu</i> Foundation (a philanthropic NGO caring for orphans)
GPI	Gender Parity Index
HME	Honourable Minister of Education
HODSM	Head of Department, Social Mobilisation
HR	Human Resources
HT	Head Teacher
IDP	International Development Partner
IEC	Information, Education and Communication materials

IMEP	Independent Monitoring and Evaluation Programme
IQTE	Islamiyya Qur’anic and Tsangaya Education
ISD(P)	Integrated School Development (Planning)
JDP	Journalism Development Programme
JNI	Jama’atul Nasarul Islam
JSS	Junior Secondary School
KSG	Kano State Government
LGA	Local Government Area
LGEA	Local Government Education Authority
LOB	Learning Outcome Benchmark
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal
MLA	Monitoring Learning Achievement
MOE	Ministry of Education
MOEHCD	Ministry of Education & Human Capital Development
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
NTI	National Teachers Institute
ODM	Organisational Development and Management
OPR	Output to Purpose Review
OSSAP	Office of the Special Adviser to the President
PATHS2	Partnership for Transforming Health Systems (Phase 2)
PFM	Public Financial Management
PM1	Permanent Member 1
PPP	Public Private Partnership
PRS	Planning Research and Statistics
P&S	Policy & Strategy
PS	Permanent Secretary
PSA	Programme Support Activity
PTD	Person Training Days
QA	Quality Assurance
RMT	Results Monitoring Table
RUWASSA	Rural Water Supply and Sanitation Agency
SAVI	State Accountability and Voice Initiative
SBMC	School Based Management Committee
SCOIE	State Committee on Inclusive Education
SDP	School Development Plan
SEIMU	State Education Inspectorate & Monitoring Unit

SFP	State Forward Plan
SHoA	State House of Assembly
SIO	School Improvement Officer
SIP	School Improvement Programme
SLP	State Level Programme
SMD	Social Mobilisation Department
SMO	Social Mobilisation Officer
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
TDNA	Teacher Development Needs Assessment
TETF	Tertiary Education Trust Fund
TPD	Teacher Professional Development
UBE-IF	Universal Basic Education Intervention Fund
UBEC	Universal Basic Education Commission
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas

Section 1: Introduction

Overview

Security

1. The current period, January to March 2012, has been a difficult one to work in given the tense security situation. First the national fuel strike in January then the recurrence of organised violence in northern Nigeria, affecting the DFID ESSPIN states of Kano and Kaduna directly and Jigawa indirectly, slowed operations. LGA and school based work slipped by a month due to the labour strike in January, while restrictions remain in place that prevent international personnel from freely visiting the three northern states as scheduled.
2. The programme has coped satisfactorily with the security challenge so far. All ESSPIN staff, both international and national, remain in post. All property and assets have remained undamaged and ESSPIN offices in all states have stayed open for business with no unmanageable disruption to activities. Alternative ways have been found for technical support to northern states to continue without physical visits taking place. ESSPIN has consistently communicated security risks and associated information with the FCO, DFID, consortium partners and other Abuja based organisations. A number of practical measures to keep staff and property more secure are being implemented following a security review of SLPs by *Control Risks*.

Political Engagement

3. The security situation has not halted the momentum built around political engagement with education sector leaders in partner states. The first joint meeting of Education Commissioners and SUBEB Chairs from the six partner states held in January. It proved a productive forum for sharing the school improvement vision, opening honest discussions on implementation challenges in states, and building consensus and commitment to delivering results accepted as realistic. The forum will henceforth run as a quarterly event for monitoring progress.

Leverage of Resources

4. Concerted support to help state governments access federal funds available for school improvement continued through provision of information on and analyses of funding sources, and development of achievable technical proposals. Updates from the states are as follows:
 - **Enugu:** An implementation plan with costing for rolling out the school improvement programme (SIP) from 1 focus LGA to all 17 LGAs in the state is being developed. The expectation is that the rollout is to be financed from the Governor's 3-year

infrastructure project and the recently accessed backlog of UBE Intervention Funds with full counterpart funds totalling N3.5 billion (£14 million). A proposal for clearing a backlog of basic education grants for the period 2005-2012 from the Tertiary Education Trust Fund (formerly ETF) is also being developed.

- **Jigawa:** 28.1% of the state budget for 2012 (N30 billion or £120 million) has been approved for education. Specific commitments to ESSPIN influenced decisions include the following sub-allocations: SIP rollout (N125 million or £500,000), IQTE schools (N47 million or £188,000), annual school census (N9.3 million or £37,200), and nomadic education (N7 million or £28,000). Jigawa has a history of strong budget performance with releases estimated at 90% annually. This suggests that the sub-allocations above will be implemented. Other significant resources have been leveraged outside the 2012 annual budget. The state report details these.
- **Kaduna:** A total of N117 million (£468,000) was accessed last quarter from UBEC's Teacher Professional Development funds for SIP rollout. Implementation has fully commenced, thus making Kaduna the first state to implement full SIP rollout beyond phase 1 focus schools.
- **Kano:** KSG has released N50 million (£200,000) for rollout of IQTE in the state. Funds for SIP rollout are being actively pursued, namely a SUBEB proposal to rollout to 330 schools in 11 LGAs, and the MDG CGS intervention to potentially benefit 296 primary schools in 3 LGAs.
- **Kwara:** For the last two years, the State School Improvement Team (SSIT) has been funded using UBEC teacher training funds. However, recent leadership changes in the state have stalled the process. A process of political engagement is now underway to free up resources once more (details in state report).
- **Lagos:** Plans finalised to roll out the SIP from 100 focus schools to 500 new schools. Rollout to be financed from UBEC TPD funds totalling N150 million (£600,000) and a further N80 million (£320,000) recently released by the state government. The government continues to pay SSIT salaries totalling N89.2 million (£356,800) to date (a 2-year period). The TETF is also being pursued for a backlog of N968.8 million (£3.8 million) in basic education funds not previously accessed from the ETF.

All six states are involved in preparing applications for the MDG Conditional Grants Scheme and are at various levels of finalisation. The scheme will support 3 LGAs per state in the areas of education, health and water at a total annual cost of N200 million (£800,000) per LGA.

Summary of leveraged funds (releases) – period and cumulative actuals (cumulative figures to be fully compiled in next quarterly report)

State	Period actual	Cumulative actual (July 11-Mar 12)	Source
Enugu	£14 million	£14 million	UBEC-IF
Jigawa	£0.735 million		State govt.
Kaduna	0	£0.468 million	UBEC TPD
Kano	£0.2 million		
Kwara	0		
Lagos	£0.32 million	£1.275 million	UBEC TPD, state govt.
Total	£15.26 million		UBEC TPD, state govt.

National SBMC Replication

- The replication of the ESSPIN SBMC model in all states in Nigeria by UBEC is now in full operation. Given ESSPIN's limited resources to directly drive replication in all states, the strategy is to enhance UBEC's capacity to lead the process with ESSPIN taking a mentoring and monitoring role. The UBEC funded training of Master Trainers from all states and FCT which began in December 2011 in Kaduna and Bauchi was completed with sessions in Ilorin and Enugu in January 2012. ESSPIN supported UBEC to develop the capacity of a selected core team of UBEC staff, including zonal coordinators who will be responsible for supporting states to domesticate the SBMC guidelines. So far, two states – Osun and Ogun – have undertaken the domestication process with two more – Taraba and Katsina – poised to implement in the coming quarter.

Study Visits

- ESSPIN has introduced a programme of study visits to its partner states for relevant staff of federal MDAs to improve understanding of the need for effective national systems. The first visit addressed the problems of **national EMIS** and took three managerial and technical staff of the NEMIS unit to Lagos to review the ASC process. The visit was successful in that NEMIS emerged with a desire to promote 'the Lagos approach' to successful data management and the use of education data for planning purposes (supported by ESSPIN) in non-ESSPIN states. A similar visit is planned for QA.
- An international team made up of three senior education officials from Burundi and five from Ethiopia visited ESSPIN states to study the approach to school governance. They were impressed by the extent to which SBMCs were functional and the level of community

involvement in school support. The education minister received the **study delegates** and used the opportunity to endorse the work with local communities in DFID-ESSPIN states.

Basic Education Curriculum

8. The Nigeria Educational Research & Development Council (NERDC) held a workshop to review the nine-year **Basic Education Curriculum** (BEC) in March 2012 and to draft revised curricula in line with a decision to streamline the seventeen subjects offered at primary level to not more than nine in total. The aim of the workshop was to eliminate overload within subjects while placing emphasis on critical basic competencies for children. ESSPIN and partner states provided six participants who shared the learning from the work on improved teaching and learning practices in Literacy and Numeracy. Significant inputs were made enabling ESSPIN supported approaches to content, schemes of work and learning benchmarks to be incorporated and revised curricula were produced under the reduced subject areas. The next stage is for a critique workshop to be held on the new draft curricula that emerged from the workshop. It is expected that these changes, if adopted in time, will have serious implications for schools and states and for teacher training.

Infrastructural Improvements

9. ESSPIN has been working to ensure that its support to infrastructural improvements in states goes beyond construction of water, sanitation & classroom facilities. With varying levels of success, support is being provided to improve planning, design and procurement processes on the one hand, and to involve communities more actively in the supervision and maintenance of infrastructural projects on the other hand. A recent review summarises key achievements to date in Annex 1. In Kwara, a successful furniture initiative supported by ESSPIN is changing the way SUBEB does business (see Kwara state report).

The political and economic environment

10. The security situation deteriorated considerably during the quarter with Boko Haram related violence claiming many casualties in northern Nigeria. An estimated 300 people have been killed this year, with at least 185 lives lost in a single coordinated attack in Kano city. Cases of reprisal burning of schools have also been reported although these were small scale and did not claim the lives of children. In terms of DFID-ESSPIN states, Kano and Kaduna are worst hit. Jigawa has been relatively unaffected although travel access is a concern based on its close proximity to Kano. In spite of the operational difficulties posed by the violence, work in the north remains high priority and creative means are being devised for ensuring that the work continues.
11. The federal government removed the subsidy on fuel on 1 January in its bid to push through deregulation of the downstream petroleum sector. The price of petrol rose from N65 to N140 a litre as a result. The removal was met with mass protests led by the labour unions. At the end of January, a compromise was reached to pin the price at N97 a litre. Underlying

the debate, there were suspicions that the subsidy removal gains would benefit only a corrupt few. These suspicions have been given credence by recent allegations of fraud related to management of the Fuel Subsidy Fund. A probe initiated by the House of Representatives in January alleges that an estimated \$6 billion had been defrauded from the Fund over the last two years. In the storm brewing around the allegations, the federal government appears to have shelved its plans to return fuel prices to N140 a litre from 1 April, a decision that would, in all probability, result in further labour strikes.

Changes in key personnel

12. A new Permanent Secretary has been appointed for the Federal Ministry of Education. A career civil servant, Dr Ben Ibe was PS at the Ministry of Culture, Tourism and National Orientation.
13. A new Permanent Secretary has been appointed for the Jigawa State Ministry of Education, Science & Technology. The new PS, Abdullahi Hudu, was DG of the State Education Inspectorate & Monitoring Unit (SEIMU). He was also chair of the state education quality committee which had oversight of the ESSPIN school improvement programme.

Coordination

SLP coordination

14. ESSPIN and SPARC held a joint meeting with the MDG Office to agree areas of collaboration. The MDG Office was interested in ESSPIN's school improvement model and a fuller presentation has since been made. There is support for the incorporation of school improvement elements into state MDG CGS proposals currently being finalised.
15. The SLPs are considering a common approach to demonstrating and reporting on VFM. A draft strategy was developed by ESSPIN and is being reviewed by the SLPs. Security arrangements are also being shared, with the SLPs jointly contracting *Control Risks* to undertake a security review of all offices. ESSPIN and SPARC will jointly recruit a security manager in the coming quarter.
16. SLPs in Jigawa organised a joint orientation programme for Commissioners and heads of MDAs. The event improved understanding of the state's change programme and the reform priorities of DFID working through the SLPs. A similar orientation event is planned for SHoA members in April.
17. In Enugu, collaboration with SAVI to facilitate inclusive policies and practices at State, school and community levels led to the establishment of an Advocacy Task Committee on Inclusive Education comprising relevant State and civil society partners. A steering committee of nine persons to coordinate the implementation of its work plan was inaugurated.

Coordination with other International Donor Partners

18. ESSPIN continues to cooperate meaningfully with USAID and its Northern Education Initiative (NEI). Both programmes are committed to supporting the establishment of a national learning assessment system, whether driven by FME or UBEC. A common strategy is to be agreed and shared through the Standards and Quality task team of the Ministerial committee working on the government's Education Four-Year Strategy. ESSPIN and USAID continue to work together on technical and political solutions to the problems of NEMIS.

Emerging Issues / Risks

19. As ESSPIN enters its rollout phase – where school improvement targets are based on scale up of interventions beyond focus schools using states' own resources – budget releases by state governments has become the single most critical issue to address. Although the wider context of government budgets and public expenditure remains unpredictable and dysfunctional, the prospects for leveraging state funds in DFID-ESSPIN states are looking good. Significant examples of leverage already exist (in various state reports). These are expected to get even better in the next quarter as the process of approving budgets and developing workplans is just being concluded.
20. The degenerating security situation in northern Nigeria poses an increasing risk for business continuity. Travel embargoes for international staff mean the delivery mechanisms for some activities have to be revised, often at greater cost. A general air of apprehension naturally exists amongst personnel situated in affected states – a less than desirable condition to work in. The threat of direct attacks on schools remains real as there have been sporadic examples already. The sphere of violence is expanding with new targets being identified. If direct UK interests are pulled into this sphere, programme implementation in states would become even more fraught with risks.
21. At federal level, the FME's Four-Year Strategy for the education sector continues to be the key platform for proposed reform. While ESSPIN is successfully influencing the substance of the draft plan and organisation of its working groups, a real danger lies in the quality and timeliness of an implementation plan. There is already concern that too much time is being spent on 'planning' and the administration may run out of time to actually implement.
22. A number of partner states, notably Kaduna, Kano, Jigawa and Kwara, have had recent and large turnovers of senior government officials. While the changes have been largely advantageous to ESSPIN, e.g. where there have been promotions for ESSPIN counterparts, the risk exists that there may be breaks in continuity. New staff coming in require bedding in and their understanding of and commitment to ongoing reforms cannot be guaranteed.

Key numbers for January to March 2012

23. 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.
24. Disaggregated data for each of the key results is presented by state, and then as programme aggregates.
25. 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.
26. 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 respectively.
27. 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, January to March 2012.
 - 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 meet the targets.

Programme aggregates

Key results	Programme			Comment
	July 2012 Target	Period Actual (Jan-Mar 2012)	Cumul. Actual (Jul 2011-Mar 2012)	
Number of target schools (public)				On course and exceeding target in Kaduna where phase 2 rollout has fully commenced. Current shortfall attributed to Kano where some funding for rollout will soon be secured.
Primary	2,892	1,312	2,497	
JSS	85	75	85	
Total	2,977	1,387	2,722	
Number of learners in target schools (public)				The same situation as last quarter holds: results are 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.
Male	782,293	258,375	344,588	
Female	648,747	234,210	312,466	
Total	1,431,040	492,585	657,054	
Number of target schools (non-state)	348	344	344	On course. The Tsangaya project is at last gaining momentum in Kaduna and Jigawa.
Number of learners in target schools (non-state)				Target exceeded as IQTE has gained recent traction in Kaduna and Jigawa.
Male	12,237	10,822	13,376	
Female	8,742	7,526	8,872	
Total	20,979	18,348	22,248	
Children accessing water from new units				On course to achieve targets as more water facilities are expected to be completed between now and July.
Male	80599	11,850	66,004	
Female	70579	8,465	58,690	
Total	151178	20,315	124,694	
Girls with access to separate toilets	64,522	4,143	28,325	Behind schedule. Delays in toilet construction in some locations due to the need to complete water installations before erecting toilets.
Learners benefiting from new/renovated classrooms				Only movement this quarter is some minor renovations in Lagos. No classroom construction was completed this quarter. Need to monitor

				closely to ensure ongoing constructions are completed in time to deliver targets by July.
Male	63281	200	503	
Female	60984	205	462	
Total	124265	405	965	
Learners benefiting from direct school funding				On course
Male		112,656	211,142	
Female		111,981	199,782	
Total	750,208	224,637	410,924	
Community members sensitised / trained and supported to support school improvement (nos. and person training days)	Functioning SBMCs			On course. Training phase over for phase 1 communities. Now in mentoring and monitoring phase.
Number (Jigawa total only*):				
Male		14,148	14,148	
Female		8,661	8,661	
Total		24,393*	24,393*	
Person Training Days:				
Male		11,206	76,054	
Female		7,113	43,908	
Total		18,319	119,962	
CSO members trained(nos. and person training days)	Effective CSOs			On course. Current focus on field monitoring and mentoring of SBMCs.
Number (Jigawa total only*):				
Male		107	107	
Female		115	115	
Total		240*	240*	
Person Training Days:				
Male		320	1,833	
Female		192	1,134	
Total		512	2,967	
Women participating in SBMCs	Functional SBMCs	6,332	11,981*	On course. Modest progress being made in getting SBMCs to establish and recognise women & children sub-committees.
Female learners benefiting from conditional cash transfers (Kano)	4,482	0	2,982	Plans, including signing of MoUs, contracting of further technical assistance, and mobilisation of the next tranche of funds, being finalised for re-launch of the CCT programme. DFID to fund an additional 1,500 girls.
Additional girls in school (girl education project - Jigawa)	4,200	300	3,300	On course. Activities have been concentrated in one LGA and

				will now expand to two new LGAs with SUBEB support.
Teachers trained and supported (public schools) – nos. and person days of training Number (Less Lagos numbers): Male Female Total Person days of training: Male Female Total	Competent teachers	8,862 10,029 18,891 11,518 14,524 26,042	8,862 10,029 18,891 111,812 140,997 252,809	On course Freeing up non-conditional TPD funds from UBEC has been pivotal to teacher training progress in all states. Getting more women into teaching remains a challenge in Jigawa and Kano.
Teachers trained and supported (non-state schools) Number: (En, Jg, Kd, Kn) Male Female Total Person training days: Male Female Total	Competent teachers	246 348 594 1,485 5,113 6,598	246 348 594 4,413 8,674 13,087	On course
Head teachers trained (public) – nos. and person days of training Number: Male Female Total Person days of training: Male Female Total	Competent HTs	17,136 7,953 25,089 3,979 3,768 7,747	17,136 7,953 25,089 26,076 7,350 33,426	On course The dearth of female head teachers in Jigawa and Kano is glaring when the data is disaggregated by state.
Head teachers trained (non-state) i.e. person days of training Number (En and Kn): Male Female Total Person training days: Male Female Total	Competent HTs	7 32 39 100 500 600	7 32 39 195 1,066 1,261	On course Enugu Mission schools only; the concept of HT does not apply in non-integrated IQTE schools.

State/LGEA officials trained i.e. person days of training				On course
Male		3,460	41,284	
Female		2,412	12,649	
Total		5,872	53,933	
Schools inspected using QA methodology	1,725	418	1,088	States are increasingly prioritising funds for school inspections, a sign of progress. Although it is hard to predict if annual target will be reached, more schools were inspected this quarter than last.

Enugu

	Key Results	July 2012 Target	Period Actual	Cumul. Actual	Comments
1	Number of target schools (public)				
	Primary	91	91	91	
	JSS	-	-	-	
	Total	91	91	91	
2	Number of learners in target schools (public)				
	Male	9,854	9,854	9,854	
	Female	8,538	8,538	8,538	
	Total	18,392	18,392	18,392	
3	Number of target schools (non-state)	30	30	30	
4	Number of learners in target schools (non-state)				
	Male	4,515	4,515	4,515	
	Female	3,975	3,975	3,975	
	Total	8,490	8,490	8,490	
5	Children accessing water from new units				
	Male	1,715	2,346	2,346	
	Female	1,785	2,129	2,129	
	Total	3,500	4,475	4,475	
6	Girls with access to separate toilets	2,640	-	-	
7	Learners benefiting from new/ renovated classrooms				This target cannot be met. Contract for the construction of 5 blocks of 2 classrooms each by ESSPIN yet to be awarded. They cannot be completed and in use before June 2012
	Male	392	-	-	
	Female	408	-	-	
	Total	800	-	-	
8	Learners benefiting from direct school funding				
	Male	14,369	14,369	14,369	

	Female	12,513	12,513	14,369	
	Total	26,882	26,882	26,882	
9	Community members sensitised, trained and supported to support school improvement/(PTDs).	Functioning SBMCs	PTDs	PTDs	
	Male: 501		1,002	1972	
	Female: 467		934	1891	
	Total: 968		1,936	3,863	
10	CSO members trained to support school improvement person days of training (PTDs)	Effective CSOs	PTDs	PTDs	
	Male: 30		59	140	
	Female: 63		103	205	
	Total: 93		162	345	
11	Women and children participating in school improvement.		0	0	
12	Female learners benefiting from cash conditional transfers (Kn)				
	Male	n/a	n/a		
	Female	n/a	n/a		
	Total	n/a	n/a		
13	Additional girls in school (girl education project - Jigawa)	n/a	n/a		
14	Number of Teachers trained and supported (public schools)/PTDs	Competent teachers	PTDs	PTDs	
	Male: 68		864	2325	
	Female: 552		8,416	15217	
	Total: 620		9,280	17542	
15	Number of Teachers trained and supported (non-state schools)/PTDs	Competent teachers	PTDs	PTDs	
	Male: 12		96	370	
	Female: 228		4,384	6394	
	Total: 240		4,480	6764	
16	Number of Head teachers trained and supported (public)/ PTDs	Competent HTs	PTDs	PTDs	
	Male: 32		640	1476	
	Female: 59		1,180	2396	
	Total: 91		1,820	3872	
17	Number of Head teachers trained and supported (non-state)/PTDs	Competent HTs			
	Male: 2		100	195	
	Female: 28		500	1066	
	Total: 30		600	1261	
18	Number of State and LGEA officials trained to support school improvement/PTDs				
	Male: 105	1,500	312	1144	
	Female: 98	1,000	398	795	
	Total: 203	2,500	710	1939	
19	Schools inspected using QA methodology	20			

Jigawa

	Key Results	July 2012 Target	Period Actual	Cumul. Actual	Comments
1	Number of target schools (public)				
	Primary	149	119	119	
	JSS	49	39	39	
	Total	198	158	158	
2	Number of learners in target schools (public)				
	Male	44,101	35,281	35,281	
	Female	32,154	25,723	25,723	
	Total	76,255	61,004	61,004	
3	Number of target schools (non-state) IQTE – 30, Nomadic schools - 40	70	70	70	
4	Number of learners in target schools (non-state)				
	Male	2,554	531	3,085	The target of 900 IQTE learners and 3000 nomadic children is exceeded
	Female	1,346	527	1,873	
	Total	3,900	1,058	4,958	
5	Children accessing water from new units				
	Male	11,088	9,504	9,504	
	Female	7,392	6,336	6,336	
	Total	18,480	15,840	15,840	
6	Girls with access to separate toilets	10,560	0	0	Toilets not yet completed
7	Learners benefiting from new/ renovated classrooms				
	Male	432	0	0	Classroom construction not yet completed
	Female	288	0	0	
	Total	720	0	0	
8	Learners benefiting from direct school funding	132,264	61,004	61,004	
9	Community members sensitised, trained and supported to support school improvement/(PTDs).				Training phase over; now in mentoring and monitoring phase
	Number:	Functioning SBMCs	1,584	1,584	
	Person training days:				
	Male		0	4,625	
	Female		0	2,837	
	Total		0	7,462	
10	CSO members trained to support school improvement				
	Number:	Effecti ve CSOs			

	Person days of training (PTDs)		18	18		
	Male		0	931	Current focus on field monitoring and mentoring of SBMCs	
	Female		0	532		
	Total		0	1,463		
11	Women and children participating in school improvement.		0	594		
12	Female learners benefiting from cash conditional transfers (Kn)				Activities have been concentrated in one LGA. Next phase is going into 2 more LGAs	
	Male	n/a	n/a			
	Female	n/a	n/a			
	Total	n/a	n/a			
13	Additional girls in school (girl education project - Jigawa)	4,200	300	3,300		
14	Number of Teachers trained and supported (public schools) /PTDs	Competent teachers			Challenge remains to get more women into teaching.	
	Number:					
	Male			331		331
	Female			59		59
	Total		390	390		
	Person training days:					
	Male		3,429	9,488		
	Female		75	1,238		
	Total		3,504	10,726		
15	Number of Teachers trained and supported (non-state schools)/PTDs	Competent teachers				Challenge remains to get more women into teaching.
	Number:					
	Male			85	85	
	Female			0	0	
	Total		85	85		
	Person training days:					
	Male:		138	1,167		
	Female:		9	18		
	Total:		147	1,185		
16	Number of Head teachers trained and supported (public)/ PTDs	Competent HTs			Challenge remains to get more women into teaching.	
	Number:					
	Male			87		87
	Female			3		3
	Total		90	90		
	Person training days:					
	Male		195	7,535		
	Female		3	510		
	Total		198	8,045		

	Person training days: Male: Female: Total:		198	8,045	
17	Number of Head teachers trained and supported (non-state)/PTDs Male: Female: Total:	Competent HTs	0 0 0	0 0 0	No HTs in IQTE sector
18	Number of State and LGEA officials trained to support school improvement/PTDs Number: Male Female Total Person training days: Male: Female: Total:		91 6 97 371 1 372	91 6 97 3,232 634 3,866	
19	Schools inspected using QA methodology	252	0	19	Funding of school inspections not yet prioritised

Kaduna

Key Results		July 2012 Target	Actual (period)	Actual (cumul.)	Comments
1	Number of target schools (public) Primary JSS Total	165 0 165	482 0 482	482 0 482	Annual target based on phase 1 schools; actuals include phase 2 schools
2	Number of learners in target schools (public) Male Female Total	25,923 22,608 48,531	75,727 66,043 141,770	75,727 66,043 141,770	
3	Number of target schools (non-state in Kaduna = IQTE Tsangaya)	69	116	116	
4	Number of learners in target schools (non-state = IQTE Tsangaya) Male Female Total	1980 660 2640	3488 1163 4650	3488 1163 4650	
5	Children and community members accessing water from new units				

	Male (pupils - 54%)	14175	0	11340	
	Female (pupils - 46%)	12075	0	9660	
	Total (pupils)	26250	0	21000	
	Communities (at 300 Households [ave.] per Unit)	22800	0	18000	
6	Girls with access to separate toilets	8000	0	3200	
7	Learners benefiting from new/ renovated classrooms				
	Male	346	0	346	
	Female	294	0	294	
	Total	640	0	640	
8	Learners benefiting from direct school funding				
	Male	20,956	28313	28313	
	Female	17,852	24119	24119	
	Total	38,808	52432	52432	
9	Community members trained and supported to engage in school improvement (ptds) Absolute number = 165 schools x 17 SBMC members per school = 2,805 Male : 1,823 / 2,805 (= 65%) Female: 982 / 2,805 (= 35%) Total	Functioning SBMCs			
			2984	39576	
			1607	21310	
			4590	60886	
10	CSO members trained to support school improvement (ptds). Absolute number = 18 CSO staff. Male: 11/18 Female: 7/18 Total	Effective CSOs			
			32	164	
			22	130	
			54	294	
11	Women and children participating in school improvement (actuals - NOT ptds). Original absolute number target was 6 per SBMC (so 165 * 6 = 990)	990	330	1155	
12	Female learners benefiting from Conditional Cash Transfers	N/A	N/A	N/A	
13	Additional girls in school (through 2 work streams in Kaduna): IQTE Challenge Fund Total	585 230 815	1163 220 1383	1163 220 1383	Captured in result (4)
14	Class Teachers trained and supported (public schools) (ptds). Absolute numbers: 731 CTs Phase 1 (some of whom have continued to receive training in this period) + 1,902 CTs in Phase 2 (6 per school x 317 schools) gives a total of 2,633 CTs. Male (@ 51% of CTs) Female (@ 49% of CTs) Total	Competent teachers			
			6125	6125	
			5885	5885	
			12010	12010	

15	Teachers trained and supported (non-state = IQTE schools) (ptds). Absolute milestone numbers = Cohort 1 at 38 (M22/F16) + Cohort 2 at 50 (M34/F16) Male Female Total	Competent teachers	1014 504 1518	1278 696 1974	
16	Head teachers trained and supported (public) (ptds)(Absolute number of HTs = 482) Male (365 / 482) Female (117 / 482) Total	Competent HTs	1832 578 2410	2555 806 3361	
17	Head teachers trained (non-state) i.e. ptds	N/A	N/A	N/A	
18	State/LGEA officials trained to support school improvement (ptds) On Milestone & Absolute numbers: <i>see notes below.</i> Male Female Total	17550 4950 22500	1071 450 1521	11739 3520 15259	
19	Schools inspected using QA methodology	300	90 (40 Pri, 50 secondary)	173	

Kano

	Key results	Target (July 2012)	Actual (Period)	Actual (Cumul.)	Comments
1	Number of target schools (public) Primary JSS SSS Total	947 36 11 994	- 265 36 11 312	265 36 11 312	Target= ESSPIN + MDG + 11 SUBEB LGEAs
2	Number of learners in target schools (public) Male Female Total	568,372 457,752 1,026,124	89,683 84,457 174,140	89,683 84,457 174,140	ESSPIN + MDG + SUBEB 11 Schools
3	Number of target schools (non-state)	179	-	128	Target= GMF + IQTE ESSPIN clusters and Islamiyya schools - 59 State funded - 60 New cohort from June - 60 Total - 179
4	Number of learners in target schools (non-state)				Target= GMF + IQTE State initiative covering

	Male	3,188	2,288	2,288	900 each for male and female and ESSPIN pupils of 1,317 and 904 male and female respectively. ESSPIN to cover additional 900 each for Tsangayya and Islamiyya children
	Female	2,761	1,861	1,861	
	Total	5,949	4,149	4,149	
5	Children accessing water from new units				ESSPIN Public school + 2 IQTE Tsangayya schools with 90 pupils
	Male	38,677	-	27,964	
	Female	37,889	-	26,466	
	Total	76,566	-	54,430	
6	Girls with access to separate toilets	37,525	-	22,643	Target = ESSPIN + MDG.
7	Learners benefiting from new/renovated classrooms				Construction work not yet completed
	Male				
	Female				
	Total	454,292	0	0	
8	Learners benefiting from direct school funding				Scale up in 3 MDG LGAs and 2nd tranche of DFS in ESSPIN Schools
	Male	248,231	8,944	89,683	
	Female	227,950	12,945	84,457	
	Total	476,181	21,889	174,140	
9	Community members sensitised, trained and supported to support school improvement				Functioning SBIMCs
	Number				
	Male		7,800	7,800	
	Female		5,928	5,928	
	Total		13,728	13,728	
	Person training days:				
	Male		2,808	12,288	
	Female		2,496	6,163	
	Total		5,304	18,451	
10	CSO members trained to support school improvement				Effective CSOs
	Number:				
	Male		23	23	
	Female		4	4	
	Total		27	27	
	Person training days:				
	Male		138	351	
	Female		24	39	
	Total		162	390	
11	Women and children participating in school improvement	350,250	-	156,259	
12	Female learners benefiting from cash conditional transfers (Kn)				Existing + Additional 1,500 pupils

	Male	-	-	-	
	Female	4,482	0	2,982	
	Total	4,482	-	2,982	
13	Additional girls in school (girl education project - Jigawa)	N/A	N/A	N/A	
	Teachers trained and supported (public schools)				3 MDG LGAs and scale up in 11 SUBEB LGEA. It is assumed that 30 schools per LGEA, 6 teachers per school for 6 days
	Number:		1,100	1,100	
	Male		148	148	
	Female		1,248	1,248	
	Total				
14	Person training days:				
	Male		1,100	8,123	
	Female		148	1,456	
	Total		1,248	9,579	
	Teachers trained and supported (non-state schools)				The figures cover existing community teachers of the two ESSPIN pilots and those replicated by the state. In addition GMF teachers
	Number:				
	Male		93	93	
	Female		88	88	
	Total		181	181	
15	Person training days:				
	Male		237	1,598	
	Female		216	1,566	
	Total		453	3,164	
	Head teachers trained and supported (public)				Target = ESSPIN + SUBEB 11 LGEA schools
	Number:				
	Male		302	302	
	Female		10	10	
	Total		312	312	
16	Person training days:				
	Male		604	12,932	
	Female		20	750	
	Total		624	13,682	
	Head teachers trained and supported (non-state) i.e. number				GMF
	Number:				
	Male		0	5	
	Female		0	4	
	Total		0	9	
18	State/LGEA officials trained to support school improvement i.e. person days of training		156	156	This include training of : government officials at different levels in SIP, MTSS, Budget,
			42	42	
			198	198	

Number:				development of a Communications Strategy for the Social Mobilization Department of Kano SUBEB, etc.
Male		777	15,535	
Female		173	2,177	
Total		950	17,712	
Person training days:				
Male				
Female				
Total				
Schools inspected using QA methodology	260	33	160	Target is for second & third terms

Kwara

		Target (June 2012)	Actual (Period)	Actual (Cumul.)
1	Number of target schools (public)			
	Primary	1,440	255	1,440
	JSS	-	6	6
	Total	1,440	261	1,446
2	Number of learners in target schools (public)			
	Male	104,643	18,430	104,643
	Female	94,665	16,409	94,665
	Total	199,308	34,839	199,308
3	Number of target schools (non-state)	n/a	n/a	n/a
4	Number of learners in target schools (non-state)			
	Male	n/a	n/a	n/a
	Female	n/a	n/a	n/a
	Total	n/a	n/a	n/a
5	Children accessing water from new units			
	Male	4,388	-	4,388
	Female	3,892	-	3,892
	Total	8,280	-	8,280
6	Girls with access to separate toilets	10,702	-	1,297
7	Learners benefiting from new/ renovated classrooms			
	Male	16,070	-	-
	Female	14,250	-	-
	Total	30,320	-	-
8	Learners benefiting from direct school funding			
	Male	17,747	-	17,747
	Female	16,289	-	16,289
	Total	34,036	-	34,036
9	Community members trained and supported to engage in school improvement (PDT)			
	Male	Functioning SBMCs	3,448	10,042
	Female		1,557	3,187
	Total		5,005	13,229
10	Community members trained and supported to engage in school			

	improvement (actual numbers)			
	Male		3,060	3,060
	Female		765	765
	Total		3,825	3,825
11	CSO members trained to support school improvement (PDT)			
	Male	Effective CSOs	29	114
	Female		25	135
	Total		54	249
12	CSO members trained to support school improvement (actual numbers)			
	Male	Effective CSOs	29	29
	Female		25	25
	Total		54	54
13	Women and children participating in school improvement	1,275	1,775	1,775
14	Female learners benefiting from cash conditional transfers (Kn)			
	Male	n/a	n/a	n/a
	Female	n/a	n/a	n/a
	Total	n/a	n/a	n/a
15	Additional girls in school (girl education project - Jigawa)	n/a	n/a	n/a
16	Teachers trained and supported (public schools) (PDT)			
	Male	Competent teachers	-	84,431
	Female		-	111,921
	Total		-	196,352
17	Teachers trained and supported (public schools) (Actual numbers)			
	Male	Competent teachers	-	6,020
	Female		-	7,980
	Total		-	14,000
18	Teachers trained and supported (non-state schools)			
	Male	n/a	n/a	n/a
	Female	n/a	n/a	n/a
	Total	n/a	n/a	n/a
19	Head teachers trained and supported (public) (actual numbers)			
	Male	Competent HTs	176	16,127
	Female		79	7,245
	Total		255	23,372
20	Head teachers trained and supported (public) (PDT)			
	Male	Competent HTs	176	994
	Female		79	446
	Total		255	1,440
21	Head teachers trained (non-state) i.e. person days of training			
	Male	n/a	n/a	n/a
	Female	n/a	n/a	n/a
	Total	n/a	n/a	n/a
22	State/LGEA officials trained to support school improvement			
	Male	27,083	246	8,135
	Female	11,181	77	3,347

	Total	38,264	323	11,482
23	Schools inspected using QA methodology	596	28	284

Lagos

		Target (June 2012)	Actual (Period)	Actual(C umul.)	Comments
1	Number of target schools (public)				
	Primary	100	100	100	
	JSS	-	-	-	Lagos ESSPIN is not working in JSS schools
	Total	100	100	100	
2	Number of learners in target schools (public)				
	Male	29,400	29,400	29,400	
	Female	33,030	33,040	33,040	
	Total	62,430	62,430	62,430	
3	Number of target schools (non-state)	n/a	n/a	n/a	
4	Number of learners in target schools (non-state)				
	Male	n/a	n/a	n/a	
	Female	n/a	n/a	n/a	
	Total	n/a	n/a	n/a	
5	Children accessing water from new units				
	Male	10,462	-	10,462	actual = phase 2; cum = phases 1&2
	Female	10,207	-	10,207	
	Total	20,669	-	20,669	
6	Girls with access to separate toilets	12,700	4,143	4,143	target = phase 1-2 toilet (boys and girls plus provision through challenge fund
7	Learners benefiting from new/ renovated classrooms				
	Male		-	-	
	Female		-	-	
	Total	400	405	405	target = renovation sponsored by ESSPIN
8	Learners benefiting from direct school funding				
	Male	30,026	30,026	30,026	
	Female	32,404	32,404	32,404	target = 20 LGEAs in 100 pilot schools
	Total	62,430	62,430	62,430	

9	Community members sensitised / trained to support school improvement	Functioning SBMCs			This involves 40 days of mentoring visits by CSOs
	Number:				
	Male		964	964	
	Female		519	519	
	Total		1,483	1,483	
	Person training days:				
	Male	964	7,551		
	Female	519	8,520		
	Total	1,483	16,071		
10	CSO members trained to support school improvement	Effective CSOs			Training is actually a two day training this quarter
	Number:				
	Male		14	14	
	Female		16	16	
	Total		30	30	
	Person training days:				
	Male	62	133		
	Female	18	93		
	Total	80	226		
11	Women and Children participating in School Improvement.	13,538	4,227	8,457	
12	Female learners benefiting from cash conditional transfers (Kn)				
	Male	n/a	n/a	n/a	
	Female	n/a	n/a	n/a	
	Total	n/a	n/a	n/a	
13	Additional girls in school (girl education project - Jigawa)	n/a	n/a	n/a	
14	Teachers trained and supported i.e. person days of training	Competent teachers			
	Male		–	1,320	
	Female		–	5,280	
	Total	–	6,600		
15	Teachers trained (non-state schools) i.e. person days of training	n/a	n/a	n/a	
	Male		n/a	n/a	
	Female		n/a	n/a	
	Total	n/a	n/a	n/a	
16	Head teachers trained and supported (public)	Competent HTs			HTs had 4 days training in 500 additional schools where there is scale up
	Number:		223	223	
	Male		519	519	
	Female		742	742	
	Total				
	Person training days:				
	Male	532	584		
	Female	1,908	2,442		
	Total	2,400	3,026		

	Total				
17	Head teachers trained (non-state)				
	Male	n/a	n/a	n/a	
	Female	n/a	n/a	n/a	
	Total	n/a	n/a	n/a	
18	State/LGEA officials trained to support school improvement				
	Number:				
	Male		228	228	This includes 26 days training for different categories of staff to support school improvement
	Female		232	232	
	Total		460	460	
	Person training days:				
	Male		683	1,499	
	Female		1,313	2,176	
	Total		1,996	3,625	
19	Schools inspected using QA methodology	550	267	452	Actual includes figures for last quarter that were not provided by the government agency then

Section 2: State Progress Summaries

Enugu

Introduction and Context

28. DFID–ESSPIN operations went on with minimal disruptions in Enugu and steady progress towards targeted results was recorded. There was relative peace and security risks have remained low.
29. Positive results and early impact of the School Improvement Programme (SIP) in focus schools have further strengthened government and other stakeholders' confidence in ESSPIN's approach to education reform and school improvement.
30. The State government continues to demonstrate strong commitment to rollout of the SIP from one focus LGA (Udi) to all 17 LGAs in the state. The state is taking considerable ownership of SIP rollout with oversight from the Office of the Executive Governor. The State strategy for the full rollout of SIP in at least 340 public primary and secondary schools in 2012/2013 has been agreed following consultations and planning meetings of relevant education MDAs, LGAs and the State Economic Planning Commission. The development of an Implementation Workplan is in progress.
31. The state has provided the counterpart funding needed to access its backlog of UBE Intervention Funds (for 2009, 2010 and 2011) and will fund its SIP rollout implementation plan from the accrued total of about N3.5billion.
32. The proposals of the 3 MDG-CGS LGAs in the State target full SIP rollout in 30 public primary schools. The required proposal for the receipt of outstanding ETF grants for basic education from 2005 to 2012 is also being developed. Over N3billion will be available from these sources for SIP roll-out in 2012/2013.
33. Weaknesses in State Public Financial Management (PFM) as well as poor linkage in PFM and State Policy and Strategy (P&S) frameworks are potential risks to the full achievement of the State's SIP rollout targets. Recent evidence of increasing effectiveness of PE clearly indicates that an upscale in well-coordinated PE strategy by Enugu SLPs is a viable mitigation strategy.
34. The optimism remains that the targets of ESSPIN Enugu Logframe and 2012-2014 State Forward Plan (SFP) will be largely achieved through full State ownership and leveraged funds.

Workplan Highlights

Output 3 -School improvement

35. ESSPIN's Year 4 (June 2012) target of providing safe water and separate toilets for boys and girls has been met. The motorized boreholes and toilet facilities in all the 10 beneficiary schools have been completed, are fully operational and have been handed over to their

respective SBMCs. Over 3,500 pupils and teachers are now accessing potable water and using safe toilets as a result.

36. The Year 4 target for number of learners benefitting from Direct Funding to Schools (DFS) has been met. Funds have been disbursed to the 121 Udi LGA public and mission focus schools and are being utilized by the Headteachers and SBMCs to implement their respective School Development Plans (SDPs). ESSPIN had earlier built their capacities for effective use of DFS.
37. SSIT and SSOs capacity development for a sustainable state-owned teachers and headteachers in-service training and support progressed well. The 12-member SSIT and 25 Udi LGA and Missions' SSOs received 350 person training days in pedagogy and different required competencies.
38. The 860 teachers in the 121 Udi LGA focus public and mission schools continued to have their competencies enhanced for effective classroom management and lessons delivery. They received 13,760 person days of in-school training and support visits by the SSIT and SSOs for improved delivery of literacy and numeracy lessons.
39. Headteachers of the 121 schools also received a total of 2,420 person days of training and school support visits by the SSIT and SSOs to better lead and manage the schools as well as effectively support quality teaching and learning.

Output 4 - Community engagement in school improvement and learner participation

40. Many of the 121 SIP focus schools are beginning to benefit from increasing community participation and support as a result of functioning SBMCs. Further capacity development was given to the SBMCs through civil society partners and social mobilisation officers of Enugu SUBEB and Udi LGEA.
41. The SBMCs have started implementing the School Development Plans (SDPs) with ESSPIN DFS. The State Task Team on SBMCs and the social mobilisation officers of Enugu SUBEB and Udi LGEA were trained to monitor and ensure compliance to guidelines on the utilisation of DFS.
42. Collaboration with SAVI to facilitate inclusive policies and practices at State, school and community levels achieved the establishment of an Advocacy Task Committee on Inclusive Education comprising relevant State and civil society partners. A steering committee of nine persons to coordinate the implementation of its work plan was inaugurated.
43. The 1,200 beneficiaries of the ESSPIN Challenge Fund scheme successfully completed the second term of the academic session. Monitoring reports from CSO partners indicate that some of them excelled in their classes.

Output 2 - State and local government support to school improvement

44. The development of the 2013-2015 MTSS for the education sector has begun with government aligning its policy thrusts with ESSPIN strategies. Quality planning and management, improved school environments and enhanced non-state actors' participation in education are identified as key policy thrusts of government.
45. Government is now taking responsibility for a credible EMIS to support strategic planning. It is substantially funding the 2011/2012 ASC. The enumeration of schools has been concluded with full government ownership of the exercise.
46. An HR system and process review was carried out at Enugu SUBEB at the request of the management of the organisation. The management has indicated willingness to implement its recommendations and those of the functional review.

Major features of the workplan in the next quarter

47. Continued support to the State to develop an implementation plan and commence the rollout SIP in 340 primary and secondary schools across the State.
48. Further capacity development of the SSIT and SSOs to provide in-training and support to teachers and headteachers.
49. Production of 2011/2012 ASC Report and the development of 2013-2015 MTSS.
50. Further training, mentoring and support to SBMCs for functionality and effectiveness.

School water boreholes: making a difference

Availability of potable water and safe toilet facilities are crucial in schools. Their absence or inadequacies adversely affect school enrolment, effective participation and learning as well as the health and safety of both pupils and teachers.

Available statistics indicate that 72% of public primary schools have no source of potable water in Enugu State. There is also an acute shortage of toilets with a very high toilet/pupil ratio of 1:278.

DFID-ESSPIN is implementing a School Improvement Programme in Udi LGA as a pilot to demonstrate good practice for rollout by the state government across its 17 LGAs. The provision of potable water and toilet facilities by DFID-ESSPIN in 10 public primary schools in Udi LGA is a key component of the SIP.

All the 10 schools now have potable water from motorised boreholes and separate toilets for boys, girls and their teachers. Over 3,500 pupils and 80 teachers of the schools now have access to safe water which also serves immediate community members. The toilets are also in use.

Within two months of use, the potable water facilities are making a significant difference. In one particular school, Community Primary School, Nachi, enrolment jumped by 38% from 221 to 306. *“Honestly the children are happy, the teachers are happy, the villagers are happy. The school is cleaner and pupils come to school neater because water is now freely available. No time is wasted in search of water. All the time in school is now for teaching and learning. We all lifting our hands up for ESSPIN”*, was the testimony of an elated headteacher of the school, Mrs Chioma Oko. At Central School, Umuabi, the headteacher, Mrs. Benedette Ude, revealed that children now stay in school instead of wandering about in search of water. She said, *“Since the water started running, our children who used to go out in search of drinking water now stay in the school compound because the water is there. It will help promote quality education and good health among our children and the community at large.”* Rev. P.C. Ogbozor, chairman of the SBMC expressed gratitude and assured that: *“all the equipment and facilities installed will be jealously guarded, secured and maintained.”*

Jigawa

Introduction and Context

51. In spite of the nationwide strike in early January and the sporadic violent attacks on **security** personnel, civilians and government institutions in neighbouring states, Jigawa State has remained relatively calm and peaceful. The ESSPIN office has remained open but with heightened vigilance around staff movements and programme activities. The programme directive limiting international visitors to the north has slowed down implementation of the IQTE and girl education projects. VSO has withdrawn its volunteers from the state on safety grounds.
52. **Funding of education** reform remains high priority with the state government. An impressive 28.1 % (about N30 billion) of the 2012 budget was allocated to the education Sector. Major highlights include allocation of N125m for SIP and SBMC development, N9.3m for ASC, N47.07m for IQTE and N7m for Nomadic Education. The SMOEST and SUBEB have additional allocations for Infrastructure and expansion of SBMC/Community engagement work which will further consolidate the full expansion of the ESPIN reform model.
53. **Orientation for Commissioners** and heads of MDAs was organized to bridge understanding and draw support for SLP reform programmes in the state. This improved understanding has pulled support for the reform agenda promoted by the SLPs. Key action points from the orientation meeting include commitment to timely budget releases, especially for those MDAs supported by the SLPs. A similar SLP engagement is planned with the SHoA in April.
54. Examples of **leverage**: in the current quarter, ESSPIN has leveraged significant levels of resources from education MDAs as follows:

Agency	Amount leveraged	purpose	Remarks
State Agency for Nomadic Education	N1.294,800.00	Additional school uniforms, mats, teaching and learning materials for 40 CF schools	Materials already distributed
3 Nomadic Communities	N550,000.00	Land for expansion of CF supported school	6 classroom shed have been constructed
Miga LGA	N750,000.00	Piece of Land for Agufa Islamiyyah P School	The school will now move to its permanent site. ESSPIN is providing water and toilet on

			this land
SUBEB	N9,670,000.00	SSIT and training center development	Items will be distributed at the commissioning of the SSIT training center

55. ESSPIN's engagement with the 3 LGAs earmarked as beneficiaries of the MDG CGS has led to one LGA, Sule Tankar, committing a minimum of N10m for full SIP rollout (support to HTs, CTs and SBMCs). Already, ESSPIN has supported the LGA to plan and select schools and SSOs for the implementation of the training sessions. Further support will be given to Guri and Miga LGAs to articulate plans for the use of the MGD grants in training programmes.

Workplan Highlights

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

56. The state is making meaningful progress in its genuine efforts to **scale up SIP**:

- SUBEB has approval to utilise its N125m SIP rollout allocation for training. Training block 1 is due to commence. ESSPIN has supported the printing of training notes. The SSIT center in SUBEB has been completed and furnished for the training programmes. The SSOs, drawn from the LGEAs, will be drafted into the training programmes to train HTs, CTs and conduct school visits.
- ESSPIN has conducted make-up training for 490 teachers in 100 schools, a backlog from phase 1. All is now set to commence training of teachers in 303 new rollout schools from the 4th week of March. In this quarter, a total of 3504 (public schools) and 147(non-state schools) persons days of training was delivered.
- SUBEB has also commenced the process of contracting 5 CSOs for SBMC development. This is will be instrumental to the success of the SBMC and community development programme. ESSPIN is also extending the contract of the existing 8 CSOs to consolidate work in phase 1 schools.
- SUBEB has conducted an orientation programme for all the 27LGEAs to apprise them of SIP rollout plans and prepare them accordingly.
- An additional 18 hand pumps were completed this quarter, increasing the number of beneficiaries to 15,800 pupils accessing clean water in focus schools.

57. The use of **Challenge Funds** to support marginalised nomadic communities is yielding results.

- Between Oct 2011 and Feb 2012, enrolment rates increased across 40 focus schools from 3054 to 4095 pupils (1370 to 1952 girls). Attendance rates increased from 32% of pupils to 75.2% across the 40 schools over the same period.
- The role civil society-government partners has improved community participation in school affairs. This quarter, 5 nomadic communities constructed additional sheds for their schools: Shatari, Mai Wando, G/Sarkin Aska, Ardo Rura and Majiyawar Yelwa communities.
- ESSPIN has leveraged about N1.3m to support this work. The ANE has supplied 128 mats, 446 school uniforms and sandals, 342 school bags and 120 cartons of chalks for the 40 focus schools

58. The **IQTE** project has progressed with the selection of 50 cohort schools and 50 female teachers for launching the 2nd phase of the IQTE work. Already the community facilitators in the IQTE Tsangaya phase have completed 8 modules of training. The first student assessment in literacy and numeracy indicated an average pass rate of 70% pupils in 4 core subjects.

59. The **girls education pilot** has expanded from Miga LGA to two additional LGAs – Roni and Birniwa. Activities include the training of Women Groups and distribution of teaching and learning materials to 2,931 girls. To date, the programme has recorded increases in enrolment (300 girls) and attendance (31%) in Miga LGA and expects an additional 800 girls in Birniwa and Roni during the next assessment in April.

Output 2- State and local government support to school improvement

60. The office of the Head of Service has endorsed the Functional Review of the SMOEST supported by ESSPIN. The Ministry has commenced the re-structuring and creation of the proposed departments. Major key action is the take off of the Department of Human Resources as well as expanding the knowledge management functions in the Planning unit to stimulate effective service delivery.
61. The 2010/11 ASC report has been produced and printed for circulation. The current 2011/12 data cleaning has been completed. The final report is expected in April.
62. SUBEB has adopted the ISD methodology for selecting schools for improvement based on scientifically identified needs.

Major features of the workplan for the coming months

63. SLP orientation event for members of SHoA and relevant MDAs
64. Provision of the second tranche of school operational grants to 198 phase 1 schools
65. Support to Guri and Miga LGAs to roll out the ESSPIN training model using the MDG grant

66. Full scale up of HT,CT and SSO training and SBMC development in 303 new schools using the SUBEB funds.
67. Assessment of GE programme in Roni and Birniwa LGAs

Challenge Funds making a difference in nomadic communities in Jigawa

“In all the years we have been running this school, this is the only time we received support from any organization. ESSPIN has been instrumental to expansion of this school and we are grateful” says Mal Ibrahim Mai Mai , a member of school support committee in Gidan Sarkin Aska nomadic school.

The launching of the challenge fund initiative targeted at nomadic education sector attracted the attention of the State Government with an impressive allocation of N7m Naira (2012 budget) to support all nomadic schools in the state. ESSPIN has been instrumental in raising awareness, creating an enabling environment for Government and Communities to dialogue and re-focus attention on increasing access and quality of community schools in the state.

The 40 targeted schools were provided with materials which motivated parents to send their children to school. From October 2011 to February 2012 enrolment has increased from 3054 to 4094 and the rate of attendance rose from 32% to 75%.

This success and parents’ satisfaction with the progress has motivated the communities to organize a community meeting in support of the programme. At Gidan Sarkin Aska, the school was operating on a land leased by the community. ESSPIN’s support encouraged the community to launch an appeal fund for the purchase of the land and construction of a classroom shed. The School Committee also procured a set of uniforms for 17 newly enrolled pupils and recruited 2 volunteer teachers for primary 1 and 2..

‘Our school is good. We have a teacher every day and I can now write my name. I am happy’ says Sha’awanatu Usman , primary 2 pupil in the school.

Kaduna

Introduction and Context

68. Two major disruptions affected Kaduna during this quarter. First, the January general strike closed schools thus forcing delays in the SIP roll-out work schedule. Second, the **security situation** deteriorated, with bombings, shootings and torching of schools. Although this has not yet seriously disrupted ESSPIN's work, the populace is increasingly apprehensive. At a meeting with the Honourable Commissioner and the 12 Ministry Zonal Directors, for example, following the recent murder of a Kaduna teacher and the torching of his school, teachers in the school are reported to be scared to resume work.
69. Despite this, our **political engagement** work is progressing, notably with the Honourable Commissioner and the new SUBEB Chairman, who attended ESSPIN-led sessions (with all ESSPIN States) to discuss reform and ESSPIN's support role. The 2 Kaduna officials made high quality presentations about their own development plans. ESSPIN Kaduna has also met with the HoA Education Committee (March 13th), focussing on the Quality Assurance Bill (2nd reading just completed). The Committee confirmed its support for the Bill.

Workplan Highlights

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

70. The first of three 12-week SIP blocks (annual training programme) has been completed. The State School Improvement Team led a series of training activities for LGEA staff, including support visits to 482 schools (165 from Phase 1 and 317 'new' schools). All teachers and Head Teachers were introduced to the rudiments of Literacy and Numeracy teaching while 38 District School Officers (DSOs) and 115 School Support Officers (SSOs) acquired key literacy and numeracy strategies to handle Primary Classes 1 to 3, and then spent a day in school teaching at this level. The DSOs and SSOs had 3 days training on how to support 482 Head Teachers and 2880 class teachers to deliver Literacy and Numeracy lesson plans.
71. A 4-tier system to report on SIP progress has been initiated. After every school visit, SSOs complete a report from which composite SSO summary reports are produced. Then, LGEA-level reports are produced. Finally, an aggregate SUBEB report, based on all LGEA reports, is submitted to the Executive Chairman for approval and dissemination.
72. The roll-out of the ESSPIN SBMC model using UBEC TPD funds has commenced with the assessment, selection and contracting of 10 CSOs (including the 6 partner CSOs originally used by ESSPIN). Ten SUBEB master trainers (6 Male/4 Female) and 4 HODSM(male) from the 4 MDG LGAs have received refresher training and concluded step-down training to the CGP on gender and child awareness in the 10 new LGAs.

73. A major roll-out of Tsangaya integration has begun in 3 new LGEAs – Kachia, Kagarko & Jema'a. Following an assessment/selection process, 117 volunteer community teachers (79 male/38 female) and 6 support teachers (male) were trained over 3 weeks by the 6 Kaduna Master Trainers and have begun work in 97 selected schools. Support materials, including blackboards, mats, exercise and text books, pencils and water drums have been distributed to the schools. School verification and teacher monitoring is in place.
74. To co-ordinate Kaduna IQTE / Almajiri interventions, ESSPIN ODM and IQTE staff supported an IQTE stakeholders meeting (21 males/9 females) chaired by the SUBEB Chairman. With participation from the Alarammas', IQTE CSOs, JNI, Arewa House and UBEC (Abuja and North West Zone), the meeting endorsed a strategic framework based on the ESSPIN model which will permit scale up in line with stateplans for Almajiri interventions. This will be presented to UBEC before it next releases intervention funds.

Output 2 - State and local government support to school improvement

75. A full draft of the 2012-2014 MTSS report has been completed while the 2010-2011 AESPR and Annual School Census Reports have been printed and disseminated. The 2011-2012 ASC is at the data entry stage. 18 officers (12 male/6 female) from SMoE, SUBEB and LGEAs, had 2 days of training on M&E (Feb 29-Mar 1), but the MDA M&E Units need more support to become effective. ESSPIN supported the preparation of proposals from the 4 eligible Kaduna MDG LGAs for Conditional Grant Scheme funds. The proposals have been submitted and approval is awaited from the Abuja MDG Office.
76. SUBEB management has adopted a policy level roadmap that will define its priorities and direction in the next 4 years, including key reform areas and interventions supported by ESSPIN. SUBEB and LGEA budgets have made allocations for the management and scale up of these interventions. SUBEB and LGEA systems have also supported implementation/scale up of ESSPIN's SIP Head Teacher and Teacher Training interventions using the 2011 N150M UBEC teacher development fund. So far, N100million has been transferred to the State College of Education where the SSIT is providing technical support. SUBEB Units, namely School Advisory and Social Mobilisation, are providing the structure for all trainings.
77. Ninety (90) Primary and Secondary schools have been evaluated this quarter using the Whole School Evaluation Instruments. The Ministry of Education now seamlessly coordinates evaluations throughout the State with each tier understanding its role and reporting systems. The quality of reports, however, remains low and the Ministry is seeking ESSPIN's support for continued capacity building of evaluators. To support improved reporting, the SSIT in Gidan Waya has developed a QA Training Manual.

Major features of the workplan for the coming months

78. Further roll-out work will be the major focus for ESSPIN over the next 3 months. In addition, ESSPIN is responding to requests from the Hon Commissioner to provide advice on taking

good reform practice into the Junior Secondary sub-sector and on reviewing the roles and functions of the Education Secretaries. Within IQTE, a key development will be to begin implementation of a farming scheme for the IQTE schools. Another major focus will be preparing for the June ESSPIN OPR.

Volunteer Community Teachers deliver literacy & numeracy lessons in Kaduna IQTE Schools

ESSPIN, together with SUBEB and selected LGEAs, has developed an IQTE intervention model which sees local community based schools, run by Mallams, using volunteer teachers to teach basic literacy and numeracy. This work is bringing hope to disadvantaged children across Kaduna. In the six LGEAs involved, (Makarfi, Kudan, Kajuru, Kachia, Kagarko and Jema'a), approximately 3,150 almajiri boys and 1,320 hard to reach girls have already benefitted.

The cluster model adopted by ESSPIN is proving effective in dealing with almajiri boys, who now stay in the area where they are under the control of their Mallams. This has reduced fears of the boys being taken away and put into dormitories where the Mallams might not be able to reach them.

A key feature of the model is that the schools are embedded within the community. The Mallams and parents are keen for the children to become literate but want this to happen in their local environment where they know who the teachers are and can trust the teaching content. The model is clearly popular - the Mallams are embracing the approach; young men and women are keen to volunteer their services as teachers; and the parents are buying-in by releasing their children to attend classes. A specific advantage of the approach is that it offers young mothers with a secondary school certificate the chance to be volunteer teachers. This is empowering, offering these women a chance to be active and useful.

A specific success story involves the Gadan Mallam Mamman community in Kachia, where the community set up a committee to see to the integration of their Tsangaya. The community insisted that their female children and, in some cases, their wives be included in the scheme. A community spokesperson quoted the Prophet Muhammad (PBUH): "Educating the girl child is an asset because when you educate a woman, you educate a nation". The community has dedicated one block of four classrooms with blackboards and play area as the learning center, while the village head has provided a store for the school's teaching and learning materials.

To support further roll-out of the scheme, a team of Master Trainers, drawn from School Services and Social Mobilisation Departments of LGEAs where the intervention was piloted, has been formed. These trainers have developed intoexperienced facilitators and mentors who train volunteer teachers and School Support Officers (SSOs) on basic child-centred methodology and class management.

Kano

Introduction and Context

79. Security and operating environment: The coordinated bomb and shooting attacks in Kano City on 20 Jan 2012 and ensuing weeks, plus the abduction of a German citizen from Kano on 26 Jan 2012, mark a sharp break with the past. No ESSPIN team members suffered injury but many experienced the traumatic events at first hand. Emergency response plans were activated by ESSPIN, other SLPs and DFID and are subject to continuous review. Visits to Kano by both long- and short-term expatriate advisers were suspended, as well as short-term national consultant and VSO inputs. All ESSPIN team members and their families were offered temporary relocation to offices elsewhere in Nigeria until the situation stabilised. The joint security review commissioned by SLPs led to reappraisal of all risk factors, with suspension of operations at the ESSPIN State Ministry of Education office, shortened office opening hours, new communications protocols and restrictions on travel to and through Kano State among the risk mitigation measures implemented. Members of the Kano ESSPIN team have stepped up to ensure that the state workplan remains on track in the enforced absence of the State Team Leader and other colleagues.
80. Many changes to senior counterparts at Kano State Ministry of Education (PS, DPRS, DSS) and Kano SUBEB (Executive Chairman, Board Secretary, PM1, PM2, DPRS) have been made in recent months. ESSPIN conducted briefing meetings with the new incumbents and has quickly built up positive working relationships with them. It is acknowledged that the constraints on international and visiting personnel pose a significant threat to top-level advocacy of programme goals, regular monitoring and management activity, and capacity development processes. Alternative communications systems, redistribution of responsibilities within the team, relocation of workshops and meetings to other states, and an increasing emphasis on indigenous capacity now form key elements of the medium- to long-term strategy for ESSPIN in Kano State.
81. SIP rollout strategy and political engagement: Efforts to secure Kano State Government processing, approval and budget release of the state-led Roll Out of the School Improvement Programme (SIP) have intensified. This depends firstly on approval by State, Zonal and Federal authorities of the Millennium Development Goals Conditional Grants Scheme application for full SIP Roll Out in all 296 primary schools in Takai, Gabasawa and Garun Mallam LGAs. The Kano proposal, which covers N600m investment in the health and education sectors, was sent to the Office of the Special Adviser on MDGs to secure the Executive Governor's personal approval before being forwarded to the federal authorities for evaluation, where lobbying has continued. Secondly, a proposal for SUBEB to receive Kano State Government funding for SIP Roll Out in 330 schools across 11 LGAs is being processed by SUBEB, the State Ministry of Education and Executive Council, with the active support of the Commissioner for Education, PS SMOE and Executive Chairman of SUBEB.

82. In a landmark ruling, KSG has released N50m of state funding for Roll Out of the ESSPIN IQTE pilot to three new LGAs. Work with this second cohort of 60 Community Teachers and 12 Support Teachers—equal numbers of males and females—has proceeded without interruption since Dec 2011, despite the security challenges. New modules are being produced, trainers trained, and teachers inducted with Cohorts 1 and 2 alike. Political support is now secure for the Conditional Cash Transfers re-start and identification, targeting and enrolment of the 1,500 New Girls. ESSPIN CCT funding has been front-loaded and deposited at SUBEB as agreed, and operational planning by the Programme Management Unit and Technical Working Group is underway for Transfers to recommence at the start of the new school term. The ESSPIN team continues to extend political engagement efforts in new directions to support SIP Roll Out, eg, with the MDG Office and House of Representatives in Abuja, and the Governor of Kano’s Chief of Staff.

Workplan Highlights

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

83. The Kano State School Improvement Team—which spearheads efforts to professionalise teaching and school leadership—completed its reorientation programme and is now working from SUBEB under the leadership of the DD, Advisory Services Unit. The SSIT is focused on delivery of the School Improvement Programme to improve learning opportunities for around 270,000 children in Term 3 of 2011-12 school year, in 17 LGAs, irrespective of funding channels (ESSPIN, SUBEB and MDGs). All 940 schools scheduled for inclusion in the 2012 SIP have been identified and formed into clusters of between five and seven schools, with School Support Officers selected for each cluster.
84. The SSIT’s capacity to lead professional development of literacy, numeracy and classroom enrichment skills has been developed. Direct Funding of Schools Round 1 reporting has been completed for all but five schools out of 280, with the remainder in hand and preparations for release of DFS-2 in 312 schools completed by SUBEB. Learning Outcomes Benchmarks for Hausa, maths and English have been drafted and tabled at the Education Sector Steering Committee, with minor translation and quality assurance steps remaining before mass dissemination by KSG.
85. Children’s (re)enrolment has reportedly been boosted following Inclusive Education and fund-raising advocacy with SBMCs, with SBMC ‘watch-dog teams’ formed to reduce child abuse. Women’s and Children’s SBMC sub-committees have been up and running since March 2012, as are LG level SBMC forums for inter-community networking. Government and CSO capacity has been strengthened, to improve their partnership and drive up school standards and learning by children.

Major features of the work plan for the coming quarter

86. Achieving top-level sign-off and budget release for the School Improvement Programme is the focus of every ESSPIN Kano team member's efforts for the coming quarter. Meanwhile, the IQTE Roll Out will continue to gather pace, as preparations for Cohort 3 are finalised safe in the knowledge that KSG funding has started to flow. Likewise, the CCT programme expansion will be achieved when schools re-open in May, with the complementary expansion of JSS places for girls expected by the start of the new school year, as a result of the Challenge Fund. All of these are underpinned by progress with alignment of SMOE and SUBEB mission, structures, systems and resources. Programme activity will not let up during the scheduled State Self Assessment, Composite Survey or Annual Review exercises.

Operational risks e.g. security and other critical issues

87. Kano is at the tipping point with respect to sustainable indigenous funding of the comprehensive School Improvement Programme, that promises a meaningful break with the past of sub-standard performance in the education sector. Considerable political will, attention to detailed planning and monitoring of implementation will be required to make this a reality. Further security shocks are likely, but on current evidence, Kano State institutions are increasingly well-positioned to deliver meaningful reform in basic education.

Kano State Government Rolls Out!

Stop press: KSG releases N50m to SUBEB for Roll Out of the ESSPIN-piloted IQTE model in three new LGAs; plus its first tranche of N33m towards the CCT Re-Start (total £333,000 equivalent).

Kano State Government is geared up to treble the coverage of the ESSPIN-piloted **School Improvement Programme** from 312 to 940 schools. Three local governments beyond the ESSPIN pilot will benefit from federal Millennium Development Goals Conditional Grant Scheme funding. Takai Local Government will receive over N100 million to implement the School Improvement Programme in all its primary schools. The Integrated School Development approach is being used to allocate funding rationally and fairly based on Annual School Census data. Garun Mallam is also spending over N100 million in this way, and Gabasawa N107 million. Similar amounts are also being invested in health and water in each of these LGAs. Meanwhile, SUBEB is processing a proposal for 11 further LGAs to adopt the School Improvement Programme and implement the full SIP in 330 new schools.

“To say ESSPIN’s contributions to this whole process have been invaluable is to state the obvious,” said Abubakar Sadiq Mijinyawa, Technical Assistant from the MDG office.

The success of the Direct Funds to School process in Fagge, Kumbotso and Albasu LGAs has been documented by SUBEB and now the MDG LGAs have expressed a desire to see the programme introduced. Takai Local Government has already made an additional N14 million available to initiate its own Direct Funds to Schools programme for 99 primary schools, funded by the LGA, CRC, benefactors and communities.

The successful collaboration between ESSPIN and civil society is evidenced at each round of school and community development support visits by Civil Society Organisation/Government partners. An SBMC Women’s Sub-Committee’s efforts in Guringawa have resulted in the enrolment of about 300 formerly out-of-school pupils, the majority of whom are girls. A wealthy community member in Limawa has begun constructing six classroom blocks, four school office rooms and four toilet blocks at his own expense following advocacy efforts.

In GGJSS Tsangaya, a community put resources together to support families that could not send their children to school. This effort led to an increase in enrolment of 52 pupils in Zangon Gala Primary School, 230 pupils in Saya-Saya Central Primary School, and 242 pupils in Saya-Saya Islamiyyah School, all of which embody the vision shared by ESSPIN, State Government, LGAs, CSO and community partners: ‘Let’s make every Kano school an improving school!’

Kwara

Introduction and Context

88. **Operational risk.** There have been recent reports of Boko Haram planning activities in Kwara State. The team is working with state security forces and other government agencies to ensure the most effective measures are put in place to minimise risk of being a target.
89. **SIP rollout strategy.** The roll out of SBMCs took its initial steps this quarter as over N1million was spent by SUBEB in training all 60 SMOs from 12 non-ESSPIN supported LGEAs. (Kwara's roll out strategy is focused on SBMC development as all primary schools have already had HT and CT training funded by the state over the last two years). Preparatory meetings have been held between government and the CSOs to work out how they will partner in the roll out and a workplan has been drawn up.
90. For the last two years the UBEC training fund has been spent in Kwara mainly on SSIT activities. The funding was managed by the previous DFS and the previous training officer. Although prior to this quarter the training regularly took place, this resulted in a lack of transparency and a lack of understanding of the processes by other SUBEB officers. The replacement of these and other key officers provided an opportunity to raise these and other institutional issues with SUBEB officials and the Board. The resulting agreement is a cooperative approach to planning, budgeting and funding of training programmes which will ensure that all training in basic education is needs based, carried out using the cluster approach and is followed up with support visits. Similarly, the planning of the use of the UBEC instructional materials budget has been raised as an area for more effective collaboration between departments. The immediate challenge of funding the SSIT is being targeted by political engagement and the strengthening of these systems. SUBEB's commitment to the SSIT is still strong, and funds have been allocated to the extension of their office at the ERC.
91. **Political engagement.** Following the successful leadership retreat last year, this quarter witnessed high level political engagement on SBMC roll out, inclusive education, funding, use of ISD for school improvement intervention, recruitment and postings at SUBEB and the Ministry. The leverage of MDG funds continues to gain momentum with recent political engagement of LGA Chairmen giving support to SBMC formation and capacity building, teacher training and the use of ESSPIN designs for classrooms and toilets. The Teacher Development Division in the MoEHCD held a workshop to brief stakeholders of its role in setting policy on career path, teacher training and teacher standards. This has resulted in a partnership between SSIT and NTI which it is hoped will leverage NTI funds to be used to support SSIT style training. The State hosted the 3 Burundian and 5 Ethiopian educationists on a study tour to share experiences on the reform of school improvement. State officials felt very proud to be sharing their work with other Africans and this boosted morale considerably.

Workplan Highlights

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

92. The report on the mini-MLA carried out in public primary schools in October was released this quarter. The results show positive changes in teaching and learning. The classroom observation study showed that classrooms are beginning to change: in the way that they are organised; in the way that teachers and pupils interact; in the way that activities take place. The changes may appear to be small but they are significant, given the competency levels of Kwara teachers as illustrated in the Kwara TDNA. Although learning outcomes in the schools surveyed remain low in terms of attainment of the NERDC curriculum, after two years of support there are clear signs of improvement in both literacy and numeracy in all the grades assessed. The results of this study will be fed into the review of Learning Outcome Benchmarks to be carried out for P1 to JS3 classes. SSIT members from Kwara participated in the recent NERDC review of the primary curriculum and are also working with other education officers to develop and strengthen assessment systems in schools. Teaching practice (TP) students from Oro College of Education were trained on the lesson plans. This will be supported by SSO and SSIT mentoring in the TP schools.
93. This quarter, activities were held in each of the four ESSPIN supported LGEAs to ensure community involvement and effective and efficient utilization of the DFS funds and to strengthen community voice and their ability to hold both the school and the LGEA accountable. The activities involved 583 participants from each of the SBMCs and LGA/LGEA staff. Guidelines for the DFS operations have been strengthened in preparation for government roll-out. Numeracy and literacy boxes were displayed at each sensitisation to expand community and head teacher vision of teaching and learning materials.
94. Uniforms and learning materials were distributed to newly enrolled pupils in the 10 Challenge Fund schools this quarter following last quarter's distribution. The overall number of pupils in the schools has increased by 59%, with an astounding 82% increase in the number of girls. The GPI for these schools has increased from 0.59 to 0.74. Much of this new enrolment is as a result of women's participation in the SBMC's activities. To ensure that this enrolment is improved and sustained with regular attendance and completion, a Community EMIS (C-EMIS) sensitisation and training workshop was carried out at the State and LGA/LGEA level involving 51 participants on tracking drop-out and out-of-school children. The SBMCs working with wider community collect data on these categories of children in order to find solutions to challenges facing them and also to feed into existing ASC data to strengthen inclusive education planning. 43 State education actors and wider community stakeholders were trained on deepening their understanding on Inclusive Education and its mainstreaming into the existing education systems. A state level committee (which includes CSOs) has developed an initial Inclusive Education Policy.

95. Following the leadership team retreat last quarter, improvements have been seen in the management of SUBEB and in the relationship between SUBEB and the MoEHCD. SUBEB Board Members have ensured their departments hold quarterly management meetings with their key LGEA staff (project officers, SMOs, SSOs, etc) and reporting systems are being introduced to aid more effective monitoring. All quality work is now being coordinated by a SUBEB committee headed by the Director SSS. Social Mobilisation was strengthened at both SUBEB and LGEA level as officers (SMOs) in Ilorin East were trained on information gathering in order to help them identify and document issues arising from the communities. This was supported by training on the basics of photography. Also, there was a community discussion on girl-child education and teacher development in Kwara State, which was aired on the national Gbagan Gbagan radio show.
96. Support was given for the finalization of the 2012 budget using the existing 2012 MTSS figures. The departments were supported to identify activities for school improvements and for the development of their departmental workplans (DWPs) these were collated into an implementation plan for easy usage by the departments. The M&E Officers have exhibited a better understanding in the monitoring of sector performance which has been shared with all directors.

Major features of the workplan for the coming months

97. Curriculum, assessment and LOB will be reviewed and systems strengthened next quarter as the SSIT implement their training. The SSIT will focus on management training next term and for the first time this will include JSS Principals. The SSIT will continue to develop the P4-6 lesson plans and the class teacher training for this will commence in September. This will include JS1-3 English and Mathematics teachers. It is hoped that the career path will be taken forward with particular emphasis on deployment and the operational framework for Teacher Development and Advisory Services. Phase 2 DFS grants will be released, alongside training at the LGEA level on management, reporting and monitoring of the grants. To support improved collaboration on school improvement, activities to develop better cooperation between DSM and SSS will be carried out including a joint exercise to develop job descriptions for SSOs and SMOs.
98. The focus for next quarter at community level will be on strengthening the participation of women and children and supporting the roll out in a new SUBEB supported LGEA with training for SBMC members. CSOs will continue to be supported on their advocacy role as they tackle the politically sensitive issue of PTA levies. The inclusive education policy activities will continue. At the state level, DWP implementation will be the major focus next quarter. SUBEB and the LGEAs will also be supported to plan strategically which will feed into the review of the MTSS. The ASC and AESPR reports will be finalised and the HRMD review at SUBEB will be undertaken. The focus next quarter for KM will be on community theatre.

Direct funds to schools yielding results in Kwara

The school bell rang and within seconds the pupils were out on the field. Many of them ran across the school field, towards a set of swings. The quickest among them mounted the swings and started swaying back and forth with excitement. The rest watched with excitement too, waiting for their turn to enjoy the swings.

“Break time is now a happy time”, said Mrs L. A. Olaniyi, head mistress of Jaamat Primary School, Iloffa, in Oke Ero area of Kwara State. “As little as the swings are, they have brought fun and improvement to my pupils. We even have children from nearby schools wanting to join the school because of the swings”, she added before explaining the importance of play to the overall well-being of children. “Thanks to ESSPIN which provided the fund that made the swings possible.”

Through its Direct Funds to Schools (DFS) support, the programme has helped public primary schools in Kwara like Jaamat Primary School, Iloffa to meet some of their needs especially minor repairs and purchases. ESSPIN provides the fund to demonstrate to government the need to give funds directly to schools to meet their running costs.

Currently Kwara schools receive no direct funding from the government. To change the situation, ESSPIN provided N33,900,002 (£136,000) in 2010 shared among 226 public primary schools in four Local Government Areas (LGAs) – Ilorin East, Kaiama, Oke Ero and Oyun.

“We received N150,000 (£600) of the DFS. With the money, we made the swings, bought exercise books for all our pupils, a first aid box and also are now making new classroom furniture. This fund had made a difference in improving our school”, Mrs Olaniyi further explained.

The programme will provide another tranche of N42.4 million of DFS to 257 Kwara schools in 2012 to further show the importance of funding schools directly. As with the first tranche, the fund will be used based on school improvement activities agreed upon in each School Development Plan (SDP) – a working document containing needs of a school which is prioritised by the SBMC and school.

“We like the swings. It is fun playing with them. Now we can enjoy the same way children in private schools do”, said Adekemi, a primary four female pupil in the school.

With similar evidence of the good use of direct fund in other schools, ESSPIN is confident the state government will be encouraged to start funding all public primary schools directly – one way to improving schools in Nigeria.

New Furniture Style Catching on in Kwara!

There is now a new set of classroom furniture being used by pupils of LGEA Primary School 'B' Tanke, Ilorin. The school started to use the new furniture in January 2012. They were provided through UBEC / Kwara SUBEB intervention fund and are replicas of the type being canvassed by ESSPIN for all primary school pupils. The new furniture means a new, improved seating arrangement for the beneficiaries – currently 20 boys and 26 girls in Primary 1.

According to class teacher Funmi Adeyemo, the benefiting pupils now sit more comfortably, interact more effectively, do more group activities, help each other to learn, and are indeed learning better – all of which is advocated for in the literacy and numeracy lesson plans. With the new arrangement, she is also now able to move around her classroom freely to interact with the pupils, a rather challenging task before the chairs and desks were provided. The classroom too is one of two classrooms that were newly renovated through the UBEC/SUBEB fund.

Lagos

Introduction and Context

99. **Political engagement** of key Lagos government officials on improvement of education service delivery yielded more dividends this quarter. The participation of the Honourable Commissioner of Lagos in the ESSPIN State Commissioners forum had really influenced her thinking on the way private education should be handled. This meeting led to more engagement with DFID and a formal request by the state for DFID to support private education work – a turnaround from the government’s erstwhile position.
100. The Integrated School Development tool for identifying schools on the basis of need was presented to the Honourable Commissioner, Special Adviser on EKO Project, and seven Permanent Secretaries in the education sector. The ISD tool, an integral SIP planning tool had earlier been adopted by SUBEB. It was welcomed as a useful mechanism for determining state investment plans in education and forming perspectives on funding of schools during the next MTSS round.
101. The first quarterly meeting of SUBEB Chairs from DFID-ESSPIN states organised by ESSPIN has motivated Lagos SUBEB to proactively pursue outstanding state funds (estimated at NGN 968,833,000 – £3.8 million) lying unaccessed at TETF (former Education Trust Fund). The Lagos SUBEB Chair has commenced engagement with the Fund to unlock the amount categorised as ‘library development fund’ and ‘normal intervention’.
102. Members of an education technical committee supported by DFID in Burundi visited Lagos as part of a study visit to learn about education service delivery in Nigeria. They appreciated the level of community engagement in Lagos schools visited, especially the contributions of the school based management committees and civil society groups to school governance, voice and response issues. In addition, they commended Lagos on the efforts on quality assurance. Lagos officials, in turn, learnt that all schools in Burundi currently receive direct funds. Only secondary schools currently receive direct funds in Lagos. The education managers are now committed to extending this to primary schools.
103. Some **British parliamentarians** visited Lagos in February and commended the toilet and water facilities seen in Lagos and also the level of community engagements. A Liberal Democratic MP acknowledged that “... the ESSPIN project is undertaking significant community empowerment work, promoting real community engagement through School-Based Management ...”
104. The Lagos state government has made significant contributions to the ongoing school improvement work in the state. A total sum of NGN339,300,000 (£1,357,200) has been leveraged to date. The information provided in the last quarterly report was based on budget estimates. The following table presents exact approved figures, some of it already utilised.

Agency	Activity	Amount	Remark
SUBEB	Salaries of School Improvement Team	89,284,878.98 (£357,200)	Leveraged as salaries of SSIT members 2010 and 2011
SUBEB	Scale up of School Improvement to additional 500 schools	150,000,000.00 (£600,000)	UBEC Teacher Professional Development Fund
SUBEB	Scale up of School Improvement to additional 500 schools	80,000,000.00 (£320,000)	Approved budget 2012
SUBEB	Training of Quality Assurance Evaluators	10,000,000.00 (£40,000)	Approved 2012 budget
Ministry	MTSS	2,500,000.00 (£10,000)	Leveraged 2011
Ministry	Quality Assurance	2,100,000.00 (£8,400)	Leveraged 2011
District	Quality Assurance	1,800,000.00 (£7,200)	Leveraged 2011
SUBEB	EMIS	1,500,000.00 (£6,000)	Leveraged 2011
Ministry	EMIS	2,100,000.00 (£8,400)	Leveraged 2011

Workplan Highlights

Output 3: School improvement

105. All the 100 ESSPIN supported schools have prepared Annual Financial Statements signed by SBMC Chairmen and have done School Self Evaluations (SSEs), thus showing evidence of how the direct fund to schools have aided the use of the school development plans.
106. Scaling up to 500 additional schools commenced in January with the state utilising the N150 million Teacher Professional Development Fund 2011 to fund the integrated approach to school improvement proposed by ESSPIN. An additional NGN 80 million was made available by the state to support the implementation of the school improvement programme. The programme commenced with training of 122 School Improvement Officers by the members of the SSIT. This was followed with initial training of 600 Head teachers by SIOs. Preparation is underway to commence training of teachers on literacy and numeracy.
107. All 13 Phase 1 toilets have been completed. The toilets will serve 14,358 pupils (50% girls) and over 150 teachers. Construction work on 8 additional toilets has commenced. ESSPIN renovated a block of 12 classrooms thus providing a conducive learning environment for learners. The toilets provided have inclusive facilities and will encourage school attendance and promote healthy living for children attending schools

Output4:Community engagement and learner participation

108. Mentoring and monitoring of SBMCs continued in 154 clusters/20 LGEAs. Restructuring of SBMCs from an exclusive cluster based system to school-based continues in the state. 348 school-based SBMCs have been established in 11 LGEAs compared to 5 LGEAs where restructuring took place last quarter.
109. Women and children's committees are being formed in schools especially in the 11 LGEAs where SBMCs have been restructured. 61 women and 27 Children's committees have been established. There have been sensitisation activities of market women in Lagos Island, Mushin, Somolu and Ojo for support and participation in SBMCs, a strong basis for improved community engagement.
110. Inclusive issues are gradually being entrenched in schools through the development of teachers' capacity to provide differentiated learning modes that suit the varying needs of learners and the sensitisation of the state towards better understanding of inclusive policies and principles through a stakeholder workshop. SBMC members mobilised children with disabilities who are out or not enrolled in school through advocacy and sensitisation campaigns (2 in Somolu, 1 in Kosofe, 5 in Alimosho, and 1 in Agege).
111. An estimated 5000 community members in Lagos State (excluding school pupils) were sensitized through a series of community theatre performances to support school improvement. The theatre had the theme Agbajowo (working together). It also formed the basis for collecting information about citizens' concerns in respect of education and feeding this into planning.

Output 2:State and local government support to school improvement

112. Draft 2012-2014 MTSS Report produced by the Report Drafting Team. This will form the basis of preparations for the 2013-2015 MTSS. Collation of SUBEB /LGEA plans and MOE workplans is ongoing and will inform MTSS and budget preparation in the coming cycle.
113. An assessment of SUBEB and Ministry of Education M&E and Public Finance Systems was carried out. The institutionalisation of M&E functions in SUBEB has been reinforced by the corporate planning work and the implementation of the new SUBEB structure that formally established the M&E role in SUBEB.
114. There is good progress in the processes leading to the production, processing and publication of 2011/2012 Annual School Census data. Enumeration was concluded on schedule, training for data entry staff completed and data entry is ongoing. Capacity of state and LGEA officials to conduct data mining and data entry was developed
115. Implementation of the reformed structure and staff redistribution of SUBEB commenced in February. A reorientation and team building workshop was carried out to enhance understanding of the new structure, roles and responsibilities, and to foster teamwork

among SUBEB staff especially in their new roles. The success of this piece of work has been followed with commencement of similar piece of work in the Ministry of Education at the request of the Honourable Commissioner, to effectively position the human resources for support to school improvement and quality education service delivery.

Major features of the workplan in the coming months

116. Capacity Building for M&E officers to lead on sector reviews and produce annual review reports. Completion of work on the 2011/2012 Annual School Census, functional review of the MoE , capacity building of Quality Assurance Officers, production of State Learning Outcome Benchmarks, training of teachers on literacy and numeracy, completion of additional toilet units, supporting activation of hygienic water and sanitation practices in schools, support capacity building of restructured SBMCs, strategise for out of school children and conduct advocacy around education issues.

Improving Lagos schools slowly but surely

After many years of neglect of the basic education system in Nigeria, there are now increasing efforts by government and various partners to develop and improve the quality of education that Nigeria children are receiving. Given the still poor state of many schools, people remain sceptical about positive change happening.

To raise hope on what is possible, some education players in Lagos State are beginning to see changes and improvement in schools, even if bit by bit.

“We have been witnessing some changes in our school lately. They may seem little but they have brought improvement to our school”, said Mrs S. A. Owolabi, Head Teacher, Ajegunle Primary School, Agege.

Owolabi, 59, has been the head teacher of Ajegunle Primary School since 2009. Since then her school has been benefiting from a wide range of school improvement support, including from the Education Sector Support Programme in Nigeria (ESSPIN). ESSPIN from the UKaid is helping Lagos State to improve the quality of basic education being received by children in the state. The programme adopts an integrated approach to improving the system in which case all components of the school are supported.

“I received trainings in school leadership and management sponsored by ESSPIN. These have helped me to plan and manage the school effectively. Teachers in the school have also been trained severally. Teaching is now child-centred. Teachers talk less now and allow the pupils to do more of the classroom activities. They also teach only subjects they specialise in, not any and every subject”, said Owolabi.

Indicating other areas where changes are happening, Owolabi, 59, added “Our infrastructure is also improving. We received some funds from ESSPIN which we used to repair two classrooms for 114 pupils. The pupils find the rooms more attractive to learning now”.

She explained further that the Agege community has started to show interest in the school, an important component of school improvement. For instance, a group of artisans near the school helped with the painting of the two classrooms, some other artisans did some repairs while the Baale of Ajegunle, the community leader, provided a colour television as a learning aid.

“There are many other challenges in the school – poor security, poor toilet facilities, inadequate classrooms – but at least the school is improving, bit by bit”, the head teacher concluded.

Federal

Federal Ministry of Education

117. The National Council on Education was held in February with the theme of reengineering teacher education. A policy memo from Kwara state which urged for improved capacity development of teachers using ESSPIN approaches was accepted by the Council (HME and State HCs).
118. The Honourable Commissioners Forum was re-launched by the HME to encourage dialogue and sharing of ideas between Federal and the states.
119. A new Permanent Secretary was appointed at the FME – Dr Ben Ibe.

Four Year Strategic Plan

120. The Four-Year Strategic Plan for the Development of the Education Sector, 2011-2015 has been completed and is in press. The briefs submitted by ESSPIN for MLA, TDNA and QA have formed the basis of ToRs for specially constituted Ministerial Committees in these three areas.

Funding

121. UBEC released updates of disbursement to states for the matching grant and non-matching grant elements of the UBE-IF. Some of these funds, along with backlog basic education funds from the renamed Tertiary Education Trust Fund (TET Fund, formerly Education Trust Fund) are yet to be accessed by states that have not submitted Action Plans or complied with the rules governing access to the funds.
122. ESSPIN has supported UBEC to collate a set of draft guidelines detailing the procedures to access each element of the UBE Intervention Fund – both the 50% Matching Grant and elements of the 50% non-matching grant, with the aim that this information on how the UBE-IF works will be published and made available to states as well as media and civil society.
123. The mandate of the UBE Commission is being reconsidered by the Federal Government and other stakeholders including National Assembly legislators. A new mandate may include UBEC responsibility and new funding given to cover senior secondary education. A committee has been set up to review the implications of an expanded mandate on the Commission and on the education sector more generally.

Development of National Systems

124. Monitoring of Learning Achievement (MLA): The brief submitted by ESSPIN has formed the basis of the ToRs for the Ministerial Committee which will be inaugurated in the coming quarter.

125. [Assessment of Teacher Competence/TDNA](#): The brief submitted by ESSPIN has formed the basis of the ToR for the Ministerial Committee on this issue and will build on the report of the One Year Strategic Plan which called on ESSPIN-style TDNAs to be carried out in at least 7 more states but was hampered due to lack of funds.
126. [National Education Management Information System \(NEMIS\)](#): The questionnaires for the ASC 2011-12 have been printed and are in the process of being distributed to states. The ASC cycle for 2011/12 is therefore behind schedule given that the exercise was to be conducted by end November as stated in the NEMIS Operational Manual.
127. USAID is developing the “EMIS Toolkit” for data analysis and reporting of ASC data at state level and the work to ensure an interface with the NEMIS software is ongoing.
128. ESSPIN supported a visit of three managerial and technical staff of NEMIS to review the ASC process in Lagos state. The visit was successful in that NEMIS emerged with a desire to promote the ESSPIN supported Lagos approach to successful data management and the use of education data for planning purposes, in non-ESSPIN states.
129. [National development of School Based Management Committees \(SBMCs\)](#): The UBEC funded training of Master Trainers from all states and FCT which began in December 2011 in Kaduna and Bauchi was completed with sessions in Ilorin and Enugu in January 2012. ESSPIN has supported UBEC to develop the capacity of a selected core team of UBEC staff, including zonal coordinators who will be responsible for supporting states to domesticate the SBMC guidelines. So far, 8 states have indicated interest in SBMC implementation and they will be supported on a first come-first served basis beginning with Osun state. UBEC will lead the process of SBMC implementation in non-ESSPIN states with ESSPIN providing a mentoring and monitoring role.
130. [Revised methods for QA of Colleges of Education](#): The second pilot to test the NCCE QA Toolkit was conducted in Gidan Waya college in Kaduna in February. The Toolkit has been revised to incorporate the learning from that exercise and the document will be finalised and presented to NCCE management for approval and adoption. ESSPIN’s core work in this area has thus been completed. Further work by ESSPIN’s consultants to support the institutionalisation of this new approach, including selection and training of assessors is being undertaken as a bridge in lieu of a new DFID Teacher Education programme.
131. [Quality Assurance below Tertiary Education](#): The FIS produced a summary report of an exercise in June and July 2011 to quality assure 102 schools. FIS has indicated its intention to show leadership in Whole School Quality Assurance Evaluation by providing capacity building for school principals and FIS and state inspectors. ESSPIN is supporting the process by providing capacity development to FIS’s lead evaluators in Abuja and by supporting their engagement in ESSPIN states to practise their skills, beginning with Enugu state. FIS has

expressed the desire to collaborate with UBEC in supporting the take-up of Whole School Quality Assurance Evaluation across states.

MDG Conditional Grants Scheme

132. The proposals for the MDG funds for the first tranche of 113 have been submitted and are being evaluated by the MDG Office and their appointed Technical Assistants in each of the selected local government areas. The funds (N200m – 50% from the Federal MDG funds and 50% from state and local government match funds) are now available in states and a tendering process will be followed before they are released.
133. DFID-ESSPIN has been approached to be a technical partner of the OSSAP-MDG office with regard to its plans for education, an important segment of the Local Government Conditional Grants scheme. Their vision is that the initial pilot which is funding health and education projects in 113 selected LGAs will eventually be scaled up to all 774 local government areas.

NERDC Curriculum Review

134. The NERDC held a workshop to review the nine-year Basic Education Curriculum (BEC) in March 2012 and to draft revised curricula in line with a decision to streamline the seventeen subjects offered at Primary to not more than nine in total. The aims of the workshop were to eliminate overload within subjects while placing emphasis on critical basic competencies for children.
135. ESSPIN and partner states provided six participants who shared the learning from the work on improved teaching and learning practices in Literacy and Numeracy. Significant inputs were made enabling ESSPIN supported approaches to content, schemes of work and learning benchmarks to be incorporated and revised curricula were produced under the reduced subject areas. The next stage is for a critique workshop to be held on the new draft curricula that emerged from the workshop.
136. It is expected that these changes if adopted in time will have serious implications for schools and states as well as for teacher training.

NEKNET

137. The Nigeria Education Knowledge Network (NEKNet) was flagged off by the NERDC. NEKNet is a collection of short, easy-to-read summaries of online documents, highlighting key findings and policy recommendations. The website address is www.neknet.org. The next stage is populating the site with necessary information resources. An advisory group, with some limited ESSPIN support, has been put in place to further guide NERDC on the development of the NEKNET.

Programme-wide Issues

EMIS

138. EMIS data entry is progressing in Jigawa, Kaduna and Lagos. Kano has carried out enumeration but is currently sourcing financial support to progress with data entry.
139. Kwara and Enugu are yet to carry out enumeration. In Enugu this is purely down to late release of funds and in Kwara the delay was partly political with a decision required on which organisation would be funded to carry out the ASC - the Ministry of Education or the Bureau of Statistics. The Kwara situation is now resolved with MoE being given the overhead and the funds have now been released.
140. Three of the ESSPIN States have now physically published 2010/11 ASC reports: Jigawa, Kwara and Kaduna.
141. Nationally NEMIS has been slow in distributing questionnaires for 2011/12. Bauchi and Sokoto have gone ahead and printed their own and have agreed to use the ESSPIN data entry approach. Nasarawa has also requested to use the Access software as they did last year. The software has been provided to these three States
142. 18 of the 37 States have now shared their 2010/11 data with NEMIS including 8 supported by ESSPIN.

Monitoring and evaluation

143. State government M&E units have been established in all states with varying levels of clarity of functions and roles. The units are being supported to initiate work programmes, and training is taking place to clarify functions and roles and improve data collection skills. A quarterly budget monitoring system has also been introduced.
144. A Public Expenditure Study is underway to provide analyses of state budget utilisation on school improvement. Finance information is currently being captured from MDAs.
145. The Independent Monitoring & Evaluation Programme (IMEP) is undertaking a Citizen Perception Survey (CPS) on behalf of the SLPs. ESSPIN contributed survey questions to enable gathering of information on indicators relating to school attendance of children from the poorest households, community perceptions of the responsiveness of education agencies, community perceptions of the quality of civil society advocacy, and inclusive education.
146. Planning for the 2012 ESSPIN Composite Survey is being finalised. Project design, sampling frame, development and pre-testing of instruments, and implementation timetable will be completed in the next quarter.

Communications and Knowledge Management

147. Editing and post production for new, short state films is nearing completion. The films document specific aspects of the school improvement programme in each state and concentrate on personal testimonies, “voices”, from schools and communities as evidence of impact. Films will be broadcast on TV and available on DVD to ESSPIN partners for wider dissemination from April.
148. Community theatre is being produced and performed in the three southern states (Lagos successfully completed with an estimated total audience of 5,000), Enugu underway, Kwara to follow next quarter). The programme is being managed in conjunction with SUBEB Social Mobilisation Departments and is prompting animated discussion and commitments of support within communities for school improvement and SBMC development.
149. The fourth series of the weekly ESSPIN radio drama, “Gbagan, Gbagan – the Bell is Calling You” concluded broadcast on national state radio in March. Broadcast on national independent radio has begun and the Hausa version for the north will start imminently. Arrangements are in place for the production of the next two series.
150. Contracting of a second phase of the successful ESSPIN Journalism Development Programme is in process with the JDP set to begin in the states in April. This is intended to consolidate the noticeably more prolific and more meaningful reporting of education issues from a significant number of Nigerian journalists arising from JDP1 (there were 10 national press reports and 2 radio broadcasts on ESSPIN’s work this quarter). JDP2 will focus on community liaison with CBOs and CSOs and support for wider advocacy and PE efforts.
151. The second stage of a longitudinal photographic study revisiting ESSPIN pilot schools, communities and key individuals was undertaken in February and March. This follows the initial work of March 2010 and supplements the ESSPIN photo library with high quality images for print and digital use.
152. SUBEB SMDs are increasingly collaborating with ESSPIN KM Specialists on a range of state level C&KM initiatives – as above. This will be reinforced in April / May with training on the use of graphic design and the documentation of field data in user friendly formats. Training on the use of photographs was provided in February / March as part of the photo study.
153. The state “Evidence of Impact” documents noting results in schools and communities and providing case studies were updated (March). The fifth ESSPIN Express digest of programme news and information, evidence of impact and case study documentation has been produced (March). ESSPIN Briefing Notes, simply explaining elements of the programme, were updated and a new BN providing an overview of the integrated approach to school improvement was added to the series (January). A new ESSPIN Experience paper documenting the challenges faced, progress made and learning from implementing School Based Management was finalised in March. New IEC materials (posters and flyers) were

developed for use with SMD to promote community engagement in school improvement and SBMCs. Printed materials are available on the website.

154. The ESSPIN website generated 6,000 visits per month.

Gender and social inclusion

155. A gender, access & equity strategy document which brings today important GAE dimensions of ESSPIN is being finalised. The dimensions include girls' education, inclusive education, women and girls in SBMCs, IQTE and Challenge Fund initiatives, amongst others. The GAE strategy will become available in the next quarter.

156. Initiatives focused on the needs of women and girls are beginning to produce early results. The girl education project in Jigawa has increased school attendance of girls in a focus LGA by 31%. Through the SBMC mentoring programme, more girls and marginalised groups, e.g. children affected by disabilities and albinos, are being reached. About 30% of SBMCs in focus schools now actively support spaces for women and girls through sub-committees. Qualitative evidence is also emerging to suggest that completion of water and sanitation facilities in focus schools is contributing to increases in enrolment and attendance (Lagos and Jigawa).

Annex 1: SUBEB Institutional Responses to Infrastructure Programme

1. Attitude: The initial barrier of negativity towards the ESSPIN infrastructure team has now broken down. SUBEB are now generally responsive to ESSPIN approaches and participate enthusiastically in meetings. They come up with proactive suggestions and enlist our support for change that they are keen to introduce in SUBEB.
2. Quality of Infrastructure: Having seen the quality of ESSPIN infrastructure SUBEB are now showing enthusiasm for the approach we are adopting. By following our example they seem to understand the path to restoring good practice.
3. Transparency in Tendering: In some States most notably Kano we have been requested to provide assistance in the tendering process. SUBEB now appreciate the absolute necessity of prequalification of tenders. Contractors without a good track record are now finding it harder to tender for SUBEB work. In Kano we have been asked to assist with the review of designs, drawings and Bills of Quantities for SUBEB work and give opinions on pricing with comparisons to ESSPIN infrastructure work.
4. Staff Changes within SUBEB: There have been some staff changes within SUBEB which have resulted in the moving of individuals who have been an obstacle to good practice. This applies particularly to individuals who have been frustrating the payment process. The pressure being brought to bear by the STLs, the Consultants, SUBEB infrastructure liaison reps and the Contractor has created an atmosphere that has enabled this change of personnel.
5. Community: One of the biggest changes that we have experienced is the realization within SUBEB and also with the Consultants and the Contractors of the necessity of including the Community in the Infrastructure process. At the start of the programme there was staunch resistance from almost all parties with the assertion that the Communities did not have any knowledge of construction matters. The message has now been transmitted that a sense of Ownership by the Community is essential and if the Community participate in the construction process there is an increased chance of sustainability. SUBEB are improving their links with the Community and for the most part the Contractors and Consultants are working harmoniously with the community. Head Teachers and members of the SBMC now attend meetings and sign progress certificates before payment to the contractors.
6. ESSPIN Prototype Designs: All the State SUBEBs are now enthusiastic about the ESSPIN designs and show signs of adopting them in the future. Some SUBEB architects have asked and been given copies of the design drawings and Bills of Quantities. Joint reviews of the

completed structures will be done with the SUBEB architects and any agreed suggestions incorporated in the prototypes. Hopefully these will also then be adopted by SUBEB.

7. Inception Workshops: SUBEB have now started to adopt the ESSPIN initiative of having a Workshop at the start of the Construction with all Stakeholders including the Community present. At the commencement of Phase II Sanitation in Kwara SUBEB held the Inception Workshop with minimal input from ESSPIN and of their own volition adopted almost all the material that was used by ESSPIN in the initial Workshop.
 8. Capacity Building: SUBEB are now appreciating the involvement of competent Nigerian Architectural Consultants and are now working harmoniously with them. SUBEB personnel are benefitting from working closely with both the Architectural and ESSPIN Consultants and will hopefully adopt the Lessons Learnt on SUBEB funded infrastructure work. They will also appreciate the benefit of engaging Architectural Consultants in a form that is beneficial to their construction process.
 9. Budgetary Support and Counterpart Funding: In Lagos SUBEB are giving budgetary support from their own funds as a direct result of the ESSPIN programme. SUBEB have allocated funds for perimeter walls and flood protection to protect the investment by ESSPIN at specific schools. They have also agreed to match the number of schools being provided with Sanitation in Phase II of ESSPIN with an equal contribution from their own funds. This is a lesson which could be used more effectively by ESSPIN in other States.
- RUWASSA are also endeavouring to get budgetary support for the maintenance of water supplies provided by ESSPIN. ESSPIN are setting up a Maintenance model which hopefully RUWASSA will continue at the end of the programme.
10. Lagos SUBEB Structural Review: Independently of ESSPIN the Governor of Lagos has commissioned an independent review of the Lagos SUBEB which is being led by one of the ESSPIN National Consultants.
 11. Baseline Studies: SUBEB now fully appreciate the benefit of baseline studies for schools prior to the allocation of infrastructure facilities. They are now adopting the ESSPIN model for their own funding.