

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

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

**Apr-Jun 2013**

**Report Number: ESSPIN 063**

## Report Distribution and Revision Sheet

**Project Name:** Education Sector Support Programme in Nigeria

**Code:** 244333TA05

**Report No.:** ESSPIN 063

**Report Title:** ESSPIN 19<sup>th</sup> Quarterly Report: Apr-Jun 2013

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
0	Jul 2013	Jake Ross	Kayode Sanni	Kayode Sanni	Accuracy, completeness, formatting

### Scope of Checking

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The documentary series is arranged as follows:

- ESSPIN 0-- Programme Reports and Documents
- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
- ESSPIN 2-- Support for State Level Governance (Reports and Documents for Output 2)
- ESSPIN 3-- Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
- ESSPIN 4-- Support for Communities (Reports and Documents for Output 4)
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Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

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

## Contents

Report Distribution and Revision Sheet .....	ii
Disclaimer .....	iv
Note on Documentary Series .....	iv
Section 1: Introduction .....	10
Overview.....	10
The political and economic environment.....	16
Coordination.....	17
Changes in key personnel.....	20
Key numbers for April to June 2013 .....	21
Results Monitoring Tables.....	22
Financial report .....	29
Value for money.....	30
Risks and mitigation strategies.....	33
Section 2: State Progress Summaries .....	34
Enugu.....	34
Jigawa .....	39
Kaduna.....	43
Kano.....	47
Kwara.....	52
Lagos.....	57
Federal.....	63
Programme-wide Issues .....	65
Annex 1: Letter of appreciation – Jigawa Gender Policy Development.....	71

## Tables

Table 1: Budget performance by State in Q1 and Q2 2013 .....	12
Table 2 Focus schools (public) in ESSPIN partner states by phase and target, including percentages. ....	13
Table 3: Programme level results to June 2013 by latest quarter and cumulative against targets.....	22
Table 4: Programme and state level results to June 2013 by quarter and cumulative to date for indicators with numerical targets .....	25
Table 5: Programme and state level results to June 2013 by quarter and cumulative to date for indicators without numerical targets.....	26
Table 6: ESSPIN quarterly, annual (Jul to Jun) and programme lifetime budget and expenditure by Output .....	29
Table 8: ESSPIN expenditure in DFID Financial Year 2013-14 .....	30
Table 9: Annual fuel consumption by office.....	31

Table 10: Unit costs of activity completed against spend to date, GBP.....	32
Table 11: Unit costs of activity against projected lifetime results and lifetime expenditure .....	33
Table 12: Leverage, Enugu State, by June 2013 .....	36
Table 13: Risk matrix, Enugu State, as at June 2013 .....	36
Table 14: Leverage, Jigawa State, by June 2013 .....	40
Table 15: Risk matrix, Jigawa, June 2013 .....	41
Table 16: Leverage, Kaduna State, by June 2013 .....	44
Table 17: Risk matrix, Kaduna State, June 2013.....	45
Table 18: Leverage, Kano State, by June 2013 .....	48
Table 19: Risk matrix, Kano, June 2013 .....	50
Table 20: Risk matrix, Kwara State, June 2013.....	54
Table 21: Leverage, Lagos State, by June 2013 .....	59
Table 22: Risk matrix, Lagos State, June 2013.....	60
Table 23: Annual School Census progress by state over ESSPIN lifetime .....	65

## *Figures*

Figure 1: Progress towards 2014 targets for focus schools (public), by state .....	14
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## Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Report
AESR	Annual Education Sector Review
AR	Annual Review of ESSPIN by IMEP (incl. Annual Review report)
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. Recent quarterly reports have focused on how ESSPIN works as a programme rather than a project, and what evidence of results are available. During the April to June 2013 quarter, the **sustainability** of ESSPIN's work has been questioned, ie, whether improvements will be maintained in the long term. The programme is entering its sixth year, so it is reasonable to ask to what extent the gains made to date will have a lasting impact, and whether additional funding should be devoted to continuing ESSPIN after its scheduled end date of July 2014. There are two main dimensions to consider: how long the improvements already delivered will continue to benefit stakeholders, and whether reforms initiated by ESSPIN have taken root and will generate continued benefit streams after ESSPIN has ended.
2. This quarterly report contains updates of ESSPIN service delivery results from the past quarter and cumulatively. Such figures address the first dimension of sustainability for various aspects of ESSPIN, such as the numbers of children benefiting directly from clean water and sanitation facilities, professional development opportunities for teachers and head teachers, and community members participating in functional SBMCs with safe spaces for women and children. These are important results in their own right for the individuals concerned, and for future cohorts who will continue to benefit from a healthier environment, better teaching, and improved governance and participation in those schools.
3. However, such benefits for current and future cohorts of children are only part of the story. ESSPIN goes beyond the direct impact of changing pilot schools. The ultimate significance of these achievements will be the contribution they have made to demonstrating the validity of the ESSPIN School Improvement Programme model. It is due to that demonstration effect that ESSPIN can now report the massive scale-up of the Kano State Teaching Skills Programme, as trailed in earlier reports:
  - 2.3 million children currently enrolled in Kano primary schools will learn more through being taught by more knowledgeable, more skilful and better-supported teachers
  - Professional development of 15,000 teachers, 5,300 head teachers and 700 school support officers is being led by Kano SUBEB's own State School Improvement Team
  - The funding comes from Kano State Government (N61m, £250,000) and UBEC (N140m, £571,000), with catalytic inputs from ESSPIN for the Lesson Plans and a share of in-school support (N37m, £151,000)
4. ***Quality improvement delivered at scale through the mainstream education service; institutionalised and indigenous leadership of change; and Nigeria using its own resources to support school improvement: these are hallmarks of ESSPIN's approach to sustainable development.***

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

5. ESSPIN's 2013 Annual Review (AR) was conducted by IMEP in the period April-June 2013. It consisted of an extensive desk review of ESSPIN's documentation of evidence and a one-week mission to interview stakeholders, including Honourable Commissioners of Education and SUBEB Chairs. The AR concluded that "ESSPIN is performing well against its main milestones and targets". It rated ESSPIN's publication of the Composite Survey report as "a major advance" and "a solid basis for tracking progress, analysing the effectiveness of school improvement, assessing impact on school quality and learning outcomes, and for disseminating the lessons of good practice".
6. The main recommendations of the AR included a request to DFID to consider extending ESSPIN beyond its 2014 end date, to sustain and increase the gains being made in improving children's learning outcomes. The early years of ESSPIN have been required to overcome the inertia in the education system in partner states, begin to build some political momentum for reform, establish the capacity to deliver change, and create confidence in the model of school improvement. All of the school improvement processes need time to work with several cohorts of children for a number of years before meaningful and irreversible change will be seen state-wide in multiple states. The AR also called for a repeat of the Composite Survey in 2014 and encouraged ESSPIN to consider other evaluation studies to document aspects of the school improvement programme (SIP) that are working well as a basis for sharing best practice.

### *Political Engagement and Environment*

7. The sixth quarterly meeting of Honourable Commissioners of Education and SUBEB Chairs was held in May to coincide with the 2013 Annual Review of ESSPIN. It was chaired by the then Honourable Commissioner for Enugu. Quarterly monitoring reports reviewed overall budget allocations for education in the 2013 fiscal year, budget releases for the first quarter of the year, and utilisation to date. Progress on implementation of specific aspects of school improvement was also reviewed. Thereafter, the Annual Review team had the opportunity to interact with principal officials from the states to assess ESSPIN's progress in 2013, particularly in the areas of political engagement, state funding and rollout of the School Improvement Programme. The next meeting was scheduled for July 2013.
8. A roundup of political engagement in the States is as follows.
  - The prospects for meaningful change in the Enugu education sector have improved significantly during the quarter. Resumption of regular duties by HE Exec Governor has seen leadership strengthened with appointment of a new Permanent Secretary, SUBEB Chair and Board, and latterly a new Hon Commissioner for Education. ESSPIN's engagement with Mission Schools has taken off with launch of the SIP in the first cohort of 365 schools over two years.
  - In Jigawa, further evidence of State Government support for SIP roll out was seen with approval of a N15.1m investment in Direct Funding for Schools: a critical element in

meaningful school management and governance reforms. Education sector releases rose 42% in the quarter, with N30m spent by SUBEB on head teacher, teacher and SBMC development, boding well for achieving the roll out target of 1,002 schools by Sep 2013.

- Two meetings were held with HE Exec Governor Kaduna State during the quarter, with the door open for further engagement in future to consolidate the favourable position of the education sector in state investment plans. Hon Commissioner for Education retained his portfolio despite a cabinet reshuffle, coinciding with release of the full N1.7bn counterpart funding for UBEC 2012-13 intervention funds. Professional capacity in the education sector continues to improve with induction of the Zaria SSIT.
  - Extensive political engagement efforts with all tiers of Kano State Government from HE Exec Governor Kwankwaso down by ESSPIN and DFID culminated in approval by the Executive Council of N61m for roll out of the Teaching Skills Programme to all 5,345 primary schools in the state. Together with release of N85m for IQTE, the quarter marks a watershed in the ESSPIN programme and Kano alike.
  - In Kwara, ESSPIN continues to play a long game in terms of strengthening policy, planning capacity and forums for dialogue with state and local government leaderships, whilst awaiting an improvement in state access to funding. In the meantime, the scale and scope of regular SSO support to schools remains impressive, at a level for other states to aspire to.
  - Lagos State faces a significant challenge of maintaining and building momentum at a time when several key stakeholders are on the verge of retirement. ESSPIN has broadened its network of engagement in order to maximise the chances for a smooth transition to new incumbents without interruption of roll out and investment plans. Over N2bn (£8.2m) has been recorded in leveraged education sector releases in Lagos in programme year 5, including State, local government, corporate and civil society partners.
9. Budget performance in States is slowly picking up following late appropriation of 2013 budgets in the last quarter (Lagos being the exception). An updated analysis of release and utilisation for the first two quarters of the year is as follows.

**Table 1: Budget performance by State in Q1 and Q2 2013**

	2013 Budget Allocation	Q1 Budget Release	Q1 Budget Utilisation	Q2 Budget Release	Q2 Budget Utilisation
Jigawa	N8.2bn	1.2%	1.2%	3.3%	3.1%
Kaduna	N18.2bn	7.02%	5.7%	15.5%	15.5%
Kano	N44.8bn	0.7%	0.7%	15.3%	15.1%
Kwara	N9.2bn	8.1%	7.8%	30.4%	16.5%
Lagos	N37bn	21.5%	21.2%	46.2%	33.1%
Enugu	N16.4bn	-	-	45.6%	45.6%

Source: State Ministries of Education Quarterly Monitoring Reports, 23 May 2013 (unpublished)

10. Utilisation rates have improved in the second quarter in all States while Enugu and Lagos are close to the 50% budget utilisation target for Q2. Factors still affecting budget performance across the States include late appropriation of the 2013 budget in the last quarter, delays in release of funds to MDAs sometimes linked to non cash backing of memos, cumbersome bureaucracy in the Due Process office and the Ministry of Finance, and poor quality and late submission of budget reports by some MDAs.
11. ESSPIN was selected as the sole SLP visited by DFID's Parliamentary Under-Secretary of State during her Kano mission. Interactions with primary school and IQTE beneficiaries as well as State level stakeholders, ESSPIN personnel and DFID-N senior management have left a positive impression with the minister which bodes well for consolidation and continuation of ESSPIN's work.

### *Programme Progress and Leverage of Resources*

12. Rollout of the SIP to new schools continued to gather pace with the most significant movement occurring in Kano. Approval by ExCo and fund release to SUBEB for the new Teaching Skills Programme (TSP), aimed at improving the literacy and numeracy skills of teachers in all primary schools, ensured that the overall programme target for SIP coverage by June 2014 has been exceeded. There was also significant movement in Lagos where all 1,004 public primary schools are now receiving SIP support.

**Table 2 Focus schools (public) in ESSPIN partner states by phase and target, including percentages**

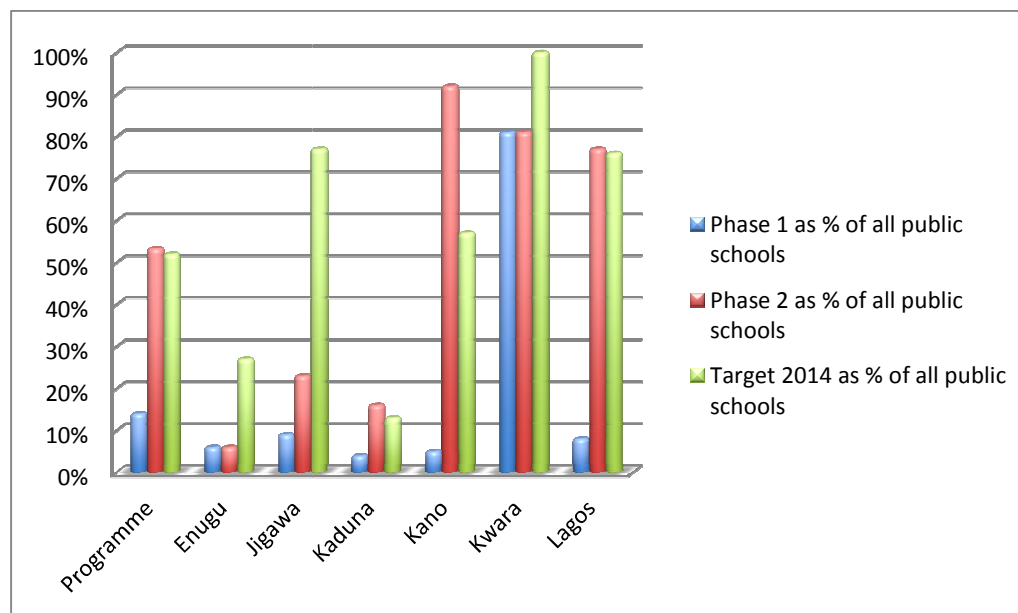
State	Phase 1	Phase 2 actuals (July 2013)	Target July 2014	Total no. of public schools (Pry+JSS)	Ph 1 as % of all public schools	Ph 2 as % of all public schools	Target 2014 % of all public schools
Enugu	91	<i>Mission: 181</i> Public: 91	413	1,515	6%	18%	27%
Jigawa	198	501	1,700	2,216	9%	23%	77%
Kaduna	165	682	578	4,380	4%	16%	13%
Kano	312	5,366	3,309	5,834	5%	92%	57%
Kwara	1,448	1,448	1,796	1,796	81%	81%	100%
Lagos	100	1,004	1,004	1,312	8%	77%	77%
<b>Total</b>	<b>2,314</b>	<b>9,092</b>	<b>8,800</b>	<b>17,053</b>	<b>14%</b>	<b>53.3%</b>	<b>51.6%</b>
<b>Total incl Mission</b>	<b>"</b>	<b>9,273</b>	<b>"</b>	<b>"</b>	<b>"</b>	<b>54.4%</b>	<b>"</b>

Note: Kwara JSS will be reported on in the next quarter.

Source: ESSPIN records and State Annual School Censuses 2011-12.

13. States are currently in discussion with UBEC over guidelines for release of the 2013 TPD funds, estimated at N170 million per State, which are expected to fund further rollout of the SIP. Figure 1 below illustrates the progress of individual States towards their current targets for SIP coverage.

Figure 1: Progress towards 2014 targets for focus schools (public), by state



Note: Kwara JSS will be reported on in the next quarter.

14. The fourth quarter of programme year 5 represents a landmark in ESSPIN’s history: the total number of focal schools has reached the July 2014 target one year ahead of schedule due to prodigious roll-out efforts in several states. Prospects remain good for further expansion of coverage in Year 6. For the first time, the forward-looking RAG rating of all states is either green or amber (ie, the colouring of the second half of the state name in the bulleted list below.) Three states have reached or exceeded their Year 6 targets for SIP public school coverage (Kaduna, Kano and Lagos) with Kwara also at its target for primary school coverage already. The major challenge is to consolidate the gains made so that significant improvements in access, equity and quality of learning ensue and are sustained in the long run.

- Enugu: A new dynamism has gripped leadership of the Enugu education sector. There are strong prospects for greater transparency, accountability and rational investment of resources aligned to the School Improvement Programme, following a lengthy period of stasis. ESSPIN’s contingency strategy of embracing Mission School partnerships is also bearing fruit, already securing a more positive future for many of the state’s children whilst the public sector provision gets into gear.
- Jigawa: The past quarter has witnessed a steady consolidation of progress in Jigawa State. Release of DFS funding by the state government is sign of serious intent to

implement a comprehensive school improvement model at a wide scale. The coming quarter will be crucial to establish a clear and fully funded plan for SIP roll out, if the state's ambitious stretch targets are to be achieved before the scheduled end of ESSPIN in one year's time.

- **Kaduna:** The methodical approach to education reform in Kaduna State continues with training of the additional SSIT based at ABU Zaria. This is firm evidence that the State authorities have a commitment to raising professional standards of leadership and practice in basic education. Now that the state has exceeded its modest target for SIP coverage, and with increased school improvement capacity imminent, an upwards adjustment of roll out targets would be in order.
- **Kano:** As documented in the national media, Kano State Government has partnered DFID/ESSPIN and UBEC to release Teaching Skills Programme funding sufficient for all public primary schools. At a stroke, this takes Kano State well beyond its sizeable target for school improvement, and lifts the ESSPIN programme as a whole to meet its July 2014 school coverage target too. Quality of delivery and SSIT capacity remain serious concerns, even though the school improvement model adopted is a streamlined one, so ESSPIN is bolstering its Kano team in anticipation of the huge demands that will ensue, and also looking into alternative routes to full SIP funding.
- **Kwara:** Parlous state finances are the key constraint which Kwara State faces with respect to SIP roll out. School visit, cluster and LGEA activity remains positive, based on the firm foundations of Kwara State's 'every child counts' policy. Ground-breaking initiatives in Community EMIS, and joined-up SSO/SMO management reporting systems, mainstreamed within the education sector institutions and using local capacity, and encouraging learning outcomes data, all point towards the potential for further gains in future. Establishment of a financing office under DPRS is potentially a critical step in breaking the logjam.
- **Lagos:** The state continues to set a high benchmark for rapid increase of SIP roll out breadth and depth. An MOU has been signed by SUBEB for engagement of CSOs for training of 4,800 SBMC members in 600 public primary schools. A broader range of stakeholders has been brought on board with the SIP model, both within SUBEB and at local government level. This will help the programme to be more robust during a period of change in leadership near the top of the education system.

15. The following table summarises amounts firmly committed by respective state governments to aspects of school improvement. There is no significant change reported in the past quarter but further details are available in the state reports section below.

Table 2 Financial resources committed to school improvement (period actual and cumulative to date)

	Amount Committed (Jan-Mar 2013)	Amount Committed (cumulative to date, from July 2012)	Source	Purpose
<b>Enugu</b>	N65m (£260,000)	N65m (£260,000)	SUBEB, LGEA, Missions, Communities, WASH programme	SSIT & 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)		
<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 political and economic environment

16. Education reform in Nigeria is back on the political agenda with both the Nigeria Governors Forum and the National Economic Council calling for 'a state of emergency' to be declared in the education sector. The global attention on Nigeria's unwanted statistic of being home to the world's largest proportion of out-of-school children has spurred the government to action. The Honourable Minister of Education is currently being supported by the Minister of Finance and Coordinating Minister for Economic Development to engage with and mobilise resources through the Presidency, the Governors Forum, the organised private sector, and the UN Secretary



General's Global Education First Initiative <http://www.globaleducationfirst.org> represented by Special Envoy Gordon Brown.

## Coordination

### *SLP coordination*

17. ESSPIN continues to collaborate with other SLPs on strategy and approach through the bimonthly National Programme Managers meeting. At the last meeting, the SLPs reviewed IMEP's role in the conduct of Annual Reviews and required that IMEP circulated Approach Papers in advance of reviews. IMEP also confirmed that the cross-SLP Citizen Perception Survey, which will assess people's perceptions on governance and service delivery issues in States, would be conducted as planned in the summer. DFID's State Engagement Strategies were considered useful in aligning programme interventions with States' and DFID's overall reform goals, and the role of DFID State Representatives was assessed as pivotal to political engagement, particularly in Kano, Zamfara and Jigawa States.
18. DFID's Anti-Corruption Strategy for Nigeria has been published and an implementation plan, to which SLPs are contributing, is currently being developed. The Strategy recognises that the biggest risk is not misuse of UK taxpayers' money but the misuse of Nigeria's own resources, an issue that all the SLPs are actively addressing at the Outcome and Impact levels of their programming. Within the Anti-Corruption Strategy, continued audit scrutiny will ensure that SLPs comply with strong standards of financial probity. The independent DFID-commissioned audit of ESSPIN's work in 2011 and 2012 commenced in June 2013. SLPs were challenged to demonstrate transparency and accountability in their efforts to deliver results.
19. ESSPIN continues to participate actively in cross-SLP forums on Value for Money and Violence Against Women and Girls. The forums are leading to joint Structured Approach Papers and increased collaboration at the level of work planning.

### *Coordination with other International Donor Partners*

20. ESSPIN is actively collaborating with the Education Operational Research and Evaluation in Nigeria (EDOREN) project. EDOREN is focusing on supporting the documentation and use of evidence for decision-making in education in Nigeria during its inception period. It is currently reviewing how knowledge and learning about education is accessed, captured, used and shared within and by the ESSPIN team.
21. ESSPIN continues to support the three northern States of Kaduna, Kano and Jigawa in the GPE Appraisal process. At DFID's request, ESSPIN has participated in GPE scoping and appraisal missions and provided technical and logistical support to State officials involved in preparatory activities.

22. ESSPIN's cooperation with UNICEF in Enugu through the WASH programme is in progress. It involves provision of water and sanitation facilities by WASH in 16 SIP schools identified by ESSPIN.

### *Security*

23. 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 their managing agencies and Control Risks Group in terms of managing the security risks.

24. The security situation changed in the quarter under review:

- A calming of the situation in Mali with the state of emergency, in place since January, lifted ahead of elections in July
- The declaration of a state of emergency in Borno, Yobe and Adamawa
- Linked to the state of emergency declaration, it was noted that normal mobile phone connections were suspended and the use of satellite phones was banned as the security forces attempted to limit the means of communication in the affected States. This has not spread beyond the three States, but has to be considered and factored into ESSPIN's planning for all scenarios.
- A significant reduction in the levels of unrest in the ESSPIN states of Jigawa, Kaduna and Kano (a halving of fatal and violent incidents in May and June 2013 compared to the previous two months, according to DFID Risk Management Office statistics)
- An increase in the number of school attacks – in Borno and Yobe
- A direct statement from Boko Haram saying that further schools will be attacked [outside the reporting period but before going to press]

25. School attacks: There have been three widely reported attacks on schools, in Yobe and Borno in June and in Yobe in July. These attacks have led to a large number of fatalities and have made international headlines. From an ESSPIN perspective, the attacks have not been on schools that the team works with (Secondary Schools) and the worst of the attacks (July at a boarding school in Yobe) happened in the early hours of the morning – not a time that any ESSPIN activity takes place. ESSPIN will continue to monitor the situation, to see if this trend develops and spreads into ESSPIN States.

26. Road travel: In terms of road travel, ESSPIN drove 240,000 kilometres in June – without accident or incident. All ESSPIN drivers are undergoing a second defensive driver training course (June-July 2013) with Dave Bertie the instructor supplied by Skills and Techniques Ltd. Road travel remains a high risk activity and ESSPIN continues to develop in this area.

27. Satellite phones: An order has been placed through Crown Agents – although the order was delayed as local clearance is now needed to purchase Satellite Phones to ensure that they do not fall into the wrong hands.

28. There has been a definite reduction in the number of security incidents in all ESSPIN states, but particularly in the Northern States of Jigawa, Kano and Kaduna. As a result of this, ESSPIN has resumed International TA visits to the Northern States. There are, however, extremely tight controls in place before a visit can be approved and the visit must be deemed as business critical rather than business as usual. ESSPIN has developed a set of mandatory procedures for decision and approval to travel, identification of hazards and how to mitigate the risk of them, preparation of a detailed itinerary, and briefing of the prospective travellers by senior management (including the right to withdraw from a visit without penalisation). These are applied judiciously to all staff members (national and international) according to the risk profile of the individual, the activities they intend to undertake and locations to be visited.
29. Annual School Census: ESSPIN still awaits the results from the 2012-13 ASC – the first conducted since the security situation sharply worsened. This is expected to provide insights into the impact of the security environment on pupil enrolment, although many other factors (such as ESSPIN’s interventions) complicate the issue.
30. From the weekly security reports submitted to SMT by each State Administrator, a traffic light rating in ESSPIN states over the past quarter would be as follows:

Kano

Kaduna

Abuja, Enugu, Jigawa, Kwara, Lagos

31. These ratings are in line with FCO travel advice. State specific updates on security are contained in the individual state reports below. In the quarter from July to September 2013, ESSPIN will continue to:
- a) Provide weekly updates
  - b) Work with DFID and other SLPs to share information
  - c) Work with Control Risks to avoid any level of complacency
  - d) Strictly control any International TA visits to the Northern States
  - e) Monitor and continue to raise standards of driving, vehicle maintenance, vehicle checks, travel protocols and safety training
  - f) Recruit a new Abuja-based post – a Security and Transport Officer

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

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

### **Changes in key personnel**

34. In Enugu State Ministry of Education, Permanent Secretary for the Ministry of Education, Mr Joseph E. Ikwueze has been appointed to replace Mrs Silvia Onwubuemeli. A new seven member governing board has been constituted with Ms Nneka Onuorah as the Executive Chair on 10 June 2013. Enugu SUBEB had been operating without a governing board for seven months with negative consequences for progress with the SIP.
35. Akin Oke resigned from ESSPIN to take up new technical challenges. Obinna Okpaleke has been appointed Deputy Operations Manager as part of an on-going reorganisation of ESSPIN support teams.

## Key numbers for April to June 2013

36. The tables below summarise 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.
37. 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).
38. In the tables that follow, key results are set out in three columns:
- Column 1 – Target: this is the result that the programme was expected 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, April to June 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.
39. It is notable that all red ratings have been resolved during the current quarter, and only a few amber ratings remain, with the majority green—June 2013 target achieved or exceeded.
40. Kano figures include Phase 1 and 'Best Practice Schools' roll out only, since the new Teaching Skills Programme has cash backing and SSO preparation has commenced, but school level work was not started during the quarter being reported; although it is fair to report that all Kano public primary schools are now under the SIP umbrella (section 1 above).
41. DFID requires ESSPIN to track additional children in school as part of monitoring for the Nigeria Operational Plan. ESSPIN's M&E Task Leader is performing additional analyses to draw enrolment data for intervention schools from EMIS databases. The results will be reported in the Annual Report which is due in October 2013, by which time 2012-13 Annual School Census data and SSO/SMO academic year reports for the same period will be available.

## Results Monitoring Tables

Table 3: Programme level results to June 2013 by latest quarter and cumulative against targets

Programme aggregates	Colour Key:	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	Apr-Jun 2013 actual	Cumulative actual		
<b>Number of target schools (public)</b>					
Primary	5,067	4,221	4,221		85% milestone achieved, or 173% if Kano schools are included (TSP budget released Jun 2013 and SSO work commenced already.
JSS (and SSS Kano only)	416	457	457		
Total	5,483	4,678	4,678		
<b>Number of learners in target schools (public)</b>					
Male	838,508	866,906	866,906		Target exceeded overall.
Female	746,777	748,632	748,632		
Total	1,585,285	1,615,538	1,615,538		
<b>Number of target schools (non-state)</b>	820	662	662		Massive increase in Enugu; Kano institutionalisation expected to catch up quickly by Y6.
<b>Number of learners in target schools (non-state)</b>					
Male	12,300	32,827	32,938		Target learners far exceeded (245% total) for girls and boys.
Female	12,300	27,185	27,407		
Total	24,600	60,012	60,345		
<b>Children accessing water from new units</b>					
Male	147,156	32,090	68,485		Target exceeded: 121% achieved.
Female	95,628	25,178	58,922		
Total	242,784	57,268	127,407		
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	23,956	56,317		77% achieved. Infrastructure review to consider explanation for shortfall.
<b>Learners benefiting from new/ renovated classrooms</b>					
Male	76,894	1,521	38,581		77% achieved: Infrastructure review to consider explanation for shortfall.
Female	20,859	1,159	36,791		
Total	97,753	2,680	75,372		
<b>Learners benefiting from direct school funding</b>					
Male	390,558	443,426	549,586		139%: target exceeded.
Female	359,650	394,067	491,722		
Total	750,208	837,493	1,041,308		

Programme aggregates	Colour Key:	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	Apr-Jun 2013 actual	Cumulative actual		
<b>Community members sensitised/ trained and supported to support school improvement.</b>	Functioning SBMCs				Numerical targets on track. Qualitative evaluation in Annual Report.
· Person Training Days (PTDs)					
Male		202,603	611,122		
Female		151,994	404,930		
Total		354,597	1,016,052		
· Actual numbers					
Male		19,513	53,996		
Female		16,065	35,388		
Total	35,578	89,384			
<b>CSO members trained to support school improvement</b>	Effective CSOs				Numerical targets on track. Qualitative evaluation in Annual Report.
· Person Training Days(PTDs)					
Male		1,161	2,935		
Female		667	1,625		
Total		1,828	4,560		
· Actual numbers					
Male		146	411		
Female		106	298		
Total	252	709			
<b>Safe spaces for women and children</b>	Functional SBMCs with women's and children's sub-committees	355,352	359,073		Good progress with foundation of Women's and Children's Sub-Committees of SBMCs from SMO reports.
<b>Female learners benefiting from cash conditional transfers (Kano)</b>	4,482	-	11,050		Review of approach required once WB impact evaluation team data is received.
<b>Additional girls in school (girl education project - Jigawa &amp; Kaduna)</b>	4,200	6,527	6,527		Target exceeded overall: 155%.
<b>Teachers trained and supported (Public Schools)</b>	Competent teachers				Massive over-achievement in PTD terms due to Kwara weekly SSO school visits to every school, plus Kano Phase 2 (UBEC TPD).
· Person Training Days (PTDs)					
Male		59,608	354,817		
Female		44,160	414,749		
Total		103,768	769,566		
· Actual numbers)					
Male		11,338	13,892		
Female		14,833	17,477		
Total	26,171	31,369			
<b>Teachers trained and supported (non-state schools)</b>	Competent teachers				Good progress with Kano institutionalisation under SUBEB: needs emulation in Kaduna and Jigawa.
· Person Training Days (PTDs)					
Male		4,677	12,549		
Female		5,721	17,458		
Total		10,398	30,007		
· Actual Number					
Male		397	456		
Female		909	900		
Total	1,306	1,356			

Programme aggregates	Colour Key:	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	Apr-Jun 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.
· Person Training Days(PTDs)					
Male		30,023	100,478		
Female		10,707	61,999		
Total		40,730	162,477		
· Actual Number					
Male		2,678	3,516		
Female		3,194	4,482		
Total		5,872	7,998		
<b>Head teachers trained and supported (non-state)</b>		Competent Headteachers			
· Person Training Days(PTDs)					
Male	360		834		
Female	1,088		2,240		
Total	1,448		3,074		
· Actual Number					
Total	181		181		
<b>State/LGEA officials trained to support school improvement</b>					Good progress (88%), 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	21,201	71,335		
Female	21,605	6,068	22,810		
Total	106,690	27,269	94,145		
· Actual Number					
Total		2,393	3,397		
<b>Schools inspected using QA methodology</b>		1,726	357	1,484	Massive progress in quarter (21% up to 86%), but further steady increase required to reach target.



Table 4: Programme and state level results to June 2013 by quarter and cumulative to date for indicators with numerical targets

Programme aggregates	Colour Key:	JUNE 2013 TARGET FROM LOGFRAME AND LF HANDBOOK						PERIOD ACTUAL APR TO JUN2013						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>Number of target schools (public)</b>																						
Primary		5,067	277	959	476	906	1,448	1,001	4,221	91	452	682	529	1,466	1,001	4,221	91	452	682	529	1,466	1,001
JSS (and SSS Kano only)		416	-	240	-	36	140	-	457	-	49	-	33	375	-	457	-	49	-	33	375	-
<b>Total</b>		<b>5,483</b>	<b>277</b>	<b>1,199</b>	<b>476</b>	<b>942</b>	<b>1,588</b>	<b>1,001</b>	<b>4,678</b>	<b>91</b>	<b>501</b>	<b>682</b>	<b>562</b>	<b>1,841</b>	<b>1,001</b>	<b>4,678</b>	<b>91</b>	<b>501</b>	<b>682</b>	<b>562</b>	<b>1,841</b>	<b>1,001</b>
<b>Number of learners in target schools (public)</b>																						
Male		838,508	29,916	184,646	73,304	204,414	154,036	192,192	866,906	9,854	99,348	108,274	314,167	110,681	224,582	866,906	9,854	99,348	108,274	314,167	110,681	224,582
Female		746,777	29,362	129,492	61,404	185,574	139,744	201,201	748,632	8,538	73,917	92,234	241,182	100,812	231,949	748,632	8,538	73,917	92,234	241,182	100,812	231,949
<b>Total</b>		<b>1,524,321</b>	<b>59,278</b>	<b>314,138</b>	<b>134,708</b>	<b>389,988</b>	<b>232,816</b>	<b>393,393</b>	<b>1,615,538</b>	<b>18,392</b>	<b>173,265</b>	<b>200,508</b>	<b>555,349</b>	<b>211,493</b>	<b>456,531</b>	<b>1,615,538</b>	<b>18,392</b>	<b>173,265</b>	<b>200,508</b>	<b>555,349</b>	<b>211,493</b>	<b>456,531</b>
<b>Number of target schools (non-state)</b>		820	120	120	130	450	-	-	662	181	130	222	129	-	-	662	181	130	222	129	-	-
<b>Number of learners in target schools (non-state)</b>		-																				
Male		12,300	1,800	1,800	1,950	6,750	-	-	32,827	16,426	4,125	7,488	4,788	-	-	32,938	16,426	4,236	7,488	4,788	-	-
Female		12,300	1,800	1,800	1,950	6,750	-	-	27,185	16,422	2,925	3,477	4,361	-	-	27,407	16,422	3,147	3,477	4,361	-	-
<b>Total</b>		<b>24,600</b>	<b>3,600</b>	<b>3,600</b>	<b>3,900</b>	<b>13,500</b>	<b>-</b>	<b>-</b>	<b>60,012</b>	<b>32,848</b>	<b>7,050</b>	<b>10,965</b>	<b>9,149</b>	<b>-</b>	<b>-</b>	<b>60,345</b>	<b>32,848</b>	<b>7,383</b>	<b>10,965</b>	<b>9,149</b>	<b>-</b>	<b>-</b>
<b>Children accessing water from new units</b>		-																				
Male		134,002	3,500	46,200	16,842	46,772	7,533	13,155	32,090	2,346	12,356	17,388	-	-	-	68,485	2,346	12,356	17,388	28,984	5,485	1,926
Female		108,783	3,500	30,800	14,775	39,872	6,681	13,155	25,178	2,129	8,237	14,812	-	-	-	58,922	2,129	8,237	14,812	26,863	4,865	2,016
<b>Total</b>		<b>242,784</b>	<b>7,000</b>	<b>77,000</b>	<b>31,617</b>	<b>86,644</b>	<b>14,214</b>	<b>26,309</b>	<b>57,268</b>	<b>4,475</b>	<b>20,593</b>	<b>32,200</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>127,407</b>	<b>4,475</b>	<b>20,593</b>	<b>32,200</b>	<b>55,847</b>	<b>10,350</b>	<b>3,942</b>
Communities (at 300 Households [avg.] per Unit) in Kaduna only		22,800	-	-	22,800	-	-	-	27,600			27,600				27,600			27,600			
<b>Girls with access to separate toilets</b>		100,157	5,280	19,200	12,973	29,318	6,681	26,705	23,956	3,620	8,976	11,360	-	-	-	56,317	3,620	8,976	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	1,521	215	432	734	-	140	-	38,581	215	432	734	31,312	213	5,675
Female		46,564	600	3,888	773	11,620	3,978	25,705	1,159	185	288	626	-	60	-	36,791	185	288	626	29,318	125	6,249
<b>Total</b>		<b>97,753</b>	<b>1,200</b>	<b>9,720</b>	<b>1,680</b>	<b>25,280</b>	<b>8,464</b>	<b>51,409</b>	<b>2,680</b>	<b>400</b>	<b>720</b>	<b>1,360</b>	<b>-</b>	<b>200</b>	<b>-</b>	<b>75,372</b>	<b>400</b>	<b>720</b>	<b>1,360</b>	<b>60,630</b>	<b>338</b>	<b>11,924</b>

Table 5: Programme and state level results to June 2013 by quarter and cumulative to date for indicators without numerical targets

Programme aggregates	Colour Key:	PERIOD ACTUAL APR TO JUN2013						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 result</b>															
<b>Learners benefiting from direct school funding</b>															
Male		443,426	17,485	45,496	28,313	334,385	17,747	-	549,586	17,485	45,496	28,313	415,476	17,747	25,069
Female		394,067	15,255	34,321	24,119	304,083	16,289	-	491,722	15,255	34,321	24,119	375,894	16,289	25,844
Total		837,493	32,740	79,817	52,432	638,468	34,036	-	1,041,308	32,740	79,817	52,432	791,370	34,036	50,913
<b>Community members sensitised/ trained and supported to support school improvement.</b>															
· Person Training Days (PTDs)															
Male		202,603	829	9,619	6,815	24,960	6,972	153,408	611,122	5,470	10,639	80,944	61,776	22,146	430,147
Female		151,994	1,473	4,179	3,670	29,952	4,090	108,630	404,930	5,885	4,770	41,997	49,296	9,426	293,556
Total		354,597	2,302	13,798	10,485	54,912	11,062	262,038	1,016,052	11,355	15,409	122,941	111,072	31,572	723,703
· Actual numbers															
Male		19,513	466	-	4,319	6,240	5,480	3,008	53,996	1,620	-	11,446	17,472	13,616	9,842
Female		16,065	747	-	2,326	7,488	3,374	2,130	35,388	1,890	-	6,164	15,288	5,408	6,638
Total		35,578	1,213	-	6,645	13,728	8,854	5,138	89,384	3,510	-	17,610	32,760	19,024	16,480
<b>CSO members trained to support school improvement</b>															
· Person Training Days(PTDs)															
Male		1,161	11	967	66	66	51	-	2,935	398	967	746	547	244	33
Female		667	22	550	30	15	50	-	1,625	440	550	310	86	182	57
Total		1,828	33	1,517	96	81	101	-	4,560	838	1,517	1,056	633	426	90
· Actual numbers															
Male		146	11	12	22	22	79	-	411	72	12	56	54	206	11
Female		106	22	6	10	5	63	-	298	69	6	24	13	167	19
Total		252	33	18	32	27	142	-	709	141	18	80	67	373	30
<b>Safe spaces for women and children</b>		355,352	242	594	660	352,746	510	600	359,073	242	594	1,855	353,870	510	2,002
<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	-	-	-

Programme aggregates	Colour Key:	PERIOD ACTUAL APR TO JUN2013						CUMULATIVE ACTUAL TO DATE (July 2012 to Jun 2013)							
		TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
<b>Teachers trained and supported (Public Schools)</b>															
· Person Training Days (PTDs)															
Male		59,608	340	18,358	6,276	30,450	1,874	2,310	354,817	2,214	25,410	49,146	66,362	172,883	38,802
Female		44,160	2,760	2,452	6,000	20,400	4,372	8,176	414,749	23,033	3,416	46,990	24,945	234,785	81,580
Total		103,768	3,100	20,810	12,276	50,850	6,246	10,486	769,566	25,247	28,826	96,136	91,307	407,668	120,382
· Actual numbers)															
Male		11,338	68	1,763	1,955	706	5,691	1,155	13,892	68	1,763	1,955	2,519	5,691	1,896
Female		14,833	552	241	1,878	424	7,650	4,088	17,477	552	241	1,878	651	7,650	6,505
Total		26,171	620	2,004	3,833	1,130	13,341	5,243	31,369	620	2,004	3,833	3,170	13,341	8,401
<b>Teachers trained and supported (non-state schools)</b>															
· Person Training Days (PTDs)															
Male		4,677	295	2,154	522	1,706	-	-	12,549	655	2,721	7,467	1,706	-	-
Female		5,721	3,165	537	363	1,656	-	-	17,458	11,617	660	3,525	1,656	-	-
Total		10,398	3,460	2,691	885	3,362	-	-	30,007	12,272	3,381	10,992	3,362	-	-
· Actual Number															
Male		397	59	71	174	93	-	-	456	59	130	174	93	-	-
Female		909	633	31	121	124	-	-	900	633	22	121	124	-	-
Total		1,306	692	102	295	217	-	-	1,356	692	152	295	217	-	-
<b>Head teachers trained and supported (public schools)</b>															
· Person Training Days(PTDs)															
Male		30,023	256	11,477	7,256	8,580	1,104	1,350	100,478	1,544	12,950	24,509	31,886	21,983	7,606
Female		10,707	472	591	2,292	132	2,576	4,644	61,999	2,841	621	7,740	1,380	30,529	18,888
Total		40,730	728	12,068	9,548	8,712	3,680	5,994	162,477	4,385	13,571	32,249	33,266	52,512	26,494
· Actual Number															
Male		2,678	32	491	518	260	1,152	225	3,516	32	491	518	806	1,152	517
Female		3,194	59	10	164	4	2,183	774	4,482	59	10	164	34	2,183	2,032
Total		5,872	91	501	682	264	3,335	999	7,998	91	501	682	840	3,335	2,549

Programme aggregates	Colour Key:	PERIOD ACTUAL APR TO JUN2013						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 result</b>															
<b>Head teachers trained and supported (non-state)</b>															
· Person Training Days(PTDs)															
Male		360	360	-	-	-	-	834	834	-	-	-	-	-	
Female		1,088	1,088	-	-	-	-	2,240	2,240	-	-	-	-	-	
Total		1,448	1,448	-	-	-	-	3,336	3,336	-	-	-	-	-	
· Actual Number															
Male		45	45	-	-	-	-	45	45	-	-	-	-	-	
Female		136	136	-	-	-	-	136	136	-	-	-	-	-	
Total		181	181	-	-	-	-	181	181	-	-	-	-	-	
<b>State/LGEA officials trained to support school improvement</b>															
· Person Training Days(PTDs)															
Male		21,201	611	4,076	2,856	8,394	4,623	641	71,335	2,158	7,693	28,123	27,070	5,008	1,283
Female		6,068	688	782	1,375	368	2,249	606	22,810	2,726	867	10,739	3,718	3,439	1,321
Total		27,269	1,299	4,858	4,231	8,762	6,872	1,247	94,145	4,884	8,560	38,862	30,788	8,447	2,604
· Actual Number															
Male		1,966	77	437	86	1,231	-	135	2,701	137	437	501	1,491	-	135
Female		427	90	76	24	113	-	124	696	153	76	171	172	-	124
Total		2,393	167	513	110	1,344	-	259	3,397	290	513	672	1,663	-	259
<b>Schools inspected using QA methodology</b>		357	-	19	120	53	101	64	1,484	35	53	568	285	160	383

## Financial report

42. 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 6: ESSPIN quarterly, annual (Jul to Jun) and programme lifetime budget and expenditure by Output

All Figures in GBP	Output 1	Output 2	Output 3	Output 4	C&KM	Total
<b>Spend - Quarter 4</b>	112k	568k	2,196k	1,011k	130k	<b>4,016k</b>
<b>Budget – Quarter 4</b>	195k	607k	2,464k	1,450k	212k	<b>4,930k</b>
<b>% spent – Quarter 4</b>	<b>57%</b>	<b>94%</b>	<b>89%</b>	<b>70%</b>	<b>61%</b>	<b>81%</b>
<b>Spend – Year 5</b>	590k	2,085k	9,569k	4,042k	702k	<b>16,989k</b>
<b>Budget – Year 5</b>	714k	2,327k	9,945k	4,567k	740k	<b>18,293k</b>
<b>% spent – Year 5</b>	<b>83%</b>	<b>90%</b>	<b>96%</b>	<b>88%</b>	<b>95%</b>	<b>93%</b>
<b>Spend – Total</b>	7,029k	12,417k	36,843k	19,679k	n/a	<b>75,968k</b>
<b>Budget - Total</b>	7,618k	14,317k	39,630k	21,953k	n/a	<b>83,519k</b>
<b>% Spent - Total</b>	<b>92%</b>	<b>87%</b>	<b>93%</b>	<b>90%</b>	<b>n/a</b>	<b>91%</b>

### Comments

43. **Spend Quarter 4:** The figures show a significant under-spend in Quarter 4. This was expected following the additional Quarter 3 spend of 450k. Activity in May was somewhat reigned in due to the ESSPIN Annual Review and to manage resources prudently until a budget adjustment is approved (as discussed below). In addition, there are still some LTTA and STTA actuals to go through as the ESSPIN July 2013 Invoice to DFID will, as in previous years, split ESSPIN LTTA and STTA between the year just ending on 13th July (Year 5) and the year just starting on 14th July (Year 6). This will increase the spend to bring the programme nearer the Year 5 target and the figures above will be revised to reflect the actuals in the July 2013 invoice.
44. **Spend Year 5:** The figures above show that ESSPIN has spent 93% of the Year 5 budget. As indicated above, this figure will increase once the July 2013 Invoice is prepared and this will take the programme nearer the Year 5 target.
45. **Total Spend:** ESSPIN has currently spent 91% of the latest agreed and signed off contract, dated February 2011. The management consortium has, however, submitted a Contract Amendment proposal for Year 6 and awaits formal feedback and approval from DFID. The Contract Amendment seeks to boost Year 6 expenditure, so that Year 6 becomes a year of consolidation for ESSPIN rather than the scheduled wind-down year.
46. **UK Financial Year:** The ESSPIN Programme Year (July to June) is different from the DFID Financial Year (April to March). Table 7 below compares ESSPIN's forecast for the year as agreed with DFID and the actual spend by ESSPIN in the DFID 2013-14 Financial Year. ESSPIN is now 25% of the

way through the 2013-14 (April 2013 to March 2014) DFID financial year. ESSPIN’s positions to date against both the annual target and quarterly target are as follows:

**Table 7: ESSPIN expenditure in DFID Financial Year 2013-14**

Annual Target	£15.6m
Actual Spend April to June	£4.0m
Percentage spent in Q1	25.8%

Quarter 1 Target	£4.2m
Quarter 1 Spend	£4.0m
Percentage spent	95.4%

47. Against both the target for the Quarter and for the DFID Financial Year, ESSPIN remains on track and confident that the programme will meet its agreed disbursement targets.

### Value for money

#### *Economy Indicators*

48. 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*

49. ESSPIN Guest House usage reduced slightly in the quarter under review – mainly in May 2013 (Occupancy 41%) when activity was reduced around the Annual Review compared to April (55%) and June (63%). The underlying trend remains upwards, and it is ESSPIN policy to use the Abuja guesthouse facility before booking hotel rooms for all international and national team members and visitors. The latest occupancy figures are:

- February to March 2012            37%
- April to June 2012                 42%
- July to September 2012            44%
- October to December 2012       55%
- January to March 2013            60%
- April to June 2013                 53%

50. The cost per night of staying at the ESSPIN guesthouse during April to June 2013 was £57 which still compares favourably to £78 per night for staying at the RockView or Valencia hotels and £110 for staying at the Sheraton.

51. ESSPIN is in the process of moving the guesthouse for operational reasons. This will impact on the figures for the next quarter, July to September 2013, but after that ESSPIN expects to report an improved level of performance due to the new guesthouse that will become available.

*Average km per litre for ESSPIN vehicles*

52. The latest fuel comparison is as follows:

Table 8: Annual fuel consumption by office

Office	2011 km/litre	2012 km/litre	Q1 2013 km/litre	Q2 2013 km/litre
Jigawa	10.08	10.43	10.37	9.93
Abuja	9.58	9.29	7.94	9.84
Kano	8.66	8.23	7.54	7.36
Kaduna	8.48	8.24	8.32	7.90
Kwara	7.85	7.36	8.22	7.90
Enugu	7.12	6.66	6.87	7.00
Lagos	6.46	6.47	5.92	5.99
<b>Total</b>	<b>8.52</b>	<b>8.18</b>	<b>7.82</b>	<b>8.01</b>

53. From these figures, which are an improvement from quarter 1, a traffic light rating in ESSPIN States over the past quarter would be as follows:

Lagos

Enugu, Kano

Abuja, Jigawa, Kaduna, Kwara

54. ESSPIN will continue to follow this up on a state-by-state basis. With the exception of Lagos, all ESSPIN offices are still within the industry best practice figure that ESSPIN aims for of between 7km and 9km per litre of fuel. It is likely that the notorious traffic jams in Lagos depress fuel economy, in contrast with the open freeways of Jigawa for example. ESSPIN will conduct a benchmarking exercise with other SLPs to ascertain whether that is a plausible explanation. In general, it is encouraging to see an improvement in fuel economy despite an ageing fleet.
55. To improve driver skills, all ESSPIN drivers have once again undertaken the Driver Training provided by Dave Bertie of Skills and Techniques Ltd. Feedback from that training has been overwhelmingly positive and results have improved from when ESSPIN first carried out the training in October to December 2012. On this occasion, State Team Leaders and State Administrators were given classroom instruction on road safety, vehicle maintenance and record keeping, so that management oversight of defensive driving is led by all team members, not drivers alone.

56. The current security situation with a large number of security check-points and road-blocks in both cities and on highways/expressways remains – especially in Abuja and Kano and on the road from Abuja Kaduna-Kano-Jigawa. ESSPIN will update the figures in the next quarterly report.

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

57. ESSPIN international TA has steadily been reducing as a proportion of total TA, as reported in the previous quarter. Levels of responsibility of national team members have also increased markedly. This trend will reverse somewhat in Year 6 if the proposed contract amendment is accepted by DFID, as a direct consequence of being asked to reorient Y6 into a consolidation year (demanding full levels of TA) rather than a wind-down year towards an exit strategy, as previously planned. That said, the proportion remain heavily weighted towards predominantly national technical assistance resources: International STTA – 42%, National STTA – 58%.

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

Table 9: Unit costs of activity completed against spend to date, GBP

Indicator	Spend	Activity	Unit Cost
3.1 Schools trained to use a SDP	3,142,009	5,233	600.42
3.2 Head teachers trained to operate effectively	6,197,983	8,179	757.79
3.3 Teachers trained to deliver competent lessons	9,226,444	32,725	281.94
3.4a Learners with access to toilets	8,669,576	122,119	70.99
3.4b Learners with access to clean water	8,751,263	133,815	65.40
3.4c Learners benefiting from new/renovated classrooms	748,058	75,372	9.92
4.1a Community members trained to set up SBMCs	6,333,360	89,384	70.86
4.1b Communities where SBMC reflect women/children concerns	3,593,747	5,233	686.75

NB: These eight indicators reflect/capture 61.7% of ESSPIN's total spend to date – £46.7m out of the total of £75.7m. The balance of ESSPIN's expenditure is reported under other Outputs and indicators.

58. The figures from last quarter were mostly higher unit costs, therefore programme value for money is heading in the right direction:

3.1 SDP = £734 so the unit cost has reduced over the quarter

3.2 HTs = £1,163 so reduced

3.3 Teachers = £338 so reduced

3.4a Toilets = £66 Increased as spend has continued but enrolment data is awaited from current ASC round

3.4b Water = £61 Increased as spend has continued but enrolment data is awaited from current ASC round

3.4c Classrooms = £58 so reduced



4.1a Community Members = £112 so reduced

4.1b – SBMCs = £650 increased as spend has continued to consolidate capacity but ESSPIN has kept up the same activity level as before

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

**Table 10: 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

*(Note: unchanged at this point in the reporting cycle)*

***Efficiency and effectiveness***

59. Efficiency and effectiveness will be reported on in the October 2013 Annual Report.

***Risks and mitigation strategies***

60. See individual state report sections below.

## Section 2: State Progress Summaries

### Enugu

#### *Security and travel*

61. ESSPIN operations were not affected in any significant way by security or travel issues. The security situation in Enugu State was relatively safe and stable. All planned programme activities were carried out without disruptions from security breaches. There were equally no disruptions in travel plans both to and within the State.

#### *Political economy update*

62. Governance in the State has now stabilized with the full resumption of the Governor after a long absence from office due to illness. State budget releases and utilization have significantly improved with attendant upbeat in government activities. A two-day retreat for the mid-term self assessment of the administration's performance was held with the full participation of the Governor. Although the final report of the assessment is yet to be made public, there are indications that the administration adjudged itself as being on course in the delivery of its development agenda and social services.

63. Public discourse on 2015 elections is gaining momentum. The Governor has publicly declared that his successor in office will emerge from Nsukka Senatorial zone, thereby focusing attention on a number of prospective gubernatorial candidates. So far, the polity remains normal with no noticeable political tension or negative impact on governance and security in the State.

64. ESSPIN's working relations with Enugu State government is gradually improving. The appointment of new Permanent Secretary for the Ministry of Education, Mr. Joseph E. Ikwueze, to replace Mrs. Silvia Onwubuemeli is proving to be a favourable development. The State's Hon Commissioner for Education effectively chaired the quarterly meeting of Hon Commissioners and Executive Chairs of SUBEBs of the six ESSPIN-supported States. He also met the IMEP Team for ESSPIN 2013 Annual Review and received the Deputy Programme Manger and STL for a presentation of the Enugu Composite Survey report.

65. A new governing board has now been appointed for Enugu SUBEB. The seven-member board with Ms Nneka Onuorah as the Executive Chair was inaugurated on 10 June 2013. Enugu SUBEB had been operating without a governing board for seven months since the last board was abruptly dissolved in November 2012. This situation constrained progress in resolving challenges to School Improvement Programme roll-out by the State government.

66. There are new opportunities for engagement with government to rekindle its commitment to basic education reform and partnership with DFID-ESSPIN. A key focus of ESSPIN strategy for Enugu in the coming quarter will be to take full advantage of these new opportunities and the outcome of the 2012 Composite Survey to galvanize concrete actions by

government to roll-out SIP. [By the time of going to press ESSPIN had also been introduced to the new Hon Commissioner for Education, Enugu, and has quickly established the basis for cementing a positive relationship focused on SIP roll out through leverage.]

### *Leverage and political engagement*

67. 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 remains 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.
68. As an alternative, complementary strategy to extend access of children to improved education, political engagement was intensified with the Christian Missions to stimulate 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 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.
69. 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.

**Table 11: Leverage, Enugu State, by June 2013**

State	Amount committed (by June 2013)	Source(s)	Purpose
Enugu	N42 million	MoE, SUBEB and LGEA	<ul style="list-style-type: none"> <li>Salaries and allowances of QAEs, State Task Team on SBMCs, SSIT, SSOs and SMOs involved in ESSPIN SIP Pilot.</li> </ul>
	N18 million	Udi LGA	<ul style="list-style-type: none"> <li>Construction and furnishing of 2Nos. 6 Classroom Blocks in 2 ESSPIN SIP Pilot schools</li> </ul>
	N10 million	MDGs-CGS LGAs	<ul style="list-style-type: none"> <li>HTs and LGEA SSOs training by SSIT</li> </ul>
	N26 million	Missions	<ul style="list-style-type: none"> <li>School fees waiver for ESSPIN Challenge Fund beneficiaries.</li> </ul>
	N31.5 million	Missions	<ul style="list-style-type: none"> <li>Mission resources for SIP rollout in 151 schools (DFS to 151 schools, Salaries of 48-member MSIT; allowances and training materials for training workshops and capacity development of HTs, CTs and SBMCs).</li> </ul>
	N9 million	UNICEF	<ul style="list-style-type: none"> <li>Promotion of water, sanitation and hygiene in 121 ESSPIN SIP pilot schools and 16 Mission rollout schools.</li> </ul>
	N16 million	Communities	<ul style="list-style-type: none"> <li>Resources mobilized by SBMCs for school improvement in the 121 ESSPIN SIP pilot schools.</li> </ul>

**Table 12: Risk matrix, Enugu State, as at June 2013**

Risk	Previous rating	Current rating	Management action
Failure of State to provide adequate resources for SIP roll-out to achieve ESSPIN Enugu Logframe targets.	Medium	High	<p>PE with Government to better appreciate and allocate adequate resources for SIP roll-out.</p> <p>PE with the Civil Society and other relevant stakeholders to appreciate SIP and to more effectively engage with government on its roll-out.</p> <p>Strengthen collaboration with DFID and the SLPs for more effective PE with Government.</p> <p>Target Mission School collaboration to compensate for low levels of government traction.</p>

Risk	Previous rating	Current rating	Management action
Failure of State to utilize Universal Basic Education Intervention Fund (UBE-IF) for the Roll-out of SIP components.	Medium	Medium	<p>Strengthen PE and ESSPIN’s collaboration with UBEC to ensure State’s compliance to guidelines for utilization of UBE-IF.</p> <p>PE with relevant State education stakeholders.</p>
Lack of budget discipline and ineffective utilization of budgets of education MDAs.	Medium	Medium	<p>Intensify SLP collaboration and coordination for improved public financial management (PFM).</p> <p>PE with government targeting budget discipline, prompt budget releases and effective utilization, tracking and reporting.</p> <p>Continued technical support for education MDAs to develop and work with credible MTSS, Annual Budgets and DWPs that prioritize school improvement.</p>
Failure of Christian Missions to mobilize and provide adequate resources to meet their SIP roll-out targets.	Medium	Medium	<p>PE with the Mission for increased commitment and allocation of resources to SIP roll-out.</p> <p>Capacity development and support for the Missions to identify and access other funding sources for SIP roll-out.</p>

### ***I am now a better teacher***

The enthusiasm of Mrs Florence Ngozi Onyechi, 52, a class teacher at CPS Abor in Udi LGA of Enugu State was unmistakable as she guided her pupils through some class activities. Very noticeable was her interest in using flash cards for some numeracy and literacy exercises to enhance pupils' understanding and learning.

"Everything I teach is with instructional materials," she said. "It makes teaching and learning fun, easy and meaningful. I can display my materials at the centre and the pupils can participate."

The response from her pupils confirmed this. They all looked excited, taking turns to *play* with the colourful cards displayed on their tables. Their animated voices filled the room.

"The pupils like them. They see the pictures and are able to identify objects. They can also spell words correctly using the cards. I also teach them to solve mathematical problems with number lines, songs and games. Now they learn better and answer more questions correctly," Florence said, gleefully.

While flash cards and other instructional materials are expected in every classroom, they had not been regularly used in Florence's classes for years. According to a survey, this appears to be the trend in many Nigerian public primary schools. But for Florence, this changed when the UKaid-funded Education Sector Support Programme in Nigeria (ESSPIN) intervened in Enugu State.



"ESSPIN taught me how to use teaching aids and how to improvise for them. They taught me how to use different methods like singing, role play, number lines and games to make my teaching better. I have attended four trainings since 2012. It requires time to use these methods effectively but the outcome is always good. I am now a better teacher."

The trainings she referred to were the continuous in-service training and support provided by ESSPIN under the School Improvement Programme (SIP) piloted by ESSPIN in all 91 public primary schools in Udi LGA and 30 mission primary schools across six LGAs in Enugu State. 680 teachers, including Florence, benefited from these trainings aimed at helping them to enhance the quality of teaching and learning in their schools. All 121 head teachers of the benefiting schools were also trained to support the teachers.

"If not for ESSPIN, I never knew that common 'well done' said to a child can boost her morale. Since I started praising them, my pupils now strive to answer questions and do their tasks," Florence said.

Florence has also rearranged her class. The pupils now sit in groups and this has enhanced her interaction with them on one hand and among the children on the other hand. She has equally jettisoned flogging of the pupils to correct them.

"I love teaching because I love being with children. It makes me happy. Now that I am able to teach them better, I am much happier," she said.

## Jigawa

### *Security and travel*

70. The State of Emergency declared in neighbouring Yobe and other Northern states has not affected the relative calm and peace in the Jigawa State capital . All the LGAs remain safe to visit and work even though other public programme forums are still conducted with utmost caution. The travel ban on expatriates visiting Jigawa has been revoked, allowing stronger technical support especially in institutional development, teacher training and IQTE.

### *Political economy*

71. The first Jigawa State Economic and Investment Summit with the theme *Mobilizing Investment for Sustainable Development* was held 19-31 May 2013. The Summit was to provide a forum for broad policy options and to develop strategies for mobilizing capital and investment. Education, training and skills acquisition were identified as key priority areas with a resolve to continue the reforms initiated and supported by DFID interventions. It indicates a greater commitment to pursue educational reforms for economic development and an opportunity to re-focus investment on the SIP model.
72. The British High Commissioner in Nigeria visited Jigawa to attend the Economic Summit. He noted the sustained reforms in Jigawa brought about by the level of expertise from the DFID state level programmes, acknowledging particularly the Governor's recognition of the support in education and health provided by ESSPIN and PATHS2 and urged SPARC to keep up efforts at building systems for sustainability.
73. The Quarterly Monitoring Report on budget release/performance showed a minimal improvement of 1.22% against 1% recorded in the same period in 2012. However there has been sharp increase in the release during Q2 (Apr-Jun 2013) to about 46%. This is an indication of stronger commitment to fund activities to sustain the on-going education reforms in the state.

### *Leverage and political engagement*

74. Jigawa SUBEB has intensified its commitment to the implementation of the SIP by approving the sum of N15.1m (£62,000) to roll out the Direct School Funding programme. 303 schools have been selected to benefit and implement their School Development Plans. An average of N50,000 (£183) is allocated per school, using one of three bands ranging between N60,000 to N35,000.
75. Key findings of the Composite Survey report were presented to the Ministry, SUBEB and other MDAs by the National Programme Manager and State Team Leader. A strategy to address the findings has been mapped out, beginning with a rigorous pursuit of the quality assurance school external evaluations to determine the school and teaching quality at basic education level. The Ministry is also presenting the summary of the findings to the State Executive Council to justify the pursuit of school level reforms across all schools.

76. N31m (£126,000) was leveraged from SUBEB in the quarter for implementation of the SIP and SBMC development. Another N850,000 (£3,500) was leveraged from other agencies and communities in support of the Community Nomadic Education schools. Also Miga LGA has provided school materials for 100 girls ( set of uniforms, mattresses, provisions etc) , worth N7.5m to support ESSPIN Girls Education pilot to encourage girls' transition to JSS: details in Table 13 below.

**Table 13: Leverage, Jigawa State, by June 2013**

<b>Amount committed NGN</b>	<b>Equivalent GBP</b>	<b>Sources</b>	<b>Purpose</b>
30,964,300	126,385	SUBEB	HT/Teacher training and mentoring school visit
680,000	2,776	MOEST	QA training of School Head Teachers/Principals
450,000	1,837	SANE	Provision of additional Teaching/Learning materials
400,000	1,633	Nomadic Communities	Land , school uniform for boys, building material and water facilities
7,500,000	30,612	Miga LGA	School materials for 100 Girls to encourage transition to JSS
<b>39,994,300</b>	<b>163,242</b>		

### *Programme update*

77. The target of 6,000 pupils' enrolment in the community Nomadic Schools supported under the Challenge Fund Initiative has been accomplished. In the final quarter of programme year 5, enrolment in the 40 schools reached 6,185 (3,193 boys and 2,992 girls) with an attendance rate of 92.1%. The School support committees in 40 schools have been trained to function as operational SBMCs. ESSPIN has reached an agreement with the State Agency for Nomadic Education to scale up the Community Education Initiative. An operational work plan for taking over 33 of the 40 schools is underway. Already the Agency has posted teachers and supplied instructional materials to all the 40 schools ahead of implementation of the plan.
78. The QA process has progressed with 34 schools quality assured during the quarter. ESSPIN has provided technical support in the training of the QA inspectors and school head teachers. The Ministry is also collaborating with the ANCOPPS and NUT to fund and monitor all QA activities across primary and secondary schools in the state. ANCCOPS has already supported the step down training of 144 state officers and zonal coordinators. This has strengthened the commitment to inspect all schools by June 2014.



79. School reports prepared by SSOs and SMOs for the 2<sup>nd</sup> term have been produced at the LGEA and SUBEB levels. The SUBEB report has been submitted to the EMIS for M&E records. ESSPIN will continue to push for the operational M&E process of school reporting system in the next quarter to sustain the School Improvement process in the education sector.

**Table 14: Risk matrix, Jigawa, June 2013**

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
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, eg HC and SUBEB Chair, to appreciate the value of continuity and prevent needless redeployment of officers key to SIP implementation.
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.

### **Safiya Musa, saved through inclusive practices in Birniwa Primary School**

“I can be whatever I want now that I am back in school. I wish my father were alive today to see me in school uniform again”, said Safiya Musa, a primary 4 pupil at Birniwa Primary school. “In any other community someone like Safiya Musa would not have had a chance of being in school again not to mention pursuing an education. But because of the intervention of the SBMC and the Women Committee of this school, she is in school now despite losing her father,” Murtala Mohamed, the SBMC Secretary Birniwa Tasha Primary School Jigawa said with satisfaction.

Safiya lost her limbs at an early age and finds it difficult walking to school which is about 2km from her house. Her father used to carry her on his bicycle and encouraged her to attend daily. However her fate turned when she lost her father some years ago and since then it seemed her quest for education would no longer be possible. With no other support, Safiya left her mother to live with a relative who could cater for any other need she had other than education. The SBMC in her school, Birniwa Tasha Primary School, saw what would eventually happen to Safiya and intervened through one of their monthly meetings. In order to actualise the issues discussed on inclusive practices taught through the ESSPIN trainings, they approached her relatives and asked that Safiya be brought back to school.

The SBMC has been active and innovative in supporting their school and ensuring that disadvantaged children are not left out in getting the basic education they deserve. They have renovated classrooms and furniture for the school all in order to ensure that the children get a friendly learning environment. The story of Safiya Musa is one of the success stories attributed to the active participation of the SBMC. Now Safiya attends school regularly with her friends and was provided with a wheel chair. ESSPIN supplied her with a school bag, a set of school uniforms and sandals during the Children’s Day celebration.

“There are many other children like that. We are awakened to search and cater for them as well. I feel delighted that our members are understanding and active. We thank ESSPIN for the trainings as well” says Mutala, the Secretary of the SBMC.

## Kaduna

### *Security and travel*

80. There was a series of attacks in Kaduna this quarter including: an attack by gunmen on Danmusa-Zonkoro village in Chikun LGA on Tue 04 June which claimed five lives; a bomb found and detonated in a controlled explosion in Kaduna City on Fri 07 June, leading to an increased security presence in the City over that weekend; an attack by gunmen on three villages in Birnin Gwari LGA, near the border with Zamfara, on Sat 08 June in which five people were reported to have died, 18 sustained serious injuries while many more were declared missing; and an attack by gunmen on Kwasakwa Village in Birnin Gwari LGA on Thu 13 June, killing several people, including security personnel. Four vehicles belonging to security personnel were also reportedly burnt in that incident.
81. In spite of these troubles, ESSPIN activities continued to run smoothly and without interruption, whilst observing the security procedures and communications protocols set by ESSPIN SMT.

### *Political economy*

82. ESSPIN Kaduna paid a courtesy call on the Executive Governor on 16 April 2013 but were received by the Deputy Governor because HE was out of town. The visit was led by ESSPIN National Programme Manager, who was in Kaduna for the presentation of the Composite Survey Report to stake holders. The DG pledged his support for the programme.
83. A cabinet reshuffle took place in May 2013. However, no cabinet member was dropped. Some were re-posted to different Ministries while some were retained in their original Ministries. The Hon. Commissioner for Education was, fortunately, retained.
84. On 05 June 2013 all Kaduna SLPs paid a courtesy call on the Executive Governor, led by SPARC Programme Manager, Joe Abah. His Excellency expressed appreciation for the work of Development Partners in Kaduna and also his desire to meet each programme individually to learn more details about their activities. He emphasized that he would want to leave the legacy of ensuring that the State prepares realistic budgets from now on. He assured the SLPs of his full cooperation in ensuring that the development partners achieve their mission in the State.

### *Leverage and political engagement*

85. The new SSIT established in the Institute of Education at ABU Zaria commenced training on 10 April 2013. The team is now shadowing the first Kaduna SSIT in the training of DSOs and SSOs. The State plans to take full responsibilities for their activities in September 2013.
86. The SUBEB Chairman has requested ESSPIN to support the process of drafting a policy on Teacher Development and Infrastructure, to which all development partners will be requested to contribute. School Improvement interventions continue to be supported by the State. N45 million was expended for teacher development, N510,000 for planning and budgeting, and N15

million was spent on QA. The national QA consultant visited and commended the State for its visible commitment to QA.

87. Kaduna State Government has sourced funds and released N1.7 billion matching grant for 2012-2013 UBEC intervention funds. The State has adopted the ESSPIN model of integrated school development, and two schools from each LGA will be given total rehabilitation this session, using the UBEC funds.

**Table 15: Leverage, Kaduna State, by June 2013**

Areas of leverage	Item leveraged from state	Amount Leveraged Apr-June 2013	Amount leveraged July 2012 – June 2013	Remarks and Source
School Quality	SIP roll out, using SSIT, DSOs and SSOs for Head Teacher and Teacher training	N45 million	N181 million	UBEC TPD, used for roll out to 682 schools now included in the SIP. All funds are disbursed through the Consultancy Unit of CoE Gidan Waya, based on the MoU between SUBEB and the College.
School Improvement Programme	Payment of SSIT salaries	N25.8 million	N70.8 million	N5.4 million monthly salary for 22 old SSIT April-June, 2013. N3.2m monthly salary for 15 IE SSIT April-June = N9.6m.
Quality Assurance	Establishment of QA Board/Training of evaluators	N15 million	N37.5 million	Releases for QA Board activities including the training of Evaluators across the State on new QA processes and instruments.
Planning and Budgeting	MTSS, ASC, AESPR	N510, 000	N23.5 million	For conduct of AESPR, DWP, and data entry
Community Demand, Voice & Accountability	SBMS Training	-	N81 million	This covers the contract of 12 CSOs for the training of SBMCs in 480 schools which started in 2012
<b>Total</b>		<b>N86,310,000</b> <b>£352,286</b>	<b>N393,800,000</b> <b>£1,607,347</b>	

Table 16: Risk matrix, Kaduna State, June 2013

Risk	Previous rating	Current rating	Management action
Leverage of sufficient state funds to reach targets for school improvement including IQTE.	High	Medium	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	Medium	All Programme activities fully embedded in the MTSS. Private partners now involved in funding education.
Sustainability of SIP	High	Medium	ESSPIN requested to support in drafting Teacher Development Guidelines and Review of Infrastructure prototypes. Release of N1.7 billion for 2012-2013 UBEC matching grant for Integrated School Development
Cabinet Reshuffle	High	Low	Cabinet reshuffled but the Hon. Commissioner for Education is retained.
Security threats	High	Medium	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. Strict travel rules in place

### Learning outcomes continue to improve as teachers keep children in the centre of learning

Teachers from Universal Basic Education Primary School Aduwan 5 are telling stories of improvements in pupils' performances. The school, which is located in Kafanchan Local Government Area of Kaduna, is one of those benefiting from the UK Department for International Development's intervention in the Nigerian education sector. ESSPIN is helping to change the way teachers teach their students in over 400 Kaduna schools.

'Before ESSPIN began to support us, the situation was terrible. We were getting tired of our work and the pupils were not enjoying class sessions the way they do today. Sincerely, children were not doing well; they could neither do good pronunciations nor read clearly. But today, they do all these, happily' said the School's Head Teacher Comrade Abel Amos.

10 year old Jessica Lazarus in primary 3 is proud to tell how she is enjoying better lesson sessions in class and also achieving better results in tests and exams. She said, 'My teacher is good now; she has changed the way she teaches us. She uses bottle corks, number lines and flash cards to show us what she is teaching'. The improvement Jessica explained is a result of the new teaching and learning method introduced into ESSPIN selected schools.

'The bottle caps, number lines and flash cards help us to count, to do additions and subtractions. We can also recognise sounds, do pronunciations and spellings. In our groups, we are also able to quickly provide answers to questions when our teachers instruct us' said Jessica.

For Jessica's teacher Rifkatu Bege, 'It was difficult for us to teach our pupils and make them understand lessons very well. We got them memorising instead of showing them to know how to solve problems by themselves, but today I can say teaching has become interactive and easier. And this is producing better results in pupils' performances'.

The children may have maintained their former positions in the classes, but their performance grades are rising higher. However, DFID ESSPIN is still working together with Kaduna State Government, State School Improvement Team, and schools to further raise learning outcomes at school level.



Jessica (centre) with her group members, solving a mathematics assignment using bottle tops

## Kano

### *Introduction, security and travel*

88. Kano State has been relatively calm in the last quarter, with violent incidents and fatalities halved in the space of two months. The security situation in Kano state remains unpredictable though, with a risk of complacency following declaration of state of emergency in three North East states—Yobe, Borno and Adamawa—without extending the same to Kano itself. It is too soon to know whether the present stability is a lull in the insecurity or the start of an improved period of stability and safety.
89. ESSPIN transportation in Kano, particularly with foreign personnel, inter-state or on school visits, is now done in convoy. Travel between neighbouring states and within the state to outlying local government areas happens with ESSPIN SMT approval on the basis of advice from the state level team. In spite of the security challenges, life goes on and ESSPIN engages with stakeholders employing different levels of mitigating strategies.

### *Political economy, leverage and programme highlights*

90. Budget realism and releases have consistently comprised the most serious challenges for political engagement and leverage in Kano State. Efforts to work in partnership with Kano State Government and DFID are now truly bearing fruit. A major landmark in the quarter was presentation of 7,000 sets of Primary 1 Lesson Plans to HE Governor (represented by Deputy Governor) by Rt Hon Lynne Featherstone, Parliamentary Under-Secretary of State for Development, DFID, following her visit to ESSPIN pilot primary and IQTE schools.
91. Partly in response to this high level visit and consistent engagement at all levels between DFID, ESSPIN and KnSG, the Executive Council has released N61m as part of the counter part funding for Teaching Skill Programme (TSP). The sum of N28m was also released for step down training on Quality Assurance (QA). The State Government has released the sum of N85m for IQTE implementation under SUBEB, marking full responsibility for institutionalisation of the initiative for the first time. The original Cohort 1 teachers in the three ESSPIN pilot LGAs will be transferred to SUBEB payroll in the coming quarter, signifying full adoption of the model and complete transition from pilot to mainstreamed programmatic status.
92. There were also news of staff reshuffles at MDAs within the state; for example, Hamza Deniji, Head of EMIS, KnSMOE, has been moved to KERD. Political engagement has follow to ensure continuity and avoidance of lost of institutional memories. This is an on-going activity at programme and SLP levels.

Table 17: Leverage, Kano State, by June 2013

Areas of leverage	Item leveraged from state	State budget 2012 & 2013	Amount leveraged Apr-Jun 2013	Amount leveraged July 2012 – June 2013	Remarks and Source
SIP	TSP	KSB 2013	N201m	N28m + N201m	It should be noted that N201m is for the whole of the year 2013 TSP. Funding comes from two sources – KSG 2013 Budget and UBEC TPD fund with ESSPIN financial and technical support. N61m budget provision released. Lesson plans printed by ESSPIN. Orientation at SUBEB and LGEA has begun.
IQTE	Funds for Teachers, facilities, Training and Materials	KSG Budget 2012 & 2013	N85m	N50m +N85m = N135	Fund had been released by State from 2013 budget provision. N85m is budgeted for Jan – Dec, 2013
	Provision of teachers and teaching materials for a cluster	Nil	N21,000 +N28,000 = N49,000	N49,000 + N84,000= N132,000	Estimate amount from School Support Committee (SSC)
SBMC roll out	Training			N5m	UBEC Funds
Quality Assurance	Step down training + Conduct of external evaluations		N41m		N28,771,550,000 released for the training. Training conducted and external evaluations yet to be conducted.
ASC	Training of enumerators, data collection, data cleaning, data entry, validation, analysis, printing and dissemination	KSG Budget 2013	N10m	N14.6m + N10m	N10m is for the whole of year 2013 activities
MTSS	Planning, preparation of draft, printing and dissemination	KSG Budget 2013	N3m	N3m	N3m is for the whole of year 2013 activities



EMIS Networking	Networking and data base for MoE	KSG Budget 2013	N10m	N10m	N10m is for the whole of year 2013 activities
Quality Education Assurance Scheme	QA Training and assessment	KSG Budget 2013	N8m	N8m + N8m	N8m in year 2013 is for the whole of year 2013 activities
CCT	Support for girls education	KSG Budget 2013	NIL	N155m	N155m was provision in 2012 budget but was not disbursed

Table 18: Risk matrix, Kano, June 2013

Achievement and Upcoming workplan	Risk	Previous rating	Current rating	Management action
TSP has commenced following the approval and release of budget provision to SUBEB. Preparation for launching of Literacy and Numeracy – Lesson Plan in 5,345 school in 44 LGEA	<ul style="list-style-type: none"> <li>- Ring fence of UBEC TPD fund</li> <li>- Implementation within scheduled time frame</li> <li>-Budget discipline</li> <li>- Sustainability and continuity next year.</li> </ul>	Medium	Medium	<ul style="list-style-type: none"> <li>- Political engagement at Exco level.</li> <li>- On-going engagement with UBEC for release</li> <li>- High level discussion with SUBEB Chair and H/C</li> <li>- Involvement of the Governor and UBEC in launching the TSP</li> <li>- Fresh discussion on time management for implementation</li> <li>- Engagement of primary stakeholders and budget holders at the MTSS and Budget preparation level</li> </ul>
Expansion of IQTE integrated approach	<ul style="list-style-type: none"> <li>- Budget discipline</li> <li>- Staff reshuffle</li> </ul>	Low	Medium	<ul style="list-style-type: none"> <li>- Engagement with SUBEB Chair and DSS on budget implementation or use of fund</li> <li>- Use of DWP</li> </ul>
Inclusion Cost of MTSS, ASC & EMIS networking , QA MTSS and budget	<ul style="list-style-type: none"> <li>- Budget release</li> <li>- Budget Implementation</li> </ul>	Medium	Medium	<ul style="list-style-type: none"> <li>- Political Engagement</li> <li>- Implementation plan drawn up. Eg, DWP</li> </ul>
Quality Assurance - Step down training + Conduct of external evaluations	<ul style="list-style-type: none"> <li>- Budget implementation</li> </ul>	Low	Medium	<ul style="list-style-type: none"> <li>- Activity planning</li> <li>- Follow up on implementation strategies</li> <li>- Use of SUBEB overhead to support implementation</li> </ul>

### **Alhaji Sanusi Mai Talata and the Kano Learning Outcome Benchmarks**

*“ESSPIN has demonstrated what can work with clear results apparent and consequently we hope to get more and more involved with ESSPIN and her initiatives and printing the Learning Outcome Benchmarks is one of those initiatives we have already engaged with”.*

These are the words of Alhaji Sanusi Mai Talata, Pro Team Chairman of the Dala Education Forum. Mai Talata is a seasoned civil servant who retired from service but continues to work towards increasing access to quality basic education for the children within his community. Recently the Dala Education Forum supported the production of more Learning Outcome Benchmark posters for schools in Dala local government in order to ensure that schools which are non-ESSPIN pilot ones also become aware of the quality that is expected from them.

ESSPIN had recently supported the Kano State Government in establishing and printing some of its learning outcome benchmarks for primary schools. These are designed to enhance the quality of basic education for children by clarifying expectations of schools in terms of what their pupils should be able to know and do at the end of each year of study. Schools are at the heart of how ESSPIN works, as they provide the environment in which children learn.

*“The Learning Outcome Benchmarks was our first port of encounter and engagement with ESSPIN. We wanted to complement the work that ESSPIN is doing. But we intend to go further than just printing the LOBs. We are planning to go on an advocacy thrust as well, to ensure that the teachers understand the benchmarks and are able to support pupils in attaining them”.*

Working with schools is only a part of ESSPIN’s approach because when it comes to setting educational standards there is always the need to involve Civil Society, communities, the media and even politicians. This is why the contribution of individuals like Mai Talata of the Dala Education Forum is encouraged. It is anticipated that groups such as the School Based Management Committees will also rise to the occasion by making education administrators and schools accountable. ESSPIN has in its course of work encouraged the establishment of SBMCs and organizations that share similar ideals in representing community interests.

*“Anybody that has genuine interests in improving the quality of education and access for all is welcome to join us as we also prepare more engagements with ESSPIN when we have the opportunity”* says a delighted Mai Talata.

## Kwara

### *Security and travel*

93. Community clashes randomly take place in protest over land and appointments but these are well handled by the government and mostly do not affect ESSPIN's work. The clash between Offa and Oyun communities has not of recent broken into the open but some teachers are still finding it difficult to pass through those communities to their schools. This too has no significant impact on ESSPIN operations. There is free movement across the state.

### *Political economy*

94. In a retreat during the quarter, the Local Government Chairmen, including the Sole Administrators in Oyun and Offa, were able to arrive at some conclusions on support for the SIP roll out especially as it affects teacher recruitment and deployment. The Ministry of Local Government and Chieftaincy Affairs anchored the retreat. The Chairmen are still in control despite the pending Local Government elections which will take place in November across the state.
95. The monthly Tripartite meeting in the HC's office has been regular and producing some level of commitment and focus in the areas of teacher development funding. Despite the dire financial situation of the state government, budget implementation during the quarter is more encouraging with SUBEB strictly using the DWP for fund releases. Though the budgetary allocation to education is encouraging some vital activities like the Annual School Census and the Annual Education Sector Performance Review processes do not have budgetary allocation and this is slowing down some other activities. Budget releases continue to be difficult but the Hon Commissioner (HC) for Education continues to be in control.
96. The HC has set up a new division at the Planning, Research and Statistics Department of the Ministry to be in charge of sourcing for funds and coordinating donors for school improvement. The unit has been proactive preparing general documents on the state of education in the state for private partnerships. Activities at the international vocational training centre have received more attention in accordance with the budgetary provision.

### *Leverage and political engagement.*

97. ESSPIN's political engagement activities have extended to the Ministry of Local Government and Chieftaincy Affairs and this has started to positively affect some actions taken by SUBEB on teacher recruitment and deployment. The Task Teams on SIP components have produced state policies that will provide directions in the state. The education sector has started to collaborate with non education ministries to provide services that will enhance school improvement. The emerging political will for reform is becoming stronger again as a commitment to the Every Child Counts reform agenda. Collaboration between Ministry and SUBEB is getting stronger and in turn co-operation between the state partners and ESSPIN. The latest investment of ESSPIN as a result of the renewed commitment by government is stimulating further improvements. This quarter

therefore, 1,446 Primary head teachers and 375 primary/junior secondary school teachers received training on leadership and management. SUBEB has agreed to cluster trainings at LGEA levels with school based support visits and the development of the policy on this has reached an advanced stage which is informing SUBEB discussion with UBEC. Implementation of this new policy will generate a training plan for the year, which will be funded by the UBEC TPD funds.

98. Gender continued to be the focus of community work this quarter and in order to strengthen the safe spaces for women and children, 2,180 persons made up of 761 males and 1,419 females, and 662 community facilitators made up of 279 males and 383 females received training. This is yielding positive results as women and children are becoming more vocal and their ideas are influencing SBMC decision-making process already. 2,210 SBMCs members (1,492 male, 716 female) in four government supported LGEAs received additional two-day training. The second LGA/LGEA/SBMC forums have been held in Oke-Ero and Oyun LGEAs with government/community brainstorming how to move quality education delivery forward in the LGEAs. Kwara CSACEFA conducted issue-based advocacy in tune with this year's Global Action Week on Education for All themed: 'Every child needs a teacher'. 100 school children took part in the street walk and media chat. Over 300 attended the wider stakeholders workshop, over 385 read the research conducted by CSACEFA on-line with UNESCO indicating interest for financial support and over 500 copies of the report was sponsored by VSO for production. The DVD for documentary carried out is made available for airing on electronic media.
99. The use of data for decision making has greatly increased. The 2012/2013 ASC was successfully conducted (with ESSPIN financial assistance), data cleaned and analysis completed. It has been identified that because of the level of success in the conduct and cleaning of the data this year, the emerging dataset might be a very useful baseline for the state. ESSPIN technical support has strengthened the capacity of the EMIS units. The ESSPIN team supported the MDG office and SUBEB Projects Unit to ensure quality projects as a result of reports from the communities where the projects are sited.
100. Though the ministry's priority for the year is to complete the International Vocation Centre in Ajasse-po, there is increasing renovation and construction of schools simultaneously in the state. The MDG-SUBEB collaboration is yielding great results with MDG's intervention on education having new elements such as classrooms, toilets and water facilities in schools using SUBEB designs. SUBEB has embarked on a massive programme of classroom renovation, construction and sanitation facilities designs after ESSPIN prototypes. This is a sign of great buy-in to ESSPIN designs by the state as it is showing a major departure from the traditional designs and procurement practices.
101. Though the state policy on Inclusive education is yet to be signed, there is more awareness on inclusiveness and the Ministry and SUBEB have adopted the infrastructure design and teacher trainings that are now supporting inclusiveness.

Table 19: Risk matrix, Kwara State, June 2013

Risk	Previous rating	Current rating	Management action
State funds considerably reduced	Probability: high. Impact: high.	Probability: high. Impact: 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	Probability: high. Impact: high.	Probability: high. Impact: 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	Probability: medium. Impact: medium.	Probability: medium. Impact: 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	Probability: medium. Impact: medium.	Probability: medium. Impact: 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>

Table 17: Leverage, Kwara State, by June 2013

Areas of leverage	Item leveraged from state	State budget 2012	Amount leveraged Jan – Mar 2013	Amount leveraged July 2012 – June 2013	Remarks and Source
HT and CT training and support	• P4-6 Literacy and Numeracy training	?	561,000	25,000,000	UBEC TPD SUBEB- recurrent “ “
	• SSO reporting system	1,100,000	3,510,000	1,161,000	
	• SSO allowances	14,040,000	672,000	10,530,000	
	• SSIT allowances	2,688,000	300,000	2,016,000	
	• SSIT running costs	<u>1,200,000</u>	<u>300,000</u>	<u>900,000</u>	
	<b>TOTAL</b>	<b>19,028,000</b>	<b>30,082,000</b>	<b>39,607,000</b>	
SBMC training and support	• Ilorin South and Ekiti LGAs	5,000,000	2,800,000	5,000,000	SUBEB recurrent UBEC TPD VSO
	• Edu and Moro LGAs	5,000,000	4,250,000	5,000,000	
	• Moro LGA (VSO)	n/a	0	996,000	
	<b>TOTAL</b>	<b>10,000,000</b>	<b>5,050,000</b>	<b>10,996,000</b>	
CSO implementation	• Supporting SUBEB DSM in the activities above		<b>578,000</b>	<b>1,574,000</b>	Included in figures above
SBMC leverage	Funds SBMCs have raised and spent on their schools			<b>16,263,338</b>	From SMO reports
<b>TOTAL</b>				<b>66,866,338</b>	£273,000

**ALALUBOSA COMMUNITY IN ILORIN SUPPORTS VULNERABLE CHILDREN IN SCHOOL**

“Members of the community used to take turns to carry him to school every day. They understood his strong desire to be in school despite his physical challenge, so they decided to support him in every way possible,” said Mr .Mashood Oganija of Alalubosa Primary School in Ilorin East Local Government Area (LGA) of Kwara State, talking about 10 year old Abdulkadir Abdulazeez who is paralysed down from the waist.

Abdulkadir used to crawl to and from school every day from the time he was nine years old. The community, realising how deep his desire for education was, took up the responsibility of carrying him to school daily. Through continual efforts and advocacy from the community, the boy no more crawls to school nor is being carried. He is now rolled gracefully in his wheel chair donated by the LEAH Foundation, an organisation founded by Kwara State First Lady.

“Before he joined school,” the Head Teacher continued, “he could neither smile nor talk to anyone. He looked depressed, but consistent in school all the same. After LEAH Foundation donated a wheelchair to him, and uniform, school bags, sandals and writing materials to him and his classmates, he gradually cheered up over the following weeks as if saying ‘my future is getting brighter.’ His performance in school is also above average,” Mr Mashood added.

“My grandmother takes good care of me even though my parents dropped me because I could not walk,” the boy Abdulkadir observed. Asked if he sometimes feels like visiting his parents, the 10 years old responded, “I want to visit them when I am able to walk,” as he looked down to the floor. Asked what he likes about his school, Abdulkadir brightened up as he glanced around his class with a smile, speaking out his list: “I like the chairs. I also like the mattress on which I sit with my friends to learn. I enjoy school because I have more opportunity to talk with my friends. I enjoy staying in class when English is taught. I want to be a lawyer when I grow up. Samad is my special friend because he puts me on my wheel chair every day and mostly rolls me back home.”

Appreciating the efforts of the community in caring for Abdulkadir, the grandmother and caretaker gratefully observed: “The community has been keenly involved with efforts to get him to walk. They readily share in the plight of the child. It was through their efforts that LEAH Foundation identified him and our community for assistance.” “We in the School Based Management Committee (SBMC) have followed up with his performance in school. He is doing very well,” Alhaji Gidado Sonibare the SBMC Chairman of Alalubosa School added. The community also takes care of other physically challenged children in school including the 6 years old Kafilat Akano who is hearing-impaired.



The initiative in Alalubosa community to support vulnerable children comes out of the conviction that every child deserves the attention they need to build their future. In Kwara State, every child counts.

**Left: “I want to be a lawyer” 10 year old Abdulkadir Abdulazeez on his wheel chair with classmates.**



## Lagos

### *Introduction, security and travel*

102. Kidnapping and armed robbery continue to be a major security challenge in Lagos. High profile kidnap cases this quarter included an Indian expatriate and a Local Council Development Authority Chairman. They were both rescued by security agents. An expatriate was also reported kidnapped last quarter. The response of the security agents and the success recorded in rescuing some without evidence of payment of ransom possibly justifies the investment of N19bn that was contained in 2013 budget and the funding for security from Lagos state security trust fund.
103. The challenge with travel remains around issues posed by road rehabilitation, maintenance and construction of new roads. The other emerging state security issue which links up with travel challenges has to do with flooding and raining season. There have been meteorological forecast indicating heavy rains and possibly flooding. Lagos travel situation is often negatively impacted whenever it rains.

### *Political Economy Update*

104. The Lagos State education sector is being confronted with retirement and expiry of tenure of four key champions of education reform. The Director of Planning, Policy and Research, LSMOE, retired at the end of this quarter; the Board Secretary of SUBEB; and the Permanent Secretary of Education District 2 who champions the teacher competency work and inclusive education also retires in the early part of next quarter. The tenure of the Chair of SUBEB who has been a champion of the reform of basic education also expires shortly, though she may be reappointed. All these are challenges that could impact on the programme. However, work engagements have been institutionalised in a way that these exits would minimise disruptions and continuity. Wherever possible, ESSPIN is engaging to ensure a smooth transition to capable successors, especially on inclusive education work and teacher competency which is a committee appointment.
105. Engagement and influence of civil society partners is being deepened through an enhanced relationship of education sector stakeholders with civil society groups. A policy dialogue was held by CSACEFA and LASCOP (Lagos State Civil Society Partnership) to debate the extent and gaps in implementation of the 2013-2015 Medium Term Expenditure Framework.
106. The 3rd Lagos Education Summit focused on raising the bar of qualitative education. The Summit brought together various stakeholders of different levels of influence and power including representatives of civil society groups and School Based Management Committees. The basic outcome of the Summit is a continued commitment to reform and driving change forwards, particularly in improving quality of teaching and teachers through completion of the teacher competency framework that commenced with ESSPIN support in 2012. In addition, the partnership with private education providers was stressed by His

Excellency. This shows that the thinking and perception around the role of private sector providers in Lagos education system is truly shifting at the top as well.

### *Leverage and Political Engagement*

107. ESSPIN followed up the retreat for basic education managers of the previous quarter by stepping up engagement with Board members of SUBEB, Special Assistants to the Governor in SUBEB and some new Directors. The Board plays a critical role in facilitating budget releases for SUBEB activities. They participate in the day to day running of SUBEB affairs so efforts were made to obtain their backing for SBMC SIP activities. This has culminated in signing of an MOU with civil society groups to support SBMC development in Lagos. Their approval for release of N10m out of N25m budgeted for SBMC development this year is also sought.
108. The engagement with SUBEB Board members is speeding up budget release for school improvement. The challenge of CSO collaboration reported last quarter has been overcome with five CSOs now engaged by SUBEB, an MOU signed and funds released for first level training of 4,800 SBMC members in 600 public primary schools. Board members also facilitated release of N14m for education sector MTSS 2014-2016 updating.
109. The engagement with the full Board had provided deeper understanding and stronger cohesion between ESSPIN and the high level policy makers in Lagos basic education. This should allow for greater continuity of programmes and activities as the tenure of the Board Secretary and Chair of SUBEB come to an end in the early part of next quarter.
110. The challenge fund model supported by ESSPIN also received a boost through a collaboration between DFID South West Office and CitiBank Group. CitiBank adopted the model of the ESSPIN challenge fund and provided funding of approximately N1.5m to support a public primary school to address access, equity, water and sanitation issues as part of the bank's celebration of their 2013 global community day. The project was implemented through the school with support of SBMC.
111. Last quarter ESSPIN reported the indirect engagement with His Excellency the Governor of Lagos on the out-of-school survey. The Permanent Secretary in charge of inclusive education had reported approval of a new school on Makoko by His Excellency. However, a deeper engagement revealed that the school was to be set up on land. This would not resolve the problem faced by pupils, according to the findings of the report. The indirect costs of coming to land, security challenges and cultural practices of the people on Makoko water prevent them from bringing their wards to school on land. It was discovered that His Excellency was not fully informed of the reasons why the children are out of school. ESSPIN followed up with the HC, seven Permanent Secretaries and Chair of SUBEB with the report. It was agreed that a discussion needed to be held with HE and Ministry of Urban and Regional Planning to explore the feasibility of setting up school on Makoko water by the government.
112. In the coming quarter, focus will be on support to the education sector to complete the MTSS and use it as basis of 2014 budget preparation, finalisation of the disbursement

process of Direct Funding to Schools, support for maintenance of the school water and sanitation programme, consolidation of training of head-teachers and teachers in the Phases 1 and 2 schools in response to composite survey findings, and further development of school based management committees.

**Table 20: Leverage, Lagos State, by June 2013**

Areas of leverage	Item leveraged from state	State budget 2013 (NGN)	Amount leveraged Mar –June 2013	Amount leveraged July 2012 – June 2013	Remarks and Source
School Improvement Programme	Head teacher training , teacher training , mentoring and support visit	N90m	-	N17m	Leveraged = total utilised out of N290m (UBEC TPD N150m 2011 + N140m 2012). N90m for deepening in 600 phase 1 and 2 schools
School Improvement Programme	Infrastructure	N786m		N776m	50% counterpart funding paid up in 2013 budget
School Improvement Programme	Quality Assurance capacity building			N10m	2012 Budget
School Improvement Programme	Quality Assurance Report			100,000	State budget 2013
School Improvement	Salaries of SSIT		N11m	N33m	State Budget-estimated from salaries paid to SSIT
School Improvement	School running cost	N240m	N60m	N240m	Figure now made up of total amount for budgeted for 12months. Approximately N20m is given to schools every month.
School Improvement	SBMC Development	N25m	N10m	N10m	Amount approved for release to date
School Improvement	SBMC Development		N6.3m	N6.3m	Already utilised this quarter
School Improvement	SBMC LGEA FORUM			N4.8m	This comes from LGEA spending leveraging SBMC development.

					Specific amount budgeted by LGEA is unknown
School Improvement	SBMC development in 3 LGEAs (Agege, Alimosho and Ifako/Ijaiye)			N67,500	Amount leveraged for LGEAs
School Improvement	School Improvement ( SBMC Policy)			N1.75m	UBEC funding and State Budget 2012
School Improvement	Inclusive schools support (hearing aid)			N800m	Starkey Hearing Foundation USA through CSO linkage
Support for planning and management of school improvement	Annual School Census and ISD including printing of ASC 2012	N7m	N1.3m	N3.5m	SUBEB and MOE
Support for planning and management of school improvement	MTSS and AESPR	N9m	N14m	N18m	Amount spent this quarter is the exact amount released by SUBEB and MOE for MTSS and AESPR review. SUBEB approximately N10m and MOE N4m plus fund utilised in 2012
Support for planning and management of school improvement	Direct Fund to Schools	N131m			Budgeted 2013 but yet to be released
School Improvement	LGEA special school support fund	N60,093,997.19			No details of release yet
Total( NGN)		N1,348,079,631.19	N102,600,000	N2,068,653,197	

Table 21: Risk matrix, Lagos State, June 2013

Risk	Previous rating	Current rating	Management action
Full and timely budget release	Probability: medium. Impact: high.	Probability: medium. Impact: high.	Regular political engagement including with those outside the current immediate circle of influence.  Work planning, MTSS and budgets to include SIP finances and objectives.  Encouragement and follow up the use

			of DWP especially in MOE
Change of key personnel committed to SIP	Probability: medium. Impact: medium.	Probability: medium. Impact: medium	Broaden the range of stakeholders who are aware of, committed to and understand SIP. Increased engagement with local level education managers Engagement with Board Members of SUBEB and Special Assistants to HE
Marginalisation of key beneficiaries e.g. urban slum dwellers	Probability: medium. Impact: low.	Probability: low Impact: low.	Strengthening the pro-poor evidence base through initiatives such as the out-of-school survey pilot. Share findings with senior government officials who often meet with Governor to provoke action.
Slow progress in uptake of some organisational development reform issues in Ministry of education	Probability: Medium Impact Medium	Probability : Medium Impact Medium	Increased engagement with HC who is the champion on this to ensure steady progress
Bottlenecks with the implementation of the Lagos procurement in MDAs and effect on programme implementation and planning	Probability: Medium Impact medium	Probability : low Impact low	Engaging programme partners on strategies to factor considerations of procurement process into implementation plans
Continuous funding and sustainability of SIP in the face of rumoured change of procedure of UBEC TPD Fund	Probability High Impact High	Probability Medium Impact High	Flagging of this at State Steering Committee meeting. Supporting costing of SIP Teacher and head-teacher training component and insertion of cost into the MTSS

## SBMC takes learning to the kitchen

It was excitement all through for Stella Ogbonna, 10, and Rebecca David, 14, both pupils of Onipede Primary School, Mushin as they prepared their menus for the cooking contest. They happily chopped, sliced, pounded, stirred and mixed their ingredients, oblivious of the heat around them. Like the other children in the improvised kitchen, they were just glad learning to make tasty foods.

The cooking contest was part of the 2<sup>nd</sup> 2013 Home Economics Centre Competition for public primary schools in Mushin LGEA. There was also an art works contest – all organised by the School-Based Management Committees (SBMCs) in Mushin LGEA.

“The cooking competition is fun and educative,” Rebecca said. “I’m happy to participate in it. I participated in the competition last year. I enjoyed it so much and I’m enjoying this one too.”

Stella expressed the same feelings: “The competition is fun. We’ve prepared so well. We’ve learnt how to cook different foods. I hope we will win.”

While SBMCs are known for repairing chairs and desks, renovating classrooms, voicing out or mobilising funds for schools, organising a home economics cooking competition was a new twist to how Lagos communities are supporting public schools in the state.

By initiating, funding and organising the competition, the SBMCs in Mushin LGEA showed that communities in Lagos have stepped up their engagement with schools as they now *directly* help children to learn and create lifelong experiences.

This development is welcome to the UKaid-funded Education Sector Support Programme in Nigeria (ESSPIN) which has been promoting community participation in Lagos State. In this light, the programme has helped to establish or strengthen SBMCs in all public primary schools in the State.

“We have been well sensitised to provide whatever support we can to improve our schools,” Chief W. Adediran, Chairman SBMC Cluster 6 said. “The schools are *our* schools. The children are our future. We will do whatever we can to support them.”

About 40 pupils participated in the finals of the cooking competition. More than 300 pupils from 75 schools had earlier been exposed to practical cooking through the competition at the school and zonal levels. It was an opportunity for the children to prepare themselves for home and family living.

“My mum taught me how to cook. But now I have learnt how to cook more different foods. I can even cook *jollof* rice in different ways. We cooked all these foods by ourselves. We thank the SBMC for bringing this kind of thing to us,” Rebecca said.

For Stella, her gains from the competition are many: “One, I can cook better than before. Two, I will not be buying food every day. And three, I can cook for my children when I marry,” she said, with a big smile.



## Federal

### *Federal Ministry of Education*

113. The Co-ordinating Minister of the Economy/Minister of Finance and the Minister of Education attended the Ministerial Roundtable on Learning for All during the World Bank Spring meeting in Washington, DC. It involved the eight countries with the highest figures of out-of-school children. The Meeting was co-hosted by the President of the World Bank Group, the UN Secretary-General and the UN Global Ambassador for Education. Present were major international agencies. While the agencies were keen on supporting Nigeria, the Minister of Education pointed out that the success of any support would be dependent on political will as there are different levels of governments with the responsibility for the provision of education. The President was planning to hold meeting with governors to encourage their further commitment to the sector.
114. Mr Gordon Brown requested a meeting with the President which took place in Cape Town on 09 May 2013 during the World Economic Forum for Africa. The need for political will was further emphasized by the Nigerian side. Further meetings were scheduled to be held between the Governors and the President, then with Mr Brown and the Global Business Coalition for Education in June and July 2013.

### *Funding*

115. ESSPIN has continued to assist three states with preparation of Global Partnership for Education submissions aligned with World Bank procedures. Numerous consultative meetings have taken place in the quarter, along with mobilisation of technical assistance for each ESSPIN partner applicant state. The level of effort has been considerable, and a more strategic level of engagement by both DFID and ESSPIN has been recommended as a result of a review of priorities and an appreciation of the direction in which the GPE applications are being steered.

### *Development of National Systems*

116. A No Objection has been obtained from the World Bank for \$1.2 million to support NEMIS. This results from a meeting of the IDPs in March 2013 and subsequent meetings of the HME Data Committee. It is not well aligned with the expectations set out on 02 September 2010. It is spread across different areas including infrastructure, training, workshops, support for States and printing of questionnaires. As a result of a meeting of the IDPs to take a common position and make recommendations on improving the state of NEMIS, a team co-ordinated by the HME Committee on Data put together an action plan that included costings. After further meetings, submission was made to the World Bank for further support. \$300,000 was granted as a result of this to cover some infrastructure, training, especially on the portal for NEMIS and production of questionnaire. This is to complement the support coming from NEMIS on the NEDS 2.

### *Commissioners Forum Retreat*

117. The Commissioners Forum Retreat was completed on 25 May 2013. It was received as the best they had ever had in terms of attendance and engagement, with Hon Commssioners upbeat and looking forward. 24 States and the Honourable Minister, USAID, Unesco, Unicef

and JICA were represented. There was also presentations from Mass Literacy Commission (Unesco), Board for Technical Education and interaction with all the public examination bodies (WAEC, NECO, NABTEB) and JAMB.

118. The Presentations from the States were really an experience-sharing eye-opener for those present. The Kaduna presentation which was the first taken, generated over one hour of (positive) discussions with Enugu, Kano, Jigawa and Kaduna making excellent jobs of further highlighting that the magic of the difference in those states is from the new approaches that ESSPIN has supported them to adopt. The challenge now is to help maintain the momentum. They need to ensure that information regularly gets across: probably the best time for a strong secretariat that can co-ordinate the sharing of information and experience.



## Programme-wide Issues

### *Monitoring and evaluation*

119. The 2012/13 ASC cycle is progressing reasonably well after a slow start in several States. The cleaning software has been sent to the states and is actively in use, although this stage has dragged on rather longer than intended in several locations. It is imperative to move quickly through the analysis, reporting and dissemination stages if the ASC is to play its rightful role in the annual performance monitoring, planning and budget defence cycle.

**Table 22: 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 cleaning and analysis	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	Draft report under review	SMoE	On track
Kano	Published	Published	Published	Data cleaning	SMoE	Catching up
Kwara	Published	Published	Published	Drafting report	SMoE	ESSPIN- assisted in 2013; catching up
Lagos	Published	Published	Published	Drafting report	SMoE	Back on track

120. ESSPIN has commissioned a validation survey of the 2012/13 ASC exercise in partner states.

### *Communications and Knowledge Management*

121. Broadcast of Nigerian Futures 30 minute film and Better School Better Nigeria 30 second TV spots on national and state based television stations in commemoration of Children's Day on May 27 and Democracy Day on May 29 2013. The films document specific aspects of school improvement in each state and concentrate on personal testimonies from school stakeholders and communities as evidence of impact.
122. Broadcast of ESSPIN radio drama Gbagan Gbagan (The Bell is Calling You) in ten radio stations across the six ESSPIN states and national radio station continues. The stations are at various stages of the broadcast of the Pidgin, Hausa and Yoruba series. The series will run till June 2014.

123. The national capacity building of 18 journalists under the Journalism Development Programme (JDP) concluded and the mentoring component on-going. The next stage is the national awards for outstanding journalists in Q3. Through the JDP, there were 14 articles directly related to ESSPIN's work featured in the dailies during the quarter.
124. The second phase of the community theatre performances concluded in 62 Local Government Areas (LGAs) in six states. 72,000 audience members directly sensitized and mobilized on a range of education issues-parents responsibilities, inclusive education, community participation, School Improvement Programme and teachers' attitudes among others. It was an opportunity to reach non-ESSPIN LGAs in the six states with the relevant messages. The film version has been contracted and production is scheduled for Q3. This has the potential to reach an even wider audience.
125. The eighth ESSPIN Express digest of programme news and information, evidence of impact and case study documentation was printed and distributed to relevant stakeholders. Compilation of materials for the ninth edition has commenced.
126. Materials for ESSPIN Access and Equity Experience paper and Inclusive Education posters compiled and design commenced with production scheduled for Q3.
127. The ESSPIN website generated over 153,064 hits in this quarter. One report was published and is available at [www.esspin.org](http://www.esspin.org):
  - ESSPIN 062 18th Quarterly Report

***Gender, social inclusion, access, equity, voice and accountability***

**National Level**

128. UBEC National SBMC Replication: Since 2011 ESSPIN has been providing technical support to the Universal Basic Education Commission (UBEC) at federal level to replicate the SBMC development process nationally. In April 2013 ESSPIN supported UBEC to conduct a review of the replication, particularly the SBMC domestication process in states to date. The UBEC Director of Social Mobilisation and ten UBEC Social Mobilisation Officers participated in a 1-day consultative meeting to review progress made in SBMC development across the country between February 2012 and March 2013.
129. Achievements highlighted by the UBEC Director of Social Mobilisation at the review meeting included:
  - 34 states and Federal Capital Territory have now domesticated the national SBMC guidelines developed with technical support from ESSPIN, with the exception of Bornu and Yobe States due to challenges of security.
  - 4 states have shared published copies of their State specific SBMC policy guidebook with ESSPIN.

- UBEC have requested further technical support from ESSPIN to conduct the next stage of the SBMC development process –Community mobilization, gender and inclusion for the activation of SBMCs in states. This is planned for August 2013.
- UBEC are already committed to providing N20million per state (total N740 million, equivalent to about £3 million) in September 2013 to conduct the next stage of the SBMC development process - the 2<sup>nd</sup> level cluster training of SBMCs at the state level.
- UBEC are revising the Universal Basic Education Act to bring Senior Secondary School level under UBEC and not only Basic Education. They are taking this opportunity of revision to include School Based Management Committees in the Act and it has now gone for public hearing. If it is passed it will mean that SBMC policy is backed by legislation and there will be available funding for SBMC development at all levels in Nigeria in the future.

130. IQTE at National Level: The success of the IQTE work, supported by ESSPIN has been shared more widely at the instance of National Working Committee on Almajiri education at a symposium in Sokoto in June 2013. UBEC are interested to learn more about the support that ESSPIN have been providing to IQTE in the northern states as a possible strategy for strengthening their own IQTE work. Plans are being finalised with UBEC management to undertake an IQTE experience sharing visit to Kano in August 2013.

131. Inclusive Education at National Level: UBEC provide intervention funding to states for children with special needs and a federal level workshop on Inclusive Education supported by ESSPIN in 2012 brought about discussion on how these funds could be directed more towards Inclusive Education, making mainstream schools more welcoming to all children. In this quarter Kaduna State, with support from ESSPIN, has accessed these intervention funds from UBEC under the broader heading of Inclusive Education.

132. ESSPIN has also maintained its partnership with the Nigeria Albino Foundation resulting in the passing of a national policy on Albinism at the 59<sup>th</sup> national Council on Education in this quarter.

133. Education and Emergency: In response to recommendations made by Annual Review Teams, ESSPIN is serving a member of national working group on Education in Emergencies (EiE) in collaboration with UNICEF and other partners. ESSPIN participated in the Ministry/UNICEF-led sectoral meeting on education in emergencies in June 2013 with a focus on the 3 northern states in which a state of emergency has been declared. The meeting participants also discussed the impact of the emergency on children, communities and schools of surrounding states which are receiving large numbers of internally displaced families or families who wish to flee the insecurity. ESSPIN is developing a strategy to initially assess the impact of ongoing insecurity in ESSPIN-supported LGEAs, schools and communities to feed into a wider framework of emergency preparedness and response in Nigeria.

134. A Courtesy visit to the Minister of Education is scheduled for next 11th July, 2013.

135. There is a conscious targeted approach of working with poorest school communities to identify the most marginalized vulnerable children as a strategic aim of ESSPIN Access and Equity Strategy.

#### State Level

136. 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. Resulting from the successes recorded in mid-term assessment of the Girls' Education Initiative (GEI) in Jigawa, a state response has culminated into a draft proposal for rolling out the initiative with a target of 12,000 girls. This will be aimed at improving retention and transition of girls in basic education within the next 5 years. A total sum of N74m is committed for this in the 2013 state budget.
137. Out of school survey: Continued ESSPIN support to states on data availability will provide technical support to two states, Jigawa and Enugu State Ministries of Education and SUBEBs, to undertake Out of school surveys. Draft proposals to further investigate the reasons why children are out of school are in the final stages.
138. Inclusive Education Policy: In June 2013 ESSPIN supported the Kano State Government to begin to develop and draft their Inclusive Education Policy. A 2-day workshop held in Abuja brought together key officials, including those from the Special Schools to discuss and understand inclusive education in relation to Kano State and to identify key activities required under the policy. The Kano participants requested for support to conduct an Out of School Survey in the state. This would be a major undertaking, but it was prioritised amongst the other activities, which included training for all teachers in Kano on Inclusive Education.
139. Gender Champions Pilot in Kaduna State: Male and Female Gender champions have been identified and trained using the Positive Deviant approach to address stereotypes and social-cultural barriers to children's education. 80 gender champions were trained in Kaduna State in February/March 2013.
140. Developing Safe Spaces for Women's and Children's Participation in SBM: Children: The second of a total of four planned TOT workshops was conducted with CGPs in this quarter to train Community Facilitators to support the safe participation of children in SBMCs. A total of 2,024 Community Facilitators (one male and one female per school community) received support from CGPs to work with the 1,112 Children's SBMC Committees now established (with 4,376 members) enhancing children's participation and voice in school based management. 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.
141. Women: Key recommendations from the research report into women's participation in challenging contexts were taken forward during this quarter. They included the delivery of Women's Leadership Training of Trainers to Civil Society and Government Partners (CGPs) for

step down to women SBMC members and Chair-persons. TOTs for CGPs were conducted in all states with step-downs conducted in Enugu and Kwara States. Step-downs in remaining states are planned for the next quarter.

142. Mentoring visits on a termly basis by CGPs to SBMCs continued in this quarter. Mentoring visit 10 focused on enhancing the participation of women in SBMCs and supporting Women's SBMC Committees across all 1,112 first-phase schools. Approximately 17,792 women make up the SBMC Women's Committees across the 6 states. Reports in this quarter suggest that women's SBMC committees are contributing amongst other things, to increases in enrolment and improved retention for children, particularly girls.
143. A total of 78,900 beneficiaries have been reached directly through support to both Children's and Women's SBMC Committees, enhancing and improving the voice, participation and protection of children and women in education planning and management.
144. Community-EMIS (C-EMIS): In Kwara State during this quarter ESSPIN has continued to support one CSO to work with Social Mobilisation to support teams of community members, linked to their SBMCs, in rural Kaiama LGEA to collect and record information on children who are struggling with education. C-EMIS involves the collection of data by SBMCs and communities 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. In this quarter the C-EMIS pilot as part of Kwara's Challenge Fund has been extended from 10 to 20 schools. Initial data collected and analysed by communities, social mobilisation and other state level actors has indicated that the main barrier faced by children and their families is the continued charging of the PTA levy for children to attend school followed closely by children's participation in mainly farming labour. Language of instruction in schools in this area, where many languages are spoken, was also mentioned as a barrier in the data collected.
145. Community Contribution: In the last quarter according to SMO reports communities have mobilised resources from a wide range of sources to the tune of N39,929,890 equivalent to £159,720. A large proportion of this has been spent on access, equity and inclusion, supporting children who are struggling to attend and remain in school for a variety of different reasons. 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 to make their schools better for all children.
146. SBMC Roll-out: Lagos State have gone ahead in this quarter to partner formally with Civil Society to roll out SBMC development and have developed MOUs/contract agreements on which to base their collaboration (600 schools). Political engagement this quarter with the Lagos State Government has also resulted in the release of NGN 16.3m to fund SBMC training by civil society and government partners in 600 schools of Lagos State.

147. In Enugu State ESSPIN has started to support roll-out of the School Improvement Programme including SBMC development through partnership with another 151 Mission Schools. The Missions are providing the bulk of the resources for the roll-out, with ESSPIN providing mainly technical support.
148. Jigawa State have committed and released their own funds to start the roll-out of SBMC development to another 303 schools across all LGEAs during this quarter. They have committed a total of N70 million for this year, and a similar amount for next year for SBMC development. The state government have contracted Civil Society Organisations to support Social Mobilisation to roll the model out to new schools and LGEAs.
149. Kano State has also begun to roll-out SBMC development to 264 schools across all LGEAs with Social Mobilisation leading the process. They have also contracted 11 CSOs as partners in the process and are working to the workplan which ESSPIN supported SMD to develop.
150. Civil Society Advocacy: Following on from state level capacity development and self-assessment of CSOs, the CSOs in all states (a total of 40 CSOs) 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 also participated in a CSO/Media forum at which they have raised key advocacy issues identified and have planned for a state level advocacy event to take place this year. Lagos State CSOs for example have planned to meet together with SUBEB to make themselves better known to all Board members and to highlight achievements and challenges of SBM development in the state. One of the issues they wish to raise is the fact that the state is only funding 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. The Kwara CSOs were part of a major campaign led by CSACEFA for the Global Education Action Week in April 2013 and they used their experience, documentation and evidence from their work with schools, SBMCs and communities to advocate on the theme of 'Every Child Needs a Teacher'.
151. Forums/Events Linked to Access and Equity:
152. 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.
153. Post 2015 Education Discussion: ESSPIN participated in the Post 2015 Debate on Education which was organised by Save the Children International and held in Lagos on the 27th March 2013. ESSPIN have continued to engage with this discussion through the attendance and presentation of Save the Children's Post 2015 Education Adviser at the ESSPIN Community Engagement and Learner Participation meeting in June 2013. The CELP team contributed further at this meeting to the debate on access and equity issues post 2015 highlighting experience and results from ESSPIN's work in the 6 states.

Annex 1: Letter of appreciation – Jigawa Gender Policy Development

