

Education Sector Support Programme in Nigeria (ESSPIN)

20th Quarterly Report

July-September 2013

Report Number: ESSPIN 066

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Note on Documentary Series

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

The documentary series is arranged as follows:

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

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

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

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Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Report
AESR	Annual Education Sector Review
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

Headlines

- There are more children enrolled in public primary schools in ESSPIN-supported states (4.9m) than are enrolled in primary education in the entire United Kingdom (4.5m).
- Over £8 million has been invested to date by Nigerian partners in ESSPIN's school improvement model.
- Clean water and sanitation has been constructed by ESSPIN at a cost of £2 per child per year, delivering an estimated 4.6 million pupil-years of hygienic school environments.
- Evidence from Kwara State shows that ESSPIN-supported School Based Management Committees are significantly more inclusive of women and children, function better on criteria such as resource mobilisation, and take action on issues raised by women.
- All 25 boys and 13 girls from the first ESSPIN Kano Islamiyya, Qur'anic and Tsangaya Education cohort who sat the end of primary Transition Examinations have passed and won places in Junior Secondary School.

1. The July to September 2013 quarter has been about preparing for transition. ESSPIN has emerged with positive assessments after an extended period of scrutiny by the Independent Commission on Aid Impact, two annual reviews by IMEP in the space of a year, and audits of ESSPIN's 2011 and 2012 books. As a result of ESSPIN's strong evidence-base on results, effectiveness, leverage and value for money, the programme team has collaborated with DFID's consultants to prepare a business case for extension of ESSPIN from July 2014 to December 2016 which is now undergoing DFID's internal evaluation and decision-making processes. A contract amendment has been signed which provides firm foundations for guaranteed delivery of results up to July 2014—and potentially beyond.
2. Meanwhile, a number of significant changes have taken place with respect to the drivers of change around ESSPIN. The programme's long-standing critical friends, DFID's senior education adviser and head of office have both moved to Pakistan, in the same period as the Federal Minister for Education has been moved on, without appointment of a substantive replacement to date. Within the ESSPIN team, the previous national programme manager has been appointed project director, having thereby replaced his immediate predecessor in each of those roles.
3. The strong commitment within ESSPIN's managing consortium to professional development and meaningful career progression for national team members has driven further changes. Three of DFID Nigeria's four initiatives in the education sector—the Teacher Development

Programme in the north, DEEPEN in Lagos and ESSPIN itself—have national programme managers promoted from ESSPIN’s ranks. This is testimony to the quality of ESSPIN’s personnel, meaningful career development and the effectiveness of the systemic reform model which underpins the programme’s theory of change. In the short term this presents challenges of recruitment and continuity to ESSPIN, but the bigger picture is endorsement of ESSPIN as a learning programme, not just a programme for learning.

4. Transition is by definition an unsettling process. It entails movement from one established plateau to another, with a number of stresses inevitable, and the outcome uncertain. ESSPIN is operating in a more complex and less predictable environment than before. ESSPIN, GEP, TDP, DEEPEN and EDOREN are working out how to collaborate so that synergies are reaped, efficiency gains achieved through cross-programme integration, and approaches aligned to optimise the knowledge base for all.
5. In Year 6 ESSPIN is more dependent than ever on leveraged funding to achieve its targets for whole school development, better teaching and improved learning opportunities for more children—especially those at society’s margins. In ESSPIN’s view, the increased risks of roll-out and scale-up are more than balanced by the increased value of locally-owned and state-funded development. The programme is determined to keep doing the right things in the right ways. That means constantly challenging ourselves to push the boundaries of our own and our partners’ work, going beyond our comfort zone to reach new heights. It has taken years of effort to reach this stage, where a tried and tested model of school improvement is just starting to touch the lives of millions of children. The priority now is to sustain this momentum for reform at scale, because there is no such thing as a quick fix in terms of teacher professionalism or children’s learning when starting from such a low base. The tender shoots of best practice need to be nurtured for years if they are to grow into self-supporting, irreversible improvements. It is immensely encouraging that a programme in Nigeria is beginning to have the desired impact on educational outcomes through state ownership and mainstreaming of the reform process. ESSPIN will work tirelessly with international, federal, state, local, community and civil society partners to sustain support for better schools. The alternative of another generation of lost children is unthinkable.

Annual Review and follow up of recommendations

6. DFIDN’s consultancy and advisory teams have worked intensively with ESSPIN to prepare the business case for extension to 2016. The process remains on schedule to be concluded by the end of 2013 or early 2014. That should leave adequate time for negotiation of contract terms and continuity of services beyond July 2014. Any danger of a contractual gap would be disastrous in terms of staff retention, with knock-on consequences for achievement of longer term results targets and ultimate programme efficiency and effectiveness.
7. Composite Survey 1 has been reviewed, with the findings summarised in a paper designed to directly inform preparations for Composite Survey 2 in June/July 2014.
8. ESSPIN team members with experience, knowledge and networks related to education in fragile states have worked together to outline an investigation into the inter-relationships

between education and conflict in northern Nigeria. See paragraph 169 below for further details.

Political Engagement and Environment

9. The quarterly meeting of Commissioners and SUBEB Chairs was held in August. It focused on the 2013 Annual Review of ESSPIN. The findings and recommendations of the Annual Review were shared and the implications for States discussed. The States expressed their hope that DFID would implement the recommendation to extend ESSPIN for a further 2.5 years.
10. ESSPIN was in discussion with UBEC over its review of the 2013 TPD guidelines for States. UBEC accepted that ESSPIN States were benefiting from the school improvement programme and would like to see its funds so effectively used. It went further to request ESSPIN's advice in how best to implement UBEC's proposed cluster training for teachers. The open communication is a positive indication of a growing partnership between ESSPIN and UBEC. The technical support provided by ESSPIN to UBEC's national replication of the ESSPIN SBMC model has clearly impressed UBEC and paved the way for further engagement around school leadership and teacher professional development for academic improvement.
11. A roundup of political engagement in the States is as follows.
 - A series of constructive meetings have been held between ESSPIN and the newly incumbent **Enugu** Hon Commissioner for Education and Chair of SUBEB; these have coincided with an orderly succession in the ESSPIN state leadership too. The prospects for state investment in the School Improvement Programme to reach all LGEAs have dramatically improved, complementing the Mission Schools Improvement programme which has already taken off.
 - In **Jigawa** the doubling of roll-out to reach 1,002 schools is underway. More SSIT members and SSOs have been appointed to reflect the increase service delivery required.
 - **Kaduna** has experienced a rocky period with the removal from office of all commissioners, including education. ESSPIN has addressed this with a series of high level visits, SUBEB management meetings and government/ESSPIN retreat for detailed implementation planning of the SIP.
 - The long-awaited Teaching Skills Programme is up and running in all 5,345 **Kano** State primary schools. The Chair of SUBEB drives the programme forwards with his directors. A certain amount of focus is required on the mechanics of delivery, including payment mechanisms, so that teachers, head teachers and SSOs remain fully committed to the new mode of working. Field visits suggest some good practice is already visible in schools.
 - **Kwara** SMO data reveals extraordinary levels of investment in the education sector from the local and community levels. This is reassuring in a situation where budget constraints continue to impede the ambition of the state ministry with respect to widespread quality improvements.

- The broad-based support for education sector reform in **Lagos** State appears to be holding steady despite the departure of several key actors in the past quarter, as well as the ESSPIN State Team Leader moving across to lead the new DEEPEN programme. Progress remains good with respect to expanding access to SBMC development for all 1,004 public primary schools.

State Budget Performance

12. There was a slow start to the current fiscal year in terms of budget releases following late appropriation of budgets in many States. It, therefore, comes as a relief that release and utilisation rates have picked up quite significantly in the third quarter of the year. While States are still short of the performance benchmark for this time of the year, Honourable Commissioners have expressed optimism that the current momentum will carry through to the close of the year.
13. Table 1 shows budget allocation, release and utilisation rates in the 2013 fiscal year, including sub-allocations to and performance of the basic education sub-sector (the SUBEB budget line is used as a proxy). In addition to global allocations to education, it is important to understand how funds are being deployed at a sub-sectoral level.

Table 1 Budget allocation and release, year to date by quarter, in ESSPIN partner states, including basic education share and cumulative percentage performance

State		Quarter 1			Quarter 2		Quarter 3	
		Year allocation	Budget release	Budget utilisation	Budget release	Budget utilisation	Budget release	Budget utilisation
Benchmark		<i>NGN</i>	<i>25%</i>	<i>25%</i>	<i>50%</i>	<i>50%</i>	<i>75%</i>	<i>75%</i>
Enugu	All Education	16.3bn	14.8	14.8	45.6	45.6	60.5	60.6
	Basic Ed	0.206bn (1.3%)	20.2	20.2	43.2	43.2	97	97
Jigawa	All Education	8.2bn	1.22	1.22	3.29	3.08	59.09	58
	Basic Ed	2.5bn (30.5%)	Nil	Nil	0.12	0.12	75	75
Kaduna	All Education	18.2bn	7.02	5.7	15.5	15.5	30.87	21
	Basic Ed	5bn (27.5%)	10.9	6.08	24	19	58.11	15.02
Kano	All Education	58.6bn	0.72	0.72	15.3	15.1	31	31
	Basic Ed	3.8bn (6.5%)	4	4	54.8	54.8	70	70
Kwara	All Education	9.2bn	8.1	7.8	30.4	16.5	33.9	21.9
	Basic Ed	4.3bn (46.7%)	1.2	1.2	7.3	6.1	13.6	16.3
Lagos	All Education	37bn	21.5	21.2	46.23	33.1	44.9	43.1
	Basic Ed	4.2bn (11.4%)	25.2	22	66.42	17.02	51.7	47.7
All States	All Education	147.6bn	8.86	8.79	27.57	23.06	40.93	37.58
	Basic Ed	20bn (13.6%)	9.25	7.11	37.98	19.82	56.97	39.11

- Financial equity is expressed in terms of allocation to basic education as a percentage of total allocation to education averages 13.6% across the six ESSPIN-supported states. The range is very wide: highest in Kwara at 46.7% and lowest in Enugu at just 1.3%.
- Lagos shows the most consistency in budget performance across the three quarters of 2013 in relation to the benchmark for each quarter. Enugu shows the strongest performance across Q2 and Q3.
- Jigawa reports the biggest movement in performance in Q3 after a relatively slow start to the year.

Programme Progress and Leverage of Resources

SIP Rollout

14. As expected, there was no movement in SIP coverage in the current quarter, following the game-changing expansion in Kano reported last quarter. There is a real possibility that the Enugu State government will, for the first time, fund SIP rollout during the next quarter. ESSPIN has supported finalisation of plans to expand to 25% primary schools in each LGEA in the State, and all of the Enugu 2013 UBEC-TPD fund (N170m) has been committed. Rollout to new schools is also on-going in Jigawa, with plans at an advanced stage to move from 501 to 1,002 schools.

Table 2 School improvement programme coverage up to Sep 2013, by Phase

State	Phase 1	Phase 2 actuals (Sep 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%
Total	2,314	9,092	8,800	17,053	14%	53.3%	51.6%
<i>Total incl Mission</i>	"	9,273	"	"	"	54.4%	"

Leveraged Resources

15. This was an exceptional quarter in that DFID investment attracted additional funds from State governments and other stakeholders in all States. Over £2 million was committed to roll-out of the school improvement programme during this quarter alone and now tops £8m in total. Support to SIP rollout continued in each State with the Missions making the difference in Enugu. Resources raised by local communities, largely through their SBMCs, is fast becoming an important source of leverage. LGAs also appear sensitised to the need to play a part and are increasingly recognised for their contributions.
16. The biggest state investment in the current period was made by Kano State Government, being take-off funding for the flagship Teaching Skills Programme which will benefit pupils in all primary schools in the State, starting with grades 1 and 2. Kwara made good progress this quarter and, significantly, some of its resources were leveraged from SUBEB's recurrent budget – a promising sign of good things to come.

Table 3 Leveraged funding commitments by state up to Sep 2013

State	Amount Committed (July-Sept 2013)	Amount Committed (cumulative to date, from July 2012)	Source (Current quarter)	Purpose (Current quarter)
Enugu	N97.5m (£390,000)	N162.5m (£650,000)	Udi LGA, MDG-CGS, Missions, communities	Classrooms and furniture, HT & SSO training, SIP rollout to 151 Mission schools, local school improvement
Jigawa	N10.2m £40,800	N247.5m (£990,000)	SUBEB (UBEC), SMOEST, LGEA	Additional funds for SIP rollout, review of LGEA action plan, review of MTSS
Kaduna	N86.3m (£345,200)	N416.3m (£1,665,200)	SUBEB, MoE, UBEC TPD, QA board	SIP rollout, SSIT salary, QA evaluation training, AESPR, DWP and ASC data entry
Kano	N257m (£1,028,000)	N451m (£1,804,000)	KnSG 2013 budget, UBEC 2012 & 2013 TPD, SUBEB	SIP/TSP rollout, QA training
Kwara	22.9m (£91,600)	97m (£388,000)	SUBEB recurrent budget, SBMCs, LGC, SHoA member	HT, CT training & support, SBMC training & support, rural teacher housing
Lagos	N92.1m (£368,400)	N478.1m (£1,912,400)	SUBEB, MOE, LGEA	HT, CT training & support, SSIT salaries, school running costs, SBMC devt, SBMC LGEA forum, SBMC policy, ASC, MTSS and AESPR
Federal	0	N233m (£932,000)		

State	Amount Committed (July-Sept 2013)	Amount Committed (cumulative to date, from July 2012)	Source (Current quarter)	Purpose (Current quarter)
Total	N566m (£2.264m)	N2.07bn (£8.3m)		

- Enugu:** The sense of optimism reported last quarter from Enugu continues to gather strength as the budget cycle for 2014 takes shape under the aegis of the newly appointed Education Commissioner and SUBEB Chair. Good headway is being made with the Mission Schools improvement programme, whilst plans are being developed to expand the State School Improvement Team to support an additional 400 Enugu schools across 16 LGAs using the entire 2014 UBEC TPD allocation of N170m.
- Jigawa:** Steady progress has been made to build SSIT and SSO capacity to deliver a doubling of SIP coverage in Jigawa State from 501 to 1,002 schools. The state government's slow start to the year in terms of financial resources has been corrected. There is renewed optimism that the expanded SSIT, technological innovations such as the LifePlayer, and advent of the Teacher Development Programme will provide impetus for further state-wide education improvements in the coming months.
- Kaduna:** This has been a somewhat mixed quarter for Kaduna State, with the removal from office of the Hon Commissioner and acting Permanent Secretary for Education, both strong advocates of education reform in general and ESSPIN in particular. Signs of dissonance between Kaduna SUBEB and ESSPIN have immediately been addressed with high-level meetings which quickly resulted in improved prospects for the future. Despite the disruption, Kaduna leveraged funding and usage of UBEC TPD for SIP roll out remain solid, but basic education budget utilisation of 15% by the third quarter is a cause for concern.
- Kano:** In Kano State, the challenge has shifted from lobbying for state funding for the Teaching Skills Programme, to delivery of the same at scale. A pilot training exercise revealed localised difficulties with the payments system adopted by SUBEB, as well as timetabling issues, which are both now being addressed. There will inevitably be further issues as training of 20,000 teachers and head teachers beds down, but support from the uppermost echelons of SUBEB and SMOE remains solid and forward-looking.
- Kwara:** High level politics in Kwara State continue to present a distraction to the on-going challenge of investing adequately in basic educational quality improvement. That said, KwSUBEB has increased the allocation of UBEC TPD funding from 18% last year to 76% this. Kwara remains the only state in which a critical mass of teachers have been exposed to innovative classroom support techniques for an extended period. The evidence shows that this is a firm foundation, onto which expanded access to SBMC and leadership development can yet be built.
- Lagos:** Changes anticipated at the top level of education MDAs have proven less

disruptive than had been feared. The momentum and commitment to reform remain strong, with mechanisms in place to address delays in fund release eg, for annual school census and sector performance review. Preparations continue for expansion of SBMC training to all remaining 404 public primary schools at the State's expense. Lagos has a strong track record of budget profiling throughout the year compared to its peers, and looks well set to retain that status in 2014.

The political and economic environment

17. Removal from post of the Federal Minister for Education in a cabinet reshuffle, with no substantive successor appointed, is the strongest signal to date that national politics will increasingly affect the prospects for education sector reform in the run-up to elections in 2015. Likewise, three commissioners of education in ESSPIN states, in Enugu, Kaduna and Kwara, are no longer in post.
18. The prospects for a significant boost to the education resource environment from the Global Partnership for Education hang in the balance for two out of three ESSPIN-supported states which submitted applications, due to gaps and inconsistencies in the financial data available.
19. ESSPIN-supported states are ahead of their peers in terms of annual school census production for 2012-13 school year but are nonetheless disappointingly behind schedule in this, the fourth annual cycle (see paragraph 116). As a result, several annual education sector performance reviews and medium term sector strategies have been delayed or impaired in terms of their evidence base, with direct consequences for successful education sector budget defence in the fourth quarter of the calendar year. The impacts in terms of the availability of financial resources to be released to support the school improvement programme in 2014 remain to be seen.
20. ESSPIN's relationship with UBEC is currently warmer than at any previous time. The solid work around SBMC national replication has been augmented by a series of encouraging meetings around the Teacher Professional Development guidelines and funds. This suggests that the resource environment for continuous professional development of teachers and whole school development are both heading in a positive direction.

Coordination

SLP coordination

21. ESSPIN remains a member of the core group of State Level Programmes, participating actively in both SLP and wider DFID programme coordination forums, and volunteering to host the next national programme managers' meeting. A number of reforms to the process and practice of consultations between programmes and with DFID were proposed at the most recent NPM meeting. If invited, ESSPIN will respond to requests for feedback by IMEP during the annual reviews of SPARC and SAVI that will take place in the final quarter of the year.

22. ESSPIN welcomes the continuing development of best practice, consultation and collaboration between programmes and with DFIDN around defining and measuring value for money, enhancing security and tackling corruption. The ESSPIN SMT is exploring technical guidance on the programme's relationship with the climate change agenda.

Coordination with other International Donor Partners

23. ESSPIN has continued working with the Unicef GEP3 team to align baseline exercises, share instrumentation and strengthen the technical delivery approach.
24. The major development in the quarter has been the commencement of the long-awaited Teacher Development Programme in August 2013. ESSPIN and TDP share support teams for HR, finance, operations, facilities, procurement, logistics, security and administration. This joint organogram provides economies of scale and efficiency savings to both programmes. Co-location of the Abuja offices allows for free exchange of ideas and experience between the well-established ESSPIN team and the newly-formed TDP one. Similarly, the DFID Growth team's DEEPEN project in Lagos State is managed by Cambridge Education and aligned with ESSPIN too.
25. Several more meetings have taken place between EDOREN and ESSPIN during the quarter, as EDOREN's inception report was being finalised and work began on data quality and knowledge sharing.
26. ESSPIN provided technical assistance to Jigawa, Kano and Kaduna state government teams to assist with the USAID/World Bank procedures for submission of their GPE proposals. Initial feedback suggests that serious inconsistencies of financial data were found which may jeopardise approval of the funding if no corrections are allowed after the evaluation deadline.

Security

27. The security headlines from the quarter under review are:
- The State of Emergency continues in Borno, Yobe and Adamawa states and the majority of high profile security incidents have been in Borno and Yobe
 - On 29th September, a large number of students were killed whilst they slept when gunmen attacked the College of Agriculture in Gujba, Yobe state.
 - On 29th July, there were multiple explosions in the Sabon Gari area of **Kano City** leading to a large number of fatalities – the first major and most deadly security incident in Kano State for a long period of time.
 - On 6th July an attack on a boarding school in Mamudo town, Yobe state led to large number of fatalities. The immediate response from the Yobe State Government was to order the closure of all the state's secondary schools until the start of the new academic term in September.

- Kidnapping remains a constant threat – both terrorist kidnappings in the northern states and criminal kidnappings in the southern states. Westerners have been targeted. The education sector has also been targeted – with a number of primary school teachers kidnapped in Edo State. There was also a confirmed kidnapping of a British national in Lagos State.
 - The middle belt remains tense with frequent communal clashes reported from the following states – Benue, Plateau and Nasarawa. These have impacted on **Kaduna state** – especially along the border with Zamfara state – something that ESSPIN will continue to monitor.
 - The political situation remains delicate – the apparent split within the PDP has made media headlines and has also led to unrest in Kano State where rival factions have clashed.
28. Road Travel remains a high risk activity and ESSPIN continues to develop in this area. All ESSPIN drivers were trained for the second time in June and July 2013 by Dave Bertie the instructor supplied by Skills and Techniques Ltd. The outcome was that all ESSPIN drivers passed the final assessment as part of the training. Further follow-up training will be arranged once we know if ESSPIN is to be extended beyond July 2014. Travel in convoys of two vehicles is now standard for higher risk road journeys such as inter-city, Abuja airport runs in darkness and all Lagos airport journeys.
29. Air Travel remains a high risk activity within Nigeria as evidenced by the recent Associated Airlines crash in Lagos as well as reports of an emergency landing made in Kaduna by an IRS flight from Lagos.
30. National and international TA visits to northern states have continued in view of the reduction in security incidents in Jigawa, Kaduna and Kano. TA visits have continued to all these states with no incidents to report. However, strict controls remain in force and visits have occasionally been temporarily suspended as a precaution in response to critical incidents or perceived elevated threat levels around public or religious holidays, for example. ESSPIN complies with the elaborate Mott MacDonald risk management systems including reporting of near misses to aid institutional learning before a hazard becomes harmful.
31. 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:
- | | |
|--------------|---|
| Red | Kano – Due to the Sabon Gari incident and the more recent arms find |
| Amber | Kaduna – Due to the continued small outbreaks of unrest |
| Green | Abuja – No significant issues to report |
| | Enugu - No significant issues to report |

Jigawa -	No significant issues to report
Kwara -	No significant issues to report although there have been a number of smaller incidents that the ESSPIN team has been fully on top of
Lagos -	No significant issues to report although criminality remains a constant issue – including criminal kidnappings

32. State specific updates on security are contained in the individual state reports below. In the quarter from October to December 2013 ESSPIN will continue to:

- a) Provide weekly updates
- b) Work with DFID and other SLPs to share information
- c) Work with Control Risks and Drum Cussac to avoid any level of complacency
- d) Strictly control all/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) Conclude the recruitment of a new Abuja-based post – a Security and Transport Officer
- g) Work to raise awareness across all staff and visitors around the higher risks normally associated with the ‘ember’ months in Nigeria where the crime rate does tend to increase due to the holiday period

National SBMC Replication

33. 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

34. The Draft National Systems Frameworks are awaiting stakeholder endorsement. ESSPIN is preparing to mobilise technical assistance for the national assessment initiative to re-build momentum in that sphere.

Changes in key personnel

35. Hon Minister for Education, Prof. Ruqayyatu Ahmed Rufa'i, OON, has been removed from office and returned to her teaching post in Jigawa State. The minister's responsibilities are being covered by Minister of State, Chief (Barr) Ezenwo Nyesom Wike. The Hon Commissioners for Education in Kaduna, Enugu and Kwara State have also been removed from those posts—the latter after the end of the quarter, and in the case of Enugu together with the Chair of SUBEB. ESSPIN is monitoring the situation in all these cases, and has actively engaged with the Kaduna SUBEB authorities to ensure that the school improvement programme remains on track despite the disruption in top level leadership at the State Ministry of Education. Early indications are that the logjam in Enugu education reform may be relieved.

36. DFID Nigeria Head of Office, Richard Montgomery, has departed to take up that post in Pakistan. DFID Nigeria Senior Education Adviser, Barbara Payne, has also moved to DFID

Pakistan. ESSPIN would like to place on record our thanks to them for the constructive roles they played in helping bring the programme to its present successful condition. Christian Rogg is Acting Head of Office, and Emily Oldmeadow is Education Adviser covering the senior education adviser functions until successors are in post.

37. The ESSPIN project director role has passed from John Martin to Ron Tuck, who is Cambridge Education's portfolio leader for West Africa and, like his predecessor, a former national programme manager of ESSPIN. Ron is also project director of DEEPEN and has joined the senior management team overseeing commercial and contractual aspects of TDP, where John Shotton is Technical Director. Jake Ross has been appointed Mott MacDonald Country Representative, with Kayode Sanni as designated alternate. Collectively, these changes are designed to underpin corporate governance of Mott MacDonald/Cambridge Education's expanding education and development business in Nigeria.
38. Nguyen Feese has left ESSPIN to take up the post of National Programme Manager of TDP. Pius Elumeze has taken up her role of ESSPIN Lead Specialist, National Systems and Institutional Development, with Simeon Ogbonna promoted in turn to replace Pius as ESSPIN State Team Leader, Enugu. Gboyega Ilusanya has moved from ESSPIN State Team Leader to National Programme Manager of DEEPEN. Recruitment exercises are on-going for the two vacant posts of Enugu State Education Quality Specialist and Lagos State Team Leader.
39. Uche Idoko has joined ESSPIN as Gender and Inclusion Specialist based in Abuja, replacing Kabiru Abass who has departed the team.
40. ESSPIN Kano has engaged Sidi Ali as State Quality Coordinator to bolster planning and logistical capacity in the School Quality Improvement team in view of the size of ESSPIN's on-going support to SUBEB in 5,345 schools in all 44 LGAs in the state. Moses Babafemi (Driver) resigned during this quarter. Three new drivers are in the process of engagement to support Kano initiatives.
41. Archbishop S K Uche, a champion of ESSPIN Enugu Christian Missions partnership for basic education improvement, is the new Prelate (head) of the Methodist Church of Nigeria. His Eminence is an active advocate of the school improvement programme for 151 mission schools in Enugu and can be expected to continue voicing his support at the national level.

Key numbers for July to September 2013

42. 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 to date are reported.
43. Aggregated 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

disaggregated state by state (landscape tables, with programme aggregates also included for ease of reference).

44. 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. At present the targets for June 2014 are subject to revision through the on-going Business Case development process, which entailed the first comprehension interrogation of ESSPIN’s high-level objectives and results since the mid term review. The aim is to bring the logframe into alignment with ESSPIN’s key deliverables of sustainable, equitable improvements in education quality and access through a high proportion of leverage.
- Column 2 – Period Actual: this is the result achieved in the current quarter, July to September 2013.
- Column 3 – Cumulative Actual to Date: this is the result achieved in the programme to date since reporting in this format began (Jul 2012 – Sep 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.

45. DFID requires ESSPIN to track additional children in school as part of monitoring for the Nigeria Operational Plan. Additional analyses are reported in the Annual Report, October 2013, drawing on 2012-13 Annual School Census data and SSO/SMO academic year reports.

Results Monitoring Tables

Table 4: Programme level results to September 2013 by latest quarter and cumulative against targets

Programme aggregates	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	No rating: missing data required.
Key results	Target June 2013 (end Prog Yr 5)	Jul-Sep 2013 actual	Cumulative actual	Notes
Number of target schools (public)				Kano Teaching Skills Programme has secured target over-achievement.
Primary	5,067	9,060	9,561	
JSS (and SSS Kano only)	416	480	480	
Total	5,483	9,540	10,041	
Number of learners in target schools (public)				Target exceeded; note Kano currently P1-P3 only.
Male	838,508	1,243,482	1,319,930	
Female	746,777	1,160,146	1,218,800	
Total	1,585,285	2,403,628	2,538,730	
Number of target schools (non-state)	820	633	853	Balanced progress in 3 northern states.
Number of learners in target schools (non-state)				Kano estimate requires verification from SUBEB but overall on track.
Male	23,350	24,412	32,443	
Female	23,330	22,445	30,402	
Total	46,680	46,857	62,845	
Children accessing water from new units				Additional data available in Annual Report.
Male	147,156	33,774	89,465	
Female	95,628	26,300	76,128	
Total	242,784	60,074	165,593	
Communities (at 300 Households [ave.] per Unit) in Kaduna only	22,800	27,600	27,600	
Girls with access to separate toilets	73,452	23,956	69,951	Close to target; additional data in Annual Report.
Learners benefiting from new/ renovated classrooms				Additional data available in Annual Report.
Male	76,894	3,121	39,315	
Female	20,859	2,359	37,417	
Total	97,753	5,480	76,732	
Learners benefiting from direct school funding				State buy-in lower than required to attain target.
Male	390,558	443,426	243,514	
Female	359,650	394,067	211,758	
Total	750,208	837,493	455,272	

Programme aggregates	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	No rating: missing data required.		
Key results	Target June 2013 (end Prog Yr 5)	Jul-Sep 2013 actual	Cumulative actual	Notes		
Community members sensitised/ trained and supported to support school improvement.	Functioning SBMCs			No numerical targets, but SBMC functionality responding well.		
· Person Training Days (PTDs)						
Male					107,465	698,033
Female					59,687	451,348
Total					167,152	1,149,381
· Actual numbers						
Male					20,501	71,369
Female					14,046	47,250
Total	34,547	118,619				
CSO members trained to support school improvement	Effective CSOs			Continued progress as a result of significant buy-in from State partners to CSO services.		
· Person Training Days (PTDs)						
Male					1,839	3,503
Female					938	1,825
Total					2,777	5,328
· Actual numbers						
Male					142	521
Female					98	388
Total	240	909				
Safe spaces for women and children	Functional SBMCs with women's and children's sub-committees	6,008	9,865	Progress is satisfactory. Error from previous quarter corrected.		
Female learners benefiting from cash conditional transfers (Kano)	4,482	-	11,050	Revised strategy recommended.		
Additional girls in school (girl education project - Jigawa & Kaduna)	4,200	6,527	6,633	Targets exceeded.		
Teachers trained and supported (Public Schools)	Competent teachers			Substantially exceeded target due to onset of Kano Teaching Skills Programme.		
· Person Training Days (PTDs)						
Male					117,024	491,129
Female					106,098	469,783
Total					223,122	960,912
· Actual numbers)						
Male					18,945	20,450
Female					11,493	23,587
Total	30,438	44,037				
Teachers trained and supported (non-state schools)	Competent teachers			Teacher competence evidence through successful cohort graduation to JSS in Kano.		
· Person Training Days (PTDs)						
Male					3,868	21,060
Female					4,521	21,715
Total					8,389	42,775
· Actual Number						
Male					473	523
Female					887	937
Total	1,360	1,460				

Programme aggregates	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	No rating: missing data required.
Key results	Target June 2013 (end Prog Yr 5)	Jul-Sep 2013 actual	Cumulative actual	Notes
Head teachers trained and supported (public schools)	Competent Headteachers			Considerable numerical progress needs to be reinforced with quality of outcomes by CS2.
· Person Training Days(PTDs)				
Male		17,589	127,597	
Female		4,007	70,399	
Total		21,596	197,996	
· Actual Number				
Male		4,413	4,034	
Female	998	4,646		
Total	5,411	8,680		
Head teachers trained and supported (non- state)	Competent Headteachers			Significant increase in Enugu Mission Schools programme.
· Person Training Days(PTDs)				
Male		360	834	
Female		1,088	2,240	
Total		1,448	3,074	
· Actual Number				
Male		45	45	
Female	136	136		
Total	181	181		
State/LGEA officials trained to support school improvement				Continued solid progress beyond June 2013 target.
· Person Training Days(PTDs)				
Male	85,085	16,965	102,380	
Female	21,605	2,194	35,228	
Total	106,690	19,159	137,608	
· Actual Number				
Male		2,140	7,608	
Female		642	3,189	
Total		2,782	10,797	
Schools inspected using QA methodology	1,726	807	2,148	Major step forwards, with 45% increase over previous quarter.

Table 5: Programme and state level results to September 2013 by quarter and cumulative to date for indicators with numerical targets

Key results	JUNE 2013 TARGET FROM LOGFRAME AND LF HANDBOOK							PERIOD ACTUAL JUL TO SEP 2013							CUMULATIVE ACTUAL TO DATE: JULY 2012 to SEP 2013						
	TOTAL	ENUGU	JIGAWA	KADUNA	KANO	KWARA	LAGOS	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Number of target schools (public)																					
Primary	5,067	277	959	476	906	1,448	1,001	9,060	91	452	682	5,345	1,486	1,004	9,561	91	953	682	5,345	1,486	1,004
JSS (and SSS Kano only)	416	-	240	-	36	140	-	480	-	49	-	33	398	-	480	-	49	-	33	398	-
Total	5,483	277	1,199	476	942	1,588	1,001	9,540	91	501	682	5,378	1,884	1,004	10,041	91	1,002	682	5,378	1,884	1,004
Number of learners in target schools (public)																					
Male	838,508	29,916	184,646	73,304	204,414	154,036	192,192	1,243,482	9,854	99,348	108,274	651,594	149,830	224,582	1,319,930	9,854	175,796	108,274	651,594	149,830	224,582
Female	746,777	29,362	129,492	61,404	185,574	139,744	201,201	1,160,146	8,538	73,917	92,234	617,047	136,461	231,949	1,218,800	8,538	132,571	92,234	617,047	136,461	231,949
Total	1,585,285	59,278	314,138	134,708	389,988	293,780	393,393	2,403,628	18,392	173,265	200,508	1,268,641	286,291	456,531	2,538,730	18,392	308,367	200,508	1,268,641	286,291	456,531
Number of target schools (non-state)	820	120	120	130	450	-	-	633	181	130	222	100	-	-	853	181	130	222	320	-	-
Number of learners in target schools (non-state)																					
Male	23,350	12,850	1,800	1,950	6,750	-	-	24,412	16,426	4,236	1,750	2,000	-	-	32,443	16,426	4,334	6,788	4,895	-	-
Female	23,330	12,830	1,800	1,950	6,750	-	-	22,445	16,422	3,147	876	2,000	-	-	30,402	16,422	3,253	6,361	4,366	-	-
Total	46,680	25,680	3,600	3,900	13,500	-	-	46,857	32,848	7,383	2,626	4,000	-	-	62,845	32,848	7,587	13,149	9,261	-	-
Children accessing water from new units																					
Male	134,002	3,500	46,200	16,842	46,772	7,533	13,155	33,774	2,346	12,356	17,388		1,684	-	89,465	2,346	14,264	17,388	46,372	7,169	1,926
Female	108,783	3,500	30,800	14,775	39,872	6,681	13,155	26,300	2,129	8,237	14,812		1,122	-	76,128	2,129	9,509	14,812	41,675	5,987	2,016
Total	242,784	7,000	77,000	31,617	86,644	14,214	26,309	60,074	4,475	20,593	32,200		2,806	-	165,593	4,475	23,773	32,200	88,047	13,156	3,942
Communities (at 300 Households [ave.] per Unit) in Kaduna only	22,800	-	-	22,800	-	-	-	27,600			27,600				27,600			27,600			
Girls with access to separate toilets	100,157	5,280	19,200	12,973	29,318	6,681	26,705	23,956	3,620	8,976	11,360		-	-	69,951	3,620	10,128	11,360	38,223	5,014	1,606
Learners benefiting from new/ renovated classrooms																					
Male	51,190	600	5,832	907	13,660	4,486	25,705	3,121	215	432	734	1,600	140	-	39,315	215	432	734	32,046	213	5,675
Female	46,564	600	3,888	773	11,620	3,978	25,705	2,359	185	288	626	1,200	60	-	37,417	185	288	626	29,944	125	6,249
Total	97,753	1,200	9,720	1,680	25,280	8,464	51,409	5,480	400	720	1,360	2,800	200	-	76,732	400	720	1,360	61,990	338	11,924

Table 6: Programme and state level results to September 2013 by quarter and cumulative to date for indicators without numerical targets

Key results	PERIOD ACTUAL JUL TO SEP 2013							CUMULATIVE ACTUAL TO DATE: JULY 2012 to SEP 2013						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Learners benefiting from direct school funding														
Male	443,426	17,485	45,496	28,313	334,385	17,747	-	243,514	17,485	45,496	28,313	109,404	17,747	25,069
Female	394,067	15,255	34,321	24,119	304,083	16,289	-	211,758	15,255	34,321	24,119	95,930	16,289	25,844
Total	837,493	32,740	79,817	52,432	638,468	34,036	-	455,272	32,740	79,817	52,432	205,334	34,036	50,913
Community members sensitised/ trained and supported to support school improvement.														
· Person Training Days (PTDs)														
Male	107,465	1675	10,639	80,944	9,360	2,727	2,120	698,033	7,145	12,811	80,944	142,720	22,146	432,267
Female	59,687	1807	4,770	41,997	6,552	2,490	2,071	451,348	7,692	5,313	41,997	91,293	9,426	295,627
Total	167,152	3,482	15,409	122,941	15,912	5,217	4,191	1,149,381	14,837	18,124	122,941	234,013	31,572	727,894
· Actual numbers														
Male	20,501	1088	-	11,446	3,120	2,727	2,120	71,369	2,700	-	11,446	28,918	16,343	11,962
Female	14,046	1137	-	6,164	2,184	2,490	2,071	47,250	3,027	-	6,164	21,452	7,898	8,709
Total	34,547	2,225	-	17,610	5,304	5,217	4,191	118,619	5,727	-	17,610	50,370	24,241	20,671
CSO members trained to support school improvement														
· Person Training Days(PTDs)														
Male	1,839		967	746	60	50	16	3,503	398	967	746	1,293	50	49
Female	938		550	310	6	49	23	1,825	440	550	310	396	49	80
Total	2,777		1,517	1,056	66	99	39	5,328	838	1,517	1,056	1,689	99	129
· Actual numbers														
Male	142		12	56	20	38	16	521	72	12	56	110	244	27
Female	98		6	24	2	43	23	388	69	6	24	37	210	42
Total	240		18	80	22	81	39	909	141	18	80	147	454	69
Safe spaces for women and children	6,008	242	594	232	4,368	510	62	9,865	242	594	2,087	4,368	510	2,064
Female learners benefiting from cash conditional transfers (Kano)	-	-	-	-	-	-	-	11,050	-	-	-	11,050	-	-
Additional girls in school (girl education project - Jigawa & Kaduna)	6,527	-	3,598	2,929	-	-	-	6,633	-	3,704	2,929	-	-	-

Key results	PERIOD ACTUAL JUL TO SEP 2013							CUMULATIVE ACTUAL TO DATE: JULY 2012 to SEP 2013						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Teachers trained and supported (Public Schools)														
· Person Training Days(PTDs)														
Male	117,024	340	25,410	4,184	8,790	78,300	-	491,129	2,214	25,908	53,330	119,692	251,183	38,802
Female	106,098	2,760	3,416	4,000	222	95,700	-	469,783	23,033	3,460	50,990	75,935	234,785	81,580
Total	223,122	3,100	28,826	8,184	9,012	174,000	-	960,912	25,247	29,368	104,320	195,627	485,968	120,382
· Actual numbers)	-													
Male	18,945	68	1,763	2,087	8,762	6,265	-	20,450	68	2,012	4,042	6,561	5,871	1,896
Female	11,493	552	241	2,005	210	8,485	-	23,587	552	263	3,883	4,534	7,850	6,505
Total	30,438	620	2,004	4,092	8,972	14,750	-	44,037	620	2,275	7,925	11,095	13,721	8,401
Teachers trained and supported (non-state schools)	-													
· Person Training Days(PTDs)	-													
Male	3,868	295	2,721	522	330	-	-	21,060	655	2,721	7,989	9,695	-	-
Female	4,521	3165	660	366	330	-	-	21,715	11,617	660	3,891	5,547	-	-
Total	8,389	3460	3,381	888	660	-	-	42,775	12,272	3,381	11,880	15,242	-	-
· Actual Number														
Male	473	59	130	174	110	-	-	523	59	130	174	160	-	-
Female	887	633	22	122	110	-	-	937	633	22	122	160	-	-
Total	1,360	692	152	296	220	-	-	1,460	692	152	296	320	-	-
Head teachers trained and supported (public schools)														
· Person Training Days(PTDs)														
Male	17,589	256	12,950	1,037	2,242	1,104	-	127,597	1,544	13,486	25,546	57,432	21,983	7,606
Female	4,007	472	621	327	11	2,576	-	70,399	2,841	627	8,067	9,447	30,529	18,888
Total	21,596	728	13,571	1,364	2,253	3,680	-	197,996	4,385	14,113	33,613	66,879	52,512	26,494
· Actual Number														
Male	4,413	32	491	518	2,242	1,130	-	4,034	32	491	518	1,324	1,152	517
Female	998	59	10	164	11	754	-	4,646	59	10	164	198	2,183	2,032
Total	5,411	91	501	682	2,253	1,884	-	8,680	91	501	682	1,522	3,335	2,549

Key results	PERIOD ACTUAL JUL TO SEP 2013							CUMULATIVE ACTUAL TO DATE: JULY 2012 to SEP 2013						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Head teachers trained and supported (non-state)							-							
· Person Training Days (PTDs)							-							
Male	360	360	-	-		-	-	834	834	-	-	-	-	-
Female	1,088	1,088	-	-		-	-	2,240	2,240	-	-	-	-	-
Total	1,448	1,448	-	-		-	-	3,074	3,074	-	-	-	-	-
· Actual Number														
Male	45	45	-	-		-	-	45	45	-	-	-	-	-
Female	136	136	-	-		-	-	136	136	-	-	-	-	-
Total	181	181	-	-		-	-	181	181	-	-	-	-	-
State/LGEA officials trained to support school improvement														
· Person Training Days (PTDs)														
Male	16,965	153	7,693	926	7,733	326	134	102,380	2,311	8,150	29,049	56,119	5,334	1,417
Female	2,194	275	867	579	237	140	96	35,228	3,001	877	11,318	15,036	3,579	1,417
Total	19,159	428	8,560	1,505	7,970	466	230	137,608	5,312	9,027	40,367	71,155	8,913	2,834
· Actual Number														
Male	2,140	57	437	216	844	197	389	7,608	194	686	717	2,208	3,279	524
Female	642	91	76	120	29	98	228	3,189	244	81	291	463	1,758	352
Total	2,782	148	513	336	873	295	617	10,797	438	767	1,008	2,671	5,037	876
Schools inspected using QA methodology	807	-	53	568	53	69	64	2,148	35	69	568	800	229	447

Financial report

46. 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 7: ESSPIN quarterly, annual (July to June) and programme lifetime budget and expenditure by Output

All Figures in GBP	Output 1	Output 2	Output 3	Output 4	C&KM	Total
Spend – Year 6	102k	370k	1,644k	630k	192k	2,939k
Budget – Year 6	1,015k	2,548k	6,331k	5,078k	643k	15,615k
% spent – Year 6	10%	15%	26%	12%	30%	19%
Spend – Total	7,355k	12,912k	38,501k	20,597k	n/a	79,365k
Previous Budget - Total	7,618k	14,317k	39,630k	21,953k	n/a	83,519k
% Previous Total Spent	96.5%	90.2%	97.2%	93.8%	n/a	95.0%
Revised Budget – Total	7,910k	15,251k	42,851k	22,061k	4,079k	92,152k
% Revised Total Spent	93%	85%	90%	93%	n/a	86%

47. Spend in the first Quarter of Year 6 was slightly below target – principally due to a planned slow-down activity in July and August 2013 due to the contractual issues that were resolved with a Contract Amendment in late August 2013. ESSPIN expects to fulfil the Year 6 target and discussions are on-going to achieve this with each Lead Specialist.

UK Financial Year:

48. The ESSPIN Programme Year (July to June) is different from the DFID Financial Year (April to March). The table 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 (all figures GBP):

Table 8: ESSPIN quarterly and annual (July to June) spend against budget

Annual Target	15.6m
Spend To Date	7.4m
Percentage Spent To Date	47%
Q1 Target	4.2m
Spend To Date	4.0m
Percentage Spent To Date	95.4%
Q2 Target	3.7m
Spend To Date	3.4m
Percentage Spent To Date	91.0%

49. Despite the slight under-spends in both Quarter 1 and Quarter 2, ESSPIN remains relatively on track and we are confident that the programme will make up this slight shortfall and meet the disbursement targets agreed with DFIDN.

Value for money

Economy Indicators

50. 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

51. ESSPIN Guest House usage increased significantly during the quarter under review, reaching an all time high occupancy figure of 78% occupancy during the quarter from July to September 2013. Part of this was due to the second Defensive Driver training held in Abuja for drivers from all ESSPIN offices that included work over the weekend. 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%
- July to September 2013 78%

52. The cost per night of staying at the ESSPIN guesthouse during July to September 2013 was £40 which compares extremely favourably to £78 per night for staying at the RockView or Valencia hotels and £110 for staying at the Sheraton. It should be noted, however, that the Guest House was closed in October for operational reasons and will re-open at new premises in November 2013.

Average km per litre for ESSPIN vehicles

53. The latest fuel consumption figures are as follows:

Table 9: ESSPIN fuel consumption by state and by quarter

Office	2011 km/litre	2012 km/litre	Q1 2013 km/litre	Q2 2013 km/litre	Q3 2013 km/litre
Jigawa	10.08	10.43	10.37	9.93	9.85
Abuja	9.58	9.29	7.94	9.84	8.76
Kano	8.66	8.23	7.54	7.36	8.06
Kaduna	8.48	8.24	8.32	7.90	7.97
Kwara	7.85	7.36	8.22	7.90	8.05
Enugu	7.12	6.66	6.87	7.00	7.09
Lagos	6.46	6.47	5.92	5.99	5.64
Total	8.52	8.18	7.82	8.01	8.01

54. From these figures, which are an improvement from Year 6 Quarter 1, a traffic lighting of ESSPIN States would be as follows:

Red – Lagos

Amber – Enugu and Kaduna

Green – Abuja, Jigawa, Kano, and Kwara

55. ESSPIN is still looking to take fuel efficiency forwards and develop this as far as possible by:

- Working with State teams to strengthen the figures wherever possible – particularly Lagos
- Appoint a Security and Transport Officer to oversee this whole area
- Carry out a bench-marking exercise with other SLPs
- Carry out further driver training through the provider/trainer Skills and Techniques Ltd
- Carry out further First Aid training for all drivers
- Assess suppliers for provision of tailor-made hostile environment awareness training
- Review the fleet to ensure that we have the right numbers of vehicles in appropriate locations to support the work plans that are being developed/approved, while gaining approval for decommissioning or disposing of vehicles that are no longer cost effective or safe.

Ratio of international/national expenditure

56. The amended Year 6 target for ESSPIN is for Technical Assistance to be spent 42% on International TA and 58% on National TA. At the end of the first quarter of Year 6, 260 days have been invoiced to DFID and the current split is 70% on International TA and 30% on National TA. ESSPIN will monitor this over the coming months to ensure that we meet our revised targets as per the Contract Amendment. This figure will be updated in the next Quarterly Report.

Unit cost of activity completed against spend to date**Table 10: Unit costs of activity completed against spend to date, by quarter, GBP**

Indicator	Spent up to Sep 2013	Activity	Y5, Q3 Jan-Mar 2013	Y5, Q4 Apr-Jun 2013	Y6, Q1 Jul-Sep 2013	VFM gain
3.1 Schools trained to use a SDP	3,159,218	8,861	734.00	600.42	356.53	51%
3.2 Head teachers trained to operate effectively	6,280,250	8,861	1,163.00	757.79	708.75	39%
3.3 Teachers trained to deliver competent lessons	9,310,796	45,497	338.00	281.94	204.65	39%
3.4a Learners with access to toilets	8,660,561	148,830	66.00	70.99	58.19	12%
3.4b Learners with access to clean water	8,748,330	165,593	61.00	65.40	52.83	13%
3.4c Learners benefiting from new/renovated classrooms	767,339	76,372	58.00	9.92	10.05	83%
4.1a Community members trained to set up SBMCs	6,425,291	118,619	112.00	70.86	54.17	52%
4.1b Communities where SBMC reflect women/children concerns	3,647,897	9,865	650.00	686.75	369.78	43%
	46,999,682				Average	42%

57. These eight indicators reflect 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. The trend for these unit costs is firmly downwards, averaging an impressive 42% in just the three quarters for which records are available, as UKaid spending increases incrementally at this stage in the programme lifetime whilst leverage and roll-out are delivering significantly more benefits for each unit of investment. This accords with ESSPIN's theory of change.

Unit cost of activity calculated against projected total results and total lifetime spend for the Programme:**Table 11: Unit costs of activity against projected lifetime results and lifetime expenditure**

Indicator	Target Spend	Target Results	Unit Cost
3.1 Schools trained to use a SDP	3,893,665	7,929	491.07
3.2 Headteachers trained to operate effectively	7,754,944	9,404	824.64
3.3 Teachers trained to deliver competent lessons	10,481,377	56,241	186.37
3.4a Learners with access to toilets	9,877,917	350,594	28.17
3.4b Learners with access to clean water	9,936,600	387,912	25.62
3.4c Learners benefiting from new/renovated classrooms	907,191	198,125	4.58
4.1a Community members trained to set up SBMCs	7,150,037	126,750	56.41
4.1b Communities where SBMC reflect women/children concerns	4,189,966	7,929	528.44

58. The increased expenditure is in line with the August 2013 Contract Amendment and therefore entails an increase in the projected lifetime unit costs compared to the previous quarter. The Indicators above account for £54.2m out of the revised Contract Amendment total of £92.2m, which is 59% of ESSPIN's projected total spend.

Efficiency and effectiveness

59. Efficiency and effectiveness are 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. Operations of the programme in the State largely went as planned as the security situation was relatively stable. ESSPIN's activities were not hampered by any adverse security situations in the State. All ESSPIN project sites and local governments were safe to visit.

Political economy update

62. There has been no change in the governance situation in the State since the last report. The Governor appears to be back in firm control of the political situation. However, there are increased political activities following nominations and primary elections for the local government election scheduled for December. These activities have largely centred on the ruling People's Democratic Party (PDP) as other parties appear not to command a noticeable presence in the State. Apparently arising from the mid-term assessment of the administration's performance reported in the last quarter, the Governor relieved some the commissioners of their appointments and replaced them with new ones. The ministries that had their commissioners replaced include those of education and health.
63. The cabinet changes in Enugu State led to the replacement of Dr. Simon Ortuanya with Chris Okolo, a professor of chemistry from the University of Nigeria, Nsukka (UNN). Professor Okolo, who attended the quarterly ESSPIN political engagement meeting held on 26 July 2013 in Abuja, has expressed his willingness to work with ESSPIN to bring about improvement in the education sector in the State. During the quarter under review, he led the ministry's management to a meeting with ESSPIN Enugu on how to make progress in the education sector. He promised to take forward some of the issues ESSPIN had challenges with during the tenure of the former commissioner. These included signing off on the SBMC Implementation Guidelines, Inclusive Education Policy and 2012/13 Annual School Census.

Leverage and political engagement

64. Partnership with the State Government has seen tremendous improvement since the inauguration of the new SUBEB led by Ms Nneka Onuora, who also attended the quarterly ESSPIN political engagement meeting in the company of the State Education Commissioner. Since assumption of office, the new SUBEB Chair has led her board and management in a series of meetings and discussions with ESSPIN on how to reposition the Board to meet its mandate of providing high quality basic education services. The Board has already reviewed and adopted ESSPIN's functional review recommendations and requested ESSPIN's support for implementation.

65. The highpoint of ESSPIN's engagement with the State in the new dispensation is the State's readiness to work with ESSPIN to roll-out the School Improvement Programme (SIP) in 400 schools drawn from the 16 local government areas (LGAs) using this year's UBEC Teacher Development Programme (TPD) fund of N170 million (£680,000). At SUBEB's behest, ESSPIN has supported ENSUBEB to package a proposal to utilise the TPD fund to roll-out the class teacher, head teacher and SBMC development aspects of the SIP. In preparation for the roll-out, the State has collaborated with ESSPIN to select 13 new SSIT members.
66. Following the success of the ongoing ESSPIN/UNICEF/EN-RUWASSA Partnership to promote water, sanitation and hygiene (WASH) programme in schools, accompanied by sustained political engagement, Enugu SUBEB has agreed to commit a large percentage of the N3.6 billion UBEC supported infrastructural fund to provide improved inclusive water and sanitation facilities in schools across the 17 LGAs.

Table 12: Leverage, Enugu State, by September 2013

State	Amount committed (by Sep 2013)	Source(s)	Purpose
Enugu	N53 million	MoE, SUBEB and LGEA	<ul style="list-style-type: none"> Salaries and allowances of QAEs, State Task Team on SBMCs, SSIT, SSOs and SMOs involved in ESSPIN SIP Pilot.
	N30 million	Udi LGA	<ul style="list-style-type: none"> Construction and furnishing of 2Nos. 6 Classroom Blocks by Udi LGA in 2 ESSPIN SIP Pilot schools and 1 No. 6 classroom block at CPS, Ibuzor Amokwe in Udi LGA by a philanthropist
	N10 million	MDGs-CGS LGAs	<ul style="list-style-type: none"> HTs and LGEA SSOs training by SSIT
	N26 million	Missions	<ul style="list-style-type: none"> School fees waiver for ESSPIN Challenge Fund beneficiaries.
	N41.5 million	Missions	<ul style="list-style-type: none"> 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).
	N9 million	UNICEF	<ul style="list-style-type: none"> Promotion of water, sanitation and hygiene in 121 ESSPIN SIP pilot schools and 16 Mission rollout schools.
	N16 million	Communities	<ul style="list-style-type: none"> Resources mobilized by SBMCs for school improvement in the 121 ESSPIN SIP pilot schools.

Table 13: Risk matrix, Enugu State, as at September 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	Medium	PE with Government to better appreciate and allocate adequate resources for SIP roll-out. PE with the Civil Society and other relevant stakeholders to appreciate SIP and to more effectively engage with government on its roll-out. Strengthen collaboration with DFID and the SLPs for more effective PE with Government.
Failure of State to utilize Universal Basic Education Commission's TPD Fund for the Roll-out of SIP class teacher, head teacher and SBMC development in the 2013/2014 school year.	Medium	Low	Strengthen PE and ESSPIN's collaboration with UBEC to ensure UBEC's TPD Guidelines accord ESSPIN the status of service provider. PE with reconstituted SUBEB and MoE is on-going and improving.
Lack of budget discipline and ineffective utilization of budgets of education MDAs.	Medium	Medium	Intensify SLP collaboration and coordination for improved public financial management (PFM). PE with government targeting budget discipline, prompt budget releases and effective utilization, tracking and reporting.. Continued technical support for education MDAs to develop and work with credible MTSS, Annual Budgets and DWPs that prioritize school improvement.
Failure of Christian Missions to mobilize and provide adequate resources to meet their SIP roll-out targets.	Medium	Medium	PE with the Mission for increased commitment and allocation of resources to SIP roll-out. Capacity development and support for the Missions to identify and access other funding sources for SIP roll-out.

Community theatre in Enugu: an opportunity for school improvement

Providing opportunities for education stakeholders to know their rights and responsibilities and mobilising them to act is essential to improving the education system as it encourages collective participation in school improvement. ESSPIN provided such an opportunity recently in Enugu State when it organised a community drama tour to sensitize stakeholders on a range of education issues.

Titled *Igwe Bu Ike*, meaning ‘Strength in Unity’, the drama tour was a chance for community leaders, politicians, parents, teachers, education managers, philanthropists, children and others to address ways of improving basic education in the state. For some of them, the drama was a soul-searching opportunity.

“We are all responsible for the state of our schools today. It is true that government has not lived up to her responsibilities but what about us as political elites, parents and teachers, are we alert and enthusiastic about our children’s education?” queried Barr. Cosmas Ugwueze, Deputy Chairman of Nsukka Local Government Council.

Others used the opportunity to voice their concerns on the state of education in their areas.

“In this part of the council, there is a serious lack of teachers. We are fortunate to have a member of the State House of Assembly here with us today. Please sir, take our case to the House, right now the government is recruiting volunteer teachers; please ensure that some are deployed to this place. This school has only three teachers and they are paid only N2,500 every month, which is unacceptable,” pleaded Oluka Mariette, an Education Secretary.

Community Theatre is one of a range of communication strategies adopted by ESSPIN to reach out to Nigerians. About 70,000 people from across the six ESSPIN-supported states – 10,000 from Enugu – have been sensitised through ESSPIN-sponsored community theatre, both at the first round of performances in 2012 and more recently in 2013.



Stakeholders including school children watching the community theatre in one of the Enugu venues

The storyline of *Igwe Bu Ike* was about how Chijioke, a poor palm-wine tapper was initially unconcerned about enrolling his only son (Uchenna) to school because of the boy’s physical disability but was eventually persuaded to do so. The drama conveyed important messages on issues such as teachers’ attitudes, school infrastructure and the School-Based Management Committee (SBMC).

“I am extremely happy with your visit to our community today. It has simplified our job because through the drama the people have seen the importance of SBMC,” said Mr Onyeisi, SBMC Chairman at Community Primary School, Ngwo Uno in Udi LGA.

There are plans to adapt the drama to film so that more stakeholders especially in areas not yet covered by ESSPIN can be sensitised.

Jigawa

Security and travel

67. Security and safety measures continue to top ESSPIN Jigawa's priority list especially with the recent attack on schools in neighbouring Yobe state. The state has intensified security personnel around schools and educational establishments. ESSPIN is following carefully and observing all security agency reports and precautions in terms of programme implementation and stakeholder forums in and around the capital and LGAs.
68. Road accidents have been high in this quarter especially on Kano–Ringim–Dutse road where the state has lost 11 Hadejia Emirate palace guards and the Deputy Speaker of the State House of Assembly. ESSPIN Jigawa implements the convoy strategy for visitors and staff as required by the ESSPIN travel regulations.

Political economy

69. ESSPIN Jigawa hosted and facilitated the Teacher Development Programme Team visit on 25 and 26 September 2013. The programme was introduced to the state government and education sector MDAs including the College of Education. ESSPIN held discussions with the team on areas of collaboration for successful take-off. The programme was well received with a strong commitment from the SMOEST and an offer of office accommodation by SUBEB.
70. A National Summit on Nomadic Education has been planned in Jigawa during the final quarter of the year, to review progress and challenges. ESSPIN's support for community nomadic education under the Challenge Programme is one of the key issues in the programme. A presentation has been prepared by the State Agency for Nomadic Education to show-case the contribution of ESSPIN in accelerating access and equity for nomadic children.

Leverage and political engagement

71. ESSPIN has increased its collaboration with the State MDAs and community structures and CSO groups and has leveraged N10,156,000 (£40,500) this quarter. This includes amounts committed by the Ministry of Education, SUBEB and the LGEAs. Significantly greater commitments are expected in the next quarter with the utilisation of the UBEC funds for the SIP and SBMC development.

Table 14: Leverage, Jigawa State, July to September 2013

Amount committed N	GBP	Sources	Purpose
N10,000,000	£40,000	SUBEB	Additional UBEC funds for SBMC rollout in 501 schools
N 66,000	£264	LGEA	Review of 2012 & development of 2013 LGEA action plan
N90,000	£360	MoEST	Review of 2013-2015 MTSS and development of 2014-2016 MTSS
N10,156,000	£40,624		

Programme update

72. Human Resource Development: ESSPIN has begun work with the SMOEST and SUBEB on human resource development including job analysis, job descriptions and performance evaluation. The Ministry will further use this to improve job efficiency and staff performance evaluation as a measure to complement the functional reviews ESSPIN carried out across the education MDAs
73. Action Research: ESSPIN has completed action research training practice in two schools, Jahun Special Primary School and Dr. Nuhu Sunusi Primary School in Jahun and Dutse LGEAs respectively. The training has awakened the horizon of school personnel and their SBMCs to exploit internal professional and creative initiatives for school improvement. The final report of the exercise will be shared for wider lesson learning across the state schools.
74. ESSPIN-British Council Collaboration: A new innovation in the use of technology in teaching through Lifeplayers was facilitated by the British Council in collaboration with ESSPIN. The State School Improvement Team members were trained by the British Council on the operations and use of the Life Player technology. 673 teachers (271 English language teachers, 271 Head Teachers, 27 Heads of School Services and 64 School Support Officers) benefited from the programme. This training marks a new phase of pupil–teacher engagement in Jigawa State classrooms, introducing the use of technology to support teaching and learning through access to stimulating, varied, high quality and relevant content.
75. SIP Rollout: The second phase of SIP rollout has kicked off with an addition of 501 schools bringing the total to 1,002 schools. This has necessitated an increase in the number of SIP support persons. Hence tests and interviews were conducted and the following cadre of staff recruited: seven new SSIT members, 52 new SSOs for efficiency in the implementation across the new schools.
76. ESSPIN Infrastructure programme: The final phase of ESSPIN Infrastructure, water and sanitation was completed with the provision and handing over of 18 proto-type classrooms (nine schools), 89 schools supplied with hand pumps and 87 schools provided with toilet blocks. Also, 23 nomadic schools were provided with classroom sheds and six were supplied water through the ESSPIN Challenge Fund programme. An estimated 20,620 children will benefit from the completed facilities.

Table 15: Risk matrix, Jigawa, September 2013

Risk	Previous rating	Current rating	Management action
Flooding	Medium	High	The seasonal rainstorms have disrupted school attendance in Miga, Guri and Ringim LGAs. ESSPIN has collaborated with the SMOEST, SBMCs and CSOs on management strategies to minimise risks to schools through community action.
Security	Medium	High	Government has increased security measures around schools to protect pupils and students especially in boarding schools

Case Study

ESSPIN helped Habiba Janari back to school from failed Marriage



"I felt it was the end because I have experienced marriage which most girls around here look forwards to and it failed and I also tried schooling but stopped. I had a change of heart when I was approached by ESSPIN and they came to the house to speak with my father and grandfather. I knew they wanted the best for me. Nobody has come to the house to speak to my father about school before". These were the words of a smiling Habiba Janari as she sat among her friends

Habiba Janari.

Habiba is from Gada in Kazaure Local Government in Jigawa State. She was removed from school at JSS 2 to get married but this did not work out as she left her husband's house and on to the street. She was sighted by members of ESSPIN's Community Entry team and questioned as to why she was not in school during school hours. When she explained her story, the team offered to follow her home to pay a visit to her parents. Her father was quite touched by the ESSPIN team's gesture and promised to send her back to school immediately.

"If I had people to encourage me in going back to school when I was still young, I would have and maybe would be better off now. I would also have ensured all my children got enrolled and completed school" said her teary-eyed father.

What makes Habiba's story even more telling is that when she dropped out of school some of her friends and sisters dropped out as well since they looked to her as a role model.

ESSPIN has supported the increase in creating access to basic education services for children especially girls and ensuring gender equality. Much work has gone into training community members in ensuring that they carry out advocacy visits to parents who hitherto have not sent their children to school. ESSPIN's work with the community encourages more participation towards boosting demand especially for quality education services. One of the successes of such community work is the advocacy work which discovered Habiba and helped her return to join her friends in school.

"I really want to stay with my friends in school and to complete my education without any more delays" says Habiba while crouched in front of her father.

Habiba is now back in school. Her head teacher and the SBMC have promised to check on her father and grandfather to ensure there is nothing holding her and her sisters back from staying and completing their education, thus making them more fulfilled and productive members of society.



ESSPIN team with Habiba's family

Kaduna

Security and travel

77. This quarter, Kaduna again witnessed attacks by gunmen in several villages. A police station was attacked in Kaura on 17 July leaving two policemen dead and several others injured. An attempt to raid a village in Zango Kataf LGA on 21 July left three gunmen dead. On 19 July a clash between the operatives of Nigerian Army and Mobile Police officers attached to Kaduna State Government House, caused confusion among the residents of the area. There was a report of civil disturbance in Kagoro area on 30 August, and eight people were killed by gunmen in Kaura on 09 Sept. Kafanchan has been under curfew as a result of outbreaks of violence which left several people dead. Overall, security consciousness is high and travel to the LGAs is considered on a case-by-case basis. In spite of all these disturbing reports, ESSPIN activities continued normally, making sure that staff and stakeholders avoided the trouble zones.

Political economy

78. The Executive Governor dissolved the cabinet on 11 September 2013. The HC Education, who has been a long-standing leader of educational reform including ESSPIN's approach, has since handed over to the new Permanent Secretary, who is now the most senior officer in the Ministry. The Acting Permanent Secretary of the Ministry of Education, Habila Dogo Kyom, another ESSPIN's strong ally, was moved to the Teachers Service Board as the Overseer. A new Permanent Secretary has assumed office in the Ministry. Her name is Dr Medinat Shehu, a former Permanent Secretary in the Ministry of Information. She has pledged her support for ESSPIN activities and has promised to take up the issues of Lesson Plans and IQTE with the Chairman of SUBEB. Former Director PRS SUBEB, Alhaji Shehu Rabilu is now the Director PRS, MoE. This switch is geared towards strengthening the PRS Department in the MoE.
79. The Kaduna State Government has closed 457 illegal private schools out of the 642 schools operating in the state. About 185 more of such schools operating illegally or not meeting minimum standards are expected to be closed down in the second phase of the exercise. 331 of the illegal schools were closed down within Kaduna zone, 81 from Zaria axis while 43 were closed down from Kafanchan zone. Criteria for the shut down of schools include: teaching outside the proper curriculum, in shops, half-plots of land and in garages. The closed schools were given to the end of July to regularize their registration and upgrade school facilities to meet minimum standards. Approval has been give to employ 1,800 secondary school teachers; the recruitment process is structured towards ensuring only qualified teachers are employed.
80. The Speaker of the Kaduna House of Assembly and his Deputy have been impeached. The former House Committee on Education Chairman in the SHoA has been sworn in as Speaker of the House. The new Speaker has dissolved all House Committees and is still struggling with the opposition to consolidate his position. Mr Speaker is an ally of ESSPIN and a former Commissioner for Education.

Leverage and political engagement

81. In response to the disruptions in top level leadership of the education sector in Kaduna State, ESSPIN has mobilised a series of engagement visits from senior team members. These have been focused on SUBEB, which remains at the core of the Kaduna reform agenda. At the time of going to press, these meetings, culminating in a SUBEB/ESSPIN retreat, are showing very positive signs of renewed commitment and joint planning for SIP roll out including SBMC development.
82. The Executive Governor of Kaduna State approved the appointment of 1,800 Junior and Secondary School teachers. N300m was recovered from ghost workers by SUBEB.
83. School Quality: A total of N45,539,982 was leveraged this quarter for school improvement activities, covering SIP roll-out as well as the salaries of the two Kaduna SSITs. N1,349,000 was leveraged from both MoE and SUBEB on aggregating and analysing SDPs as well as completion of ASC, MTSS and AESPR. The full drafts of the three documents are under review.
84. IQTE: N3,800,000 was leveraged from SUBEB for the IQTE assessments in 222 Schools in 9 LGAs reaching 13,591 children. The assessment lasted for three days and covered the four core subjects: English (written and oral), Hausa (written and oral), Mathematics and Social studies. 341 mobile white boards, 8,000 2B pencils, 8,000 exercise books, 300 packs of biros, 500 cartoons of white chalk were purchased and distributed to IQTE programme schools by SUBEB.
85. SBMC: The last tranche of 2011 UBEC funds has been released for payment of CSOs. The Chairman is contemplating using the 2012 SBMC training fund of N25m for the establishment of more SBMCs to meet GPE standard. N4,700,000 was leveraged by the QA Board on QA trainings especially for SUBEB evaluators. N450,000 was leveraged for broadcast of three episodes of ESSPIN's educational drama initiative.
86. In a significant move, the SUBEB Chair has requested all the Local Government Chair to fund the roll out and training of SBMCs in all the schools in their respective domains. He is also negotiating with the State Government to release a matching grant of N170m for the UBEC 2013 TPD fund . This is to enable him to fund the activities of the two SSITs. He is confident that the funds will be released.
87. The Gender Champions' first review meeting was held with 116 (55 female and 61 male) participants from the four designated zones of Makarfi, Kaduna North, Kachia and Kafanchan. The objective of the meeting was to share experiences from the field outing following the initial training, develop clear job descriptions for the champions and build their capacities in peace building, team building and leadership skills.

Table 16: Leverage, Kaduna State, July to Sep 2013

Areas of leverage	Item leveraged from state	Amount leveraged July 2012 – June 2013	Amount leveraged July-Sept 2013	Total Leveraged to date	Remarks and Source
School Quality	SIP roll out, using SSIT, DSOs and SSOs for Head Teacher and Teacher training	N181 million	SSIT, D/SSO, HT/CT – N22,000,000	N203,000,000	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	N70.8 million	GW – 15,120,101 ABU – 8,419,881 Total: 23,539,982	N94,339,982	Monthly salary for 22 old SSIT July-Sept, 2013. Monthly salary for 15 IoE SSIT July-Sept
Quality Assurance	Establishment of QA Board/Training of evaluators	N37.5 million	N4,700,000	N42,200,000	Releases for QA Board activities including the training of Evaluators across the State on new QA processes & instruments.
Planning and Budgeting	MTSS, ASC, AESPR	N23.5 million	N1,349,000	N24,849,000	Releases by the MoE and SUBEB for the analysis and aggregation of SDP, Follow up on AESPR and development of 2014-16 MTSS.
	SBMC Training	N81 million	N2,000,000	N83,000,000	Covers mentoring visits to SBMC by LGEA desk officers
	IQTE		N3, 800,000	N3,800,000	IQTE training
Total		N393,800,000	N57,388,000	N451,188,982	

Table 17: Risk matrix, Kaduna State, Sep 2013

Risk	Previous rating	Current rating	Management action
Leverage of sufficient state funds to reach targets for school improvement including IQTE.	High	High	Governance structures are stable. Substantial funds leveraged from State for SIP roll out to 682 schools from the original pilot of 165. This exceeds the July 2014 target of 578.
Over-dependence on UBEC funds for programme roll-out and sustainability	High	High	All Programme activities fully embedded in the MTSS. Private partners now involved in funding education. Negotiation on-going for State Government to release matching grants for 2013 UBEC TPD funds of N170m.
Sustainability of SIP	High	High	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	High	Cabinet dissolved. Very little can be done at this stage as the Governor is keeping the new list close to his chest.
Security threats	High	High	Regular security reports sent to staff and visitors. Communications and response protocols in place when incidents occur. Safe havens prepared with essential items in case of emergency. Contingency fund available in emergencies.

School Based Management Committees collaborate with Head Teachers to ensure more out-of-school children in their communities are enrolled into school

15 year old Saidu Tanim, formerly an Almajiri, is now in Primary 3 at Angwar Kanawa Primary School Kaduna north.

Almajiri children were often known to loiter about in the day times- when they are on break from their religious studies, either in search of food to eat or out playing. But in Saidu's case, he and his friends took interest in knowing what goes on in the primary school classrooms. He began to spend time observing (through the windows) while pupils received lessons. *"We used to go out to play around the school, until one day I decided to draw close to the classrooms to listen. I began to enjoy what they were doing so much that I continued to go there everyday at our break time to listen"* said Saidu.

The Education Sector Support Programme in Nigeria is strengthening the capacity of Teachers and communities to help Out-of-School children. The Head Teacher of the school where Saidu was visiting noticed him and invited him and his friends (about 20) to come see her on a fixed day. *"She asked us if our parents would like us to be enrolled in school and we said yes. So she told us to come and see her on Monday. When we met her on that day, she gave us uniforms, bags and writing materials. She also put us in classes to join other children"* said Saidu.

"So far 37 Almajiri children have been admitted into this school and the enrolment is presently 1,011 pupils" said the Head Teacher. Saidu Tanim is enthusiastic and bright, responding keenly to the ESSPIN child focused methods of teaching. His parents took notice of the difference when he came home on holiday. Saidu said *"I travelled home to Ringim Galadima for the break as usual. I have a younger brother who attended primary school and was in primary 3. I had been a class lower than him because I left home for Tsangaya. But my parents noticed that this time I taught my brother some school things. So they became very eager to send me back to LGEA Angwar Kanawa after the holiday."*

Saidu Tanim is back in school and said *"I came second at the end of last term"*. He now stays under the custody of the School's SBMC Chair Mrs. Tabawa Mohammed Inuwa, he attends an Islamiya (religious school) near his new home every evening at 4 o'clock. He has also been enrolled to learn tailoring at a shop near his house.

ESSPIN is working with Kaduna State Universal Basic Education Board, Civil Societies and SBMCs to give access to basic education to more children like Saidu.



Kano

Introduction, security and travel

88. Kano State has remained relatively calm in the last quarter. The security situation in Kano State remains unpredictable. ESSPIN is aware of the danger of complacency following declaration of a state of emergency in three northeast states of Yobe, Borno and Adamawa States followed by a reduction in violent incidents in Kano since May. ESSPIN transportation between states and to isolated areas plus the airport is always conducted in convoy for visitors of a higher risk profile.
89. The focus of many political actors now is on 2015 elections. Rival factions have emerged in the ruling party (PDP), with Kano State Governor being a key figure in this emerging dynamic. This is a potential area of security concerns around protests and flashpoints between supporters of the opposed factions.
90. In spite of all the security challenges, life and work go on. ESSPIN implements different levels of mitigating strategies and ensures that these are applied critically for each proposed activity: no blanket rule-based permissions are allowed. International visits have resumed and are assessed on a case by case basis from 'business essential' and risk profile perspectives. Travels between neighbouring states and within the state and local government areas happen with ESSPIN SMT approval and clearance after state inputs. They are fully documented; reports to and active oversight from UK HQ senior management remain in force; and high risk activities are suspended if there are legitimate causes for concern at trigger points such as religious festivities or political demonstrations.

Political economy, leverage and programme highlights

91. ESSPIN Kano has voiced its support amongst other SLPs for Kano State Government to issue a call circular for all MDAs to produce their MTSS at the correct point in the annual budget and planning cycle, similarly to the budget call circular. This discipline would reinforce best practice around gathering and analysing essential performance data before budget allocation decisions are made.
92. Budget realism and releases top on the agenda for political engagement and leverage. Kano State has released N61m as part of the counter part funding for Teaching Skill Programme (TSP). The TSP has commenced in the 44 LGAs. The sum of N28m was also released for step down training on Quality Assurance (QA). The government has also released the sum of N85m for IQTE implementation.
93. Kano Ministry of Education has a new Permanent Secretary, Alhaji Baffa Audie. There was also news of imminent staff reshuffles at MDAs within the state, for which political engagement has followed to ensure continuity and avoidance of lost of institutional memory. This is an on-going activity at programme and SLP levels. The political engagement partnership between ESSPIN Kano and DFID's State Representative remains exemplary.

Table 18: Leverage, Kano State, by September 2013

Areas of leverage	Item leveraged from state	State budget 2012 & 2013	Amount leveraged Jan – Mar 2013	Amount leveraged July 2012 – June 2013	Remarks and Source
SIP	TSP	KSB 2013	N201m	N28m + N201m	N201m is for the whole of the year 2013 TSP. Funding comes from KSG 2013 Budget and UBEC TPD fund with ESSPIN financial and technical support. N61m budget provision released. Lesson plan printed by ESSPIN. Orientation at SUBEB and LGEA completed. Training fully started
IQTE	Funds for Teachers, facilities, Training & 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		41,000,000		28,771,550,000 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	N57m	N155m was budgeted in 2012 and N57 year 2013 budget but was not disbursed

Table 19: Risk matrix, Kano, September 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. Literacy and Numeracy teaching with Lesson Plans commenced in 5,345 school in 44 LGEA	<ul style="list-style-type: none"> - Ring-fence of UBEC TPD fund - Implementation within scheduled time frame -Budget discipline - Sustainability and continuity next year. 	Medium	Medium	<ul style="list-style-type: none"> - Political engagement with stakeholders - continuing engagement with UBEC on release of N140m TPD fund - Continuing discussion with SUBEB Chair and H/C - Involvement of the Deputy Governor and UBEC officials as TSP progresses - Monitoring time management on implementation - Engagement of primary stakeholders and budget holders at the MTSS and Budget preparation level
Expansion of IQTE integrated approach	<ul style="list-style-type: none"> - Budget discipline - Staff reshuffle - IQTE Census - Sustainability 	Medium	Medium	<ul style="list-style-type: none"> - Engagement with SUBEB Chair and DSS on budget implementation or use of fund - Use of DWP - Need to support strategy for IQTE Census should - Next level engagement through MTSS
Inclusion Cost of MTSS, ASC & EMIS networking , QA MTSS and budget	<ul style="list-style-type: none"> - Budget release - Budget Implementation 	Medium	Medium	<ul style="list-style-type: none"> - Political Engagement - Implementation plan drawn up. E.g. DWP - Timely engagement and request -Regular follow up
Quality Assurance - Step down training and Conduct of external evaluations	<ul style="list-style-type: none"> - Budget implementation 	Low	Medium	<ul style="list-style-type: none"> - Activity planning - Follow up on implementation strategies - Use of SUBEB overhead to support implementation

Isyaku A Dahiru, SSO Dawakin Kudu and the Teaching Skills Programme of Kano

“The trainings are proceeding well and we have a considerable turn out. This is the second day and you can see that it is heart-warming and also an eye opener to observe that the training simplifies a lot of things for us. It is really going to make our jobs much easier.”

These words are coming from Isyaku A. Dahiru the School Support Officer of Dawakin Kudu Local Government Area in Kano. He is one of the SSOs being trained under Kano’s Teaching Skills Programme. All 5,435 Kano primary schools have been included to benefit from a carefully coordinated training and support programme geared towards raising the standards of teaching and learning in the state. He and his colleagues were gathered in the Bachirawa Training Center on a hot, sunny afternoon being trained by a member of the State School Improvement Team.

Isyaku and his colleagues are benefiting from the fact that KnSG and UKaid co-fund the development of better systems for training and deploying teachers. The programme has supported the improvement of teaching and learning within federal, state and local government structures. ESSPIN believes that teachers should be competent as well as qualified and hence has supported on-the-job training of Head Teachers and teachers using the State’s own resources. This process is designed at the state level for each school cluster to be given necessary support by better-skilled staff within the local government education authority, one of whom is Isyaku.

“The facilitator is quite professional in training us and he seems to leave us to solve the problems he presents to us during the trainings. We work in groups as it is expected to happen in the classroom among the pupils” says Isyaku while flipping through a copy of the ESSPIN-published Lesson Plans. *“I am fulfilled today and I am sure I will have no problem in stepping down this training to the Head Teachers shortly”* Isyaku concludes.



Isyaku A Dahiru (left), SSO of Dawakin Kudu, sitting with colleagues during a training session

Kwara

Security and travel

94. Localised tension remains due to the clash between Offa and Oyun communities and the recently held Offa LGA election is being contested. However, although this still has an effect on the small number of teachers who have to pass through the affected communities to get to their schools, on the whole, there is no significant impact on ESSPIN operations.

Political economy

95. Kwara State is one of the nine states to join the “new” PDP splinter group. Along with this, the new national party, APC is yet to meet INEC regulations to enable their candidates contest in elections. Therefore although a tentative date has been fixed for the Local Government elections at the end of October 2013, there is scepticism around the plausibility of the date. The main opposition party (APC) has resolved to do everything possible to avoid a repeat of the Offa election result. The tenure of the 16 Local Government Education Secretaries has ended, but SUBEB has resolved that they should stay in office until the new Chairmen are in place. ESSPIN has been asked to technically support a review of their performance in order for SUBEB and the Chairs to decide on whether they can serve a second tenure or they should be replaced. The LG elections are not hindering efforts by the state to institute a rural teachers’ allowance as discussions are still on at the State House of Assembly.

Leverage and political engagement.

96. The Ministry and SUBEB’s collaboration with the MDG office is yielding positive results. ESSPIN’s classroom, furniture and toilet designs and specifications were used in the MDG interventions schools and the MDG office awarded contracts for furniture for 44 schools to ESSPIN/SUBEB trained carpenters. Community contributions have increased this quarter to N11.5m, which has mainly been spent on repairs, payment of voluntary teachers and support to out-of-school children.
97. There has been an improved co-ordination of the MDAs by the Ministry through the regular monthly tri-partite meetings which now include senior secondary schools (through TSC) and the Agency for Mass Education. The robust and participatory development of comprehensive policies and operational frameworks for teacher development, teacher recruitment and deployment, and inclusive education has encouraged collaboration between the MDAs and has also had a clear and demonstrable effect on the practices at SUBEB. Last year, the SSIT literacy and numeracy budget was 18% of the UBEC TPD funds. This year due to sustained political and technical engagement at the state and federal levels, the SSIT programmes have been allocated 76% of the annual UBEC TPD funds. In addition to this, attitudes around training and support have begun to change and this has influenced the way all of the funds will be utilised.

98. Over the quarter, regular support was given to head teachers and class teachers by the SSOs while schools were in session. Upon completion of p1-p3 Literacy and Numeracy lesson plans, those of p4-p6 are being developed and edited as part of our support to the SSIT. In addition, the reviewed LOBs for primary schools and the new one developed for JSS have been finalised for printing. ESSPIN is working with SUBEB to develop a plan for sharing these with schools and parents to aid accountability for learning. A new dimension has been introduced toward enhancing teaching and learning of English Language with the provision of 'Lifeplayers' to 300 schools in the State, by the British Council, for the Learn English Audio Programme (LEAP). Class teachers and Head teachers from the schools have been provided training and will receive support on the implementation of the programme. It is hoped that this pilot programme shall be extended to other schools in the State.
99. The outcomes of the women research were disseminated to State Education stakeholders with the State's First Lady represented by the Deputy Governor's wife. Key policy issues were identified for relevant MDAs to implement. UBEC continued its nationwide SBMC formation with third level activity of community entry in 119 schools. The State is expected to complete the community entry process. The 13th Mentoring and monitoring visit for the four pilot LGEAs has been concluded with results indicating a cumulative N27m of resources mobilised by communities for school improvement. Almost 5,000 community members were reached during this visit including 2,046 women and 366 girls. The first mentoring and monitoring visit of the roll-out LGEAs is on-going across four new LGAs. As the Challenge Fund is gradually winding up in Kwara State, the issue of the absorption of the 39 teachers employed by ESSPIN is still on-going, but the LGC has taking responsibility for the payment of N10,000 monthly stipend. The final equity-driven activity has commenced with the construction of pupil/teacher housing in Moshe Gada which will serve over 30 pupils (half female) in this remote community.
100. The ICT Resource Centres, built using the ETF IF in each of the 16 LGAs, commenced operation during this quarter. Since the centres are situated in easily accessible schools, pupils and teachers have started to use the centres which are put under close supervision of the head teachers. A database has been developed to collate the SSO reports, SMO reports and teacher information from each school in the LGEA. The development and use of data is therefore expanding to LGEAs. During this quarter also, the 2012/2013 ASC and AESPR reports were finalized.

Table 20: Risk matrix, Kwara State, September 2013

Risk	Previous rating	Current rating	Management action
Kwara			
State funds considerably reduced	Probability: high. Impact: high.	Probability: high. Impact: high.	<ul style="list-style-type: none"> Political engagement including PE meetings to prioritise use and release of available funds

Risk	Previous rating	Current rating	Management action
			<ul style="list-style-type: none"> • Support sourcing of alternative funds • Support alignment of MTSS with State Policy Thrust on education to inform budget proposal, development of DWPs and production of QMRs • Support advocacy activities of CSOs • Support media activities • Continuous reinforcement of positive evidence of impact
Insufficient leverage of UBEC funds to reach SIP targets	Probability: high. Impact: high.	Probability: high. Impact: high.	<ul style="list-style-type: none"> • Political engagement • Relationship building • Support use of data, research and reports • Support production of policies, operational frameworks and implementation plans • Institutional strengthening through capacity building and improved systems • Support to bottom up data generation and planning • Support advocacy activities of CSOs • Support media activities • Continuous reinforcement of positive evidence of impact
Resistance to changes in procurement practices	Probability: medium. Impact: medium.	Probability: medium. Impact: medium.	<ul style="list-style-type: none"> • Political engagement • Continue to strengthen project monitoring and reporting systems • Support inclusion of SBMCs in formal project monitoring and reporting systems • Support advocacy activities of CSOs • Support media activities • Continuous reinforcement of positive evidence of impact
Changes in key personnel	Probability: medium. Impact: medium.	Probability: medium. Impact: medium.	<ul style="list-style-type: none"> • Political engagement • Broaden the range of stakeholders awareness of, committed to and who to understand SIP • Support succession planning and in-house training and mentoring

Table 21: Kwara State, leverage, by September 2013

Areas of leverage	Item leveraged from state	State budget 2013	Amount leveraged July – Sept 2013	Cumulative Amount leveraged July 2013 – Sept 2013	Remarks and Source
HT and CT training and support	• SSIT training and support programme	130,000,000	0	0	UBEC TPD
	• SSO allowances	14,040,000	3,510,000	3,510,000	SUBEB recurrent
	• SSIT allowances	2,688,000	672,000	672,000	SUBEB recurrent
	• SSIT running costs	<u>1,200,000</u>	<u>300,000</u>	<u>300,000</u>	SUBEB recurrent
	TOTAL	19,028,000	4,482,000	4,482,000	
SBMC training and support	• SBMC training	5,000,000	400,000	400,000	SUBEB recurrent
	TOTAL	5,000,000	400,000	400,000	
CSO implementation	• Supporting SBMC training and support (included above)		160,000	160,000	SUBEB recurrent
	• Supporting UBEC community entry		161,000	161,000	UBEC
	TOTAL		321,000	321,000	
SBMC leverage	Funds SBMCs have raised and spent on their schools		11,528,945 11,528,945	11,528,945 11,528,945	From SMO reports
ICT Activities	16 LGEA ICT Resource Centres		308,000,000	308,000,000	ETF IF
	TOTAL		308,000,000	308,000,000	
Support to Rural School Teachers	Payment of salary to 39 Teachers and Rural Teacher Housing		1,170,000	1,170,000	LGC
			5,000,000	5,000,000	LGC and a member of the SHoA
	TOTAL		6,170,000	6,170,000	
MDG infrastructure	Classrooms, furniture and toilets using ESSPIN design		248,500,000 248,500,000	248,500,000 248,500,000	MDG
TOTAL			574,764,427	574,764,427	

Kaiama mobilisers move from home to home for school enrolment

“Parents who had taken their children away from school to the farm are now bringing them back to school as a result of our sensitisation visits to families,” said Alhaji Mohammed Bello, a member of the Olori Community Education Management Information System (C-EMIS). “The children we have brought back to school are now learning well for their future. As I am now elderly, these children are the future of our community,” Alhaji Muhammadu Usman, a C-EMIS member of Tunga Alhaji Bani Moshe, added.

Members of C-EMIS teams in Kaiama LGA are taking responsibility to ensure that parents send their children to school, and that children stay in school. This has helped to reduce the number of drop-outs and out-of-school children. The formation of C-EMIS teams is being piloted in schools benefiting from ESSPIN’s Challenge Fund intervention. It is a strategic initiative through which community members hold one another accountable for school enrolment, retention and regular attendance.

Members make their rounds through homes and families to sensitise parents in favour of education. The teams have served the villages of Osingini, Lama, Fonlo, Komi, Ile-Agbada, Hamdallahi, Olori, Jamintoro, Olori-Budo, Magida-Iju, Elewure, Aduba, Ohipo 1 & 2, Dagi, Oko, Ahishoke, and Bani, among others in Kaiama Local Government Education Authority (LGEA) where C-EMIS is predominantly operational. To support the work of the team for enrolment, retention and regular attendance, Olori LGEA school received a vehicle to convey pupils to and from school every day from one of their community members.

As ESSPIN promotes children’s education, adults too are yearning for their opportunity. Alhaji Salihu Jatau, a community leader in Nassarawa-Gatte and member of C-EMIS team, confirmed, “We have succeeded in bringing Fulani children to school...but we the elderly ones would also love to read and write so that we could be also enlightened like our children.” Mallam Umaru Goga of the same community then added with a smile, “Our children learn from school, we learn from our children when they come back home, and the spiral of learning continues. We are looking forward to the time when we as adults would also be able to read and write. It will save me the risk of buying expired medicine from the market,” Mallam Umaru concluded to the amusement of four other C-EMIS team members.

This demand for adult education exists in most rural communities. As ESSPIN supports SUBEB to take care of the educational needs of children, the State Agency for Mass Education and other partners are presently tasked with the learning needs of adults.



Lagos

Introduction, security and travel

101. For Lagos state within this quarter, the security and travel challenges have remained the same. Kidnapping and robbery are the major threat. Travel continued to be challenged by drainage work in Ikeja area, maintenance, construction of new roads, road repairs in Ikorodu and other major Lagos roads. The closing of the exit road into Joel Ogunnaike around Bank Anthony way has created a new round of travel challenge in terms of traffic in Ikeja area around the ESSPIN office. There was a plane crash that left sixteen people dead. In all these, the state has been very responsive with security apparatus and emergency response systems. Rain was persistent this quarter and with frequent travel disruption resulting.

Political Economy Update

102. It was reported last quarter that four champions would exit the service of Lagos state education sector and concerns were expressed about likely impact on ESSPIN. However, Lagos state government re-appointed the Chair of Lagos SUBEB for another term. In addition, the Director of Social Mobilisation in SUBEB – a strong ally of the DFID ESSPIN reform programme was appointed the Board Secretary to replace the erstwhile Board Secretary, who retired in July, 2013. These strategic appointments should continue to strengthen and ensure the sustainability of the reform programme in Lagos. The Honourable Commissioner also appointed a replacement for the erstwhile Chair of the Teacher Competency Framework who retired in July. Only one position remains unfilled and the Honourable Commissioner assured that she is taking her time to assess the suitability of the persons that have been nominated.

103. Lagos continued to improve its budgetary process. The budget circular was released during this quarter with stronger determination to ensure that all ministries used the MTSS as basis for budget. Ministries were also assigned budget envelopes to agree amongst themselves how the resources will be shared between MDAs in the sector. The timelines for the commencement of the budgetary process shows that Lagos will be on target to sign the 2014 appropriation law on time, as consistently achieved in the last six to seven years.

Leverage and Political Engagement

104. ESSPIN continued engagement with several update meetings with the Honourable Commissioner and new SUBEB Board Secretary. The engagement with the HC discussed programme progress where things have been slow and where fund releases had hindered progress. The meeting resulted in HC volunteering to follow up issues of fund releases that hampered the completion of AESR and School Census Reports. These funds have since being released and draft reports completed. The HC upon receiving complaints about the low use of DWP to access fund in the ministry directed that the DWP must be adhered to in the ministry to bring practice to the same level obtainable in SUBEB. On the slow pace of

work on the functional review, she directed immediate sorting out of aspects that have dragged on for too long. This has resulted in the readiness of the ministry to move on to the next level of the work which is reviewing human resource needs and capabilities in the ministry.

105. Engagement during this quarter also centred on the MTSS and using the MTSS for the budget. As this quarter marks the budgeting cycle, efforts were made to ensure that critical issues identified in the AESR and MTSS are allocated funding in the proposed 2014 budget when the envelope is released, to ensure good leverage in 2014.

106. The quarter witnessed a push on the conduct of a state-wide survey on out of school children. The ESSPIN pilot survey has generated interest. The Bureau of Statistics under the Ministry of Economic Planning and Budget in collaboration with MoE and civil society representatives commenced a survey development process based on the ESSPIN approach. ESSPIN Lagos has provided technical assistance, a draft survey instrument has been developed, with funds now being sourced by government for conduct of the survey.

Table 22: Leverage, Lagos State, by June 2013

Areas of leverage	Item leveraged from state	State budget 2013 (NGN)	Amount leveraged July- Sept 2013	Amount leveraged Jul 2012–Jun 2013	Remarks and Source
School Improvement Programme	Head teacher training, teacher training , mentoring and support visit	90,000,000.00	6,322,000.00	170,000,000.00	Leveraged amount here is made up of total amount utilised out of total NGN 290 M (NGN 150M 2011 TPD budget from UBEC and part of NG 140M UBEC 2012 TPD budget. NGN 90M to be utilised for deepening in 600phase 1 and 2 schools
School Improvement Programme	Infrastructure	785,985,634.00		775,941,697.35	50% counterpart funding paid up in 2013 budget(Amount leveraged in this quarter
School Improvement Programme	Quality Assurance capacity building			10,000,000.00	2012 Budget
School Improvement Programme	Quality Assurance Report			100,000.00	State budget 2013
School Improvement	Salaries of SSIT		11,000,000.00	32,994,000.00	State Budget- estimated from salaries paid to SSIT
School Improvement	School running cost	240,000,000.00	60,000,000.00	240,000,000.00	Figure now made up of total amount budgeted for 12 months. Approximately N20m is given to schools every month.
School Improvement	SBMC Development	25,000,000	10,000,000.00	10,000,000.00	Amount approved for release to date, same as last quarter now utilised this quarter
School Improvement	SBMC Development			6,300,000.00	Already utilised last quarter
School Improvement	SBMC LGEA FORUM			4, 767, 950.00	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)			67,500.00	Amount leveraged for LGEAs

School Improvement	School Improvement (SBMC Policy) dissemination		2,000,000.00	1,750,000.00	UBEC funding and State Budget 2012
School Improvement	Inclusive schools support (hearing aid)			800,000,000.00	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	7,000,000.00	1,300,000.00	3,500,000.00	SUBEB and MOE
Support for planning and management of school improvement	MTSS and AESPR	9,000,000.00	1,500,000.00	18,000,000.00	Amount spent this quarter is the exact amount released by SUBEB and MOE for MTSS and AESPR review .SUBEB approximately NGN10M and MOE NGN4M plus fund utilised in 2012
Support for planning and management of school improvement	Direct Fund to Schools	131,000,000.00			Budgeted 2013 but yet to be released
School Improvement	LGEA special school support fund	60,093,997.19			No details of release yet
Total(NGN)		1,348,079,631.19	92,122,000	2,070,419,147.35	

Table 23: 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 High 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. Support to Lagos SUBEB to adapt to proposed changes by UBEC and support to generate evidence on the success of existing practice

Integrated School Development (ISD): A new approach to improving Lagos public primary schools

The importance of strategic planning, of making decisions based on data is being demonstrated by the Planning, Research and Statistics (PRS) Department in the Lagos State Universal Basic Education Board (SUBEB) in its role of planning and budgeting for public primary schools in the state.

“We have a new concept now – the Integrated School Development (ISD). It is a scientific system of providing for the needs of our schools,” Mrs O. A. Adelaja, Head of PRS said.

According to her, the PRS is using the ISD as a way to effectively improve Lagos public schools taking into consideration the state’s limited resources and the different needs or challenges of the schools.

“There are 1,004 public primary schools in Lagos State, all having different needs. Some schools need new or more classrooms, some need toilets, some need new furniture or playing fields, some need all of these while some only need more teachers. All these mean we need to give the schools targeted support. This is where the ISD comes in,” she explained.

Adelaja explained further that the ISD involves ranking of schools based on three criteria – adequacy of physical facilities, staffing and institutional development (e.g. use of School Development Plan). “These criteria determine what they should have and what they actually have. It is the results of these rankings that determine our priorities and the supports we give to the schools,” she said.

The state first used the ISD to select 97 schools that benefited from the 2011 UBEC Intervention Fund. This marked a significant point in the use of school data for decisions on school renovation in the state. It also underscored the importance of the Annual School Census which data is used to develop the ISD.

Before then, Adelaja recalled that support to schools was largely based on “official discretions and sometimes on favouritism or sentiments. We renovated some schools just because they were close to main roads or some top government officials finished from the schools.”

While not relying on school data for planning was not peculiar to Lagos alone, the state came to terms with the ISD through ESSPIN which introduced the concept in the state and trained relevant state officials to understand and apply it effectively. The state is in the process of internalising the approach across its education structures.

There are indications that henceforth the ISD will be the basis for providing interventions in Lagos schools. There is even a plan to make the ISD data available publicly, including on the state website, so that private partners too wanting to support schools can base their decisions on the needs of schools as contained in the ISD.

“Now we know that supports premised on evidence-based data are more meaningful, logical, defensible and sustainable,” Adelaja concluded.

Federal

Federal Ministry of Education

107. The President, Dr. Goodluck Ebele Jonathan hosted Mr Gordon Brown, the UN Secretary-General's Global Ambassador for Education at a meeting on 09 September 2013 on "Accelerating Attainment of Education for All in Nigeria". Present at the meeting were members of the Global Business Coalition for Education, State Governors, Commissioners of Education and Donor Agencies.
108. The technical session at the end of the meeting directed States to make submissions on plans to address the challenge of out-of-school children between 2013-2015 for onward discussion with the UNSE and the Global Business Coalition, which also made an initial submission of possible areas of support.
109. The Honourable Minister of Education, Professor Ruqayyatu Ahmed Rufa'i, was among the nine Cabinet Ministers dropped by the President Jonathan on 11 September 2013. The Minister of State, Chief (Barr) Ezenwo Nyesom Wike is currently overseeing the Federal Ministry of Education.
110. The President has directed that the Federal Ministry of Education support the conduct of Annual School Census by November 2013 to reinforce efforts at obtaining accurate baseline information on school enrolment. The Universal Basic Education Commission (UBEC) has been directed to support the funding of the process.

Funding

111. Three ESSPIN supported states completed their funding applications to the Global Partnership for Education, alongside two additional states. Initial feedback suggested that significant problems remained with financial data in two of the three states; discussions are underway to see whether the situation can be retrieved at this late stage.
112. More encouragingly, UBEC has invited ESSPIN to a series of meetings around integrating the sound processes of teacher development into UBEC-supported Teacher Professional Development Guidelines, with a view to strengthening the proposed cluster model and expanding access to ESSPIN-style whole-school development across the country. The SBMC roll out has acted as an influential pioneer for such collaboration.
113. Simultaneously, ESSPIN and Oando have worked together with the authorities in Lagos State to co-fund the state-wide school improvement programme. This potentially lays the foundations for a significant alternative investment stream in parallel to the existing federal, state and IDP channels.

Development of National Systems

114. The Draft National Systems Frameworks are awaiting stakeholder endorsement. ESSPIN has actively participated in NEMIS coordination work, hand-in-hand with EDOREN and revealing stronger performance in the ESSPIN-supported states than those supported by other programmes or none.

Programme-wide issues

Monitoring and evaluation

115. A digest of the latest primary annual school census data from ESSPIN-supported states is shown in Table 24 below. The total public primary enrolment of 4.86 million in ESSPIN states exceeds the primary enrolment of the entire United Kingdom (4.5 million).

Table 24: 2012-13 Annual School Census primary school data summary by state (ESSPIN supported)

Primary School Data Update: 2012/13 ASC										
States	No of Schools			Primary Enrolment						
	Public	Private	Total (Public + Private)	Public			Private			Overall (Public + Private) Total
				Male	Female	Total	Male	Female	Total	
Enugu	1,221	1,162	2,383	99,046	95,790	194,836	60,260	59,689	119,949	314,785
Jigawa	1,952	112	2,064	305,954	227,747	533,701	10,971	10,965	21,936	555,637
Kaduna	4,126	1,006	5,132	638,270	543,362	1,181,632	76,452	73,983	150,435	1,332,067
Kano	5,494	834	6,328	1,149,734	1,106,795	2,256,529	62,077	66,578	128,655	2,385,184
Kwara	1,486	887	2,373	98,229	90,110	188,339	44,475	42,461	86,936	275,275
Lagos	1,004	9,762	10,766	245,031	255,587	500,618	326,776	328,531	655,307	1,155,925
Totals	15,283	13,763	29,046	2,536,264	2,319,391	4,855,655	581,011	582,207	1,163,218	6,018,873

116. Despite concerns reported in the previous quarter that the timetable for completion of the 2012-13 annual school censuses was slipping behind schedule, the expected acceleration towards final publication of ASC reports was patchy. Progress is summarised in Table 25 below, with draft reports and findings available from five out of six states. The National EMIS meeting showed that ESSPIN-supported states remain firmly ahead of their peers, including those supported by other programmes or none, but this does represent a missed opportunity in terms of readiness for preparing the MTSS ahead of the 2014 budget cycle.

Table 25: 2012-13 Annual School Census progress by state (ESSPIN supported)

S/N	Activities	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
1	ASC Enumeration	Completed	Completed	Completed	Completed	Completed	Completed
2	Collation of Forms	Completed	Completed	Completed	Completed	Completed	Completed
3	Data Entry	Completed	Completed	Completed	Completed	Completed	Completed
4	Data Cleaning	Completed	Completed	Completed	Completed	Completed	Completed
5	Data Analyses	Completed	Completed	Completed	Completed	Completed	Completed
6	Preparation of Tables	Completed	Ongoing	Completed	Completed	Completed	Completed
7	Development of Draft ASC Report	Completed	Ongoing	Completed	Completed	Completed	Completed
8	Vetting and Finalization of ASC Reports	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
9	Preparation of LGA and School Report Cards	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
10	Printing and Dissemination of ASC Reports	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
11	Update of ISDP Database	Completed	Ongoing	Ongoing	Ongoing	Ongoing	Completed
12	Publication and Dissemination of ISDP Database	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

Key

Completed
Ongoing
Outstanding

Communications and Knowledge Management

117. Shooting of the film version of the Community Theatre in Pidgin, Hausa, Yoruba and Ibo languages was completed. Editing and post production will be completed in November. The films will be broadcast on TV and available on DVD to ESSPIN partners and use by Social Mobilisation Department of SUBEBs for public viewing at community level.
118. The Journalism Development Programme Phase 2 concluded with a national awards ceremony in August with good press coverage. By completion, the project had built the capacity of 139 journalists and 51 Civil Society members working on education in the six ESSPIN states and Abuja. It has brought about noticeably more prolific and more meaningful reporting of education issues from a significant number of Nigeria's journalists.
119. 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.
120. The ninth ESSPIN Express digest of programme news and information, evidence of impact and case study documentation was printed and distributed to relevant stakeholders.
121. SUBEB SMDs and CSOs are replicating ESSPIN CKM initiatives – newsletter, website, radio drama and jingle production – with state funds to sensitise and mobilise communities on education reforms in the states.
122. Inclusive Education posters in English, Hausa, Yoruba and Ibo languages developed and distributed for use by SMD to promote inclusiveness in schools.
123. The ESSPIN website generated over 160,000 hits in this quarter. Five reports were published and are available at www.esspin.org or by clicking its hyperlink below:

[ESSPIN 060 ESSPIN Composite Survey Technical Report](#)

[ESSPIN 061 ESSPIN Composite Survey Gender Analysis of Key results](#)

[ESSPIN 063 19th Quarterly Report](#)

[ESSPIN 064 Inclusive Education Approach Paper](#)

[ESSPIN 426 National SBMC Guidelines Domestication](#)

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

124. **UBEC SBMC Replication:** In July 2013 ESSPIN provided the technical support requested to 120 UBEC staff from all departments (the SBMC Core Team) to conduct Community Entry for SBMC development in 34 states. Owing to promotional examinations taking place in UBEC at the time of the technical support workshop, the number of days of technical support provided by ESSPIN was reduced from three to half a day. Topics covered within the shortened timeframe included: Government-Civil Society Partnership for SBMC Development; Process for Community Entry; and Inclusive Education and Gender. The Acting UBEC Executive Secretary opened the workshop with words of encouragement to the Core Team on SBMC development in Nigeria, and the UBEC Depute Director of Social Mobilisation was in attendance throughout. The time for this technical support was extremely limited. Without proper SBMC activation and community entry processes at the beginning, the quality of the following steps in the process will be affected.
125. The UBEC Core Team departed to states following the workshop and supported states, through the state Departments of Social Mobilisation and one lead CSO selected at state level, to conduct Community Entry covering 100 schools in each state (3,500 schools nationwide). Community entry includes the activation of SBMCs (or re-activation where they were already formed but not active), engagement with the community including traditional and religious leaders, and discussion with the community on gender and child awareness. N150 million was leveraged to support CSO involvement nationwide (equivalent to £600,000). It is expected that state structures will lead the process of activation in all other schools of the state.
126. **Challenges:** Whilst UBEC are committed to following the SBMC development process step-by-step, one of the challenges in non-ESSPIN supported states remains that of institutional capacity (technical and organisational) for example of Social Mobilisation Departments at SUBEB and Units in LGEAs to lead the process and partner positively with civil society. Additional capacity is also needed within the UBEC Core Team itself to support the process; states need to be well prepared in advance for each visit by the Core Team (SUBEB DSM, CSOs and other key stakeholders); and adequate time for the implementation of each stage is key for effective delivery of the programme.
127. The SUBEBs in ESSPIN-supported states have been able to some extent to leverage on the national UBEC replication process to continue roll-out of SBMCs as per their plans already in place. This reflects the growing capacity of the relevant institutions to lead the process.
128. **Plans for Stage 3:** UBEC have committed N10 million per state (not the N20 million reported in the last quarterly) for the next stage of SBMC development, SBMC training, to be conducted in October-November 2013. This amounts to N350 million leverage (£1,400,000). This training is already planned for.

State Level

129. **Girls' Education, Jigawa State:** This quarter, the Access and Equity state specialist resigned and process for a replacement is underway during the first week of November.
130. **Out of school survey:** All ESSPIN-supported states with the exception of Kaduna State have indicated interest to carry out an out of school survey as part of the quest towards data availability for improved education planning to reach out to all children.
131. **International day:** ESSPIN commemorated the International Day of the Girl Child (11 October 2013) in all the six states with media briefings at the national level with the theme - Girls' education for Nigeria's Development: Girls Speak. This event excellently amplified the voices of the girls that have benefited from ESSPIN's work over the years for school improvement.

Inclusive Education Policy

132. Continued support to Inclusive Education Committees and SUBEB inclusive education officers is ongoing which involves data collection by SMOs and C-EMIS team, increasing awareness on the importance of education for children affected by disability and supporting schools to find solutions to address issues related to disability.
133. Inclusive practice integrated into the teacher development materials eg, pupil self esteem, adapting teaching to support children's learning, involving pupils in their own learning, assessing pupils' learning.
134. Higher order 'teaching for inclusion' skills introduced through a best practice initiative and support materials. Focus on learning rather than just teaching, recognising individual difference, understanding differentiation and progression, fostering better relationships for learning and safe learning.
135. **Gender Champions Pilot in Kaduna State:** Dissemination of the outcomes of the women research has been completed with some of the key recommendations now been implemented across states. Key policy makers participated in deciding next steps with action plans. Furthermore, the ongoing gender champions' intervention in Kaduna has been reviewed with consideration for scale up into other states. The gender champions and the women leader's empowerment work are resulting to attitudinal/ behavioural changes. Some qualitative evidence suggests that men, women and children in the communities where they work are changing their attitudes. The gender champions' – house to house visits- is creating opportunity for access and retention through their lobbying to parents, traditional and religious leaders to stop early marriage and reduce care burden for girl child.
136. **IQTE:** Kaduna just concluded an assessment across all the schools with the aim of reaching all the 13,591 children (9,238 boys and 4,353 hard to reach girls included). Results have been

collated for analysis. SUBEB has also bought and distributed teaching and learning materials to all the 222 schools to the tune of approximately **N3.5m**.

137. In Kano, the report showed that children in the IQTE schools perform better than those attending conventional public schools from a comparative test on the two groups of students in the same class grade. Results in the overall performance of pupils by subject are summarised below (further details available on request).
138. The overall result of student performance for Cohort 1 is impressive, with girls performing better than boys in cohort 1 and 2 and conversely the boys performing better in cohort 3. Tsangaya students scored an average of 52.3 points in Hausa, 55.6 points in English and 55.4 points in Maths. Islamiyya schools scored an average of 58.2 points in Hausa, 56.5 points in English and 46.6 points in Maths.
139. For the comparison (public) schools however, 23.3 points were averaged for Hausa, 43.2 points for English and 41.5 points for Maths. This result represents a percentage increase of 31.95% in Hausa, 12.85% in English, and 9.5% in Maths recorded by the pilot schools over the control.
140. The result for Cohort 2 showed a similar trend. Islamiyya schools scored the highest points in Hausa (67.2%), Maths (60.5%) and English (63.7%). Tsangaya schools scored 62.2% in Hausa, 56.8% in Maths and 52.4% in English. For control schools however, 47.8% was recorded as average for Hausa, 52.4% for Maths and 49.9% for English. This represents an increase of 16.9%, 6.3% and 5.7% for Hausa, Maths and English respectively.
141. The release of 85m in the year under review has led to sustaining the cohorts 1-3 and launch of cohort four this year with 4,000 additional pupils. The teachers and schools are being managed and paid by the State Government. This has led to increased enrolment, retention and high expectation for completion and transition to JSS.
142. The result of 38 pupils (25 girls and 13 boys) out of the 1,941 IQTE pioneer pupils in Kano State that sat for the Transition Examination **all passed and gained admission into various Junior Secondary Schools** around their localities in Kano.
143. To further strengthen the support systems, Kano State government has set aside over 11m Naira to conduct census of the IQTE schools for planning purposes. Similarly, to garner more recognition for integration, sixteen units each of classrooms, and toilets were provided to 16 selected IQTE schools by the government.
144. ESSPIN Kano has on the other hand introduced vocational skills training for 401 women (mothers) of pupils of the Islamiyya pilot with a view to empower them, so that they desist from allowing their daughters to hawk, but to send them to school. The women have since started seeing the impact as they have already started producing and selling a number of products from the skills they were taught.

Developing Safe Spaces for Women's and Children's Participation in SBM:**Children:**

145. According to July reports of Social Mobilisation Officers there is a considerable improvement in the participation of women and children in school improvement and supporting access through the Women's and Children's SBMC Committees (see table below). The score for the 1,151 first phase schools is particularly high, and this is likely to be the impact of the specific support for women and children through the women's research and resulting women's leadership training, and the capacity development of Community Facilitators to support the children's committees. An additional 390 schools were monitored in the reporting period due to roll-out in Kwara State. The addition of these schools brings the overall score down again, due to the fact that these 390 schools are at a much earlier stage of the SBMC development process and would therefore not be expected to be performing as well as first phase SBMCs.

Table 26: SMO monitoring reports on women's and children's participation in school improvement and SBMCs

O4.1b	Total schools monitored 2012	2012 score	%	2013 score	%	Total schools monitored July 2013	2013 score	%	Total schools not yet monitored 2013
	1,151	716	62%	935	81%	1,541	1,055	68%	2,501

146. Continued support to developing women's safe spaces included completing dissemination of the outcomes of the women research, with some of the key recommendations now being implemented. Policy makers participated in deciding the way forward with action plans. The ongoing gender champions' intervention in Kaduna has been reviewed with consideration for scale up. The gender champions and the women leaders empowerment work is resulting in attitudinal and behavioural changes. Evidence suggests that men, women and children in the communities where gender champions work are changing their attitudes. The gender champions' house to house visits are creating greater opportunities for access and retention through their lobbying of parents, traditional and religious leaders to reduce early marriage and the care burden for girl child.

147. **SBMCs:** Mentoring visits on a termly basis by civil society organisation/government partners (CGPs) to SBMCs continued in this quarter. The relevant mentoring visits were conducted in the 1,150 first phase schools (between mentoring visit 11 – 13, depending on progress by state, and visit 6 in Enugu). The focus of mentoring visits to SBMCs in this period were agreed at state level by CGPs and informed by the data and information in SMO and CSO reports. This means that the CSO and government partners are now beginning to utilise the data they have collected to identify gaps and areas for strengthening as they continue to

mentor SBMCs. Most states focused on strengthening the participation of women and children in the SBMC.

148. According to data from SMO reports of July 2013 a very high percentage of SBMCs are functional, with the percentage only dropping slightly due to the extension of monitoring to additional roll-out schools in Kwara State, which have not yet received the same level of support as Phase 1 schools. The table below shows progress on SBMC functionality from when the SMO reports were first in use to July 2013. The high number of schools in the last column is due to the fact that the SBMCs in these 2,501 schools have not yet reached the mentoring/monitoring stage of the process which is when the SMO reports are used.

Table 27: SMO monitoring reports on SBMC functionality

O4.1a	Total schools monitored 2012	2012 score	%	2013 score	%	Total schools monitored July 2013	2013 score	%	Total schools not yet monitored 2013
	1,151	962	83%	1,036	90%	1,541	1,307	84%	2,501

149. To convey some of the rich contextual engagement emerging from the community strengthening workstreams, the box below shows examples of the issues that SBMCs in Kwara State have been raising and taking action on in this quarter, informed by the data in Mentoring 13 SMO and CSO reports and C-EMIS reports¹.

- Equitable distribution of teachers to schools, particularly schools in remoter rural areas
- Teacher attendance and punctuality
- Engaging with government not to transfer teachers away from schools
- Access for children from poorer families, from different ethnic groups, girls and children affected by disability
- Dangerous and unsafe situations for children within the school environment and on the way to and from school (making infrastructure safe; fencing to keep out motorbikes, cattle, cars; provision of first-aid equipment in school; adults accompanying children to and from school or walking together in groups; repair and maintenance of facilities)
- Recruitment of teachers from within the community including recruitment of female teachers
- Addressing child protection issues and violence which occurs in and around schools
- Regular attendance of children in school – many children are irregular due to labour on farms or domestic work for family
- The continued charging of PTA levies and fees charged for children to attend school
- Provision of extra classrooms, facilities and aids to learning for increasing numbers of children in schools with a diverse range of needs

¹ CSO reports (2013) Kwara State

- Supporting children who are not learning in school because they do not speak any of the languages used in the classroom (nomadic children in particular, Kwara State)

150. **Community Education Management Information System (C-EMIS):** Evidence of remarkable impacts on attendance have been witnessed during this quarter. ESSPIN has continued to support rural Kaiama LGEA, Kwara State, where one CSO is working with the Social Mobilisation Division and teams of community members linked to their SBMCs, 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 rather are forced out by their circumstances) or who are struggling in school, as well as the reasons for their exclusion according to the children themselves, parents and teachers. In this quarter data is available from a total of 20 schools, with 10 added in the second year of the Challenge Fund.

151. Developments in this quarter include the collection and presentation of a second round of data from the first 10 schools participating in C-EMIS, and the collection and collation of data from the new 10 schools. The quantitative analysis from the first 10 schools is particularly interesting, showing that there are many less children out-of-school in these communities now compared to the first round of data collection²:

Table 28: Selected C-EMIS data from Kaiama pilot, Kwara State

	Total number of primary school-age children in catchment area	No Girls not in school	No of Boys not in school	Total Number not in school
Year 1 C-EMIS 2011/12	2,891	804	747	1151
Year 2 C-EMIS 2012/13	3,110	201	155	356

152. The enormous drop in numbers of children out-of-school in the first 10 schools are due to communities understanding better the reasons why children do not enrol in school, and addressing these particular barriers. For example, the main reason cited by children, parents and teachers in the first 10 schools for never enrolling was the continued charging of the PTA levy, with domestic and farm-work the next. As a result of this understanding, and the sharing of the information at LGEA and state level, the state has reduced the amount that PTAs can charge by half and ruled that children should not be excluded from school because they cannot pay. According to C-EMIS teams in 3 of the 10 schools, the work of the SBMCs, of the Community Facilitators with SBMC Children's Committees and the work of the Women's SBMC

²Royal Heritage Health Foundation (2013) Every Child Counts: Explanation of Data Generated and Analysed in Kaiama LGA Kwara State.

Committees in addition to the work of the C-EMIS teams is helping to bring children into school, with a growing 'critical mass' of support for children and their schools³.

153. In the new 10 schools, again the main reasons for children's absence from school were the charging of levies for children to attend and domestic and farm-work that children do. The data also show that early marriage and disability are barriers to children's access in these 10 communities. According to the data, drop-out from school is not high with very few children dropping out early across the 20 schools. Data on irregular attendance is not yet available as schools have just resumed.

154. **Community Contribution:** In the last quarter, data gathered from SMO reports shows that communities have mobilised resources from a wide range of sources to the tune of **N85,222,811**, equivalent to **£340,891**.

Table 29: Community contributions to school improvement

State	Kaduna	Kwara	Lagos	Jigawa	Enugu	Kano
Community Contribution for quarter	2,901,189	68,491,502	N/A	2,311,575	10,298,545	1,220,000
Total	N85,222,811					

155. The contribution excludes Lagos State which is now restructuring its SBMCs from cluster to school-based. SBMCs in Lagos are mobilising resources to a high value but due to restructuring it has not been possible to get a total for this quarter. Of the enormous N68.5m total from Kwara State in this quarter, N62 million has been mobilised by the SBMCs in 390 new roll-out schools. The funds have come from the following sources: old student networks, PTAs, individual philanthropists including the state senate and other political office-holders, an NGO Foundation for Justice, traditional rulers and faith-based organisations, community development associations and other educated people within the community including university professors. N6m was raised by the pilot 255 schools. The different levels of investment are believed to relate to the context of the schools and the LGEA. For example Kaima LGEA, which is one of the initial pilot LGEAs, is in a remote, rural setting with a high level of poverty and would not be able to mobilise the same resources as more urban, affluent LGEAs. It may also be due to the fact that the new SBMCs are particularly enthusiastic in their new roles. However it does highlight the need for direct funding to **all** schools from government to ensure that no schools and communities are left behind.

156. A large proportion of funds mobilised by communities continues to be spent on access, equity and inclusion, supporting children who are struggling to attend and remain in school for a variety of different reasons and supplementing school grants which to date have been

³Kwara Visit Report (July/Aug 2013)

provided by ESSPIN to support school plans. 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.

SBMC Roll-out:

157. **Lagos State** has continued to restructure and roll-out school-based SBMCs in this quarter. The SBMC Master Trainers made up of government and CSO partners participated in orientations prior to conducting SBMC training in 600 schools. The orientations were a refresher of the original SBMC training of trainers, as the CGP had not repeated any SBMC training since the pilot schools were trained in 2011. They reviewed all training topics, training tools and materials. Funds used for these trainings were provided from the N25 million allocated from UBEC. There is N15 million remaining from this budget and Lagos State Government has decided to use this to train the SBMCs in the remaining 404 primary schools of the state. This will mean that all of the Lagos schools will be ready at the same time to start the follow-up mentoring support.
158. To support the roll-out across the state to 1,004 schools Lagos plan to train 120 Social Mobilisation Officers on SBMC development, and add an additional 2 CSOs to the 10 they are currently partnering with. Prior to this they intend to review and redefine the partnership with the CSOs as the state engages them instead of ESSPIN.
159. Another development in Lagos State is that SBMC Heads of Section are now in place and 'official' in all LGEA offices of the state. Whilst they existed before they had not formally assumed their posts.
160. **Enugu State** is rolling out the School Improvement Programme including SBMC development through partnership with 151 Mission Schools in addition to the original 30 mission schools in the pilot LGEA and the 91 public schools. The Missions are providing the bulk of the resources for the roll-out, with ESSPIN providing mainly technical support. The new mission schools are now well into the SBMC development process. Additionally, in this quarter the state has agreed to adopt the SIP for an additional 400 public schools, with Naira 40 million of the annual UBEC Teacher Professional Development intervention fund allocated for SBMC development. Enugu is partnering with CSOs for the roll-out to the new 400 schools across 16 LGEAs, contracting the current 4 and an additional 4 to support the process.
161. **Jigawa State** has committed and released its own funds to roll-out of SBMC development to another 303 schools across all 27 LGEAs during this quarter. It has committed a total of **N72 million** for this year, and a similar amount for next year for SBMC development. The state government has contracted Civil Society Organisations to support Social Mobilisation to roll the model out to new schools and LGEAs. It has selected CSOs from the original organisations working in pilot LGEAs and added new CSOs (a total of 9) to assist with the larger roll-out.

162. During this last quarter Jigawa State Master SBMC Trainers have participated in a Training of Trainers for roll-out, SBMCs have been trained in all new schools, and the first mentoring visit has been conducted. Jigawa has also set aside N12m to provide Direct Funding to Schools. This will greatly contribute to the sustainability of the School Improvement Package and SBMC development in Jigawa State. According to CSOs and SMOs in Jigawa State SBMCs have been able to make a big difference in the state using a combination of resources from the school grants and what they have been able to mobilise themselves. SMD are planning for additional SMOs and additional capacity as they roll-out to 302 schools and in preparation for an additional 501 schools.
163. **Kano State** is continuing its roll-out to an additional 264 schools across all LGEAs of the state with the Department of Social Mobilisation leading the process. They have also contracted CSOs as partners to do this and have conducted training for SBMCs and the first mentoring visit. Kano State Government has indicated interest in this quarter in rolling SBMC development out to all schools in the state, and has requested technical support from ESSPIN to do so. A draft plan has already been developed by the ESSPIN Kano team for sharing with state partners.
164. **Kaduna State:** In Kaduna State the SBMC roll-out has not moved forward this quarter. This is due to a blockage with the release of allocated funds for the mentoring of the 480 roll-out schools.
165. **Kwara State:** In this quarter Kwara State has continued to roll-out SBMC development to 390 new schools in 4 new LGEAs (Ilorin South, Moro, Ekiti, Edo) and they have completed Community Entry, SBMC activation, a 2-day SBMC training and 1 mentoring visit. As highlighted above under community resources mobilised, the response by the new 390 schools to the support is overwhelming.
166. The CGPs have also completed mentoring visit 13 with the 255 pilot schools and CSO and SMO reports have been completed along with LGEA and SUBEB summaries.

Conflict and education

167. Whilst Nigeria may not have the status of a 'conflict affected state' as such, the situation in Northern Nigeria has changed since the inception of ESSPIN. For the last 2 years insecurity has been impacting the programme in Jigawa, Kano and Kaduna States, particularly Kano State, with the need for staff and state offices to follow stringent security procedures and limit the travel of technical assistance. The risk for Nigeria should the situation not improve is high: "Countries affected by armed conflict are among the furthest from attaining the Education for All Goals and the Millennium Development Goal for access to quality education".⁴

⁴ "(UNESCO, 2011: 2; The World Bank, 2011: 50)

168. The ESSPIN August 2013 Technical Team Meeting considered the issue of conflict and education and how ESSPIN might engage, in relation to the on-going insecurity in some northern states. ESSPIN does not operate in any of the 3 states in which the state of emergency has been declared, although Kano State in particular has been affected. In Kano there has also been some impact on schools and this has had two dimensions: one has been the closure of schools for periods in areas affected by the insecurity; the other, whilst remaining isolated incidents to date, has been direct attacks on schools and teachers. The broader impact of such incidents for example on children's attendance and learning, on teaching staff, on schools and communities is not known and there are no specific preparedness plans in place should the insecurity spread or escalate.
169. The discussion at the TTM identified two areas of interest to ESSPIN: one the sociological impact of conflict and insecurity on children and schools in ESSPIN supported catchment areas/LGEAs, and secondly the implications of insecurity for ESSPIN programming as part of the current risk monitoring framework. Further discussion with ESSPIN state teams has led to the following as an initial way forward:
170. Develop Terms of Reference for the initial work on conflict to incorporate the following:
- Clear scope and focus (insecurity related to Boko Haram in the north or extend to other conflicts such as communal conflict which affects communities)
 - Clear objectives and time-frame
 - TA with direct experience of working on education in conflict settings to lead the process.
 - Development of a concept note to include the following:
 - A conflict analysis which considers the impact of conflict and insecurity on education, and the way in which education itself is situated within the conflict.
 - A framework for assessment in ESSPIN supported states, LGEAs and school communities, working with the ESSPIN/state structures already in place
 - Identification of the personnel who will conduct the assessment
 - Recommendations on initial training/capacity development that would be required for ESSPIN teams and state partners prior to assessment
171. Engage with other organisations in Nigeria which are working on conflict issues including NSRP, UNICEF, NEMA etc to find out what they are doing, learn from this and identify synergies.

Annex 1: ESSPIN workplan July – December 2013

EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA (ESSPIN)						Completed						
WORKPLAN FOR THE PERIOD Jul-Dec 2013						Planned						
						Partially completed						
O	Output indicator	SO	Sub-output / Workstream	A	Activity	Schedule						
						Jul	Aug	Sep	Oct	Nov	Dec	
O3.1	No. of schools using school development plans (SDPs)	3.1.2	School grants disbursed	3.1.2.1	Implement fiduciary controls							
				3.1.2.2	Disburse grants to schools based on agreed formulae							
				3.1.2.3	Support allocation of DFS through State budgets							
				3.1.2.4	Support LGEAs and SUBEB to utilise school level data in their planning processes							
O3.2	No. of head teachers	3.2.1	Evidence of impact generated	3.2.1.1	Support composite impact evaluation survey							
				3.2.1.2	Analysis of composite survey data							
		3.2.2	On-the-job support system in place for head teachers	3.2.2.1	Provide training in School Self Evaluation and School Development Planning for new SIP head teachers							
				3.2.2.2	Provide training for School Support Officers							
				3.2.2.3	Provide training and on-the-job support for head teachers							
				3.2.2.4	Produce headteachers' guidebook							
				3.2.2.5	Facilitate CPD of the SSIT							
3.2.2.6	Facilitate integration of the SSIT into State systems, e.g. SUBEB											
O3.3	No. of teachers in public and non-state schools who can deliver competent lessons in literacy (English) and numeracy	3.3.1	Lesson plans produced	3.3.1.1	Support production of Grade 1-3 lesson plans							
				3.3.1.2	Support use of grades 1-3 literacy & numeracy lesson							
				3.3.1.3	Support introduction of grades 1-3 lesson plans in literacy & numeracy in other states							
				3.3.1.4	Support development of Grade 4-6 literacy and numeracy lesson plans							
				3.3.1.5	Support training of teachers in use of lesson plans							
		3.3.2	Teachers trained	3.3.2.1	Ref. 3.2.3.2							
3.3.2.2	Provide phased training for teachers											

EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA (ESSPIN)						Completed					
WORKPLAN FOR THE PERIOD Jul-Dec 2013						Planned					
						Partially completed					
O	Output indicator	SO	Sub-output / Workstream	A	Activity	Schedule					
						Jul	Aug	Sep	Oct	Nov	Dec
		3.3.3	In-service support system in place for teachers	3.3.3.1	Provide on-the-job support for teachers through SSIT support to SSOs						
				3.3.3.2	Develop expertise of SSIT to address identified problem areas in pedagogy						
				3.3.3.3	Introduce benchmarks for learning outcomes to set targets and improve accountability						
				3.3.3.4	Promote inclusive education practices at school and classroom levels						
				3.3.3.5	Finalise school improvement training and support package (materials)						
		3.3.4	IQTE programme scaled up	3.3.4.1	Expand Islamiyya and Tsangaya programmes in Kano and Jigawa and Tsangaya schools in Kaduna						
				3.3.4.2	Support integration of Islamiya and Tsangaya programmes into SUBEB departmental and delivery systems						
				3.3.4.3	Support vocational skills development						
				3.3.4.4	Finalise modular training materials						
		3.4.1	Separate latrines for boys and girls constructed	3.4.1.1	Supervise construction of latrines						
				3.4.2.2	Facilitate application of standard procurement rules						
		3.4.2	Boreholes installed in schools using cost-effective methods	3.4.2.1	Supervise installation of boreholes						
				3.4.2.2	Facilitate community involvement in supervision and maintenance						
		3.4.3	Model classrooms constructed	3.4.3.1	Facilitate application of standard procurement rules						
				3.4.3.2	Support SUBEBs to carry out effective supervision						
				3.4.3.3	Facilitate community involvement in supervision and maintenance						

WORKPLAN FOR THE PERIOD JULY 2013 - DECEMBER 2013 WITH ACTUALS						Completed						
O4 - Community Engagement & Learner Participation						Planned						
O	Output indicator	SO	Sub-output / Workstream	A	Activity	Schedule						
						Jul	Aug	Sept	Oct	Nov	Dec	
O4.1	a No. of public and non-state schools with functioning SBMCs	4.1.1	SBMCs Functional	4.1.1.1	Provide continued technical support to states on SBMC Roll-Out including non state schools							
				4.1.1.2	Provide technical support to planning and implementation of UBEC's SBMC national replication							
				4.1.1.3	Support strengthening of SBMCs through monitoring and mentoring process managed by CGPs and Conduct Refresher Training for SBMCs							
				4.1.1.4	Provide phased training and mentoring support to Social Mobilization Officers							
				4.1.1.5	Develop the capacity of State and LGEA personnel to lead SBMC development and institutionalise SMO reports							
				4.1.1.6	Stakeholders Forum on lessons from the ESSPIN Community, Access and Equity prospects for school improvements							
	b No. of communities where SBMCs reflect women and children's concerns	4.1.2	Women's and Children's SBMC Committees strengthened	4.1.2.1	Support Women's safe spaces leadership skills step-down trainings and follow-up							
				4.1.2.2	Conduct Workshop 3 for Community Facilitators of Children's SBMC Committees - Reinforcement							
				4.1.2.3	Disseminate findings and recommendations of Women's Research in states							
				4.1.2.4	Provide support and strengthen children safe spaces on special children days, leadership, advocacy and monitoring							
				4.1.2.5	Gender capacity development, Gender Champions and role model mainstreaming and documentation							
O4.2	Quality of civil society advocacy and community mobilisation for school improvement and marginalised groups	4.2.1	Civil society members trained	4.2.1.1	Conduct orientation training for CSOs and government partners (CGPs) per mentoring visit							
				4.2.1.2	Support SBMCs/CSOs/traditional institutions and children to conduct SBMC forum at LGEA level							
				4.2.2.3	Support civil society to conduct issue based advocacy with relevant influence groups working with O.2 (ref O2..4.2.2)							
				4.2.2.4	Support CSOs to participate in MTSS (ref O2.4))							
				4.2.2.5	Community/LGEA response forum - information, voice and accountability							

WORKPLAN FOR THE PERIOD JULY 2013 - DECEMBER 2013 WITH ACTUALS						Completed						
O4 - Community Engagement & Learner Participation						Planned						
						Partially completed						
O	Output indicator	SO	Sub-output / Workstream	A	Activity	Schedule						
						Jul	Aug	Sept	Oct	Nov	Dec	
O4.3	Inclusive policies and practices at state, school and community levels	4.3.1	Inclusive policies developed and implemented	4.3.1.1	Support baseline research on out-of-school children and mainstreaming of children affected by disability (Kaduna, Jigawa and Enugu)							
				4.3.1.2	Support SUBEBs to coordinate partnerships and referral pathways with NGOs/MDAs working to promote inclusive education and child protection							
				4.3.1.3	Provide relevant training for State, SCOIE and LGEA level personnel in inclusive education and its implementation							
				4.3.1.4	Provide relevant training at Federal level personnel on inclusive education, budgeting for IE and policy support							
		4.3.2	Inclusive practices demonstrated in schools	4.3.2.1	Provide training for teachers in inclusive practices (ref. 3.3.1.3)							
				4.3.2.2	Provide training for head teachers on measures to increase school attendance and retention (ref. 3.2.2.1)							
		4.3.3	Inclusive practices demonstrated in ...	4.3.3.1	Support to C-EMIS in Kwara State, replicate in 2 more states							
				4.3.3.2	Work with SMD/LGEA/PRS to channel demand-side and A&E issues into planning and budgeting.							
				4.3.3.3	Support CSOs to mobilise SBMCs and communities to give all children a chance at schooling and influence government to provide (ref. 4.2.2.1)							
		4.3.4	Kano CCT programme implemented	4.3.4.1	Revive Kano CCT programme through political engagement with KSG							
				4.3.4.2	Review and finalise co-funding arrangements with KSG							
				4.3.4.3	Disburse outstanding transfers							
				4.3.4.4	Monitor attendance, transition to JSS, etc. through impact evaluation							

WORKPLAN FOR THE PERIOD JULY 2013 - DECEMBER 2013 WITH ACTUALS						Completed	Planned	Partially completed			
O4 - Community Engagement & Learner Participation						Schedule					
O	Output indicator	SO	Sub-output / Workstream	A	Activity	Jul	Aug	Sept	Oct	Nov	Dec
		4.3.5	Girls education pilot (Jigawa)	4.3.5.1	Provide support end of project evaluation on girls education pilot in Jigawa						
				4.3.5.2	Agree and implement scale up of GE plan in Jigawa (with SUBEB)						
				4.3.5.3	Agree and implement expansion plan to Kaduna						
				4.3.5.4	Collaborate with GEP3,V4C, Girl Hub and NRSP through exchange visits						
		4.3.6	Challenge Fund projects for Year 5	4.3.6.1	Finalise CF implementation						
				4.3.6.2	Update Workplan based on assessment recommendation form mainstreaming						
				4.3.6.3	Write up case studies as part of lessons learning for annual report						
				4.3.6.3	End of project Evaluation of CF initiatives and share lessons with relevant stakeholders/MDAs/IDPs						
	Evidence of Impact	5	Conduct assessment of impact of conflict and insecurity in the north	5.1	Support composite survey impact evaluation, qualitative studies on stakeholders perception of change through SBMC work						

						Completed						
						Planned						
						Partially completed						
O2 - Institutional Development (Jul-Dec 2013)												
O	Output indicator	SO	Sub-output / Workstream	A	Activity	2013						
						Jul	Aug	Sep	Oct	Nov	Dec	
O2.1	Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level	2.1.1	Evidence-based plans developed and integrated between state, LGEA & school	2.1.1.1	Support development of Medium Term Sector Strategies (MTSSs)							
				2.1.1.2	Support development of LGEAs Action plans							
				2.1.1.3	Develop capacity of SUBEBs and LGEAs to use evidence from lower-level plans in their planning & budgeting							
		2.1.2	Appropriate budget management systems for efficient service delivery in place	2.1.2.1	Support transparent budget presentation systems							
				2.1.2.2	Support development of Departmental Work Plans (DWPs) for domesticating budgets and presenting budgets transparently							
				2.1.2.3	Train relevant MDAs personnel to use the DWPs							
				2.1.2.4	Support key departments (PRS & School Services) to use DWPs in a phased implementation plans							
				2.1.2.5	Support rollout of DWPs across MDAs							
		2.1.3	Monitoring & Evaluation units and systems established	2.1.3.1	Facilitate the establishment of M&E units in SUBEBs / MoEs							
				2.1.3.2	Support the development of an integrated M&E framework and system in states and train deployed M&E personnel							
				2.1.3.3	Develop the capacity of M&E units to lead on annual sector reviews and produce annual review reports.							
				2.1.3.4	Support sector reporting including AESPR							
		2.1.4	Functional EMIS and Annual School Census cycle established	2.1.4.1	Support establishment of State EMIS Committees and systems							
				2.1.4.2	Provide training for data management personnel (Planning and training, information and promotion							
				2.1.4.3	Support conduct of Annual School Census, data processing and production of ASC reports and processing of inspection reports							
2.1.4.4	Conduct ASC Validation Survey											
2.1.5	Strengthen organisations (Ministry, SUBEB, LGEA) to manage service	2.1.5.1	Support development of MoE & SUBEB strategic plans									
		2.1.5.2	Clarification of mandate and setting service charters									
		2.1.5.3	Support development of MDA corporate vision and mission									
O2.2	Quality of service delivery systems and processes at state and LGEA levels	2.2.1	Strengthen human resource development & management systems at state and local government levels	2.2.1.1	Support MOE and SUBEB in undertaking functional reviews and organisational restructuring							
				2.2.1.2	Support MOE and SUBEB in undertaking HR systems & process review							
				2.2.1.3	Facilitate establishment planning on basis of HR reviews							
				2.2.1.4	Support MOE and SUBEBs in workforce planning to implement establishment plans							
				2.2.1.5	Support MOEs and SUBEBs to initiate performance management systems reviews							

					Completed	Planned	Partially completed						
					2013								
O	Output indicator	SO	Sub-output / Workstream	A	Activity	Jul	Aug	Sep	Oct	Nov	Dec		
					O2 - Institutional Development (Jul-Dec 2013)								
		2.2.2	Strengthen financial management systems and processes for efficiency & effectiveness	2.2.2.1	Support review of financial management systems								
				2.2.2.2	Support payroll audits and development of payroll management systems								
				2.2.2.3	Support budget tracking and financial reporting								
				2.2.2.4	Support strengthening of internal control systems including audit								
		2.2.3	Strengthen procurement and supplies management processes and systems	2.2.3.1	Support development of fit-for-purpose infrastructural designs and prototypes								
				2.2.3.2	Facilitate adherence to standard procurement rules								
				2.2.3.3	Support measures to improve the quality of supervision of construction projects, e.g. greater community involvement								
		2.2.4	Undertake political engagement to win support for institutional reforms and school improvement programme	2.2.4.1	Engage with Commissioners to provide leadership and mobilize resources								
				2.2.4.2	Engage with SUBEB Chairs for commitment to support implementation of school improvement programme								
				2.2.4.3	Engage with SHoA to win support for school improvement reforms								
				2.2.4.4	Engage with LG chairmen to provide resources for school improvement programme								
O2.3	Quality of school support and quality assurance services at state and LGEA level	2.3.1	Build capacity to plan and budget for school improvement programmes	2.3.1.1	School improvement targets (with budgets) established								
				2.3.1.2	Support relevant State working groups to incorporate school improvement targets in the MTSS								
				2.3.1.3	School development plans aggregated and analysed								
				2.3.1.4	Provide technical assistance for appropriate costing of planned school improvement inputs								
		2.3.2	Quality Assurance (QA) programme for schools established and maintained	2.3.2.1	Facilitate institutional support for an effective QA system (funding of inspections, recruitment of inspectors, reporting, etc.)								
				2.3.2.2	Support states in developing QA policies and legislative frameworks								
				2.3.2.3	Link QA system with school improvement programme								
				2.3.2.4	Link QA system to state and LGEA planning, budgeting & M&E through EMIS								
				2.3.2.5	Build skills in evidence collection, analysis and distribution								
		2.3.3	School support and teacher advisory service established and operative	2.3.3.1	Facilitate resource allocation to school services in the MTSS								
				2.3.3.2	Facilitate development of job descriptions focused on school improvement								
				2.3.3.3	Provide training for relevant personnel								
O2.4	Capability of education agencies to engage and collaborate with local communities and CSOs at state and LGEA level	2.4.1	Strengthen capacity of LGEAs to support schools	2.4.1.1	Communications function of LGEA Social Mobilisation Departments/Units established and operative								
				2.4.1.2	Consultative planning processes established including mechanisms for stakeholder participation								
		2.4.2	Strengthen capacity of CSOs to hold government accountable	2.4.2.1	Engagement with civil society to develop priority areas for political engagement at federal, state and local government levels for increased accountability								
				2.4.2.2	Support civil society to give voice to disadvantaged groups in the planning process								
				2.4.2.3	Facilitate the composition of broad based working groups for strategy planning								

					Completed								
					Planned								
					Partially completed								
O1 - National Systems & Political Engagement (Jul-Dec 2013)					2013								
O	Output indicator	SO	Sub-output / Workstream	A Activity	Jul	Aug	Sept	Oct	Nov	Dec			
O1.1	Disbursement rate of UBE Intervention Funds for basic education (3-year rolling)	1.1.1	States' capacity to access the UBE-IF strengthened	1.1.1.1	Support UBEC to review existing guidelines for States to access UBE- Intervention Funds								
				1.1.1.2	Support UBEC to clarify procedures for accessing non-matching grant elements of UBE-IF								
				1.1.1.3	Support the dissemination of the guidelines and procedures for accessing UBE-IF to States and other stakeholders, including the Civil Society and media.								
		1.1.2	States' capacity to utilise the UBE-IF for school improvement strengthened	1.1.2.1	Provide technical support to improve the quality of UBEC-SUBEB meetings and support ESSPIN states to showcase school improvement at UBEC-SUBEB meetings								
				1.1.2.2	Support the Secretariat of Commissioners of Education Forum for effective coordination, knowledge and experience sharing for improved basic education provision.								
				1.1.2.3	Provide technical support to improve the quality of Commissioners meetings by supporting ESSPIN states to raise issues on funding of basic education,								
O1.2	National Systems Established, for: a. Monitoring of Learning Achievement b. Assessment of Teacher Competence c. Annual School Census d. Quality Assurance e. Accreditation of teacher education colleges f. SBMC implementation	1.2.1	Policy on MLA established and implemented	1.2.1.1	Provide technical support to the set up and functioning of a Ministerial committee on MLA								
				1.2.1.2	Provide technical assistance to the committee on MLA to review and agree a new national policy on MLA and implementation guidelines								
				1.2.1.3	Provide technical support for the development of revised MLA instruments that conform with international standard and best practice								
				1.2.1.4	Support capacity strengthening of relevant MDAs at the relevant stages of the MLA conduct process								
		1.2.2	Teacher Competence Assessed across states	1.2.2.1	Provide support to the set up and functioning of a Ministerial committee on TCA								
				1.2.2.2	Support the committee to strengthen the capacity of the relevant MDAs to conduct assessment of teachers' competence								
		1.2.3	Decentralised Annual School Census implemented	1.2.3.1	Provide support to Ministerial efforts to improve the ASC process in the states								
		1.2.4	Revised policy and Quality Assurance methods implemented	1.2.4.1	Provide technical assistance to the committee on QA to review and agree a new national QA policy								
				1.2.4.2	Support FIS to strengthen the capacity of states to quality assure schools								
				1.2.4.3	Support capacity strengthening for FIS to produce National QA report								
		1.2.5	Revised methods for Quality Assuring Colleges of Education adopted	1.2.5.1	Support the piloting of the QA Toolkit in CoEs								
				1.2.5.2	Support the finalisation of the QA Toolkit for use by NCE in accrediting CoEs								
1.2.6	SBMCs activated in states	1.2.6.1	Support the development and dissemination of a national policy on SBMCs and implementation guidelines.										
		1.2.6.2	Strengthen the capacity of UBEC to support states to establish functional SBMCs in schools										
1.3	Additional national and international resources for basic education reform accessed by FME and States.	1.3.1	Support FME and States to identify additional national and international funding sources for basic education reform										
		1.3.1	Support capacity strengthening of FME and States to prepare quality proposals to access and utilize additional resources for basic education.										
1.4	Political Engagement	1.4.1	Engage politically with Federal bodies, Commissioners Forum and other relevant stakeholders for effective national policies, strategies and enabling environment for basic education reform.										
		1.4.2	Engage politically with Federal bodies, Commissioners Forum and other relevant stakeholders to support basic school improvement.										
		1.4.3	Support the development of a communication strategy to enhance the sharing basic education reform best practices among States, FME and its parastatals.										

C&KM Workplan	2013							2014			
	July	Aug	Sept	Oct	Nov	Dec		Jan	Feb	March	April
Products											
DVD production	█										
Newsletter	█	█				█		█	█	█	█
Year Planner						█					█
Christmas Card						█					█
Folder											
Brochure	█							█			
Promotional Items			█	█	█				█		
Posters (SSIT)		█						█	█	█	█
Leaflet (SSIT)								█	█	█	█
Posters (A&E)		█									
Leaflet (A&E)											
FMoE Road Map Printing / Campaigns											
Internet / Intranet								█			
PSA											
State level C&KM PSA	█	█	█	█	█	█		█	█	█	█
Radio Production	█	█	█	█	█	█		█	█	█	█
Radio Broadcast (follows term times)	█	█	█	█	█	█		█	█	█	█
Film Production	█	█	█	█	█	█		█	█	█	█
Film Viewing					█	█		█	█	█	█
Theatre Video Production											█
Theatre Video Viewing in states				█	█	█					█
Press in Education			█	█	█	█		█	█	█	█
Photographic Library											
1 Goal											
Polls and Surveys	█							█			

Annex 2: Annual School Census 2012/13, all Nigerian states

Progress of States on 2012/13 Annual School Census				
	State	2012/13 ASC Progress Reported at National EMIS Committee on 08th Oct 2013	Support	12/13 Progress Level
1	ABIA	In Progress	Orphan	1
2	ADAMAWA	Not conducted, No forms collected	UNICEF	0
3	AKWA IBOM	Entering Data	UNICEF	3
4	ANAMBRA	Fieldwork in Progress	UNICEF	1
5	BAUCHI	Entering Data	UNICEF/USAID	3
6	BAYELSA	Conducted No Data Entry	Orphan	2
7	BENUE	Pry and JSS 100% (SUBEB SSS	Orphan	7
8	BORNO	Not at National EMIS	Orphan	N/A
9	C/RIVER	Conducted Only No DE	UNICEF	2
10	DELTA	Conducted Only No DE	Orphan	2
11	EBONYI	Enumeration in Prog Distributed Forms	UNICEF	1
12	EDO		Orphan	N/A
13	EKITI	12/13 Analysis Stage	UNICEF	6
14	ENUGU	Report Produced	ESSPIN	9
15	FCT	Waiting for some Pry schools to do on line	UNICEF	3
16	GOMBE	Not Started	Orphan	0
17	IMO	No 10/11, No 11/12 12/13 Distributed Forms	UNICEF	1
18	JIGAWA	Doing Analysis	ESSPIN	6
19	KADUNA	Printed	ESSPIN	10
20	KANO	Doing Analysis	ESSPIN	6
21	KATSINA	Not present at meeting	UNICEF	N/A
22	KEBBI	No funds No 12/13 No functioning EMIS in Ministry	UNICEF	0
23	KOGI	No 12/13 No Funds	Orphan	0
24	KWARA	Printing	ESSPIN	9
25	LAGOS	Reported	ESSPIN	10
26	NASARAWA	Not started, Not distributed forms	Orphan	0
27	NIGER	ESSPIN Software - Data Cleaning	Orphan	6
28	OGUN		Orphan	N/A
29	ONDO	About to Commence DE	UNICEF	2
30	OSUN	About to Commence DE	UNICEF	2
31	OYO		UNICEF	N/A
32	PLATEAU	Analysed	Orphan	7
33	RIVERS		Orphan	N/A
34	SOKOTO	Not yet entered 12/13	UNICEF/USAID	2
35	TARABA	Not collected Questionnaires	Orphan	0
36	YOBE	Not collected Questionnaires	Orphan	0
37	ZAMFARA	12/13 Report ready	UNICEF	9

Summary of Annual School Census Progress, 2012/13

	Level	No. of States
Not at National EMIS	N/A	6
0 No Enumeration Carried Out	0	7
1 Enumerated	1	4
2. Enumerated and checked returns	2	6
3 Data Entry started but not complete	3	3
4 Data entry completed	4	0
5 Data cleaned	5	0
6 Data Analysis started but not complete	6	4
7 Data Analysis Complete	7	2
8 Report preparation started but not complete	8	0
9 Report complete (Includes 6 ESSPIN Partner)	9	3
10 report approved and published	10	2
Total		37

Non-ESSPIN states average:	2.4
All states average:	4.4
ESSPIN average:	8.3

(Averages exclude non-attending states)