

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

16th 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
CUBE	Capacity for Universal Basic Education programme
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
ICAI	Independent Commission on Aid Impact

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
JTF	Joint Task Force
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. During the current quarter, April to June 2012, ESSPIN has adjusted to the new reality of working in an environment of elevated risk in Abuja, Kaduna and Kano, with consequent restrictions on access to and from Jigawa too. The kidnapping of a western citizen in Ilorin has necessitated increased precautions in Kwara too. Whilst all team members and ESSPIN property have remained physically unharmed, the impact of the heightened security response on access to key counterparts and the stress experienced by all members of the ESSPIN family is acknowledged. In spite of these factors, ESSPIN remains broadly on track to meet its results and leverage targets, with credit for this due to the fortitude displayed by team members and partners alike.
2. Certain working practices have become well-embedded, such as reporting in by SMS as soon as an incident alert occurs, adjusted opening hours in specific offices, regular communications during inter-city travel, issuance of weekly security bulletins and seeking specific permission from the Senior Management Team for every visit to northern states for business essential reasons only. Health and Safety Risk Assessments, Business Continuity Plans and Evacuation Plans are being updated, with additional systematic responses expected on commencement in post of the Security Adviser appointed jointly by ESSPIN and SPARC. A proposal to cover the costs of the enhanced security stance has been submitted to DFID Nigeria.
3. State specific updates on security are contained in individual state reports.

Political Engagement

4. The second joint meeting of Education Commissioners and SUBEB Chairs from the six partner states held in April. It reviewed programme implementation progress in states, agreed a format for quarterly monitoring and reporting of budget performance, and examined M&E requirements for successful rollout of the school improvement programme. Subsequent meetings will be expanded to include DPRs.
5. The ESSPIN team paid a visit to the Executive Governor of Kwara state, accompanied by the HC and SUBEB Chair, to formally brief him on ESSPIN and confirm his endorsement of the Every Child Counts campaign. He was positive and promised total support to SIP, picking SBMC development in all basic education schools as a particular priority.

Leverage of Resources

6. Good progress was made in leveraging state funds for SIP rollout. The highlight for the quarter was a specific directive from UBEC for states to utilise parts of their 2012 Teacher Professional Development (TPD) allocations (N140m or €560,000 per state) for SIP. A summary of progress across partner states is as follows:

- **Enugu:** 450 primary and secondary schools have been identified for infrastructural improvements based on the ESSPIN developed Integrated School Development Index which classifies individual schools based on need. The funding source is expected to be the recently accessed backlog of UBEC-IF (2009-2011) and the procurement process has been initiated. SUBEB has submitted its proposal to the state government for utilising its N140m (£560,000) 2012 TPD allocation from UBEC for expanding the SIP to 6 new LGAs.
 - **Jigawa:** The state government has approved N125m (£500,000) from its 2012 annual budget for expansion of the teacher training and SBMC development components of the SIP to 303 new schools across the remaining 18 LGAs in the state (from 9 focus LGAs supported by DFID-ESSPIN). In addition, SUBEB has complied with UBEC's directive in allocating N115m (£460,000) out of its 2012 TPD allocation of N140m (£560,000) to support SIP implementation. An action plan has been submitted to UBEC.
 - **Kaduna:** A significant proportion of the 2012 TPD allocation of N140m (£560,000) will go towards supporting SIP rollout: N75m (£300,000) for head teacher and teacher development and N25m (100,000) for SBMC development.
 - **Kano:** N133m has been earmarked to roll out SIP in 330 schools across 11 new LGAs (although there remains a possibility that the government will prefer to spread across all 44 LGAs in the state). An additional 264 schools are being considered to benefit from head teacher and teacher training from the 2012 TPD funds managed by SUBEB.
 - **Kwara:** SBMC development (the main plank of Kwara's rollout strategy given that all primary schools are already receiving head teacher and teacher training) was expanded to 1 additional LGA with N1.1m (£4,500) released to train all SBMCs. An implementation plan focusing on SBMC development in 2 more LGAs and consolidating on Primary 4-6 literacy and numeracy training in all public primary schools has been developed for utilisation of the 2012 UBEC TPD funds.
 - **Lagos:** In the last quarter, it was reported that an additional 500 primary schools had come into the SIP through the 2011 TPD funds (N150m or £600,000) and a further N80m (£320,000) from the state budget. The decision has now been made to utilise 2012 TPD funds (N140m or £560,000) in bringing the remaining 401 primary schools into the programme from October 2012. 100 schools were covered in phase 1 of the SIP.
7. All six states were supported to prepare applications for the MDG Conditional Grants Scheme to support 3 LGAs per state in the areas of education, health and water with an estimated N200 million (£800,000) per LGA. However, approved plans recently released by the MDG Office have not incorporated the SIP model as agreed. Clarification for this is being sought.
 8. A new monitoring tool has been introduced in each of the six states which tracks budget releases and utilisation against annual budgets on a quarterly basis. A summary for the first two quarters of 2012 is shown as follows:

State budget utilisation in Quarters 1 & 2 of 2012

STATE	2012 BUDGET ALLOCATION (Nm)	1ST Qtr RELEASE (%)	2nd Qtr RELEASE (%)	UTILISATION TO DATE (%)
KANO	12,617	12	7.4	19
KADUNA	11,356	3.5	16	14.5
JIGAWA	7,348	1	16	16
LAGOS*	10,727		23.9	19
KWARA	11,895	11.6	38.2	31.2
ENUGU	**	**	**	**

*Ministry and SUBEB only ** Technical problems delayed preparation of Enugu data

It should be noted that most states did not get their annual budgets approved until March 2012, an important factor in the poor rate of releases. Factors limiting the monitoring report itself included delayed and poor quality submissions of financial data by MDAs and inadequate financial analysis skills.

- A public expenditure study is in progress in all 6 states which seeks to track actual releases and expenditure on elements of the SIP. The results of the study will help refine the quarterly monitoring framework of budget performance to be reported on in the quarterly meeting of HCs and SUBEB Chairs. The resulting information will be synthesised in subsequent quarterly reports, as shown in the table above.

National SBMC Replication

- Six states have, to date, completed domestication of the ESSPIN-supported national SBMC guidelines using their own resources (Osun, Ogun, Oyo, Anambra, Akwa Ibom and Katsina) with three more planned for July 2012 (Ekiti, Edo and Zamfara). A review of the rollout process by UBEC will take place at the end of July, on the basis of which N1.5m (£6,000) per state will be released by UBEC for further capacity building. DFID-ESSPIN continues to provide overall quality assurance as well as help UBEC to think through long term sustainability. UBEC has proposed a review of the UBE Act to make SBMC development more explicit and form the basis of a dedicated funding line that would make long term resourcing possible. A bill is being prepared for a public hearing at the National Assembly.

National Four-Year Education Strategy and National Systems

- The Four-Year Education Strategy was finally launched by the HME. She followed up the launch with a formal presentation and request for support to IDPs, including DFID. A formal response from the IDPs will be presented to the Commissioners Forum in July. Also in the next quarter, committees to plan establishment of four out of six national systems are to be inaugurated. DFID-ESSPIN expects to be involved with the committees on MLA, TDNA and

QA but not with the fourth on Guidance & Counselling. The remaining two proposed national systems are EMIS and SBMCs, both of which DFID-ESSPIN is already involved with.

Independent Commission on Aid Impact (ICAI)

12. ICAI commenced a review of UK Aid programmes in Nigeria that included visits to ESSPIN in Kwara and Enugu states. A report is due in November 2012.

The political and economic environment

13. Nigeria's rating as a fragile state has worsened and its international reputation shadowed by the seemingly unbridled violence in the north, isolated kidnaps of westerners, a fatal air crash and consequent apprehension around air travel, continued threat of industrial strikes – notably in the power and petroleum sectors, and allegations of corruption in high places in the public media. For a programme of ESSPIN's wide scope of travel, including parts of northern Nigeria, and programmatic engagement with public finance reform, the current climate is a very challenging one.

Changes in key personnel

14. There were changes in the ESSPIN senior management team with Ron Tuck coming to the end of his successful posting as National Programme Manager. His deputy, Kayode Sanni, takes up the NPM post with Jake Ross (formerly Kano team leader) assuming the deputy NPM post. Olalekan Saidi replaces Jake Ross as Kano team leader.

Coordination

SLP coordination

15. ESSPIN and SPARC are in the process of finalising the appointment of a joint security manager.
16. SLPs in Jigawa organised a joint orientation programme for SHoA members focusing on the common issues of programme scale up and budget release. Sectoral action plans include internal advocacy being undertaken by the House committee on education to positively influence deployment of resources for MoE/SUBEB plans.
17. The SLPs are jointly conducting the Citizen Perception Survey, an impact assessment exercise under the technical direction of IMEP.

Coordination with other International Donor Partners

18. ESSPIN participated in the revived IDP forum under the auspices of DFID. There is agreement amongst IDPs to put forward a consolidated and coordinated response to the HME's request for support in implementation of the National Four-Year Strategy. ESSPIN is coordinating the formation, induction and ToRs of ministerial committees on establishment of national systems on MLA, TDNA and QA, ensuring that relevant IDPs participate fully.

19. The World Bank has approached DFID-ESSPIN to participate in a joint stakeholders forum in November 2012 to share lessons on successful education reform. It has also published a review of CCT programmes across Africa which includes its collaboration with DFID-ESSPIN on the Kano CCT pilot.

Emerging Issues / Risks

20. Utilisation of state resources for school improvement remains a critical risk to ESSPIN's SIP rollout plans. Meaningful progress is being made in all partner states (to varying degrees). However, progress along the PFM chain of Allocations – Releases – Expenditure is one for which concerted political engagement appears to be the quickest route to success at the present time.
21. Risks relating to security and travel safety in the north remain as for the last quarter. The option of bringing Kano, Kaduna and Jigawa meetings to Abuja at greater cost continues to be implemented.
22. The Dana air crash in Lagos has placed domestic transportation under increased pressure, with a reduction in the number and frequency of flights available on some key routes. Combined with an understandable reluctance to fly on the part of some personnel, this has required increased reliance on ESSPIN's ageing vehicle fleet, of which many were inherited from CUBE and urgently require replacement on security, reliability and value for money grounds.

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 programme and by state.
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, April to June 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 Aggregate			Comments
	July 2012 Target	Period Actual (Apr - Jun 2012)	Cumul Actual (Jul 2011-Jun 2012)	
Number of target schools (public)				
Primary	2,210	2,997	2,997	Target exceeded due to early rollout of phase 2 schools in Kaduna.
JSS	85	84	84	
Total	2,295	3,081	3,081	
Number of learners in target schools (public)				
Male	303,604	346,553	346,553	As above.
Female	275,452	312,599	312,599	
Total	579,056	659,152	659,152	
Number of target schools (non-state)	348	345	345	On course. Good state support in both Kano and Kaduna.
Number of learners in target schools (non-state)				
Male	12,237	10,822	13,376	
Female	8,742	10,026	8,872	
Total	20,979	20,847	22,247	
Children accessing water from new units				
Male	80,599	43,935	70,125	No. of members of wider communities benefiting from water facilities taken for Kaduna only.
Female	70,579	38,480	62,239	
Total	151,178	82,415	132,364	
Communities (at 300 Households [ave.] per Unit) in Kaduna only	22,800	4,800	22,800	
Girls with access to separate toilets	64,522	32,746	22,643	Constructions behind schedule due to delays linked to the security situation.
Learners benefiting from new/renovated classrooms				
Male	63,281	614	614	As above.
Female	60,984	523	523	
Total	124,265	1,137	1,137	
Learners benefiting from direct school funding				
Male	390,558	203,416	203,416	One tranche of disbursements to date.
Female	359,650	186,270	188,126	
Total	750,208	389,686	391,542	
Community members sensitised/trained and supported to support school improvement.				
• Person Training Days (PTDs)	Functioning SBMCs			
Male		35,523	113,263	Now in mentoring phase. PTDs therefore based on mentoring days.
Female		24,516	67,577	
Total		60,039	180,840	
• Actual numbers				

Male		20,556	23,616	
Female		17,050	17,815	
Total		37,606	41,431	
CSO members trained to support school improvement				
• Person Training Days(PTDs)				
Male		510	1,982	
Female	Effective	317	1,194	
Total	CSOs	827	3,176	
• Actual numbers				
Male		99	128	
Female		97	122	
Total		196	250	
Women and children participating in school improvement.	Functional SBMCs	31,801	182,759	Increased recognition for women and children sub-committees especially in Kwara
Female learners benefiting from cash conditional transfers (Kano)	4,482	0	11,050	See Kano table. DFID picking up costs for additional girls at the request of KSG.
Additional girls in school (girl education project - Jigawa & Kaduna)	4,200	2,209	5,739	
Teachers trained and supported (Public Schools)				
• Person Training Days(PTDs)				
Male	Competent teachers	10,895	120,733	UBEC cooperation in directing states to utilise part of their annual TPD funds for SIP rollout has been key
Female		23,319	152,805	
Total		34,214	273,538	
• Actual numbers)				
Male	Competent teachers	3,071	9,091	
Female		2,484	10,464	
Total		5,555	19,555	
Teachers trained and supported (non-state schools)				
• Person Training Days(PTDs)				
Male	Competent teachers	1,488	5,568	
Female		5,221	9,295	
Total		6,709	14,863	
• Actual Number				
Male	Competent teachers	220	220	
Female		375	375	
Total		595	595	
Head teachers trained and supported (public schools)				
• Person Training Days(PTDs)				
Male	Competent Headteachers	16,982	56,936	
Female		9,132	22,082	
Total		26,114	79,018	
• Actual Number				

Male		1,780	1,780	
Female		635	635	
Total		2,415	2,415	
Head teachers trained and supported (non-state)				
• Person Training Days(PTDs)				
Male		125	220	
Female		520	1,086	
Total		645	1,306	Enugu mission schools only
• Actual Number				
Male		7	7	
Female		32	32	
Total		39	39	
State/LGEA officials trained to support school improvement				
• Person Training Days(PTDs)				
Male	85,085	9,824	50,013	
Female	21,605	4,893	16,971	
Total	106,690	14,717	66,984	
• Actual Number				
Male		698	698	
Female		216	216	
Total		914	914	
Schools inspected using QA methodology	1,726	104	1,140	Funding of school inspections remains problematic as states fail to prioritise appropriately

Enugu

S/N	Key Results	Enugu			Comments
		July 2012 Target	Period Actual (April-June 2012)	Cumul Actual (July 2011 - June 2012)	
1	Number of target schools (public) Primary JSS Total	91 - 91	91 - 91	91	
2	Number of learners in target schools (public) Male Female Total	9,854 8,538 18,392	9,854 8,538 18,392	9,854 8,538 18,392	
3	Number of target schools (non-state)	30	30	30	
4	Number of learners in target schools (non-state) Male Female Total	4,515 3,975 8,490	4,515 3,975 8,490	4,515 3,975 8,490	
5	Children accessing water from new units Male Female Total	1,715 1,785 3,500	2,346 2,129 4,475	2,346 2,129 4,475	Increased enrolments in excess of targets means more children are benefiting from water facilities.
6	Girls with access to separate toilets	2,640	-	-	Constructions not yet completed.
7	Learners benefiting from new/ renovated classrooms Male Female Total	392 408 800	- - -	- - -	Construction of ESSPIN-provided 5 blocks of 2 classrooms each in 5 schools yet to be completed.
8	Learners benefiting from direct school funding Male Female Total	14,369 12,513 26,882	14,369 12,513 26,882	14,369 14,369 26,882	
9	Community members sensitized, trained and supported to support school improvement/(PTDs). Male: 501 Female: 467 Total: 968	Functioning SBMCs	PTDs 1,002 934 1,936	PTDs 1,972 1,891 3,863	
10	CSO members trained to support school improvement person days of training (PTDs) Male: 30	Effective CSOs	PTDs 59	PTDs 140	

	Female: 63 Total: 93		103 162	205 345	
11	Women and children participating in school improvement.		709	709	Women and Children SBMC members that are active. Support work commenced in the quarter.
12	Female learners benefiting from cash conditional transfers (Kn) Male Female Total	n/a n/a n/a	n/a 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 Male: 68 Female: 552 Total: 620	Competent teachers	PTDs 864 8,416 9,280	PTDs 2,325 15,217 17,542	
15	Number of Teachers trained and supported (non-state schools)/PTDs Male: 12 Female: 228 Total: 240	Competent teachers	PTDs 96 4,384 4,480	PTDs 370 6,394 6,764	
16	Number of Head teachers trained and supported (public)/PTDs Male: 32 Female: 59 Total: 91	Competent HTs	PTDs 640 1,180 1,820	PTDs 1,476 2,396 3,872	
17	Number of Head teachers trained and supported (non-state)/PTDs Male: 2 Female: 28 Total: 30	Competent HTs	100 500 600	195 1,066 1,261	
18	Number of State and LGEA officials trained to support school improvement/PTDs Male: 105 Female: 98 Total: 203	1,500 1,000 2,500	312 398 710	1,144 795 1,939	
19	Schools inspected using QA methodology	20	35	35	

Jigawa

Key results	Jigawa			Comments
	July 2012 Target	Period Actual (April-June 2012)	Cumul Actual (July 2011 - June 2012)	
Number of target schools (public)				
Primary	149	119	119	40 phase 1 schools to be picked up in rollout phase with head teacher and teacher training support.
JSS	49	39	39	
Total	198	158	158	
Number of learners in target schools (public)				
Male	44,101	35,281	35,281	Shortfall against target based on 40 schools that did not receive head teacher and teacher training.
Female	32,154	5,723	25,723	
Total	76,255	61,004	61,004	
Number of target schools (non-state) IQTE 30; Nomadic community 40	70	70	70	
Number of learners in target schools (non-state)				
Male	2,554	531	3,085	Target of 900 learners in Tsangaya schools and 3,000 in nomadic community schools is exceeded.
Female	1,346	527	1,873	
Total	3,900	1,058	4,958	
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	
Girls with access to separate toilets	10,560	-	-	Constructions not yet completed.
Learners benefiting from new/renovated classrooms				
Male	432	-	-	Constructions not yet completed.
Female	288	-	-	
Total	720	-	-	
Learners benefiting from direct school funding	132,264	-	61,004	
Community members sensitised / trained and supported to support school improvement (PTD)				
Male	Functioning SBMCs ning SBMCs	2,618	7,243	This is calculated to include the days of mentoring for the SBMCs .
Female		748	3,585	
Total		3,366	10,828	
CSO members trained to support improvement i.e. person days of training				
Male	Effective CSOs	36	967	
Female		18	550	
Total		54	1,517	

Women/children participating in school improvement (number)		594	594	
Female learners benefiting from cash conditional transfers (Kn)				
Male	NA	NA	NA	
Female	NA	NA	NA	
Total	NA	NA	NA	
Additional girls in school (girl education project - Jigawa)	4,200	282	3,582	Initiative has been based in 1 LGA; rollout to 2 more LGAs supported by SUBEB just commenced.
Teachers trained and supported (public schools) i.e. person days of training 64 teachers trained	Competent teachers			To include the days of support visit
Male 55		55	9,543	
Female 9		9	1,247	
Total 64		64	10,790	
Teachers trained and supported (non-state schools) - person training days; 96 teachers trained	Competent teachers			IQTE cohort 1 &2 teachers
Male 66		348	1,515	
Female 30		240	258	
Total 96		64	1,773	
Head teachers trained and supported (public) i.e. person days of training 90 Head teachers trained	Competent HTs			Includes the days for support visits
Male 87		14	7,549	
Female 3		2	512	
Total 90		16	8,061	
Head teachers trained and supported (non-state) i.e. person days of training NA	Competent HTs			
Male		NA	NA	
Female				
Total				
State/LGEA officials trained to support School Improvement (PTD) 513 Officials trained				
Male 437		842	4,076	
Female 76		148	782	
Total 513		990	4,858	
Schools inspected using QA methodology	252	0	19	Funding of school inspections not yet prioritised by state.

Kaduna

Key results	Kaduna			Comments
	July 2012 target	Period Actual (April - June, 2012)	Cumulative Actual (July 2011 - June 2012)	
Number of target schools (public)				Target based on phase 1 focus schools exceeded as phase 2 rollout has commenced.
Primary	165	482	482	
JSS	0	0	0	
Total	165	482	482	
Number of learners in target schools (public)				As above.
Male	25,923	76,522	76,522	
Female	22,608	65,186	65,186	
Total	48,531	141,708	141,708	
Number of target schools (non-state in Kaduna = IQTE)	69	116	116	Expansion of Tsangaya cohorts with state support has commenced ahead of projection.
Number of learners in target schools (non-state in Kaduna = IQTE)				Same as above.
Male	1980	3488	3488	
Female	660	1163	1163	
Total	2640	4650	4650	
Children and community members accessing water from new units				In addition to children who are the primary beneficiaries, community members are also benefiting.
Male (pupils - 54%)	14175	3024	14364	
Female (pupils - 46%)	12075	2576	12236	
Total (pupils)	26250	5600	26600	
Communities (at 300 Households [ave.] per Unit)	22800	4800	22800	
Girls with access to separate toilets	8000	3360	3360	Construction timetable delayed by security situation.
Learners benefiting from new/ renovated classrooms				
Male	346	346	346	
Female	294	294	294	
Total	640	640	640	
Learners benefiting from direct school funding				
Male	20,956	28313	28313	
Female	17,852	24119	24119	
Total	38,808	52432	52432	
Community members trained and supported to engage in school	Functioning SBMs			

improvement <ul style="list-style-type: none"> Person training days Male : 7293 Female: 3927 Total 11220 46869 25237 72106				
<ul style="list-style-type: none"> Actual number = 165 schools x17 SBMC members = 2,805 Male :1,823 Female: 982 Total: 2,805				
CSO members trained to support school improvement <ul style="list-style-type: none"> Person training days Male: 179 Female: 115 Total 294 179 115 294	Effective CSOs			
<ul style="list-style-type: none"> Actual number = 18 CSO staff. Male: 11 Female: 7 Total: 18				
Women and children participating in school improvement (actuals - NOT ptds).	990	1155	1155	Absolute numbers: original target was based on 6 per SBMC (so 165 * 6 = 990)
Female learners benefiting from Conditional Cash Transfers	N/A to Kaduna	N/A to Kaduna	N/A to Kaduna	Girls benefitting from CCTs: not applicable to Kaduna where no CCT programme is in place.
Additional girls in school (through 2 work streams in Kaduna):				<u>Additional girls in school:</u> note that increased enrolment figures in this item may already be captured within no. 4 above (no. of learners in non-state schools)
IQTE	585	1163	1163	
Challenge Fund	230	764	994	
Total	815	1927	2157	
Class Teachers trained and supported (public schools) <ul style="list-style-type: none"> Person training days. Male 6125 Female 5885 Total 12010 12250 11770 24020	Competent teachers			
<ul style="list-style-type: none"> Absolute numbers: 500 CTs Phase 1 (those covering Prim 1-3) + 2892 CTs in Phase 2 = total of 3623 CTs. Male: 1,848 Female: 1,775 Total: 3,623				
Teachers trained and supported (non-state = IQTE schools) <ul style="list-style-type: none"> Person training days. Male 807 Female 381 Total 1188 2085 1077 3162	Competent teachers			

<ul style="list-style-type: none"> Actual milestone numbers = Cohort 1 at 38 (M22/F16) + Cohort 2 at 40 (M27/F13) Male: 49 Female: 29 Total: 78				
Head teachers trained and supported (public) <ul style="list-style-type: none"> Person training days. Male Female Total <ul style="list-style-type: none"> Absolute number of HTs = 482) Male Female Total	Competent Headteachers	1832 578 2410 365 117 482	2555 806 3361 365 117 482	
Head teachers trained (non-state) i.e. ptds	N/A to Kaduna	N/A to Kaduna	N/A to Kaduna	<u>Head Teachers in non-State (Tsanqaye) schools:</u> Tsangaye IQTE schools do <i>not</i> have a Head Teacher in the conventional sense. So not applicable to Kaduna.
State/LGEA officials trained to support school improvement (ptds) On Milestone & Absolute numbers: <i>see notes below.</i>				Different categories of state personnel supporting school improvement.
Male	17550	1190	12929	
Female	4950	569	4089	
Total	22500	1759	17018	
Schools inspected using QA methodology	300	18	191	

Kano

Key results (period) (cumulative)	Kano			Comments
	June 2012 Target	Period Actual (April-June 2012)	Cumul Actual (July 2011 - June 2012)	
Number of target schools (public)				
Primary	265	265	265	
JSS	36	36	36	
SSS	11	11	11	
Total	312	312	312	
Number of learners in target schools (public)				
Male	89,683	89,683	89,683	
Female	84,457	84,457	84,457	
Total	174,140	174,140	174,140	
Number of target schools (non-state)	179	129	129	Target= 9 x GMF (a Kano NGO funding SIP replication in 9 private schools to support out-of-school children) + IQTE ([Cohort 1 = Pilot 29 Tsangaya cluster schools + 30 non-integrated Islamiyya] + [Cohort 2, Dec 2011 = 60 SUBEB IQTE Roll Out schools] + [Cohort 3, Jun 2012 = 60 more SUBEB IQTE Roll Out schools]).
Number of learners in target schools (non-state)				Target= GMF + IQTE. GMF = 71 male + 51 female pupils directly supported. IQTE Cohort 1 pupils = 1,317 male + 904 female. Cohort 2 = 900 male + 900 female. Cohort 3 =2,500 male + 2500 female.
Male	3,188	2288	2288	
Female	2,761	4361	1861	
Total	5,949	6649	4149	
Children accessing water from new units				
Male	38,677	27,964	27,964	
Female	37,889	26,466	26,466	
Total	76,566	54,430	54,430	
Girls with access to separate toilets	37,525	22,643	22,643	
Learners benefiting from new/renovated classrooms				Construction work not yet completed.
Male	454,292			
Female				
Total				
Learners benefiting from direct school funding				Target includes two disbursement tranches plus prospective MDG funds. Actuals based on one tranche only.
Male	248,231	81,091	81,091	
Female	227,950	71,811	71,811	
Total	476,181	152,902	152,902	
Community members sensitised, trained and supported to support school improvement				Mentoring and monitoring visits 7 + 8 in reporting period, 17 SBMC members x 312 Consolidation schools. Plus community members 11 per school; Women's Sub Committee 8 per school; Children's Sub
• Persons training days	Functioning SBMCs			
Male		11,544	26,520	

Head teachers trained and supported (public) <ul style="list-style-type: none"> • person days of training Male Female Total <ul style="list-style-type: none"> • Actual Numbers Male Female Total	Competent headteachers	604 20 624 302 10 312	12,932 750 13,682 302 10 312	Target = Consolidation + MDG + SUBEB 11 LGEA schools
Head teachers trained and supported (non-state) <ul style="list-style-type: none"> • Person training days Male Female Total <ul style="list-style-type: none"> • Actual number Male Female Total	Competent headteachers	25 20 45 5 4 9	25 20 45 5 4 9	
State/LGEA officials trained to support school improvement <ul style="list-style-type: none"> • Person training days (PTDs) Male Female Total <ul style="list-style-type: none"> • Actual Number Male Female Total	29,946 2,382 32, 328	777 173 950 156 42 198	15,535 2,177 17,712 156 42 198	This includes training of government officials at different levels in SIP, MTSS, Budget, development of a Communications Strategy for the Social Mobilization Department of Kano SUBEB, etc.
Schools inspected using QA methodology	260	33	160	

Kwara

Key results (period) (cumulative)	Kwara			Comments
	July 2012 Target	Period Actual (April-June 2012)	Cumulative Actual (July 2011 - June 2012)	
Number of target schools (public)				No target set for JSS as primary schools were the state's priority.
Primary	1,440	1,440	1,440	
JSS	0	9	9	
Total	1,440	1,449	1,449	
Number of learners in target schools (public)				Differential from 9 new JSS schools.
Male	104,643	105,813	105,813	
Female	94,665	95,655	95,655	
Total	199,308	201,468	201,468	
Number of target schools (non-state)	n/a	n/a	n/a	
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	
Children accessing water from new units				
Male	4,388	1,097	5,485	
Female	3,892	973	4,865	
Total	8,280	2,070	10,350	
Girls with access to separate toilets	10,702	2,600	3,892	Constructions not completed.
Learners benefiting from new/ renovated classrooms				Constructions not completed.
Male	16,070	49	49	
Female	14,250	43	43	
Total	30,320	92	92	
Learners benefiting from direct school funding				
Male	17,747	17,747	17,747	
Female	16,289	16,289	16,289	
Total	34,036	34,036	34,036	
Community members trained and supported to engage in school improvement (PDT)	Functioning SBMCs			
Male		10,432	20,474	
Female		9,673	12,860	
Total	20,105	33,334		
Community members trained and supported to engage in school improvement (actual numbers)	Functioning SBMCs			
Male		10,432	13,492	
Female		9,673	10,438	
Total	20,105	23,930		
CSO members trained to support school improvement (PDT)	Eff ect ive CS Os			

Male		58	172	
Female		23	158	
Total		81	330	
CSO members trained to support school improvement (actual numbers)	Effective CSOs			
Male		35	64	
Female		23	48	
Total		58	112	
Women and children participating in school improvement	1,275	11,313	11,313	
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	
Additional girls in school (girl education project - Jigawa)	n/a	n/a	n/a	
Teachers trained and supported (public schools) (PDT)	Competent teachers			
Male		-	84,431	
Female		-	111,921	
Total		-	196,352	
Teachers trained and supported (public schools) (Actual numbers)	Competent teachers			
Male			6,020	
Female			7,980	
Total		0	14,000	
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	
Head teachers trained and supported (public) (PDT)	Competent HTs			includes weekly SSO support to HTs
Male		12,919	29,046	
Female		5,801	13,046	
Total		18,720	42,092	
Head teachers trained and supported (public) (Actual Numbers)	Competent HTs			
Male		994	994	
Female		446	446	
Total		1,440	1,440	
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	
State/LGEA officials trained to support school improvement				
Male		5,727	13,862	
Female		2,621	5,968	
Total		8,348	19,830	
Schools inspected using QA methodology	596	18	302	

Lagos

Key Results	Lagos			Comments
	July 2012 target	Period Actual (April - June, 2012)	Cumulative Actual (July 2011 - June 2012)	
Number of target schools (public)				
Primary	100	600	600	Additional 500 schools joined SIP in Jan, 2012
JSS	-	-	-	
Total	100	600	600	
Number of learners in target schools (public)				
Male	29,400	29,400	29,400	Actual enrollment for March - June now includes scale up schools
Female	33,030	33,040	33,040	
Total	62,430	62,430	62,440	
Number of target schools (non-state)	n/a	n/a	n/a	
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	
Children accessing water from new units				
Male	10,462	-	10,462	
Female	10,207		10,207	
Total	20,669	-	20,669	
Girls with access to separate toilets	12,700	4,143	4,143	Construction not yet completed.
Learners benefiting from new/ renovated classrooms				
Male		-	-	Mainly from school renovations.
Female		-	-	
Total	400	405	405	
Learners benefiting from direct school funding				
Male	30,026	30,026	30,026	
Female	32,404	32,404	32,404	
Total	62,430	62,430	62,430	
Community members sensitised / trained to support school improvement				
Male	Functioning SBMCs	2,634	10,185	This involves 40 days of mentoring visits by CSOs
Female		1,746	10,276	
Total		4,380	20,461	
CSO members trained to support school i.e. person days of training	Effective CSOs			
Male		76	209	
Female		58	151	
Total		134	360	

Women and Children participating in School Improvement.	13,538	4,272	12,729	
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	
Additional girls in school (girl education project - Jigawa)	n/a	n/a	n/a	
Teachers trained and supported i.e person days of training	Competent teachers			CTs had 2 days training in scale up schools
Male		2,751	4,061	
Female		8,861	11,194	
Total		11,612	14,151	
Teachers trained (non-state schools) 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	
Head teachers trained (public) i.e. person days of training	Competent HTs			HTs had 2 days training in schools where there is scale up
Male		366	940	
Female		1,359	3,801	
Total		1,725	4,741	
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	
State/LGEA officials trained to support school improvement				
Male	1,720	976	2,467	
Female	1,800	984	3,160	
Total	3,520	1,960	5,627	
Schools inspected using QA methodology	550	NA	452	

Section 2: State Progress Summaries

Enugu

Introduction and Context

28. The current security challenges in Nigeria had no significant effect on DFID–ESSPIN operations in Enugu State. All planned activities were carried out and progress towards programme objectives and targets remained steady.
29. Positive results and early impact of the School Improvement Programme (SIP) in focus schools further strengthened government and other stakeholders' confidence in ESSPIN's approach to education reform and school improvement.
30. The UK Independent Commission on Aid Impact (ICAI) reviewed ESSPIN performance in the State. State partners and education stakeholders who met with the team demonstrated clear understanding and appreciation of ESSPIN's strategies and impact on system strengthening and school improvement.
31. The State government's commitment to the rollout of the SIP model to all 17 LGAs in the state remained on course. A N3.5 billion backlog of UBE Intervention Funds (2009, 2010 and 2011) for school infrastructure has been accessed and the State is implementing its plan to roll out classroom construction in 450 primary and secondary schools across the State using an integrated approach and based on evidence of school needs. Due process is being adhered to in the on-going contract award process.
32. A proposal for the utilization of N140million (£560,000) 2012 UBEC Teacher Professional Development (TPD) to roll out head teacher and teacher development components of the SIP in 6 LGAs has been put forward by the State Universal Basic Education Board (SUBEB) for the approval of government.
33. Weaknesses in linkages between public financial management (PFM) and State policy & strategy (P&S) frameworks remain potential risks to the full achievement of ESSPIN's objectives and targets in the State.
34. The SLPs intensified efforts at well-coordinated PE with key stakeholders for stronger state ownership of PFM, education and health sector reforms and as a risk mitigation strategy.
35. The optimism remains that the targets of ESSPIN Enugu Logframe and 2012-2014 State Forward Plans (SFP) will be largely achieved through full State ownership and leveraged funds.

Workplan Highlights

Output 3 -School improvement

36. All the 121 schools covered by ESSPIN-supported SIP operated with School Development Plans (SDPs) and had 81% of their SBMCs meeting the stipulated standard of functionality. The schools implemented their respective SDPs with varying degrees of success using ESSPIN-provided Direct Fund to Schools (DFS) and community resources mobilized by the SBMCs. The SSO report for the quarter indicated that over 90% of the schools had more than 2 activities on the SDP related to raising pupil achievement. Most of the schools also completed all the activities on their SDP. It is expected that these and other SIP activities would lead to improvements in school capacities and learning achievements.
37. The development of capacities of state personnel progressed. The SSIT, Udi LGA and Missions' SSOs received 510 person days of training (PTDs) in pedagogy and different required competencies to provide in-service training and support for head teachers and teachers. 121 Headteachers received 1,815 PTDs of training and school support visits to strengthen their competencies in school leadership and support to quality teaching and learning. 503 teachers received 7,167 PTDs and support for improved delivery of literacy and numeracy lessons.
38. The SSO report for this quarter indicates that over 70% of the 503 teachers trained scored high on the four measures of competent lesson delivery. They are compliant to child-centred teaching and make effective use of lesson plans, teaching aids and the chalkboard. The report also indicated that over 50% of the 121 Headteachers met the expected standard of competence and performance.

Output 4 - Community engagement in school improvement and learner participation

39. ESSPIN's work in building capacities of SBMCs and community members to contribute to school development is yielding results in the 121 schools covered by the SIP. School level monitoring reports by social mobilisation officers indicate that communities through the SBMCs are demanding better services and contributing resources for school improvement. There was substantial increase in financial and material support to schools by community associations and members.
40. Teaching and learning are being better supported, monitored and improving in the 121 SIP focus schools. CGP reports for the quarter shows that 81% of SBMCs of these schools are functional in monitoring and supporting schools in various ways and ensuring the efficient and effective use of SDPs and DFS.
41. The State government is beginning to recognise the need for greater attention and a more systematic response to Inclusive Education. A Draft State Policy on Inclusive Education which will serve as a road map for achieving inclusiveness in the education sector in the State has been developed.

42. The first year of implementation of the ESSPIN Challenge Fund scheme in the State ended very successfully. Monitoring reports of partnering CSOs indicate that over 90% of the 1,200 children from poor households benefitting from the scheme successfully completed the academic year and will be transiting to the next higher class or level.
43. The aim of the CF scheme to develop the capacities of state and non-state actors to institutionalize a viable system of assistance to very poor pupils to enrol and complete primary education received a boost. The Anglican Mission, in fulfilment of its commitment to the scale up and sustainability of the CF scheme as a partnering mission, has established an education trust fund to cater for the basic education needs of poor and vulnerable children that is modelled after the CF scheme.

Output 2 - State and local government support to school improvement

44. Additional capacity development of State and local government education MDAs for quality planning, monitoring and evaluation of sector performance was carried out.
45. The State EMIS team was provided with further training and supported to analyse data collected and produce 2011/2012 ASC report. There was a significant improvement in the coverage of primary and secondary schools with 100% for public schools and an estimated 70% for private schools.
46. Training and support was provided to the M&E Unit of the MoE on data gathering and analysis to develop Draft Quarterly Monitoring Report (QMR) and the 2011/12 Annual Education Sector Performance Review (AESPR) report.
47. Education Secretaries and other relevant staff of the 17 LGEAs were supported to finalize their 2012-2014 LGEA Action Plans and will be further supported by ESSPIN to effectively engage SUBEB and the LGAs in their use for integrated planning, budgeting and coordinated interventions for school improvement and quality teaching-learning in schools.
48. The 36 MoE, SUBEB and PPSMB school supervisors/inspectors were provided 126 PTDs as Quality Assurance Evaluators and supported to provide 105 PTDs and necessary support to 35 headteachers of schools covered by ESSPIN supported SIP to conduct School Self Evaluation (SSE) of their schools.
49. Additional support was provided to the 36 school supervisors/inspectors to carry out external evaluation of 35 schools and produce evaluation reports using the Whole School evaluation (WSE) approach. The findings and recommendations of the report as well as matters arising from the exercise were presented to the Director of Inspectorate, MoE for follow up with the relevant authorities.

Major features of the workplan in the next quarter

50. Continued PE and support to the State to effectively roll out the SIP across the 17 LGAs of the State.
51. Further capacity development of relevant state personnel, including the SSIT, SSOs, SMOs and relevant LGEA staff for successful SIP implementation in Udi LGA and rollout across the state.
52. Production, dissemination and support for the effective use of 2011/2012 ASC, 2011 AESPR reports for the development of 2013-2015 MTSS.
53. Further training, mentoring and support to SBMCs and relevant committees for improved functionality and effectiveness.
54. Selection and enrolment of additional 510 beneficiaries of ESSPIN CF scheme for 2012/2013 school session.

SBMCs making the difference in Enugu schools

ESSPIN's work at community level targets the active involvement of local communities in quality improvement in schools. It is focused on the establishment of functional SBMCs to strengthen the capacity of communities to support schools and more effectively demand government's accountability and responsiveness to quality education provision.

With growing harvests of community resources mobilized for local schools, ESSPIN pilot School Improvement Programme (SIP) in Udi LGA is demonstrating that functional SBMCs can indeed facilitate communities' sense of ownership and contribution to quality improvement in schools. The SBMCs established and trained with the support of ESSPIN are playing crucial roles for the school system to provide space for community voices and resources to be incorporated into school transformation efforts.

A typical success story is at Community Primary School, Ukana. Armed with advocacy and resource mobilization skills, the SBMC secured the donation of N500,000:00 (Approx. £2,000) and 5 sets of computers for the school from a member of the community. The computers are already in use and the fund is being applied to make essential provisions in the school. This is unprecedented in the community. Similar substantial community contributions for school improvement are being harvested across Udi LGA through the efforts of various SBMCs.

The SBMCs are also identifying and systematically documenting challenges to quality basic education that communities cannot tackle on their own for government attention. It is expected that the SBMCs will soon be recording significant progress and results in their engagement for prompt government responses.

SBMCs are enabling their members and the wider community to feel a sense of ownership over their school and to have the capacity to better articulate demands and engage the government to appropriately respond to the challenges of quality basic education provision.

Jigawa

Introduction and Context

55. The SMOEST gets a new Permanent Secretary, Alh Abdullahi Hudu, a former Director of the State Educational Inspectorate and Monitoring Unit and an advocate of change. It is a good appointment from ESSPIN's point of view.
56. Roll out of the SIP to commence with an allocation of N125m (£500,000) approved from the state budget for TPD training and SBMC development in 303 new schools across the 18 remaining LGAs. The sum of N115m (£460,000) is also allocated from the 2012 UBEC-IF to support implementation of the SIP. Action Plan already submitted to UBEC for approval.
57. A further total sum of N11.5m (£46,200) was leveraged over the quarter in ad hoc releases from various State Agencies and communities to support schools and implementation of programmes.
58. **Security.** Jigawa remains calm and safe; however security concerns around Kano and Kaduna continue to hamper the implementation of programmes due to the travel restriction on International and National TA visiting Jigawa State. Most workshops are conducted outside the state thus increasing travel cost and risks for state partners traveling through Kano and Kaduna zones. The situation also slowed down our work in M&E, QA and IQTE and has potential impact for achievement of targets.
59. **Political engagement.** ESSPIN in collaboration with state SLPs has opened dialogue sessions with SHoA and the HCs, Directors and Heads of MDAs on replication strategy of DFID programmes in the state. Agreements were reached on roll out plan and timely budget release for implementation of the School Improvement Package. The SMOEST and SUBEB have drawn an action plan to work with the Education Committee of the SHoA on monitoring the progress of the roll out programmes. The Education Committee will also make a presentation of the package at the floor of the House for information and support.

Workplan Highlights

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

60. **SIP.** More strategic planning and preparation now in place to kick-start the SIP implementation in July. The SSIT and the selected SSOs have been trained (30 and 60 person days respectively) to produce LGEA reports. Also the orientation for SUBEB, LGEA and school heads was conducted to ensure efficiency and effective participation of the state officials in the implementation processes.
61. State level Composite Survey is on-going. ESSPIN has deployed and trained 50 data collectors, 4 state field coordinators and 3 state level SMO observer monitors in 456 person days of training to cover 105 selected schools across the state. The exercise is expected to be completed in early July. The state is also working with representatives of the National Population Commission in coordinating the exercise across the state.

62. The Water and Sanitation programme has reached completion stage. All phase 1 (20 hand pumps) have been handed-over to the SBMCs and schools. Phase 2 water and Toilets (50 schools) and Classrooms (9 schools) will be completed and handed over in September 2012. Also a sustainability plan for maintenance was drawn up by SUBEB in collaboration with RUWASA and respective LGEAs to support the SBMCs in effective utilization of the facilities.
63. **SBMCs and CGPs.** The second stage of ESSPIN consolidation of SBMC development has commenced with the extension of 7 CSO contracts to cover Children and Women issues at school-community levels. The first phase of this work will focus on the participation of children in SBMCs to ensure that children's voices are part of decision-making processes. Work on women's participation is expected to enhance participation through the women's SBMC committees. Already 561 Volunteer Community facilitators have been mobilized and trained to support children's SBMC committees through the work of CSOs in 187 schools.
64. SUBEB has earmarked and approved N44m (£176,000) for SBMC development in the SIP roll out plan beginning in July. The contractual process for engaging 5 CSOs is ongoing and the contracted CSOs will be deployed to cover 303 new schools in the replication plan. Already 54 SMOs have been identified to work with the CSOs in the SBMC development.
65. The SBMC demand and response strategy has yielded significant dividend through government's response on provision of additional resources to schools. The Malam Madori LGEA demonstrated effectiveness of such demands from Tahfizul Qur'an Primary School by effecting repairs of the damaged school borehole, pupils' furniture and supply of games facilities. Such coordinated demands also resulted in the inclusion of 5 ESSPIN pilot schools in the UBEC Self-help programme in Miga LGA.
66. To enhance Inclusive practices, Children's and women's committees of SBMCs have been established and strengthened in 187 pilot schools. The SBMC of JSS Dabi in collaboration with Dabi Workers' Forum provided the children with school uniform, exercise books and some assorted drugs. In addition, the SBMC of JSS Nasoro repaired 6 bicycles for 6 physically challenge children and provided school uniforms to 5 girls and 9 boys to promote access to schools. Similarly the SBMC Chairman of Amaryawa Primary School, Roni LGEA, Malam Abdullahi M. Bello supported a deaf girl, Maryam Bello who was admitted into School for the Deaf in Hadejia, with school uniforms and writing materials to enhance transition from primary to Junior secondary school.
67. **Challenge Fund.** ESSPIN disbursed school Infrastructure maintenance grants to the 40 pilot Nomadic schools which led to increased community participation and improved challenging learning environments. A number of school communities have provided additional sheds and mats to cater for the increases in enrolment. This initiative has also reduced the migratory trends from 59% to 26% and encouraged parents to allow children attend school daily. The enrolment has increased by 1494 (48.9%) from the baseline. In the next phase, ESSPIN will provide additional grants according to the TEVS framework.

68. **IQTE.** ESSPIN has launched the 2nd phase of the IQTE pilot in the 3 LGAs with additional 60 school clusters. Sixty (60) community facilitators (30 male, 30 female) have been selected and trained to teach Literacy and Numeracy curriculum. This phase will benefit 1800 pupils in both Islamiyyah and Tsangaya schools. ESSPIN will also continue dialogue with the SUBEB to leverage resources for the expansion of the IQTE model in additional LGAs.
69. **Girls education.** Significant progress has been recorded in the GE pilot. The initiative has returned 258 girls who dropped out to school in the 3 pilot LGAs. ESSPIN has also mobilized and trained 100 women SBMC members, 3 LGEA Gender Desk Officers and 3 SBMC Desk Officers for effective gender and inclusion activities. SUBEB has also allocated and released N1.8m (£7,200) for additional school uniforms and materials to support the transition of girls to Secondary school through the GE advocacy activities. A media forum in collaboration with the SUBEB Social Mobilization Department has been established to consolidate community support for increased school attendance.

Output 2- State and local government support to school improvement

70. The 2012 budget has been approved and funds released to the education sector for implementation of activities. ESSPIN has supported the SMOEST to commence preparation for the 2012/13 MTSS process. Training for the development and revision of the LGEA and SUBEB DWP and Action plans is ongoing. This is expected to generate the activities for the next MTSS document.
71. The M&E department in the SMOEST and SUBEB is fully established and strengthened. The M&E Desk officers have been appointed in other Education units and will be trained by the core M&E team to generate data for the 2011 AESP Report .
72. A State Self Assessment exercise for scoring progress against set targets and indicators for 2011/12 was conducted in May as part of the AESR process. A team of 31 state officers participated in the exercise.

Major features of the workplan for the coming months

73. Preparation for the Annual Review in September.
74. Support and monitoring of the implementation of the SIP in the 18 new LGAs.
75. Review of the CF programme.
76. Continuation of work on QA process.

Mustapha Ubale's pupils at Garbo Cluster in Miga

"A lot of the children from the community want to come into the class when my lessons are going on. They find the methods I use in teaching quite attention-catching especially when they hear my pupils singing songs". Mustapha Ubale, 22 year old community teacher trained by ESSPIN and working in the Garbo cluster at Miga local government, Jigawa state.

Mustapha Ubale is one of the community facilitators recruited and trained by ESSPIN and teaches the children of Garbo in a Tsangaya school. As he teaches, other pupils from the community who attend regular public schools can be seen peeping through the windows wanting to get a glimpse of what is happening in Mustapha's class. This has been the hallmark of almost all the Tsangaya schools whose teachers have been trained by ESSPIN. Children who attend regular public schools always want to be a part of the singing, clapping and engaging group work that takes place during the lessons.

ESSPIN's involvement with the Islamic Quranic and Tsangaya education initiative in Jigawa has ensured that well trained and trusted individuals from within the community serve as teachers to these children who are often from very poor backgrounds and hence increase access to basic education. ESSPIN understands that these children have special needs and should be identified and catered for. The process is required to be affordable and understandable to the community as well as to the government. As such, ESSPIN ensures that the participation of the community is carefully integrated into the functioning of these schools through the School Management Committees. These committees include the malams who are the proprietors of the schools, the parents of some of the pupils and also the support teachers who often come together to ensure the smooth running of the schools.

*"I am learning a lot from my teacher and my friend as wells. I hope that one day I will complete my schooling, work and be able to help the needy as well"*says Adamu Idris, a bright eyed pupil in Mustapha's class. It is delightful to watch the children take part in active participatory learning processes in their classes.

ESSPIN understands the challenges of integrating BE curricula into the IQTE schools and is always in dialogue with the communities in ensuring a better understanding of the process and its anticipated outcome.

"I don't beat the children because we have been trained not to do this since it does not aid the process of learning. The children are now very responsive and participative in class. I have never seen children so enthusiastic in class and quite confident in answering questions". Mustapha says while watching the children take turns to divide a circle into fractions during a numeracy lesson.

The children in the community see my pupils singing songs during the lesson and are always at the window wanting to learn these new songs and the games that we engage in during the lessons. Other teachers want to be trained in these methods as well says" an enthusiastic Mustapha.

Kaduna

Introduction and Context

77. Kaduna State witnessed several violent incidents this quarter, including killings, at least one kidnapping, one armed robbery and a fire within State Government House. The most serious incident, however, has occurred at the time of writing this report (late June 2012) with multiple bombings of churches in Zaria and Kaduna sparking a serious sectarian / religious crisis. Many casualties have been recorded and the trouble is on-going. The proposed visit of the ICAI team to Kaduna has been cancelled as a result.
78. Political engagement with both the Honourable Commissioner and the SUBEB Chairman remains very positive. ESSPIN's views on major reform issues is frequently sought and both officials attended the last M&E workshop as well as a session of the Cohort 3 IQTE training. SUBEB has asked ESSPIN to help prepare a work-plan for the next round of UBEC TPD funds. Hon. Comm. for Economic Planning plans to introduce MTSS to all MDAs this year, while the House of Assembly has passed the QA bill.

Workplan Highlights

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

79. The 3rd cohort of IQTE (Almajiri) Tsangaya integration was launched in 3 new LGEAs following the selection of 106 volunteer community participants (81 m/25 f). These future teachers, with 6 support teachers (all male) were trained over 3 weeks by the 6 Kaduna Master Trainers and will now begin work in over 70 selected schools. Millennium Hope and CSACEFA (CSOs) members also benefitted from the training. Support materials, including blackboards, mats, exercise and text books, pencils and water drums were distributed to the schools. School verification has been concluded. Nineteen (19) Cohort 1 schools have been assessed this quarter using the IQTE school assessment Instruments. An advocacy visit was paid to UBEC to present the Kaduna Almajiri Education Policy document to lobby for funds to sustain the programme.
80. Further support to IQTE/Almajiri Interventions has begun through a farming scheme in 116 ESSPIN supported schools. Inputs include 348 bags of fertilizer, 870 bags of seed, 348 bottles of chemicals, 116 bottles of agrolisers and 348 bags of Altrazine. An agricultural consultant and 10 (1f/9m) Agricultural Extension Agents (AEAs) have been engaged to plan, support and monitor the farming process. An initial training workshop was held for the Alarammas and AEAs, while two sets of materials have been distributed to the Alarammas and seeds have been planted.
81. ESSPIN supported the first Kaduna-held Albino Sensitisation Workshop for teachers, caregivers and parents. The focus was on supporting albino children in school and at home and protecting them from skin cancer. The 13 albino children participants had their Albino Foundation registration fee paid for by an anonymous donor, while two albino children

(1f/1m) were sponsored for one year and one young man was promised treatment for skin cancer. There were 108 participants (39f/69m) at the programme, including representatives from the Federal Ministry's Special Education Division.

82. The Kaduna SIP continues to be a major element of our work. The SSIT delivered the second cycle of Literacy and Numeracy lessons and Leadership / School Development Planning workshops to 38 DSOs and 115 SSOs. The School Support Officers paid visits to 482 schools, where all 482 HTs and 2882 teachers were trained in Literacy / Numeracy teaching strategies. 165 Phase 1 HTs' also received training on School Leadership while 317 Phase 2 HTs' were trained on School Development Plans. The first round of the 4-tier, bottom-up SIP reporting system has been completed. School level reports led to an SSO-produced composite summary report; these in turn led to an LGEA-level report which was then incorporated into an aggregate SUBEB report. This aggregate SUBEB report has been approved by the Executive Chairman and disseminated.
83. The Composite Survey field work was scheduled to begin in 105 public primary schools on June 18th, led by the 52 trained data collectors. 35 Phase 1, 35 Phase 2 and 35 non-ESSPIN schools are to be sampled for the survey. Around 1000 class teachers will be interviewed, 16000 pupils tested, and 482 HTs and SBMCs interviewed by the end of the survey. The recent troubles have, however, forced a delay in the survey.

Output 2 - State and local government support to school improvement

84. The Ministry has approved N2.4m for the 2013-2015 MTSS process but no funds have been released yet. The writing of the AESPR has commenced. 80 officers, (68m/12f), drawn from MoE, SUBEB and LGEA EMIS and M&E units, had a 2-day training on M&E, AESPR and Quarterly Reports in April. Departmental Work Plans have been completed by all MDAs and LGEAs. The 2011/2012 ASC is at the data cleaning stage.
85. KADSUBEB's new management team made a commitment to continue ESSPIN-supported Corporate Planning reforms. The passage of the QA Bill by the State House of Assembly reinforces new QA systems and, importantly, commits the State to vote monies dedicated to QA. 50 schools were evaluated this quarter.

Major features of the workplan for the coming months

86. A major focus of work for the next three months will be preparation for the September Annual Review. Two other key areas will be (a) further SIP roll-out; and (b) a networking and partnership workshop for CSOs and members of the SCOIE.

LGEA School Services staff provide more targeted and relevant support to their schools

State-wide Baseline Surveys conducted through 2010 revealed the poor quality of teaching and learning in Kaduna's primary schools: Primary children are simply not being taught even the basics of literacy and numeracy. The implication of these survey findings was that the way LGEA School Services support their schools needed urgent reform.

Over the period 2009-2011, ESSPIN worked with Ministry, SUBEB and selected LGEAs to introduce new support structures; train Headteachers to lead and manage their schools better; and train teachers to deliver better quality teaching. A 24-member team (**State School Improvement Team – SSIT**) from Gidan Waya College of Education was seconded full-time to support this work, with ESSPIN providing major technical inputs to develop this team into a highly professional capacity-building unit.

Now, in order for initial pilot work to be scaled up across more schools and more LGEAs, staff within each LGEA School Services Department, notably the School Support Officers (SSOs) and District Support Officers (DSOs), whose Job Descriptions were fundamentally revised in early 2011, must take on a greater implementation role in support of schools, Headteachers and teachers. As major scale-up work began in September 2011, the SSIT were not optimistic about the effectiveness of SSOs – they worried in particular that they would find it difficult to adjust their former role of *supervision* to that of *supporter, trainer and critical 'friend'*.

But within a very short space of time, there is very positive news to report on how well many of the SSOs are actually performing: ***the SSIT are rapidly reassessing their opinion of the SSOs***. The Provost of Gidan Waya College, Mrs. Hope Gajere, for example, has expressed delight with the major improvements she has seen in the work of both DSOs and SSOs in her own LGEA, Jaba, and in neighbouring Jema'a LGEA. She has specifically mentioned that there are some D/SSOs who could, with some further training, take on the role of a SSIT member. "*Dagans Haruna, a DSO from Kyayya in Jema'a LGEA, is a typical example – he may be a bit didactic in his approach but he has been doing a fabulous job,*" the Provost has said.

SSIT-member Emmanuel Bako Kukui has admitted his surprise at how rapidly the D/SSOs have improved, citing specific areas such as their preparation of training materials and the quality of their support to Headteachers and schools. Emmanuel was particularly impressed by how well one SSO handled the presence of the Honourable Commissioner of Education when he visited their training session: "*Hajia Jummai J. Haliru – a DSO from Tudun Wada Kaduna South - was not perturbed by the presence of Hon. Comm. when she was delivering the Literacy and numeracy workshop at a venue in Kaduna North*".

The good work of the SSOs is also and importantly recognized by SUBEB. Mrs Hussaina Hassan, Head of the Advisory Service Unit in SUBEB's School Services Department, is proud to claim: "*SSOs will be able to take on further training responsibilities in future scale-up activities, as the School Improvement Programme reaches out to more schools and more LGEAs*".

Kano

Introduction and Context

87. **Security and operating environment:** The Kano ESSPIN team has operated for five months under heightened security conditions. Measures to deal with the situation include indefinite closure the Ministry of Education ESSPIN office, restricted working hours, and fewer and shorter visits by national and international staff. The pattern of civil disturbance in Kano over the current quarter has generally been targeted attacks on state institutions, or similarly specific operations by the JTF against suspected hostile groups. Attacks on schools have been a cause for concern, but to date have been restricted to night time raids on empty schools associated with the state governor's building programme. When security incidents occur, the Kano ESSPIN team members routinely follow established communications protocols to report their location and status to the State Administrator and State Team Leader, who feed information to the Senior Management Team.
88. The Lagos air disaster plus the Kaduna civil disturbances created a period of severely constrained transport options for Kano (and Jigawa) which is now gradually easing. Local reports suggest a degree of containment of the terrorist threat has been achieved towards the end of the quarter, through the high levels of security checks and related activities in Kano city, with a consequent relative relaxation of tension—although the team is careful to guard against complacency.
89. The end of the quarter has also marked the formal handover of State Team Leadership from Jake Ross to Olalekan Saidi. This appointment was made on merit and the decision pre-dated the security crisis, but also reflects the *de facto* reality of the past several months during which western team members have been unable to remain resident in Kano. ESSPIN has worked actively over several years towards increasing reliance on indigenous and national staff; this process is reinforced and accelerated by the operational context of northern Nigeria in particular. Hajia Yardada Bichi, IQTE Specialist, has been appointed Deputy State Team Leader and Diana Mary Agabi has been recruited as Kano Planning and Management State Specialist. Changes in State Government personnel have been limited to certain Director posts at SUBEB and other MDAs, with manageable levels of disruption to KSG/ESSPIN joint work plans.
90. **SIP rollout strategy and political engagement:** The momentum behind SIP Roll Out is gathering pace in Kano, albeit somewhat erratically. Early optimism around the MDG Local Government Conditional Grant Scheme channel has dissipated with the disappointing news that SIP training and support aspects of the Kano proposal for three LGAs were excised at federal level, although it is notable that the Integrated School Development approach for infrastructure prioritisation was approved. State and federal follow-up will be undertaken to understand the reasons for the changes made, in order to improve prospects for full SIP Roll Out in later rounds of MDG proposal development using this debt relief fund.

91. The Kano CCT programme was re-started in June, only to be halted again awaiting a formal re-launch by His Excellency the Governor of Kano State in July.
92. Approval has been won for around one fifth of the UBEC Teacher Professional Development Programme funding to be dedicated to Roll Out of the SIP teacher and head teacher components. At the express instruction of the Executive Chairman of Kano SUBEB, this will be conducted in one cluster (six schools) in each of the 44 LGAs of Kano State, at a cost of N27.8m (£111,200), with an additional N5m (£20,000) towards SBMC Roll Out in 11 LGAs. Whilst the scale of this programme is somewhat less than had originally been sought, it does represent a major milestone along the road towards genuine state ownership of the SIP, in terms of leadership, budget release and precedent for greater investment to come.
93. A Memo proposing further SIP Roll Out using Kano State Government funding has been drafted and re-drafted several times, as the Hon Commissioner and Chairman SUBEB display increasing engagement with the content and proposed approach. The current iteration covers the full SIP in two more clusters of six schools in all 44 LGAs (ie, 528 schools). Both Kano and Abuja ESSPIN teams are collaborating closely with DFID to engage with a wider network of key decision makers and gatekeepers in support for the SIP (eg, HE Governor, Senator Kano Central, HC Planning and Budget, Special Adviser on MDGs).
94. State teams have reached out to other education sector leaders, such as the Community Reorientation Committees (CRC) and the Special Advisers to the Governor on Community Schools and NGOs, in order to align their school support interventions with SBMCs' own school development plans.
95. The flagship of Kano State Roll Out remains IQTE, which has been consolidated over the past quarter with payment by SUBEB of the Phase 2 teachers from state funds (N50m or £200,000 released to date) and preparations for Phase 3 at an advanced stage. Workplan Highlights

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

96. Civil Society/Government Partnership (CGP) capacity has been strengthened on both sides, with the SUBEB LGEA Social Mobilisation Division (SMD) staff complement increased to 12, and with three CSOs added to the original six, plus orientation training provided to all. With this increased capacity, Women's and Children's Committees have been established in 210 schools and have met three times during the quarter at initial development sessions led by CSOs, as they find their voices and air their own concerns regarding school improvement. The monthly CGP reports are starting to provide reliable evidence of the impact of community mobilisation for inclusive education, in areas such as support by SBMCs for re-enrolment of out-of-school children. We are also starting to witness transfer of ESSPIN messages from CSOs to partner CBOs outside the immediate scope of the programme. The professionalisation of communications and knowledge management functions in SMD continued, in line with their strategic objectives, with workshops on radio collaboration for

advocacy and mobilisation, and information-handling and graphic design. The latter enhances SMD's capacity to utilise CGP and SSO reports through production of IEC materials for wider readerships. Final draft versions of the Kano Learning Outcomes Benchmarks are now available in Hausa and English for top-level sign-off and dissemination, and an 'IQTE Handbill' has been prepared for Islamiyya and Tsangaya partners.

97. 330 schools were clustered and 66 SSOs selected by aptitude test in 11 LGAs for Phase 2-S of the SIP Roll Out (SUBEB funded), plus 298 schools for MDG Roll Out in three LGAs. Following successive consultations, 528 schools remain in the SUBEB Roll Out proposal before ExCo. A numeracy enrichment exercise was conducted by the SSIT in eight Phase 1 schools. N47m was disbursed to 311 schools under the DFS Phase 2 programme by SUBEB. 105 schools were readied for Composite Survey baseline enumeration.
98. Training of trainers was completed for IQTE Support Teachers on modules 13 and 14, with former stepped down to 67 Cohort 1 Community Teachers across the Islamiyya and Tsangaya pilots. Over 2,000 children sat assessment tests to measure their learning achievement, with data processing currently on-going. 30 government officers were trained in mobilisation of support for the IQTE programme, with 72 teachers and 1,900 children added in five new LGAs through SUBEB Roll Out under Cohort 2. Over N2m (£8,000) was invested in fertilizer and herbicide for 45 malams under the second IQTE farming programme to improve children's nutrition, livelihood security, life skills and alleviate the pressure to beg and hawk on the streets. In a striking display of spontaneous investment to gear up an ESSPIN initiative, a village head in Fagge LGA has constructed two five-classroom blocks, administrative offices and toilets for expansion of Tsangaya classes in Sabon Birni cluster. Likewise, in Farawa cluster, Kumbotso LGA, the community has ensured that a new Community Teacher is inducted and paid to provide continuity of education to the children whilst their own CT is getting married.
99. To underpin these initiatives, the SUBEB strategic plan for 2010-2012 has been redrafted for 2013-2015 to reflect current state priorities. Restructuring of SUBEB based on the functional review has resulted in SUBEB's departments being streamlined from seven to five, by merging Junior Secondary Schools and Nomadic with School Services. The functional review has also led to complete job descriptions being issued for staff at SUBEB and the LGEAs, as well as re-deployment of staff where indicated. Support for Annual School Census data entry is in progress. M&E training was provided to develop the capacity to prepare the quarterly monitoring report, which in turn supports leadership by KnSMOE of the Annual Education Sector Review and preparation of the Performance Report.

Major features of the work plan for the coming quarter

100. The top priority remains achieving sufficient political leadership and leverage of funding to hit ESSPIN Kano's demanding targets of tripling the scale of SIP coverage in terms of numbers of participating schools year on year between now and the end of programme in 2014.

Intensive efforts will be made to get CCT and the Challenge Fund back on track in time for the new school year. Work on the annual performance review, M&E and planning cycle will intensify as the budget preparation phase draws near. Reforms emanating from the functional reviews will be bedded down in SUBEB and the SMOE through HR and payroll activities. QA accreditation will be completed for the core Inspectorate Task Team. IQTE Roll Out will be consolidated further through preparation to launch Cohort 3 under SUBEB's management rather than ESSPIN's. The ESSPIN Kano team will redouble its efforts to step back and promote state management of the SIP by SUBEB's Advisory Services Unit and Social Mobilisation Division.

Kwara

Introduction and Context

101. **Operational risk.** Our activities were temporarily affected this quarter by the kidnapping of an expatriate in Ilorin. Following advice from the state security services, a ban was placed on travel for international staff to schools and LGAs. The situation was quickly resolved and our operations have resumed as normal. Since then, the state has been calm.
102. **SIP rollout strategy.** Following last quarter's planning for SBMC rollout, a further N1.1 (£4,400) was released by SUBEB this quarter to train 55 newly formed SBMCs in clusters for 2 days. 392 members (126 female) participated in this training which covered all schools in Ilorin South LGA. The training was carried out by both SMOs and the CSOs, in partnership, following the signing of a MoU between SUBEB and 2 ESSPIN supported CSOs. Following lessons learnt from this exercise (the first planned and funded solely by government), a verification exercise was undertaken in the second LGA to be covered this year (Ekiti LGA) to evaluate the formation process. Training in the second LGA will commence once further funds are released. Over N1m (£4,000) was also released by SUBEB to enable the SSIT to spend 2 weeks in the 16 LGAs supporting SSOs and HTs to develop the SSO reporting systems.
103. As was reported last quarter, there have been considerable changes in the way that SUBEB departments work together. This year's UBEC training fund implementation plan was developed by officers from Admin, School Support Services, Social Mobilisation and Planning Departments. The resulting plan includes SBMC formation and training in two more LGAs, primary 4-6 literacy and numeracy training and head teacher training for all public primary schools. In addition to this, the other unit heads in School Support Services were able to plan for JSS and ECCDE training using the cluster approach and ensuing that it is followed up with support visits. The training needs were prioritised and the department was clearly empowered.
104. **Political engagement.** The highlight of this quarter was ESSPIN's visit to His Excellency, the Executive Governor of Kwara State. This was an opportunity to both brief HE on ESSPIN's work, and seek his political will to take forward the Every Child Counts programme. He reacted very positively to the presentation and promised to support the education sector 100%. One item he particularly mentioned for support was the SBMC roll out in all basic schools. Since this meeting we have tried to strengthen the coordination mechanism between the Ministry and SUBEB. This has been a very big challenge. However, the HC has just been changed, and having analysed the political situation in the state, we will be interested to watch how the dynamics between the HC and EC of SUBEB will change as a result. Another area of concern to HE, the State HoA and other political leaders, is the

inequality in teacher distribution. This is the commonest issue being raised in the SMO and SSO reports and it will need the implementation of a strong political message to solve it.

Workplan Highlights

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

105. The Composite Survey training and implementation has been on-going this quarter. This involves all the SSIT and selected SSOs and SMOs. Further training was also given to the group of SSIT who have been working on improving assessment in both primary and JS schools.
106. As mentioned earlier, teacher distribution in Kwara is based on where teachers want to live and work rather on the needs of schools. A study has already been conducted on the systems involved in teacher recruitment and deployment and this fed into the development of the career path for teachers. This quarter, a qualitative study was carried out in 3 LGAs at the request of SUBEB. The survey was targeted at identifying the challenges of teachers, focussing on female teachers, especially those in rural/super rural areas, developing possible solutions, discussing these with teachers, and presenting them to the management team of SUBEB and the Ministry. In this way, teachers' voices are being heard by policy makers. The results of the study were widely and completely accepted and a costed implementation plan is being developed. In line with this, the Career Path committees have recently been resuscitated by the HC and we continue to give them support.
107. Community engagement was further strengthened at the LG level through the forum held in two of the ESSPIN supported LGAs. This forum is to engender a harmonious working relationship between the communities and Government so that community voice is heard and responded to positively. The forums both included over 100 participants including LGEA staff, Traditional Leaders representing the various wards, representatives of LGA Council including Majority & Minority Leaders, Chair, House Committee on Education, Chief Whip, and Supervisors on Education, Health, Agriculture and HoD Education. There were 3 Representatives from each of the schools' SBMCs including the HTs. In each LGA it has been agreed to make this forum a regular occurrence. SUBEB has also been supported to use the information gathered from these meetings to strengthen their planning. Also, SUBEB DSM staff and CSOs were trained on ways to better handle and present information to education stakeholders, producing materials such as case studies and evidence of impact docs. There is an ongoing sensitization and mobilisation of education stakeholders through community theatre to work together to support basic education in the state. Titled *Ajose* (i.e. working together), the theatre helped to sensitize at least 10,000 community members in 11 LGAs.
108. In order to strengthen children's participation, the children's committees have been enlarged to 10 members and community facilitators have been selected and trained to support the effectiveness of the committees. Out of the 1526 children targeted by the

challenge fund, 1388 (44% female), are already enrolled in schools, leaving 138 yet to be reached. This last 10% are expected to be captured in the course of on-going C-EMIS data collection for possible enrolment, as this tool is to enable communities support inclusive practices better. The Inclusive Education Policy was further worked on this quarter and will be finalised in the next quarter. One of the barriers to attendance in schools identified by the SBMCs has been the PTA levy. The CSOs channelled this complaint to the state level, where with continued advocacy they achieved a reduction in the PTA levy from N420 to N250 and also an announcement by government that no child should be asked to leave school for non-payment.

109. The Kwara infrastructure component has yielded positive results. This quarter, phase 1, 2 and 3 water sites have been completed, as have phase 1 and 2 toilets. The two 2-classroom blocks are also near to completion. In addition the rural housing at 3 sites is almost completed as is the classroom constructed in one of the Challenge Fund schools. SUBEB has adopted the ESSPIN model for classrooms, furniture and toilets and has also decided this year for the first time, to include water and sanitation in its infrastructure plan. They have also added ramps to all classroom construction and renovation to make school more inclusive. The VSO supporting the Projects Unit has designed an alternative classroom design which uses low-cost materials such as burnt bricks. This will be piloted in the CF schools next quarter.
110. The corporate planning process continues in SUBEB and the Ministry. The Ministry is finalising the changes to their strategic plan brought about by policy changes in the current administration. SUBEB has begun the process of establishment planning in order to reflect the revised functions of departments in the job descriptions of staff. In preparation for this year's MTSS, the 2011/12 ASC and AESPR reports have been prepared by the state EMIS and M&E units with ESSPIN support. LGEAs were supported to prepare their workplans which will inform the SUBEB MTSS activities to ensure bottom-up planning. The M&E officers supported the roll out of the DWPs across the MDAs and the monitoring of fund releases. We have seen an improvement in fund releases for SBMC rollout as a result. Departmental M&E Desk officers were supported to complete the QMR template.

Major features of the workplan for the coming months

111. Political engagement will continue as we support the new HC to fill his role. The next quarter will be focussed on ensuring that the MTSS process and outcome reflect the SIP roll out strategy. This means that more support will be given to DSM and SSS on DFS, SBMC planning, career path and teacher deployment, training needs analysis and planning, inclusive education mainstreaming and appropriate infrastructure and instructional materials. In addition to this training and support will also be provided for state and LGEA officers on: QA reporting; leadership and management for HTs and SSE and SDP training; information handling and graphic design; community facilitation to strengthen the participation of women and children; the SBMC roll out in SUBEB supported LGEAs with

training for SBMC members; how CSOs can tackle the debate on the distribution of the PTA levy; and finalisation of the Inclusive Education Policy. Also C-EMIS data analysis will be carried out and issues arising will be tackled. CGP mentoring and monitoring visit 10 focusing on strengthening women committees and one more SBMC / LGA Forum will take place and further support will be given to the Senior Secondary sector for scale-up of SBMCs. The composite survey will round up and the reporting systems initiated this quarter will be further institutionalised. To support all of this work, the establishment planning process will take off. Work will also continue on infrastructure to ensure better project monitoring which involves communities and the piloting of the low-cost classroom building.

Providing quality education in a disadvantaged community

“The Challenge Fund has brought a lot of improvement to teaching and learning in Kaiama. It has helped to increase enrolment especially of girl children.” – Yakubu Ahmed Ango, ES, Kaiama LGEA

For Yakub Ahmed Ango, 56, the Education Secretary (ES) of Kaiama Local Government Education Authority (LGEA), it is a new dawn for primary education in the largely rural area of Kwara State. As the helmsman in charge of primary education, he is happy that things are shaping up for teachers, pupils and the schools in the local government area (LGA). He recalled that three years ago when he had just become the ES, primary education in Kaiama was in a poor state.

The challenges

“The major challenges were poor school infrastructure and shortage of teachers. A school in Banni ward and another in Adena for instance had only one teacher each, each teaching all Primary 1 to 6 pupils. Teachers in other schools were coming late, some residing 18km from their schools, and others not staying where they were posted to” said Yakub, himself a former teacher of 32 years.

“There were many out-of-school children. The communities were not committed and supportive. While some parents refused to enroll their children, others withdrew theirs. Some landlords even ejected teachers from their apartments to store farm produce in the rooms.”

The intervention

The turnaround started with the intervention of the Education Sector Support Programme in Nigeria (ESSPIN), which is supporting the state government to reform its education system. For Kaiama, the life line was the N50 million (£200,000) Challenge Fund provided by ESSPIN to address some of the challenges but with focus on getting out-of-school children, especially girls, to school.

Twenty five teachers were recruited, trained and deployed to ten schools across the 10 wards in the LGA. Half of the teachers’ salaries come from the fund, the other half from the LG authority. School uniform, shoes, bags and books were provided for 1003 children who were either motivated to stay in school or attracted to enroll. Communities were also mobilised to support the schools.

The fund is also being used to build a teacher rural housing scheme to help teachers reside close to schools and new classroom blocks to provide safe and conducive environment for the pupils.

The outcome

Current figures show:

- 82% increase in the number of girls in schools from 276 to 502
- Girls were only 37% of the total number of pupils – now they are 42%
- Overall increase in number of pupils by 59% from 745 to 1183

“While we still have a shortfall of teachers and the infrastructure needs more improvement, Kaiama is better off today”, concluded Yakub.

Abubakar Sidiq Ahmed, the LGA Chairman, agreed with this. “The Challenge Fund has gone a long way in improving education in Kaiama LGA, especially in the areas of provision of school infrastructure and increasing enrolment of pupils. Thanks to ESSPIN.”

Lagos

Introduction and Context

112. This quarter witnessed political engagement with the Office of Transformation – the institution charged with managing Lagos state government reform. The engagement created another opportunity to disseminate results from ESSPIN supported work more widely and to ensure the Governor of Lagos State learns of them.
113. Early evidence of impact from the school improvement programme was presented to the State Steering Committee. The Committee commended ESSPIN for the results and changes in schools.
114. SUBEB has committed to utilising the 2012 TPD fund to scale up school improvement work to the remaining 401 primary schools in the state starting from October 2012.
115. There is widespread interest in the ESSPIN managed composite survey that will aim to provide empirical evidence of progress in the SIP. Senior state functionaries, including His Excellency, the State Steering Committee, the Office of Transformation, Chair of SUBEB and the Honourable Commissioner have all been sensitised directly and indirectly and keenly await the outcome of the survey.

Workplan Highlights

School improvement

116. The 500 additional schools participating in the school improvement programme have received initial training on School Self Evaluation. In all, 578 out of the 600 schools, representing 96% of the schools were able to mobilize the SBMC for the purpose of conducting the School Self Evaluation. All the initial 100 ESSPIN supported schools are using the School Development plan. So far, all of the 100 schools have their cash books updated while 99 of these are schools where more than 2 activities on the SDP are related to raising achievement. Also, in 89 of these are schools, more than 3 activities on the SDP have been completed. In summary, all of the 100 pilot schools are using the School Development Plan while the 500 scale-up schools are in the process of developing their SDPs along with their SBMCs.
117. A good number of teachers (84%) now make use of child centred methods because of the training they had, but need to improve in making pupils use materials themselves. 89% of Head Teachers are able to carry out effective classroom observations because they have received training in leadership and class teacher management. 80% of HTs were able to identify the needs of their class teachers and organise professional development to improve teachers' capacities. 91% of the 600 schools engage in morning drills to improve pupils' and teachers' attendance in schools. On average, 50% of the lessons observed began and ended on time because teachers have just been introduced to the new lesson planning method.

118. Two areas of strength identified in the schools in respect of progress are effective leadership and management and evidence of teachers using child centred methods of teaching. Areas to improve upon are keeping records of all activities in the school and making pupils use learning materials
119. 143 stakeholders made up of school managers and school based management members were sensitised to promote school and community involvement in supervision and maintenance of 30 water and 13 sanitation facilities that have been completed and now serve almost 50,000 school children, teachers and community members in Lagos.

Output4:Community engagement and learner participation

120. SBMCs trained and supported and found to be fully functional in 80% of the 100 pilot schools.65% of SBMCs are reflecting the concerns of women and children. 7 out of 10 civil society organizations were found to meet criteria for documenting, planning and conducting advocacy based on a self assessment exercise.
121. The state inaugurated the Inclusive education working group this quarter to develop and implement inclusive education policy for the state. According to SUBEB summary report on inclusive practices at School level, 54 schools out of 100 reported met, 27 partially met and 19 did not meet the inclusive practices at school levels. At community level, SBMCs are involved in mobilising for enrolment, development of School plans and raising resources to support School improvement. The SBMCs have actually raised about N22m (£88,000) to date. A few LGEAs are yet to report on this.
122. The Challenge Fund is being used to address issues of access and equity in the 5 most disadvantaged LGEAs in the State through provision of water & sanitation, renovation, rescreeding, re-roofing, and supply of instructional materials.The LGEAs were identified using the ISD model. A total of 13,289 learners are reached through this support. Various amounts are being leveraged from the community and LGEA and LGA. Ikorodu LGA has leveraged an additional N5m (£20,000) to date.
123. SBMCs in 9 Local Government Education Areas have organised and funded the SBMC forums raising community voice and response opportunities. The total recorded amount leveraged during these activities from the LGEAs is N1.8m (£7,200).

Output 2:State and local government support to school improvement

124. The Annual School Census Report of 2011/ 2012 is completed. SUBEB has updated the 2011 Integrated School Development Model and, operating jointly with LGEAs, have utilised the model to select schools that will be supported in the 2013 – 2015MTSS. LGEA Action Plans developed by LGEA under the supervision of SUBEB with minimal support from ESSPIN.

125. Corporate Planning of the Ministry of Education is on-going. Both strategic planning and functional review completed. A final report is being reviewed by the Ministry.
126. Corporate planning in SUBEB has progressed very well with Individual Performance Target (IPT) forms developed and processes agreed. Proposed Job Descriptions submitted to SUBEB for HODs' review and possible update. Worked with the HR Department on the Individual Performance Targets setting –finalization of the process, framework and guidelines still in progress. The Chair of SUBEB has already approved the use of the IPT form.
127. Increased capacity building was given to Quality Assurance Evaluators and learning and experience sharing opportunity was held for the Federal Inspectorate Service who understudied the Quality Assurance reform in Lagos. The plan to integrate school reports into the EMIS system has commenced.
128. Capacity of members of the established M&E Team of MOE and SUBEB is being built on the job and a zero draft of the AESPR 2011 in preparation of 2013- 2015 MTSS is ready.

Major features of the workplan in the coming months

129. Composite survey completion, block 2 and 3 school improvement headteacher and teacher training, completion of work on State Learning Outcome Benchmark, preparation of 2013- 2015 MTSS and budget preparation support, political engagement with State House of Assembly , completion of the Individual Performance Target system as part of SUBEB's corporate planning, support to implementation of the functional review report of MOE, conduct of pilot out of school children survey on the Lagoon and support for children in Lagoon communities, support for SBMC restructuring, and support to Quality Assurance training for LGEA Quality Assurance Evaluators.

Demonstrating the benefits of direct funds to schools

DFID-ESSPIN in 2011 gave 100 schools in Lagos State between N150,000 and N200,000 each to take care of school needs like minor repairs, maintenance and purchases. This Direct Funds to School (DFS) intervention was to show that one of the must-dos to ensure improvement in public schools is for government to provide some funds directly to the schools. Three schools have stories of the direct funds making a difference in their schools.

Providing a safe environment

Watching animals on television or in zoo is fun for children. But for pupils of Oluwole Primary School, Akoka, having snakes and monkeys around their school toilets is no fun at all.

“Our pupils were always afraid whenever they needed to use the toilets,” recalled Mrs Medol, the Head Teacher. “A side of the school was bushy and taken over by snakes and monkeys. But with the fund from ESSPIN we cleared the whole bushes and cemented the toilets perimeters. Now the pupils go in freely without any fear of snakes or monkeys.”

“We don’t wee wee at the back of our classrooms again. We use the toilets now. No more monkeys,” Omotosho Boluwatife, a 10-year-old girl in Primary 6 said happily.

Purchase of school materials

Children like to sing, dance and play and the children of St Paul’s Catholic School, Apapa Road/Costain, Lagos are no exception. But for those in the Cultural Group there was always something missing whenever they needed to perform, especially on special occasions.

“We didn’t have costume before. We used to wear our home clothes. Some girls used to wear their school uniform,” Christiana Oladapo, 12-year-old member of the Group said.

According to Mrs Shonowo, who coordinates the Cultural Group: “The money from ESSPIN was very useful. We bought two sets of costume. The children are now beautiful and presentable. Even other schools now invite us to their occasions because of our costume.”

Esther Okwor, 10, in Primary 3 and another member of the Group is very excited and proud of the costume. “Our costume is very fine. I like it very much. See I am wearing the Ibo dress.”

The school also bought graduating gowns and teaching books using the direct fund.

Maintenance of school facilities

The school community of St Agnes Primary School, Maryland was elated when the school was selected as one of five schools in Lagos to receive the Bridge-IT for learning Mathematics. But the offer was to be withdrawn because the school had no electricity to power the equipment. The school’s power supply had been disrupted for a long period after an incident.

“The N159,000 (£636) provided by ESSPIN was our saving grace. It came on time. We quickly fixed our electricity and got the Bridge-IT installed,” recalled Head Teacher S. B. Atolagbe. “Now primary 5 and 6 pupils are learning Mathematics using the Bridge-IT. All thanks to ESSPIN.”

Federal

Federal Ministry of Education

130. ESSPIN supported the IDP group to address the Commissioners Forum on donor supported education reforms in Nigeria and the coordinated view of IDPs on how the Minister's Four-Year Strategy may be supported. The interaction with the Forum was at the request of the Honourable Minister.

Funding

131. UBEC announced the allocations due to states for elements of the non-matching grants of the Universal Basic Education – Intervention Fund. States are to be given N140m (£560,000) each for Teacher Professional Development (this constitutes 10% of the 2% CRF) in 2012 – as compared with N150m (£600,000) for 2011 funds. Due to ESSPIN's engagement with the relevant authorities within UBEC, the accompanying letter to states to send in their Action Plans to access the fund included a recommendation for states to use the money to implement the ESSPIN type teacher development model. It is expected that ESSPIN focal states will be able to draw on these funds for scale up of the School Improvement Programme.

132. ESSPIN supported UBEC to produce a working draft of its Guidelines document. The document will be shared with SUBEB chairs to receive their input as it is finalised, in preparation for publication and dissemination. It is expected that this document will help clarify the guidelines for accessing non-matching grants thereby enabling states to bid for and get additional resources for school improvement type activities for schools.

Development of National Systems

133. ESSPIN is providing technical assistance to the office of the Honourable Minister to finalize modalities for the official inauguration and operation of the National Systems Committees. It is expected that Committee meetings – for MLA, Assessment of Teacher Competence/TDNA and QA – will begin in the next quarter.

134. The HME called the IDPs involved in the education sector in June, to discuss how they could contribute towards the achievement of key objectives in the 4 year strategy. Focus areas included Access and Standards & Quality Assurance as well as National Systems.

135. Following this, the IDPs involved in the education sector met in Abuja in June to discuss key areas of work they have been involved in and ways of working better together. The meeting drew out areas of strength to support key aspects of the 4 year strategy including the National Systems. It is expected that IDPs will better seek to work together in providing technical support to the Ministerial Committees on National Systems once they are officially inaugurated and commence work.

136. NEMIS: The IDP collaboration on NEMIS has continued. USAID are in the process of finalising support for the development/upgrading of SQL-NEMIS based software to enable the NEMIS Unit at the Federal level to function more effectively with regard to data management and reporting and to enable it to be in a better position to receive data from states. The World Bank through the Federal Component of the Lagos Eko Project will be supporting the development of infrastructure and capacity at NEMIS to enhance FME NEMIS capacity to support states with the ASC and to manage the data coming from states.
137. National development of School Based Management Committees (SBMCs): The UBEC core team with ESSPIN providing mentoring support led the process of domestication of the Revised SBMC Guidelines in 6 states – Osun, Ogun, Anambra, Katsina, Akwa Ibom and Oyo states. While other states are expected to also commence domestication, the next stage for these 6 states is to conduct their community level visioning and then harmonise the state and community level visioning to produce a state specific policy on SBMCs. Katsina is the first state to do this to produce their own state specific SBMC policy.
138. Revised methods for QA of Colleges of Education: ESSPIN organised examinations for the core group of NCCE staff that worked to develop the QA Toolkit and pilot test it in two colleges (Oro and Gidan Waya) so far. All members of the team passed and will lead the work of finalising the toolkit by undertaking one more pilot evaluation (in a college that has not had ESSPIN involvement) and in developing other future assessors.
139. Quality Assurance below Tertiary Education: FIS staff from Abuja and from the state were trained in ESSPIN focal states – Enugu and Lagos – in May and June. FIS benefitted from further training and institutional development support from ESSPIN later in June which better prepared them to engage with states to promote Whole School Quality Assurance Evaluation methods, including school self-evaluation. Efforts have commenced to review the National QA policy which will help to clarify institutional issues between Federal agencies on QA.

MDG Conditional Grants Scheme

140. The ESSPIN team held several meetings with the MDG Office in Abuja with the aim of influencing the office to consider and approve the school improvement programmes included in the proposal submitted by the local government in the ESSPIN focus states. This was necessary because the MDG Office is not familiar with the SIP since this is a reform agenda only piloted in the ESSPIN focus states. Unfortunately the meetings did not fully meet the expectations as the SIP was altered in favour of capital projects. ESSPIN will continue to engage with the MDG Office.

Programme-wide Issues

Monitoring and evaluation

141. Newly established State M&E units, with support from ESSPIN, are attempting to track budget releases and expenditure against annual allocations based on a new Quarterly Monitoring tool (a summary of data from the first round of reports is included in the Overview section of this report). The quality of application is still variable but the tool promises to improve the data situation on public expenditure.
142. The Public Expenditure Study commenced last quarter to provide analyses of state budget utilisation on school improvement is ongoing. The support of Honourable Commissioners has been secured to ensure that MDA finance staff cooperate by making expenditure data available.
143. The enumeration stage of the Composite Survey has been completed. Data entry is now in progress. Cleaning and analysis will take place in August/September with reports expected later in the year.
144. ESSPIN facilitated a number of Self Assessment exercises for states and one at federal level to collect qualitative information on some key indicators of progress. The indicators related to state and local government capacity to support school improvement, quality of CSO work, and introduction of inclusive policies at state level; and progress on development of national systems at federal level. The exercises were highly participatory and achieved rigour through the presentation of empirical evidence as the basis of assessment scores.

Communications and Knowledge Management

145. The new “Nigerian Futures” 5 minute state films and a 30 minute thematic documentary on elements of the integrated approach to school improvement have been finished. The films document specific aspects of the school improvement in each state and concentrate on personal testimonies, “voices”, from schools and communities as evidence of impact. Arrangements are being made for TV broadcast and DVD production for wider dissemination from July.
146. Community theatre for the southern states successfully concluded with performances in Enugu and Kwara this quarter reaching an estimated audience of 15,000. The programme was managed in conjunction with SUBEB Social Mobilisation Departments and prompted animated discussion and community commitment for school improvement and SBMC development. Lagos and Enugu SUBEBs have already requested support for them to roll-out community theatre across the states.

147. Broadcast of the fourth series of the weekly ESSPIN radio drama, “Gbagan, Gbagan – the Bell is Calling You” on national state radio, national independent radio, and in Hausa for the north has ended. Production of a planned further two series has been postponed pending submission of satisfactory accounts. Whilst there is a break in broadcast continuity in Nigeria, there is interest from the Sierra Leone Broadcast Corporation to begin pro bono airing of the show next quarter.
148. The second phase of the successful ESSPIN Journalism Development Programme has been contracted with the JDP to begin in the states in July. This is intended to consolidate the noticeably more prolific and more meaningful reporting of education issues from a significant number of Nigeria’s journalists arising from JDP1. JDP2 will focus on community liaison with CBOs and CSOs and support for wider advocacy and PE efforts. There were 8 significant “education in the press” stories by ESSPIN supported journalists in the last quarter, 4 of which featured ESSPIN.
149. This quarter saw training of SUBEB SMD personnel in 5 states on “information handling” and graphic design to help document and present field data in user-friendly formats.
150. The fifth ESSPIN Express digest of programme news and information, evidence of impact and case study documentation was distributed. The new ESSPIN SBMC Experience Paper was printed and distributed. New posters and flyers for use with SMD to promote community engagement and SBMCs are being pushed out to communities. All materials are available on the website.
151. The website generated 6,500 visits. There was further consultation with NERDC re ESSPIN supported development of an interactive online database of education sector documents and resources. There is a longstanding offer of technical assistance from ESSPIN staff.

Gender and social inclusion

152. The ESSPIN Access and Equity Strategy is now available at <http://www.esspin.org/index.php/resources/abs/programme/337/ESSPIN-058-Access-and-Equity-Strategy>
153. The [Girl Education](#) project in Jigawa supported 2,585 girls to stay in school during the reporting period. A sporting day activity was also introduced to attract more girls to school. Parents and traditional rulers were also sensitized to support girl education in the state. The CCT initiative for girls in Kano was successfully re-launched by the State Governor.
154. The [Inclusive education](#) programme is progressively being embraced at the state and Federal Level with increased understanding of the concept. However, greater awareness is still required particularly for the education administrators and policy makers. Kthe aduna state awareness creation programme for excluded groups is already increasing enrolment

of Albino children in school. Kwara and Enugu are developing their inclusive education policies.

155. An [Access campaign](#) has been launched as part of the FME's Four-Year Strategic Plan. The campaign launched by the Minister of Education in Enugu will include the development of a boy-child education strategy to reduce the dropout rate for boys in South Eastern Nigeria. ESSPIN will seek to influence the planning through its membership of the Ministerial committee on access.
156. [Self-Assessment](#): a Self Assessment exercise focusing on access and equity measures and feeding into states' AESPR was conducted. A total of 40 CSOs and state officials including Social Mobilisation Directors and SBMC State Task Team Chairs, as well as SBMC representatives from each partner state took part. The exercise reviewed evidence of progress to date on civil society capacity to mobilise communities and conduct successful advocacy. It also assessed progress towards establishment of inclusive education policies in partner states. The interaction was critical in a positive way and proved a valuable approach to measuring qualitative progress.