

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

ESSPIN Annual Report 2012-2013

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Acronyms and Abbreviations

ABB	Activity Based Budgeting
AESPR	Annual Education Sector Performance Report
AESR	Annual Education Sector Review
ANE	Agency for Nomadic Education
AR	Annual Review of ESSPIN by IMEP
ASC	Annual School Census
CCT	Conditional Cash Transfer
CGP	Civil Society - Government Partnership
CKM	Communications and Knowledge Management
CS1	Composite Survey 1
CSO	Civil Society Organization
DE	Data Entry
DFID	Department for International Development
DWP	Departmental Work Plan
EDOREN	Education Data, Research and Evaluation in Nigeria
EENET CIC	Enabling Education Network – International Consultants
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
FME	Federal Ministry of Education
GE	Girls Education
GEP-III	Girls’ Education Project III
GPE	Global Partnership on Education
HC	Honourable Commissioner
HR	Human Resources
IDP	International Development Partner
IMEP	Independent Monitoring and Evaluation Programme
IQTE	Islamiyya Qur’anic and Tsangaya Education
ISD (P)	Integrated School Development (Planning)
KSG	Kano State Government
LG	Local Government
LGEA	Local Government Education Authority
LSG	Lagos State Government
M&E	Monitoring and Evaluation
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal
MLA	Monitoring Learning Achievement
MTR	Mid-Term Review
MTSS	Medium Term Sector Strategy
NCCE	National Commission for Colleges of Education
NEDS	Nigeria Education Data Survey
NEMIS	National Education Management Information System
NMC	National Mathematical Centre
NTI	National Teachers Institute

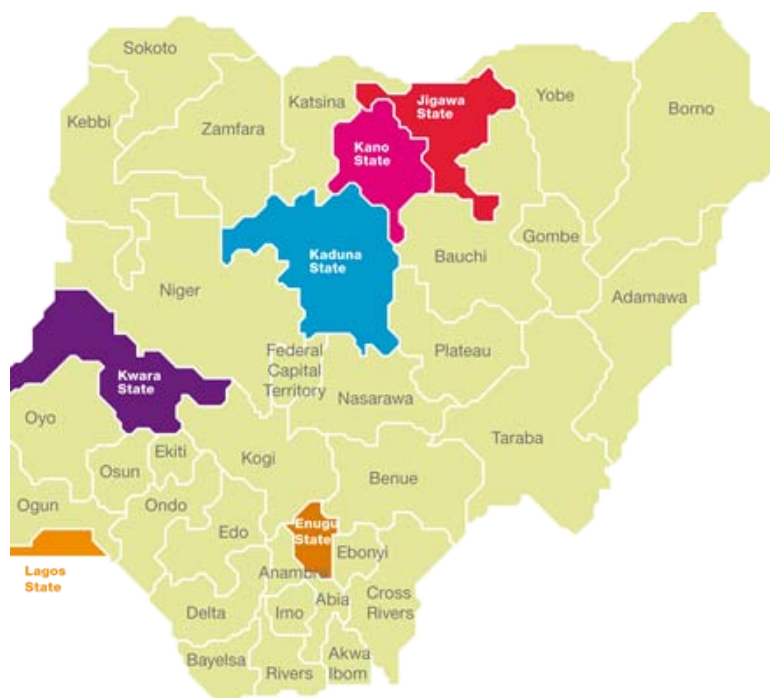
PMC	Programme Management Committee
PMU	Project Management Unit
PRS	Planning Research and Statistics
PSA	Programme Support Activities
QA	Quality Assurance
QAB	Quality Assurance Bureau
READS	USAID-Nigeria Reads Programme
RMT	Result Monitoring Table
SBMC	School Based Management Committee
SDPs	School Development Plans
SESP	State Education Sector Project
SIP	School Improvement Programme
SLP	State Level Programme
SMOEST	State Ministry of Education, Science and Technology
SSIT	State School Improvement Team
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TDP	Teacher Development Programme
TSP	Teaching Skills Programme
UBEC	Universal Basic Education Commission
UBEC-IF	Universal Basic Education Commission – Intervention Fund
UNICEF	United Nations International Children’s Emergency Fund
USAID	United States Agency for International Development
VfM	Value for Money
WB	World Bank
WASH	Water, Sanitation and Hygiene

Introduction

Programme Context

1. ESSPIN is an £83.5m DFID education programme running from 2008-2014, with a possibility of extension for a further 2.5 years. It provides technical assistance and direct project support in six Nigerian States (Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos) in order to enable more Nigerian children to complete a full cycle of basic education of acceptable quality, leading to meaningful learning outcomes. ESSPIN's partner States are some of the most populous in Nigeria and their combined population accounts for approximately 25% of Nigeria's total population.

Figure 1: Map of Nigeria showing ESSPIN partner States



2. ESSPIN's operational context is extremely challenging. Two thirds of Nigerians live in poverty. Over 40% of children are severely food deprived and lack easy access to water and to good shelter. An estimated 10.5 million children are out of school (42% of primary aged children), with 90% of them never having attended school (although an unknown number receive Islamic instruction).
3. Learning outcomes are deeply unsatisfactory. Most public service schools are of poor quality and many parents have lost faith in their ability to teach children. Learning is constrained by teachers who lack pedagogical skills and are often poorly motivated. Communities are fragmented and lack the voice to call education service providers to account. School infrastructure is inadequate, decaying or both. The flow

of direct funds to schools is limited and uneven. The monitoring of, and support for schools is weak. Government planning systems are limited, unable to draw on relevant evidence. The priority accorded to education by the political establishment, notably State Governors is unpredictable. Consequently, levels of financing and attention to systemic reform vary by State and over time.

4. These challenges are compounded in some Northern States, including Kano and Kaduna, by increasing levels of insecurity. This is requiring measures to ensure the safety of ESSPIN programme staff and define ways of working that can sustain programme delivery. State governments are under pressure to divert resources from social sectors, including education, to security.

Programme Strategy

5. A comprehensive Mid-Term Review commissioned by DFID in 2011 led to the development and approval of a revised delivery strategy for ESSPIN. The strategy was based on a more clearly articulated theory of change shifting programme impact from governance to service delivery.
6. By the theory of change¹, long term impact is defined as more children acquiring basic literacy and numeracy in the first four years of primary school, and more children, especially girls and other marginalised groups, entering and going on to complete primary education. For this long term change to occur, medium-term outcomes must include (a) better quality schools providing improved learning environments, (b) more children attending these better quality schools, especially those from disadvantaged backgrounds, and (c) State governments establishing effective school support systems and funding school improvement sustainably. In the short term, ESSPIN will support State interventions to:
 - Improve school quality by training head teachers and teachers, introducing school development planning and freeing up direct funding of schools, promoting inclusive practices, encouraging the provision of teaching/learning materials, and improving classrooms, water supply and toilets.
 - Help communities, through School Based Management Committees, to support and monitor the quality of their schools, to hold government accountable for quality service, and to address the needs of out-of-school children. Non-State providers, e.g. Islamic, Christian Mission and community schools, will be encouraged to provide effective teaching of secular subjects.

¹Detailed ToC narrative in Annex 1

- Strengthen State and local government capacity to support school improvement through more effective utilisation of federal and State funds, better planning, budgeting, and monitoring systems based on credible school data, and well trained school advisory and support personnel.
- Engage with federal institutions to ensure timely and efficient disbursement of education support funds, and facilitate the establishment of national systems for supporting school improvement.

7. The main elements of the revised programme delivery strategy were:

- Move rapidly to scale by expanding coverage of the school improvement programme to 10,500 schools by 2014 (9,200 public and 1,300 non-State), representing an estimated 4 million learners (3.9m public and 0.1m non-State). This was a significant challenge from the standing position of 0.5m learners in 2,300 pilot schools in 2011/12.
- Measure learning outcomes to demonstrate that the school improvement model is working
- Implement a focused political engagement strategy, in conjunction with other SLPs, both to continue to achieve leverage and to respond to the changing political context
- Reallocate resources to increase the proportion of spend on direct impact (Outputs 3 and 4) and to reflect differences across States
- Introduce a cost and benefit framework to form a clear basis for judging value for money
- Strengthen the programme's gender strategy
- Develop a clear monitoring & evaluation strategy that will inform regular reporting to DFID

8. All of these elements of the strategy have been largely implemented by June 2013. Progress on M&E, gender, VfM, and deployment of resources are covered in relevant sections of this report (*Cross-cutting areas and Resources & VfM*). Measurement of learning outcomes is discussed in paragraphs 10-15. The following paragraphs present progress on scale up and political engagement.

Taking the School Improvement Programme to scale

9. ESSPIN has come a long way in two years. Not only have the number of focus schools increased by nearly 400%, the projected July 2014 target has been achieved

one year ahead of schedule due to prodigious roll-out efforts in several states. Prospects remain good for further expansion of coverage in the final year of the programme. Three states have reached or exceeded their Year 6 targets for SIP public school coverage (Kaduna, Kano and Lagos) with Kwara also at its target for primary school coverage already. The major challenge is to consolidate the gains made so that significant improvements in access, equity and quality of learning ensue and are sustained in the long run.

Table 1: Cumulative coverage of public primary and JSS – 2013 actuals against targets

State	Phase 1	Phase 2 actuals (June 2013)	Target July 2014	Total no. of public schools (Pry+JSS)	Ph 1 as % of all public schools	Ph 2 as % of all public schools	Target 2014 % of all public schools
Enugu	91	91	413	1,515	6%	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%	53.30%	51.60%

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

10. The two States rated amber, Jigawa and Enugu, are also on course to achieve their projected 2014 targets. By September 2013, Jigawa SUBEB will have committed to funding an additional 501 schools which would take its tally to 1,002 (45% of all schools), and a further 501 schools in September 2014. Also by September 2013, Enugu SUBEB will have received its 2013 UBEC TPD funds to support expansion to 400 new schools, a move that would take its total beyond the projected 2014 target.
11. The Programme Strategy projection applies an average school size of 432 children (2009/10 ASC) in estimating that approximately 4 million children will have been reached by July 2014. Applying this school size to current coverage (June 2013) means that approximately 3.9 million children have already been reached².
12. ESSPIN's approach to political engagement has been based on trusting long term relationships with State partners and building access to principal political actors. SUBEBs and Ministries now see ESSPIN and DFID as partners in progress and co-campaigners in efforts to improve budget release. In the period July 2012 – March 2013, a total of £6m was leveraged from State governments to fund school improvement accounts significantly for the rollout rate shown in Table 1 above.

²This is a rough estimation to ensure that the actual is calculated on the same basis as the projected target, thereby allowing for a like-for-like comparison.

Table 2: Financial resources committed to school improvement, July 2012-Mar 2013

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

*Kano IQTE fund release is broken down as N50m (2012) and N85m (2013)

13. Funding accessed through federal sources, specifically the UBE Intervention Fund, remains the most predictable and accessible resource for school improvement rollout. While States like Lagos and Kano are getting better at releasing funds allocated in the State annual budget, all States still rely on the non-matching funds for teacher professional development released by UBEC every year.

Evidence of Impact and Overall Progress on Outputs

2012 Composite Impact Survey – the School Improvement Programme works

14. The Composite Survey conducted in 2012 and published in 2013 provided convincing evidence of impact in the six ESSPIN supported States resulting from the school improvement programme.
15. Six out of eight ESSPIN logframe Output indicators, the pivotal Outcome indicator, and two out of four Impact indicators were found to be significantly better in ESSPIN Phase 1 schools than in control schools. These positive results included the key measures of teacher competence, school development planning, SBMC functionality, inclusion of women and children, and overall school quality, thereby endorsing ESSPIN's intervention logic³. These findings were recorded even though the pilot programme had not run its course in many locations, a relatively small proportion of teachers had participated for a limited time, and many had not yet received content-specific training plus in-school support, by the time the survey was conducted.
16. The *Overall Findings and Technical Report of ESSPIN Composite Survey 1 (2012)* shows that in several cases, such as SBMC functionality, *all* the individual detailed criteria of which each standard is comprised were significantly better in Phase 1 schools than controls. ESSPIN teams have begun to review programme areas where performance is apparently weaker, to determine whether adjustments of approach or investment of additional resources are required—or whether it was simply too soon to see a significant change.
17. Six individual state reports, a gender analysis supplement to the Overall Findings, and a gatefold briefing note on each document have been produced. They are being shared with senior stakeholders in each state, prior to publication of the reports and the source data (suitably anonymised) will be placed on the ESSPIN website.

³ In theory it is possible that selection bias rather than the impact of ESSPIN interventions caused the differences observed between Phase 1 and Control Schools. However, no evidence of positive selection bias of Phase 1 schools exists. In 2014, when CS2 is run, it should be possible to eliminate this caveat by comparing the 'difference in differences' seen in Phase 1 schools compared with Control Schools between 2012 and 2014.

Table 3: Composite Survey 1 (2012) Output, Outcome and Impact indicator results by Phase

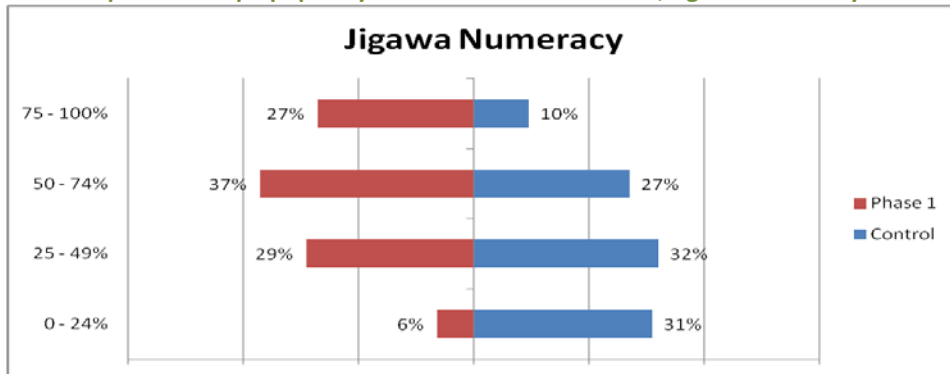
Indicator	Phase 1 schools	Phase 2 schools	Control schools	All schools
Output indicators (5 states):				
% competent teachers	80%*	72%	63%	67%
% schools with competent teachers	74%*	58%	39%	44%
% schools with effective head teacher	24%	14%	11%	13%
% schools with effective school development planning	24%*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

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

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

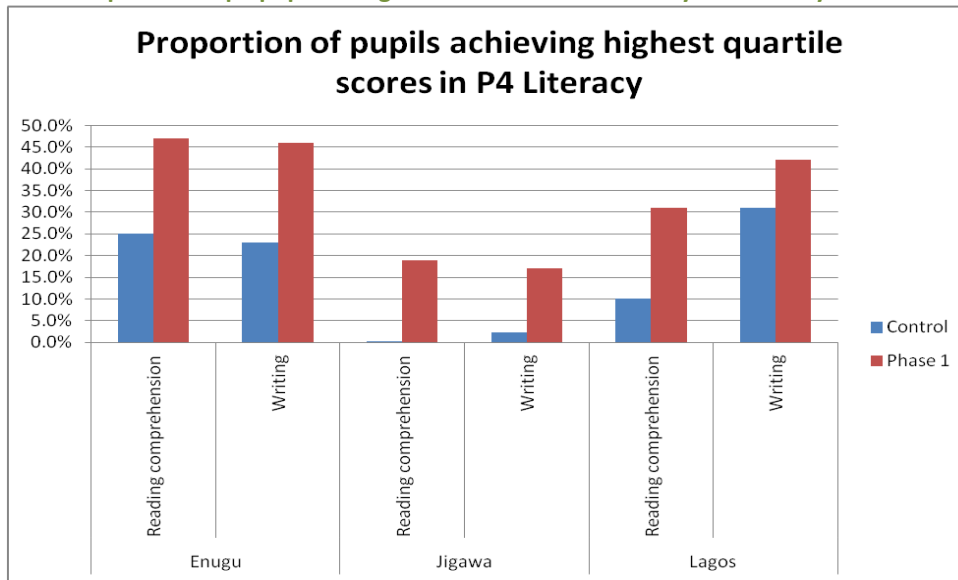
band is significantly lower in ESSPIN-supported Phase 1 schools than in Control Schools, whilst the upper bands are fuller, as shown in the examples below: [Figure](#), and [Table](#).

Figure 2: Proportions of p2 pupils by Phase in 25% score bands, Jigawa numeracy



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

Figure 3: Proportion of p4 pupils in highest score band for literacy domains by Phase and state



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

Table 4: Lowest (0-25%) and highest (75-100%) test band differences between Phase 1 and Control Schools, three states with comparable data

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

19. Beyond the estimates of mean performance for SBMCs, schools, teachers and children against legitimately-set standards, the Composite Survey offers the first insights into which specific aspects of the curriculum children are excelling at or struggling with. The breakdown of data into grade-specific items and domains of learning, points the way forwards for more detailed studies of who is coping and who is not, and why. This can be done by looking into the range and distribution of children’s performance—not only average scores. State partners, IDPs and sister programmes have already shown great interest in the methodology and findings. Where possible, linkages will be forged with Nigeria’s national assessment policy development team, UNICEF GEP-III, WB/GPE, EDOREN and other programmes coming on stream such as TDP and READS, so that the maximum benefit can be drawn from the investment made in CS design and analysis. Similarly, many partners are becoming active around issues such as inclusivity (GEP3), safe spaces for women and children to express their voices in education (GirlHub), roll out of SBMC strengthening (UBEC), school development planning (GPE), and school grants (World Bank)—all of which are touched on in the Composite Survey methodology. At least one, if not two, further rounds of the CS will reveal far more in terms of trend data and the importance of robust data on education quality.

Overall progress on Outputs by State

20. 2013 logframe targets were largely achieved or on track as shown by the preponderance of green and amber in the table below, particularly in the Programme column. Green indicates target achieved, amber means on track, and red off target.

Table 5: State progress against Output targets

	Output Indicators	Programme	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
Institutional capacity	2.1	Green	Amber	Green	Green	Amber	Green	Green
	2.2	Green	Amber	Green	Green	Green	Green	Green
	2.3	Green	Amber	Green	Green	Green	Green	Green
	2.4	Green	Amber	Green	Green	Green	Green	Green
School quality	3.1	Green	Amber	Green	Green	White	Amber	Green
	3.2	Green	Amber	Green	Green	Green	Amber	Green
	3.3	Green	Amber	Green	Green	Green	Green	Green
	3.4a	Green	Red	Green	Green	Green	Green	Red
	3.4b	Amber	Red	Green	Green	Amber	Green	Amber
	3.4c	Green	Red	Green	Green	Green	Amber	Red
Community participation	4.1a	Green	Green	Green	Green	Green	Green	Green
	4.1b	Green	Green	Green	Green	Green	Green	Green
	4.2	Green	Green	Green	Green	Green	Green	Green
	4.3a	Green	Red	Green	Green	Amber	Green	Green
	4.3b	Green	Red	Green	Green	White	Red	Green
	4.3c	Amber	Amber	Amber	Amber	Amber	Amber	Amber

2013 Programme Performance – Outputs, Outcomes and Impact

2013 Annual Review

21. The 2013 Annual Review of ESSPIN carried out by DFID's Independent Monitoring & Evaluation Programme (IMEP) scored the programme an A+ and comments that

“The power of the integrated school improvement model was identified, as was ESSPIN's ability to tailor its work to the diverse political, financial and educational circumstances of individual States. The flexibility and responsiveness of ESSPIN was noted while staying true to its theory of change.”

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

Output 1 – Strengthened National Systems

25. The objective of Output 1 is to strengthen the capacity of federal institutions to effectively support school improvement in States through making national funds for education more easily available to States and by establishing relevant national

systems for monitoring school improvement. The 2013 Annual Review considered performance against Output 1 to be solid and awarded an A score.

Table 5.1: Disbursement rate of UBE Intervention Funds (Matching Grants) for basic education (3-year rolling) (Output Indicator 1.1)

	<i>Milestones</i>	
	<i>2009-11 Actual</i>	<i>2010-12 Actual</i>
Enugu	89%	54%
Jigawa	78%	73%
Kaduna	78%	64%
Kano	100%	100%
Kwara	100%	64%
Lagos	84%	64%
ESSPIN States	88%	70%
Non-ESSPIN States	66%	51%

Source: UBEC publication of IF disbursements from 2005-2012 (ubeconline.com, 4 Feb 2013)

26. The disbursement rates in the table measure the capacity of States to access the Fund over three year periods, 2009-2011 and 2010-2012. The pattern is consistent for both reported periods with ESSPIN States having better access rates than non-ESSPIN States.
27. The lower disbursement rate for the 2010-2012 period for both non-ESSPIN and ESSPIN States (with the exception of Kano) is due to low rates of disbursements in the 2012 fiscal year. This is due largely to the inability of States to provide their counterpart funds in a timely manner, which in turn, is due to delays in the appropriation of State budgets. 2013 annual State budgets in ESSPIN States include the requisite counterpart funds to free up the 2012 UBEC-IF allocation. However, the late appropriation of 2013 budgets and the perennial challenge of low budget releases mean UBEC-IF disbursement rates are unlikely to improve until the second half of 2013.

Table 5.2: National systems supporting school improvement (Output Indicator 1.2)

	<i>Milestones</i>			
	<i>June 2012 Actual</i>	<i>March 2013 Actual</i>	<i>June 2013 Target</i>	<i>June 2014 Target</i>
Learning Assessment	D	D	C	B
Teacher Assessment	D	C	C	B
Annual School Census	C	D	B	B
Quality Assurance	C	B	B	B
CoE Accreditation	B			
SBMCs	C	B	C	B

Source: Federal Self-Assessment Report, April 2013

28. Targets and results for this indicator are qualitative and based on pre-defined performance criteria leading to an overall score of A-D, with A being the top score. Assessment occurred during a Self Assessment⁴ workshop in which critical participants evaluated their own progress in the light of verifiable evidence.
29. The relative lack of progress on systems for learning assessment and annual school census derives from lack of financial commitment by FME. ESSPIN has provided technical assistance to the Ministerial committee on learning assessment. However, the development of appropriate MLA instruments and a capacity building plan are yet to be endorsed by FME. There has been no improvement in the institutional management of the ASC and NEMIS, although IDPs are beginning to cohere behind USAID as the lead agency working with NEMIS.

Output 2 – Strengthened Institutional Capacity at State and LGEA level

30. The objective of Output 2 is to strengthen the capacity of State and Local Governments to support their own schools through more effective planning and budgeting, improved skills and competencies of key personnel, additional funds directed at school improvement, and collaboration with non-government stakeholders.
31. There are four indicators for assessing progress in Output 2. They are all qualitative and are, therefore, measured through an annual State Self Assessment exercise (see footnote 4). The 2013 exercise was conducted in April 2013 in advance of the Annual Review by DFID.

Indicator 2.1	Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at State and LGEA level
Indicator 2.2	Quality of service delivery systems and processes at State and LGEA level
Indicator 2.3	Quality of school support and quality assurance services at State and LGEA level
Indicator 2.4	Level and quality of State/LGEA engagement with local communities on school improvement

Targets in the table below are logframe milestones for June 2013 while the reported actuals are results of the April 2013 Self Assessment exercises.

⁴The Self Assessment methodology is adapted from the Public Expenditure and Financial Accountability (PEFA) measurement framework also used by SPARC.

Table 5.3: Strengthening State and LGEA capacity (Output Indicators 2.1 – 2.4)

	<i>Milestones</i>							
	<i>2.1</i>		<i>2.2</i>		<i>2.3</i>		<i>2.4</i>	
	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>
Enugu	B	B	B	C	B	C	B	C
Jigawa	B	B	B	B	B	B	B	B
Kaduna	B	A	B	B	B	A	B	B
Kano	B	C	B	B	B	B	B	C
Kwara	C	A	C	B	B	B	C	A
Lagos	B	A	B	A	B	A	B	A
Programme	B	B	B	B	B	B	B	B

Source: State Self-Assessment Reports, April 2013

32. The Annual Review awarded an overall A+ to Output 2 and reports “steady and significant progress being made by ESSPIN with an increasingly sophisticated and responsive mix of political engagement and capacity building – a view confirmed by State Commissioners in ESSPIN States”. Targets were matched or exceeded on most of the indicators.
33. In the four indicator areas where actuals come short of targets, three of them in Enugu, an amber assessment is made rather than red as targets may have been achieved if the Self Assessments had been conducted in June rather than April 2013. Enugu performed relatively well given the considerable institutional problems encountered during 2012-13, including the protracted absence due to ill health of the State Governor (meaning funding and institutional decisions could not be made) and the dissolution of the board of SUBEB.

Output 3 – Improved School Quality

34. The objective of Output 3 is to improve the quality of schools in partner States through a combination of school improvement measures – effective head teachers, competent teachers, better school development planning, functional SBMCs, more inclusive practices, and better infrastructural facilities (classrooms, water and toilets) benefitting all categories of learners, especially girls.
35. The Annual Review awarded an overall score of A+ for the substantial progress made on the four Output 3 indicators – schools using SDPs, effective head teachers, competent teachers, and increases in numbers of learners benefitting from improved water, sanitation and classroom facilities. It correctly observes that “June 2013 logframe milestones were estimated based on projections of the rollout of Phase 2 schools, rollout that is dependent on State funding and sustained political backing. This being so, targets are difficult to predict. At present, the effectiveness of school improvement outputs can be assessed most accurately in the schools in which ESSPIN has intervened directly”. Furthermore, use of SDPs, effective head

teachers and competent teachers “are based on the achievement of targets against specified criteria that reflect a complete cycle of training followed by ongoing school-based support. A complete cycle typically takes one school year. Accordingly, not all Phase 2 schools could be assessed as most joined the programme late in 2012 or subsequently”. As annual milestones are measured on the basis of conversion rates rather than the volume of additional schools, significant increases are expected in the 2013/14 school year when more Phase 2 schools joining the programme in the current year become effective.

36. The SSO reporting system that collects monitoring information for assessing these indicators is still only operational in public primary schools in all States and Mission schools in Enugu. Results in the following tables, therefore, are for public primary schools except Enugu where public primary and Mission schools are aggregated.
37. No data was collected in Kano as the monitoring and reporting system is currently being adjusted to make it fit-for-purpose for the newly launched Teaching Skills Programme (TSP). The TSP, largely funded by the Kano State Government, is a flagship initiative of the State and focuses on improving teachers’ literacy & numeracy skills. All 5,300 primary schools in the State have been brought into the programme and it is too early to assess these for effectiveness in the current reporting period.

- Indicator 3.1 Number of schools using a School Development Plan
 Indicator 3.2 Number of head teachers in public primary schools operating effectively
 Indicator 3.3 Number of teachers in public primary schools who can deliver competent lessons in literacy and numeracy

Table 5.4: Number of schools using a school development plan, head teachers operating effectively, and competent teachers (Output Indicators 3.1 – 3.3)

	<i>Milestones</i>					
	3.1		3.2		3.3	
	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>
Enugu	188	121	188	103	1,417	1,214
Jigawa	307	398	307	342	1,076	2,748
Kaduna	328	355	328	511	1,567	2,690
Kano	-	-	-	-	-	-
Kwara	449	908	1,231	1,114	7,038	7,982
Lagos	408	491	408	826	2,142	7,109
Programme	1,680	2,273	2,462	2,896	13,240	21,743

Source: State School Support Officer (SSO) Reports, April and June 2013

38. Kwara achieves an amber rating on head teacher effectiveness due to the specific model of the intervention in Kwara which initially prioritised literacy and numeracy teaching and the development of lesson plans over school leadership. This was at the request of the State government as part of its *Every Child Counts* reform initiative. Now that all primary school teachers are relatively secure in their literacy and numeracy teaching, attention has begun to turn towards developing a broader picture of school leadership. It should be noted that although short of the June 2013 target, Kwara's proportion of effective head teachers at 86% still represents the highest conversion rate of all the States.
39. In Enugu, rollout beyond the original pilot schools has only occurred in 2013 through the intervention of the Missions to fund additional schools. It is, therefore, too early for these Phase 2 schools to be assessed for effectiveness.
40. Infrastructure targets related to numbers of children benefitting from water, sanitation and classroom facilities are based on MTSS projections and, therefore, achievement is dependent on application of state resources. June 2013 actuals estimate numbers of children benefitting from both DFID funded facilities and provisions made by State governments where ESSPIN's influence can be demonstrated. The criteria for attribution that have been applied are:
- Improved planning, design & procurement processes influenced by ESSPIN
 - Good quality supervision practice influenced by ESSPIN
 - Use of the Integrated School Development (ISD) index developed and introduced by ESSPIN for infrastructure needs identification
 - Community involvement in construction, supervision and maintenance linked to the ESSPIN supported SBMC programme
 - In a limited number of cases, facilities contributed to the SIP by other donors, e.g. UNICEF in Enugu

Table 5.5: Number of children benefitting from water, sanitation and classroom facilities (Output Indicator 3.4)

Number of girls in brackets

	Toilets		Clean water		Classrooms	
	<i>June 2013 Target</i>	<i>June 2013 Actual</i>	<i>June 2013 Target</i>	<i>June 2013 Actual</i>	<i>June 2013 Target</i>	<i>June 2013 Actual</i>
Enugu	10,560 (5,280)	3,376 (1,628)	7,000 (3,500)	3,376 (1,628)	1,200 (600)	17,024 (8,001)
Jigawa	48,000 (19,200)	48,747 (22,911)	77,000 (30,800)	40,811 (19,181)	9,720 (3,888)	12,704 (5,971)
Kaduna	27,809 (12,973)	69,772 (32,793)	31,617 (14,775)	44,924 (21,114)	1,680 (773)	16,800 (7,896)
Kano	60,630 (29,318)	95,024 (44,661)	86,644 (39,872)	81,968 (38,525)	25,280 (11,620)	26,432 (12,423)
Kwara	14,214 (6,681)	19,093 (8,974)	14,214 (6,681)	23,653 (11,117)	8,464 (3,978)	6,272 (2,948)
Lagos	53,409 (26,705)	23,338 (10,969)	26,309 (13,155)	24,810 (11,661)	51,409 (27,705)	27,776 (13,055)
Total	214,622 (100,157)	259,350 (121,895)	242,784 (95,628)	219,810 (103,310)	97,753 (20,859)	107,008 (50,294)

Source: SUBEB School Infrastructure Records, Sept 2013

41. At programme level, the water result is amber as only 3 out of 6 states were reported to have installed facilities in 2012/13. No data on state funded facilities was available for Enugu, Jigawa and Kano in the period under review. Targets for toilets and classrooms were comfortably achieved. Overall, Kaduna is the top performing State with three greens followed by Kwara. Within the amber result for water, the sub-target for overall number of girls benefitting from water provision (the figures in brackets) is exceeded – an endorsement of ESSPIN’s focus on equity and, arguably, a stronger result than the overall number of learners benefitting. The sub-targets for girls are exceeded for each of the 3 infrastructure outputs.

42. Enugu results are largely through DFID funded facilities given the difficult political economy situation in 2012/13, i.e. there was no budget release to fund state government interventions.
43. Jigawa water results are entirely through DFID funded facilities with no single water point supplied by the State in 2012/13. Part of the problem is institutional: water supply including to schools is not managed within the education sector so data on government provision is weak.
44. Lagos appears weak in terms of classrooms and toilets. However, the reality is that the need for additional facilities is least in Lagos (schools are relatively better resourced than many other states). For example, Pupil-Classroom ratio in 2011/12 was 46, compared with Kano 87, Kaduna 59, Enugu 64 and Jigawa 56. Further, the Lagos State government demands high end specifications for toilets, meaning that unit costs are high and a smaller number of facilities could be constructed compared with other States.
45. It should be noted that the State funded results reported above cover only the 2012/13 reporting period. Ideally, they should be cumulative, capturing results attributable to ESSPIN's influence since the commencement of the infrastructure programme in 2010/11.
46. Clean water and sanitation facilities have been constructed by ESSPIN at a cost of 2 pounds per child per year, delivering an estimated 4.6 million pupil-years of hygienic school environments. This metric takes into account the estimated life span of constructed facilities that are of good quality. The results in the table above only indicate numbers of children benefitting in the current reporting year – effectively a snapshot. If it is considered that good quality constructions last 15-20 years (a conservative estimate), the number of children benefitting will be considerably higher.

Output 4 – Improved Community Engagement and Inclusion

47. The objective of Output 4 is to support local community members, including women and girls, to influence the way schools are run, to ensure that the needs of all children, including girls, the poor and other disadvantaged groups, are met, and to hold government providers accountable for quality service delivery.
48. The Annual Review awarded an overall score of A to Output 4 and its overall assessment was that “evidence that communities and CSOs are playing an important role in supporting learner participation and articulating demand for quality basic education is fairly strong”. It identified as a critical challenge the need for “fundamental change in attitudes and behaviours” and concludes that “greater depth and a longer time frame will be needed for results to be sustainable”.

49. Functional SBMCs is an integral component of the school improvement programme. As such, similar to Output 3 indicators, achievement of logframe targets is dependent on State funding. State resources were provided in 2012/13 but not in a timely fashion. As a result, additional schools with newly established SBMCs joined too late in the annual cycle to be assessed for effectiveness by June 2013. Delayed budget releases meant Phase 2 SBMCs had yet to complete the requisite training and mentoring cycle by June 2013. A further constraint to the achievement of logframe targets is the decision of States to prioritise head teacher and teacher training above SBMC development within limited resources. The rate of SBMC expansion, based on the funds committed by States, has therefore been slower than for other components of the school improvement programme.
50. The following tables compare June 2013 actuals against June 2012 results to show significant increases in numbers of functional SBMCs. In addition, the cumulative numbers of all established SBMCs, functional and those still to complete the training and mentoring cycle, are presented to indicate the scale of SBMC expansion.

Table 5.6: Number of public primary schools with functioning SBMCs (Output Indicator 4.1a)

	<i>June 2012 Actual</i>	<i>June 2013 Actual</i>	<i>June 2013 Target</i>	<i>No. of established SBMCs June 2013</i>
Enugu	98	118	270	272
Jigawa	178	186	344	501
Kaduna	135	112	328	645
Kano	256	312	616	576
Kwara	209	239	449	645
Lagos	86	-	408	1,004
Programme	962	1,047	2,910	3,643

Source: State Social Mobilisation Officer (SMO) Reports, April and June 2013

51. Lagos State has completely restructured its SBMC system, moving from a school cluster approach to SBMCs for individual schools. This has made it impossible to assess any SBMCs for effectiveness as those originally trained have disappeared. The State has, however, fully funded the establishment of SBMCs in all primary schools and the training and mentoring cycle has commenced.

52. The amber rating indicates that States are on track to produce the planned numbers of functional SBMCs.

Table 5.7: Number of communities where SBMCs reflect concerns of women and children (Output Indicator 4.1b)

	<i>June 2012 Actual</i>	<i>June 2013 Actual</i>	<i>June 2013 Target</i>	<i>No. of established SBMCs June 2013</i>
Enugu	14	110	220	272
Jigawa	142	171	277	501
Kaduna	77	95	266	645
Kano	253	290	501	576
Kwara	151	216	365	645
Lagos	79	-	33	1,004
Programme	716	882	1,662	3,643

Source: State Social Mobilisation Officer (SMO) Reports, April and June 2013

Table 13: Output Indicator 4.2 Quality of civil society advocacy and mobilisation for school improvement and marginalised groups at community and LGA level

	<i>June 2012 Actual</i>	<i>June 2013 Actual</i>	<i>June 2013 Target</i>
Enugu	D	B	B
Jigawa	B	B	B
Kaduna	C	A	B
Kano	C	B	B
Kwara	B	A	B
Lagos	B	A	B

Source: State Self-Assessment Reports, April 2013

53. CSOs have two major roles: building the capacity of SBMCs and women's and children's committees, and advocating with local and state governments. On the former, they provide general management and leadership training, as well as specific modules on inclusion, gender, child protection, networking and advocacy.

On the latter, qualitative research indicates that SBMCs are clearly building their confidence in holding duty bearers to account and that LGEAs are responding to some of the concerns. The capacity building efforts of the CSOs and the development of CSO Government Partnerships (CGPs) can claim some credit for this.

Table 5.8: Inclusive education policies at State level (Output Indicator 4.3a)

	<i>June 2012 Actual</i>	<i>June 2013 Actual</i>	<i>June 2013 Target</i>
Enugu	D	D	C
Jigawa	C	B	C
Kaduna	B	A	B
Kano	D	C	B
Kwara	C	B	C
Lagos	C	B	B

Source: State Self-Assessment Reports, April 2013

54. Five of the six States now have Inclusive Education policies. Kaduna is already implementing its policy and has successfully accessed UBEC's Special Education Fund on account of the policy. Each State has also established an Inclusive Education Committee responsible for coordinating implementation and for monitoring expenditure on inclusion through the MTSS.
55. Progress in Enugu was stalled by the absence of a SUBEB board for a large part of 2012/13. Kano has made progress since 2011/12 but not enough to achieve its 2013 target.

Table 5.9: Number of Inclusive Schools - public primary schools meeting the needs of all pupils (Output Indicator 4.3b)

	<i>Milestones</i>	
	<i>June 2013 Target</i>	<i>June 2013 Actual</i>
Enugu	270	185
Jigawa	307	386
Kaduna	328	356
Kano	-	-
Kwara	1,231	927
Lagos	408	776
Programme	2,544	2,630

Source: State School Support Officer (SSO) Reports, April and June 2013

56. Monitoring reports indicate significant progress in making schools more inclusive. However, no trend can be determined yet as inclusiveness criteria were only introduced into the monitoring and reporting system during the course of 2012/13.

Table 5.10: Number of communities supporting inclusive education(Output Indicator 4.3c)

	<i>June 2012 Actual</i>	<i>June 2013 Actual</i>	<i>June 2013 Target</i>	<i>No. of established SBMCs June 2013</i>
Enugu	71	93	188	272
Jigawa	167	179	341	501
Kaduna	139	102	328	645
Kano	225	312	616	576
Kwara	227	246	449	645
Lagos	62	-	408	1,004
Programme	891	932	2,330	3,643

Source: State Social Mobilisation Officer (SMO) Reports, April and June 2013

57. Qualitative research shows that although SBMC efforts are strongly linked with increased enrolment and attendance, deeper understanding of diversity is required for promotion of inclusion of the most marginalised groups. Although the initial results are promising, results at scale on inclusiveness will take longer and require deeper engagement.

Outcome – Better Quality Education Services

58. ESSPIN’s stated Outcomes are 1) increases in the number of schools meeting the benchmark for good quality, 2) increases in school attendance rates of children from the poorest homes, and 3) improvements in level of State expenditure on school improvement. Lack of routine data on school attendance linked to wealth status makes tracking of the second outcome impossible. A proxy indicator, number of additional children in school, is used instead. Similarly, in spite of improvements in State public financial management, actual expenditure data remains difficult to access in a timely manner. A proxy indicator, budget release and utilisation rates by quarter, is used instead.

Table 5.11: Number of schools that meet the benchmarks for a good quality school (Outcome Indicator 1)

	<i>Number of good quality schools</i> <i>(as at July 2012 when the Composite Survey was conducted)</i>	
	<i>ESSPIN</i>	<i>Control</i>
Enugu	40	
Jigawa	67	
Kaduna	52	
Kano	23	
Kwara	258	
Lagos	73	
Programme	513	3

Source: ESSPIN M&E Composite Survey, March 2013

59. To be assessed as being of good quality, a school has to meet at least three out of four Output standards relating to head teacher leadership, teacher competence, school development planning, and functional SBMCs. According to these rigorous criteria, only 513 schools (3% of all schools in the six States) are of good quality. In the absence of ESSPIN, only 3 schools in the Control group approach the standard. At a programme level, this means 14% of ESSPIN focus schools had achieved the quality standard by June 2012. Given that this estimate is based on data collected a year ago, it is expected that this proportion of schools will have increased considerably by the time of the next Composite Survey in 2014.

Table 5.12: Number of additional children in primary schools in focus States (Outcome Indicator 2)

Additional children enrolled

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

Source: Annual School Census Reports, 2010-2012

60. Over 570,000 additional children (53% girls) enrolled in primary schools in the six States supported by ESSPIN between 2009 and 2012. In the Northern states of Nigeria, where girls' education represents a special challenge receiving significant DFID and State government investment, girls accounted for 54% of all additional children in primary education (gross enrolment). The increase was higher for girls than for boys in each of the three core Northern states.

Table 5.13: State budget release and utilisation rates, 1st and 2nd Quarter of 2013 (Outcome Indicator 3)

		Quarter 1			Quarter 2	
		Year allocation	Budget release	Budget utilisation	Budget release	Budget utilisation
Benchmark			25%	25%	50%	50%
Enugu	All Education	16.3bn	14.8	14.8	45.6	45.6
	<i>Basic Ed</i>	205.9m	20.2	20.2	43.2	43.2
Jigawa	All Education	8.2bn	1.22	1.22	3.29	3.08
	<i>Basic Ed</i>	2.5bn	Nil	Nil	0.12	0.12
Kaduna	All Education	18.2bn	7.02	5.7	15.5	15.5
	<i>Basic Ed</i>	5bn	10.9	6.08	24	19
Kano	All Education	58.6bn	0.72	0.72	15.3	15.1
	<i>Basic Ed</i>	3.8bn	4	4	54.8	54.8
Kwara	All Education	9.2bn	8.1	7.8	30.4	16.5
	<i>Basic Ed</i>	4.3bn	1.2	1.2	7.3	6.1
Lagos	All Education	37bn	21.5	21.2	46.23	33.1
	<i>Basic Ed</i>	4.2bn	25.2	22	66.42	17.02
All States	All Education	147.6bn	8.86	8.79	27.57	23.06
	<i>Basic Ed</i>	20bn	9.25	7.11	37.98	19.82

Source: State Quarterly Monitoring Reports, Q1 & Q2 2013

61. Financial equity expressed in terms of allocation to basic education as a proportion of total education budget is highest in Kwara at 46.3% and lowest in Enugu at just 1.3%.
62. In terms of overall budget performance, Lagos and Enugu show the most consistency over the first two quarters of 2013 in relation to the benchmark for each quarter.
63. The really slow start to the 2013 fiscal year in most States was attributed to late appropriation of 2013 State budgets.

Impact – Better Learning Outcomes for all children

Table 5.14: Proportion of Primary 2 and Primary 4 pupils in public primary schools in focus States with ability to read with comprehension and do basic arithmetic calculations (Impact Indicator 1)

<i>Programme (estimates for 4 states)</i>	<i>Indicator</i>	<i>Phase 1 schools</i>	<i>Phase 2 schools</i>	<i>Control Schools</i>	<i>All schools</i>
	% P2 pupils with skills for reading comprehension	8%	9%	5%	9%
	% P4 pupils with skills for reading comprehension	8%*	9%	2%	4%
	% P2 pupils able to perform P2 arithmetic	19%*	16%	10%	12%
	% P4 pupils able to perform P4 arithmetic	8%	7%	8%	7%

Source: ESSPIN M&E Composite Survey, March 2013

64. The completion of the Composite Survey in March 2013 meant that, for the first time, ESSPIN could demonstrate that there are significant improvements in specific learning outcomes as a result of ESSPIN school improvements interventions. See *Evidence of Impact*, paragraphs 14-19 for more details.
65. The other Impact indicators in the ESSPIN logframe are public primary and JSS net enrolment rates and gender parity indices, and primary completion rates. These indicators are calculated annually from published State Annual School Census reports. Unfortunately, at the time of producing this Annual Report, the 2012/13 State ASC reports which will provide logframe actuals for June 2013 were yet to be published.
66. In the absence of the ASC reports, which have improved in overall quality through ESSPIN's support, it is risky to use other sources of education data, particularly those emanating from federal sources. The dubious quality of non-ASC data is reinforced by fundamental flaws in the 2006 national population data which makes

construction of age ratios and calculation of demographic indicators, e.g. NER and completion rates, nearly impossible.

67. Until 2013 ASC reports are published, the progress report on demographic indicators contained in the 2011/12 ESSPIN Annual Report remains current.
68. Some analysis undertaken after the publication of the last Annual Report shows that between 2009 and 2012, ESSPIN focus schools in Jigawa, Kaduna, Kano and Enugu enrolled primary age children (6-11 year-olds) at a higher rate than the State average (this distinction does not apply in Lagos and Kwara where ESSPIN works in all LGEAs).

Table 5.15: Primary net enrolment increases in ESSPIN focus LGEAs compared to state-wide totals (Impact indicator 2)

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

Source: State Annual School Census Reports, 2010-2012

Progress in Key Cross-cutting and Thematic Areas

Communications & Knowledge Management

69. ESSPIN's C&KM activities and products are designed to directly support effective delivery of the various programme outputs. The following table summarises key activities, products and results for 2012/13.

Table 6: Communications & Knowledge Management results

Activity	Product	Outcome
Film	6 x 5 min and 30 min state <i>Nigerian Futures</i> documentaries on TV and DVD on ESSPIN interventions and evidence of impact of work with state partners	13.8 million TV viewers across Nigeria, plus DVD and web audience informed and sensitised on education reform developments
Radio	39 episodes of <i>Gbagan Gbagan</i> weekly drama rebroadcast on 10 state and national radio stations carrying education themes and story lines	24.6 million radio listeners across Nigeria, plus DVD and web audience informed, sensitised and mobilised on education issues and developments
Community Theatre	6 plays and 113 performances in 62 LGAs in all six ESSPIN States	72,000 member audience directly sensitised and mobilised on a range of education issues, e.g. parents' responsibilities, inclusive education, community participation, School Improvement Programme and teacher attitudes
Education Journalism Development	140 journalists (press, radio and TV) informed and trained on basic education reform issues 106 basic education stories published by participants	6 million readers informed and sensitised through authoritative news and feature stories
IEC printed materials	1 Experience Paper 12 Evidence of Impact papers 24 Case Studies 3 ESSPIN Express publications 47,600 Inclusive Education posters 1,000 x Community Voices for Better Schools publication	5,000 education sector and programme stakeholders informed/sensitised/ and mobilised on ESSPIN approach to school improvement with lessons shared and evidence of impact provided 149,544 community members sensitised on inclusive education
CSO/Media engagement	6 state forums - 51 CSO representatives and 97 journalists	CSO/Media partnership consolidated for addressing basic education challenges and issues
SUBED Social Mobilisation Departments (+CSO) C&KM capacity development	6 SUBEB SMDs' capacity enhanced to produce newsletters, case studies, posters, participate in radio programming, drama production and jingle productions CSO capacity developed to organise advocacy events, and manage website and news letter production	More strategic and better quality communications for social mobilisation, including for SBMC development and promotion of inclusive education More effective and accessible use of field data for reporting/providing evidence of impact, and improving SUBEB communications

Sources: TV, radio, press coverage based on Annual Media Planning Service (AMPS) 2010 and ENABLE media audience surveys 2009-2010. Website Resources (documents/IEC materials/Audio/Visual) at <http://www.esspin.org/index.php/resources>

Education Management Information System (EMIS)

70. ESSPIN's support to strengthening EMIS in 2012/13 was focused on getting States to take full responsibility for every facet of the Annual School Census for long term sustainability. Similar to rollout of the school improvement programme, the main challenge remains funding of the annual exercise using State resources. There is also variable technical capacity for implementation across the States. The following league table summarises progress by State with respect to the 2012/13 ASC.

Table 7: ASC 2012/13 State status report

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

Islamiyya, Qur'anic and Tsangaya Education (IQTE)

71. The IQTE programme entered its rollout phase in 2012/13 with the Kano State government releasing a total of N135m (£540,000) to fund additional cohorts of children. The total coverage by June 2013 was as follows.

Table 8: Number of IQTE centres and learners, June 2013

	<i>Islamiyya</i>			<i>Tsangaya</i>		
	<i>No. of centres</i>	<i>No. of learners</i>	<i>No. of community teachers</i>	<i>No. of centres</i>	<i>No. of learners</i>	<i>No. of community teachers</i>
Kano	110	4,319	122 F	110	4,281 M 0 F	129 M
Kaduna	0	0	0	196	7,738 M 2,938 F	209 M 79 F
Jigawa	30	900	36 F	60	1,185 M 798 F	72 M
Total	140	5,219	158 F	366	13,204 M 3,781 F	410 M 79 F
All centres				506		
All learners				22,204		
All teachers				647		

Source: ESSPIN and SUBEB project records

72. The Kano IQTE pilot is the longest running of the three States. An attempt was made in 2012/13 to compare learning outcomes in Islamiyya and Tsangaya centres, albeit on a small scale. Children from two Islamiyya and Tsangaya cohorts and non-ESSPIN conventional primary schools (Control group) were assessed in Hausa, English and Arithmetic. The results, in average percentage points, indicated that children in both Islamiyya and Tsangaya centres performed better than those in conventional schools.

Table 9: Comparison of performance of children in Islamiyya, Tsangaya and conventional primary schools in Kano

	Cohort 1			Cohort 2		
	<i>Islamiyya</i>	<i>Tsangaya</i>	<i>Control</i>	<i>Islamiyya</i>	<i>Tsangaya</i>	<i>Control</i>
Hausa	58.2%	52.3%	23.3%	67.2%	62.2%	47.8%
English	56.5%	55.6%	43.2%	63.7%	52.4%	49.9%
Arithmetic	46.6%	55.5%	41.5%	60.5%	56.8%	52.4%

Source: ESSPIN and SUBEB project records

73. In addition to the comparative assessment, 38 children (25 girls and 13 boys) were encouraged by their teachers to sit for the State transition examination into JSS even though they had only completed three years of their four-year programme. Competing against children who had received six years of conventional schooling, all 38 children were successful and issued admission into JSS.

Improving Voice and Accountability through CSOs

74. ESSPIN partnered with 43 CSOs to support government, through partnership to develop SBMCs. CSOs and government participated together in a programme of capacity development to then activate and train SBMCs and mentor them in 1,151 schools over a 12-18 month period for effectiveness and sustainability. In recognition of the value of partnership and trust developed, government is now independently engaging CSOs to further rollout SBMC development in states. UBEC at federal level has also adopted the model.
75. The CSO self-assessment (2013) indicated improved capacity of civil society organisations working with government to mobilise communities, increase access for all children, strengthen community voice, including voices of women and children and document achievements, challenges and evidence of impact (645 mainly qualitative reports across states). The self-assessment showed that CSOs have either met or exceeded planned milestones for 2013. Evidence from the reports and the CSO self-assessment can be summarised as follows.
- Increased parental interest in education and support for children's learning
 - Pressure from communities through SBMCs for improved schools, access and equity for all children
 - Communities are supporting teachers and also holding teachers accountable (attendance and quality)
 - There is growing response to community demand from the school, the LGEA and from state level with many case-studies and examples well documented by CSOs and SMOs
 - Planning processes by government at LGEA and state level are beginning to incorporate community issues as well as appropriate amounts of funding to support SBMC development, including direct funding to schools
 - Women and children are participating more in SBMCs, improving their schools and supporting children to enrol and stay in school
 - The involvement of more than 1,500 traditional and religious leaders and working through women's committees and networks has increased the critical mass of support for school improvement, access and equity
 - There is evidence of strong state and federal level buy-in through the leverage of government resources to continue to partner with civil society for improved education service delivery

76. A more detailed insert on CSOs helping communities to improve voice and accountability is included as Annex 3. A comprehensive compilation of qualitative case studies offering evidence of impact in the area of voice and accountability is to be produced in 2013/14.

Resources and Value for Money

Deployment of ESSPIN Resources

77. This section presents ESSPIN's high level financial report for 2012/13. It analyses deployment of ESSPIN Year 5 resources by type of expenditure, by State and by Output. The balance of spend across Outputs continues to be guided by the 2011 Programme Delivery Strategy which called for differentiated allocations to reflect the order of emphasis assigned by the theory of change, i.e. Output 3, Output 4, Output 2 and Output 1.

Table 10: High level final position for ESSPIN finances in 2012/13

Total Year 5 Forecast	£18,293,000
Total Year 5 Actual Spend	£17,454,000
Percentage Spent	95%

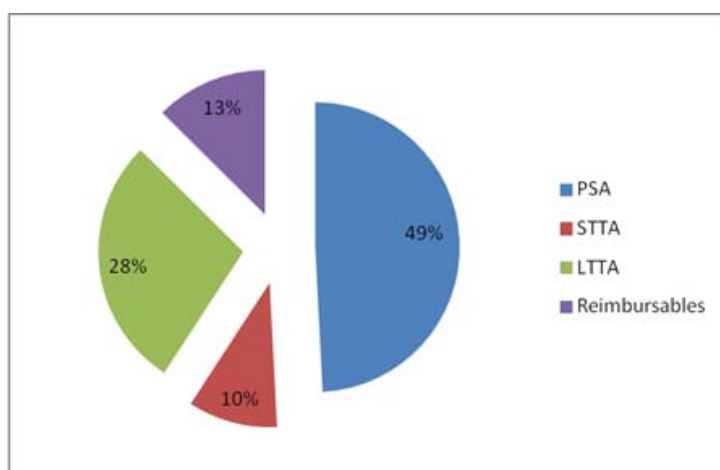
78. This is an acceptable year end position given the relative unpredictability in programming in northern States caused by the ongoing security situation. Two other factors contributed to the small under-spend. Some infrastructure construction work, mostly in northern States, was delayed and carried over into Year 6. ESSPIN also requested a contract amendment from DFID to cover the increased costs of operating in northern States, amongst other things. There was, therefore, a deliberate slow-down of activities in the final quarter of Year 5 to avoid an overspend while the contract amendment approval was awaited.

Table 11: 2012/13 financial breakdown by area of spend in line with DFID contract

Area of Spend	Forecast	Actuals	Percentage Spent
PSA	£9,000,000	£8,585,000	95%
STTA	£1,771,000	£1,749,000	99%
LTTA	£5,522,000	£4,926,000	89%
Reimbursables	£2,000,000	£2,194,000	110%
Total	£18,293,000	£17,454,000	95%

79. The under-spend on PSA is explained in paragraph 76 above. The under-spend on LTTA relates to the suppression of one long term international TA post in the third quarter of 2013.

Figure 4: Year 5 actuals by area of spend



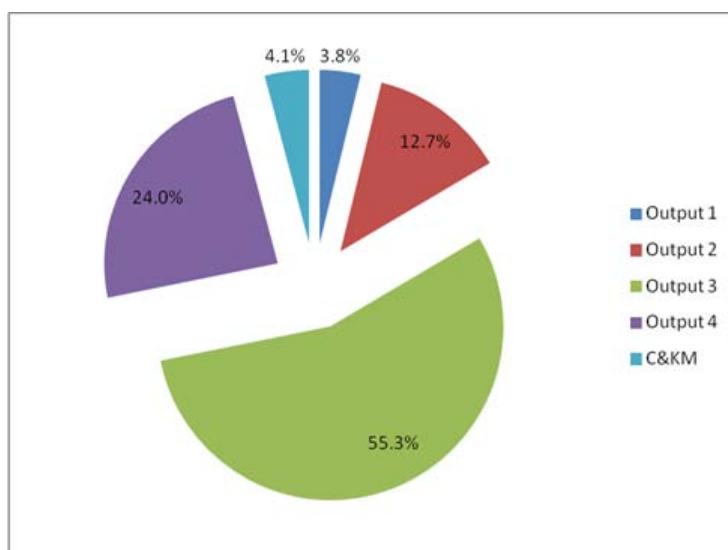
80. The bulk of expenditure went into PSA, direct project support activities, while the small share of STTA is consistent with the year-on-year reduction in levels of STTA as project closure approaches.

Table 13: Programme spend by Output 2012/13

Output	Forecast	Actuals	Percentage Spent
1	£687,000	£665,000	97%
2	£2,238,000	£2,217,000	99%
3	£10,191,000	£9,656,000	95%
4	£4,438,000	£4,194,000	95%
KM and Comms	£740,000	£722,000	98%
Total	£18,293,000	£17,454,000	95%

81. The pattern of spend across Outputs aligns with forecasts for the year and reflects the programme emphasis on supporting rollout of the school improvement programme (predominantly Outputs 3 and 4) in States. Performance against forecasts is nearly 100% for all Outputs.

Figure 5: Year 5 actuals by Output



82. This spend pattern across Outputs is in line with the relative weighting prescribed by the 2011 Programme Strategy. C&KM has been treated as an Output for the purposes of this analysis.

83. The proportion of Output 3 spend relative to other Outputs is expected to drop in Year 6. This is because Year 5 was the final year of substantial infrastructure expenditure on construction. Infrastructure activities in Year 6 will be maintained at the level of maintenance, costing significantly less than construction.

Table 14: Programme spend by State 2012/13

State	Forecast	Actuals	Percentage Spent
Enugu	2,074,000	1,866,000	90%
Jigawa	3,466,000	2,774,000	80%
Kaduna	3,457,000	3,477,000	101%
Kano	4,213,000	4,337,000	103%
Kwara	2,788,000	2,533,000	91%
Lagos	2,092,000	1,999,000	96%
Non-State Spend	203,000	470,000	232%
Total	18,293,000	17,456,000	95%

84. Kano is by far the largest of the State programmes accounting for approximately 30% of SIP results. Although PSA spend was considerable in Year 5, it paved way for the State's own major investment in the Teaching Skills Programme, an initiative that extends SIP coverage to all primary schools in the State.

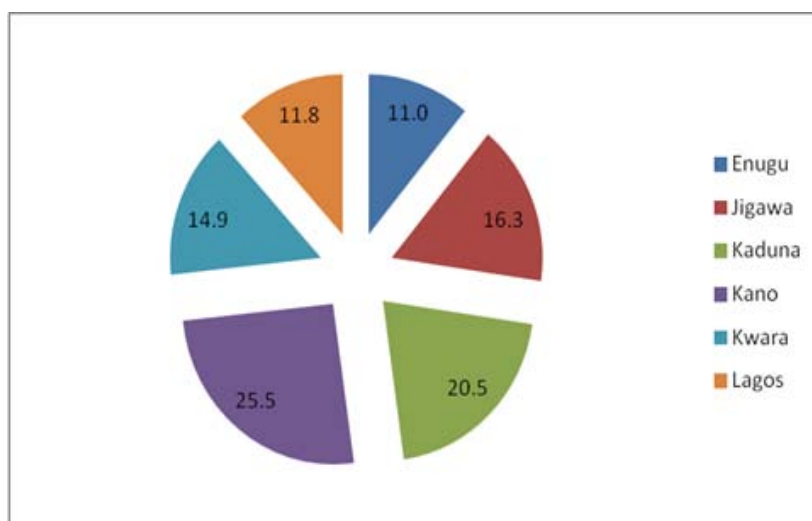
85. Jigawa recorded the lowest spend at 80% of forecast. This is not bad news in itself as the State government expended nearly £1m on SIP rollout during the same period. If

these costs had not been leveraged and had come to ESSPIN, Jigawa’s Year 5 spend would have exceeded 100% of forecast.

86. In Enugu, the decision to spend conservatively was deliberate and based on the failure of the State government to commit resources to SIP rollout. The year’s forecast had been partly based on an expectation to support additional SIP schools with core funding provided by the State. Happily, the political situation in Enugu is improving and resources have now been committed for implementing rollout in 2013/14.

87. Non-State spend includes Output 1 expenditure, an NCCE initiative funded at DFID’s request, and centralised projects, including Abuja based C&KM operations.

Figure 6: State-specific actuals by State



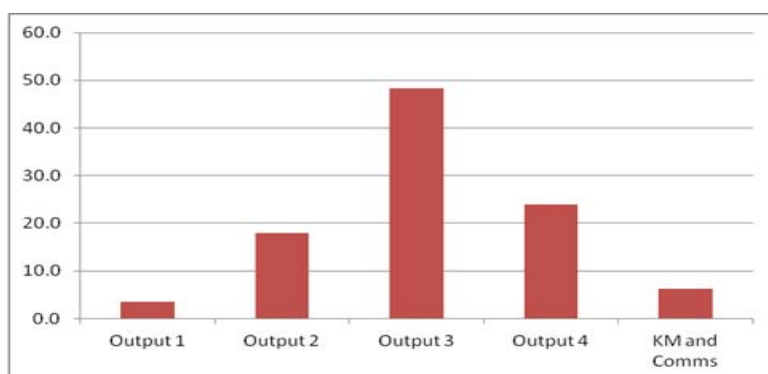
88. The following paragraphs set out programme spend by Output by State.

Enugu

Table 15: Enugu programme spend by Output

Output	Forecast	Actuals	Percentage Spent
1	92,000	65,000	71%
2	428,000	336,000	79%
3	818,000	901,000	110%
4	613,000	447,000	73%
KM and Comms	123,000	117,000	95%
Total	2,074,000	1,866,000	90%

Figure 7: Percentage of Year 5 spend by Output in Enugu

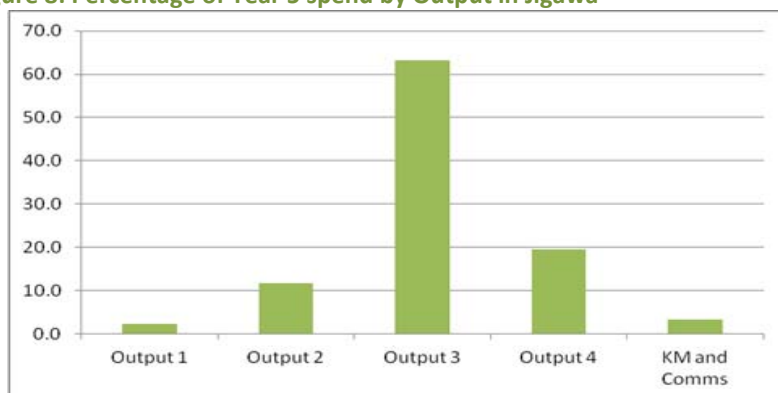


Jigawa

Table 16: Jigawa programme spend by Output

Output	Forecast	Actuals	Percentage Spent
1	75,000	61,000	82%
2	346,000	326,000	94%
3	2,180,000	1,754,000	80%
4	742,000	543,000	73%
KM and Comms	123,000	89,000	72%
Total	3,466,000	2,774,000	80%

Figure 8: Percentage of Year 5 spend by Output in Jigawa

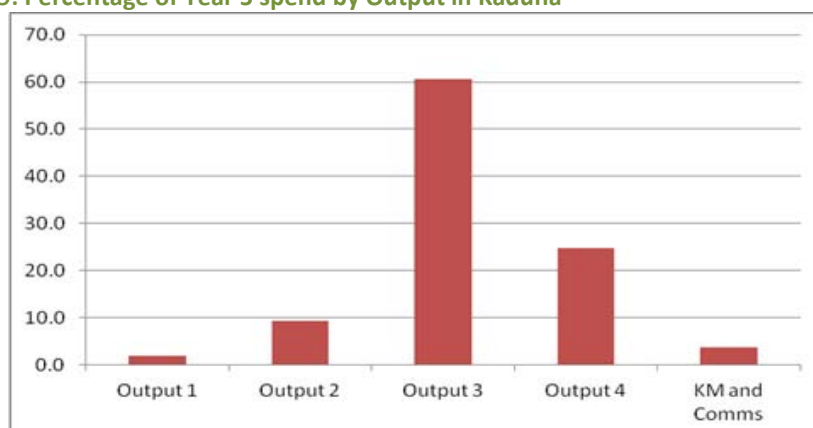


Kaduna

Table 17: Kaduna programme spend by Output

Output	Forecast	Actuals	Percentage Spent
1	84,000	68,000	81%
2	353,000	320,000	90%
3	2,260,000	2,104,000	93%
4	636,000	858,000	135%
KM and Comms	123,000	127,000	103%
Total	3,457,000	3,477,000	101%

Figure 9: Percentage of Year 5 spend by Output in Kaduna

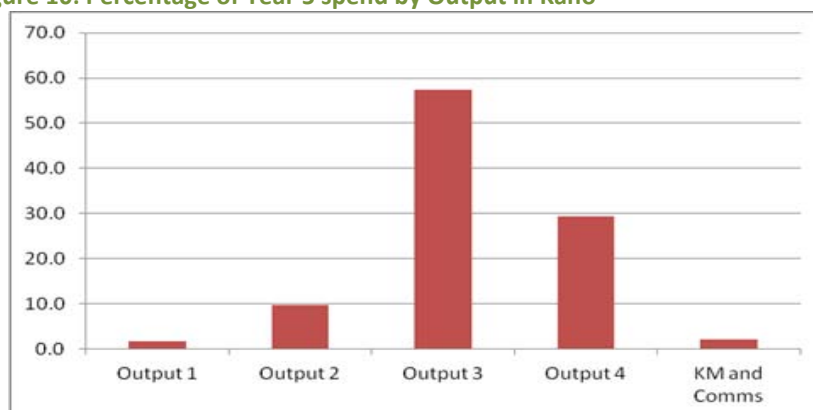


Kano

Table 18: Kano programme spend by Output

Output	Forecast	Actuals	Percentage Spent
1	81,000	70,000	86%
2	344,000	418,000	121%
3	2,205,000	2,486,000	113%
4	1,460,000	1,272,000	87%
KM and Comms	123,000	91,000	74%
Total	4,213,000	4,337,000	103%

Figure 10: Percentage of Year 5 spend by Output in Kano

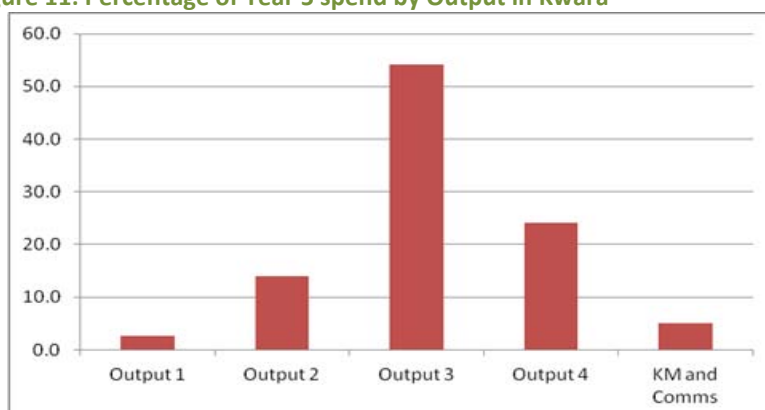


Kwara

Table 19: Kwara programme spend by Output

Output	Forecast	Actuals	Percentage Spent
1	88,000	66,000	75%
2	374,000	355,000	95%
3	1,734,000	1,373,000	79%
4	469,000	611,000	130%
KM and Comms	123,000	129,000	104%
Total	2,788,000	2,533,000	91%

Figure 11: Percentage of Year 5 spend by Output in Kwara

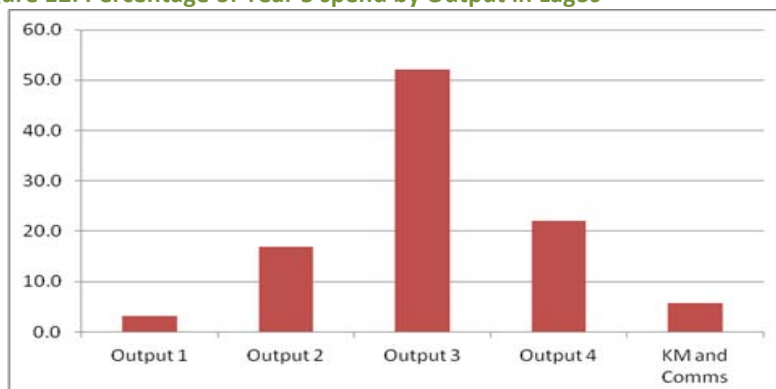


Lagos

Table 20: Lagos programme spend by Output

Output	Forecast	Actuals	Percentage Spent
1	100,000	63,000	63%
2	426,000	337,000	79%
3	945,000	1,042,000	110%
4	498,000	441,000	89%
KM and Comms	123,000	116,000	94%
Total	2,092,000	1,999,000	96%

Figure 12: Percentage of Year 5 spend by Output in Lagos



Looking forward to Year 6

89. The 2011 Programme Strategy projects the following distribution of budgets in Years 4-6 of ESSPIN:

Output	% Allocation
1	5.3%
2	12.9%
3	46.1%
4	35.7%
KM and Comms	n/a
Total	100%

This distribution remains consistent with ESSPIN's outlook for 2013/14, namely to continue to provide the requisite technical assistance to States to ensure that incremental rollout of the school improvement programme is delivered to satisfactory quality. It is expected that Outputs 3 and 4 will again absorb the greater share of expenditure. This is not to negate the critical importance of strengthening State institutions (Output 2) or national systems supporting school improvement (Output 1).

90. Political engagement with States will continue and, as far as possible, committed State resources will be factored into spend forecasts. Where States identify critical emerging priorities requiring technical support, e.g. the directive for States to conduct surveys of out-of-school children in 2013/14, ESSPIN resources will be deployed flexibly to ensure that value is being added where it is most needed.
91. A State by State analysis of capacity to fund rollout of the school improvement programme has been carried out and financing gaps with respect to States' ability to roll out all critical components of SIP have been identified. For example, Kaduna and Jigawa (and possibly Enugu based on newly made commitments) are the only States currently going to scale with the full SIP package. Other States are prioritising head teacher and teacher training ahead of SBMC development. To ensure that 2014 targets for all components of SIP are not compromised, the Year 6 budget will include a contingency fund for correcting shortfalls between what States are able to provide and what is required to achieve 2014 targets for functioning SBMCs and related indicators.
92. Operational risks related to the persistent insecurity in northern States is likely to continue over the course of Year 6. Necessary adjustments will be made to operational budgets (within agreed contractual ceilings) through the internal quarterly review of results and financial performance.

Value for Money

93. ESSPIN's VfM monitoring framework continues to be based on tracking indicators of Economy, Efficiency and Effectiveness. A new introduction to the VfM discourse is Equity, potentially the fourth point on the VfM chain. Indicators for measuring this will be developed in 2013/14.

Economy

ESSPIN tracks economy indicators quarterly and monitoring information on economy indicators is contained in the June 2013 Quarterly Report <http://www.esspin.org/index.php/resources/download/348/ESSPIN%20062%2018th%20Quarterly%20Report> Economy indicators are monitored on two levels: (a) operational cost per input and (b) programme development investments.

94. Three indicators are quarterly tracked to assess whether ESSPIN is getting good value for its inputs. These are average cost per hotel overnight, average kilometre per litre for ESSPIN vehicles, and ratio of international/national TA expenditure. Detailed analyses of these are contained in the June Quarterly Report.
95. More recently, ESSPIN has introduced assessment of programme development costs at the level of economy. Eight indicators were identified which account for 61.7% of ESSPIN's total spend to date – £46.7m out of the total of £75.7m, so are significant to programme delivery. The following table provides a quick comparison of a selection of these indicators over two quarters to inform a VfM assessment.

Table 21: Comparison of programme development costs, March and June 2013

Indicator	Jan-Mar 2013	Apr-Jun 2013	Trend
Schools trained to use a SDP	734	600	Down £134 (18%)
Head teachers trained to operate effectively	1,163	758	Down £405 (35%)
Teachers trained to deliver competent lessons	338	282	Down £56 (17%)
Community members trained to set up SBMCs	112	71	Down £41 (37%)

96. The main cost drivers responsible for the reduction in June unit costs compared with March are a) front-loaded start-up costs being spread across more results delivered, b) more results being added with little or no recurrent expenditure by ESSPIN based on rollout by States, and c) more efficient delivery costs, e.g. workshops and other operational logistics

Efficiency

97. Efficiency indicators measure how well inputs are converted into outputs with a view to improving input to output ratios, i.e. cost per output result. ESSPIN's efficiency indicators and how their unit costs are calculated have not changed from the last Annual Report.
98. The VfM strategy allocates total programme expenditure across 13 key results derived from Logframe outputs. Programme Support Activities (e.g. infrastructure, school grants, and direct training costs) are allocated directly to the results they support. TA time is allocated across the range of results to which the TA work contributes. The % of combined PSA/TA spend per result is then calculated. Management, support staff and reimbursable costs are then allocated, using the same percentages. For example, if 8% of PSA and TA combined budget was spent on Result 1, then 8% of management, support and reimbursables costs would also be allocated to Result 1.

99. The following table presents programme expenditure and results to date and provides indicative unit costs. Projected unit costs for the lifetime of the programme are also presented as an internal benchmark.

Table 22: Efficiency indicators and cost per result 2012/13

Total Programme Spend Years 1 to 5						
	Output 3	Total Programme Spend	Target Result for Programme	Unit Costs	2014 Projected Unit Costs	Number of Learners
1	No of schools using a school development plan (O3.1)	3,159,218	2,273	1,389.89	415.50	per school
2	No. of headteachers operating effectively (O3.2)					
	a) Public Schools	6,280,250	2,896	2,168.59	711.34	per headteacher
	b) Non-state schools	0	0	0.00		per headteacher
3	No. of teachers who can deliver competent lessons in literacy (English) and numeracy (O3.3)					
	a) Public Schools	6,948,279	21,743	319.56	139.55	per teacher
	b) Non-state schools	2,362,517	1,167	2,024.44	810.32	per teacher
4	Number of learners benefiting from infrastructural improvements:					
	a) No, of learners with access to toilets (girls) (boys) (O3.4)	8,660,561	259,350	33.39	24.14	per learner
	b) No, of learners with access to clean water (O3.4)	8,748,330	219,810	39.80	22.01	per learner
	c) No. of learners benefiting from new or renovated classrooms (O3.4)	767,339	107,008	7.17	12.12	per learner
Output 4						
5	a) No of schools with functioning SBMCs (O4.1)					
	i) Public Schools	6,425,291	1,047	6,136.86	761.36	per school
	ii) Non-state schools	0	0	0.00		per school
	b) No. of communities where SBMCs reflect women and children's concerns (O4.1)	3,647,897	882	4,135.94	468.18	per community
6	Quality of civil society advocacy and community mobilisation for school improvement and marginalized groups	3,119,603	1,151	2,710.34	396.84	per community
7	Inclusive policies and practices at State level (O4.3.1)	928,817	17,050	54.48	56.54	per school
	Inclusive policies and practices at School level (O4.3.2)	1,646,711	9,092	181.12	188.14	per school
	Inclusive policies and practices at Community level (O4.3.3)	4,078,871	1,151	3,543.76	750.56	per school

Output 2						
8	Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level (O2.1)	3,925,043	17,050	230.21	264.02	per school
9	Quality of procurement, infrastructure development/maintenance and supplies management at state and LGEA level (O2.2)	2,743,524	17,050	160.91	186.16	per school
10	Quality of school support and QA services at state and LGEA level (O2.3)	3,924,526	17,050	230.18	263.90	per school
11	Capability of education agencies at state and LGEA level to engage and collaborate with local communities (O2.4)	1,956,189	17,050	114.73	134.33	per school
Output 1		0				
12	Utilisation rate of UBE-IF funds for basic education in partner states Disbursement rate of UBE-IF funds for basic education in non-partner states (O1.1)	3,291,416	17,050	193.04	197.35	per school
13	National systems established for MLA(O1.2)	564,593	n/a	n/a	n/a	n/a
	National systems established for Assessment of Teacher Competence (O1.2)	654,732	n/a	n/a	n/a	n/a
	National systems established for Annual School Census (O1.2)	919,898	n/a	n/a	n/a	n/a
	National systems established for Quality Assurance (O1.2)	593,424	n/a	n/a	n/a	n/a
	National systems established for Accreditation of Teacher Education Colleges (O1.2)	596,690	n/a	n/a	n/a	n/a
	National systems established for SBMC implementation (O1.2)	491,569	n/a	n/a	n/a	n/a
	Check Total	76,435,287				

100. The largest differences between unit cost to date and projected unit cost for the programme occur around the school level indicators within Outputs 3 and 4. The reason is that conversion rates are relatively slow for head teacher, teacher and SBMC development. It takes at least one full school year for a head teacher or teacher to be assessed as effective following training, while the SBMC training and mentoring cycle takes 18 months. In future, data on numbers already in the

programme will be presented alongside converted results to provide a more realistic sense of scale.

101. Further work is required on how to define and calculate VfM thresholds for school level results that convert slowly over time.

Effectiveness

102. ESSPIN has retained its approach to effectiveness as assessing the overall costs of achieving programme impact through a set of cost effectiveness measures. However, in response to feedback from the 2013 Annual Review, it has introduced three key changes to the measurements:

- Results and expenditure data used to calculate unit costs are now cumulative, applying programme lifetime totals to date instead of annual snapshots as used in the last Annual Report.
- The rationale for calculating the indicators is more consistent; where applicable, the same numerator is used to calculate unit costs as shown in the table below.
- A new indicator measuring learning outcomes has been added following publication of the M&E Composite Survey report.

Table 23: Costs of achieving programme impact (Effectiveness)

Impact	Cumulative result	Cumulative DFID Investment	Effectiveness measure
1. Children benefitting from school improvement	3.9m children	£56.8m	£15 per child
2. Additional children in primary schools	155,418	£56.8m	£366 per child
3. Schools improved	9,092	£56.8m	£6,247 per school
4. State resources leveraged for basic education	£6m	£76.4m	£1 leveraged per £12.70 spent by DFID
5. P2 and P4 children with improved learning outcomes	570,024	£76.4m	£134 per child

103. Cost per child benefitting from school improvement allocates spend on Outputs 3 and 4 (the service delivery outputs), cumulative total spend to date, to the total number of children benefitting in SIP focus schools. See paragraph 11 for cumulative number of focus schools and learners. Cost per child will reduce as the number of focus schools increases.

104. Cost per additional child in primary school allocates the cumulative total spend on Outputs 3 and 4 to the total number of additional children in ESSPIN focus LGEAs between 2010 and 2012.⁵ based on analysis of year-on-year increases in enrolment.
105. The cost of improving a school is derived from allocation of the cumulative total spend on Outputs 3 and 4 to the total number of Phase 2 schools by June 2013. Reduction of unit cost is, therefore, dependent on the scale of SIP rollout.
106. The leverage indicator compares ESSPIN's total programme spend to date with amounts leveraged from governments to date. The State figures used are funds that have actually been expended on school improvement as opposed to nominal commitments as used in the last Annual Report. Leverage data was not collected prior to 2012 so it is possible that the actual amount leveraged to date is higher than reported.
107. The new indicator on learning outcomes has been made possible by the availability of learning outcomes data from the 2012 Composite Survey (CS1). The number of P2 and P4 pupils with improved learning outcomes was extrapolated from CS1 data. ESSPIN's total programme spend to date was then allocated to these.
108. Measurement of learning outcomes is key on the Post-MDG agenda. ESSPIN's approach will be further refined when new guidelines emerge.

Equity

109. The place of equity within the VfM discourse will be further understood and appropriate monitoring indicators developed in 2013/14. The initial thinking is to construct indicators around:
- Financial equity – sub-allocations to basic education and/or school improvement compared with total education allocation and allocations to other sub-sectors
 - The additional costs of establishing safe spaces for women and girls
 - The additional costs of getting more girls into school in northern Nigeria (CCT and GEI spend by no. of additional girls in school)
 - The additional costs of providing rural housing for teachers in Kwara

⁵2012/13 ASC reports were yet to be published by States at the time of compiling this report

Risk Monitoring and Management

Security Risk Assessment, Management and Mitigation

110. The situation within Nigeria continues to be difficult, although the situation has not significantly worsened in Year 5. At the same time, though, it has not improved and is unlikely to improve during Year 6.

111. The key headline issues over the course of 2012/13 were:

- May 2013 and the declaration of a State of Emergency in Borno, Yobe and Adamawa
- An increase in the level of unrest in the Middle Belt – particularly in Plateau, Nasarawa and Benue States
- An increase in the number of ex-pat kidnappings in the North for terrorist reasons and in the South for criminal reasons with ex-pat kidnappings reported in Kano, Bauchi and Lagos as well as the Niger Delta
- On-going difficulties in the Aviation Sector that has made Domestic Flight Travel a lot more difficult with the following airlines suffering suspensions or are no longer in operation – Air Nigeria, Dana, Associated Airlines and IRS
- Road Traffic Accidents: All too frequent reports of accidents on roads across Nigeria – including routes that we tend to drive a lot – particularly Abuja-Kaduna-Kano-Jigawa
- Kano: There have been peaks and troughs in terms of the unrest in Kano City. There has been no repeat of the big and coordinated January 2012 attack, but there have been frequent targeted shootings as well as a number of larger bomb attacks – most notably the March 2013 bombing at the Sabon Gari Motor Park and the multiple explosions in Sabon Gari in July. Other notable events in and around Kano were in February 2013 with the attack on vaccination workers and in March 2013 the shooting at the Dan Maliki School near Medile in Kumbotso LGA.
- Kaduna: There have been frequent outbreaks of localized unrest across Kaduna State, but no repeat of the major outbreak of unrest as seen in June 2012. The team are now used to reviewing activity and keeping in touch with all staff and visitors around all outbreaks of unrest
- Jigawa, Enugu, Lagos, Kwara and Abuja: Again, there have been security issues during the course of the year in all these States, but there has been nothing

major, nothing against International targets and all ESSPIN teams have been able to react and change plans as and when required.

- Borno State: There has been a significant increase in large scale clashes between security forces and militants and militant raids on villages – leading to high casualty figures in Borno State that far exceed casualty figures elsewhere

112. Threat to schools:

- Schools remain a legitimate target – especially in Borno and Yobe states
- There have been several high profile attacks on schools that have led to large numbers of fatalities – again in Borno and Yobe States
- There have been several kidnappings of Primary School teachers in Edo State
- In ESSPIN states, attacks on Education institutions remain rare.

113. Visits to Northern States:

- From December 2012 to May 2013, ESSPIN blocked ex-pat visits to the three northern states. These visits, though, have re-started following a strict approval process that involves the ESSPIN Nigeria team and Senior Managers in the UK and ensures that all travelers are aware of the risks, are comfortable to travel and that the visits are business essential. There have been times when visits have been put on hold – especially to Kano State:
 - a) After the Sabon Gari bombings in July
 - b) Around the Eid holiday in August
 - c) Around the anniversary of 11th September
 - d) Around the Independence Day holiday in October
 - e) Around the Eid holiday in October

114. The following security and travel management responses were made over the course of Year 5 and continue to be strengthened.

- The Weekly Security Update shared with all staff, all visitors, consortium partners, SLPs and other organizations – this is widely quoted as an example of best practice
- Close and continual contact with the developing and growing DFID Risk Management Team

- Sharing of a temporary Security Adviser post (Tom Myatt) with one of the other SLPs – SPARC
- Two Defensive Driver training courses run by Dave Bertie of Skills and Techniques Ltd
- Purchase of Satellite Phones through Crown Agents
- Development of a working relationship with Drum Cussac
- Strengthening the integration of ESSPIN security procedures with Cambridge Education/Mott MacDonald groups

115. Areas to be further strengthened during 2013/14 include:

- Refresher First Aid training for our drivers
- Further Driver Training through Skills and Techniques Ltd
- Installation of a Vehicle Tracking System for all ESSPIN vehicles – delayed from Year 5 while we find a reliable supplier that works outside of the big cities and into the LGAs where ESSPIN operate
- Continue to develop our information sharing network
- Use Dave Bertie from Skills and Techniques Ltd to review the ESSPIN approach to security
- Using ESSPIN best practice to inform security arrangements for sister programmes DEEPEN and TDP

Programme Risk Assessment, Management and Mitigation

116. The ESSPIN logframe identifies critical risks to achievement of programme results that must be monitored, assessed periodically and managed. The ESSPIN risk table has been updated for 2013 and is as follows.

Table 25: ESSPIN risk monitoring table

Risk	Assessment	Management
Lack of transparency in UBEC funding regulations	Productive relationship between UBEC and ESSPIN. National replication of ESSPIN's SBMC model by UBEC has created a trusting partnership. UBEC specifies use of its TPD funds for SIP rollout in its guidelines to ESSPIN States.	<ul style="list-style-type: none"> • Maintain the partnership by providing TA to UBEC in its drive to establish functioning SBMCs in all Nigerian schools • Engage UBEC in consideration of other intervention areas, e.g. Inclusive education, IQTE and QA.

FME lacks vision and commitment to national systems	Removal of the Education Minister threatens implementation of the 4-Year Strategy. Leadership of the FME is currently weak.	<ul style="list-style-type: none"> • Ongoing technical support to the Office of the Minister now occupied by the Deputy Minister. More engagement with the Permanent Secretary. • ESSPIN to push for the revival of the Ministerial committee on MLA
Lack of state government commitment to ASC	The risk of lack of funding is currently at medium probability and high impact. Medium rating is based on the good progress being made in leveraging state resources, in 4 out of 6 states (a good %). It is also based on the fact that funding opportunities from federal sources appear to be growing.	<ul style="list-style-type: none"> • This risk is slowly being internalised through a dedicated programme of political engagement within ESSPIN, with a small PSA budget • Targeted political engagement to secure commitment of senior government officials, including Governors in recent times • Quarterly meetings of Commissioners and SUBEB Chairs from focus states hosted by ESSPIN • Periodic meetings of State Education Steering Committees at state level • Planned engagement in Year 5 with State Houses of Assembly and LG Chairs • Involvement of civil society (CSOs and the media) in school improvement advocacy issues to improve accountability and transparency in delivery of services • Proactive investigation of federal funding sources, e.g. MDGs & TETF (former ETF) • Encouragement of non-government / private sector funding sources, e.g. Oando Foundation, CIFF in Kano • Collaboration with other SLPs and IDPs where possible
Lack of state government commitment to planning, budgeting & organisational reform		
Insufficient state resources and persistence of financial malpractice		
Failure of state governments to sustain commitment to school improvement		
Insufficient resources to accommodate additional children in schools		
Failure of states to respond to severe school quality problems identified in assessments	Improved rating as all states are showing, through acceptance of the school improvement programme, strong awareness of the need for urgent interventions to address issues thrown up by assessments, e.g. poor teacher competencies and learning outcomes. The response to publication of the Composite Survey report, which presents evidence of learning outcomes and the effectiveness of the ESSPIN approach, has been positive.	<ul style="list-style-type: none"> • ESSPIN continues to demonstrate effectiveness of the school improvement model through consolidation work in phase 1 schools and roll out to new schools • Ongoing dissemination of the Composite Survey report endorsed by State Commissioners of Education. • Support States to incorporate Composite Survey findings in their annual Sector Performance Review reports.
Infrastructure programmes continue to side-step sound procurement and supervision practices	This remains medium risk given weak procurement management systems in many states which may undermine the quality of infrastructure works and engender financial	<ul style="list-style-type: none"> • ESSPIN supporting use of standard prototypes for classroom construction and W&S facilities • Supervision of infrastructure projects now supported by independent

	leakage.	<p>consultants contracted by SUBEB in states</p> <ul style="list-style-type: none"> • SBMC Chairs are signatories to all payment certificates ensuring that communities get to sign off construction work • Dedicated project bank accounts set up for infrastructural projects to protect funds • ESSPIN supporting review of financial systems and practices within the functional review of SUBEBs (Output 2) • Community participation in monitoring of infrastructure promoted through SBMCs
Failure to recognise the role of women and children in school governance	Improved rating as every SBMC established through the school improvement programme has willingly supported the idea of Safe Spaces (women and children committees) where views can be expressed freely and channelled into decision making	<ul style="list-style-type: none"> • This risk is being internalised into the programme through ongoing mentoring of SBMCs by CSOs • Documentation and dissemination of examples of women contributing effectively to school improvement is also proving a good advocacy tool
Marginalised groups in states continue to be sidelined due to overriding cultural factors	Improved rating based on roll out of an inclusive education programme in all states in 2012 focused on improving information on out-of-school children, introducing the appropriate state policies, and improving school and community level practices. IE policies have been finalised in 5 out of 6 States.	<ul style="list-style-type: none"> • Every State now has an inclusive education programme with a clear policy basis • States are responding to federal directives for surveys of out-of-school children to be conducted; ESSPIN providing technical advice to its States • Ongoing CSO advocacy work including regular interaction with traditional / religious leaders
Lack of state government recognition of CSOs	Improved rating as states are increasingly aware of the important role of CSOs within the school improvement programme. As part of their SIP roll out commitments, four States have officially contracted CSOs, using their own funds, to help expand the SBMC support programme.	<ul style="list-style-type: none"> • ESSPIN consistently encourages states to engage CSOs directly to help train, mentor and monitor SBMCs • ESSPIN's SBMC model now includes the concept of Civil Society/Government Partnerships (CGPs) that brings CSOs and LGEA Desk Officers together as SBMC training & support teams. Evidence gathering on the impact that CSOs are helping to achieve with regards to voice & accountability.

Conclusion

117. The year 2012/13 was a satisfactory one for ESSPIN with an independent Annual Review validating the progress being made across the programme. In recognition of the potential to achieve even greater impact within the State programmes, the Annual Review recommended an extension of ESSPIN. DFIDN has responded by initiating a Business Case for ESSPIN's extension.
118. 2012/13 was a watershed for ESSPIN because, for the first, empirical evidence became available to demonstrate the effectiveness of its school improvement model. The M&E Composite Survey established that Output standards were being achieved with respect to effective head teachers, competent teachers, functioning SBMCs and use of SDPS; these were contributing to an emerging number of good quality schools; and there was early evidence that children, including those falling short of defined literacy & numeracy standards, were learning better in focus schools. The Survey will be repeated in 2014.
119. Beyond the specific quantitative information provided by the Composite Survey, abundant qualitative evidence was also generated demonstrating the considerable impact that SBMCs supported by CSOs were having in local communities. School improvement resources raised by SBMCs to date are not insignificant when compared with what government itself is providing. The voice and accountability objective is being achieved with many examples of SBMCs engaging government providers and securing positive responses to school improvement issues.
120. ESSPIN's approach to political engagement has been strongly validated by the rate of State governments' response to the release of funds for school improvement rollout in 2012/13. As at June 2013, SIP coverage was at 53.3% of all public primary and junior secondary schools in the six States, exceeding already the June 2014 target of 51.6% of all schools. The rapid increase during 2012/13 from 14% of schools (Phase 1) to 53% of schools (Phase 2) was funded by respective State governments. The outlook for further rollout in 2013/14 is positive.
121. ESSPIN's operational context is not getting any easier. The troubles in the North persist and the security challenges faced a year ago are still in place with respect to travel and general operations in Kano and Kaduna, and Jigawa to a lesser extent. ESSPIN continues to implement a robust security risk management strategy to ensure that programme targets in northern States are not compromised while programme staff are kept safe. There is as yet no indication that the situation will improve in 2013/14. As part of its forward thinking,

ESSPIN will review the impact of the conflict in northern States on its programming and on schooling in a position paper to be produced in 2013/14.

122. The relatively small investment in innovation through the Challenge Funds has paid off. A number of important access and equity initiatives, e.g. nomadic community education in Jigawa and rural housing in Kwara, have been identified for possible mainstreaming through additional support from ESSPIN in 2013/14 and State government buy-in.

Annex 1 Theory of Change

DFID's education strategy is to assist the Nigerian Government ensure that all Nigerian children, girls and boys, are able to enjoy improved quality of basic education. DFID currently has two major education programmes. ESSPIN is one of them, operating in support of DFID's education strategy in six states.

Success is defined as:

- More children acquiring basic literacy and numeracy in the first four years of primary school
- More children, especially girls, poor children and other disadvantaged groups entering and completing primary education.

Success requires three key changes to the education system:

- Schools must be of a better quality than they currently are. This means: better management, better teaching, good quality learning materials and a safe and healthy environment. Better quality schools will lead both to improved learning achievement and to better access and completion rates, as primary education becomes seen as being worthwhile
- More children must attend school, especially girls and children from poorest homes
- State must use education funds for their intended purposes and develop systems for implementing school improvements effectively.

The DFID-ESSPIN programme is working to bring about improved access to education by:

- Improvements in quality (see above) that lead to education being seen as worthwhile
- Working with school-based management committees to identify and address the causes of children being out of school in each community
- Supporting schools ensure that they are meeting the needs of all children, including those from disadvantaged groups
- Working with state governments to develop and implement policies on inclusiveness
- Piloting special measures such as conditional cash transfer schemes to encourage girls to access and complete basic education
- Opening up access to education through Islamic community and nomadic schools.

The DFID-ESSPIN programme is working to bring about improved state and local government support for school improvement by:

- Supporting improvements in planning budgeting, implementation and monitoring, to ensure that education funds are spent on intended purposes, including specific provision for school improvement. This includes access to essential management information through effective and timely annual school censuses

- Supporting improvements in procurement, infrastructure development and maintenance and supplies management to ensure the cost-effective development of safe and healthy environments
- Assisting states to provide effective support to schools through we trained school advisory and support agencies and quality assurance bodies
- Working with state and non-government organisations to improve collaboration and encourage responsiveness to community demands
- Ensuring the federal government disburses funding to states effectively and transparently and provides essential information about schools and the quality of education.

Annex 2 Publications Catalogue

Communications and Knowledge Management Publication Catalogue			
Reference	Title	Output	Website links to documents (Ctrl + Click to follow link)
Briefing Notes			
BN0.1	An integrated approach to school improvement	Output 1 - 4	http://www.esspin.org/index.php/ourwork/briefingnotes
BN2.1	Strategic Planning and Medium Term Sector Strategy	Output 2	http://www.esspin.org/index.php/ourwork/briefingnotes
BN2.2	Public Financial Management	Output 2	http://www.esspin.org/index.php/ourwork/briefingnotes
BN2.3	Organisational Development and Management	Output 2	http://www.esspin.org/index.php/ourwork/briefingnotes
BN3.1	School Improvement and Teacher Professional Development	Output 3	http://www.esspin.org/index.php/ourwork/briefingnotes
BN3.2	Quality Assurance	Output 3	http://www.esspin.org/index.php/ourwork/briefingnotes
BN4.1	Community Engagement and School Governance	Output 4	http://www.esspin.org/index.php/ourwork/briefingnotes
BN4.2	Access and Equity	Output 4	http://www.esspin.org/index.php/ourwork/briefingnotes
BN4.3	Islamiyya, Qur'anic and Tsangaya Education	Output 4	http://www.esspin.org/index.php/ourwork/briefingnotes
Case Study			
CS2.01	Data for Development - Annual School Census (ASC) in Enugu, Nigeria	Output 2	http://www.esspin.org/index.php/resources/case_studies

CS2.02	Delivering better education services – improved planning for Kano schools	Output 2	http://www.esspin.org/index.php/resources/case_studies
CS2.03	Kaduna Social Mobilisation Department – fit for purpose	Output 2	http://www.esspin.org/index.php/resources/case_studies
CS2.04	Planning and budgeting made easy in Enugu	Output 2	http://www.esspin.org/index.php/resources/case_studies
CS2.05	The Medium Term Sector Strategy – better planning and budgeting for education (Kaduna)	Output 2	http://www.esspin.org/index.php/resources/case_studies
CS2.06	Quality Assured in Kano	Output 2	http://www.esspin.org/index.php/resources/case_studies
CS3.01	Better systems=Better service delivery=Better schools (Lagos)	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.02	Enugu Teachers Development Needs Assessment (TDNA) – the first step to better teaching	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.03	ESSPIN Helping more children to stay in school (Kaduna)	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.04	Getting funding to schools in Kwara	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.05	Improvements at Ilapo Primary School (Lagos)	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.06	Improving Lagos schools bit by bit	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.07	Kaduna School Inspectorate moves to Quality Assurance	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.08	Kano’s resources used to train Kano’s teachers	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.09	Providing quality education – Lagos state SSIT	Output 3	http://www.esspin.org/index.php/resources/case_studies

CS3.10	Provision of water in Lagos school	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.11	State School Improvement Team (SSIT) leading the change in Kaduna	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.12	Water and sanitation for Kano schools	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.13	ESSPIN trainings transform teachers (Jigawa)	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS3.14	Improving school infrastructure to enhance teaching and learning (Lagos)	Output 3	http://www.esspin.org/index.php/resources/case_studies
CS4.01	Aisha Alhassan and girls education in Jigawa state	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.02	Best of both worlds – integrating traditional Islamic and modern secular education in Northern Nigeria (Kano)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.03	Community involvement in education in Tunga Maje, Kwara state	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.04	Conditional Cash Transfer – a ray of hope (Kano)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.05	Helping community leaders support their schools (Kaduna)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.06	Helping girls get an education in Jigawa state, Northern Nigeria	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.07	Kaduna state government and community – partnering for educational development	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.08	Planning for my school with the community (Kwara)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.09	Raising community voice for change (Kwara)	Output 4	http://www.esspin.org/index.php/resources/case_studies

CS4.10	Reaching more children in Kano	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.11	Sani Hungu's IQTE story (Kano)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.12	Schools for nomadic communities in Jigawa state	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.13	School planning leads to improved community relations (Jigawa)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.14	Supporting Islamic education in Kano state	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.15	The ESSPIN Challenge Fund (CF) Scheme – the story of Nelly (Enugu)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.16	UKaid-ESSPIN gives basic education lifeline to 1,200 disadvantaged children (Enugu)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.17	Challenge Fund leads to surge in enrolment at St. Paul's (Enugu)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.18	Fulani culture endures as community embraces education for all (Kwara)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.19	Inspirational teaching at Garbo Cluster in Miga, Jigawa State	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.20	Lagos SBMCs – working for school improvement	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.21	Taking ownership of education reform(Enugu)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.22	School Based Management Committee women help increase enrolment in schools (Kaduna)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS4.23	Challenge Fund leads to surge in enrolment at St Paul's (Enugu)	Output 4	http://www.esspin.org/index.php/resources/case_studies

CS4.24	School support visits improve teacher attendance in Karshi Primary School (Jigawa)	Output 4	http://www.esspin.org/index.php/resources/case_studies
CS5.01	Empowered Journalists: More Capacity for Advocacy Reporting (Kwara)	CKM	http://www.esspin.org/index.php/resources/case_studies
Evidence of Impact			
March 2011 October 2011 March 2012 September 2012 March 2013	Transforming Basic Education in Enugu	Output 2 - 4	http://www.esspin.org/index.php/resources/impact
March 2011 October 2011 March 2012 September 2012 March 2013	Transforming Basic Education in Jigawa	Output 2 - 4	http://www.esspin.org/index.php/resources/impact
March 2011 October 2011 March 2012 September 2012 March 2013	Transforming Basic Education in Kaduna	Output 2 - 4	http://www.esspin.org/index.php/resources/impact
March 2011 October 2011 March 2012 September 2012 March 2013	Transforming Basic Education in Kano	Output 2 - 4	http://www.esspin.org/index.php/resources/impact
March 2011 October 2011 March 2012	Transforming Basic Education in Kwara	Output 2 - 4	http://www.esspin.org/index.php/resources/impact

September 2012 March 2013			
March 2011 October 2011 March 2012 September 2012 March 2013	Transforming Basic Education in Lagos	Output 2 - 4	http://www.esspin.org/index.php/resources/impact
Experience Paper			
Exp2.1	Planning for better schools: Developing Medium-Term Sector Strategy	Output 2	http://www.esspin.org/index.php/resources/experiencepapers
Exp3.1	Curriculum reform: Kwara State College of Education, Oro	Output 3	http://www.esspin.org/index.php/resources/experiencepapers
Exp3.2	Management reform: Kwara State College of Education, Oro	Output 3	http://www.esspin.org/index.php/resources/experiencepapers
Exp3.3	Raising pupil achievement through school improvement: A practice-based approach	Output 3	http://www.esspin.org/index.php/resources/experiencepapers
Exp4.1	Integrating the old with the new: Islamic education responds to the demands of modern society	Output 4	http://www.esspin.org/index.php/resources/experiencepapers
Exp4.2	School-based management: engaging communities in school improvement	Output 4	http://www.esspin.org/index.php/resources/experiencepapers
Exp5.1	Telling Stories: School Improvement in the media	CKM	http://www.esspin.org/index.php/resources/experiencepapers
ESSPIN News/Express			
February 2009	ESSPIN News	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
May 2009	ESSPIN News	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases

December 2009	ESSPIN News	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
April 2010	ESSPIN News	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
August 2010	ESSPIN News	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
December 2010	ESSPIN Express	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
April 2011	ESSPIN Express	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
August 2011	ESSPIN Express	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
December 2011	ESSPIN Express	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
April 2012	ESSPIN Express	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
August 2012	ESSPIN Express	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
December 2012	ESSPIN Express	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
April 2013	ESSPIN Express	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases
August 2013	ESSPIN Express	Output 1 - 4	http://www.esspin.org/index.php/resources/news_releases

Annex 3 CSOs Helping to Improve Voice and Accountability

Evidence of Impact: Government Partnering with Civil Society: Initial SBMC research

Learning from Partnership: *“CSOs have helped us to access the remotest communities which we may not have been able to enter without CSOs who are from the locality; communities are more open to discuss their real concerns when it is both CSOs and government who come; working with the CSOs shows what we are doing to be open and transparent; the CSOs have strong community mobilisation skills – we learn from each other; the CSOs do additional work with the communities when government is not there; we know each other now”*. From a CSO perspective, *“working with government makes it easier for us to understand the workings of government and interact with key education stakeholders at different levels”*. (Kaduna CGP and SMD 2013)

conducted in 2009⁶ highlighted that pressure for school improvement and access for all children was almost entirely missing in school communities, although communities indicated willingness to support schools. An assessment of civil society organisations in states revealed no partnership with government in education service delivery.

ESSPIN’s strategy on citizen participation recognises that whilst governments carry the primary responsibility for education service delivery, *“EFA will not be achieved unless all partners and actors are mobilised to play their role”*⁷. It recognises the key role that civil society can play in enhancing voice and accountability in education service delivery, mobilise communities, address often neglected issues and gaps, reach marginalised and excluded groups and amplify community voice.

ESSPIN partnered with 43 CSOs to support government, through partnership to develop

SBMCs. CSOs and government participated together in a programme of capacity development to then activate and train SBMCs and mentor them in 1,151 schools over a 12-18 month period for effectiveness and sustainability. In recognition of the value of partnership and trust developed, government is now independently engaging CSOs to further roll-out SBMC development in states. UBEC at federal level has also adopted the model.

The CSO self-assessment (2013) indicates improved capacity of civil society organisations working with government to mobilise communities, increase access for all children strengthen community voice, including voices of women and children and document achievements, challenges and evidence of impact (645 mainly qualitative reports across states). The self-assessment shows that CSOs have either met or exceeded planned milestones for 2013. Evidence from the reports and the CSO self-assessment is summarised below:

- Increased parental interest in education and support for children’s learning
- Pressure from communities through SBMCs for improved schools, access and equity for all children

VOICE: Community priorities are reflected in school development plans (SDP); SBMCs help communities to monitor the implementation of the plan and are involved in the management and mobilisation of school resources; SBMCs correspond with and visit LGEA offices to request support; SBMCs are getting together to share challenges through SBMC Forums developing at local and LGEA level and to hold duty bearers accountable; CSOs are influencing government at a higher level based on their work with SMOs, SBMCs and communities for example through international days and linking with umbrella civil society organisations.

⁶Poulsen Helen (2009), School Based Management Committees in Policy and Practice: Research synthesis report

⁷ Special Session on the Involvement of Civil Society in Education for All Synthesis Report (2001) UNESCO

- Communities are supporting teachers and also holding teachers accountable (attendance and quality)
- There is growing response to community demand from the school, the LGEA and from state level with many case-studies and examples well documented by CSOs and SMOs.
- Planning processes by government at LGEA and state level are beginning to incorporate community issues as well as appropriate amounts of funding to support SBMC development, including direct funding to schools
- Women and children are participating more in SBMCs, improving their schools and supporting children to enrol and stay in school
- The involvement of more than 1,500 traditional and religious leaders and working through women’s committees and networks has increased the critical mass of support for school improvement, access and equity

However **Challenges Remain:** State budget release for SBMC development including direct funding to schools remains a challenge. The success of SBMCs is dependent at the moment on small amounts of intervention funding from the UBEC Department of Social Mobilisation as they replicate the SBMC model across Nigeria, and what states contribute from Teacher Professional Development funds, again from UBEC at federal level. “The small amounts provided to schools by ESSPIN helped to implement the plan, but they also encouraged communities that something is also coming

- There is evidence of strong state and federal level buy-in through the leverage of government resources to continue to partner with civil society for improved education service delivery

Captured below are some of the key issues, according to CSO reports and Community EMIS data specific to Kwara State (June/July 2013) upon which SBMCs, including women and children, are now taking action in response to community demand.⁸ C-EMIS data collected by community teams indicates numbers of children out-of-school, dropping out, or attending irregularly and the reasons why. Many of the issues across states are similar, but some differ according to state context.

- Equitable distribution of teachers to schools, particularly schools in remote 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 and facilities/aids for increasing numbers of children in schools with a diverse range of needs
- Supporting children who are not learning in school because they don’t speak any of the languages used in the classroom (nomadic children in particular, Kwara State)

⁸ CSO reports (2013) Kwara State