

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

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

**Jan-Mar 2013**

**Report Number: ESSPIN 062**

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Support Programme  
in Nigeria



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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 Budget and 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 previous quarterly report was about **process**: the transition from project to programme mode and from piloting to roll-out. This quarterly report is all about **results**. We now know from reliable sources that:
  - More children, especially girls, enrol in ESSPIN School Improvement Programme (SIP) focus schools than in unsupported schools;
  - A significantly higher proportion of SIP schools meet the standard of school quality than unsupported schools; and
  - A significantly larger proportion of pupils in ESSPIN focus schools are in the upper learning outcomes bands for English literacy and numeracy than in unsupported schools.
2. With completion of Composite Survey 2012 (CS1) and three years of Annual School Censuses published, convincing data is available on high-level access, equity and quality indicators of impact in the six ESSPIN-supported states for the first time. These results describe educational provision and standards state-wide, not only in ESSPIN focus schools.
3. Six out of eight ESSPIN logframe Output indicators, the pivotal Outcome indicator, and two out of four Impact indicators were found to be significantly better in ESSPIN Phase 1 schools than in control schools (see Table 1). These positive results included the key measures of teacher competence, school development planning, SBMC functionality, inclusion of women and children, and overall school quality, thereby endorsing ESSPIN's intervention logic<sup>1</sup>. These findings were recorded even though the pilot programme had not run its course in many locations, a relatively small proportion of teachers had participated for a limited time, and many had not yet received content-specific training plus in-school support, by the time the survey was conducted.
4. The *Overall Findings and Technical Report of ESSPIN Composite Survey 1 (2012)* shows that in several cases, such as SBMC functionality, *all* the individual detailed criteria of which each standard is comprised were significantly better in Phase 1 schools than controls. ESSPIN teams have begun to review programme areas where performance is apparently weaker, to determine whether adjustments of approach or investment of additional resources are required—or whether it was simply too soon to see a significant change.
5. Six individual state reports, a gender analysis supplement to the Overall Findings, and a gatefold briefing note on each document have been produced. They are being shared with senior stakeholders in each state, prior to publication of the reports in April 2013 and placing the source data (suitably anonymised) on the ESSPIN website.

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<sup>1</sup> In theory it is possible that selection bias rather than the impact of ESSPIN interventions caused the differences observed between Phase 1 and Control Schools. However, no evidence of positive selection bias of Phase 1 schools exists. In 2014, when CS2 is run, it should be possible to eliminate this caveat by comparing the 'difference in differences' seen in Phase 1 schools compared with Control Schools between 2012 and 2014.

Table 1: Composite Survey 1 (2012) Output, Outcome and Impact indicator results by Phase

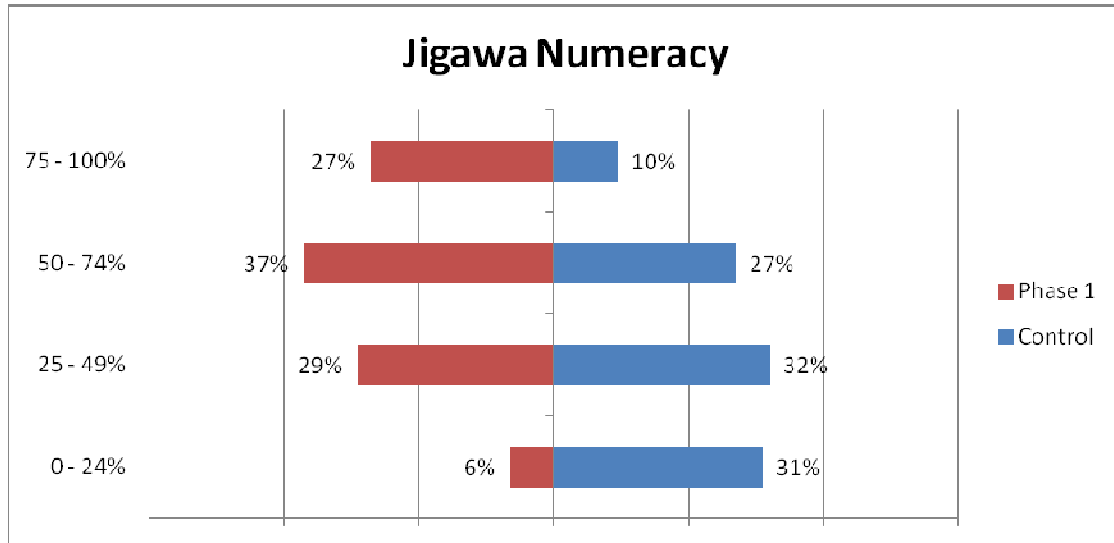
Indicator	Phase 1 schools	Phase 2 schools	Control schools	All schools
<b>Output indicators (5 states):</b>				
% competent teachers	80%*	72%	63%	67%
% schools with competent teachers	74%*	58%	39%	44%
% schools with effective head teacher	24%	14%	11%	13%
% schools with effective school development planning	24%*	9%	0%	3%
% schools that meet needs of all children (inclusive)	19%	16%	17%	17%
% schools with functioning SBMC	47%*	13%	19%	21%
% schools where SBMC reflects women's concerns	39%*	10%	7%	10%
% schools where SBMC reflects children's concerns	23%*	6%	4%	5%
<b>Outcome indicator:</b>				
School quality (5 states)	15%*	7%*	0%	2%
<b>Impact indicators:</b>				
% p2 pupils with skills for reading comprehension (4 states)	8%	9%	5%	9%
% p4 pupils with skills for reading comprehension	8%*	9%	2%	4%
% p2 pupils able to perform p2 arithmetic	19%*	16%	10%	12%
% p4 pupils able to perform p4 arithmetic	8%	7%	8%	7%

Estimates marked \* are significantly different between Phase 1 (or 2) and Control Schools at the 0.05 level, ie, there is a high degree of certainty that ESSPIN intervention schools are significantly different from non-intervention schools.

- The ESSPIN team has been careful to avoid making claims of attribution regarding the significant learning outcome gains found in p2 numeracy and p4 literacy. However, a striking pattern of pupil achievement on both numeracy and English literacy has been observed: the

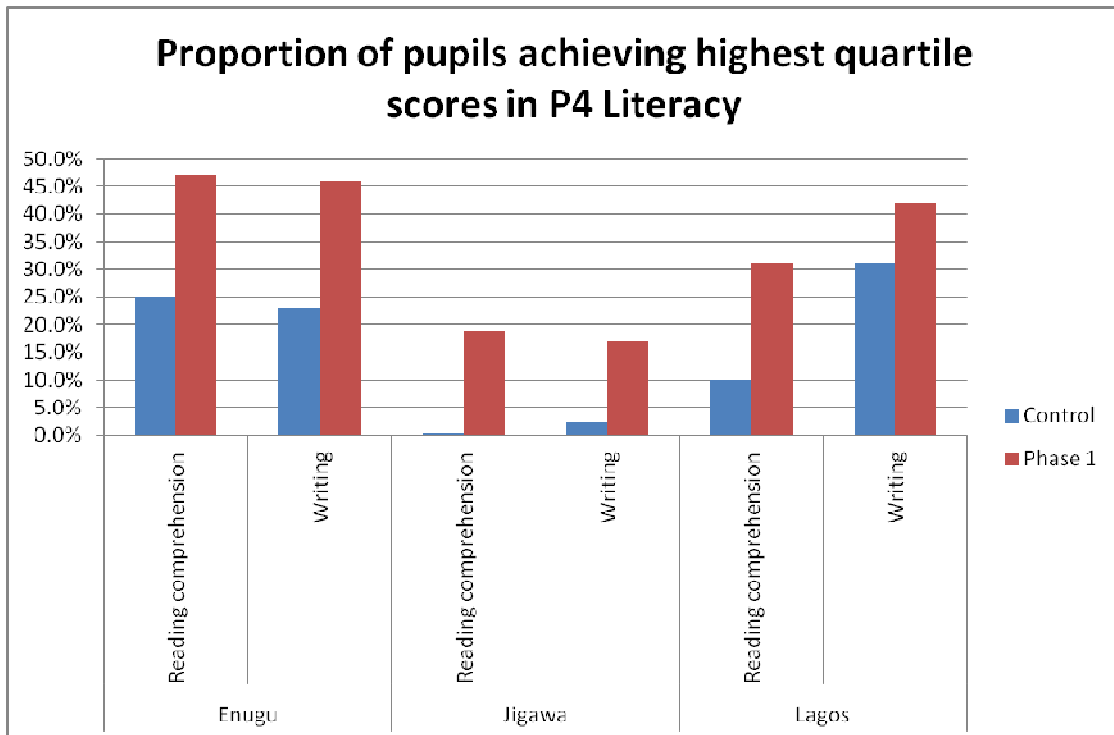
proportion of pupils languishing in the bottom score band is significantly lower in ESSPIN-supported Phase 1 schools than in Control Schools, whilst the upper bands are fuller, as shown in the examples below: Figure 1, Figure 2, and Table 2.

Figure 1: Proportions of p2 pupils by Phase in 25% score bands, Jigawa numeracy



Nearly a third (31%) of Jigawa Control Schools p2 pupils show little or no capacity to answer grade-appropriate maths items correctly, whereas only 6% of Phase 1 pupils are in that category.

Figure 2: Proportion of p4 pupils in highest score band for literacy domains by Phase and state



In each of the three states for which valid data is available, a higher proportion of Phase 1 p4 pupils scored 75%-100% on p4 curriculum level English literacy domains than in Control Schools.

Table 2: Lowest (0-25%) and highest (75-100%) test band differences between Phase 1 and Control Schools, three states with comparable data

Differences in proportions of pupils in Phase 1 and Control Schools found in the lowest quartile (0-25%) of test scores					
Subject	Grade	Domain	Enugu	Jigawa	Lagos
Numeracy	2	Number concepts	-0.8%	24.0%	1.0%
		Addition and subtraction	5.0%	21.0%	9.0%
	4	Number concepts	5.7%	44.7%	-2.5%
		Addition and subtraction	13.2%	44.0%	-3.7%
		Multiplication and division	35.0%	33.0%	-7.0%
Literacy	2	Early Reading	4.0%	27.0%	1.0%
		Reading comprehension	25.0%	11.0%	-5.0%
		Writing	7.0%	18.0%	-1.0%
	4	Reading comprehension	18.0%	30.0%	11.0%
		Writing	24.0%	31.0%	3.0%
Statistically significant positive impact			14		
Statistically insignificant positive impact			10		
Statistically insignificant negative impact			5		
Statistically significant negative impact			1		
			30		
Out of 30 state/domain/grade categories, almost half (14) already reveal statistically significantly better pupil learning outcomes—and a further ten positive but non-significant results—in ESSPIN-supported schools compared with Control Schools, at the lowest end of the achievement spectrum. Also, the magnitude of those positive differences is much larger than that of the few negative differences observed. The positive differences are largest in Jigawa, the State with the lowest levels of achievement, which stands to gain most from the early emphasis on basic skills in English literacy and numeracy in the ESSPIN School Improvement Programme.					
Differences in proportions of pupils in Phase 1 and Control Schools found in the highest quartile (75-100%) of test scores					
Subject	Grade	Domain	Enugu	Jigawa	Lagos
Numeracy	2	Number concepts	5.0%	26.0%	8.0%
		Addition and subtraction	23.0%	19.3%	9.0%
	4	Number concepts	23.0%	12.7%	2.5%
		Addition and subtraction	22.0%	15.9%	3.7%
		Multiplication and division	0.0%	0.0%	0.0%
Literacy	2	Early Reading	24.0%	13.5%	-1.0%
		Reading comprehension	20.0%	12.9%	-4.0%
		Writing	10.0%	8.1%	-4.0%
	4	Reading comprehension	22.0%	18.7%	11.0%
		Writing	23.0%	14.7%	11.0%
Statistically significant positive impact			16		
Statistically insignificant positive impact			8		
Statistically insignificant negative impact			3		
Statistically significant negative impact			0		
			27		
At the top end of the achievement scale, only three categories (all in Lagos State) fail to show a positive or significantly positive gain from pupils attending an ESSPIN-supported school. It is primarily Phase 1 School pupils' performance on p1/p2 questions which has driven the improvements at p2 and p4 levels, as would be expected from ESSPIN's intervention logic at this stage in the programme cycle. NB: p4 multiplication and division contains missing values which are actively under investigation with a view to completing the analysis.					

7. Beyond the estimates of mean performance for SBMCs, schools, teachers and children against legitimately-set standards, the Composite Survey offers the first insights into which specific aspects of the curriculum children are excelling at or struggling with. The breakdown of data into grade-specific items and domains of learning, points the way forwards for more detailed studies of who is coping and who is not, and why. This can be done by looking into the range and distribution of children’s performance—not only average scores. State partners, IDPs and sister programmes have already shown great interest in the methodology and findings. Where possible, linkages will be forged with Nigeria’s national assessment policy development team, Unicef GEP-III, WB/GPE, EDOREN and other programmes coming on stream such as TDP and READS, so that the maximum benefit can be drawn from the investment made in CS design and analysis. Similarly, many partners are becoming active around issues such as inclusivity (GEP3), safe spaces for women and children to express their voices in education (GirlHub), roll out of SBMC strengthening (UBEC), school development planning (GPE), and school grants (World Bank)—all of which are touched on in the Composite Survey methodology. At least one, if not two, further rounds of the CS will reveal far more in terms of trend data and the importance of robust data on education quality.
8. That said, the Composite Survey is but one tool amongst many for reviewing educational progress from increasingly diverse complementary perspectives. ESSPIN has now supported three complete cycles of the Annual School Census in its six partner states: 2009/10, 2010/11 and 2011/12, with the fourth (2012/13) currently underway and on schedule. The publication of 2011/12 ASC reports provided important trend data for the first time, enabling calculations of enrolment trends and flow rates. Highlights relating to net enrolments, numbers of additional children in primary schools, and improvements in gender parity are reported below. Results from state self-assessments of planning and inclusion, school support officer reports and social mobilisation officer reports will also be available for the independent 2013 Annual Review of ESSPIN’s work.

**Significant achievements: enrolment trend data**

- Between 2009 and 2012, ESSPIN focus schools in Jigawa, Kaduna, Kano and Enugu enrolled primary age children (6-11 year-olds) at a higher rate than the state average (this distinction does not apply in Lagos and Kwara where ESSPIN works in all LGEAs). Increases in primary net enrolments in ESSPIN focus LGEAs compared with state total increases were as follows:

**Table 3: Primary net enrolment increases in ESSPIN focus LGEAs compared to state-wide totals**

	<b>Focus LGEAs</b>	<b>State total</b>
Jigawa	26%	14%
Kano	26%	11%
Kaduna	5%	3%
Enugu	45%	33%

- Combined figures for the six states indicate that ESSPIN focus LGEAs alone account for one third (34%) of the **571,358 additional children receiving basic education** in those states between 2009 and 2012.
- In the northern states where girl education is a special challenge receiving significant DFID and state government investment, girls accounted for 54% of all additional children in primary education (gross enrolment). The increase was higher for girls than for boys in each of the northern states.

**Table 4: Change in gross enrolment in primary schools in ESSPIN states, 2009-2012**

State	Cumulative Change 2009-12			Cumulative Change 2009-12 (%)		
	Male	Female	Total	Male	Female	Total
Jigawa	25,175	37,297	62,472	9%	18%	12%
Kano	142,873	159,476	302,349	13%	17%	15%
Kaduna	68,434	77,360	145,794	12%	16%	14%
Kwara	16,907	18,425	35,332	15%	18%	16%
Lagos	10,457	3,720	14,177	5%	2%	3%
Enugu	6,468	4,766	11,234	4%	3%	4%
<b>Total</b>	<b>270,314</b>	<b>301,044</b>	<b>571,358</b>	<b>11%</b>	<b>14%</b>	<b>13%</b>

- The four northern States also recorded improved gender parity indices, although the variations between ESSPIN focus LGEAs and State averages were not significant.
- Almost a quarter of a million person-days of training and in-school support were provided to SIP teachers and head teachers between January and March 2013: this equates to 900 person-years of professional development, and was supplied principally at State Government and UBEC expense, in the form of weekly SSO visits to all Kwara primary schools and the intensive Kano Best Practice Schools initiative.

Additional data on key performance indicators can be found in Annex 1.

### *Security*

9. ESSPIN continued to work closely during the quarter with a variety of different contacts including DFID, the British High Commission, the British Council, other SLPs and Control Risks Group in terms of managing the security risk.
10. The security situation changed in the quarter under review:
  - Regionally – the French-led intervention into Mali that included input from both the UK and Nigeria
  - Continued unrest in the north – including Kano
  - An escalation of both terrorist kidnappings in the north (Bauchi but very close to the borders of both Jigawa and Kano) and criminal kidnappings in Lagos

- The re-emergence of MEND (Including local splinter groups) in the south of the country
11. A major development in the quarter was the first direct attack on an ESSPIN Phase 1 school, Dan Maliki Primary School, Kumbotso LGA, Kano State. The head teacher and five class teachers were deliberately shot. Although none are reported to have died from their wounds, the trauma to those individuals, the school community and everyone associated with them is considerable. As with all security incidents, ESSPIN has actively reviewed its stance to mitigate the risk to programme personnel and stakeholders. At present, no overall change in ESSPIN's level of engagement with Kano schools has been implemented as a result of the Dan Maliki incident, as there had been no ESSPIN inputs to the school for a considerable length of time and local reports do not suggest any direct targeting. The ESSPIN team has assured the school, LGEA and state authorities of its continuing support, whilst investigations continue into whether any risk factors have changed as a result of this incident.
  12. In terms of travel – road travel remains a high risk activity with many accidents recorded on the roads of Nigeria. Road travel, though, was often unavoidable during the quarter as there has been major disruption to internal/domestic airlines – most notably the strike that grounded AeroContractors which further reduced the options available.
  13. The increase in security incidents during the quarter October to December 2012 showed little sign of slowing during the quarter January to March 2013 – still most notably in non-ESSPIN States Borno and Yobe, but with a knock-on effect on Kano in particular. With respect to impact of the security situation on programme delivery, ESSPIN remains on track in terms of roll-out and expansion. However, the team has had to significantly adapt support to delivery of the roll-out approach as a result of the security situation:
    - Much more activity (meetings, workshops, training) has taken place in Abuja or in relatively safe regional hubs rather than in the northern state headquarters, which has substantially increased the cost of activity;
    - Exchanges between southern and northern SSIT team members have continued without any negative issues—in fact, one positive unintended consequence of ESSPIN's security response is that there has been a sharp acceleration in the already-planned transfer of professional support visits and responsibility for programme delivery from the TA team to SSITs;
    - The one element that has been restricted is visits to the north by non-Nigerian senior members of staff and STTAs to observe, monitor and guide the field work in situ, and to conduct political engagement meetings with key stakeholders in their own places of work.
  14. Aside from that, the school improvement initiative is progressing largely as planned and is on track to achieve the targeted results—at a higher direct unit cost than originally budgeted, but with far more leverage of state and federal funds than could realistically have been expected even two years ago, hence delivering real value for money.



15. It is harder to assess the broader impact of the long-running civil disturbances and violence on functioning of the education sector and schools in general. Enrolments have continued to rise in northern states, especially in ESSPIN-supported schools and LGEAs, although the 2012-13 Annual School Censuses will be the first to capture data since the watershed 20 Jan 2012 Kano attacks. DFID, other SLPs such as SAVI and NSRP, CSOs and other stakeholders would need to be consulted if a wider review of the impact of insecurity on education was required (perhaps by a conflicts expert team rather than by ESSPIN itself). A related area of work is around gender-based and school-based violence, reported on separately below.
16. From the weekly security reporting, a traffic light rating in ESSPIN States over the past quarter would be as follows:

**Kano**

**Abuja and Kaduna**

**Enugu, Jigawa, Kwara, Lagos**

17. State specific updates on security are contained in individual state reports below. In the quarter from April to June 2013, ESSPIN will continue to:
- Provide weekly updates
  - Work with DFID and other SLPs to share information
  - Work with Control Risks to avoid any level of complacency
  - Monitor and continue to raise standards of driving, vehicle maintenance, vehicle checks, travel protocols and safety training

#### *Political Engagement and Environment*

18. The fifth quarterly meeting of Honourable Commissioners and SUBEB Chairs was held in January 2013 and was chaired by the Honourable Commissioner for Kano. Discussions reviewed budget performance and challenges, distribution patterns of expenditure per student, progress on the Annual School Census, and an update on federal funding sources. The next meeting will be held in May to coincide with ESSPIN's 2013 Annual Review. It will be chaired by the Honourable Commissioner for Enugu.
19. A round-up of political engagement in the states is as follows.
- The Enugu Governor, after a long absence due to illness, is now back in office. However, a new board is yet to be constituted for Enugu SUBEB and this is holding up release and utilisation of UBEC funds. The partnership with Christian Missions is being expanded, with the Missions committing to funding the rollout of ESSPIN's school improvement programme to 151 additional schools. An MoU is being finalised.
  - In Jigawa, the 2013 State budget has allocated N31.1 billion (£124.4m) to education, representing a 6.3% increase over 2012. A staggering release rate of 107% in the final quarter of 2012 has raised expectations that plans to expand the full SIP to 1,002 schools by September 2013 will be achieved.

- The new Governor of Kaduna State, Dr Ramalan Yero, appears committed to the reforms initiated by his predecessor. He has backed the efforts of the Honourable Commissioner to secure the support of critical stakeholders, including a State summit targeted at House of Assembly members and Local Government Chairmen in February 2013.
  - In Kano, political engagement efforts are focused on joint planning with the State's leadership – the Governor, Deputy Governor, Honourable Commissioners for Education and for Planning and Budget, and SUBEB Chair – to finalise a co-financing arrangement that would see the ESSPIN Teacher Support Programme for Literacy and Numeracy expanded from 575 to all 5,068 primary schools in the State.
  - In Kwara, the 2013 budget was approved and signed in late March, meaning that no major activity could happen in the first quarter of the year. There appears to be some traction on the political engagement front with the lack of progress on the Every Child Counts reform agenda acknowledged through the formation of a high level committee, including the Commissioner and SUBEB Chair, to improve sector coordination.
  - In Lagos, the focus of political engagement shifted to LGEA level when SUBEB led a retreat to improve understanding of SIP amongst its own Board and Directors, Education Secretaries and LGEA Heads of Section. This was to secure support for the planned rollout of the SIP to all primary schools in the State during the course of 2013.
20. State financial data has been analysed to review budget performance in the first quarter of 2013. As has become customary, state budgets were not fully appropriated until March 2013 (except in Lagos), thus limiting budget release and utilisation rates for the first quarter of the year. Initial analysis of budget performance in states in the first quarter of 2013 is as follows (Enugu data awaited).

**Table 5: Budget performance by state, Q1 2013**

	21. 2013 Budget Allocation	22. Q1 Budget Release	23. Q1 Budget Utilisation
Jigawa	N8.2bn	1.22%	1.22%
Kaduna	N18.2bn	7.02%	5.70%
Kano	N44.8bn	0.70%	0.70%
Kwara	N9.2bn	8.08%	7.84%
Lagos	N37bn	21.50%	21.20%
Enugu	-	-	-

*Source: State Ministries of Education Quarterly Monitoring Reports, 19 Apr 2013 (unpublished)*

24. States are taking on board the fact that ESSPIN has entered its wind-down phase and that funding of SIP rollout is essentially dependent on state commitment. Findings from the Composite Survey are expected to focus sector leaders' attention on the quality of results achieved from the large and long running investments made in the education sector by states. The next level of refinement for the Quarterly Monitoring Reports is to track specific expenditure on school improvement lines. Such a detailed level of analysis will provide the management information that sector/policy leaders require to sustain SIP rollout.

### Programme Progress and Leverage of Resources

25. Rollout of the SIP to new schools (Phase 2 schools) is wholly dependent on commitment of resources by individual state governments. Leverage of state resources for this purpose was favourable over the course of 2012, with the proportion of SIP schools increasing from 14% of all schools (pilot phase) to 22% by December 2012 (Dec 2012 Quarterly Report). Table 9 below shows progress on rollout to Phase 2 schools.

**Table 6: Focus schools (public) in ESSPIN partner states by phase and target, including percentages**

State	Phase 1	Phase 2 actuals (Mar 2013)	Target July 2014	Total no. of public schools (Pry+JSS)	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	682	578	4,380	4%	16%	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>3,898</b>	<b>8,797</b>	<b>17,050</b>	<b>14%</b>	<b>23%</b>	<b>52%</b>

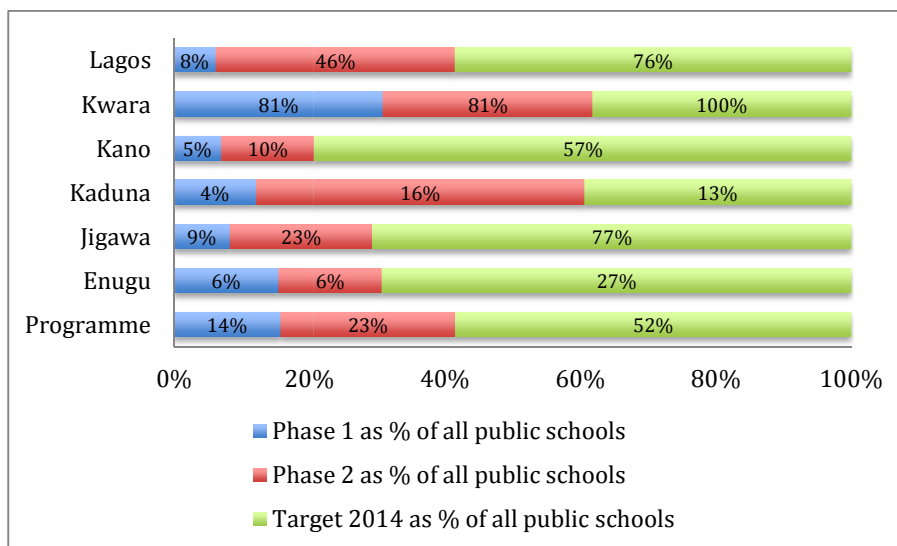
Source: ESSPIN records and State Annual School Censuses 2010-11

26. A significant movement on the Table in this quarter is the addition of 200 new schools in Kaduna, bringing Kaduna's Phase 2 total to 682 (thus exceeding its 2014 target of 578). Overall, this has increased SIP coverage from 22% to 23% of all schools in the six States. The Kaduna change reflects a massive turnaround in the State's commitment to SIP and bodes well for the near future. (The relatively low 2014 target was based on 2011 political economy analyses which indicated a low appetite for school reform in the State at the time).
27. Kano, Lagos and Jigawa are on the verge of increasing the number of Phase 2 schools significantly. In Kano, SUBEB has championed the introduction of a Teacher Support Programme for Literacy and Numeracy based on the ESSPIN Kwara model. The initiative has the backing of the Governor, Deputy Governor (who leads the State Training Committee) and sector leaders. A public launch is imminent. The programme is planned to cover all 5,068 primary schools in the State. This alone would bring overall SIP coverage to 62% of all schools in the six States combined, substantially exceeding ESSPIN's 2014 target of 52% of all schools. In Lagos, approvals have been finalised for an additional 401 schools to join the SIP, bringing coverage to 100% of primary schools in the State. This is expected to happen before the end of the current school year. In Jigawa, SUBEB has secured government backing and budget to expand its Phase 2 schools to 1,002 schools by September 2013.
28. In terms of the SIP package being rolled out, SBMC development has not been taken up at the same pace as teacher, head teacher and School Support Officer development in all

states. Phase 2 rollout in Kaduna, Jigawa and Kano is currently based on the complete minimum package of head teacher, teacher and SBMC development. In Lagos and Kwara, however, head teacher and teacher development have been prioritised by the state. There is, therefore, ongoing political engagement to secure funds for a phased introduction of the SBMC component in SIP schools already benefiting from head teacher and teacher support. In this quarter, Kwara increased the number of schools receiving SBMC support from 255 to 310, while funding is still being clarified in Lagos to enable expansion from 100 to 600 schools.

29. Enugu is the only state yet to expand the SIP to Phase 2 public schools due to destabilising factors like the lengthy absence of the Governor and the recent dissolution of the SUBEB board. An alternative rollout option has now been developed, namely to leverage the commitment and effectiveness of Christian Missions which have successfully partnered with ESSPIN on implementation of its Challenge Fund. The Missions have committed to rolling out the SIP in their own schools using their own funds, with ESSPIN providing capacity building. An MoU to be signed shortly will see the SIP expanded to 151 new Enugu schools in 2013 and 350 schools by 2014.

Figure 3: Progress towards 2014 targets for focus schools (public), by state



30. In the following bulleted list, the RAG rating at the beginning of the state name indicates recent past performance, and at the end of the state name signifies the prospects for the coming quarter or two.
  - **Enugu**: ESSPIN is working actively to support better learning opportunities and improved school environments for children in Enugu State through an expanded Mission Schools partnership, whilst discussions continue with the State Government over how roll out of the School Improvement Programme to three new LGEAs can be funded.
  - **Jigawa**: Jigawa has demonstrated a strong performance on education sector budget

release and utilisation, as well as commitment to very challenging targets for expansion of access to the SIP. Positive results from the Composite Survey regarding the learning outcomes of Jigawa primary pupils and evidence of increasing enrolments will reinforce political and administrative commitment to SIP roll out. Securing and using GPE funding effectively could prove critical in meeting the rising expectations for school quality improvement in the State, which is starting from a very low capacity base.

- **Kaduna:** Realistic targets were set for Kaduna school improvement during a prolonged period of political stasis. Currently, the effects of dynamic political leadership and commitment of state and federal resources are being felt in terms of rapid progress in both the state and non-state sub-sectors. Given its massive population, Kaduna could yet prove pivotal in terms of making significant in-roads into the problem of out-of-school children in northern Nigeria.
- **Kano:** The Kano education alliance of ESSPIN, DFID-NN, SUBEB, State Ministry of Education, the executive branch of government, MPB, LGAs and schools has forged ahead with two landmark initiatives. 264 schools (a cluster of six in each of the 44 LGEAs) have begun Phase 2 activities under the 'Best Practice Schools' banner, using UBEC TPD 2012 funding. And preparations are at an advanced stage for launch of the complementary Teacher Support Programme, focused initially on primary grade 1 skills and knowledge for teachers and head teachers in every primary school in the state. Lesson Plans are being printed for all schools and SSOs as requested by KnSG, training of trainers sessions and management planning meetings are being held, and fund release is being pursued. Over 2.1 million pupils already enrolled in Kano schools stand to benefit from a better education, plus many out-of-school children whose families will send them to school if the quality improves.
- **Kwara:** Following a lengthy history of decline in reform momentum in Kwara State, there are now signs that improved commitment to dialogue, engagement and action exists. ESSPIN's offer of financial support to allow the Annual School Census to proceed was accepted and the exercise is now back on track: Kwara has had a good track record in this area before financial constraints were felt. On-going weekly school support visits by SSOs to every school represent an excellent return in terms of value for money with respect to the long term investment in SSIT and SSO capacity for teacher and head teacher support which has been made by ESSPIN. However, the financial crisis remains acute. As reported last quarter, without sufficient and sustained expenditure on SSIT, SSO and CGP professional development, primary school quality and governance will continue to decline and JSS targets will be missed.
- **Lagos:** Lagos State Government has made a positive statement of intent for 2013, with the budget being signed into law on 01 January. Monthly Governor-level meetings continue for education sector leaders, resulting in immediate action in response to ESSPIN's study of out-of-school children in Makoko, for instance. The change in strategy for SBMC development from cluster to individual school basis has been welcomed, with

dynamic local associations of SBMC springing up to advocate school improvement. Given the sound financial foundations of the State's reform agenda, the prospects for full SIP coverage expanding to all public primary schools remain good. Lagos is currently the only state preparing to invest in Direct Funding of Schools from its own resources, following the ESSPIN pilot.

31. The following table summarises amounts firmly committed by respective state governments to aspects of school improvement. In future, this table will be expanded to include non-DFID, non-government funding leveraged to support school improvement, e.g. GPE funds and resources mobilised by local communities. The 'Source' and 'Purpose' columns in the table describe commitments in the current quarter only, for the sake of readability.

**Table 7: Financial resources committed to school improvement (period actual and cumulative to date)**

	<b>Amount Committed (Jan-Mar 2013)</b>	<b>Amount Committed (cumulative to date, from July 2012)</b>	<b>Source</b>	<b>Purpose</b>
<b>Enugu</b>	N65m (£260,000)	N65m (£260,000)	SUBEB, LGEA, Missions, Communities, WASH programme	SSIT and SSO salaries, SIP rollout (Missions), SBMC resource mobilisation, water & sanitation
<b>Jigawa</b>	N55.3m £221,200	N237.3m (£949,200)	SUBEB, SMOEST, ANE, LGEA, Community	Nomadic education, QA inspection, SBMC & CSO contracts, volunteer stipends
<b>Kaduna</b>	N142m (£568,000)	N330m (£1.3m)	SUBEB, MoE, UBEC 2012 TPD	SIP rollout (200 schools), SSIT salaries, QA evaluator training, SBMC & CSO contracts, EMIS
<b>Kano</b>	N166m (£664,000)	N194m (£776,000)	KSG 2013 budget	IQTE (N135m*), ASC & EMIS, QA, MTSS
<b>Kwara</b>	N35.7m (£142,800)	N74.1m (£296,400)	SUBEB recurrent budget	Head teacher, teacher and SBMC training
<b>Lagos</b>	N246m (£984,000)	N386m (£1.5m)	LSG, SUBEB	SBMC (N25m), Direct School Funding (N131m), SIP (N90m)
<b>Federal</b>	0	N233m (£932,000)	<i>[Carried forwards from previous quarter]</i>	
<b>Total</b>	<b>N710m (£2.84m)</b>	<b>N1.5bn (£6m)</b>		

\*Kano IQTE fund release is broken down as N50m (2012) and N85m (2013). The 2012 release was not indicated in the last quarterly report so has been included in the current quarter to make the cumulative total accurate.

### ***National SBMC Replication***

32. Further progress and strategic direction on SBMC replication by UBEC with light-touch support from ESSPIN is described in sections 136 and 137 below.

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

33. Draft reports from the MLA, TDNA and QA sub-committees have been submitted to the Steering Committee of the Four Year Strategy. A stakeholder forum is due to be held before the FME receives final recommendations. NEMIS has developed an action plan with the support of USAID, the World Bank and ESSPIN, with details in the EMIS section below.

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

34. There are no specific outstanding actions from the previous Annual Review. ESSPIN is systematically reviewing and incorporating lessons learnt from the Composite Survey into Output operations. These reflections and potential adjustments include pressing ahead with deepening of teachers' subject knowledge under SIP training and in-school support, to complement the gains already made on pedagogical practice. This is particularly necessary in view of the increasing proportion of children—and teachers—who are not coping with the curriculum content at higher grade levels in both numeracy and English literacy. Hence the Year 5 focus on developing lesson plans, training and in-school support for teachers of primary grades 4 to 6. Aspects of head teacher training, SBMC development and school inclusion will likewise be critically reviewed.

### **The political and economic environment**

35. At this point in the political cycle, solid relationships have been forged with state political incumbents, sectoral public servants and technical staff in almost all states. The programme has enjoyed a period of relative stability, security problems notwithstanding, that has assisted the progress seen in leveraging state and federal funding to achieve ambitious roll out targets. It is important to consolidate those gains before the 2015 elections begin to distort priorities and resource allocations in ESSPIN partner states.
36. State 2013 budgets were not approved and signed off until late in the quarter, with the exception of Lagos which signed its budget into law in the first week of the New Year. This delay has resulted in low release and utilisation rates in the first quarter, and is likely to have a knock-on effect on accurate profiling and timely execution of projects in coming quarters.

### **Changes in key personnel**

37. As a result of retirements and promotions, new positions in the Federal Ministry of Education are as follows:
- Director, Planning - Mrs B.U. Okpa (currently Principal, Federal Government Girls College, Ibusa)
  - Director, Tertiary Education - Mrs H. Abdullahi (currently Director, Scholarships Board)

- Director, Inspectorate - Mrs Fatima Yabi - (currently, Principal, Federal Government College, Kaduna)
  - Director, Scholarships Board - Ifeoma Agunwah (currently, Head NEMIS and Ag. Director, Planning)
38. The officers will be taking up their new positions from April 15. ESSPIN has recommended to the Permanent Secretary that Mr Mathew Nganjiozor from the ICT Department takes over as the Head of NEMIS considering that he is the only recognised statistician in the headquarters at the moment. The PSE has accepted this recommendation and passed the details to the Director of Human Resources to effect the transfer.
39. ESSPIN Kano has engaged Suleiman Mohammed as Administrative Assistant to replace Sidi Ali who left in the previous quarter. Replacements for positions of Suleiman Mohammed (Office Support Assistant) and Abdullahi Adamu (Driver) are yet to be filled. Quadry Aiyeye has taken up the position of Deputy Finance Manager in ESSPIN Abuja.

## Coordination

### *SLP coordination*

40. ESSPIN continues to collaborate with other SLPs on strategy and approach through the bimonthly National Programme Managers meeting. Currently top of the agenda are an engagement strategy for work in northern Nigeria, the future of the concept of the SLPs as an integrated suite, anticorruption and gender. DFID, through its northern office, is consulting with NPMs on ways to make its team of northern state representatives more effective in supporting political engagement in states. SLPs and DFID continue to share information around security issues in the north. The SLPs provided DFID with a joint view of recommendations from the report of the SLP Suite Review conducted last year. DFID's interpretation of the recommendations will clarify whether the small group of SLPs is to continue to work as a suite of programmes. DFID's anticorruption policy for Nigeria was released earlier in the year and state-level outlines are in development jointly by DFID and SLPs. Further dialogue with SLPs will be held to work out implications and use of the policy in programming. A well-coordinated engagement with Enugu State Government and the House of Assembly by the SLPs led to an improved budgeting process and a relatively realistic budget appropriation for 2013. This should facilitate effective budget tracking and enhanced budget utilization in the education sector amongst others.
41. SLPs are revisiting approaches to gender with a view to sharing best practice and leveraging each other's capacity. The next NPM meeting will include a session on gender led by the DFID Gender Adviser. 3. In Lagos, coordination of a Joint SLP knowledge management and communication document to engage with policy makers is at advanced stage, with ESSPIN's Knowledge Management Specialist playing a leading role. SunMap is working with ESSPIN to tap into the latter's relationship with schools and communities to advance school health work in the area of malaria prevention. This quarter the design of DFID's new programme on low cost private education commenced, with ESSPIN playing an active supporting role in



ensuring a successful inception period.

42. ESSPIN's approach to gender and Safe Spaces is widely endorsed and ESSPIN has actively shared the approach with other programmes, including presentations to the DFID Human Development Team, a quarterly forum of DFID programmes on gender, and a GPE planning session. ESSPIN is similarly learning from other programmes, particularly approaches to addressing Violence Against Women and Girls initiated by GirlHub, V4C and NSRP.

#### *Coordination with other International Donor Partners*

43. ESSPIN has been incorporated into the Nigeria Development Partners Statistics, Monitoring and Evaluation Group led by the World Bank. The main objective of the Group is "to maximise the impact of Development Partners' support in improving production and use of M&E and statistics in Nigeria". ESSPIN also sits on the Data Working Group, led by USAID, which seeks to improve the production, management and quality of national education data through support to the FME's NEMIS unit.
44. In conjunction with USAID's NEI project, ESSPIN facilitated a series of inter-state study tours whereby 30 senior officials from NEI focus states – Bauchi and Sokoto – are visiting Jigawa, Enugu, Kwara and Lagos to review work practices in ESSPIN states and draw lessons from ESSPIN's approach to planning and budgeting, data management, teacher development and community involvement in school improvement. The visits undertaken to date have been widely affirmed as successful by both ESSPIN state teams and their visitors.
45. In Enugu, ESSPIN reached an agreement with UNICEF, responsible for managing the WASH programme, to implement a joint workplan allowing UNICEF to provide water and sanitation facilities (valued at N9m) in 16 SIP Phase 1 schools and their immediate communities.
46. ESSPIN has been actively engaged with multiple state and international development partners to support the Nigeria Global Partnership for Education proposal development process. A substantial amount of technical assistance has been devoted in the three northern states and at federal level to ensure that the state planning documents and overall strategy meet the needs of the states on the one hand and fulfil the application requirements of the GPE process on the other. This process is intensifying as the deadlines for appraisal and submission are in the coming two quarters respectively.
47. In recognition of the advances made by ESSPIN in the fields of school improvement, EMIS/ASC and surveys of education quality, several meetings have been conducted with the World Bank in its capacity as supervising entity for the Nigerian GPE application and stakeholder in the education sector. Fruitful discussions around the GPE approach, the Washington Ministerial conference and Education First Initiative have been held. The principle of building on what is already working in states to improve school quality and ultimately learning outcomes at the foundational level was endorsed with respect to these large, one-off grant windows of opportunity. Improved donor coordination in the education sector was another theme identified as a result of recent experiences.

ESSPIN met several times with the Unicef teams developing GEP-III's approach to teacher development needs analysis and school quality improvement. Preliminary findings from the Composite Survey, and information about the CS1 approach and instrumentation, were shared with a view to harmonising approaches and extracting more value for money from the design work already completed.

## Key numbers for January to March 2013

48. The table below summarises progress on achievement of key results in the current quarter. The results have been collated from the states' Results Monitoring Tables (RMT) which track progress against annual targets defined in the Logframe and explained in the Logframe Handbook. For each result, the quarterly period actual and cumulative actual total for the programme year (July 2012 to June 2013) are reported.
49. Disaggregated data for each of the key results are presented first for the whole programme (portrait orientation tables with commentary and red/amber/green (RAG) coding), and then state by state (landscape tables with programme aggregates also included).
50. In the tables that follow, key results are set out in 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, January to March 2013.
  - Column 3 – Cumulative Actual to Date: this is the result achieved in the programme year to date, (Jul 2012 – Jun 2013).
  - The Comments column provides a brief explanation of progress towards targets. At the programme level, RAG ratings 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.
51. 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 are reported in the Introductory and Highlights sections above. Annex 1 contains state-wide data on all schools' enrolments, as well as selected other Key Performance Indicators.

## Results Monitoring Tables

Programme aggregates	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	Comments
Key result	Target Jun 2013	Jan-Mar 2013 actual	Cumulative actual	
<b>Number of target schools (public)</b>				75% through year, 78% achieved, with Kano Launch in 5,068 schools planned for May 2013.
Primary	5,067	3,621	4,221	
JSS (and SSS Kano only)	416	82	82	
Total	5,483	3,703	4,303	
<b>Number of learners in target schools (public)</b>				75% through year, 97% achieved, with Kano TSP Launch planned for May 2013.
Male	838,508	416,013	816,350	
Female	746,777	363,023	717,641	
Total	1,585,285	779,036	1,533,991	
<b>Number of target schools (non-state)</b>	820	520	520	75% through year, 63% achieved.
<b>Number of learners in target schools (non-state)</b>				Target exceeded: 161% before year has ended due to Enugu Mission Schools.
Male	12,300	18,648	22,773	
Female	12,300	13,919	16,844	
Total	24,600	32,567	39,617	
<b>Children accessing water from new units</b>				75% through year, 55% target achieved (Kwara wat/san terminated). But Communities target exceeded: 121% before year has ended.
Male	147,156	24,599	72,329	
Female	95,628	19,901	61,486	
Total	242,784	44,500	133,815	
Communities (at 300 Households [avg.] per Unit) in Kaduna only	22,800	27,600	27,600	
<b>Girls with access to separate toilets</b>	73,452	20,002	57,119	75% through year, 77% achieved.
<b>Learners benefiting from new/ renovated classrooms</b>				All ESSPIN-supported delivery on target; remainder depends on state buy-in.
Male	76,894	1,393	7,129	
Female	20,859	1,110	7,413	
Total	97,753	2,503	14,542	
<b>Learners benefiting from direct school funding</b>				54% target achieved: further progress depends on leveraging state funding
Male	390,558	65,575	215,201	
Female	359,650	57,195	187,639	
Total	750,208	122,770	402,840	

Programme aggregates	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	Comments
<b>Key result</b>	<b>Target Jun 2013</b>	<b>Jan-Mar 2013 actual</b>	<b>Cumulative actual</b>	
<b>Community members sensitised/ trained and supported to support school improvement.</b>	Functioning SBMCs			Numerical targets on track. Qualitative evaluation at year end.
· Person Training Days (PTDs)				
Male		29,509	417,118	
Female		14,602	256,524	
Total		44,111	673,642	
· Actual numbers				
Male		15,251	34,483	
Female		7,204	19,323	
Total		22,455	53,806	
<b>CSO members trained to support school improvement</b>		Effective CSOs		
· Person Training Days (PTDs)				
Male	708		2,810	
Female	406		1,553	
Total	1,114		4,363	
· Actual numbers				
Male	181		367	
Female	141		257	
Total	322	624		
<b>Safe spaces for women and children</b>	Functional SBMCs with women's and children's sub-committees	4,078	5,233	Good progress with foundation of Women's and Children's Sub-Committees of SBMCs.
<b>Female learners benefiting from cash conditional transfers (Kano)</b>	4,482	-	11,050	Adequate numbers enrolled but supply capacity, administrative and political constraints exist.
<b>Additional girls in school (girl education project - Jigawa &amp; Kaduna)</b>	4,200	6,527	6,527	Target exceeded overall.
<b>Teachers trained and supported (Public Schools)</b>	Competent teachers			Massive increase in PTD due to Kwara weekly SSO school visits to every school, plus Kano Phase 2 (UBEC TPD).
· Person Training Days (PTDs)				
Male		122,532	306,525	
Female		116,163	372,077	
Total		238,695	678,602	
· Actual numbers)				
Male		10,190	12,031	
Female		10,400	12,965	
Total		20,590	24,996	
<b>Teachers trained and supported (non-state schools)</b>		Competent teachers		
· Person Training Days (PTDs)				
Male	1,615		11,300	
Female	732		13,964	
Total	2,347		25,264	
· Actual Number				
Male	380		353	
Female	493		555	
Total	873	908		

Programme aggregates	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	Comments
Key result	Target Jun 2013	Jan-Mar 2013 actual	Cumulative actual	
<b>Head teachers trained and supported (public schools)</b>	Competent Headteachers			Massive increase in PTD due to Kwara HT school support visits at State expense. Also through intensive Kano Phase 2 roll out in 'best practice schools' using UBEC TPD fund.
· Person Training Days(PTDs)				
Male		28,411	80,419	
Female		18,263	51,785	
Total		46,674	132,204	
· Actual Number				
Male		2,093	2,556	
Female		1,605	2,428	
Total		3,698	4,984	
<b>Head teachers trained and supported (non-state)</b>		Competent Headteachers		
· Person Training Days(PTDs)				
Male	21		85	
Female	252		1,148	
Total	273		1,233	
· Actual Number				
Male	3		3	
Female	36		36	
Total	39	39		
<b>State/LGEA officials trained to support school improvement</b>				Steady progress, with major boost to follow from Kano TSP. Concern in some states over lack of fund release for SIP and related activities.
· Person Training Days(PTDs)				
Male	85,085	6,874	54,539	
Female	21,605	5,546	19,973	
Total	106,690	12,420	74,512	
· Actual Number				
Male		1,199	1,794	
Female		771	857	
Total		1,970	2,651	
<b>Schools inspected using QA methodology</b>	1,726	434	1,112	Good progress in quarter, but further major increase required to reach target.

Programme aggregates	JUNE 2013 TARGET FROM LOGFRAME AND LF HANDBOOK							PERIOD ACTUAL JAN TO MAR 2013							CUMULATIVE ACTUAL TO DATE (July 2012 to Jun 2013)						
	TOTAL	ENUGU	JIGAWA	KADUNA	KANO	KWARA	LAGOS	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
<b>Key results by state</b>																					
<b>Number of target schools (public)</b>																					
Primary	5,067	277	959	476	906	1,448	1,001	3,621	91	452	682	529	1,466	401	4,221	91	452	682	529	1,466	1,001
JSS (and SSS Kano only)	416	-	240	-	36	140	-	82	-	49	-	33	-	-	82	-	49	-	33	-	-
Total	5,483	277	1,199	476	942	1,588	1,001	3,703	91	501	682	562	1,466	401	4,303	91	501	682	562	1,466	1,001
<b>Number of learners in target schools (public)</b>																					
Male	838,508	29,916	184,646	73,304	204,414	154,036	192,192	416,013	9,854	109,154	76,522	24,010	110,681	85,792	816,350	9,854	109,154	108,274	253,805	110,681	224,582
Female	746,777	29,362	129,492	61,404	185,574	139,744	201,201	363,023	8,538	82,924	65,186	16,297	100,812	89,266	717,641	8,538	82,924	92,234	201,184	100,812	231,949
Total	1,585,285	59,278	314,138	134,708	389,988	293,780	393,393	779,036	18,392	192,078	141,708	40,307	211,493	175,058	1,533,991	18,392	192,078	200,508	454,989	211,493	456,531
<b>Number of target schools (non-state)</b>	820	120	120	130	450	-	-	520	39	130	222	129	-	-	520	39	130	222	129	-	-
<b>Number of learners in target schools (non-state)</b>	-																				
Male	12,300	1,800	1,800	1,950	6,750	-	-	18,648	7,631	423	5,806	4,788	-	-	22,773	7,631	4,548	5,806	4,788	-	-
Female	12,300	1,800	1,800	1,950	6,750	-	-	13,919	6,717	906	1,935	4,361	-	-	16,844	6,717	3,831	1,935	4,361	-	-
Total	24,600	3,600	3,600	3,900	13,500	-	-	32,567	14,348	1,329	7,741	9,149	-	-	39,617	14,348	8,379	7,741	9,149	-	-
<b>Children accessing water from new units</b>	-																				
Male	134,002	3,500	46,200	16,842	46,772	7,533	13,155	24,599	2,346	3,845	17,388	1,020	-	-	72,329	2,346	16,200	17,388	28,984	5,485	1,926
Female	108,783	3,500	30,800	14,775	39,872	6,681	13,155	19,901	2,129	2,563	14,812	397	-	-	61,486	2,129	10,801	14,812	26,863	4,865	2,016
Total	242,784	7,000	77,000	31,617	86,644	14,214	26,309	44,500	4,475	6,408	32,200	1,417	-	-	133,815	4,475	27,001	32,200	55,847	10,350	3,942
Communities (at 300 Households [avg.] per Unit) in Kaduna only	22,800	-	-	22,800	-	-	-	27,600			27,600				27,600			27,600			
<b>Girls with access to separate toilets</b>	100,157	5,280	19,200	12,973	29,318	6,681	26,705	20,002	3,620	802	11,360	4,220	-	-	57,119	3,620	9,778	11,360	26,863	3,892	1,606
<b>Learners benefiting from new/ renovated classrooms</b>																					
Male	51,190	600	5,832	907	13,660	4,486	25,705	1,393	215	432	734	-	12	-	7,129	215	432	734	-	73	5,675
Female	46,564	600	3,888	773	11,620	3,978	25,705	1,110	185	288	626	-	11	-	7,413	185	288	626	-	65	6,249
Total	97,753	1,200	9,720	1,680	25,280	8,464	51,409	2,503	400	720	1,360	-	23	-	14,542	400	720	1,360	-	138	11,924

Note: Targets will be reviewed next quarter, before the end of programme year 5 (July 2013) in the light of the most-recently published Annual School Census data.

Programme aggregates	PERIOD ACTUAL JAN TO MAR 2013							CUMULATIVE ACTUAL TO DATE (July 2012 to Jun 2013)						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
<b>Key results by state</b>														
<b>Learners benefiting from direct school funding</b>														
Male	65,575	17,485	2,030	28,313	-	17,747	-	215,201	17,485	45,496	28,313	81,091	17,747	25,069
Female	57,195	15,255	1,532	24,119	-	16,289	-	187,639	15,255	34,321	24,119	71,811	16,289	25,844
Total	122,770	32,740	3,562	52,432	-	34,036	-	402,840	32,740	79,817	52,432	152,902	34,036	50,913
<b>Community members sensitised/ trained and supported to support school improvement.</b>														
· Person Training Days (PTDs)														
Male	29,509	501	2,376	6,815	10,296	9,521	-	417,118	4,641	9,619	74,129	36,816	15,174	276,739
Female	14,602	476	594	3,670	5,616	4,246	-	256,524	4,412	4,179	38,327	19,344	5,336	184,926
Total	44,111	977	2,970	10,485	15,912	13,767	-	673,642	9,053	13,798	112,456	56,160	20,510	461,665
· Actual numbers														
Male	15,251	501	-	4,319	3,432	6,999	-	34,483	1,154	-	7,127	11,232	8,136	6,834
Female	7,204	476	-	2,326	1,872	2,530	-	19,323	1,143	-	3,838	7,800	2,034	4,508
Total	22,455	977	-	6,645	5,304	9,529	-	53,806	2,297	-	10,965	19,032	10,170	11,342
<b>CSO members trained to support school improvement</b>														
· Person Training Days (PTDs)														
Male	708	115	69	340	130	54	-	2,810	387	1,036	680	481	193	33
Female	406	95	45	140	32	94	-	1,553	418	595	280	71	132	57
Total	1,114	210	114	480	162	148	-	4,363	805	1,631	960	552	325	90
· Actual numbers														
Male	181	61	23	34	14	49	-	367	61	97	34	37	127	11
Female	141	47	15	14	4	61	-	257	47	65	14	8	104	19
Total	324	108	38	48	20	110	-	624	108	162	48	45	231	30
<b>Safe spaces for women and children</b>	4,078	182	1,002	660	1,124	510	600	5,233	182	1,002	1,815	1,124	510	600
<b>Female learners benefiting from cash conditional transfers (Kano)</b>	-	-	-	-	-	-	-	11,050	-	-	-	11,050	-	-
<b>Additional girls in school (girl education project - Jigawa &amp; Kaduna)</b>	6,527	-	3,598	2,929	-	-	-	6,527	-	3,598	2,929	-	-	-
<b>Teachers trained and supported (Public Schools)</b>														
· Person Training Days (PTDs)														
Male	122,532	204	10,578	9,185	27,799	74,766	-	306,525	1,874	18,358	42,870	35,922	171,009	36,492
Female	116,163	1,656	1,446	8,825	3,089	101,147	-	372,077	20,273	2,452	40,990	4,545	230,413	73,404
Total	238,695	1,860	12,024	18,010	30,888	175,913	-	678,602	22,147	20,810	83,860	40,467	401,422	109,896
· Actual numbers)														
Male	10,190	68	1,763	1,955	713	5,691	-	12,031	68	1,763	1,955	1,813	5,691	741
Female	10,400	552	241	1,878	79	7,650	-	12,965	552	241	1,878	227	7,650	2,417
Total	20,590	620	2,004	3,833	792	13,341	-	24,996	620	2,004	3,833	2,040	13,341	3,158



Programme aggregates	PERIOD ACTUAL JAN TO MAR 2013							CUMULATIVE ACTUAL TO DATE (July 2012 to Jun 2013)						
Key results by state	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
<b>Teachers trained and supported (non-state schools)</b>														
· Person Training Days (PTDs)														
Male	1,615	9	832	666	108	-	-	11,300	495	2,154	6,945	1,706	-	-
Female	732	153	267	222	90	-	-	13,964	8,609	537	3,162	1,656	-	-
Total	2,347	162	1,099	888	198	-	-	25,264	9,104	2,691	10,107	3,362	-	-
· Actual Number														
Male	380	15	155	174	36	-	-	353	15	71	174	93	-	-
Female	493	279	63	121	30	-	-	555	279	31	121	124	-	-
Total	873	294	218	295	66	-	-	908	294	102	295	217	-	-
<b>Head teachers trained and supported (public schools)</b>														
· Person Training Days(PTDs)														
Male	28,411	224	1,621	7,256	9,828	8,802	680	80,419	1,248	11,477	17,253	23,306	20,879	6,256
Female	18,263	413	80	2,292	468	11,790	3,220	51,785	2,301	591	5,448	1,248	27,953	14,244
Total	46,674	637	1,701	9,548	10,296	20,592	3,900	132,204	3,549	12,068	22,701	24,554	48,832	20,500
· Actual Number														
Male	2,093	32	491	518	252	677	123	2,556	32	491	518	546	677	292
Female	1,605	59	10	164	12	907	453	2,428	59	10	164	30	907	1,258
Total	3,698	91	501	682	264	1,584	576	4,984	91	501	682	576	1,584	1,550
<b>Head teachers trained and supported (non-state)</b>														
· Person Training Days(PTDs)														
Male	21	21	-	-	-	-	-	85	85	-	-	-	-	-
Female	252	252	-	-	-	-	-	1,148	1,148	-	-	-	-	-
Total	273	273	-	-	-	-	-	1,233	1,233	-	-	-	-	-
· Actual Number														
Male	3	3	-	-	-	-	-	3	3	-	-	-	-	-
Female	36	36	-	-	-	-	-	36	36	-	-	-	-	-
Total	39	39	-	-	-	-	-	39	39	-	-	-	-	-
<b>State/LGEA officials trained to support school improvement</b>														
· Person Training Days(PTDs)														
Male	6,874	253	441	2,108	1,480	633	1,959	54,539	1,539	4,517	25,267	18,676	1,939	2,601
Female	5,546	392	55	1,151	1,030	417	2,501	19,973	2,016	837	9,364	3,350	1,190	3,216
Total	12,420	645	496	3,259	2,510	1,050	4,460	74,512	3,555	5,354	34,631	22,026	3,129	5,817
· Actual Number														
Male	1,199	74	203	415	104	-	403	1,794	76	640	415	260	-	403
Female	771	106	23	147	17	-	478	857	74	99	147	59	-	478
Total	1,970	180	226	562	121	-	881	2,651	150	739	562	319	-	881
<b>Schools inspected using QA methodology</b>	434	-	-	198	72	35	129	1,112	35	19	448	232	59	319

## Financial report

52. This financial section underpins the figures used in the Value for Money analysis, below. Figures are reported according to the ESSPIN financial year, July to June.

**Table 8: ESSPIN quarterly, annual and lifetime budget and expenditure by Output**

<b>All Figures: GBP thousands</b>	<b>Output 1</b>	<b>Output 2</b>	<b>Output 3</b>	<b>Output 4</b>	<b>C&amp;KM</b>	<b>Total</b>
Spend - Quarter	205	523	2,734	1,426	304	5,192
Budget - Quarter	173	574	2,569	1,099	326	4,741
<b>% spent - Quarter</b>	<b>119%</b>	<b>91%</b>	<b>106%</b>	<b>130%</b>	<b>93%</b>	<b>109%</b>
Spend – Year 5	471	1,503	7,398	3,025	572	12,969
Budget – Year 5	714	2,327	9,945	4,567	740	18,293
<b>53. % spent – Year 5</b>	<b>66%</b>	<b>65%</b>	<b>74%</b>	<b>66%</b>	<b>77%</b>	<b>71%</b>
54. Spend – Total	6,851	11,850	34,655	18,595	n/a	71,951
Budget - Total	7,618	14,317	39,630	21,953	n/a	83,519
<b>% Spent - Total</b>	<b>90%</b>	<b>83%</b>	<b>87%</b>	<b>85%</b>	<b>n/a</b>	<b>86%</b>

### Commentary:

#### a) Spend Quarter 3 (January to March 2013):

The quarterly spend was deliberately slightly higher than budgeted because activity had slipped from Quarter 1 and Quarter 2 of the Programme Year when ESSPIN was slightly underspent.

#### b) Spend Year 5 (Programme Year July 2012 to June 2013):

ESSPIN remains relatively on track to spend the full Year 5 programme budget of £18.3m, at 75% of the way through Year 5 of ESSPIN having spent 71% of the budget.

#### c) Spend Total Programme To Date (July 2008 to Date):

As discussed with DFID in advance, ESSPIN is projected to spend more than the financial limit set the last-signed ESSPIN contract and this is reflected in the disbursement pattern reported. 79% of the contracted time for ESSPIN has elapsed (57 months of the current 72 month contract), but 86% of the total budget of £83.5m has been spent. The budget dates from February 2011 and plans are in place for at least one Contract Amendment – to be re-presented at the next Programme Management Committee meeting.

55. The ESSPIN Programme Year (July to June) is different from the DFID Financial Year (April to March). Having submitted the year-ending March invoice, Table 9 below compares ESSPIN's

forecast for the year as agreed with DFID and the actual spend by ESSPIN in the DFID 2012-13 Financial Year.

**Table 9: ESSPIN spend in DFID financial year 2013-14**

Area of Spend	Forecast	Actuals	% spent
LTTA	3,520	3,354	95%
Support Staff	1,511	1,501	99%
STTA	1,555	1,885	121%
Reimbursables	1,825	2,432	133%
PSA	9,755	8,983	92%
<b>Total</b>	<b>18,166</b>	<b>18,155</b>	<b>100%</b>

56. ESSPIN's spend in the DFID 2012-13 Financial Year is 99.94% of the annual forecast. There are issues on the different areas of spend around STTA (funded by shortfall on LTTA) and Reimbursables (to be funded as part of the Contract Amendment described above). Overall, though, the total outturn was extremely close to the forecast figure, for the second year in a row.

## Value for money

### *Economy Indicators*

57. ESSPIN monitors economy indicators quarterly, at two levels: operational costs per input, and to track programme development investments. Efficiency and effectiveness measures are handled in the Annual Report and Review process: they are not suitable for quarterly analysis.

### *Average cost per hotel overnight*

58. ESSPIN guesthouse usage in Abuja continued to increase during the quarter under review. The latest occupancy figures are:
- February and March 2012            37%
  - April to June 2012                    42%
  - July to September 2012              44%
  - October to December 2012        55%
  - January to March 2013                60%
59. The cost per night of staying at the ESSPIN guesthouse during January to March 2013 is £52. This compares with £78 per night for staying at the Rockview or Valencia hotels and £110 for staying at the Sheraton.
60. ESSPIN will continue to push for increased usage and this will in turn reduce the overall cost per night of staying at the guesthouse even further. As activity continues to 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, these savings are essential. Through 2013, ESSPIN will continue to provide updates in the quarterly report to monitor performance.

**Average km per litre for ESSPIN vehicles**

**Table 10: Annual fuel consumption by office**

<b>Office</b>	<b>2011 Km/litre</b>	<b>2012 Km/litre</b>	<b>Quarter 1 2013 Km/litre</b>
Jigawa	10.08	10.43	10.37
Abuja	9.58	9.29	7.94
Kano	8.66	8.23	7.54
Kaduna	8.48	8.24	8.32
Kwara	7.85	7.36	8.22
Enugu	7.12	6.66	6.87
Lagos	6.46	6.47	5.92
<b>Total</b>	<b>8.52</b>	<b>8.18</b>	<b>7.82</b>

61. From these figures, a traffic light rating in ESSPIN States over the past quarter would be as follows:

Abuja, Enugu Lagos

Kano

Jigawa, Kaduna, Kwara

62. ESSPIN will be following up on these figures on a state-by-state basis. The majority of the ESSPIN offices are still within the industry best practice figure that ESSPIN aims for of between 7km and 9km per litre of fuel. The programme’s 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 ESSPIN has 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, ESSPIN has on occasion had to purchase black market fuel that may not be up to the normal standard of fuel purchased at filling stations

63. Through 2013, ESSPIN will provide an update through the quarterly report to monitor performance.

**Ratio of international/national expenditure**

64. In view of the irregular pattern of TA mobilisations, ESSPIN will report on this ratio as follow:

- April-June Quarterly Report: set the target for the following year;
- October-December: Review halfway through the year;
- April-June: Review at the end of the year and set for the next year.

**Unit cost of activity completed against spend to date**

Table 11: Unit costs of activity completed against spend to date

<b>Economy Indicator</b>	<b>Spend To Date (£)</b>	<b>Activity To Date</b>	<b>Unit Costs (£)</b>
Schools trained to use a school development plan (O3.1)	3,012,361	4,100	734.72
Head-teachers trained to operate effectively (O3.2)	5,844,011	5,023	1163.45
Teachers trained to deliver competent lessons in literacy (English) and numeracy (O3.3)	8,771,527	25,904	338.62
Learners with access to toilets (O3.4)	8,047,929	122,119	65.90
Learners with access to clean water (O3.4)	8,129,952	133,815	60.76
Learners benefiting from new or renovated classrooms (O3.4)	849,091	14,542	58.39
Community members trained to set up SBMCs (O4.1)	6,060,196	53,806	112.63
Communities where SBMCs reflect women and children's concerns (O4.1)	3,404,863	5,233	650.65

NB: These eight indicators reflect/capture 61.3% of ESSPIN's total spend to date – £44m out of the total of £72m. The balance of ESSPIN's expenditure is reported under other Outputs and indicators.

***Unit cost of activity calculated against projected total results and total lifetime spend for the Programme:***

**Table 12: Unit costs of activity against projected lifetime results and lifetime expenditure**

<b>Economy Indicator</b>	<b>Total Spend</b>	<b>Total Results</b>	<b>Unit Cost</b>
Schools trained to use a school development plan (O3.1)	3,294,467	7,929	415.50
Head-teachers trained to operate effectively (O3.2)	6,750,486	9,404	717.83
Teachers trained to deliver competent lessons in literacy (English) and numeracy (O3.3)	10,184,914	56,241	181.09
Learners with access to toilets (O3.4)	8,463,988	350,594	24.14
Learners with access to clean water (O3.4)	8,536,281	387,912	22.01
Learners benefiting from new or renovated classrooms (O3.4)	2,400,325	198,125	12.12
Community members trained to set up SBMCs (O4.1)	6,534,757	126,750	51.56
Communities where SBMCs reflect women and children's concerns (O4.1)	3,712,167	7,929	468.18

***Efficiency and effectiveness***

65. Efficiency and effectiveness will be reported on in the Annual Report.

***Risks and mitigation strategies***

66. See individual state report sections below.

## Section 2: State Progress Summaries

### Enugu

#### *Security and travel*

67. Although there was an upsurge in high profile assassinations and kidnappings, the security situation in Enugu remained relatively stable and conducive to carrying out programme activities. There were no disruptions in travel to and within the State. ESSPIN operated safely and was not directly affected by any security breach.

#### *Political economy update*

68. The political leadership vacuum created by the long absence of the Governor for medical reasons has been filled with his return to the state and resumption of office. The political tension generated by information management about his absence has eased. Governance has stabilized and the tempo of government activities is beginning to pick up. The 2013 Budget Appropriation has been signed into law but there is yet to be any evidence of budget releases to the education sector. There has also not been any substantive action by the Governor in the sector during the quarter. A new board for Enugu SUBEB has still not been appointed.

69. However, there seem to be a revival of government interest and commitment to its partnership with DFID-ESSPIN. Government made clear moves to improve ESSPIN's challenging working relations with the Ministry of Education around the issue of how best to use the N140m (£583,000) 2012 UBEC intervention fund for teacher professional development.

70. A meeting of key government officials with DFID SE/SS Regional Coordinator and ESSPIN STL chaired by Secretary to the Government was held at the instance of the State. The State restated its commitment to partnership with DFID-ESSPIN and instructed the Ministry of Education to conform with ESSPIN's principles of engagement and ensure a harmonious working relationship with the programme. ESSPIN trusts that this development will result in better focus on school improvement and progress towards achieving government SIP roll-out targets.

#### *Leverage and political engagement*

71. Political engagement with key senior members of government and programme partners to regain momentum towards achieving ESSPIN programme targets in the State was unabated. There was no appreciable improvement in translating statements of commitment to progress in leveraging of government funds. The prevailing hiatus in negotiations with government over the utilization of N140million UBE-IF for 2012 TPD continues to hinder the roll-out of SSIT model of head-teachers and teachers training and support. There was also no progress in the use of N3.5bn (£14.6m) UBE intervention fund for school infrastructure development as the contract award process is still stalled. At the Enugu Composite Survey

hand-over meeting, the Hon Commissioner for Education expressed his interest in extension of the SIP to at least one LGEA in each of the three senatorial districts of the state. ESSPIN's Deputy Programme Manager and State Team Leader welcomed this statement and reiterated that DFID-ESSPIN stands ready to assist all states which invest their own resources in roll-out of the SIP, following successful proof of its efficacy in the grant-funded pilot phase.

72. Political engagement was intensified with the Christian Missions to activate their playing a more prominent role in Enugu-DFID-ESSPIN partnership for education reform. Significant progress was made in efforts to expand partnership with the Christian Missions as part of ESSPIN Enugu risk mitigation strategy. The missions have proposed the roll-out of SIP to 365 schools over the next two years. Joint planning with the missions to ascertain the financial implications and funding responsibilities as well the implementation strategy and a Workplan have reached an advanced stage. A successful multi-denominational inauguration programme for new Mission Schools was completed in early April 2013. If successfully implemented, ESSPIN will achieve the overall 2014 SIP roll-out target for Enugu through this option.
73. It is expected that Enugu SLPs and DFID will build on the recent success in influencing the 2013 budget processes to facilitate improvement in public financial management. ESSPIN will work with the SLPs for a well-coordinated engagement with government to ensure sufficient leverage and effective utilization of state funds for school improvement to achieve SIP roll-out targets.

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
Failure of State to utilize Universal Basic Education Intervention Fund (UBE-IF) for the Roll-out of SIP components.	Medium	Medium	Strengthen ESSPIN's collaboration with UBEC to ensure State's compliance to guidelines for utilization of UBE-IF. PE with relevant education stakeholders.
Failure of State and Missions to provide adequate resources to achieve SIP Roll-out targets.	N/a	Medium	PE with relevant stakeholders for better appreciation of SIP and allocation of adequate resources for its roll-out by the government and missions.
Lack of budget discipline and ineffective utilization of Budgets of education MDAs.	N/a	Medium	Intensify SLP collaboration and coordination for improved public financial management (PFM).  PE with government targeting budget



Risk	Previous rating	Current rating	Management action
			<p>discipline, prompt budget releases and effective utilization based.</p> <p>Continued technical support for education MDAs to develop and work with credible MTSS, Annual Budgets and DWPs that prioritize school improvement.</p>

### **Taking ownership of education reform – Udi LGA’s community initiative on school-based management committees (SBMCs)**

“Every day I go to school with clean uniform because I now have two uniforms. Our teachers are very happy, no more complaining all the time that many of us wear dirty and *tear-tear* uniforms,” said elated Ngozi Obodo Ogochuku, a pupil of Central Primary School, Abor.

Ngozi and other pupils of the school were recently provided free school uniforms by Mrs. Francisca Mgbodile, a philanthropic community member. Her gesture was in fulfilment of her commitment to ‘adopt’ the school following advocacy by members of Udi LGA Steering Committee on SBMCs.

The harvest of community resources mobilized for public primary schools in Udi LGA, Enugu State, through ESSPIN-supported SBMCs and the noticeable impact on quality improvement is demonstrating that communities can indeed take effective ownership of education reform initiatives.

An SBMC forum organised by the LGA to map out strategies for consolidating on the gains of the SBMC reform initiative and to galvanize more community support to public schools in October 2012 attracted over 350 participants. The participants comprised local government officials, headteachers, traditional rulers and community representatives.

Speaker after speaker at the forum narrated community contributions to school improvement and confirmed the difference functional SBMCs are making. The climax was the election and inauguration of a nine-member Udi LGA SBMCs Steering Committee headed by Nze Vincent Onyia of Ibuzo-Amokwe with the mandate to coordinate efforts at ensuring consolidation, scale-up and sustenance of the gains of SBMCs in Udi LGA.

The Queen of Abor community, a retired teacher and member of the Steering Committee, Lolo Felicia Ukwu, had this to say: “I still have fond memories of my primary school days but that cannot be said of our schools today. I am calling on everyone in the community to join hands with SBMCs to make sure that public schools regain their glory for our children to also enjoy schooling as we did.”

The ‘adoption’ of Central Primary School, Abor by Mrs. Francisca Mgbodile and the new free uniforms for its pupils is an outcome of follow-up activities to the Udi LGA SBMC forum by Lolo Felicia Ukwu and other members of the Steering Committee. Similar support to schools by community members in form of provision of instructional materials, books, school furniture and classrooms are replicated across the LGA through the “Adoption” initiative. Primary schools in Udi LGA are gradually becoming more conducive for learning, better resourced and supervised. Enrolments are increasing, more and better teaching is taking place and pupils’ learning is reportedly improving.

ESSPIN’s approach to school improvement integrates community involvement through SBMCs. It recognizes that communities have a key role and if properly organised and guided, can sustainably make crucial contributions to improve teaching quality and pupils’ learning outcomes. ESSPIN is supporting the establishment of functional SBMCs in all 91 public primary schools in Udi LGA and 30 Christian Mission schools spread across 5 LGAs participating in its Challenge Fund Scheme as a model for roll-out in all schools in Enugu State.



*Cross section of participants at the Udi LGA SBMC forum held in Udi LGA on the 24th of Oct. 2012*

## Jigawa

### *Security and travel*

74. Security and safety challenges in Kano, Yobe and Bauchi States have remained concerns but have not hindered implementation of ESSPIN in Jigawa State. All LGAs and communities are safe to visit and work. However expatriate TA support has remained suspended as travel restriction for international consultants and staff are on hold. This situation is a significant cause for concern for the ESSPIN team, as it continues to raise costs as well as affect opportunities for face-to-face interactions and support to MDAs in Jigawa State.

75. The recent attacks on schools and health workers in Kano and Borno have increased security precautions and a change of strategy in implementation of some programmes, especially IQTE. Media advocacy and dialogue have been intensified to reach schools and communities as an alternative to public forums on implementation issues.

### *Political economy*

76. 2013 began with an impressive 10.5% increase in the State budget of N115bn (£479m) against N104bn (£433m) in 2012. The education sector share is N31.1bn (£130m), representing an increase of 6.3% over 2012 budget. This demonstrates Government's commitment to sustainability and continued funding of reforms in Jigawa State. Although the education sector increase may not keep pace with inflation, the key issues are budget release and above all utilisation, for which Jigawa has a relatively strong record.

77. Budget release in the 4th quarter of 2012 was an unprecedented 107% which made it possible for the basic education sector to implement all the activities planned in the MTSS, especially in the scale up of the SIP bundle. It is envisaged that expansion of the SIP implementation to cover 1,002 schools in September 2013 will be sustained with regular and timely fund releases to the education sector in line with budget profiling.

### *Leverage and political engagement*

78. The USAID/NEI-led peer-to-peer study visit to Jigawa State by senior government officials has opened an opportunity for dialogue and sharing of experience. The NEI was impressed by the level of Government commitment in scaling up the ESSPIN SIP model as well as satisfied with the depth and quality of work done at state and local Levels. The visit also highlighted the need to pursue a CSO engagement policy in Jigawa, as undertaken in Sokoto and Bauchi to fast track and consolidate the existing work on SBMC engagement.

79. In 2013 Quarter 1, ESSPIN's engagement has continued to generate State/MDA, LGA and Community resources in the implementation of activities. State funding of the SIP model has reduced ESSPIN's expenses on implementation of the state work plan. N55.3m (£230,000) was leveraged for various activities ranging from institutional development and infrastructure to capacity building, skills development, civil society and community engagement.

### Programme update

80. **Global Partnership for Education (GPE) preparation:** ESSPIN is supporting Jigawa State authorities to update the Education Sector Plan to complete the application process. The state has identified teacher training and girls education as key priority areas for the GPE programme. This is an additional funding to the education sector and will consolidate and expand the achievement of the SIP targets in the state.
81. **IQTE:** A three-option strategy to scale up the ESSPIN IQTE pilot has been developed. The state plans to take funding responsibility for the activities covering community teacher training and allowances, supply of instructional materials and school feeding for pupils in 105 schools ( 90 pilot and 15 new schools). These activities will cost N21,273,250 (£88,600) while ESSPIN will continue to supply technical services in training and pupil assessment for the all the participating schools. This is planned to take effect once the agreement is concluded in Q2 2013.
82. **Quality Assurance process:** Work on QA has resumed with the State Ministry of Education funding two training programmes for 132 school principals. This training is to fast track the implementation of the School Self Evaluations (SSE) to be followed by QA external evaluations of all schools in the state. A time-table to conduct QA evaluations in 37 schools has been developed for the third term of the school year.
83. **Progress with SIP implementation:** The SUBEB has completed the second cycle of head teacher and class teacher training in the second term, covering 501 head teachers and 2,004 classroom teachers. Training on English literacy and numeracy for these 2,004 class teachers plus leadership for the head teachers was completed using the State’s UBEC funds.
84. **SSO school draft reports** have been produced and compiled at the school level, to complement the state M&E process at the state level. Corresponding work on the Social Mobilisation Officer reporting system has been scheduled for April 2013 by the seven CSOs contracted by SUBEB. Already an orientation programme was conducted to prepare the CSOs for school based activities.

Risk	Previous rating	Current rating	Management action
Fuel Scarcity	N/a	High	Constantly monitor the country-wide situation, establish relationship with Dutse filling station and have a sensible approach to fuelling official vehicles
Transfer of State personnel involved with ESSPIN	N/a	High	Engage senior officials, e.g. HC and SUBEB Chair, to appreciate the value of continuity and prevent needless redeployment of officers key to SIP implementation.

Risk	Previous rating	Current rating	Management action
Insecurity	N/a	Medium	Continue with current security arrangements and work with other SLPs to ensure up-to-date with Jigawa-specific issues as well as staying in close contact with the Kano team
Cabinet Reshuffle	N/a	Medium	An issue from now as we as we approach 2015. Work closely with local partners to ensure minimal impact
Risk of Flooding	N/a	Medium	An issue as we approach the rainy season where many LGAs have been subject to flooding and a lack of access or activity in those LGAs could impact on our ability to achieve results.

### School support visits improve teacher attendance in Karshi Primary School

*'I come to school daily 30 minutes before pupils arrive. This helps me to do a lot in preparation of my class; gathering additional materials, consulting my colleagues and attending to my class on time. I learnt to support myself and help other teachers through the support offered by the DFID/ESSPIN teacher mentoring strategy',* says Mohammed Danhari, a teacher in Karshi Primary School. He is one of the 2,004 teachers trained in the ESSPIN School Improvement Programme.

DFID/ESSPIN's teacher development model is built on the principles of mentorship which allows the school support officers to provide professional support to school heads and classroom teachers for improved quality of service delivery. Karshi Primary school in Ringim LGA is one of the 501 schools benefiting from this training and in-school support package. Mal. Mohammed, who was usually absent or late, now feels more comfortable in his job and is relating more closely with his colleagues. *'Our school was never interesting. You were always bored by stereo-type lesson planning without opportunity to learn from others. Everyone was to himself until now. The school support visit has helped me to share my notes with other teachers and sometimes watch them when they teach in their classes. I don't want to miss school anymore',* he said.

The SBMC held three meetings last year to review teacher attendance. A letter of complaint was written to SUBEB to transfer some of the teachers due to absenteeism and lateness. This term the Chairman of the SBMC, Ahmed Suraja, observed high teacher attendance in their school and said, *'It is quite surprising that our children hardly come back with empty note books. They always talk about school work and interaction with other pupils and teachers. We discovered that this remarkable change in teacher attitude was a result of the trainings and support from the SSOs and owe it much to the DFID/ESSPIN intervention in our school'.*

The SUBEB had earlier embarked on advocacies and sensitization visits to communities and collaborated with the National Teachers Union to monitor teacher attendance in schools. Salaries were increased to motivate teachers, but such efforts did not produce any significant change in teachers' attitude to work. *'It takes more than salary to motivate teachers. Trainings and in-school support have surely helped in achieving better teacher attendance. We shall continue to expand this model to cover all 17,500 basic education teachers in Jigawa State',* Mal. Sani Shehu Gagarawa, the Head of Training and School Advisory Unit in SUBEB said with satisfaction.

The State Ministry of Education has identified teacher mentorship as one of the key priorities in the Education MTSS and has planned to achieve training of all teachers by 2015. The State UBEC fund is entirely allocated to teacher training and in-school mentoring as a source of motivation for teachers and a way to improve pupils' learning outcomes. This commitment will further enhance the capacity of teachers like Mal. Mohammed Danhari whose attitude to work has significantly improved.

## Kaduna

### *Security and travel*

85. During Quarter 1 2013, Kaduna State witnessed several incidents of unrest especially in LGAs. Two banks were attacked and a police station was razed in Birnin Gwari (responsibility for the attack still unknown). GSS Fadan Kaje, a secondary school, was attacked by gunmen on Friday 01 March 2013 but no fatalities were reported. On 20 March 2013, youths from a village in Kaura LGA went on the rampage to protest the alleged killing of a hunter. About 150 houses were reportedly burnt, with 350 cows killed and 2,000 more missing.
86. Generally, the metropolis has remained peaceful, except for a rumour that there was trouble in Southern Kaduna, causing people in the city to run helter skelter. The rumour was dispelled and things returned to normal. The State Government is addressing the security situation with check points manned and checks conducted.
87. A measles outbreak was reported, with over 500 cases recorded in 19 Kaduna LGAs.
88. ESSPIN activities in Kaduna continued without any interruption throughout the quarter.

### *Political economy*

89. The Kaduna State Governor, Dr. Mukhtar Ramalan Yero, early this quarter declared that education would be the number two priority on his agenda after security. He has since shown considerable support for the education sector. He attended two of the four Education Summits organized by the Honourable Commissioner for Education in February. He has allowed the Commissioner and SUBEB Chairman to continue with the reforms within the sector with fund releases, thus allaying fears of any potential waning of political leadership following the death of the former State Governor.
90. Contrary to speculation that there would be a cabinet reshuffle immediately he assumed office, the Executive Governor has maintained the status quo. The only changes that have taken place are the replacement of the Chief of Staff and some political office holders within Government House. As a result, the education sector in Kaduna continues to benefit from a stable political enabling environment, positively disposed towards evidence-based reform.

### *Leverage and political engagement*

91. The Hon. Commissioner for Education and SUBEB Chairman, following the decision taken at the Jan 2013 political engagement meeting in Abuja, organized a series of Education Summits in the State in February. The first summit was held at the State House for the LGA Chairpersons as well as the House Committee on Education members. Three other zonal summits followed in the three zones. ESSPIN Kaduna provided technical support for the preparation and delivery of the summits. The outings were successful and placed the Hon. Commissioner on a firm footing to

advocate continued service in post. The State has leveraged 2011 and 2012 UBEC funds to roll out SIP to a total of 682 schools from the initial pilot of 165.

92. Negotiations continued successfully with the management of Federal College of Education, Zaria and the Institute of Education, ABU Zaria on establishing new State School Improvement Teams within their schools. FCE Zaria commenced SSIT induction at ESSPIN Abuja on 25 March 2013.

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
Leverage of sufficient state funds to reach targets for school improvement including IQTE.	High	High	Governance structures are stable. Substantial funds leveraged from State for SIP roll out to 682 schools from the original pilot of 165. This exceeds the July 2014 target of 578.
Over-dependence on UBEC funds for programme roll-out and sustainability	N/a	High	All Programme activities fully embedded in the MTSS. Efforts by the State to leverage 1% Teachers. Salaries paid to LG Service Board monthly for SIP roll out
Inability of the present SSIT to roll out SIP to all schools	N/a	High	Two New SSITs established in two other Colleges, for SIP roll out.
Security threats.	High	High	Regular security reports 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.

## **Inclusive Education is providing ‘access to school’ for children with special needs in Kaduna State**

16 year old Saidu Musadiku has begun to put on a cheerful look. He was one of the out-of-school children in Kajuru until he received a mobility tricycle supported by ESSPIN in order to help him go to school like other children in the community.

Before Musa benefited from the tricycle he had very unpleasant experiences. He said, *‘Life was very hard for me. I crawled from one place to the other; at times I was not able to move at all. I could not run errands at home to help my mother, I was unable to go out to make friends and attend school as well. Sometimes I would spend three to four days without going outside or interacting with people. I was left without help and hope’.*

Musa’s parents were not happy with the condition their child found himself. His father said *‘Musadiku, my son, was born with this condition. I used to feel embarrassed to call him my son in public. Some people even say that I am the cause of my son’s condition and I keep wondering how true that is’.* But in 2012, ESSPIN supported Musadiku with a tricycle wheelchair in order to enable him to mobilise independently and he was enrolled into school as a result. *‘Now I can move around. With my tricycle, I can go to places as I had formerly desired to. I am also able to go to school and ride into my class over the ramps with ease like others. Outside the school environment, I am able to visit my friend Babawo and my mother also sends me on errands to buy her kitchen items’* said Musadiku.

In the class, Musadiku sits in the front row. *‘Whenever I teach the students, I make sure that he is given adequate attention because of the peculiarity of his case. However, he also seems to be smart; he demonstrates good response to instructions’* said Musa’s class teacher Mr. Ezekiel Jegere. The school enrolment increased to 114 when Musa was admitted.

Similar to Musa, UKaid-funded ESSPIN is still working with Kaduna State Government and local communities to provide access to school for more children with special needs to enjoy their right to basic education.



**Saidu Musadiku sitting in the front row of his class at LGEA Kajuru, Kaduna State**



## Kano

### *Introduction, security and travel*

93. The security situation in Kano State has deteriorated. During this quarter there were numerous attacks on different occasions, targets and locations which have taken many lives. Major incidents included the attack on headmaster and teachers at Dan Maliki Primary school, Kumbotso LGA; explosion at New Park bus terminus in Sabon Gari claiming possibly over 70 lives; Unguwa Uku explosion along Zaria road where 14 alleged Boko Haram members and one soldier lost their lives; the attack on poliomyelitis workers where nine people lost their lives; and a range of other shootings and killings including during JTF operations in response to the security situation.
94. In spite of all these security challenges, life and work goes on. ESSPIN uses multiple mitigation strategies. Travel between neighbouring states (and within the state and local government areas) can happen with ESSPIN SMT approval in advance, following consultation with ESSPIN state teams at each end of the journey and en route, and with precautionary protocols around communications, transport, work venues, working hours and accommodation.

### *Political economy*

95. Budget realism and releases top the agenda for political engagement and leverage in Kano State. There was also news of imminent staff reshuffles at MDAs within the state, in response to which political engagement by ESSPIN has followed, to ensure continuity and avoidance of lost of institutional memories and technical capacity built over a long time-span and at considerable cost.

### *Leverage and political engagement*

96. In Kano State, ESSPIN has taken seriously the challenge of supporting the state government's own priorities for educational reform. The proposal and budget for the Kano Teacher Support Programme (TSP) on Literacy and Numeracy have been accepted from SUBEB by the Deputy Governor in his capacity as State Training Committee chair. The TSP will cover all 5,068 Kano primary schools simultaneously. It will complement the Best Practice Schools initiative launched in 264 primary schools using a share of the UBEC 2012 TPD allocation. Budget approval of N61m (£254,000) from Kano State Government is in process at the time of writing. Kano SUBEB, DFID, ESSPIN Kano and ESSPIN Abuja are collaborating closely in order to secure approval for timely and full release of both the KSG funding and UBEC 2013 TPD allocation of N140m (£583,000) for this purpose. DFID/ESSPIN has contributed revision, printing and delivery of the SIP Lesson Plans (N30m/£125,000) plus technical support and seed money of N25m (£104,000) to guarantee the integrity and quality of the delivery model. Around 2.5m children stand to benefit directly from this initiative from Q2 2013 onwards.

Risk	Previous rating	Current rating	Management action
<b>Kano</b>			
Security disturbance to operations	High	High	<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>- Review of state office security</li> <li>- Information sharing with ESSPIN, Abuja</li> </ul>
KSG commitment & SSIT engagement for school improvement	High	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	High	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 joint messaging</li> </ul>
Data collection and utilization	Medium.	Medium.	<ul style="list-style-type: none"> <li>- P/E meetings on information supply and demand for policy makers and system leaders</li> <li>- Support planning system</li> </ul>
MoE staff restructuring and redeployment	Medium.	Medium.	<ul style="list-style-type: none"> <li>- P/E</li> <li>- Request for staff stability</li> </ul>

**Desk Officer Kibiya Haruna Bala Kibiya**

*“I am grateful to the Almighty that I am alive to witness and be a part of this agricultural initiative supported by ESSPIN. We are now seeing our children who roam the streets becoming literate and writing down words, sentences and solving mathematical questions. These things that ESSPIN is doing have brought positive changes we never anticipated”.*

These were the word of Haruna Bala Kibiya the IQTE Desk Officer of Kibiya Local government in Kano. Haruna recently monitored mallams as they harvested their crops and stored them for sale later in the year when prices are higher. This is the agricultural part of the Islamic, Qur’anic and Tsangaya Education initiative of ESSPIN, which has been adopted by Kano State Government and is being implemented in other Local Government Areas of the state including Kibiya.

The IQTE initiative targets children who are only able to attend traditional Islamic schools and ensures they get lessons in core curriculum subjects—similar to those in public schools but taught using engaging participatory methods. The mallams who are the owners of such Islamic schools are being assisted in the agricultural project at their request. It assists them in feeding both themselves and the children when the need arises, and offers opportunities for the older teenagers to learn some farming skills. All stakeholders see the benefits, reinforcing the partnership for education in these school communities.

*“It is quite gladdening to see the children as they take part in learning activities in their schools. I am fulfilled to be a part of the whole process”* says Haruna as he takes stock of the bags of harvested grains.

Haruna has ensured that the mallams in Kibiya who are the owners of the Islamiyya schools get their seedlings and fertilizers on time. He has been supporting the IQTE work in Kibiya ensuring that a substantial number of children who don’t attend regular schools are assisted in the IQTE schools. This second phase of the programme is being funded by the Kano State Government in a bid to ensure that children who cannot attend regular schools also have access to quality basic education.

*“I am happy that this is happening during my tenure as a Desk Officer. ESSPIN is truly transforming our communities and ensuring that our children have access to education. Our people are happy”.*

## Kwara

### *Security and travel*

97. There were considerable clashes between Offa and Oyun communities this quarter which resulted in brief school closures. The situation took some time to resolve, but did not have any significant impact on ESSPIN operations. Since then, the state has been calm.

### *Political economy*

98. The formation of a joint opposition party APC is likely to have an impact in the state with rumours that Baba Saraki supporters might join the party. Local Government elections will take place in November across the state, so the status quo is being maintained for now.
99. The 2013 budget was approved and signed in late March 2013. This means that no major activity has been able to take place during the first quarter. Education and Agriculture have the largest budgets this year, but from experience, this means little as budgets are not cash backed. The Ministry of Planning and Budgeting is yet to release the approved budgets to the Ministries so the MDAs are yet to align their budgets with the MTSS.
100. Kwara is still in the news this quarter over its dire financial situation, with Fitch ratings no longer being provided for the state. The Ministry's priority for this year is an international vocational training centre which is to be built from scratch and accredited to City and Guilds. It is unclear where the funds for this project will come from. The Ministry has also requested support to prepare a feasibility study on IQTE as one of the requirements to access USD9m (£5.9m) credit facility specifically for IQTE from the Islamic Development Bank (IDB).

### *Leverage and political engagement.*

101. For two years ESSPIN has been striving to rebuild the political will for reform that existed under the former administration. Since the beginning of this year, there have been signals that such political will is beginning to re-emerge. The HC has constituted a system of coordination between the Ministry, SUBEB and ESSPIN through monthly meetings and a set of task teams comprising Directors and key staff from the MDAs. He continues to emphasise the state's commitment to the Every Child Counts reform agenda. Each task team works on a particular school improvement strand and the Chairs of these task teams report to a General Committee. As a result of these meetings, there is improved collaboration between the Ministry and SUBEB and co-operation between the state partners and ESSPIN. Over the last month, the task teams have drafted policy documents and drawn up action plans for their implementation. Areas of focus include teacher development, career path, school grants, SBMCs, inclusive education, infrastructure and quality assurance.
102. In support of this renewed commitment by government and to stimulate further improvements, ESSPIN has agreed to invest further funds in three key areas: SSIT support to deepening classroom improvements, ASC and SBMC roll out. As a result the SSIT are now back in the LGEAs supporting SSOs and HT training is planned for the next quarter. This training will for the first time include JSS Principals. Although SSOs have been supporting JSS schools for two years, the SSIT are yet to develop this support. This will be a focus over the next year to ensure ESSPIN's 2014 targets are met. One of the HC's task teams has been

working on a teacher training policy, which specifies a minimum of 10 days training for class teachers and head teachers every year, how training needs are to be identified and the types of training and support that the state should carry out. The policy also identifies literacy and numeracy as the state's focus. Future trainings will be carried out mostly at cluster levels in the LGEAs and will be supplemented by school based support. Implementation of the new policy will generate a training plan for the year, which will be funded by the UBEC TPD funds.

103. The ASC data 2012-13 has been collected. This year has seen an improvement in the commitment of the LGs, SSOs and MDA staff as the importance of data has now permeated to all levels from the school upwards. ESSPIN technical support will focus on strengthening the capacity of the EMIS units to analyse the data, since they are now competent in entering and cleaning the data effectively. The challenge for next year will continue to be to leverage state funds and to ensure that they are used to maximum effect. ESSPIN has continued to support the MDG office and SUBEB Projects Unit to improve their systems for site selection and ensuring quality through use of appropriate designs and strengthened project monitoring and reporting. The focus for the next phase of infrastructure will be to introduce formal systems for SBMC involvement in monitoring and reporting. The targets for water and sanitation will not be met in year 5 as SUBEB decided late last year to no longer construct water or sanitation points.
104. Since the last quarterly report, the State has significantly widened its coverage of SBMCs in schools by carried out two days of SBMC training in 310 schools – ensuring roll-out in four additional LGAs. The initial ESSPIN offer of support for mentoring and monitoring in these four LGEAs has been converted to the remaining two days of training and two initial mentoring visits. SMO allowances and motorbikes have been included in the MTSS for 2013 and now that the budget has been approved ESSPIN will continue to advocate for these items to be purchased and delivered. This will significantly improve the likelihood that mentoring and monitoring will continue.
105. Gender has been a focus of community work this quarter with a total of 2,198 SBMC members, 737 men and 1,461 females trained on safe spaces for women in the four pilot LGEAs. The emphasis has been on the role of women in SBMC decision making and the importance of girl-child education. The follow up work on the women's research outcomes revealed changes in attitude to gender roles assigned to women and positive support by men in accepting to perform some of these roles. Civil society continues to advocate on the key issue affecting rural schools – a lack of teachers. ESSPIN is supporting CSACEFA to advocate on teacher recruitment/deployment as part of their programme for the Global Action Week on Education (GAW) themed 'Every child needs a teacher'.
106. Inclusive education has received a boost with many of the marginalised cattle-rearing Fulanis and physically challenged children being enrolled and supported by SBMCs. The first round of C-EMIS house profile and school data have been analysed. PTA levies continue to have a negative impact on children's enrolment, attendance and retention.

Risk	Previous rating	Current rating	Management action
<b>Kwara</b>			
State funds considerably reduced	High	High	<ul style="list-style-type: none"> <li>• Political engagement including PE meetings to prioritise use and release of available funds</li> <li>• Support sourcing of alternative funds</li> <li>• Support alignment of approved budget with MTSS, development of DWPs and production of QMRs</li> <li>• Support advocacy activities of CSOs</li> <li>• Support media activities</li> <li>• Continuous reinforcement of positive evidence of impact</li> </ul>
Insufficient leverage of UBEC funds to reach SIP targets	N/a.	High.	<ul style="list-style-type: none"> <li>• Political engagement</li> <li>• Relationship building</li> <li>• Support use of data, research and reports</li> <li>• Support production of policies, operational frameworks and implementation plans</li> <li>• Institutional strengthening through capacity building and improved systems</li> <li>• Support to bottom up data generation and planning</li> <li>• Support advocacy activities of CSOs</li> <li>• Support media activities</li> <li>• Continuous reinforcement of positive evidence of impact</li> </ul>
Resistance to changes in procurement practices	Medium.	Medium.	<ul style="list-style-type: none"> <li>• Political engagement</li> <li>• Continue to strengthen project monitoring and reporting systems</li> <li>• Support inclusion of SBMCs in formal project monitoring and reporting systems</li> <li>• Support advocacy activities of CSOs</li> <li>• Support media activities</li> <li>• Continuous reinforcement of positive evidence of impact</li> </ul>
Changes in key personnel	Medium.	Medium.	<ul style="list-style-type: none"> <li>• Political engagement</li> <li>• Broaden the range of stakeholders aware of, committed to and who understand SIP</li> <li>• Support succession planning and in-house training and mentoring</li> </ul>

### **Kwara Teachers Empowered for Pupil-Centred Learning**

Having been trained, *"I am better able to carry my pupils along during lessons. I now use more pupil-centred activities, encouraging my pupils to think out positive ideas on their own,"* said Muazu Adamu, a class teacher in Nassarawa-Gatte Local Government Education Authority (LGEA) school in Kaiama. *"Through the training, I now use various teaching methods like games and peer learning, which has helped to improve my pupils' assimilation,"* Yakubu Mustapha, a class teacher in Nuku LGEA school in Kaiama added.

Yakubu and Muazu have benefited from the teachers' training programme organised by ESSPIN and Kwara SUBEB across the sixteen Local Government Areas (LGAs) in Kwara State. A total of 7,602 teachers, head teachers and their assistants have participated so far, comprising about half of the population of teachers, head teachers and assistant head teachers in Kwara State. 19 School Support Officers (SSOs) and the Head of Section Quality Assurance have also been trained.

Prior to the training, teachers in Kwara had inadequate knowledge of child protection and child-centred teaching methods for literacy and numeracy. *"I have acquired skills on how to teach the grid pattern multiplication methods, place value, games and grouping of pupils in time telling, and the use of number lines in teaching, all for the sake of my pupils,"* Mohammed Ahmed Zainab, a class teacher from Tenebo LGEA school in Kaiama affirmed. *"On literacy,"* Amuda Abdulazeez of Vobera LGEA school continued, *"I have learned about writing, reasons for writing, types of writing, characteristics of good writing, and recognition of letters, and I will be better able to impart that knowledge to my pupils."* *"I have also learned about child protection which comprises creating a safe environment for my pupils to learn,"* Odebunmi Victoria Iyabo of Olori LGEA school added.

*"After the training that my teacher received,"* Rukayat Ayuba, a primary 6 pupil of Ansarul-Islam LGEA school in Ilorin East explained, *"I have noticed that she now teaches better. She carefully explains to us how to use our textbooks, she now uses teaching aid, praises us when we answer questions well, and also encourages peer learning."* Asked what areas he wished to focus on in the future to improve learning for his pupils, Abdullahi Saidu of Moshe Gada LGEA school responded in favour of the continual use of teaching aids, appropriate methodology, peer learning, and interpersonal relationships between him and his pupils. For Muhammed Tani Hamarat of Tenebo LGEA school, his focus will be child protection and classroom management techniques.

Following teacher training events across the state and follow up activities back in their schools, teachers in Kwara are now determined and better equipped to engage their pupils proficiently. The acquisition of diverse skills and teaching methodologies has made learning in Kwara more pupil-centred.

## Lagos

### *Introduction, security and travel*

107. The major threats to Lagos residents and visitors remain kidnapping for ransom and armed robbery. There was a reported case of an explosion in a church and arrest of persons suspected to be keeping arms and IED materials in Lagos. This has generated suspicion about possibility of terrorist attacks which had previously been regarded as alien to Lagos. An expatriate was reported kidnapped in Victoria Island. The response of the state has been to enforce strict compliance with the new Lagos traffic law which the authorities believe has succeeded in reducing armed robbery and providing a platform for improved security in Lagos, and 'to regulate road use, improve safety, improve travel time, save costs and save lives.'
108. The 2013 State Government budget has allocated N19bn (£79.1m) to public order and safety in addition to funding from the State Security Trust Fnd towards building a mega city. ESSPIN's response to the security challenge remains in place, with enhancements around the security briefing and procedures for visiting local, national and international personnel.
109. Travel challenges in Lagos are primarily linked to road repairs. Travel along Ikorodu end has been a nightmare for residents and many other road repairs within Ikeja have proven obstructive. Whilst in some cases these will be temporary, the more massive road constructions may cause travel challenges especially regarding expansion of the road leading to Ikorodu.

### *Political Economy Update*

110. Lagos State is increasingly transparent in engagement with the people, civil society and other stakeholders around the budget process. The state budget of N499.605bn (£2.08bn) was uniquely in Nigeria signed into law in the first week of the new year. The approved budget was N2.5bn higher than that which was presented by His Excellency to the legislators for approval in October 2012. The maintenance of a fair balance between what is presented and approved by legislators is founded on a thorough understanding of the MTSS process by state legislators and cordial working relations between the legislative and executive arms of government.
111. The 2013 budget breakdown was presented to a gathering of stakeholders in January 2013 to share the developmental priorities of the state and bolster accountability for delivery thereof. The government also presented 2012 budget performance figures: 89% overall, which is high by historical standards as a result of a jump in the final quarter of 2012.

### *Leverage and Political Engagement*

112. Leverage of Lagos State Government funding has brought the programme target of reaching 1,001 public primary schools by 2014 within reach. 401 additional schools are currently being added to the SIP roll-out, although the prospect of reaching 600 SBMCs in



2013 is threatened by obstacles to the process of engaging CSOs and timely release of fund to scale up the development of the restructured SBMCs. This is being addressed by SUBEB management. SBMC development is a priority in the next quarter.

- 113. The estimated leverage figures reported in the previous quarter have been approved and signed into law, including N25m for School Based Management Committee development, N90m state funding for deepening school improvement activities in the Phase 1 and 2 six hundred schools, N131m for direct funding to schools, N240m as running costs to all primary schools, and N60m reserved for school support in 20 LGEAs after submitting a workplan and written request.
- 114. The focus of ESSPIN’s political engagement efforts during the quarter shifted to Local Government Education Authorities where ESSPIN and SUBEB analysis has revealed the need for more effective efforts to guarantee sustainability of the reform agenda, systems and processes. This quarter, SUBEB conducted a political engagement retreat with the members of SUBEB Board, Directors in SUBEB, 20 Education Secretaries and 100 Heads of Section in LGEAs to encourage their support and buy in for the SIP. The retreat was facilitated by ESSPIN and funded by SUBEB. This led to the development of a workplan of how local education managers will support the delivery of school improvement processes in their LGEAs.
- 115. Indirect engagement with HE Governor continued with the presentation of the report on out-of-school children research conducted by ESSPIN, by the Permanent Secretary for inclusive education at the monthly education sector meeting. The Governor gave immediate approval for the building of an additional school in the socioeconomically deprived community of Makoko.
- 116. The SBMC element of the ESSPIN Lagos school improvement model has been restructured. 600 schools are the focus of capacity development through state and UBEC funding in the next quarter, along with teacher and headteacher training in the coming quarter. The Phase 2 Challenge Fund to assist schools with infrastructure deficits, access issues, water and sanitation challenges also feature in the next quarter’s work plan.

Risk	Previous rating	Current rating	Management action
<b>Lagos</b>			
Full and timely budget release.	High	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. Encouragement and follow up the use of DWP especially in MOE

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
Change of key personnel committed to SIP.	Medium.	Medium.	Broaden the range of stakeholders aware of, committed to and understanding SIP. Increased engagement with local level education managers
Slow progress in uptake of some organisational development issues in Ministry of education	N/a	Medium	Increased engagement with HC who is the champions this to ensure steady progress
Bottlenecks with the implementation of the Lagos procurement in MDAS and effect on programme implementation and planning	N/a	Medium	Engaging programme partners on strategies to factor considerations of procurement process into implementation plans

### Lagos Challenge Fund: reaching the far-to-reach

*“They came and saw the situation of the pupils. They pitied them and said they will help. So they gave us money to renovate the classrooms. We levelled the floors, rebuilt and plastered the walls, provided ceilings and roofs, and partitioned the rooms. Now we have a block of six classrooms in place.”* – Jihumeto Israel, Assistant Head Teacher, Methodist Primary School, Ashipanu, Badagary.

Jihumeto, 44, looks very happy talking about the recent changes in his school. He has been the assistant head teacher since 2008 so he is delighted that such a remarkable change has come about. *“After the classroom block was renovated, school enrolment increased by over 400, all within a few months. We have to thank ESSPIN for their intervention that brought this change,”* he says.

By the intervention, he was referring to ESSPIN’s Challenge Fund granted to selected schools with serious *challenges* especially in their infrastructure. For Methodist Primary School Ashipanu, not only was its infrastructure poor, it is a far-out-of-the-way school.

*“The school is only three kilometres to the Seme border between Nigeria and Republic of Benin. In fact it is the last school you will see on your way out of Nigeria. About 200 pupils cross the border everyday to attend the school,”* Jihumeto explains. He continues: *“A classroom block was in a total mess. What remained was barely a building. Rains and the sun were disturbing the pupils. We had to squeeze many pupils in one classroom. They became reluctant to come to school. When their parents saw the situation, they started to withdraw them. We wrote several letters to the authorities, they promised to intervene but are yet to do so.”*

He feels the authorities may have been giving the school less attention partly because of its location. Then came the Challenge Fund from ESSPIN which targets five LGEAs – Ajeromi-Ifelodun, Alimosho, Badagary, Ibeju-Lekki, and Ikorodu – for schools with acute infrastructural problems. It aims to improve access to quality education in Lagos State. 25 schools including Methodist Primary Schools were selected in the first phase of the Fund using the State EMIS’ Integrated School Development model that ranks schools according to their needs. *“ESSPIN gave us N1,500,000 (£6,250) for the renovation. The SBMC contributed N171,000 (£700), brought cement and supervised the renovation,”* Jihumeto further explains. 385 of the 1,405 pupils of the school are now learning in the six new classrooms.

Across the five benefiting LGEAs, 14,000 children are now learning in much improved environments. *“The pupils, their parents and teachers are happy that at least the accommodation problem is now solved. There is now enough space for the pupils to learn,”* Jihumeto states happily.

## Federal

### *Federal Ministry of Education*

117. Following the retirement of Mrs K.M. Lawal, Director, Policy, Planning, Management and Research department at the end of December 2012, the Head of NEMIS, Ms Ifeoma Agunwah, is Acting as Director until a substantive Director is appointed.

### *Funding*

118. ESSPIN is continuing to support three states – Kano, Jigawa and Kaduna – to review and revise their Education Sector Plans to enable them to apply for grant funding from the Global Partnership for Education (GPE). ESSPIN, upon invitation from DFID, has also been supporting the GPE Task Force in Abuja in its central objective: to drive forward each step of the process of Nigeria’s submission to the GPE and subsequent implementation of the programme. Key tasks in January and February included applying to GPE for an Education Sector Plan Preparation Grant, developing Terms of Reference for the consultants to be hired and developing work plans to enable key activities to be carried out in line with the urgent deadlines.
119. A Local Education Group meeting was held in February 2012 with participants including the Honourable Commissioners for Education and SUBEB Chairs from the states and technical officers from the newly constituted State GPE Task Teams. The meeting clarified the Terms of Reference of the Local Education Group, the GPE Task Force, Abuja and the GPE Task Forces at State Levels. Each state presented a matrix showing their areas of strength and weakness in their Education Sector Plans and where they required more support.
120. The GPE approved the Education Sector Plan Preparation grant application in February 2012 enabling technical support to be hired for the states. So far, an international consultant has been engaged as Lead Specialist and six national consultants have assumed roles as financial analyst and five state analysts (one per state). They worked with states at the LEG meeting scheduled for 8th April 2013. Much work remains to be done, both with regard to Sector Plan finalization and appraisal and Programme development which is being led by the World Bank in its capacity as Supervising Entity for GPE Nigeria.
121. The final deadline for the Local Education Group to submit the full application package to the GPE is 03 September 2013 after which the GPE Board meets in November 2013 to consider the application. It is hoped that if the application is successful, funds – a USD100m grant – will become available by February 2014 for a three year period.

### *Development of National Systems*

122. The draft reports of the National Systems Committees – for Monitoring of Learning Achievement, Teacher Development Needs Assessment and Quality Assurance – have been finalized. A date for the stakeholder session to review the reports is yet to be approved by the Steering Committee of the HME’s Four Year Strategy for the Development of the Education Sector in Nigeria.
123. ESSPIN continues to provide technical support to FME NEMIS in the efforts to re-strategise and re-position the Unit in collaboration with other IDPs. In January and February 2013, a

process map for NEMIS was developed in conjunction with the World Bank and the National Bureau of Statistics. This provides a guide to States in the planning and conduct of the Annual School Census. The USAID/RTI Team has been working with the FME NEMIS Unit in various areas including training on the use of the EMIS Toolbox. A portal to enable states to upload data to NEMIS is currently being finalized through the support of the Federal Component of the Lagos-EKO Project. In March, IDPs met to consider the challenge of efficient collection and management of data for education. A report was presented to the FME and other stakeholders. This has led to the production of a draft Action Plan towards rectifying identified challenges. The EMIS Toolbox and the NEDS 2010 Plus were launched by the Honourable Minister in the same month.

124. At a certificate awards ceremony in March 2013, the NCCE honoured those who were trained by ESSPIN consultants, assessed and have now qualified as accreditors to use the new Quality Assurance Toolkit for Colleges of Education. The NCCE leadership is considering when the new QA Toolkit will be fully implemented.

## Programme-wide Issues

### Monitoring and evaluation

125. The 2012/13 ASC cycle is progressing well after a slow start in three partner States. Both red markers and three dated amber ones have been upgraded since Q1 2013 (Table 13). Enugu and Kwara both had issues funding the exercise themselves and Kano had a number of issues with the 2011/12 cycle reports to address before they could commence on 2012/13. The cleaning software has been sent to the states and is actively in use.

Table 13: 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	Data entry (2011/12 school list)	SMoE	ESSPIN- assisted in 2013; HC to sign off 2010-11 and 2011-12
Jigawa	Published	Published	Released	Data cleaning	SUBEB	On track
Kaduna	Published	Published	Published	Data cleaning	SMoE	On track
Kano	Published	Published	Published	Data entry (updated school list)	SMoE	Catching up
Kwara	Published	Published	Published	Data entry (updated school list)	SMoE	ESSPIN- assisted in 2013; catching up
Lagos	Published	Published	Published	Data cleaning	SMoE	Back on track

126. Significant progress has now been made on NEMIS in a joint coordinated effort of all IDPs following an initiative by USAID and a workshop in early March. The World Bank is funding, through Step B, the redevelopment of the NEMIS software along with a data dissemination website. ESSPIN is working with the developer on the look and feel of the software and has supplied them with a copy of ESSPIN software for comparison along with copies of the school coding structure.

127. USAID is working on updating the EMISTOOLBOX Software for use in analysis. They will configure an output dataset consistent with the ESSPIN Integrated School Development (ISD) model which was presented to the USAID group and well liked. ESSPIN is working with the USAID developer to migrate all data from the last three years for partner states into the toolbox software so that ESSPIN states can then use the tool for analysis for any year since 2009 going forward. ESSPIN will support a workshop on ISD in Year 6.

128. ESSPIN has started work on a validation survey of the 2012/13 ASC exercise in partner states. Work is currently progressing on obtaining quotes from four possible contractors to carry out the exercise.

*Communications and Knowledge Management*

129. Access to ESSPIN radio drama Gbagan Gbagan (The Bell is Calling You) is expanding with the repeat broadcast of the four series in Pidgin and Hausa, and one series in Yoruba version, on ten radio stations to an estimated listenership of 24.6 million at the cost of N21.5m (£89,500). The series will run till June 2014. The initial broadcast was on three radio stations to an estimated listenership of 10 million at the cost of N19m, therefore value for money has been doubled per listener for the current broadcasts compared with the first airing, and trebled for the lifetime costs of the content (without factoring in future repeats). DVD copies have been widely distributed at national and state levels.
130. 160 journalists and Civil Society Organisation members participated in the CSO/Media forum component of the Phase 2 ESSPIN Journalism Development Programme in the six ESSPIN supported states and Federal Capital Territory (FCT). The forum provided an opportunity for CSOs and the media to develop a sustainable relationship or partnership for addressing basic education issues. The national capacity building and mentoring component of the programme will be conducted in Q2 2013.
131. The second phase of the community theatre commenced with rehearsal and performances in Jigawa and Kwara states. Performances in the four other states (Kano, Kaduna, Lagos and Enugu) are scheduled for Q2 2013. The film version of the play is also scheduled for production in Q2.
132. The eighth ESSPIN Express digest of programme news and information, evidence of impact and case study documentation has been finalised and is being processed for printing.
133. The ESSPIN Media Experience paper was published and distributed to stakeholders. The paper considers how, by working with different media, ESSPIN is helping to create a critical mass of informed advocates willing to push for systemic change from inside and outside the Nigerian education sector.
134. The ESSPIN website generated over 7,000 hits in this quarter, up from 5,000 in the previous quarter. The following reports have been published and are available at [www.esspin.org](http://www.esspin.org) :

[ESSPIN 058 Annual Reports 2011 – 2012](#)

[ESSPIN 059 17th Quarterly Report](#)

[ESSPIN 254 Strategic Planning & MTSS Task Team Report - Refocusing Work with States & Local Government on School Improvement](#)

[ESSPIN 425 Women’s Participation in School-Based Management and Communities within the Complex Socio-cultural Context of Nigeria](#)

[ESSPIN 537 Community Theatre for Southern States \(Lagos, Enugu and Kwara\)](#)

ESSPIN 538 ESSPIN's Experience of Working with Radio, Film, Journalists and Community Theatre

135. Upcoming documents in Q2 2013 are scheduled to include:

ESSPIN 060 Overall findings and technical report of ESSPIN composite survey 1 (2012)

ESSPIN 061 Gender analysis of ESSPIN composite survey 1 (2012)

EN201 Enugu State report of ESSPIN composite survey 1 (2012)

JG201 Jigawa State report of ESSPIN composite survey 1 (2012)

KD201 Kaduna State report of ESSPIN composite survey 1 (2012)

KN201 Kano State report of ESSPIN composite survey 1 (2012)

KW205 Kwara State report of ESSPIN composite survey 1 (2012)

LG202 Lagos State report of ESSPIN composite survey 1 (2012)

*One Overall Findings Briefing Note, six individual State Briefs and one Gender Brief from ESSPIN composite survey 1 (2012)*

**Gender and social inclusion**

136. ESSPIN maintained its support to UBEC on state domestication of the revised SBMC guidelines, helping Imo, Nasarawa and Taraba States to develop state-specific SBMC policy guidelines. Resulting from this and earlier funds released to states, UBEC staff supported each state in delivering training to state SBMC master trainers' adopted from ESSPIN manual comprising of government and CSOs as part of partnership process in SBM development. Providing support to UBEC to replicate nationally the SBMC model adopted in ESSPIN-supported states has resulted in state contracting ESSPIN consultants to complete the domestication process in Ekiti, Rivers and Ondo states, management and staff of UBEC having a shared understanding about the role of SBMC in basic education delivery through an organized capacity development training; growing cordial relations between UBEC Directors of Social Mobilization and School Services on securing funds for SBMC development through the teacher development funds in the short term.

137. In the long term, the UBEC Director of Social Mobilisation is committed to following up and funding the replication of the SBMC model across all states through the UBEC Act review and is requesting to ESSPIN for minimal technical support to do it. This includes supporting an emerging partnership of civil society and government to work together nationally to activate, train and mentor SBMCs, strengthening the links between communities and schools, and communities and local government in school improvement. In the same vein, this partnership is opening another window of opportunity as ESSPIN IQTE model was formally shared with UBEC resulting in detailed information on federal government Almajiri intervention with an experience visit planned for Kano state by UBEC officials for strategic



- partnership. Next steps include planned community mobilization and activation of SBMCs at state levels between now and September 2013, UBEC convening a meeting with all the Directors of Social Mobilization nationwide to develop an SBMC support plan and other related activities, and a review meeting between ESSPIN and UBEC in April 2013.
138. ESSPIN is on the National Task Team for the development of a National Framework for All Girls' Schools Initiative by UBEC. The draft final framework is being developed with the ultimate aim to help improve participation and learning outcomes for girls.
139. There is a conscious targeted approach of working with poorest school communities to identify the most marginalized vulnerable children as a strategic aim of the ESSPIN Access and Equity Strategy.
140. **Girl's Education, Jigawa State:** The Girl Education Initiative (GEI) in Jigawa is addressing retention at primary and transition to Junior Secondary School for girls. 3,400 girls have been supported. The mid-term assessment of the GEI was completed in March 2013. Key findings pointed to the importance of robust community monitoring and follow up systems by women leaders and LGEA gender officers for the girls to remain in school. More girls at risk of discontinuing education in lower and upper basic education have been retained in school. 77% of beneficiary parents rated the participation of women very high particularly women leaders in ensuring girls' education in their communities. 65% of the beneficiaries interviewed recognised the role of SBMC and women leaders in encouraging them and the importance of girl education. 37% of the beneficiaries interviewed think their schools lack a conducive learning environment. 58% of the beneficiaries interviewed recognise the importance of safe spaces created during sporting activities in the school as an opportunity to discuss and address issues such as health care and hygiene. Lessons from the GEI are informing strategic approaches aimed at improving retention and transition of girls at basic education in other ESSPIN supported states.
141. **Conditional Cash Transfers for Girls Education in Kano State:** CCT-GE in Kano is addressing low female participation in primary schools. 12,000 girls have been supported with plans for additional 1,500 to be identified for support. The impact evaluation revealed that because of the active involvement of the community, the number of eligible girls who had recently dropped out and were still in the village was low.
142. **The inclusive education initiative** is contributing to raising the public primary and junior secondary education Net Attendance Ratio (NAR) of the lowest economic status quintiles particularly for vulnerable groups, including: children living with albinism in collaboration with the Albino Foundation; children living with disability in collaboration with the State Committee on Inclusive Education; children in nomadic communities in collaboration with Miyeti Allah Association and the Agency for Nomadic Education; children in Tsangaya and Islamiyya community schools in collaboration with the Agency for Islamic Education and the Alaramas; and indigent children through collaboration with the missionary schools.
143. **Leverage of Special Education Funds for Inclusive Education:** the State Inclusive Education Policy supported by ESSPIN is now being used to access the UBEC Intervention Fund for Children with Special Needs/Inclusive Education. Kaduna state received N14.7m (£58,800)

after presenting their policy and its implementation plan. Lagos, Kwara, Enugu and Jigawa are at the final stages of finalizing their policy. This is aimed at improving access, participation, protection and learning outcomes for children with special educational needs and other categories of vulnerable/marginalized children in the states.

144. **Boys' Education in Enugu:** ESSPIN has 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. A proposal on conducting an out-of-school survey has been developed to further investigate the reasons why children are not continuing school and how to address this phenomenon.
145. **Out of school survey:** ESSPIN in collaboration with CSOs working with Lagos State Inclusive Education Committee supported a survey to understand the factors responsible for out of school children in Lagos using the UNESCO 'Five Dimensions of Exclusion' (5DE) approach. Recommendations from the survey are informing the need for a state-wide survey and strategy to address social exclusion in the education sector plan.
146. **Challenging discrimination of marginalised groups:** 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. The draft Implementation guidelines for the policy are now being finalized by the Federal Ministry of Education. The guidelines are explicit on the need for a blueprint on Albinism in Education and integrating Albinism into the National Policy on Education.
147. **Research into women's participation in challenging contexts:** The research into women's participation in school-based management has now been completed. The report is being disseminated and the recommendations implemented at state, LGA and school-community levels. Key recommendations taken forward from the report during this quarter have included: the development and delivery of Women's Leadership Training bringing together male and female SBMC members, women leaders and other key stakeholders.
148. **Gender champions pilot in Kaduna State:** 20 male and 20 female gender champions have been identified in each zone and trained using the 'positive deviant' approach to address stereotypes and social-cultural barriers to children's education, particularly for girls in the north and boys in the south east. These training sessions were conducted in February and March 2013 across four training centres.
149. **Developing safe spaces:** 4,376 safe spaces have been established and supported by civil society and government working in partnership to promote participation of women and children's voices in SBMC decision-making in the six ESSPIN-supported states. 78,900 direct beneficiaries attended, to improve women and girls' participation in educational planning and protection for vulnerable groups.
150. **Violence against women and girls (VAWG):** ESSPIN is collaborating with other DFID programmes to address VAWG with the aim of reducing school based violence.

Engagement at the state with the Child Protection Network is to improve reporting and response on school based violence issues. Additionally, as a result of training of CSOs and government partners and of SBMCs on child protection and the impact of violence on access and learning, more reports of protection-related challenges faced by children in ESSPIN-supported schools and communities have been made in this quarter.

***Voice and Accountability:***

**151. Civil Society and Government Partnership, School Based Management Committees Access and Equity:**

ESSPIN supports partnerships of civil society and government representatives (CGP) to activate, train and mentor SBMCs over a period of two years. Capacity development workshops for CGPs, SBMCs and other key stakeholders have covered inclusive education and gender, advocacy and networking, and child protection and participation. This has resulted in SBMCs and communities becoming active on various strategies depending on local context, to support children to access, stay and learn more in school. According to SMO and CSO reports, in this quarter some of the actions taken by SBMCs in different states to address access and equity issues include:

- Providing a special class on basic mathematics and literacy for girls who hawk on the street: as a result more girls are becoming interested and are enrolling in school (Kano);
- Monitoring teacher conduct as well as teacher attendance and performance (all states);
- Reporting protection issues which affect attendance, retention and learning (Lagos, Kaduna);
- Supporting children to get to and from school safely (all states);
- Mobilising resources to support children affected by disability to attend school (all states);
- Discussing attendance, non-enrolment, learning/homework with parents (all states);
- Ensuring that access and equity issues are reflected in school development plans.

**152. Including the voices of children:** In the last quarter, with initial capacity development from ESSPIN, civil society activists have worked with their directorate of social mobilisation partners across states to provide 2,024 Community Facilitators (one male and one female per school community) with some basic skills to support the children's SBMC committees and enhance the participation of children and young people in SBMCs. The skills shared include practice standards for working safely and appropriately with children, eliciting children's views on quality education and school improvement and supporting children's action and advocacy on school improvement through SBMCs. Children's SBMC Committees now exist across all 1,112 first phase schools in which SBMCs were supported.

**153. Strengthening women's voice:** Mentoring Visit 10 by Civil Society and Government Partners to SBMCs, delivered in this quarter, focused on enhancing the participation of women in SBMCs and supporting Women's SBMC Committees across all 1,112 first-phase schools. This support preceded the Women's Leadership training and Women's Research mentioned above. Approximately 17,800 women make up the SBMC Women's Committees across the six states. Reports received this quarter suggest that women's

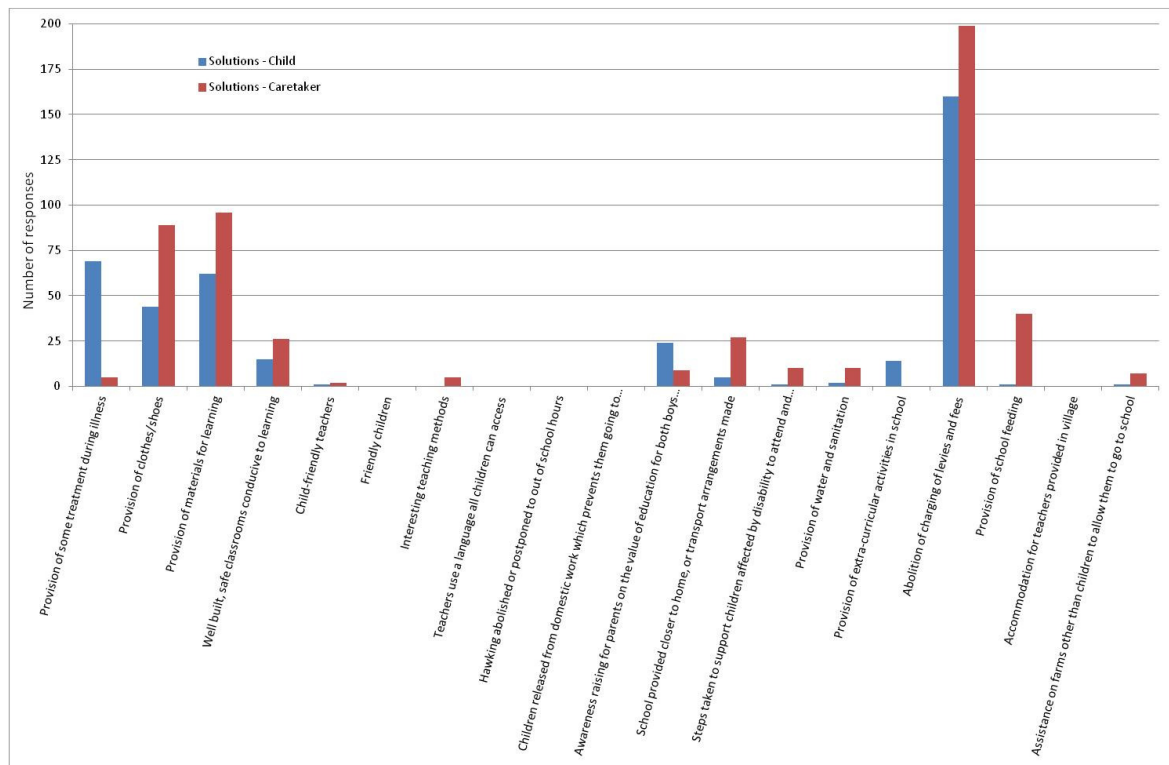
SBMC committees are contributing, amongst other things, to increases in enrolment and improved retention for children, particularly girls.

154. **SBMC LGEA Forum:** Kaduna state during this quarter commenced another round of SBMC LGEA forum platforms for demand, voice and accountability. Two have been completed and well-attended by SBMCs including children, traditional and religious leaders, and education managers. Key achievements, challenges from the communities were presented and demand was made of government officials to respond to issues raised.

155. **Community-EMIS (C-EMIS):** In Kwara State during this quarter ESSPIN has continued to support one CSO through the Challenge Fund to work with SMOs to support teams of community members, linked to their SBMCs, in 10 schools of rural Kaiama LGEA with the collection of data on children out of school in their community, children who drop-out or who are struggling in school, as well as the reasons for their exclusion (according to children, parents and teachers). This data is useful to communities but can also complement Annual School Census/EMIS data which focuses only on the school, for more holistic education planning. A workshop was held in February 2013 to support first-round data entry, presentation and analysis and was attended by LGEA staff, the CSO, Social Mobilisation SUBEB, School Services and key staff from EMIS Ministry of Education.

156. Figure 4 is an early example of what the data C-EMIS teams have collected shows. It highlights the main issues, according to children and their caretakers, affecting children’s access, retention and attendance across the 10 schools:

Figure 4: Child and caretaker perceptions of barriers to schooling, C-EMIS, Kaiama, Kwara



157. The data indicates amongst other things that poverty and economic barriers are high, with the continued charging of the PTA levy in the LGEA being the main one. Other data highlights access and equity issues including children working, language barriers for children in the classroom, early marriage and barriers including fear of ridicule keeping children affected by disability away from school.
158. **Community contribution/leverage:** In the last quarter according to SMO reports from four states, communities have mobilised resources from a wide range of sources to the tune of N38.3m (£159,600). A large proportion of this has been spent on access and equity, supporting children who are struggling to attend and remain in school. It is not possible to quantify the range of other kinds of support provided by SBMCs and communities to school improvement, access and equity including their time and labour.
159. **Roll-out of civil society government partnership:** Jigawa and Kano States have gone ahead in this quarter to partner formally with Civil Society Organisations to roll out SBMC development and have developed MOUs/contract agreements on which to base their collaboration (303 schools Jigawa and 264 in Kano) while work in Kaduna is in progress with 482 schools using state resources. Political engagement this quarter with the Lagos State Government has also resulted in a Lagos State-specific MOU with civil society and commitment of N31.3m (£130,400) to fund SBMC training by civil society and government partners in 600 schools. Lagos SBMC Cluster Chairs have developed their own state-wide 'coalition' and now meet regularly as a platform for advocacy in addition to the larger SBMC forums at LGEA level with education stakeholders and duty bearers on School Based Management and school improvement in the state.
160. **Civil Society Advocacy:** Following on from state level capacity development of CSOs on advocacy, CSOs in all states (a total of 42) have continued to strengthen their documentation of work with SBMCs, schools and communities in this quarter, and based on this have developed advocacy plans. They have participated in a CSO/media forum at which they have raised advocacy issues and have planned for a state level advocacy event to take place this year. Lagos State CSOs plan to meet SUBEB to make themselves better known to Board members and highlight achievements and challenges of SBM development in the state. One such is the fact that Lagos State is currently planning to fund SBMC roll-out to 600 schools and not the total 1,001 in Lagos State. Schools excluded from the roll-out are voicing their concerns. Both Lagos and Kwara CSOs have plans to work with CSACEFA on the Global Education Action Week in April 2013 while Enugu CSOs planned to advocate on SBMC roll out in the state.
161. **Girl Effect University:** ESSPIN participated at the 'Girl Effect University', an initiative of Nike Foundation and DFID-Girl Hub on how to scale up safe spaces in Northern Nigeria. ESSPIN presented its innovative women-children safe spaces approach. The innovative safe spaces around sporting activities for girls in Jigawa state was applauded by participants.
162. **Post 2015 Education Discussion:** ESSPIN also participated in the Post 2015 Debate on Education which was organised by Save the Children International and held in Lagos on 27 March 2013. ESSPIN contributed to the debate on access and equity issues post-2015 highlighting experience and results from ESSPIN's work in the six states.

## Annex 1 Key performance indicators, ESSPIN partner states, 2009-10 to 2011-12

Key indicators in ESSPIN Partner States 2009/10							
<b>1 Gender Parity Index - (Ratio of Girls to boys in Pry and JSS Schools) All ages both Public and private (* except Lagos and overall)</b>							
Pry Public and Private (Based on 2009/10 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos *	Enugu	Overall *
Female Enrolment Pry 1-6	200,719	937,647	511,197	127,561	198,548	126,171	2,101,843
Male Enrolment Pry 1-6	286,914	1,032,950	608,328	139,755	189,033	128,724	2,385,704
GPI	0.70	0.91	0.84	0.91	1.05	0.98	0.88
JSS Public and Private (Based on 2009/10 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos *	Enugu	Overall *
Female Enrolment JSS 1-3	26,760	114,771	97,146	48,311	163,996	60,388	511,372
Male Enrolment JSS 1-3	50,793	189,408	126,678	55,151	156,187	47,019	625,236
GPI	0.53	0.61	0.77	0.88	1.05	1.28	0.82
<b>2. Net Enrolment Rate- (No. Of children of official primary school age (6-11) in public and private pry school and 12-14 in public and private JSS School enrolled as percentage of total children [population pro ratad based on public private percentages for Lagos and Total]</b>							
Pry Public(Based on 2009/10 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos *	Enugu	Overall *
Enrolment Pry 1-6 aged 6-11 (Public & Private)* Except for Lagos	407,926	1,773,126	998,068	247,907	359,161	229,777	4,015,965
Population aged 6-11	833,438	1,809,646	1,140,827	426,263	1,210,869	507,074	5,928,117
Percentage in Public Schools (Enugu poor private info this year)	97%	92%	88%	75%	39%	93%	80%
Net Enrolment Rate	0.51	1.06	1.00	0.78	0.76	0.49	0.84
JSS Public (Based on 2009/10 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos *	Enugu	Overall *
Enrolment JSS 1-3 aged 12-14 (Public & Private)* Except for Lagos	77,553	251,572	173,762	94,553	264,156	91,053	952,649
Population aged 12-14	310,527	738,658	474,894	185,379	587,183	254,856	2,551,497
Percentage in Public Schools (Enugu poor private info this year)	97%	87%	78%	82%	67%	92%	79%
Net Enrolment Rate	0.26	0.39	0.47	0.62	0.67	0.39	0.47
<b>3. Completion Rate - Percentage of Children completing the last year of public primary school -i.e. Total Number of students in last year - repeaters in that grade divided by total number of children of official graduation age [population pro ratad based on public private percentages]</b>							
Pry Public Only (Based on 2009/10 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos *	Enugu	Overall *
Pupils in Pry 6	61,530	224,221	114,916	28,631	71,908	37,714	538,920
Repeaters in Pry 6	587	4,547	4,330	796	-	824	11,084
Population aged 11	146,222	317,492	200,152	74,785	212,440	88,963	1,040,055
Percentage in Public Schools (Enugu poor private info this year)	97%	92%	88%	75%	39%	93%	80%
Completion Rate	0.43	0.75	0.63	0.50	0.87	0.44	0.63
<b>4 NER in ESSPIN LGAs</b>							
Pry Public Only (Based on 2009/10 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos *	Enugu	Overall *
Enrolment Pry 1-6 aged 6-11 (Public & Private)* Except for Lagos (ESSPIN LGAs)(Enugu poor private info this year)	140,670	145,055	233,035	247,907	359,161	11,072	1,136,900
Population aged 6-11 (ESSPIN LGA's)	272,867	132,095	261,518	426,263	1,210,869	36,428	2,340,040
Percentage in Public Schools	97%	92%	88%	75%	39%	93%	80%
Net Enrolment Rate	0.53	1.19	1.02	0.78	0.76	0.33	0.60
<b>5 ESSPIN Gender Parity Index - (Ratio of Girls to boys in ESSPIN LGA Pry Public Schools)</b>							
Pry Public(Based on 2009/10 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos *	Enugu	Overall *
Female Enrolment Pry 1-6	66,694	85,579	102,008	127,561	198,548	5,266	585,656
Male Enrolment Pry 1-6	103,085	90,982	117,386	139,755	189,033	5,795	646,036
GPI	0.65	0.94	0.87	0.91	1.05	0.91	0.91

Note: Kano population figures are considerably lower than school enrolments of appropriate age, especially in ESSPIN LGEAs. Inaccurate population projections, and entry from outside territories, could explain.

<b>Key indicators in ESSPIN Partner States 2010/11 (Final)</b>							
<b>1 Gender Parity Index - (Ratio of Girls to boys in Pry and JSS Schools) All ages both Public and private (* except Lagos and overall)</b>							
Pry Public(Based on 2010/11 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Female Enrolment Pry 1-6	201,964	994,108	562,466	132,373	510,122	166,840	2,567,873
Male Enrolment Pry 1-6	283,235	1,080,201	654,586	143,611	500,363	177,485	2,839,481
GPI	0.71	0.92	0.86	0.92	1.02	0.94	0.90
JSS Public (Based on 2010/11 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Female Enrolment JSS 1-3	29,587	122,202	100,475	44,988	243,782	76,001	617,035
Male Enrolment JSS 1-3	51,923	180,961	125,950	53,680	232,578	64,357	709,449
GPI	0.57	0.68	0.80	0.84	1.05	1.18	0.87
<b>2. Net Enrolment Rate- (No. Of children of official primary school age (6-11) in public and private pry school and 12-14 in public and private JSS School enrolled as percentage of total children [population pro ratad based on public private percentages for Lagos and Total]</b>							
Pry Public(Based on 2010/11 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Enrolment Pry 1-6 aged 6-11	439,638	1,860,276	1,074,142	238,858	395,187	317,884	4,325,985
Population aged 6-11	851,730	1,849,352	1,165,865	435,613	1,237,443	521,272	6,061,275
Percentage in Public Schools	98%	95%	88%	72%	39%	71%	81%
Net Enrolment Rate	0.53	1.06	1.04	0.76	0.82	0.86	0.89
JSS Public (Based on 2010/11 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Enrolment JSS 1-3 aged 12-14	67,864	215,716	161,649	64,462	304,466	106,746	920,903
Population aged 12-14	317,180	754,501	485,080	189,359	599,791	261,992	2,607,903
Percentage in Public Schools	98%	90%	79%	85%	67%	68%	78%
Net Enrolment Rate	0.22	0.32	0.42	0.40	0.76	0.60	0.46
<b>3. Completion Rate - Percentage of Children completing the last year of public primary school -i.e. Total Number of students in last year - repeaters in that grade divided by total number of children of official graduation age [population pro ratad based on public private percentages]</b>							
Pry Public(Based on 2010/11 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Pupils in Pry 6	62,447	224,295	124,687	28,895	46,226	42,668	529,218
Repeaters in Pry 6	358	3,108	3,878	578	403	350	8,675
Population aged 11	149,431	324,459	204,545	76,426	217,103	91,454	1,063,417
Percentage in Public Schools	98%	95%	88%	72%	39%	71%	81%
Completion Rate	0.42	0.72	0.67	0.51	0.54	0.65	0.60
<b>4 NER in ESSPIN LGAs</b>							
Pry Public(Based on 2010/11 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Enrolment Pry 1-6 aged 6-11 (ESSPIN LGA's)	149,546	177,343	271,006	238,858	395,187	15,921	1,247,861
Population aged 6-11 (ESSPIN LGA's)	278,856	134,993	267,257	435,613	1,237,443	37,448	2,391,610
Percentage in Public Schools	98%	95%	88%	72%	39%	71%	81%
Net Enrolment Rate	0.55	1.39	1.15	0.76	0.82	0.60	0.64
<b>5 ESSPIN Gender Parity Index - (Ratio of Girls to boys in ESSPIN LGA Pry Public Schools)</b>							
Pry Public(Based on 2010/11 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Female Enrolment Pry 1-6	62,321	92,236	129,039	132,373	201,649	5,005	622,623
Male Enrolment Pry 1-6	93,967	95,453	146,285	143,611	193,538	5,954	678,808
GPI	0.66	0.97	0.88	0.92	1.04	0.84	0.92

Note: Kano population figures are considerably lower than school enrolments of appropriate age, especially in ESSPIN LGEAs. Inaccurate population projections, and entry from outside territories, could explain.

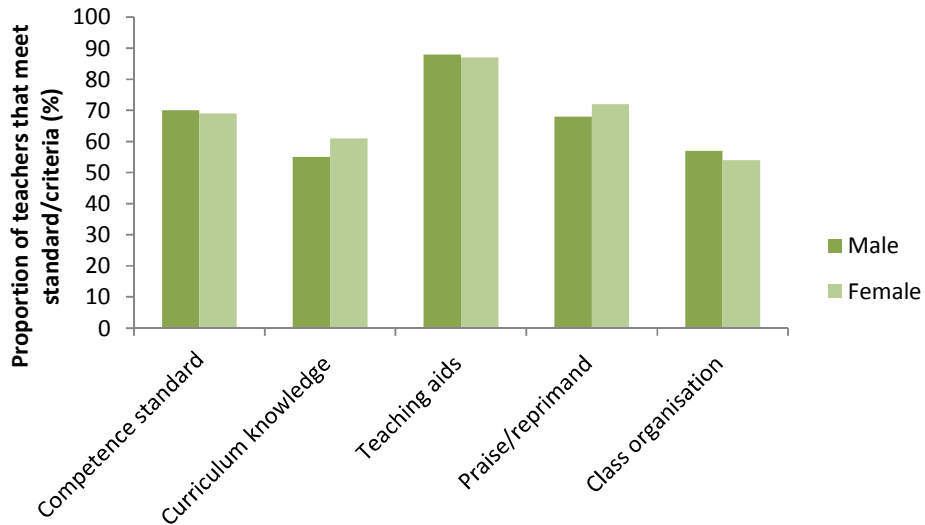
<b>Key indicators in ESSPIN Partner States 2011/12</b>							
<b>1 Gender Parity Index - (Ratio of Girls to boys in Pry and JSS Schools) All ages both Public and private (* except Lagos and overall)</b>							
Pry Public & Private (Based on 2011/12 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Female Enrolment Pry 1-6	229,806	1,094,270	556,851	149,682	508,965	151,905	2,691,479
Male Enrolment Pry 1-6	306,611	1,162,037	651,940	160,123	630,693	153,364	3,064,768
GPI	0.75	0.94	0.85	0.93	0.81	0.99	0.88
JSS Public & Private (Based on 2011/12 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Female Enrolment JSS 1-3	38,553	161,236	73,294	52,794	257,732	114,475	698,084
Male Enrolment JSS 1-3	52,691	198,148	85,875	64,240	248,093	101,777	750,824
GPI	0.73	0.81	0.85	0.82	1.04	1.12	0.93
<b>2. Net Enrolment Rate- (No. Of children of official primary school age (6-11) in public and private pry school and 12-14 in public and private JSS School enrolled as percentage of total children [population pro ratad based on public private percentages for Lagos and Total]</b>							
Pry Public & Private (Based on 2011/12 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Enrolment Pry 1-6 aged 6-11	464,871	1,968,889	1,029,729	262,867	388,748	305,269	4,420,373
Population aged 6-11	868,912	1,886,717	1,189,454	444,426	1,262,545	535,868	6,187,922
Percentage in Public Schools	97%	95%	88%	68%	39%	68%	90%
Net Enrolment Rate	0.54	1.10	0.98	0.87	0.79	0.84	0.80
JSS Public & Private (Based on 2011/12 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Enrolment JSS 1-3 aged 12-14	43,872	256,233	114,638	86,833	215,204	114,528	831,308
Population aged 12-14	324,204	771,207	495,812	193,551	613,060	269,327	2,667,161
Percentage in Public Schools	98%	88%	71%	79%	67%	79%	83%
Net Enrolment Rate	0.14	0.38	0.33	0.57	0.52	0.54	0.38
<b>3. Completion Rate - Percentage of Children completing the last year of public primary school -i.e. Total Number of students in last year - repeaters in that grade divided by total number of children of official graduation age [population pro ratad based on public private percentages]</b>							
Pry Public Only(Based on 2011/12 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Pupils in Pry 6	66,401	240,130	125,301	30,965	67,771	38,922	569,490
Repeaters in Pry 6	1,111	2,197	2,631	262	205	276	6,682
Population aged 11	152,446	331,014	208,683	77,972	221,506	94,015	1,085,636
Percentage in Public Schools	97%	95%	88%	68%	39%	68%	90%
Completion Rate	0.44	0.76	0.67	0.58	0.78	0.60	0.58
<b>4 NER in ESSPIN LGAs</b>							
Pry Public Only(Based on 2011/12 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Enrolment Pry 1-6 aged 6-11 (ESSPIN LGA's)	177,896	182,180	245,314	211,493	388,748	16,013	1,221,644
Population aged 6-11 (ESSPIN LGA's)	284,481	137,721	272,666	444,426	1,262,545	38,497	2,440,336
Percentage in Public Schools	97%	95%	88%	68%	39%	68%	90%
Net Enrolment Rate	0.64	1.39	1.02	0.70	0.79	0.61	0.56
<b>5 ESSPIN Gender Parity Index - (Ratio of Girls to boys in ESSPIN LGA Pry Public Schools)</b>							
Pry Public(Based on 2011/12 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Female Enrolment Pry 1-6	75,774	97,835	120,649	100,812	200,492	5,512	601,074
Male Enrolment Pry 1-6	102,122	102,122	138,169	110,681	323,868	6,069	783,031
GPI	0.74	0.96	0.87	0.91	0.62	0.91	0.77

Note: Kano population figures are considerably lower than school enrolments of appropriate age, especially in ESSPIN LGEAs. Inaccurate population projections, and entry from outside territories, could explain.



Annex 2 Selected items from gender analysis of ESSPIN composite survey 1 (2012)

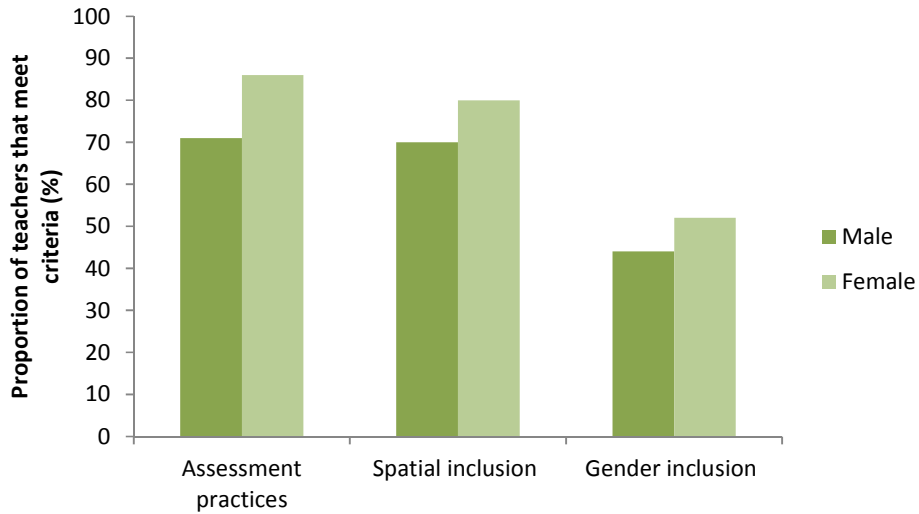
Figure 5: Proportion of teachers that meet the ESSPIN logframe competence standard and underlying criteria by gender for all six states combined (%)



No statistically significant differences found in the teacher competence standard, nor in the criteria of which it is comprised, between male and female teachers across six states.

Source: Composite Survey 2012

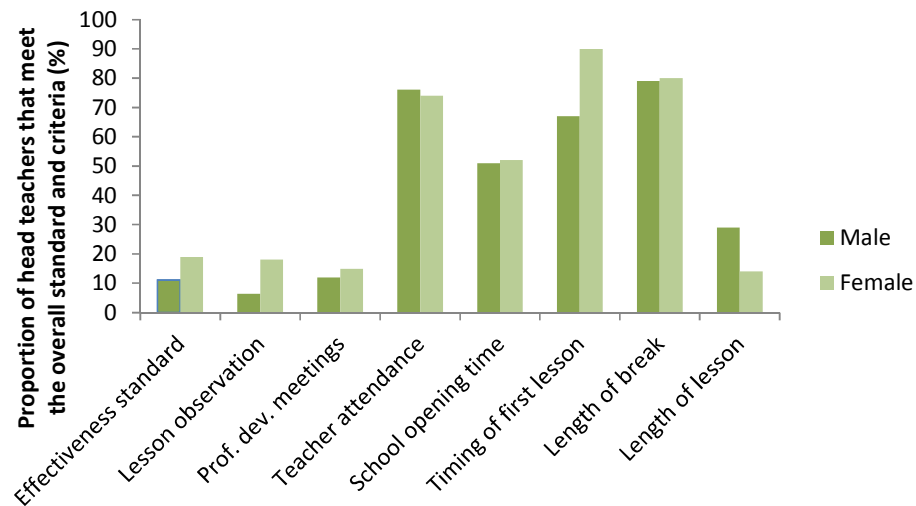
Figure 6: Proportion of teachers that meet the assessment and inclusive teaching criteria by gender for all six states combined (%)



Female teachers significantly out-perform male on all three classroom inclusive practices criteria in the six states combined.

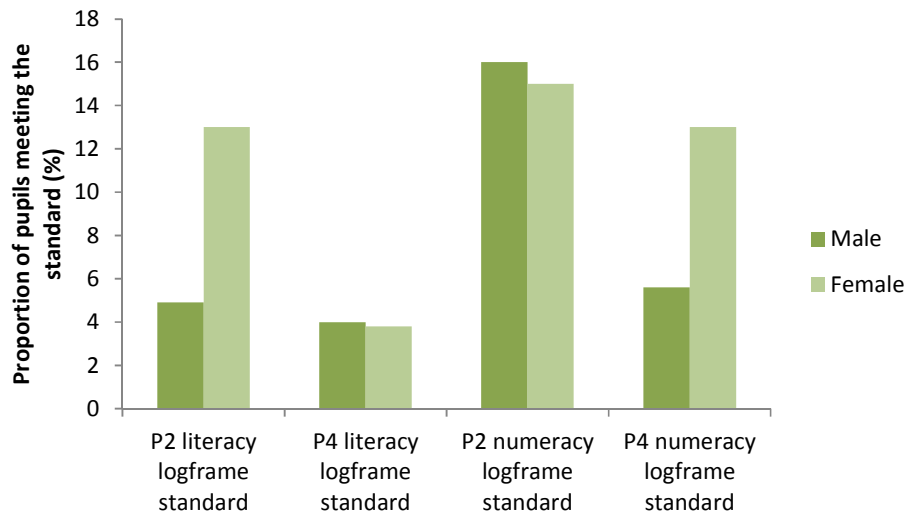
Source: Composite Survey 2012.

Figure 7: Proportion of headteachers that meet the ESSPIN logframe effectiveness standard and underlying criteria by gender for all six states combined(%)



There is no significant difference by gender on the overall head teacher competence standard, but there are large and statistically significant gender differences in some of the underlying criteria: proportions of head teachers meeting lesson observation, timing of first lesson, and the length of lesson. Source: Composite Survey 2012.

Figure 8: Proportion of pupils that meet the ESSPIN logframe English literacy and numeracy standards by gender, for six states combined (%)



There is no significant gender difference in the proportion of pupils meeting the p4 literacy or the p2 numeracy standard across six states combined. The absolute gender gap in meeting the standards is 1 percentage point or less for p4 literacy and p2 numeracy, but 7-8 percentage points in favour of girls for p2 literacy and p4 numeracy. Girls outperform boys in meeting the p2 literacy and p4 numeracy logframe standards, but this effect is only weakly significant (at 0.1 level). Source: Composite Survey 2012.