

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

**17<sup>th</sup> Quarterly Report**

**December 2012**

**Report Number: ESSPIN 059**

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Support Programme  
in Nigeria



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## Report Distribution and Revision Sheet

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### Scope of Checking

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## Note on Documentary Series

A series of documents has been produced by Cambridge Education as leader of the ESSPIN consortium in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria. All ESSPIN reports are accessible from the ESSPIN website. <http://www.esspin.org/resources/reports>

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
STTA	Short Term Technical Assistance
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
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

#### *Programme highlights*

1. ESSPIN's fifth year is all about roll-out: leveraging state and federal funding to extend access to a better education for more and more Nigerian children. A total of £3.1 million was invested by federal, state and community partners to deliver the improvements piloted through ESSPIN UKaid over the course of 2012. An estimated 1,230,000 children are now learning in 3,684 schools which are committed to better teaching, professional academic leadership, active school management and a suitable learning environment. An indicative spend of £2.54 per child in 2012 represents effective deployment of resources by federal and state governments.
2. Evidence that this shift has been accomplished in programme mode not project mode is the theme of this quarterly report. Leaders of change in state government are associated with significant budget releases for roll-out and good progress towards jointly-held targets. In other cases, achievements are constrained where states have not delivered as intended. In all states, this counts as evidence of local responsibility for decision-making and results achieved. This programme is not about what ESSPIN delivers directly. It is about the sustainable momentum for reform in partner states, leading to improved learning outcomes and life opportunities for all children.
3. ESSPIN is emerging from a period of intensive scrutiny by the Independent Commission on Aid Impact's study of DFID's support to Nigerian education, and the Independent Monitoring and Evaluation Project's annual review of ESSPIN. The findings of the former were broadly supportive of ESSPIN's approach and achievements, despite the overall critical stance adopted in the report. The results of the latter will inform DFID's planning for the remainder of the programme.

#### *Significant achievements*

- 60% increase in School Improvement Programme schools over the Phase 1 level reported in June 2012 (from 2,314 then to 3,684 now).
- A step-change in value for money, by agreement with Kano State Government (KnSG) of a two-year literacy and numeracy basic teaching skills programme for all 5,068 primary schools in the state, funded by KnSG with ESSPIN technical assistance and supply of teachers' Lesson Plan booklets.
- N233m (£932,000) UBEC funding released for roll-out and step-down of the new SBMC Guidelines to all states and LGAs led by SUBEBs, through a UKaid investment of just £30,000: a leverage ratio of £1:£31.

### Security

4. ESSPIN has worked closely with an external security group (Control Risks) to ensure that it stays on top of the ever-changing and volatile situation in Nigeria, as well as coordinating with DFID and other SLPs for risk management. It has also provided intensive defensive driving training to its drivers (including expatriates who drive) by a renowned UK specialist, for enhanced road safety and security of all personnel.
5. Evidence suggests that during the quarter October to December 2012 there was an increase in the number of security-related incidents in Northern Nigeria – most notably in non-ESSPIN States Borno and Yobe, but with a knock-on effect on Kaduna, Kano and, to a lesser extent, Abuja. Based on advice from Control Risks, in early December ESSPIN suspended its 72 hour visit policy and has put on hold all International TA visits to the three Northern States (Kaduna, Kano and Jigawa). This is due to an increased security risk and most notably the threat of kidnap from the Boko Haram splinter group ANSARU. National TA visits have continued but there is a strict approval process as well as mandatory guidelines regarding accommodation, travel, time of meetings, communications and avoiding Friday afternoon journeys.
6. With hindsight, this block on International TA visits to the north was the correct decision due to an increase in security incidents in Kano as well as the kidnapping of a foreign national from Katsina in December 2012. ESSPIN will review the approach to travel to Kaduna, Kano and Jigawa towards the end of January 2013, once several potential trigger points (Christmas, new year, Kano attacks anniversary and Mali mobilisation) have been passed.
7. From the weekly security reporting, a traffic light rating in ESSPIN States over the past quarter would be as follows:

Kaduna, Kano

Abuja

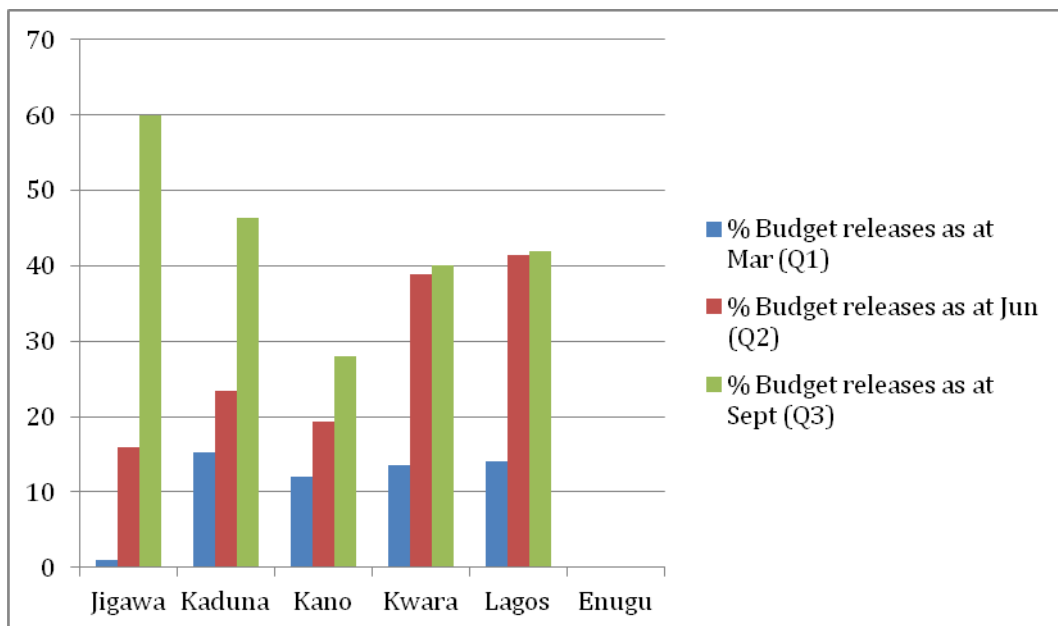
Enugu, Jigawa, Kwara, Lagos

8. State specific updates on security are contained in individual state reports below. In the quarter from January to March 2013, ESSPIN will continue to:
  - a) Provide weekly updates
  - b) Work with DFID and other SLPs to share information
  - c) Work with Control Risks to avoid any level of complacency
  - d) Monitor and continue to raise standards of driving, vehicle maintenance, vehicle checks and travel protocols
9. A handover ceremony was conducted at which the ESSPIN Operations Manager donated his Mott MacDonald Health and Safety Award prize to *Team Member*, a Nigerian youth activist organisation lobbying for better social services in the wake of the UN bombing. The ESSPIN State Administrators were highly commended in the team award category. This marked the first such awards for an education programme across Mott MacDonald's engineering and development business of 14,000 staff in 100+ countries.

**Political Engagement and Environment**

10. Encouragingly, the fourth political engagement meeting of Hon Commissioners, SUBEB Chairs, DPRSs and ESSPIN was chaired by Hon Commissioner for Education, Kaduna rather than by ESSPIN. This innovation will be cemented by Hon Commissioner Kano chairing the fifth meeting in Jan 2013. When asked whether the meetings continued to be relevant and useful to participants, and whether they should be continued, the response was a resounding ‘yes’: absence of certain individuals was not to be interpreted as waning enthusiasm. HC Kaduna asked colleagues to review his draft presentation and then led a delegation graciously received by Hon Minister for Education. Key elements of education development in ESSPIN-supported states were highlighted, and requests for future FME actions tabled. The meeting was widely reported in national media.
11. Third quarter financial data collated in quarterly monitoring reports by state partners ranged from budget release of 60% (Jigawa) to 28% (Kano), and budget utilisation of 60% (Jigawa) to 12% (Kwara) respectively. No figures were available from Enugu state. The cumulative picture for budget releases in quarters 1-3 inclusive is shown in Figure 1 below:

Figure 1 Budget release by state, Q1 to Q3 2012



Source: State Ministries of Education Quarterly Monitoring Reports, 18 Oct 2012

12. DPRSs shared ideas for improved performance on budget release and utilisation. The importance of a timely annual planning cycle and appropriate sequencing of the steps from Annual School Census --> Annual Education Sector Performance Report --> Medium Term Sector Strategy --> budget response was emphasised, and the adverse consequences of slippage in 2012 duly noted.
13. The Hon Minister for Sports addressed the meeting with a rousing impromptu speech, drawing on his time as Hon Commissioner for Education, Kwara State. He commended the QMR approach whilst advising that outcome measures should be considered as well as tracking of inputs. He endorsed partnership between ESSPIN and the states, and suggested

that teacher development should be emphasised above all, given what had been learnt from the Teacher Development Needs Analysis and Measurement of Learning Achievement surveys.

14. His Excellency Executive Governor of Kano State conferred an award on ESSPIN at a World Literacy Day ceremony in Nov 2012, at which the Deputy Programme Manager delivered a vote of thanks on behalf of DFID/ESSPIN on live television. Active engagement with the Executive Chairman Kano SUBEB has resulted in a new vision for ESSPIN's support to literacy and numeracy development in the state, in which all 5,068 primary schools will participate in 2013.
15. ESSPIN joined the DFID/SLP delegation to offer condolences to the family of the late Governor Yakowa of Kaduna State, whose untimely death is sadly lamented. He actively supported education reform in the State. The extended absence of HE Governor Chime of Enugu is having an increasingly deleterious effect on leadership of socioeconomic development in the state.
16. The UK's Permanent Secretary, Department for International Development, reacquainted himself with ESSPIN's work in Lagos and Kano states during a high level visit to Nigeria.

#### *Programme Progress and Leverage of Resources*

17. If Phase 1 represents progress by ESSPIN in pilot project mode, then Phase 2 is demonstrating the impact of securing significant leverage of state and federal funding for roll-out of the School Improvement Programme. As Table 1 shows, coverage of public schools (primary and junior secondary) has jumped from 14% to 22% in ESSPIN states. This remarkable rate of increase within a calendar year—which is wholly attributable to state buy-in—needs to continue and indeed accelerate, if June 2014 targets are to be met.

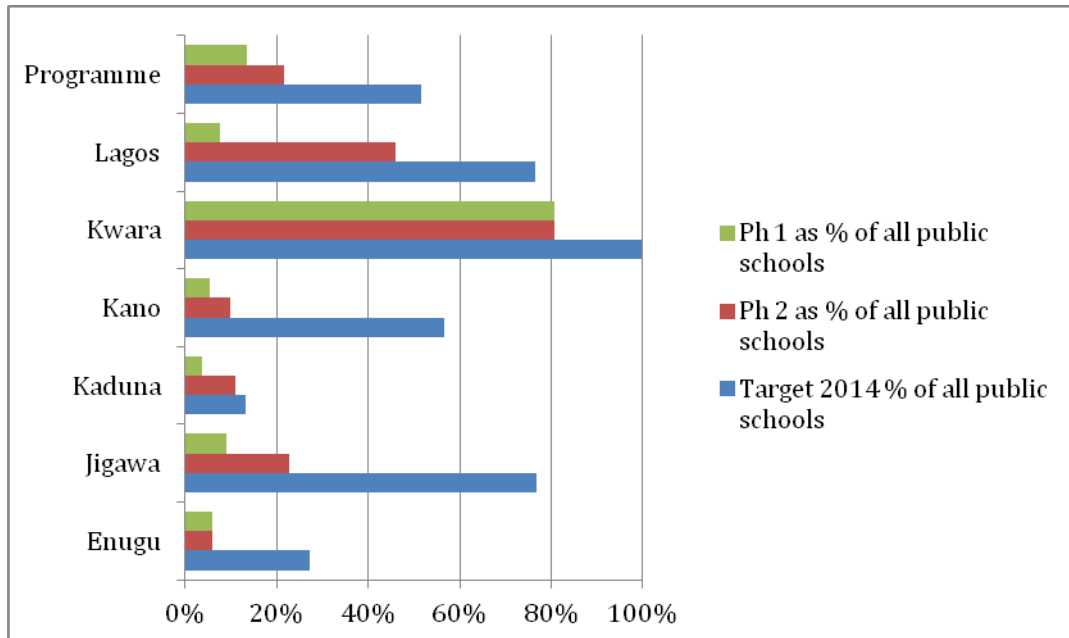
Table 1 Focus schools (public) in ESSPIN partner states by phase and target, including percentages

State	Phase 1	Phase 2 actuals (Dec 2012)	Target July 2014	Total no. of public schools	Ph 1 as % of all public schools	Ph 2 as % of all public schools	Target 2014 % of all public schools
Enugu	91	91	413	1,515	6%	6%	27%
Jigawa	198	501	1,700	2,216	9%	23%	77%
Kaduna	165	482	578	4,380	4%	11%	13%
Kano	312	576	3,309	5,834	5%	10%	57%
Kwara	1,448	1,448	1,796	1,796	81%	81%	100%
Lagos	100	600	1,001	1,309	8%	46%	76%
<b>Total</b>	<b>2,314</b>	<b>3,698</b>	<b>8,797</b>	<b>17,050</b>	<b>14%</b>	<b>22%</b>	<b>52%</b>

Source: ESSPIN records and State Annual School Censuses 2010-11

18. Table 1 reveals the scale of the challenge facing ESSPIN and state governments in each state. There are more public schools in Kano alone than in Enugu, Kwara and Lagos combined, and only slightly fewer in Kaduna than in those three states together. A closer look at the figures by state reveals a diverse pattern of progress: see Figure 2 below.

Figure 2 Progress towards 2014 targets for focus schools (public), by state



- Enugu:** A combination of uncertain leadership due to the lengthy absence of the State Governor, and the inability to date of the State Ministry of Education to invest either UBEC Teacher Professional Development funds or state government money in roll-out of the School Improvement Programme, means that Phase 2 has not risen above Phase 1 levels in Enugu State. Successive attempts by ESSPIN and DFID to negotiate a plan with ESG had not secured agreement on the way forwards by December 2012 but renewed efforts are being made.
- Jigawa:** Jigawa SIP schools have increased from 198 to 501 between Phases 1 and 2: an increase of over 250%. Jigawa has the best record of budget release out of the ESSPIN states, lending credibility to the expectation that targets will be achieved. As commendable as this is, a further increase of 340% is required to reach the challenging June 2014 state target of 1,700 schools. As reported in June 2012, the state government 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 nine Phase 1 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.
- Kaduna:** Kaduna State has increased SIP coverage from 165 to 482 schools: an increase of 292%, taking it closer to its June 2014 target in both absolute and percentage terms

(96 schools, 2% short of the state total) than any other state. This was achieved by devoting a significant proportion of the 2012 TPD allocation of N140m (£560,000) to SIP rollout. At present all education sector leaders are strongly aligned behind the SIP, reinforcing our approach which prioritises political engagement and collaboration with drivers of change. It is hoped that the recent demise of Governor Yakowa will not adversely affect the positive momentum that has been built with the Kaduna political leadership.

- Kano:** As predicted in the June 2012 quarterly report, Kano has opted to switch funding from a roll-out pattern that would have covered 11 additional LGAs per year (a quarter of the total), to one which embraces all primary schools in all LGAs simultaneously. Those figures will be captured in quarterly reports covering April 2013 onwards, as that is the launch date for the Basic Teaching Skills for Literacy and Numeracy initiative. Whilst the literacy and numeracy programme represents a narrow slice of the ESSPIN whole-school development model shared universally, an additional 264 schools have been inducted by SUBEB into the full School Improvement Programme using N32.5m (£130,000) of 2012 TPD funds. The literacy and numeracy programme will require an estimated state investment of N201m and ESSPIN contribution of N30m for printing of the Lesson Plan booklet series for all schools and School Support Officers (to a high standard which should result in approximately five years of usage for each volume.) So, Kano Phase 2 currently stands at nearly double Phase 1 (576 cf. 312 respectively), with the remarkable prospect of exceeding even the enormous June 2014 target of 3,309 schools later this year if the literacy and numeracy plan comes to fruition (albeit with a slimmed down intervention). That would raise coverage by end of programme to 87% of Kano public schools, and 62% of all schools in ESSPIN's six states.
- Kwara:** Although Table 1 and Figure 2 continue to show all Kwara primary schools participating in the SIP, the truth of the matter is that only 8% of the training and support days scheduled for teachers have been funded by Kwara State Government from UBEC TPD, whilst none of the training or support for head teachers has been delivered in the current academic year. This does not represent an adequate input to ensure improvements in Primary 4-6 teachers' capability to teach the curriculum content and skills to pupils, nor raise standards of school leadership. Likewise, support for SBMC formation and training, which never covered all schools, has also fallen far short of planned levels. Only a radical change of priorities by the State Government, plus alleviation of the dire financial straits of the state, could restore the reputation of Kwara as a front-runner for educational reform. The ESSPIN Kwara team are therefore currently focusing on accountability and advocacy in collaboration with state and civil society partners, to try to create a more favourable enabling environment for school improvement.
- Lagos:** As previously reported, Lagos has in the space of less than a year moved from 100 Phase 1 schools, to include 500 more using 2011 UBEC TPD funds (N150m, £600,000) and

state funds (N80m, £320,000). This six-times increase in participating schools is now being topped by all 401 remaining public primary schools having been approved at all political levels for inclusion in the SIP using 2012 TPD money (N150m, £600,000). If cash-backed as expected, that holds out the prospect of achieving the target coverage of 1,001 public primary schools in 2013, a year ahead of schedule. Moreover, N371 million (£1.5m) has been allocated in the 2013 state budget to Direct Funding of Schools by Lagos State, in a unique endorsement and sustaining of the ESSPIN model.

19. The following table summarises amounts firmly committed by respective state governments (and communities in the case of Jigawa) to aspects of school improvement (cumulative 2012 figures to date).

**Table 2 Financial resources committed to school improvement (cumulative for 2012)**

State	Amount committed (by Dec 2012)	Source	Purpose
Enugu	0	-	-
Jigawa	N182m £728,000	SMoEST, SUBEB, Agency for Nomadic Ed, local communities/SBMCs	Various: UBEC TPD, SBMC devt, ASC/EMIS, nomadic school toilets, uniforms
Kaduna	N188m £752,000	SUBEB, MoE	2012 UBEC TPD, state releases for SSIT, QA, MTSS & EMIS
Kano	N28m £112,000	SUBEB	UBEC 2012 TPD for SIP rollout
Kwara	N38.4m £153,600	SUBEB – TPD funds and recurrent	Literacy & numeracy training, SBMC devt, SSIT support
Lagos	N140m £560,000	SUBEB	UBEC 2012 TPD for SIP rollout to remaining 401 public primary schools
Federal	N233m £932,000	UBEC	National SBMC replication (N6.3m x 37 states)
<b>Total</b>	<b>N781.7m £3.1m</b>		

20. Considerable progress is reported concerning implementation of the infrastructure elements of the MDG Conditional Grants Scheme to support three LGAs per state in the areas of education, health and water with N200 million (£800,000) per LGA. Four new LGAs are eligible in each state to apply for 2012 MDG LGC CGS grants, with applications due in Feb 2013. ESSPIN is discussing with MDG authorities, state and LGC partners the most suitable approach and level of support, given what was learnt from the previous cycle (ie, that infrastructure investments selected using the Integrated School Development approach stand a better chance of acceptance than 'soft' SIP capacity development activities).
21. In a potentially game-changing decision in terms of resources available at state level, Nigeria has been invited to apply for Global Partnership for Education grants totalling USD100m



over three years (approx N3bn/state), despite its middle income country status. ESSPIN is working closely with DFID, USAID, World Bank and other IDPs to support the federal and state authorities through the exacting GPE application process. DFID/ESSPIN lobbied successfully up to Federal Minister level for inclusion of Kaduna in the five states eligible to apply for GPE funding, alongside Jigawa, Kano, Katsina and Sokoto. GPE funding must be gap-filling, additional to state investment to complete delivery of existing education sector plans, not replacing committed funding. This holds out good prospects for what may otherwise be regarded by states as discretionary spending on elements of SIP roll-out. The GPE application process looks set to dominate ESSPIN federal level activity throughout 2013, and fully engage state teams too.

### *Composite survey*

22. The composite survey of children's learning, teacher behaviour in the classroom, head teacher competence and SBMC functionality is intended to answer multiple and complex questions about the effectiveness of key aspects of the school improvement model. The constraints of the operating environment when conducting the survey during a period of extended insecurity, and the limited capacity building possible for field enumerators and field supervisors (which is to some extent inevitable in Nigeria), have led to considerable difficulties and delays in cleaning, processing, aligning and analysing the data sets. All parties are working intensively to ensure that six state briefs covering key aspects of children's learning outcomes and teacher capacity are available by the end of January 2013, and the full Composite Survey Report is completed by end of February 2013. This will help to assess the validity of the ESSPIN results chain and intervention logic, and in due course determine value for money at the impact end of the value chain. The results are expected to make a landmark contribution to the leverage debate within state governments, addressing integrated education quality issues for the first time in Nigeria.

### *National SBMC Replication*

23. ESSPIN has assisted UBEC with preparation of an MOU and action plan to guide the process of adapting the new SBMC Guidelines within each state. The process has now moved to the second stage, that of stepping down the SBMC Guidelines to Local Government level. Significantly, UBEC has engaged the lead consultants itself on ESSPIN's recommendation, and all 36 states plus FCT now have a set of seven to ten civil society organisations pre-selected to conduct the local level training process. This is a positive unintended consequence of ESSPIN's pioneering CGP (civil society organisation-government partnership) model. It is the first time such partnerships between SUBEBs and CSOs have been formed and paid for across Nigeria using Nigerian resources. ESSPIN's initial investment of £30,000 in this process (N7.5m) has now leveraged a total of N233m UBEC funding (£932,000), representing excellent value for money at a ratio of £1 : £31.

***National Four-Year Education Strategy and National Systems***

24. Substantial progress has been made by the MLA, TDNA and QA committees (plus NEMIS and SBMCs) which have active ESSPIN participation, albeit not quite sticking to the original schedule of completion by Dec 2012. The next major step will be stakeholder forum consultations with leaders of state and civil society education communities in Q1 2013, followed by submission of final draft documentation and recommendations to the Federal Minister.

***Annual review and follow up of recommendations***

25. The annual review of year 4 of ESSPIN was conducted in October 2012 because IMEP staffing problems forced a postponement from June. DFID is reflecting on IMEP's ESSPIN report and draft ARIES form with feedback due in January 2013. The annual review will inform DFID's thinking about the future direction of ESSPIN, for which consultations will begin in Q1 2013. ESSPIN will be consulted as part of a review of IMEP itself which has been scheduled by DFID for Feb 2012.
26. There are no currently outstanding actions regarding follow-up of previous review recommendations.

***Independent Commission on Aid Impact (ICAI)***

27. ESSPIN and DFID provided substantial inputs to the team preparing the ICAI evaluation of DFID's education sector support. Whilst the detailed assessment of ESSPIN's work was mostly positive (second from top score on a four point scale), the overall tone of the report was highly critical and led to negative publicity in the UK media. Concerns about ICAI's methodology and the weighting of interpretation of results were communicated to the Commission by the parties involved.

***The political and economic environment***

28. The challenges of working in Nigeria documented in previous quarterly reports continue: it is regarded as a fragile state with persistent violent attacks in the north, occasional kidnaps of westerners for political reasons and frequent kidnaps of Nigerians for ransom, a very poor air safety record, significant disruption in the power and petroleum sectors, and allegations of widespread corruption. ESSPIN has modified patterns of staffing and travel to reflect these realities. Progress towards operational targets remains solid despite these constraints. Our duty of care to staff, partners and stakeholders remains paramount.

***Changes in key personnel***

29. His Excellency, Executive Governor the late Patrick Ibrahim Yakowa, Kaduna State, was succeeded by HE Dr Mukhtar Ramalan Yero on 16 December 2012. Former DPRS Kaduna State Ministry of Education was named as Permanent Secretary of the same ministry. Acting Chairman Kano SUBEB Wada Zakari was confirmed substantively in post (June 2012). The

Enugu Chair SUBEB Chief (Mrs) Ethel Ezeabasili-Nebo was removed from office; her successor is yet to be appointed. The Permanent Secretary of Enugu State Ministry of Education, Mrs Florence Alio has been replaced by Mr Pius Nnam.

30. A new Permanent Secretary, Dr. MacJohn Nwaobiala, assumed office in the Federal Ministry of Education.
31. Within ESSPIN, Christiana Omotayo Odekunle replaced Steve Bradley as State Team Leader, Kaduna State. Richard Hanson's post as Lead Specialist, Communications and Knowledge Management/Assistant Programme Manager ended, as did Bob Wilkinson's full time specialist role in Graphic Design. Deputy Finance Manager Taiwo Okotore relocated to UK and a recruitment process is underway to fill that vacancy.

## Coordination

### *SLP coordination*

32. ESSPIN and SPARC have shared services of a security adviser for six months. This has allowed for review of procedures and facilities, strengthening of systems and capacity building of personnel. As SPARC has been in expansionary mode from a lower baseline of security response, the bulk of the security adviser's time and costs have been borne by SPARC.
33. A series of meetings and workshops has been convened jointly by SLPs and DFID Nigeria to collaborate on developing concepts, understanding, approach and best practice around the UK government's value for money agenda. The overall impression from annual reviews and feedback is that standards of vfm monitoring have improved over the past year. There is greater awareness that vfm measures should evolve over the course of a programme's lifespan, as new data and perspectives come into focus while other aspects drop away. Typically, this involves an increasing emphasis on trend data, clarification of indicators which capture impact as key results start to emerge, and application of judgement to determine the extent to which a vfm indicator reported represents good or bad value. ESSPIN is working with Cambridge Education to explore the opportunities and limitations on establishing external benchmarks of key education development indicators across like-for-like contexts and interventions. We expect to report preliminary findings during Q2 2013.
34. ESSPIN participated in IMEP's review of DFID quarterly reports. We have introduced some 'RAG ratings' in this report (red, amber, green) and considered the minimum standards proposed, but substantive changes will await IMEP's final recommendations and guidance from DFID's Senior Education Adviser.

### *Coordination with other International Donor Partners*

35. ESSPIN continued to participate in the revived IDP forum, with particular respect to supporting three of its states selected to benefit from GPE funds (Kano, Jigawa and Kaduna). ESSPIN has assisted the states to streamline their strategic planning documents in preparation for appraisal and will later support the application process.

36. ESSPIN and GEP3 (managed by UNICEF) committed to cooperating more closely and sharing experiences. In line with this, ESSPIN fully shared its M&E framework, including logframe construction, results reporting and evaluation strategy with GEP3 to assist the latter's review exercise. It has also been agreed that the two programmes will arrange a learning session for comparing approaches.
37. Collaboration with USAID's NEI programme continued to be productive. ESSPIN and NEI shared approaches to MLA in a forum convened in Sokoto by NEI, and both continued to participate actively in the Ministerial Committee on an MLA national system. The two programmes also undertook joint monitoring of states' EMIS capability (through the National EMIS Committee), finalisation of an EMIS Toolkit, and discussions on future support to NEMIS. NEI is seeking the support of ESSPIN to facilitate learning visits for Sokoto and Bauchi education sector leaders to selected ESSPIN-supported states early in 2013.

### Key numbers for October to December 2012

38. 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 for the programme year (July to June) are reported.
39. Disaggregated data for each of the key results is presented first for the whole programme and then state by state.
40. 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 June 2013, the end of Programme Year 5. Results in this column are drawn from the 2013 milestone column in the Logframe and Logframe Handbook.
  - Column 2 – Period Actual: this is the result achieved in the current quarter, October to December 2012.
  - Column 3 – Cumulative Actual to Date: this is the result achieved in the programme year to date, (Jul 2012 - Dec 2012).
  - The Comments column provides a brief explanation of progress towards targets. At the programme level, RAG ratings (red, amber and green) indicate whether progress is on target to achieve the year-end milestone, action is required to achieve the milestone, or there is a high risk that the milestone will not be achieved.
41. DFID requires ESSPIN to track additional children in school as part of monitoring for the Nigeria Operational Plan. Changes in figures for enrolments at ESSPIN focus schools over recent years will be compiled as soon as states complete processing of 2012-13 Annual School Census data. In the meantime, Annex 1 contains state-wide data on all schools' enrolments, as well as selected other indicators.

Programme aggregates	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	Comments
Key results	June 2013 Target	Period Actual (Oct - Dec 2012)	Cumulative Actual to Date (July 2012 - June 2013)	
Number of target schools (public)				50% through year, 67% target achieved. Successful launch of Kano literacy and numeracy programme would exceed target significantly.
Primary	5,067	3,453	3,602	
JSS (and SSS Kano only)	416	33	82	
Total	5,483	3,486	3,684	
Number of learners in target schools (public)				50% through year, 78% target achieved. Annual School Census data 2012-13 should be available for several states by next quarter, to improve accuracy of results.
Male	838,508	533,988	658,952	
Female	746,777	459,696	569,876	
Total	1,585,285	993,684	1,228,828	
Number of target schools (non-state)	820	385	484	50% through year, 59% target achieved. Kaduna annual target exceeded. Good track record from Kano of state budget release for IQTE. Launch of Kano Cohort 4 (May 2013) expected.
Number of learners in target schools (non-state)				Target exceeded, based on one class averaging 30 children per school. Target assumptions could be reviewed in light of actual attendance data by state.
Male	12,300	13,860	19,233	
Female	12,300	9,462	13,196	
Total	24,600	23,322	32,429	
Children accessing water from new units				50% through year, 52% target achieved. Water projects are end-loaded for counting beneficiaries; progress is rapid in dry season.
Male	147,156	52,475	67,465	
Female	95,628	47,324	58,525	
Total	242,784	99,799	125,990	
Communities (at 300 Households [ave.] per Unit) in Kaduna only	22,800	27,600	27,600	
Girls with access to separate toilets	73,452	39,225	43,117	50% through year, 59% target achieved. Sanitation projects are end-loaded for counting beneficiaries; progress is rapid in dry season.

Programme aggregates	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	Comments
Key results	June 2013 Target	Period Actual (Oct - Dec 2012)	Cumulative Actual to Date (July 2012 - June 2013)	
Learners benefiting from new/ renovated classrooms				50% through year, 14% target achieved. Review scheduled during Lead Specialist's input, Feb 2013. Based on the method for computing number of beneficiaries (total school enrolment in beneficiary schools), figures for actuals will be updated when 2011/12 census published by all states.
Male	76,894	6,465	6,514	
Female	20,859	6,842	6,885	
Total	97,753	13,307	13,399	
Learners benefiting from direct school funding				50% through year, 53% target achieved. State commitment to fund DFS required, following Lagos' example.
Male	390, 558	168,619	212,085	
Female	359,650	152,108	184,897	
Total	750,208	320,727	396,982	
Community members sensitised/ trained and supported to support school improvement.	Functioning SBMCs			Numerical targets on track. Qualitative ratings conducted at year end.
Person Training Days (PTDs)				
Male		29,322	378,099	
Female		23,511	237,470	
Total		52,833	615,569	
Actual numbers				
Male		16,136	23,134	
Female		8,997	13,193	
Total		25,133	36,327	
CSO members trained to support school improvement		Effective CSOs		
· Person Training Days(PTDs)				
Male	724		2,281	
Female	337		1,262	
Total	1,061	3,543		

Programme aggregates	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	Comments
<b>Key results</b>	<b>June 2013 Target</b>	<b>Period Actual (Oct - Dec 2012)</b>	<b>Cumulative Actual to Date (July 2012 - June 2013)</b>	
· Actual numbers				
Male		151	207	
Female		93	127	
Total		244	334	
Safe spaces for women and children	Women's and children's sub-committees attached to functional SBMCs	4,376	4,376	Numerical targets on track. Qualitative ratings conducted at year end.
Female learners benefiting from cash conditional transfers (Kano)	4,482	8,068	11,050	Transfers continuing by PMU but access by TA constrained by security situation. Household evaluation surveys on-going.
Additional girls in school (girl education project - Jigawa & Kaduna)	4,200	6,527	6,527	Overall target exceeded.
Teachers trained and supported (Public Schools)	Competent teachers			System for monitoring teacher competencies through SSO reports is developing.
· Person Training Days(PTDs)				
Male		115,047	185,385	
Female		177,814	248,735	
Total		292,861	434,120	
· Actual numbers)				
Male		11,093	11,093	
Female		12,670	12,670	
Total	23,763	23,763		
Teachers trained and supported (non-state schools)	Competent teachers			Broadly on track but Jigawa and esp Kaduna must achieve state institutionalisation and budget release, or the gains achieved will not be sustained.
Person Training Days(PTDs)				
Male		2,478	10,517	
Female		7,198	13,499	
Total		9,676	24,016	
· Actual Number				
Male	225	225		

Programme aggregates	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	Comments
<b>Key results</b>	<b>June 2013 Target</b>	<b>Period Actual (Oct - Dec 2012)</b>	<b>Cumulative Actual to Date (July 2012 - June 2013)</b>	
Female		376	376	
Total		601	601	
Head teachers trained and supported (public schools)	Competent Headteachers			System for monitoring teacher competencies through SSO reports is developing.
Person Training Days(PTDs)				
Male		23,625	53,629	
Female		21,564	33,602	
Total		45,189	87,231	
Actual Number				
Male		1,688	2,233	
Female		1,546	1,576	
Total		3,234	3,809	
Head teachers trained and supported (non-state)	Competent Headteachers			Applies to Enugu only. Currently on track but further discussions with Mission Schools, state and DFID required.
Person Training Days(PTDs)				
Male		34	64	
Female		476	896	
Total		510	960	
Actual Number				
Male		2	2	
Female		28	28	
Total		30	30	
State/LGEA officials trained to support school improvement				Number of person-days of training input satisfactory in Jigawa, Kaduna, Lagos. Problematic in Kano, Kwara and Enugu. Kano literacy and numeracy initiative will boost results from Apr 2013.
Person Training Days(PTDs)				
Male	85,085	9,375	47,313	
Female	21,605	4,260	14,037	
Total	106,690	13,635	61,350	
Actual Number				
Male		640	669	
Female		161	192	
Total		801	861	



<b>Programme aggregates</b>	<b>Shading key: Milestone achieved or on track.</b>	<b>Action required to achieve milestone.</b>	<b>High risk that milestone could be missed.</b>	<b>Comments</b>
<b>Key results</b>	<b>June 2013 Target</b>	<b>Period Actual (Oct - Dec 2012)</b>	<b>Cumulative Actual to Date (July 2012 - June 2013)</b>	
Schools inspected using QA methodology	1,726	372	757	Persistent area of weakness at state level. Chronic over-emphasis on training not QA evaluations and lack of budget release for school evaluations (formerly inspection visits). Federal and state leadership required.

Key results by state	JUNE 2013 TARGET FROM LOGFRAME							PERIOD ACTUAL OCT TO DEC 2012							CUMULATIVE ACTUAL TO DATE (July 2012 to Jun 2013)						
	TOT	EN	JG	KD	KN	KW	LG	TOT	EN	JG	KD	KN	KW	LG	TOT	EN	JG	KD	KN	KW	LG
Number of target schools (public)																					
Primary	5,067	277	959	476	906	1,448	1,001	3,453	91	303	482	529	1,448	600	3,602	91	452	482	529	1,448	600
JSS (and SSS Kano only)	416	-	240	-	36	140	-	33	-	-	-	33	-	-	82	-	49	-	33	-	-
<b>Total</b>	<b>5,483</b>	<b>277</b>	<b>1,199</b>	<b>476</b>	<b>942</b>	<b>1,588</b>	<b>1,001</b>	<b>3,486</b>	<b>91</b>	<b>303</b>	<b>482</b>	<b>562</b>	<b>1,448</b>	<b>600</b>	<b>3,684</b>	<b>91</b>	<b>501</b>	<b>482</b>	<b>562</b>	<b>1,448</b>	<b>600</b>
Number of learners in target schools (public)																					
Male	838,508	29,916	184,646	73,304	204,414	154,036	192,192	533,988	9,854	64,067	76,522	140,112	104,643	138,790	658,952	9,854	99,348	76,522	229,795	104,643	138,790
Female	746,777	29,362	129,492	61,404	185,574	139,744	201,201	459,696	8,538	48,194	65,186	100,430	94,665	142,683	569,876	8,538	73,917	65,186	184,887	94,665	142,683
<b>Total</b>	<b>1,585,285</b>	<b>59,278</b>	<b>314,138</b>	<b>134,708</b>	<b>389,988</b>	<b>293,780</b>	<b>393,393</b>	<b>993,684</b>	<b>18,392</b>	<b>112,261</b>	<b>141,708</b>	<b>240,542</b>	<b>199,308</b>	<b>281,473</b>	<b>1,228,828</b>	<b>18,392</b>	<b>173,265</b>	<b>141,708</b>	<b>414,682</b>	<b>199,308</b>	<b>281,473</b>
Number of target schools (non-state)																					
Male	12,300	1,800	1,800	1,950	6,750	-	-	13,860	4,515	1,040	5,805	2,500	-	-	19,233	4,515	4,125	5,805	4,788	-	-
Female	12,300	1,800	1,800	1,950	6,750	-	-	9,462	3,975	1,052	1,935	2,500	-	-	13,196	3,975	2,925	1,935	4,361	-	-
<b>Total</b>	<b>24,600</b>	<b>3,600</b>	<b>3,600</b>	<b>3,900</b>	<b>13,500</b>	<b>-</b>	<b>-</b>	<b>23,322</b>	<b>8,490</b>	<b>2,092</b>	<b>7,740</b>	<b>5,000</b>	<b>-</b>	<b>-</b>	<b>32,429</b>	<b>8,490</b>	<b>7,050</b>	<b>7,740</b>	<b>9,149</b>	<b>-</b>	<b>-</b>
Children accessing water from new units																					
Male	134,002	3,500	46,200	16,842	46,772	7,533	13,155	52,475	2,346	2,851	17,388	27,964	-	1,926	67,465	2,346	12,356	17,388	27,964	5,485	1,926
Female	108,783	3,500	30,800	14,775	39,872	6,681	13,155	47,324	2,129	1,901	14,812	26,466	-	2,016	58,525	2,129	8,237	14,812	26,466	4,865	2,016
<b>Total</b>	<b>242,784</b>	<b>7,000</b>	<b>77,000</b>	<b>31,617</b>	<b>86,644</b>	<b>14,214</b>	<b>26,309</b>	<b>99,799</b>	<b>4,475</b>	<b>4,752</b>	<b>32,200</b>	<b>54,430</b>	<b>-</b>	<b>3,942</b>	<b>125,990</b>	<b>4,475</b>	<b>20,593</b>	<b>32,200</b>	<b>54,430</b>	<b>10,350</b>	<b>3,942</b>
Communities (at 300 Households [avg] per Unit) in Kaduna only	22,800	-	-	22,800	-	-	-	27,600			27,600				27,600			27,600			
Girls with access to separate toilets																					
Male	100,157	5,280	19,200	12,973	29,318	6,681	26,705	39,225	2,640	8,976	3,360	22,643	-	1,606	43,117	2,640	8,976	3,360	22,643	3,892	1,606
Learners benefiting from new/ renovated classrooms																					
Male	51,190	600	5,832	907	13,660	4,486	25,705	6,465	-	432	346	-	12	5,675	6,514	-	432	346	-	61	5,675
Female	46,564	600	3,888	773	11,620	3,978	25,705	6,842	-	288	294	-	11	6,249	6,885	-	288	294	-	54	6,249
<b>Total</b>	<b>97,753</b>	<b>1,200</b>	<b>9,720</b>	<b>1,680</b>	<b>25,280</b>	<b>8,464</b>	<b>51,409</b>	<b>13,307</b>	<b>-</b>	<b>720</b>	<b>640</b>	<b>-</b>	<b>23</b>	<b>11,924</b>	<b>13,399</b>	<b>-</b>	<b>720</b>	<b>640</b>	<b>-</b>	<b>115</b>	<b>11,924</b>



Key results by state (no numerical targets set)	PERIOD ACTUAL OCT TO DEC 2012							CUMULATIVE ACTUAL TO DATE (July 2012 to Jun 2013)						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Learners benefiting from direct school funding -														
Male	168,619	14,369	2,030	28,313	81,091	17,747	25,069	212,085	14,369	45,496	28,313	81,091	17,747	25,069
Female	152,108	12,513	1,532	24,119	71,811	16,289	25,844	184,897	12,513	34,321	24,119	71,811	16,289	25,844
Total	320,727	26,882	3,562	52,432	152,902	34,036	50,913	396,982	26,882	79,817	52,432	152,902	34,036	50,913
Community members sensitised/ trained and supported to support school improvement.														
· Person Training Days (PTDs)														
Male	29,322	1,154	2,376	1,266	11,544	4,741	8,241	378,099	4,140	9,619	55,428	26,520	5,653	276,739
Female	23,511	1,134	594	447	7,488	862	12,986	237,470	3,936	4,179	29,611	13,728	1,090	184,926
Total	52,833	2,288	2,970	1,713	19,032	5,603	21,227	615,569	8,076	13,798	85,039	40,248	6,743	461,665
· Actual numbers -														
Male	16,136	653	-	2,688	7,800	4,741	254	23,134	653	-	2,688	7,800	5,159	6,834
Female	8,997	667	-	1,152	5,928	862	388	13,193	667	-	1,152	5,928	938	4,508
Total	25,133	1,320	-	3,840	13,728	5,603	642	36,327	1,320	-	3,840	13,728	6,097	11,342
CSO members trained to support school improvement -														
· Person Training Days(PTDs) -														
Male	724	115	36	340	138	62	33	2,281	272	967	519	351	139	33
Female	337	95	18	140	24	3	57	1,262	323	550	255	39	38	57
Total	1,061	210	54	480	162	65	90	3,543	595	1,517	774	390	177	90
· Actual numbers														
Male	151	61	-	34	23	22	11	207	61	-	34	23	78	11
Female	93	47	-	14	4	9	19	127	47	-	14	4	43	19
Total	244	108	-	48	27	31	30	334	108	-	48	27	121	30
Safe spaces for women and children	4,376	182	396	964	1,124	510	1,200	4,376	182	396	964	1,124	510	1,200

Key results by state (no numerical targets set)	PERIOD ACTUAL OCT TO DEC 2012							CUMULATIVE ACTUAL TO DATE (July 2012 to Jun 2013)						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Female learners benefiting from cash conditional transfers (Kano)	8,068	-	-	-	8,068	-	-	11,050	-	-	-	11,050	-	-
Additional girls in school (girl education project - Jigawa & Kaduna)	6,527	-	3,598	2,929	-	-	-	6,527	-	3,598	2,929	-	-	-
Teachers trained and supported (Public Schools)														
· Person Training Days(PTDs)														
Male	115,047	1,520	8,815	6,125	-	62,095	36,492	185,385	1,670	18,358	24,500	8,123	96,242	36,492
Female	177,814	13,952	1,205	5,885	-	83,368	73,404	248,735	18,617	2,452	23,540	1,456	129,266	73,404
Total	292,861	15,472	10,020	12,010	-	145,463	109,896	434,120	20,287	20,810	48,040	9,579	225,508	109,896
· Actual numbers)														
Male	11,093	68	1,763	1,730	1,100	5,691	741	11,093	68	1,763	1,730	1,100	5,691	741
Female	12,670	552	241	1,662	148	7,650	2,417	12,670	552	241	1,662	148	7,650	2,417
Total	23,763	620	2,004	3,392	1,248	13,341	3,158	23,763	620	2,004	3,392	1,248	13,341	3,158
Teachers trained and supported (non-state schools)														
· Person Training Days(PTDs)														
Male	2,478	336	639	1,266	237	-	-	10,517	486	2,154	6,279	1,598	-	-
Female	7,198	6,256	279	447	216	-	-	13,499	8,456	537	2,940	1,566	-	-
Total	9,676	6,592	918	1,713	453	-	-	24,016	8,942	2,691	9,219	3,164	-	-
· Actual Number														
Male	225	12	71	49	93	-	-	225	12	71	49	93	-	-
Female	376	228	31	29	88	-	-	376	228	31	29	88	-	-
Total	601	240	102	78	181	-	-	601	240	102	78	181	-	-
Head teachers trained and supported (public schools)														
· Person Training Days(PTDs)														
Male	23,625	544	3,928	3,171	-	8,016	7,966	53,629	1,024	11,477	9,996	13,478	12,078	5,576
Female	21,564	1,003	80	1,002	-	10,720	8,759	33,602	1,888	591	3,157	780	16,162	11,024

Key results by state (no numerical targets set)	PERIOD ACTUAL OCT TO DEC 2012							CUMULATIVE ACTUAL TO DATE (July 2012 to Jun 2013)						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Total	45,189	1,547	4,008	4,173	-	18,736	16,725	87,231	2,912	12,068	13,153	14,258	28,240	16,600
· Actual Number														
Male	1,688	32	491	365	-	677	123	2,233	32	491	365	546	677	122
Female	1,546	59	10	117	-	907	453	1,576	59	10	117	30	907	453
Total	3,234	91	501	482	-	1,584	576	3,809	91	501	482	576	1,584	575
Head teachers trained and supported (non-state, Enugu only) -														
· Person Training Days(PTDs) -														
Male	34	34	-	-	-	-	-	64	64	-	-	-	-	-
Female	476	476	-	-	-	-	-	896	896	-	-	-	-	-
Total	510	510	-	-	-	-	-	960	960	-	-	-	-	-
· Actual Number														
Male	2	2	-	-	-	-	-	2	2	-	-	-	-	-
Female	28	28	-	-	-	-	-	28	28	-	-	-	-	-
Total	30	30	-	-	-	-	-	30	30	-	-	-	-	-
State/LGEA officials trained to support school improvement														
· Person Training Days(PTDs)														
Male	9,375	475	842	5,836	1,661	344	217	47,313	1,286	4,076	23,159	17,196	1,306	290
Female	4,260	569	148	2,979	143	138	283	14,037	1,624	782	8,213	2,320	773	325
Total	13,635	1,044	990	8,815	1,804	482	500	61,350	2,910	4,858	31,372	19,156	2,079	615
· Actual Number														
Male	640	76	437	-	127	-	-	669	76	437	-	156	-	-
Female	161	74	76	-	11	-	-	192	74	76	-	42	-	-
Total	801	150	513	-	138	-	-	861	150	513	-	198	-	-
Schools inspected using QA methodology	372	35	-	139	174	24	-	757	35	19	345	334	24	-

## Value for money

### *Economy Indicators*

42. As indicated in the Annual Report, the ESSPIN approach at the level of economy focuses on all procurement, but with 5 key indicators:

- a) Average cost per hotel overnight
- b) Average km per litre for ESSPIN vehicles
- c) Average cost of UK-Nigeria flight
- d) Ratio of International/National expenditure
- e) Average cost per workshop participant

Action/Evidence from the last quarter in these areas is as follows:

### *Average cost per hotel overnight*

43. October was kept as a 'quiet' month in terms of visits as our focus was on the Annual Review. ESSPIN guesthouse usage in Abuja through 2012 increased as follows:

- February and March 2012      37%
- April to June                      42%
- July to September                44%
- October to December            55%

The cost per night of staying at the ESSPIN guesthouse in 2012 was £67. This compares with £78 per night for staying at the Rockview or Valencia hotels and £110 for staying at the Sheraton. As we push for increased usage, the cost per night will reduce even further, and the more the guesthouse will prove to be the better option in terms of VFM. This is essential as more activity will take place in Abuja due to the on-going security situation in the North and the current restrictions on travel to Kaduna, Kano and Jigawa. Through 2013, we will provide an update on a quarterly basis through the quarterly report to monitor performance.

### *Average km per litre for ESSPIN vehicles*

44. The table below compares the performance of the ESSPIN fleet vehicles from 2011 to 2012:

Table 2 Annual fuel consumption by office

Office	2011 Km/litre	2012 Km/litre
Jigawa	10.08	10.43
Abuja	9.58	9.29
Kano	8.66	8.23
Kaduna	8.48	8.24
Kwara	7.85	7.36
Enugu	7.12	6.66

Office	2011 Km/litre	2012 Km/litre
Lagos	6.46	6.47
<b>Total</b>	<b>8.52</b>	<b>8.18</b>

45. The industry best practice figure that we are aiming for is between 7km and 9km per litre of fuel. At present our overall performance at a time when we are driving close on one million kilometres per year is within that best practice target. The reasons for the slight decrease in performance are due to a number of factors:

- a) Aged fleet of vehicles that now require replacement – a process we have started through DFID and Crown Agents.
- b) The different security situation in cities and on highways/expressways where there are far more police and security checks making average speeds lower and increasing the need for braking and acceleration. This is particularly true of driving in Kaduna and Kano as well as on the Abuja-Kaduna-Kano-Jigawa road.
- c) Due to the fuel issues in some states, we have had to purchase black market fuel that may be not to the normal standard of fuel purchased at filling stations
- d) Incorrect tyre pressure and incorrect gear selection of drivers – something that was addressed during the recent Defensive Driver Training carried out in October to December 2012 by Skills and Techniques Ltd.

Through 2013, we will provide an update on a quarterly basis through the quarterly report to monitor performance.

#### *Average cost of UK-Nigeria flight*

46. Whilst the options are limited, we are working with lead specialists and international staff and consultants to ensure that all bookings are made as far in advance as possible – as that is when airline companies offer the best VFM. The later the booking, the more the flight costs, so improving our planning can lead to a reduction in costs. We will be monitoring this and providing evidence in the all the Quarterly Reports of 2013.

#### *Ratio of international/national expenditure*

47. Our planned STTA usage shows a shift from International TA to National TA. We are monitoring TA usage against the plans that we have in place and will update on performance in the next quarterly report. Four long term international team members all completed their ESSPIN assignments in 2012, thereby reducing the international component of the team substantially.



### *Average Cost Per Workshop Participant*

48. This is an area where we are under significant pressure as all workshops for the northern states requiring any level of international TA input are taking place in Abuja rather than Kaduna, Kano and Jigawa due to specific security advice. This is affecting costs as Abuja is far more expensive than the northern states, as we have to provide transportation plus overnight accommodation and living costs at Abuja prices. Lead Specialists are currently working out the full implications, given that this situation is expected to continue throughout 2013. In terms of accommodation alone, holding a workshop in Abuja is approximately 25% more expensive than holding the same workshop in the states, but we have to follow the security advice that we have received from Control Risks.

### *Efficiency*

49. ESSPIN measures efficiency by monitoring how well inputs are converted into outputs, with a view to improving input to output ratios, i.e. cost per output result. In the Annual Report July 2012 we recorded Year 4 and project lifetime costs per result for 26 separate targets. On a quarterly basis we propose to monitor a sub-set of these indicators relating to seven core sub-outputs.

50. We allocate programme expenditure (year 5 actuals to date and programme totals projected to Jun 2014) to the related key results derived from Logframe outputs. Programme Support Activities (e.g. infrastructure, school grants, and direct training costs) are allocated directly to the results they support. TA time is allocated across the range of results to which their work contributes. The % of combined PSA/TA spend per result is then calculated. Management, support staff and reimbursable costs are then allocated, using the same percentages. For example, if 8% of PSA and TA combined budget was spent on Result 1, then 8% of management, support and reimbursables costs would also be allocated to Result 1.

51. ESSPIN's efficiency indicators allocate programme spend to results as a way of determining unit costs by output result. A comparison of unit costs for a number of key result areas based on cumulative spend to date and projected spend for the whole programme will be provided in the next quarterly report.

### *Effectiveness*

52. ESSPIN's effectiveness indicators assess the overall costs of achieving programme impact over time. Although changes in the indicators will be tracked annually, the following table will be updated whenever there are improvements in the quality of the underlying data. For example, no. 4 (State resources leveraged for basic education) is currently a proxy indicator for actual expenditure on school improvement in states. State expenditure data is currently limited but efforts are in progress to improve collection and analysis.

Table 3 Effectiveness indicators

Impact	Year 4 Result	DFID Investment (Year 4)	Effectiveness measure
1. Children benefiting from school improvement	717,145 children	£16.5m	£23 per child
2. Additional children in primary schools	12,208 girls 6,285 boys	£1.6m	£86.50 per child
3. Schools improved	1,274	£1.6m	£1,300 per school
4. State resources leveraged for basic education	£20.8m	£0.73m	£28.50 leveraged per DFID £

### Risks and mitigation strategies

Risk	Previous rating	Current rating	Management action
<b>Enugu</b>			
Failure of State to provide required resources for school improvement and persistence of financial malpractice	Medium	Medium	Enhanced PE for prompt fund releases based on approved MDA budgets and DWPs. Continued technical support and capacity development for MDAs to work effectively with DWPs and to access approved budget funds.
Lack of sound procurement, infrastructure provision and supervision guidelines and practices.	Medium	Medium	Collaboration with SAVI, SPARC and Civil Society (CS) for improved budget tracking and PFM. Collaboration with SAVI, SPARC and CS for the passage of the State Procurement Act and compliance with its provisions.
Insufficient state resources to accommodate additional children in schools with adequate quality of provision	High	High	Support the state to identify and access additional funding from federal government and other sources. Strengthen and expand partnership with Christian Missions to increase state capacity for quality basic education provision.
<b>Jigawa</b>			
Over-dependence on UBEC funding to achieve SIP targets, especially as scale-up doubles from 501 to 1,002 schools.	Medium probability, high impact	Medium probability, high impact	PE at multiple levels to secure full roll-out costs captured in 2013 budget, and MTSS and budgets in later years.
<b>Kaduna</b>			
Leverage of sufficient state funds to reach targets for	Medium probability,	Medium probability,	ESSPIN Kaduna team is in constant touch with the key stakeholders and also

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
school improvement including IQTE.	high impact	high impact	employs varied political engagement strategies.
Security threats.	Medium probability, high impact	Medium probability, high impact	Regular security reports are sent to staff and visitors; communications and response protocols in place when incidents occur. Safe havens prepared with essential items in case of emergency. Contingency fund available in emergencies. Travel restrictions in place.
Facilities and work place hazards.	Low probability, medium impact	Low probability, medium impact	Staff adhere strictly to ESSPIN transport policy as supervised by management. All State Specialists are provided with internet modems in case of internet disruptions. Office and vehicle inspection procedures in place. Defensive driver training conducted.
Availability and management of adequate finance for operations.	Low probability, medium impact	Low probability, medium impact	Monthly 3-month Rolling Work Plan with budget forecasts are prepared. State Specialists fill fund request form for activities, checked by management. Quality of cash forecasting monitored, with feedback.
Human resource issues in team	Low probability, medium impact	Low probability, medium impact	Regular monthly team meetings to resolve administrative and technical issues.
<b>Kano</b>			
Security disturbance to operations	Probability: high. Impact: medium.	Probability: high. Impact: medium.	<ul style="list-style-type: none"> <li>- Review of working hours</li> <li>- Travel restrictions</li> <li>- All engagements at safe locations</li> <li>- Out of state activities</li> <li>- SLP collaboration</li> <li>- Information sharing with ESSPIN, Abuja</li> </ul>
KSG commitment & SSIT engagement for school improvement	Probability: high. Impact: high.	Probability: medium. Impact: high.	<ul style="list-style-type: none"> <li>- Increased, selective political engagement together with DFID</li> <li>- SLP Collaboration</li> <li>- Relationship management – via meetings and clear communication of expectations esp. SUBEB</li> <li>- Orientation of SSIT to lit/num initiative</li> </ul>
Funding sources and budget implementation	Probability: high. Impact: high.	Probability: medium. Impact: high.	<ul style="list-style-type: none"> <li>- Alternative sources e.g. UBEC, GPE, MDG LG CGS</li> <li>- Collaboration with other IDPs</li> <li>- Institutional strengthening</li> <li>- Support proactive system</li> <li>- Quarterly P/E meetings; DFID/ESSPIN</li> </ul>

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
			joint messaging
Data collection and utilization	Probability: high. Impact: medium.	Probability: medium. Impact: medium.	- P/E meetings on information supply and demand for policy makers and system leaders - Support planning system
MoE staff restructuring and redeployment	Probability: medium. Impact: medium.	Probability: medium. Impact: medium.	- P/E - Request for staff stability
Staff turnover	Probability: medium. Impact: low.	Probability: medium. Impact: low.	- Motivation, training, career advancement prospects, annual professional development reviews
<b>Kwara</b>			
Lack of state funds including access to credit either prevents key activities such as SIP training and ASC taking place, or implementation at greatly reduced levels and impact.	Probability: high. Impact: high.	Probability: high. Impact: high.	Advocacy efforts with state and civil society partners. Explore alternative funding modalities.
<b>Lagos</b>			
Full and timely budget release.	Probability: medium. Impact: high.	Probability: medium. Impact: high.	Regular political engagement including with those outside the current immediate circle of influence. Work planning, MTSS and budgets to include SIP finances and objectives.
Change of key personnel committed to SIP.	Probability: medium. Impact: medium.	Probability: medium. Impact: medium.	Broaden the range of stakeholders aware of, committed to and understanding SIP.
Marginalisation of key beneficiaries eg urban slum dwellers.	Probability: medium. Impact: low.	Probability: medium. Impact: low.	Strengthening the pro-poor evidence base through initiatives such as the out-of-school survey pilot

## Section 2: State Progress Summaries

### Enugu

#### *Security and travel*

53. The pervasive security challenges in Nigeria had no significant effect on DFID–ESSPIN operations in Enugu State. The robberies, kidnappings and assassinations witnessed in the state did not directly affect any ESSPIN staff or anyone connected with the programme. There were no disruptions in programme activities arising from security breaches and travels to the state or within its LGAs.

#### *Political economy update*

54. The continued absence of the Executive Governor from the state for over three months and the uncertainty over his health impacted seriously on governance. The Deputy Governor is acting in his stead. Government activities are curtailed and progress in implementing its development agenda held up. Budget releases for 3rd and 4th quarters of 2012 were at the barest minimum. The 2013 Budget is yet to be passed. There is an apparent wane of government commitment and a deceleration of momentum in ESSPIN School Improvement Programme (SIP) model roll-out beyond the pilot LGA.
55. Education MDAs were unable to implement their Workplans to roll-out various SIP components due to non-accessibility of state government and federal government UBE intervention funds. Negotiations with government over the utilization of 2012 N140million Teacher Professional Development (TPD) UBE intervention is inconclusive and hindering the roll-out of SSIT model of head-teachers and teachers training and support. Improvement in school infrastructure is also stalled by major disagreements within government over contract awards for the N3.5 billion UBE intervention fund for school infrastructure development. Those disputes culminated in the dismissal of the Chair of SUBEB from office and the dissolution of the Board.

#### *Leverage and political engagement*

56. Political engagement was heightened with the visits of DFID Head of Office, Senior Education Adviser and ESSPIN Deputy Programme Manager in the period under review. Key senior members of government and programme partners were engaged to prevent loss of momentum towards achieving ESSPIN programme targets in the State. These engagements led to reaffirmation of interest and confidence in ESSPIN without substantive action resulting. The gains in terms of demonstrable government commitment to education reform were very limited as a result of the absence of the Governor. There has neither been improvement in the PFM weaknesses nor further progress in leveraging government funds.
57. The political situation in the state is precarious with the long absence of the Governor and speculations over his health. The government is yet to come up with a tangible official

position. It appears that government pre-occupation for now is focused on managing the current political vacuum. An appropriate direction for political engagement in the state is difficult to spot at present. Events of the next few weeks are likely to clarify the way forward.

58. Partnership with the Christian Missions through the Challenge Fund Scheme to expand access to disadvantaged children continues to achieve targeted objectives and results. It is also demonstrating the opportunity for intensifying work with non-state education providers to widen and deepen education reform. Non-state providers account for over 50% of primary schools ownership and primary school enrolment in the state. Working through the Christian Missions to extend quality education and improve learning outcomes is one option to be explored. A successful expansion of non-state partnerships could form part of an ESSPIN Enugu risk mitigation strategy.

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
Failure of State to provide required resources for school improvement and persistence of financial malpractice	Medium	Medium	Enhanced PE for prompt fund releases based on approved MDA budgets and DWPs. Continued technical support and capacity development for MDAs to work effectively with DWPs and to access approved budget funds.
Lack of sound procurement, infrastructure provision and supervision guidelines and practices.	Medium	Medium	Collaboration with SAVI, SPARC and Civil Society (CS) for improved budget tracking and PFM. Collaboration with SAVI, SPARC and CS for the passage of the State Procurement Act and compliance with its provisions.
Insufficient state resources to accommodate additional children in schools with adequate quality of provision	High	High	Support the state to identify and access additional funding from federal government and other sources. Strengthen and expand partnership with Christian Missions to increase state capacity for quality basic education provision.

### **Challenge Fund leads to surge in enrolment at St Paul's**

“The ESSPIN programme has really been impressive, if ESSPIN’s model is replicated around the state, it will go a long way to improve the standard of education in Enugu state” says Matthew Oleka, Head Teacher, St. Paul’s Nursery and Primary School Awkumanaw.

St. Paul’s is one of the low fee-paying mission schools participating in the ESSPIN Challenge Fund (CF) scheme and benefiting from its School Improvement Programme (SIP). Working in partnership with Christian missions and a group of non-government organisations, ESSPIN is giving impoverished children school supplies to enable them to attend class in selected mission schools. Teaching aids, and teacher and head-teacher in-service training are provided to the partner mission schools. In return, the partnering missions waive the tuition fees for those children selected by the NGOs from the poorest families to benefit from the scheme.

When the ESSPIN CF scheme began in July 2011, the school community was not very enthusiastic, notes Matthew - “There was this lackadaisical attitude shown towards the Challenge Fund initiative and this made registration of the potential beneficiaries difficult at first. Eventually, 37 pupils were registered under the scheme in St Paul’s”. Now the CF scheme is recognised as a programme of great value and St Paul’s and other schools benefiting from the CF scheme are preferred over other schools. “People are quick to make recommendations for parents to enrol their children in St Paul’s” Matthew added.

Enrolment in St. Paul’s has increased by three-quarters, from 312 to 545 pupils within a year. “We have seen this amazing increase in enrolment since the Challenge Fund started in our school due to the success stories spreading around the Challenge Fund” says Mathew. This has put pressure on the school’s infrastructure to cope with the influx. But the community is stepping in to help.

“We now have a very active SBMC in our school. The SBMC is making serious plans to provide three classrooms to absorb the increased population. The SBMC provided 120 nursery chairs and 40 tables and plans to renovate the floors of the nursery section. The SBMC contributes monthly to the N111,000 (£450) direct funding to schools we receive. Once they raised an extra N124,000 (£500) to put electrical fittings in the school and make the environment more conducive for learning. All thanks to the Challenge Fund Scheme.”

## Jigawa

### *Security and travel*

59. In spite of the general insecurity in northern states, Jigawa state has been relatively calm and peaceful. The ESSPIN team remains watchful and vigilant. A number of activities were rescheduled or cancelled due to security restrictions and this affected the achievement of some targets that required external TA support. Despite this, ESSPIN Jigawa has recorded significant and steady progress including support from the state authorities. The team has consistently focused on result-oriented activities, leading to general acceptance and buy-in from the state and communities to this approach.
60. Travel restrictions on international and national consultants to Jigawa State have affected institutional development and IQTE activities. This has also increased the cost of delivery due to shifting workshops involving TAs to other states. Progress on logframe outcome indicators related to the Annual School Census and Quality Assurance in schools was constrained due to intermittent TA support for these and other work streams involving travel outside the state.
61. There have been no major changes in political arrangements or post-holders in Jigawa State since the last elections, lending some continuity to government reform efforts in the state.

### *Political economy*

62. The state has an impressive track record of education budget utilization rates. Jigawa's capacity to access additional funds from the federal level indicates a sound resource base for sustainability of reforms. ESSPIN has also witnessed buy-in and commitment to implementation of the SIP by state agencies, the state house of assembly and local communities.
63. Budget performance/release up to the latest quarter for which data are available (ie, Q3 to Sep 2012) was 60%. Out of N 7,348,000,000 budgeted in 2012, N4, 405,370,000 was released. This is a fair indication that something approaching full utilisation could be achieved by the end of the year.
64. The 2012 floods disaster affected many rural communities. A number of schools were converted into shelters and this affected the rate of pupils' attendance and completion in public primary schools. Also at least five nomadic schools in Miga, Ringim, Buji and B/kudu re-located to higher grounds, thus increasing the migratory trend from 5% to 9.6%. ESSPIN has collaborated with the State Agency for Nomadic Education to support the affected schools and communities in re-opening schools and returning pupils to classes.

### *Leverage and political engagement*

65. Year 4 marked a transition for ESSPIN in moving from a pilot approach to obtaining the commitment of the state, civil society and communities to deliver the programme. The key achievement is the state's adoption of the ESSPIN model and allocation of state resources to



implement the SIP in a phased roll-out plan covering 2,004 schools from 2011 to 2014, representing 98% of basic education schools. The State has also released N9.3m and N4.27m for the annual school census and state school improvement team development.

66. In the quarter being reported, N67m was leveraged by state agencies, schools and communities in support of various ESSPIN-inspired activities. This demonstrates the impact of ESSPIN political engagement strategies and advocacy for better service delivery in Jigawa State. It also demonstrates readiness to sustain the reforms at multiple levels.

**Programme update**

67. ESSPIN supported the completion of the 2011/12 annual school census, annual education sector performance review and review of the 2012/14 MTSS, whilst establishing leadership of the M&E process at the State Ministry of Education.
68. In a significant turn around for Jigawa, in the Oct to Dec 2012 quarter the milestones for water and sanitation have been fully achieved. 68 school hand pumps, 2400 toilet cubicles and 18 furnished proto-type classrooms have been fully completed and handed over to the schools/communities. An estimated 23,760 pupils (9,504 girls) will have access to the completed water points in the schools.
69. Also, the training cycle for phase 1 schools covering 198 head teachers, 900 class teachers and 1,854 SBMC members has been completed. Consolidation work on literacy and numeracy is now supported using state/UBEC funds. Jigawa SUBEB has trained 2,004 teachers and 303 head teachers using UBEC funds in the scale up programme. The M&E reporting process has commenced, with SSOs and SMOs producing LGA reports and thereby engaging with regular professional monitoring of education *quality* for the first time.
70. The contractual agreement for SBMC development covering the 501 roll-out schools has been signed. Nine contracted CSOs are expected to commence work in 501 (303 new) schools across the 27 LGAs in January 2013. ESSPIN is supporting the SUBEB to implement the SBMC package across the selected schools.

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
<b>Jigawa</b>			
Over-dependence on UBEC funding to achieve SIP targets, especially as scale-up doubles from 501 to 1,002 schools.	Medium probability, high impact	Medium probability, high impact	PE at multiple levels to secure full roll-out costs captured in 2013 budget, and MTSS and budgets in later years.

### ESSPIN trainings transform teachers

*“These trainings are clearly changing the education landscape of Jigawa state. SSOs are confidently making the training charts themselves and even the head teachers are responding better to the trainings.”*

These were the words of Aminu Na Malia, a member of Jigawa’s State School Improvement Team, the SSIT. He and his colleagues are leading the implementation of ESSPIN’s School Improvement Package in all public schools in the state. The school Improvement Package which ESSPIN introduced ensures that many factors that need to be addressed in order to improve basic education all happen simultaneously.

ESSPIN is supporting improvement in quality teaching and learning in Jigawa and six other states of Nigeria through a harmonized school improvement process. This will ensure that children who are enrolled in public schools develop needed skills and knowledge to serve them throughout their lives.

*“Since the trainings started there have been a lot of behavioral changes on our side. Even the way I respond to the challenges of trainings has changed as well. Our work is now all about sharing experiences and supporting others to improve on their work”* says Na Malia.

All aspects of the School Improvement Package are being funded by the Jigawa State government and it has demonstrated total commitment to improving the quality of basic education using the ESSPIN model.

Still, Na Malia says, *“One can clearly see that the teacher’s expectations are quite high whenever they turn up for the trainings. The participants are enthusiastic and more participatory now.”*

It is becoming evident that the wheels of progress are beginning to turn in the right direction regarding basic education in Jigawa. ESSPIN is ensuring that support is provided at several levels at the same time: support to schools is accompanied by strong support to communities, to state and local governments and also to policies made at the federal level.

It is from such support that Aminu Na Malia and his SSIT colleagues are benefiting, and are in turn improving the trainings they offer to School Support Officers and Head Teachers in the state.

*“Personally I have begun to see a lot of changes and I know this transformation will soon be seen all over the state. I am happy the SUBEB is funding the scheme where many teachers will benefit”* says an enthusiastic Na Malia.

## Kaduna

### *Security and travel*

71. During this quarter Kaduna experienced major bomb attacks on two churches, leaving several dead and many injured. Reprisal attacks were quickly suppressed, preventing what could have degenerated into serious crisis. Several sporadic gun attacks were also reported with casualties. In spite of all these, ESSPIN activities in Kaduna State continued normally without interruption, and all ESSPIN LGAs remained safe to travel to.

### *Political economy*

72. On 15 December 2012 the Executive Governor of Kaduna State, Sir Patrick Yakowa, died in a helicopter crash. His Deputy, Dr. Mukthar Ramalan Yero was sworn in as Executive Governor on 16 December. It is not yet possible to predict what effect this unfortunate incident will have on the programme. Until his untimely death, education had a high priority in the late Governor's agenda and he was very supportive of reform programmes in general. He recently approved that a PPP forum be convened to source new funds for the improvement of education in the State. Stability in post of people in other key positions who have built up a good understanding and joint ownership of ESSPIN objectives, such as Hon Commissioner for Education and Chair SUBEB would help with the transition.
73. The former Director Planning, Research and Statistics of the Ministry of Education, Habila Dogo Kyong, who has been a pillar of ESSPIN programme, has been the Permanent Secretary of the State Ministry of Education.
74. Partly on the strength of the example from the education sector (and other SLPs' support), the Hon Commissioner for Economic Planning has recognized the importance of MTSS and directed that starting from 2013, all MDAs must produce MTSS as a basis for budget preparation.
75. On 01 Dec 2012 local government elections were conducted in Kaduna. The 23 new chairmen<sup>1</sup> have been sworn in.

### *Leverage and political engagement*

76. The state government is making efforts to establish two new State School Improvement Teams (SSIT), one at the Federal College of Education, Zaria, and the other at the Institute of Education, ABU, Zaria. Both institutions have expressed interest in the programme. This will provide much-needed additional capacity for SIP roll-out, as well as embedding sound professional and pedagogical skills in significant education sector institutions.

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<sup>1</sup> All 23 local government chairpersons are male, although some women were elected as councillors (below LGC level, representing their constituency at LG Board and management, and sometimes allocated sector portfolios.)

77. The Hon Commissioner for Education and the SUBEB Chairman are very keen to roll out ESSPIN strategies and are making efforts to source for funds to produce the literacy and numeracy materials for all the teachers in the State. They are planning to organize a sensitization workshop for the newly-elected local government chairmen.
78. Of the N233m allocated in 2012 budget for the School Improvement Programme, quality assurance, EMIS and MTSS development, verified cumulative releases total N188m (81%) with additional expenditure expected to be reported once year-end figures are known.

### *Value for money*

79. State funds are leveraged for roll out of the ESSPIN model of SIP including SBMC development, yielding orders of magnitude greater output per unit of UKaid spend than would otherwise be the case.
80. ESSPIN Kaduna now schedules far fewer workshops than in earlier stages of the programme. The emphasis of output 2 in particular (state and local government support to school improvement) has shifted towards more in-house meetings for most activity streams: the reform agenda is becoming part of the day job of Kaduna education personnel.
81. Annual school census, annual education sector performance review and MTSS processes and products are fully funded by the State.
82. At the economy level, the ESSPIN Kaduna guesthouse is mainly used for visitors instead of hotels.

### *Focus for the next quarter*

83. ESSPIN's focus for the next quarter includes support for the establishment of the two new State School Improvement Teams, support for leverage of UBEC funds for institutionalisation of the IQTE programme under SUBEB, and support for the orientation of the newly-elected local government chairmen.

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
<b>Kaduna</b>			
Leverage of sufficient state funds to reach targets for school improvement including IQTE.	Medium probability, high impact	Medium probability, high impact	ESSPIN Kaduna team is in constant touch with the key stakeholders and also employs varied political engagement strategies.
Security threats.	Medium probability, high impact	Medium probability, high impact	Regular security reports are sent to staff and visitors; communications and response protocols in place when incidents occur. Safe havens prepared with essential items in case of emergency. Contingency fund available in emergencies.

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
			Travel restrictions in place.
Facilities and work place hazards.	Low probability, medium impact	Low probability, medium impact	Staff adhere strictly to ESSPIN transport policy as supervised by management. All State Specialists are provided with internet modems in case of internet disruptions. Office and vehicle inspection procedures in place. Defensive driver training conducted.
Availability and management of adequate finance for operations.	Low probability, medium impact	Low probability, medium impact	Monthly 3-month Rolling Work Plan with budget forecasts are prepared. State Specialists fill fund request form for activities, checked by management. Quality of cash forecasting monitored, with feedback.
Human resource issues in team	Low probability, medium impact	Low probability, medium impact	Regular monthly team meetings to resolve administrative and technical issues.

### **School Based Management Committee women help increase enrolment in schools**

Many more children from Rimau town in Kaduna State now have access to a good route to school. This is because the School Based Management Committee's Women Team on the 26 May 2012 constructed a bridge across Amashi River (which sits between the school and the community) in order to provide safe access for their children. As a result, enrolment at the UBE Primary School Gurgu 1 has increased. The newly constructed bridge has also afforded Fulani (nomadic) children in the community the opportunity to cross over and attend school.

The number of pupils in the school was formerly 60 (34 boys and 26 girls) but now "I am glad because as a result of the newly constructed bridge, enrolment has increased from four Fulani children to 32 [who come from the previously isolated community]. Presently, I have a total enrolment of 253 (147 boys and 106 girls)" said the Head Teacher Mr. Dauda Turaki.

Life was different for the children before the SBMC women intervened. "Before the bridge was constructed we entered into the Amashi River to cross to school in the rainy season and this made us feel unhappy" said 14 year old Audu Yusuf. One of the Fulani woman said that "Years back when our children crossed the river on the bad bridge, one of our sons, Daniel Tofa, drowned in the river, and because of that we withdrew our children from school.

Children who were withdrawn from school are now back at school again. A class teacher Mrs. Rosika Dauda said, "I am filled with joy seeing children who were out of school return back into school as a result of women's effort in approaching issues of community development. In the past, most of the children from nomadic settlements were very few, but with the new bridge, primary 1 pupils' enrolment is higher.

#### **Case Study Note:**

*The above testimony shows how inappropriate the term 'drop-out' can be for children who do not attend school. More often than not, there is a cause for their withdrawal for family, community or socio-economic reasons which forces this outcome. A 'capabilities' approach to their problems, which asks what can a child do or be in her/his circumstances, and what constrains them from accessing their rights to education, yields a more positive result...as the women of Rimau have shown.*

## Kano

### *Introduction, security and travel*

84. ESSPIN Kano is undergoing some changes both in engagement strategy and staff turnover within the office. At the behest of the state authorities, the joint ESSPIN-KnSG state forward plan now reflects a selective dimension of the SIP, signalling a new strategic approach focused on literacy and numeracy skills and knowledge of teachers. Within ESSPIN, long-serving and dependable Sidi Ali (Administrative Assistant) resigned during quarter and a recruitment process to replace him is in progress. Abdullahi Adamu has also taken up a new post with another programme and will be replaced in Jan 2013.
85. The Annual Review has been conducted. The review team was shown evidence of significant service delivery achieved whilst due consideration was given to the deteriorating security situation in which the logframe objectives were sought.
86. The security situation in Kano has vacillated between being relatively calm and being extremely precarious on several occasions with several incidents of attacks on security installations, telecommunication sites and commercial locations. The disorder has multiple dimensions including Boko Haram, Ansaru, armed robbery attack, assassination, communalist violence and civil disorder. There have been high profile assassinations of members of the State House of Assembly, with concern lest these increase as the election period of 2015 approaches. Working in these situations has required a constant change in tactics at the state office. Coordination of operations, advice from the national office and flexibility and fortitude on the part of team members has been invaluable as the ESSPIN team tries to navigate the security situation and still deliver results.

### *Political economy*

87. Kano state economy is highly dependent on top level decisions on policy thrust and the reform agenda on the one hand, and security and safety issues on the other. These two factors have the greatest impact on resource allocation and budget release, the ability of the state to improve on internally generated revenue (IGR), and wellbeing of the citizens and residents of the state. During this period projected IGR fell below 42% of the target, with a direct impact on implementation of the 2012 appropriation bill.

### *Leverage and political engagement*

88. ESSPIN political engagement with KnSG yielded fruit when SUBEB agreed to invest N27.8m (£111,200) in the School Improvement Programme out of N140m (£560,000) allocation of the Teacher Professional Development fund. An additional N5m (£20,000) was allocated for SBMC scale up. These capacity development and programme activities in six schools (ie, one cluster) in each of all 44 LGEAs are in progress. A total of 264 schools in 44 LGEAs in Kano is being supported on teachers professional development, head teachers training, school support officer training and SBMC professional development. Kano State has led the way

with institutionalisation of the IQTE programme, launching successive new cohorts using its own funding and ensuring an increasing share of the MTSS and budget will be allocated to IQTE in 2013.

89. Following detailed and repeated consultations at senior levels, the state government has taken a new step by proposing a 'literacy and numeracy initiative' to deliver lesson plan development and training in all 5,068 primary schools simultaneously in the 44 Kano LGEAs. A letter has been sent to SUBEB Chair copying Hon Commissioner of Education and HE Executive Governor of Kano State indicating ESSPIN's understanding of the proposed initiative, the preparatory steps required, and the level of support needed from and for each party. Although this change of emphasis means that certain logframe targets will not be met as planned, there is real excitement that a corner has been turned in the relationship between ESSPIN and Kano State Government, with a genuine sense of owning the new approach on the latter's part. And potentially, the key target of improved reading, writing and maths skills for the two million children in Kano schools will be substantially exceeded.
90. The literacy and numeracy programme entails a school- and cluster-based critical mass of change agents being created in each community, through local level training and in-school follow-up several times a term. Teachers, head teachers and school support officers will be inducted and supported by the re-launched State School Improvement Team. This approach lays the foundations in structure, personnel and management practices for improving education quality in every primary school, around which other elements of the School Improvement Programme can be built over time. The SUBEB Chair has demonstrated personal engagement with the restructuring required to make this initiative a success.

### *Budget utilisation*

91. Kano education budget utilisation taken from quarterly monitoring reports:

<b>2012 Budget Allocation (N/£)</b>	<b>1<sup>st</sup> Quarter Release</b>	<b>2<sup>nd</sup> Quarter Release</b>	<b>3<sup>rd</sup> Quarter Release</b>	<b>Utilisation to date</b>
N11.347b £45.4m	12%	7.4%	28%	22%

### *Value for money*

92. Extending the literacy and numeracy programme to all primary schools represents the single largest leap in value for money at the efficiency level that could possibly be achieved in the Kano context; and potentially at the effectiveness level too.
93. Value for money initiatives at the state level are primarily focused on economy measures:
- Electronic transfer rather than cash payments to most stakeholders, suppliers and partners.



- Use of ESSPIN conference room, KERD SSIT Training Centre, SMOE Conference Room, SUBEB Halls and Board room, Town Hall at LGEAs, Schools and garages as meeting and training venues rather than fee-paid venues.
- Use of official vehicles and less use of car hire
- Use of recycled paper; cutting down on printing; double-sided printing.

Risk	Previous rating	Current rating	Management action
<b>Kano</b>			
Security disturbance to operations	Probability: high. Impact: medium.	Probability: high. Impact: medium.	- Review of working hours - Travel restrictions - All engagements at safe locations - Out of state activities - SLP collaboration - Information sharing with ESSPIN, Abuja
KSG commitment & SSIT engagement for school improvement	Probability: high. Impact: high.	Probability: medium. Impact: high.	- Increased, selective political engagement together with DFID - SLP Collaboration - Relationship management – via meetings and clear communication of expectations esp. SUBEB - Orientation of SSIT to lit/num initiative
Funding sources and budget implementation	Probability: high. Impact: high.	Probability: medium. Impact: high.	- Alternative sources e.g. UBEC, GPE, MDG LG CGS - Collaboration with other IDPs - Institutional strengthening - Support proactive system - Quarterly P/E meetings; DFID/ESSPIN joint messaging
Data collection and utilization	Probability: high. Impact: medium.	Probability: medium. Impact: medium.	- P/E meetings on information supply and demand for policy makers and system leaders - Support planning system
MoE staff restructuring and redeployment	Probability: medium. Impact: medium.	Probability: medium. Impact: medium.	- P/E - Request for staff stability
Staff turnover	Probability: medium. Impact: low.	Probability: medium. Impact: low.	- Motivation, training, career advancement prospects, annual professional development reviews

**Mohammed Ahmed Musa, former SSO at Fagge and the impact of ESSPIN training**

“I am very proud of ESSPIN and I have not stopped telling every other person that I meet about this, especially in the new local government where I work. I strongly believe that the things that ESSPIN has taught me should not be wasted”.

These are the words of Mohammed Ahmed Musa, a School Support Officer who works in Fagge Local Government. He and his colleagues have joined a series of trainings from ESSPIN and they have in turn trained head teachers and class teachers in Kano’s schools as well.

ESSPIN has supported Kano State in laying the building blocks of ensuring that children develop the skills and knowledge needed to become self reliant. In doing this, ESSPIN has supported the training of the School Improvement Teams in 6 states where it works and they have in turn trained School Support officers. These SSOs provide training and support to Head Teachers on how to manage their schools effectively and also how to support their teachers in delivering effective lessons to pupils.

ESSPIN has thus helped in the development of advisory and support roles for the SSOs.

“I found out how vital these trainings were to my career development and the impact they had in the places where I worked. I consequently decided to organize such trainings on my own in the new local government where I am now posted” says a clearly excited Mohammed.

The vision of ESSPIN to improve teaching and management skills in schools and to also improve the governance of education at state and federal levels is becoming a reality in all the states where it works.

Some of the trainings that have been offered by ESPIN include trainings on how to deliver effective literacy and numeracy lessons and effective leadership skills for head teachers.

“Clearly you can see that the children are changing in their responses to teaching and learning in the classes as their teachers imbibe the trainings. What can I say? Change is here!” exclaims Mohammed.

## Kwara

### *Security and travel*

94. There have been a few localised community clashes in Ilorin this quarter. The situations were quickly resolved and ESSPIN operations resumed as normal. Since then, the state has been calm.

### *Political economy*

95. Baba Saraki, the father of Kwara's politics, died this quarter. This has not only ground activities to a halt across all sectors, but for the past three months it has taken attention away from the job at hand, as politicians position themselves in the emerging new political era. Nonetheless, ESSPIN has worked hard to look for change agents, talk to people, provide alternative solutions and share information. However, with the programme now in year 5, there is real concern about the current situation. One such change agent is the Honourable Commissioner for Education who took office mid-2012.
96. Kwara State is also in a difficult financial position, with reports being made that the State is unable to raise additional capital. This is reflected in the quarterly monitoring report of the Ministry of Education which recorded a budget utilisation rate of 2.7% by the end of the third quarter. As things stand it is unlikely that the annual school census will be able to take place this year, despite Kwara being the first state in the country to print its ASC report for three years in a row.

### *Leverage and political engagement.*

97. ESSPIN's offer of N22m (£88,000) worth of mentoring and monitoring as an incentive to the State to conduct five days of SBMC training has not yet been responded to. The two LGAs identified for SBMC formation and support by SUBEB in 2012 have received partial support of two days training out of the five required. The TPD budget for 2012 includes N5m (£20,000 - the minimum allowed) for SBMC training. It would cost N14m (£56,000) to carry out five days training in the LGAs selected. From discussions with state officials, it is therefore likely that only two days training will be carried out, which is insufficient to guarantee the impact sought.
98. The SSIT have been working with SUBEB to agree on a workplan for the primary 4-6 literacy and numeracy training. However, the budget allocated is 19% of the annual training fund which will result in just four days training and eight days of in-school support for the whole academic session—again, far short of the amount required for effective teaching and learning to take place. It is still uncertain how the SSIT will be funded for the rest of the academic year.

Risk	Previous rating	Current rating	Management action
<b>Kwara</b>			
Lack of state funds including access to credit either prevents key activities such as SIP training and ASC taking place, or implementation at greatly reduced levels and impact.	Probability: high. Impact: high.	Probability: high. Impact: high.	Advocacy efforts with state and civil society partners. Explore alternative funding modalities.

*July 2012 – June 2013, Leverage by Kwara State Government for School Improvement Programme*

Areas of leverage	Item leveraged from state	State budget Jan – Dec 2012	Amount leveraged Oct – Dec 2012	Amount leveraged July 2012 – June 2013	Remarks and Source
Teacher training	• P4-6 Literacy and Numeracy training	?	25,000,000	25,000,000	UBEC TPD
Head teacher training	• SSO reporting system	1,100,000	500,000	600,000	SUBEB recurrent
	• SSO allowances	14,040,000	3,510,000	7,020,000	SUBEB recurrent
	• SSIT allowances	2,688,000	672,000	1,344,000	SUBEB recurrent
	• SSIT running costs	1,200,000	300,000	600,000	SUBEB recurrent
	TOTAL	19,028,000	30,082,000	34,564,000	
Infrastructure					
SBMCs	• Training in Ilorin South and Ekiti LGAs	5,000,000	500,000	2,200,000	SUBEB recurrent
	• Training of SBMCs at School level in Moro LGA	n/a	996,000	996,000	VSO funding
	• Formation of SBMCs in Edu LGA	5,000,000	750,000	750,000	UBEC TPD
		10,000,000	2,246,000	3,946,000	
CSO involvement	these figures are included in the totals for the SBMC figures above				

### **Empowered Journalists: More Capacity for Advocacy Reporting**

The Journalist Development Program (JDP) has enabled me make “a paradigm shift from the usual system of being spoon-fed by government officials,” affirmed Abdulrasaq Bello, a reporter from the Federal Radio Corporation of Nigeria (Radio Harmony Kwara). “It has helped me understand my role as journalist towards the development of the education sector,” added Fatima Rasheed, a reporter from Kwara State Television Authority, Ilorin.

Abdulrasaq Bello and Fatima Rasheed are beneficiaries of the JDP initiative by ESSPIN. Through this initiative, 32 journalists from Kwara State have been sensitised for advocacy reporting and seven out of the 32 have received a three-day training on investigative journalism aimed at developing the basic education sector. “I am beginning to pay more attention to development issues in the education sector,” Raliat Ibrahim, a reporter at Nigerian Television Authority (NTA) Ilorin reflected.

Journalists in Kwara are now determined to engage in advocacy reporting and investigative journalism in favour of basic education. One of those is Success Nwogu, a senior correspondent with The Punch newspaper who now stamps his feet to a “critical and analytical reportage of education issues without fear of the attendant hazards.”

Asked on what areas of advocacy reporting he will concentrate, Lawal Taofeek, a correspondent at People’s Daily newspaper is determined to focus on provision of facilities/infrastructure, adequacy of instructional materials, quality of teaching, sufficiency of qualified teachers, and the learning environment of the child. Abdulrosheed Okiki is inspired by infrastructure, community involvement in schools, girl-child education and appraisal of the Universal Basic Education (UBE) programme in Nigeria. Janet Bogunjoko, a reporter from The Herald newspaper wants to focus on education funding, teachers’ training and remuneration, and technology in education.

The JDP not only has impact on the professional lives of individual journalists, but also brings out the role of the print, electronic and online media in education, emphasising why the media is crucial in the development of the education sector. Among other functions, the media plays a central role in advocating for fund release and proper fund management for the development of the sector.

## Lagos

### *Introduction, security and travel*

99. Lagos continued to move forward in its agenda of reform and creating a megacity. The state recognises security challenges arising from urbanisation such as robbery and kidnap for extortion which could hinder the rebuilding efforts of the government. Increased use of motorcycle transport is identified as a contributory factor in criminal activity and road traffic accidents. Limited compliance with traffic regulations also poses a hazard. The government has responded by banning motorcycles on 400 routes, and setting up emergency contact numbers for security incidents. Terrorist activities have not directly affected Lagos to date.
100. ESSPIN has installed panic alarms in the state office to improve security of staff at work. Driver training was conducted in this quarter to mitigate the safety and security risks of road travel within Lagos and between ESSPIN states.

### *Political Economy Update*

101. Lagos remains a state that is controlled by the federal level opposition party in Nigeria, although there has of late been a more fruitful relationship with the federal government than before. The political leaders controlling Lagos remain the same. The influence of the former governor remains high. Reforms to enhance transparency and accountability in governance are emerging with creation of a procurement agency and implementation of the Lagos procurement law in April 2012. Local government and state government cooperation in management of education is gradually emerging with the governor's coordination and planned harmonisation of the responsibilities of both tiers of government in this regard in 2012.

### *Leverage and Political Engagement*

102. Political engagements in Lagos continued to be stepped up through a two-tier direct and indirect approach that has continued to contribute to programme results. Direct engagement includes the active participation of the Hon Commissioner for Education and the Chair of SUBEB in the quarterly ESSPIN state political engagement meetings in Abuja, which has proven very helpful. Likewise, there are very open lines of informal communications in both directions. Indirectly, ESSPIN Lagos has witnessed influential policy makers ensuring that key technical and professional questions are brought to the attention of His Excellency the Governor of Lagos State through the monthly meetings he has called with said policy makers since early 2012. Whilst not present in the room, ESSPIN can take some credit for having framed the topics and tone of matters debated through prior briefings and discussions, ensuring that informed decisions can be taken independently by the appropriate sector and state authorities.

103. Through this mechanism His Excellency launched Lagos' Learning Outcome Benchmarks, developed for primary schools with ESSPIN support. The Governor identified the document as a way forward in ensuring that communities and all stakeholders are able to hold schools (especially government schools) and the state authorities accountable for learning outcomes of pupils. He regards it as part of the state service charter. The state has approved N131m (£524,000) for disbursement as direct school grants in addition to the N240m (£960,000) allocated for school running costs in the 2013 budget. Logically, the N131m should cover the 600 schools now with SBMCs and school development plans (SDPs) in the first instance, with further expansion to all 1,001 schools in 2014 once their SBMCs and SDPs are ready. This takes forward what ESSPIN funded in 100 pilot schools in the first two years. It provides compelling evidence of sustainability of ESSPIN's approach beyond the pilot funding envelope.
104. Increased direct political engagement with the Honourable Commissioner and Chair of SUBEB has provided a clear signal that Lagos is on course to reaching all the primary schools in Lagos with the school improvement programme as targeted against 2013 milestone. The SUBEB Board, The Chair, HC and His Excellency have all endorsed and approved the utilisation of the 2012 UBEC Teacher Professional Development Fund (NGN 150 million, £600,000) for the introduction of the School Improvement Programme to all remaining public primary schools in Lagos. The state also budgeted N90m (£360,000) to support school improvement in 2013. In addition, political engagement is creating more receptivity and new thinking from the policy makers towards the handling of private school issues in Lagos which will greatly benefit the new DFID programme on low fee paying private education.

#### *Risk Monitoring rating and management*

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
<b>Lagos</b>			
Full and timely budget release.	Probability: medium. Impact: high.	Probability: medium. Impact: high.	Regular political engagement including with those outside the current immediate circle of influence. Work planning, MTSS and budgets to include SIP finances and objectives.
Change of key personnel committed to SIP.	Probability: medium. Impact: medium.	Probability: medium. Impact: medium.	Broaden the range of stakeholders aware of, committed to and understanding SIP.
Marginalisation of key beneficiaries eg urban slum dwellers.	Probability: medium. Impact: low.	Probability: medium. Impact: low.	Strengthening the pro-poor evidence base through initiatives such as the out-of-school survey pilot

### **Improving school infrastructure to enhance teaching and learning**

Jimoh Ojora Primary School II in Ifelodun Local Council Development Association (LCDA) is a breath of fresh air among public schools in Lagos State.

The school now has toilets and clean water for its pupils and teachers. The classrooms and buildings are looking new, with a fence around them. The teachers are being trained and most importantly, its 455 pupils are learning better.

“The Jimoh Ojora Primary School of today is a success story when compared with the Jimoh Ojora of two years ago,” Lydia Adetuba, the head teacher said. According to her, the school was lacking basic opportunities for learning until a series of interventions.

“It all started when the Education Sector Support Programme in Nigeria (ESSPIN) provided us toilets and a water borehole,” she explained. “This seriously improved the school sanitation.”

“We used to poo poo inside papers and then throw them into the bush,” Veronica Igwe, 12-year old, Primary-6 girl recalled. “Now we use the toilets and there is water to clean ourselves.”

When some locals, entering the school without restriction, started to misuse the facilities, the council reacted. It built a fence round the school which now protects the facilities, but more importantly provides a secure environment for the pupils.

Some months later, the council attended to another need in the school: it renovated the classrooms – new roofs, smooth floors, painted walls and new furniture. Today, the pupils learn in much improved classrooms.

Olayinka Akin-Johnson, Head of Department of Education in Ifelodun LCDA described the renovation as “making the school environment more conducive for learning.”

The teachers are impressed with the improved infrastructure, and also for their regular trainings by the State School Improvement Team (SSIT).

Mercy Ukoha, a primary-four teacher, said: “I wanted to reject my posting to the school on my first day because of its poor state. But within six months things changed – ESSPIN provided toilets and a borehole, the local council renovated the entire building, and SSIT has been training us. Honestly, there has been a great change.”

The school community of parents and some Ifelodun residents are happy too. Through the Parents’ Forum (PF) and School-Based Management Committee (SBMC), they plan to be paying the wages of two new cleaners to maintain the toilets.

“The children are improving especially in their neatness and academic work,” Khadijat Abibulahi, a visibly impressed mother said.

For her and many others, this is an outcome of the improvement in the school infrastructure, initiated by UKaid-funded ESSPIN and followed-up by Ifelodun LCDA.



## Federal

### *Federal Ministry of Education*

105. ESSPIN facilitated a high level meeting between the Honourable Commissioners from the ESSPIN focal states and the Honourable Minister of Education in October 2012. In responding to the delegation, the HME requested that HCs from ESSPIN focal states present to their peers at future meetings of the Commissioners of Education Forum. ESSPIN has expressed willingness to support this initiative from the HME.
106. ESSPIN again supported the IDP group to engage with the Honourable Minister of Education in December 2012 in support to the Four Year Strategy, with regard to National Systems and also regarding GPE funding. Following the meeting, Kaduna (and Sokoto states) were added to the initial list of states (Kano, Jigawa and Katsina) that the HME agreed to submit to the GPE Board to be eligible to apply for GPE funding.

### *Funding*

107. ESSPIN supported UBEC to finalise the Guidelines for states to access the UBE Intervention Fund. The UBE Commission published and distributed the document, *“The Reviewed Federal Government Approved Guidelines for Accessing, Disbursing and Utilising the FGN UBE Intervention Funds”* at its UBEC-SUBEB meeting in Asaba, Delta State in December 2012. The Guidelines provide a comprehensive set of descriptors of each element of the UBE-IF, both matching and non-matching elements, procedures to access the funds and timelines for application and access. They were published to a high design standard (using ESSPIN-sourced expertise) and will be useful for key stakeholders and civil society.
108. ESSPIN is supporting three states – Kano, Jigawa and Kaduna – to review and revise their Education Sector Plans to enable them to apply for funding from the Global Partnership for Education. ESSPIN, upon invitation from DFID, has been supporting the aims and objectives of the Local Education Group of the GPE in Nigeria made up of the Federal Ministry of Education, UBEC, state representatives, civil society and IDPs (USAID, The World Bank, UNICEF, DFID and JICA) since its inception in November 2012.
109. A successful meeting was held in Abuja in December 2012 in which the five states selected to apply for GPE funding were informed of the GPE process, responsibilities of states and the IDPs, and the timelines for submission of applications. The states presented drafts of their Education Sector Plans and while they were commended for the work done so far, it was communicated that a significant amount of work will need to be done in the coming months to ensure states’ readiness to apply for the GPE funding. The deadline for states to submit their ESPs to the GPE board is 01 April 2013.

### *Development of National Systems*

110. ESSPIN is providing technical assistance to three Ministerial Committees on National Systems: Monitoring of Learning Achievement, Teacher Development Needs Assessment/Teacher Professional Development Framework, and Quality Assurance. Draft reports from the committees are being finalised in advance of a stakeholder session which is expected in Q1 2013 to discuss the key recommendations of the committees and review them in the light of state and sector leaders' perspectives.
111. USAID has finalised support to the NEMIS Unit at the federal level. A team of consultants will work with NEMIS in the area of software development for up to 18 months. They are due to arrive in Nigeria in January, 2013. The World Bank is also supporting the NEMIS Unit with power and IT infrastructure, specifically to promote the success of the USAID intervention.
112. The NCCE organised the 3rd pilot evaluation of the QA Toolkit for Colleges of Education at the Federal College of Education in Abeokuta in July 2012 and subsequently approved the QA Toolkit. Training of assessors has been ongoing since October 2012 and a schedule for assessing Colleges from September 2013 is being discussed by the NCCE leadership.
113. With respect to quality assurance below tertiary level, FIS staff are benefiting from a closer relationship with ESSPIN focal states as the experience from Lagos state in the last quarter of 2012 demonstrates. There FIS staff have supported the state's QA teams as they extend schools being evaluated and work to produce the Lagos State of Education Report for 2012.
114. The efforts of the Ministerial Committee on Quality Assurance, where various federal agencies involved in quality assurance including UBEC and FIS in Abuja have come together, is setting the stage for improved collaboration between Federal agencies on QA. If this continues it will serve as a model for collaboration among QA agencies in states and also contribute to improved engagement between Federal and states to improve QA nationally.

#### ***MDG Local Government Conditional Grants Scheme***

115. The Local Government Conditional Grants Scheme administered through the Office of the Senior Special Assistant to the President on MDGs is to be extended from 113 LGAs benefiting from 2011 funds, to 148 new LGAs to benefit from 2012 funds. The sectors for which proposals can be submitted include health, water and education improvements at Local Government level. The experience of the 2011 round showed that the bulk of the funding for education was given towards infrastructure improvements for the proposed schools. It is envisaged that ESSPIN will support states and local government stakeholders (including schools and CSOs) to identify and propose priority areas for funding in the specific local governments selected, including aspects of the SIP where possible.

## Programme-wide Issues

### *Monitoring and evaluation*

116. Table 4 provides a snap-shot of progress with Annual School Censuses in ESSPIN states over the programme lifetime, which stimulated lively feedback from Hon Commissioners of Education and DPRs at the most recent Political Engagement event. This simple peer monitoring tool appears set to help achieve more timely fund release and completion of ASC processes in those cases where the blockages are relatively trivial. In the more trenchant cases, ESSPIN is engaging with state authorities and exploring various options to secure the outcome of regular, timely, accurate and complete datasets from every state. The ASC forms the bedrock of annual education sector performance monitoring, MTSS development, budget response and results monitoring.

Table 4 Annual School Census progress by state over ESSPIN lifetime

State	2009-10	2010-11	2011-12	2012-13	Location	Notes
Enugu	Published	Print-ready	Print-ready	No fund release	SMoE	End Jan?
Jigawa	Published	Published	Released	Processing	SUBEB	February 2013
Kaduna	Published	Published	Published	Processing	SMoE	On track
Kano	Published	Print-ready	Data review	Data collection	SMoE	February 2013
Kwara	Published	Published	Published	No fund release	SMoE	No prospect
Lagos	Published	Published	Print-ready	Collating	SMoE	Mostly on track

117. At this stage in the programme, it is possible to build up some trend data from each state. A selection of key performance indicator data is available in Annex 1 and some sample illustrations of intriguing trends are in Annex 2. More methodical work of this kind can be undertaken by state M&E teams in partnership with ESSPIN (which has integrated its programme M&E systems into those of the host states). Four schools years of data should be available for most states in the first half of 2013.

118. In terms of sustainable M&E capacity, ESSPIN continues to work with partners at FME on NEMIS development. It is encouraging that a team of USAID consultants is being mobilised for that purpose; ESSPIN will assist its partner states to integrate the historical records and current data sets with the national system. Equally important will be a strengthened sense of authority and demand for information coming from the federal authorities. Without both push and pull factors, supply and demand, any information system will falter. The

quarterly Political Engagement meeting is building into a significant forum for state teams to monitor budget release performance and improve the quality, completeness and timeliness of quarterly monitoring report completion.

119. Progress has been made with the Public Expenditure Study, although the problems of accessing reliable data continue to be prodigious.
120. Composite Survey data management and quality issues meant that cleaning, processing and analysis have proven to be more time-consuming than intended. Readers' expectations have also been clarified and are actively being addressed. Key results will be published imminently, first as state briefing papers in an accessible format, and then as a comprehensive technical report. Six state briefings with graphical illustrations of key findings, plus the full Composite Survey report covering all six states and the national programme gestalt, will be released in the next quarter. The initial findings will focus on the two central elements of ESSPIN's work: teachers' teaching and children's learning. Process and management lessons have been documented and will be learnt from for subsequent rounds of the study.

### *Communications and Knowledge Management*

121. Access to ESSPIN's radio drama 'Gbagan Gbagan' (The Bell is Calling You) has continued to expand, with four series broadcast on national and state radio stations and available on ESSPIN website including English, Hausa and Yoruba versions. Negotiations for repeat broadcasts are underway.
122. Six five-minute state films entitled 'Nigerian Futures' and a composite 30 minute edition have been broadcast on African Independent Television (AIT) and the Nigerian Television Authority (NTA) respectively, as well as some state stations. DVD copies have been widely distributed at national and state levels.
123. 140 journalists from state and federal levels participated in the ESSPIN Journalism Development Programme, leading to twelve well-informed education articles including seven focused primarily on ESSPIN. The Phase 2 capacity development programme commenced in Lagos for southern journalists and Kaduna for northern ones. The CSO/Media Forum programme will be conducted in Q1 2013.
124. ESSPIN issues a variety of news digest, technical briefing and evidence of impact publications. ESSPIN Express (editions 6 and 7) has been enhanced with the addition of a Voices section capturing the words of children, parents, teachers and community members about ESSPIN's work. An evaluation of the long-lasting impact of the community theatre initiative was conducted and will be published in the next quarter.
125. The ESSPIN website is generating over 5,000 hits per quarter. Cataloguing and design work has been undertaken to improve usability. ESSPIN continues to work with NERDC around

the challenge of establishing an interactive database of education sector documents and resources. The following reports have been published and are available at [www.esspin.org](http://www.esspin.org)

or by clicking its hyperlink below:

[ESSPIN 056 Access and Equity Strategy 2011-2014](#)

[ESSPIN 057 16th Quarterly Report](#)

[ESSPIN 058 Annual Report 2011 - 2012](#)

[ESSPIN 253 Quality Assurance Work at Federal and State Level](#)

[ESSPIN 422 Support to Universal Basic Education Commission \(UBEC\) on School Based Management \(SBM\) system development nationwide](#)

[ESSPIN 423 Impact of support to School Based Management Committees: stakeholders' views of change \(Report of qualitative research in five states of Nigeria\)](#)

[ESSPIN 424 Performance analysis of School Based Management Committees supported by ESSPIN: findings from programme data 2010 - 2011](#)

[ESSPIN 534 Journalism Development Programme](#)

126. Upcoming documents are scheduled to include:

ESSPIN 254: Strategic Planning & MTSS Task Team Report - Refocusing Work with States & Local Government on School Improvement

ESSPIN 537 Community Theatre for Southern States (Lagos, Enugu and Kwara)

### *Gender and social inclusion*

127. 4,376 safe spaces have been established and supported to promote participation of women and children voices in SBMC decisions in the six ESSPIN-supported states, with a total of 78,750 direct beneficiaries.

128. As highlighted above, ESSPIN maintained its support to UBEC on state domestication of the revised SBMC guidelines, helping 22 states to develop state-specific SBMC policy guidelines using a UBEC investment of N5m each (£20,000). Resulting from this, UBEC has disbursed a further N1.3m (£5,200) to each of the 36 states and FCT to facilitate SBMC training of trainers at the state and local levels. In a neat example of replication of an ESSPIN-originated approach beyond ESSPIN's heartland, states have been directed by UBEC to identify at least seven CSOs to support this process in collaboration with state officials as trainers, mentors and monitors for SBMC development.

129. The mid-term assessment of the Girls' Education Project in Jigawa is planned for January 2013. 3,400 girls at risk of discontinuing education in higher grades of primary school have

been identified and supported to stay in school in Jigawa through such interventions as free school uniform distribution, appointment and training of female leaders for girls' education, and provision of appropriate games equipment. The assessment will reveal how many such girls have successfully made the transition to junior secondary school, among other measures.

130. ESSPIN is on the National Task Team for the development of a National Framework for All Girls' Schools Initiative by UBEC. The objective is to increase access, where so desired, to a structured, safe and encouraging environment free from potential pressures of co-educational classroom and schools. The ultimate aim is to help improve participation and learning outcomes for girls.
131. ESSPIN has also assisted the Enugu State Ministry of Education and SUBEB to develop a boys' education state plan, in line with the Federal Ministry of Education's proposals to address concerns around boys' education in the south east of Nigeria.
132. ESSPIN participated in the development of a National Policy on Albinism with specific inputs to the education sector aspects to assist schools, communities and teachers to consider and secure the rights of Albino children to education.
133. The research into women's participation in school-based management has now been completed. The report is being prepared for dissemination during Q1 2013.

## Annex 1: Selected Annual School Census data 2009-10 to 2011-12, ESSPIN states

ANNUAL SCHOOL CENSUS TREND DATA									
ENUGU	2009-10			2010-11			2011-12		
<b>1. No. schools</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Pre-primary and primary schools			1,214			1,214			1,221
Junior and senior secondary schools			313			313			300
Private schools			982			982			1,124
<b>Total schools</b>			<b>2,509</b>			<b>2,509</b>			<b>2,645</b>
<b>2. No. pupils</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	153,977	151,502	305,479	160,608	149,655	310,263	160,445	156,268	316,713
Junior secondary schools	43,814	55,521	99,335	42,304	53,425	95,729	80,666	89,483	170,149
Senior secondary schools	37,077	44,605	81,682	34,591	45,946	80,537	34,805	44,903	79,708
Private schools	20,850	24,606	45,456	125,670	129,627	255,297	184,422	179,724	364,146
<b>Total schools</b>	<b>255,718</b>	<b>276,234</b>	<b>531,952</b>	<b>363,173</b>	<b>378,653</b>	<b>741,826</b>	<b>299,893</b>	<b>314,110</b>	<b>930,716</b>
<b>3. No. children with special needs (all types combined)</b>	<b>Pupils</b>		<b>Total</b>	<b>Pupils</b>		<b>Total</b>	<b>Pupils</b>		<b>Total</b>
Pre-primary and primary schools		1,659	1,659		1,024	1,024		1,352	1,352
Junior secondary schools		165	165		117	117		139	139
Senior secondary schools		163	163		98	98		130	130
Private schools		-	-		-	-		-	-
<b>Total schools</b>	<b>1,987</b>	<b>-</b>	<b>1,987</b>	<b>-</b>	<b>1,239</b>	<b>1,239</b>	<b>1,621</b>	<b>-</b>	<b>1,621</b>
<b>4. No. teachers</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	3,645	9,616	13,261	3,219	8,996	12,215	2,948	8,376	11,324
Junior and senior secondary schools	2,806	5,101	7,907	2,580	4,725	7,305	2,970	6,376	9,346
Private schools	619	1,496	2,115	3,713	9,079	12,792	5,279	4,676	9,955
<b>Total schools</b>	<b>7,070</b>	<b>16,213</b>	<b>23,283</b>	<b>9,512</b>	<b>22,800</b>	<b>32,312</b>	<b>11,197</b>	<b>19,428</b>	<b>30,625</b>
<b>5. Pupil-teacher ratio</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
State total			23			23			30
<b>6. Pupil-classroom ratio</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
State total			39			47			168
<b>7. Percentage schools with no safe water source</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Primary			72			92			90
Junior and senior secondary schools			71			76			66
<b>8. Percentage schools with no toilets</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Primary			68			92			74
Junior and senior secondary schools			64			76			47
<b>9. Pupil transition rate from P6 to JSS1</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
State total	N/A	N/A	N/A	0.72	0.97	0.83			
<b>10. Gender parity index</b>									
Primary			0.98			0.93			1.11
Junior secondary			1.27			1.26			1.11
Senior secondary			1.20			1.33			1.29
Private			1.18			1.03			0.97
NOTE:									
3 - STUDENTS WITH SPECIAL NEEDS NOT DISAGGREGATED BY GENDER				09 - N/A => NOT APPLICABLE (2009/2010 IS BASE DATA)					
3 - STUDENTS WITH SPECIAL NEEDS NOT REPORTED FOR PRIVATE									

ANNUAL SCHOOL CENSUS TREND DATA									
JIGAWA	2009-10			2010-11			2011-12		
<b>1. No. schools</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Pre-primary and primary schools			1,868			2,262			2,340
Junior secondary schools			333			357			354
Senior secondary schools			114			129			128
Private schools			n/a			70			101
<b>Total schools</b>			<b>2,315</b>			<b>2,818</b>			<b>2,923</b>
<b>2. No. pupils</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	295,930	207,099	503,029	303,237	227,438	530,675	321,105	244,396	565,501
Junior secondary schools	49,991	25,473	75,464	50,670	29,580	80,250	51,525	37,761	89,286
Senior secondary schools	37,421	20,775	58,196	39,553	15,390	54,943	47,435	10,995	58,430
Private schools	12,738	13,178	25,916	13,013	10,235	23,248	21,593	18,508	40,101
<b>Total schools</b>	<b>396,080</b>	<b>266,525</b>	<b>662,605</b>	<b>406,473</b>	<b>282,643</b>	<b>689,116</b>	<b>441,658</b>	<b>311,660</b>	<b>753,318</b>
<b>3. No. children with special needs (all types combined)</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	2,232		2,232	2,611		2,611	3,406		3,406
Junior secondary schools	340		340	889		889	2,342		2,342
Senior secondary schools	126		126	392		392	1,417		1,417
Private schools			-			-			-
<b>Total schools</b>	<b>2,698</b>	<b>-</b>	<b>2,698</b>	<b>3,892</b>	<b>-</b>	<b>3,892</b>	<b>7,165</b>	<b>-</b>	<b>7,165</b>
<b>4. No. teachers</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	13,990	1,830	15,820	12,158	1,616	13,774	11,627	1,515	13,142
Junior secondary schools	3,198	239	3,437	3,594	267	3,861	3,508	265	3,773
Senior secondary schools	2,145	212	2,357	2,155	225	2,380	2,304	320	2,624
Private schools	998	345	1,343	588	286	874	803	518	1,321
<b>Total schools</b>	<b>20,331</b>	<b>2,626</b>	<b>22,957</b>	<b>18,495</b>	<b>2,394</b>	<b>20,889</b>	<b>18,242</b>	<b>2,618</b>	<b>20,860</b>
<b>5. Pupil-teacher ratio</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
<b>State total</b>			29			33			36
<b>6. Pupil-classroom ratio</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
<b>State total</b>			58			58			57
<b>7. Percentage schools with no safe water source</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Primary			54			29			3
Junior secondary			27			29			13
Senior secondary			9						16
<b>8. Percentage schools with no toilets</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Primary			75			25			38
Junior secondary			67			99			4
Senior secondary			22			10			33
<b>9. Pupil transition rate from P6 to JSS1</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>State total</b>				51	45	48	44	50	47
<b>10. Gender parity index</b>									
Primary			0.70			0.75			0.76
Junior secondary			0.51			0.58			0.73
Senior secondary			0.56			0.39			0.23
Private			1.03			0.79			0.86



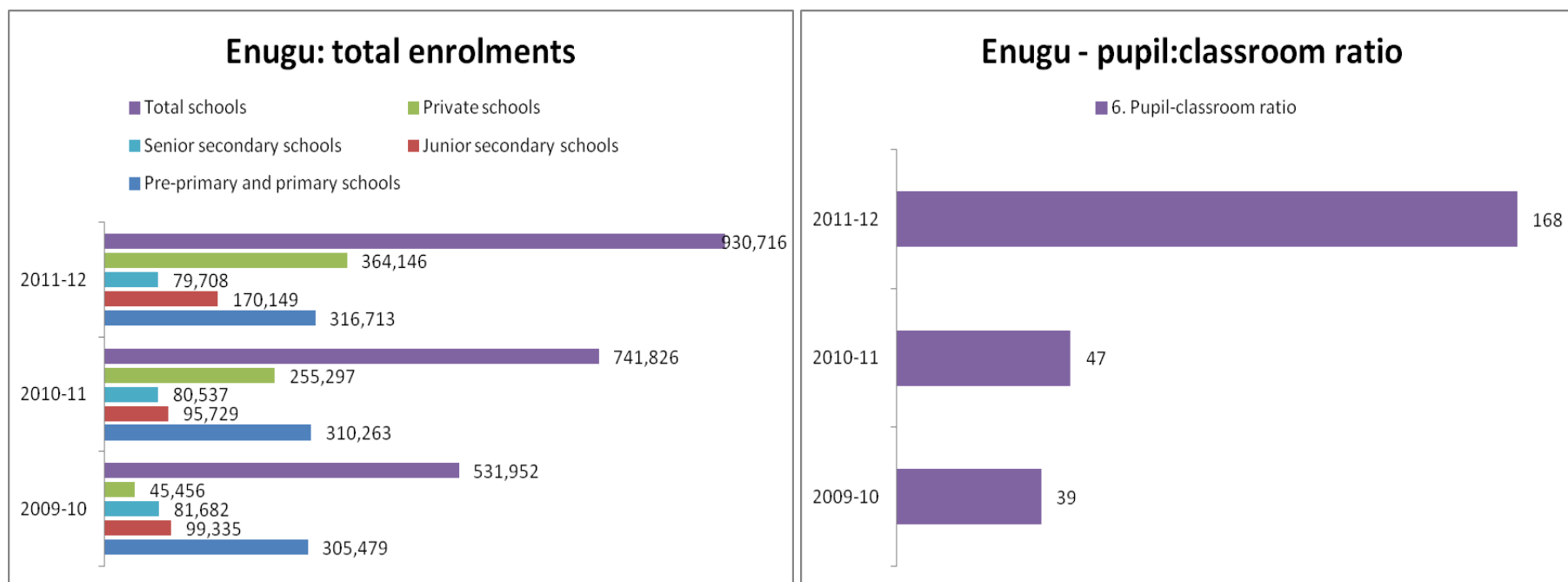
ANNUAL SCHOOL CENSUS TREND DATA									
KADUNA	2009-10			2010-11			2011-12		
<b>1. No. schools</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Pre-primary and primary schools			4,270			4,270			4,034
Junior secondary schools			416			416			273
Senior secondary schools			294			294			120
Private schools			1,406			1,406			913
<b>Total schools</b>			<b>6,386</b>			<b>6,386</b>			<b>5,340</b>
<b>2. No. pupils</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	580,537	477,283	1,057,820	643,326	550,353	1,193,680	648,971	554,643	1,203,614
Junior secondary schools	102,167	73,488	175,655	175,986	77,048	179,818	98,356	75,118	173,474
Senior secondary schools	70,100	42,353	112,453	68,042	45,758	113,800	77,252	49,143	126,395
Private schools			-	44,496	40,643	85,139			-
<b>Total schools</b>	<b>752,804</b>	<b>593,124</b>	<b>1,345,928</b>	<b>931,850</b>	<b>713,802</b>	<b>1,572,437</b>	<b>824,579</b>	<b>678,904</b>	<b>1,503,483</b>
<b>3. No. children with special needs (all types combined)</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools			807			3,421			9,736
Junior secondary schools			880			816			514
Senior secondary schools			315			375			424
Private schools			-			-			-
<b>Total schools</b>	<b>-</b>	<b>-</b>	<b>2,002</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,674</b>
<b>4. No. teachers</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	20,641	18,413	39,054	19,537	18,559	38,096	18,605	18,606	37,211
Junior secondary schools	3,644	2,263	5,907	3,800	2,322	6,122	2,127	1,642	3,769
Senior secondary schools	7,835	8,512	16,347	3,662	1,694	5,356	4,202	2,248	6,450
Private schools	7,835	8,512	16,347	7,787	8,594	16,381	8,217	9,085	17,302
<b>Total schools</b>				<b>34,786</b>	<b>31,169</b>	<b>65,955</b>	<b>33,151</b>	<b>31,581</b>	<b>64,732</b>
<b>5. Pupil-teacher ratio</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
<b>State total</b>			25			51			47
<b>6. Pupil-classroom ratio</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
<b>State total</b>			68			68			59
<b>7. Percentage schools with no safe water source</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Primary			68			78			66
Junior secondary			28			22			19
Senior secondary			19			12			5
<b>8. Percentage schools with no toilets</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Primary			78			75			79
Junior secondary			43			20			24
Senior secondary			35			11			10
<b>9. Pupil transition rate from P6 to JSS1</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>State total</b>	57	57	57	49	45	47	42	62	51
<b>10. Gender parity index</b>									
Primary			0.82			0.86			0.85
Junior secondary			0.72			0.44			0.76
Senior secondary			0.60			0.67			0.64
Private			-			0.91			-

ANNUAL SCHOOL CENSUS TREND DATA		Note: Kano ASC 2011-12 final data checks in progress					
KANO		2009-10			2010-11		
<b>1. No. schools</b>				<b>Total</b>			<b>Total</b>
Pre-primary and primary schools				4,749			5,086
Junior secondary schools				750			766
Senior secondary schools				334			404
Private schools				1,222			1,463
<b>Total schools</b>				<b>7,055</b>			<b>7,719</b>
<b>2. No. pupils</b>		<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools		1,065,093	965,276	2,030,369	1,104,085	1,007,692	2,111,777
Junior secondary schools		171,554	92,589	264,143	166,908	105,072	271,980
Senior secondary schools		114,162	55,563	169,725	131,238	69,392	200,630
Private schools		131,876	143,991	275,867	103,715	106,784	210,499
<b>Total schools</b>		<b>1,482,685</b>	<b>1,257,419</b>	<b>2,740,104</b>	<b>1,505,946</b>	<b>1,288,940</b>	<b>2,794,886</b>
<b>3. No. children with special needs (all types combined)</b>		<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools		3,439	4,820	8,259	8,144		8,144
Junior secondary schools		1,115	500	1,615	333		333
Senior secondary schools		634	203	837	14		14
Private schools		-	-	-	-		-
<b>Total schools</b>		<b>5,188</b>	<b>5,523</b>	<b>10,711</b>	<b>8,491</b>	<b>-</b>	<b>8,491</b>
<b>4. No. teachers</b>		<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools		37,292	7,940	45,232	36,192	8,695	44,887
Junior secondary schools		6,294	1,609	7,903	<b>6,286</b>	1,809	8,095
Senior secondary schools		4,305	1,075	5,380	3,725	1,171	4,896
Private schools		7,933	4,015	11,948	5915	4917	10,832
<b>Total schools</b>		<b>55,824</b>	<b>14,639</b>	<b>70,463</b>	<b>52,118</b>	<b>16,592</b>	<b>68,710</b>
<b>5. Pupil-teacher ratio</b>				<b>Total</b>			<b>Total</b>
<b>State total</b>				42			45
<b>6. Pupil-classroom ratio</b>				<b>Total</b>			<b>Total</b>
<b>State total</b>				67			82
<b>7. Percentage schools with no safe water source</b>				<b>Total</b>			<b>Total</b>
Primary				47			51
Junior secondary				26			33
Senior secondary				14			11
<b>8. Percentage schools with no toilets</b>				<b>Total</b>			<b>Total</b>
Primary				62			55
Junior secondary				32			25
Senior secondary				14			9
<b>9. Pupil transition rate from P6 to JSS1</b>		<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>State total</b>		48	34	42	45	36	41
<b>10. Gender parity index</b>							
Primary				0.91			0.91
Junior secondary				0.54			0.63
Senior secondary				0.49			0.53
Private				1.09			1.03

ANNUAL SCHOOL CENSUS TREND DATA									
KWARA	2009-10			2010-11			2011-12		
<b>1. No. schools</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Pre-primary and primary schools			1,448			1,440			1,466
Junior secondary schools			343			348			374
Senior secondary schools			243			256			276
Private schools			940			724			1,112
<b>Total schools</b>			<b>2,974</b>			<b>2,768</b>			<b>3,228</b>
<b>2. No. pupils</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	114,396	103,024	217,420	121,585	111,251	232,836	131,303	121,449	252,752
Junior secondary schools	45,220	39,667	84,887	45,480	37,988	83,468	49,227	43,166	92,393
Senior secondary schools	38,523	30,217	68,740	36,670	31,796	68,466	40,279	32,716	72,995
Private schools	51,864	48,423	100,287	53,086	49,650	102,736	88,745	87,129	175,874
<b>Total schools</b>	<b>250,003</b>	<b>221,331</b>	<b>471,334</b>	<b>256,821</b>	<b>230,685</b>	<b>487,506</b>	<b>309,554</b>	<b>284,460</b>	<b>594,014</b>
<b>3. No. children with special needs (all types combined)</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools			652			854			1,272
Junior secondary schools			223			458			898
Senior secondary schools			113			113			485
Private schools			-			-			-
<b>Total schools</b>	<b>-</b>	<b>-</b>	<b>988</b>	<b>-</b>	<b>-</b>	<b>1,425</b>	<b>-</b>	<b>-</b>	<b>2,655</b>
<b>4. No. teachers</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	7,417	10,273	17,690	6,586	8,743	15,329	5,975	8,282	14,257
Junior secondary schools	2,477	2,724	5,201	2,283	3,323	5,606	2,706	3,989	6,695
Senior secondary schools	3,295	2,166	5,461	3,156	2,304	5,460	3,718	3,039	6,757
Private schools	3,834	5,101	8,935	4,126	5,611	9,737	5,864	7,976	13,840
<b>Total schools</b>	<b>17,023</b>	<b>20,264</b>	<b>37,287</b>	<b>16,151</b>	<b>19,981</b>	<b>36,132</b>	<b>18,263</b>	<b>23,286</b>	<b>41,549</b>
<b>5. Pupil-teacher ratio</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
State total (public schools)			13			15			15
<b>6. Pupil-classroom ratio</b>	<b>prepry/pry</b>	<b>JSS</b>	<b>SSS</b>	<b>prepry/pry</b>	<b>JSS</b>	<b>SSS</b>	<b>prepry/pry</b>	<b>JSS</b>	<b>SSS</b>
State total	34	40	35	34	46	35	34	41	35
<b>7. Percentage schools with no safe water source</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Primary			65			65			65
Junior secondary			43			39			47
Senior secondary			31			30			37
<b>8. Percentage schools with no toilets</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Primary			85			77			70
Junior secondary			71			55			54
Senior secondary			79			55			54
<b>9. Pupil transition rate from P6 to JSS1</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
State total				0.96	0.91	0.94	1.06	1.09	1.08
<b>10. Gender parity index</b>									
Primary			0.90			0.92			0.92
Junior secondary			0.88			0.84			0.88
Senior secondary			0.78			0.87			0.81
Private			0.93			0.94			0.98

ANNUAL SCHOOL CENSUS TREND DATA									
LAGOS	2009-10			2010-11			2011-12		
<b>1. No. schools</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Pre-primary and primary schools			989			991			1,001
Junior secondary schools			314			308			326
Senior secondary schools			304			307			311
Private schools						12,098			-
<b>Total schools</b>			<b>1,607</b>			<b>13,704</b>			<b>1,638</b>
<b>2. No. pupils</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	217,988	227,056	445,044	228,016	234,268	462,284	228,445	230,776	459,221
Junior secondary schools	156,187	163,996	320,183	154,883	163,181	318,064	170,398	177,131	347,529
Senior secondary schools	125,350	129,238	254,588	126,469	127,255	253,724	127,749	132,799	260,548
Private schools			-	691,686	693,504	1,385,190			-
<b>Total schools</b>	<b>499,525</b>	<b>520,290</b>	<b>1,019,815</b>	<b>1,201,054</b>	<b>1,218,208</b>	<b>2,419,262</b>	<b>526,592</b>	<b>540,706</b>	<b>1,067,298</b>
<b>3. No. children with special needs (all types combined)</b>	<b>Pupils</b>		<b>Total</b>	<b>Pupils</b>		<b>Total</b>	<b>Pupils</b>		<b>Total</b>
Pre-primary and primary schools		2,288	2,288		2,075	2,075		2,697	2,697
Junior secondary schools		75	75		441	441		1,964	1,964
Senior secondary schools		159	159		296	296		430	430
Private schools			-			-			-
<b>Total schools</b>		<b>2,522</b>	<b>2,522</b>		<b>2,812</b>	<b>2,812</b>		<b>5,091</b>	<b>5,091</b>
<b>4. No. teachers</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Pre-primary and primary schools	2,372	11,397	13,769	2,247	11,071	13,318	2,106	10,561	12,667
Junior secondary schools	2,679	6,799	9,478	2,557	6,584	9,141	3,240	7,768	11,008
Senior secondary schools	4,303	5,493	9,796	4,590	5,808	10,398	4,590	5,808	10,398
Private schools			-	37,482	81,303	118,785			-
<b>Total schools</b>	<b>9,354</b>	<b>23,689</b>	<b>33,043</b>	<b>46,876</b>	<b>104,766</b>	<b>151,642</b>	<b>9,936</b>	<b>24,137</b>	<b>34,073</b>
<b>5. Pupil-teacher ratio</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
<b>State total</b>			31			16			31
<b>6. Pupil-classroom ratio</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
<b>State total</b>			65			49			65
<b>7. Percentage schools with no safe water source</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Primary			50			47			43
Junior secondary			48			42			20
Senior secondary			49			35			35
<b>8. Percentage schools with no toilets</b>			<b>Total</b>			<b>Total</b>			<b>Total</b>
Primary			53			27			20
Junior secondary			43			19			11
Senior secondary			37			14			14
<b>9. Pupil transition rate from P6 to JSS1</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>State total</b>	N/A	N/A	N/A	1.41	1.34	1.33	1.38	1.35	1.36
<b>10. Gender parity index</b>									
Primary			1.04			1.03			1.01
Junior secondary			1.05			1.05			1.04
Senior secondary			1.03			1.01			1.04
Private			-			1.00			-
NOTE:									
1 - NO PRIVATE SCHOOL CENSUS IN 2011/12 IN LAGOS STATE				3 - STUDENTS WITH SPECIAL NEEDS NOT REPORTED FOR PRIVATE					
3 - STUDENTS WITH SPECIAL NEEDS NOT DISAGGREGATED BY GENDER				09 - N/A => NOT APPLICABLE (2009/2010 IS BASE DATA)					

## Annex 2: Indicative illustrations from Annual School Census trend data



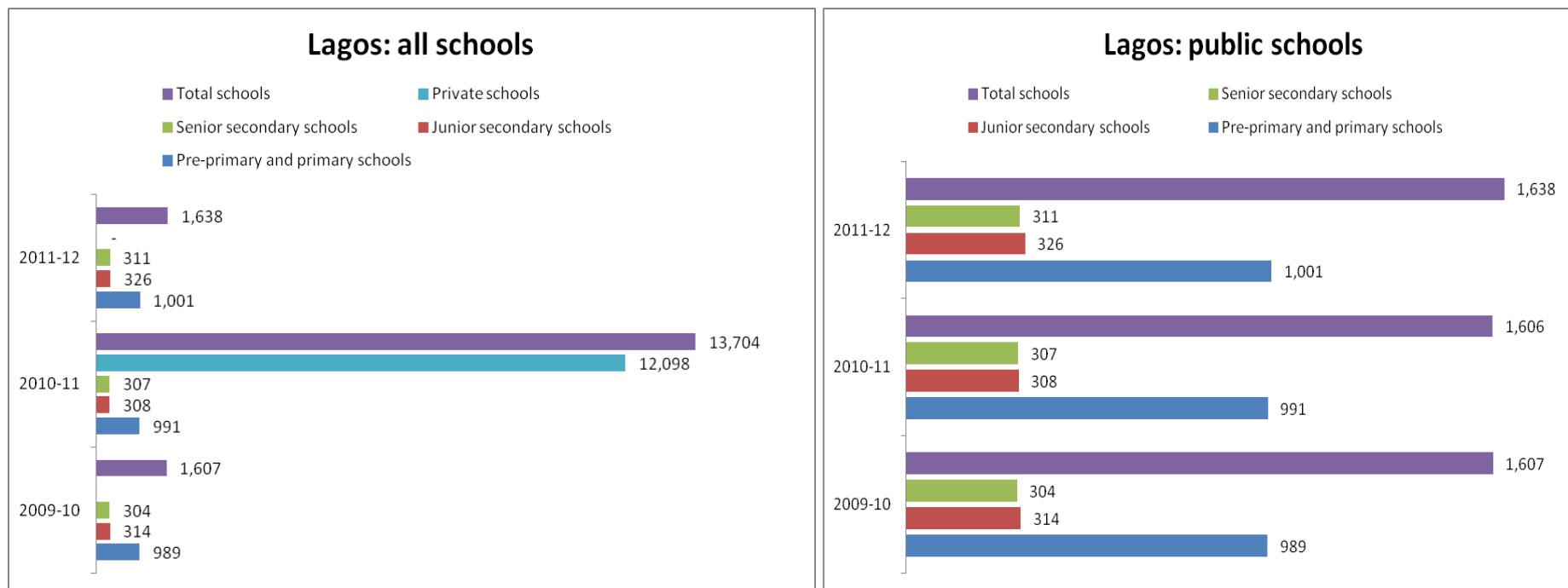
*Comment:*

The eight-fold increase in private sector enrolment figures has driven a trebling of reported Enugu State total enrolment between 2009-10 and 2011-12.

Based on the ASC data, the result is a massive deterioration in the pupil:classroom ratio (PCR) at the state level.

*Example policy and management questions:*

Is this a true reflection of rapid private sector expansion, or a result of increased capture of enrolment data from private schools, or a combination of the two? Is there a failure to capture data on private school classrooms that should be corrected in 2012-13 ASC? What happens if PCR is broken down by sub-sector (eg, public primary vs private primary)?

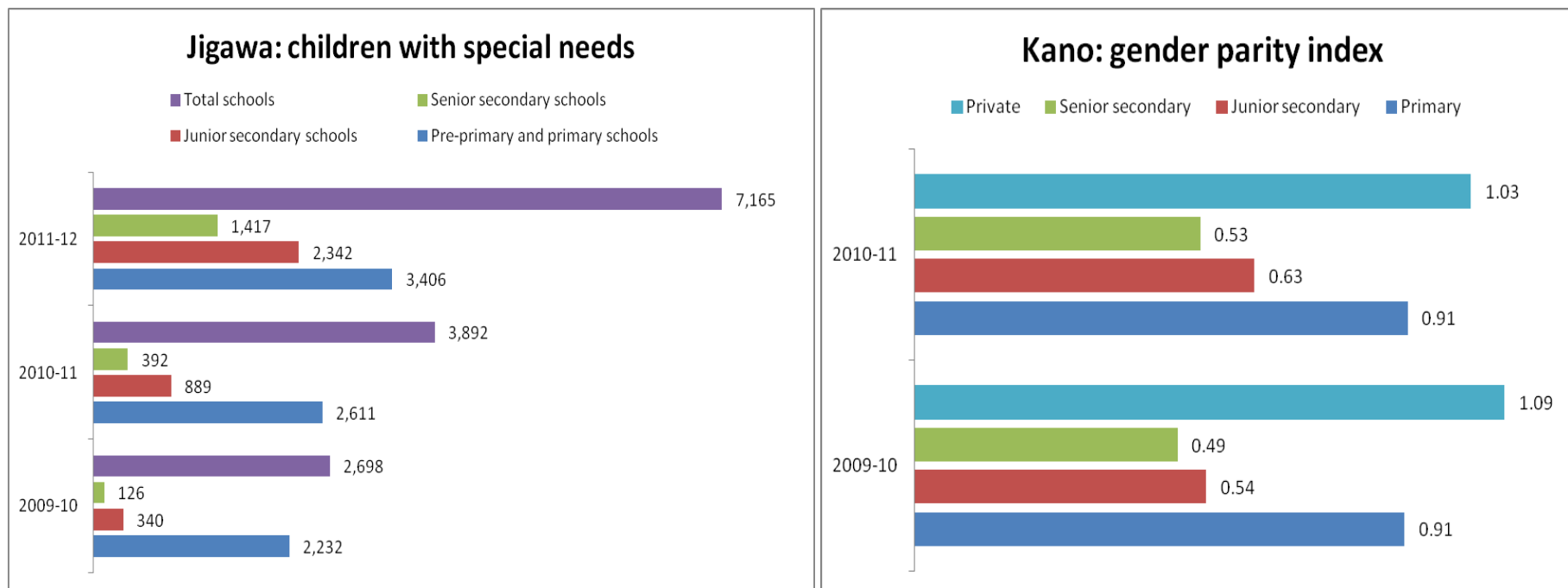


**Comment:**

The ‘lens’ chosen affects what is seen. In 2010-11, Lagos conducted a private schools census, in addition to the regular public schools census. The panel on the left puts into perspective who is carrying the responsibility of educating the majority of the state’s children. The panel on the right provides a sharper focus on trends in the public schools system, where only around 12% of enrolled children study.

**Example policy and management questions:**

What should the state’s political leaders be concerned with: only public schools since those are managed by the state; or all schools including those outside the public sector, since the welfare of all children matters? Given this pattern of provision and demand, what is the most appropriate role for government in terms of education supply, regulation, governance and quality assurance? Would it represent good value for money for the state government to invest in surveying private schools annually, so that private schools trend data can be analysed in the same way as it is now available for public schools?



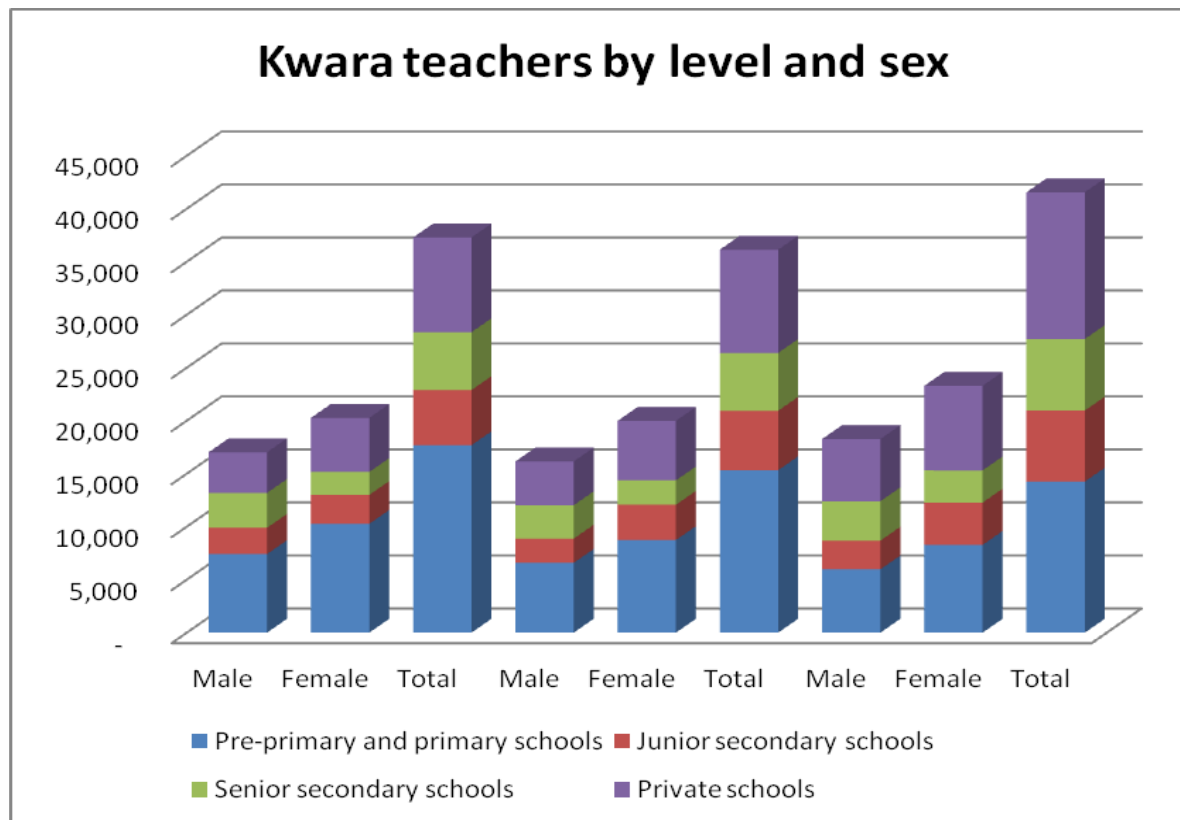
**Comment:**

1. There has been a steady increase in numbers of children with special educational needs enumerated in Jigawa ASCs, in primary, JSS and SSS alike.
2. Kano’s Gender Parity Index is stable at primary level, and has improved somewhat in JSS and SSS. But all of those are far short of the gender parity achieved by Kano private schools.

**Example policy and management questions:**

1. Are there more children with special educational needs being born every year in Jigawa, or are schools becoming more inclusive of such children, or are school authorities and ASC enumerators becoming more proficient at identifying such children...or is it a combination of these reasons? How do these numbers match up to the total population of children living with disabilities in Jigawa state?

2. What are Kano private schools offering or doing, that public schools are not, such that the former has achieved gender parity? What constrains or enables Kano families when deciding the type of school (or no school at all) for their daughters and sons? What could and should the state government and its partners do to make further progress towards parity, in terms of both demand and supply?



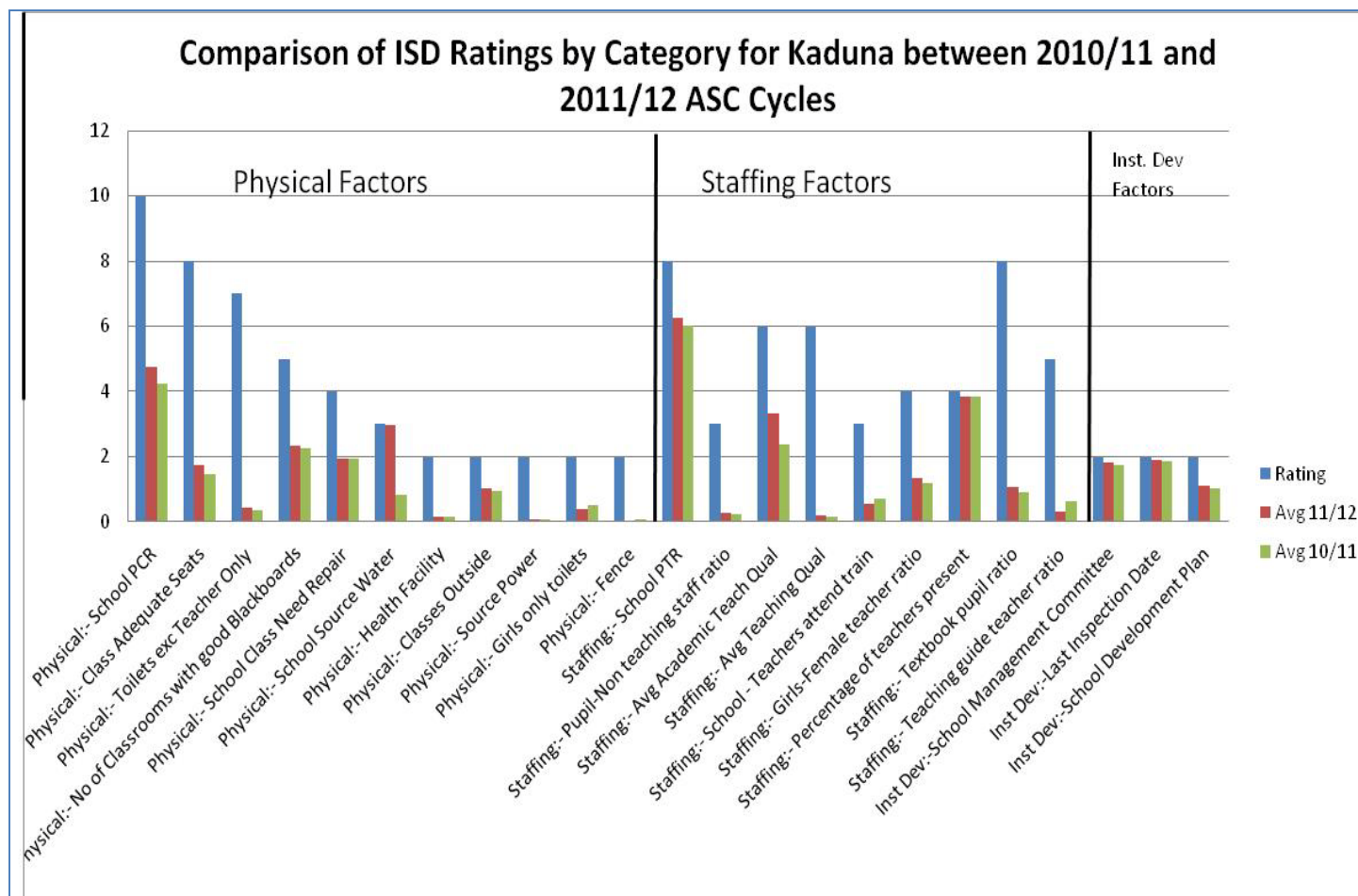
**Comment:**

Multiple dimensions of teacher recruitment can be analysed together.

**Example policy and management questions:**



An additional layer of analysis by locale would allow the success or otherwise of the government's policy on posting of teachers to rural schools to be monitored, as could interventions designed to improve living and working conditions for female teachers in particular.



**Comment:**

The blue lines indicate the maximum rating available for each indicator; red and green lines show the actual score from ASC data for Kaduna schools on average. The chart clearly shows which indicators are relatively positive (eg, percentage of teachers present and SBMCs); those which are a long way from

the ideal (eg, toilets for children and teaching qualifications); those which are moving in the right direction (eg, water and average academic teaching qualification); and those moving in the wrong direction (eg, teacher training attendance and teachers' guides).