

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

**25<sup>th</sup> Quarterly Report**  
**October – December, 2014**

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## Report Distribution and Revision Sheet

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### Scope of Checking

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The documentary series is arranged as follows:

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

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

## Contents

Report Distribution and Revision Sheet .....	ii
Disclaimer .....	iv
Note on Documentary Series .....	iv
Acronyms and Abbreviations .....	vii
Section 1: Introduction.....	1
Overview.....	1
Programme Progress and Leverage of Resources.....	7
Political and economic environment.....	11
Security.....	12
Key numbers for October to December 2014 .....	14
Financial report .....	20
Value for money .....	22
Risk monitoring.....	23
Section 2: State Progress Summaries .....	26
Enugu.....	26
Jigawa .....	32
Kaduna.....	35
Kano.....	40
Kwara.....	43
Lagos.....	47
Section 3: Cross-cutting and Federal.....	51
Annex 1: Quarter 2 Milestone Deliverables, Oct-Dec 2014 .....	54
Annex 2: High Level Workplan January – March 2015.....	57
Output 3: School Quality .....	57
Output 4: Inclusion .....	59
Output 2: Institutional Development.....	61
Output 1: National Systems .....	62

## Tables

Table 1 School improvement programme coverage (public schools) up to December 2014, by Phase	7
<b>Table 2 Financial resources leveraged by state up to December 2014.....</b>	<b>9</b>
Table 4: High level review of ESSPIN finances for the Extension Phase.....	20
Table 5: Extension Contract by Area of Spend .....	20
Table 6: ESSPIN Year 7 spend position .....	21
Table 7: ESSPIN spend position in relation to 2014/15 DFID Financial Year.....	21
Table 8: ESSPIN spend by Output – against Year 7 forecast and total Extension budget.....	21
Table 9: ESSPIN lifetime spend by Output – actual against forecast .....	22
Table 10: Unit costs of activity against projected lifetime results and lifetime expenditure (GBP) .....	22

Table 11: Leverage, Enugu State, during October to December 2014.....	28
Table 12: Risk matrix, Enugu State, as at December 2014.....	28
Table 13: Leverage, Jigawa State, to December 2014.....	33
Table 14: Risk matrix, Jigawa, December 2014.....	33
Table 15: Leverage, Kaduna State, to December 2014.....	36
Table 16: Risk matrix, Kaduna State, December 2014.....	37
Table 17: Leverage, Kano State, to September 2014.....	41
Table 18: Risk matrix, Kano State, December 2014.....	41
Table 19: Kwara State, leverage, October - December 2014.....	44
Table 20: Risk matrix, Kwara State, December 2014.....	44
Table 21: Leverage (NGN), Lagos State, to December 2014.....	48
Table 22: Risk matrix, Lagos State, to December 2014.....	50

## Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Report
ASC	Annual School Census
BPSR	Bureau for Public Service Reform
C-EMIS	Community Education Management Information System
CGP	Civil Society – Government Partnership
CSO	Civil Society Organisation
DEEPEN	Developing Private Education in Nigeria (Lagos)
DFID	Department for International Development, UK government
DG	Director General
DSO	District Support Officer
DSS	Director School Services
DWP	Departmental Work Plan
EMIS	Education Management Information System
EnSG	Enugu State Government
ERC	Educational Resource Centre
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
FCO	Foreign and Commonwealth Office
FCT	Federal Capital Territory
FIS	Federal Inspectorate Services
FME	Federal Ministry of Education
GEP	Girls’ Education Project, UNICEF
GPE	Global Partnership for Education
HC	Honourable Commissioner
HME	Honourable Minister of Education
HR	Human Resources
HT	Head Teacher
IDP	International Development Partner(s)
IMEP	Independent Monitoring and Evaluation Project
IQTE	Islamiyya, Qur’anic and Tsangaya Education
JSS	Junior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
LOB	Learning Outcome Benchmark(s)
LSG	Lagos State Government
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal(s)
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
MOU	Memorandum of Understanding
MTSS	Medium Term Sector Strategy
M&E	Monitoring and Evaluation
NTI	National Teachers Institute

NPopC	National Population Commission
PFM	Public Financial Management
PS	Permanent Secretary
PSA	Programme Support Activity
QA	Quality Assurance
RMT	Results Monitoring Table
SANE	State Agency for Nomadic Education
SAVI	State Accountability and Voice Initiative
SBMC	School Based Management Committee
SDP	School Development Plan
SHoA	State House of Assembly
SIO	School Improvement Officer
SIP	School Improvement Programme
SLP	State Level Programme
SMD	Social Mobilisation Department
SMO	Social Mobilisation Officer
SMOE	State Ministry of Education
SMOEST	State Ministry of Education, Science and Technology
SSIT	State School Improvement Team
SSO	School Support Officer
STT	State Task Team
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TDNA	Teacher Development Needs Assessment
TDP	Teacher Development Programme
TPD	Teacher Professional Development
TSP	Teaching Skills Programme (Kano State)
UBE-IF	Universal Basic Education Intervention Fund
UBEC	Universal Basic Education Commission
USAID	United States Agency for International Development



## Section 1: Introduction

### Overview

#### *2014 Annual Review*

1. The independent Annual Review of ESSPIN for the period July 2013 to July 2014 was conducted in September 2014 by the Independent Monitoring & Evaluation Programme (IMEP). The overall assessment of programme performance was positive and the recommendations offered important guidance for forward planning during the extension phase. ESSPIN was scored an overall A+ ('Outputs moderately exceeded expectation'), an improvement over the previous year's A rating.
2. In reviewing progress since 2013, the Review found the large scale of school improvement rollout based largely on use of State government resources to be an important indicator of ESSPIN's effect on basic education policy, financing and practice. It also acknowledged the "strong understanding of the value and practice of school improvement" amongst stakeholders, from classroom teachers to Education Commissioners, and considered ESSPIN to have a strong platform for achieving its Outcomes by 2017.

**Table 1: Some headline measures of progress and lessons learned**

#### ***Measures of progress***

- 4.7 million primary age children (48% girls) are benefitting from school improvement interventions, representing 72% of all primary school enrolment in the six ESSPIN partner States (target exceeded by a large margin).
- 457,000 additional children (233,000 girls) were attending school by June 2014, most of them in disadvantaged northern States (184% of target achieved).
- The School Based Management model introduced in ESSPIN States has been adopted by UBEC and replicated in all Nigerian States and the FCT, with UBEC having invested approximately £3.7m by September 2014 to make it happen.
- The numbers of effective head teachers (7,300) and competent teachers (38,000) exceed not only June 2014 targets but also 2016 endline targets due to the massive scale of rollout.

#### ***Key lessons learned***

- Programme Outputs are being achieved as planned and need to be consolidated through more Outcome-driven implementation strategies.
- Political engagement and flexibility to State needs must continue, particularly in the context of the 2015 General Elections and the continuing conflict in the North.
- Capacity building, which has been successful at many levels, should continue to strengthen and deepen skills and behaviours through the extension period.

3. In looking forward to the extension period of ESSPIN, 2015-2017, the Review made three main recommendations.
  - i. ESSPIN's monitoring & evaluation framework is to be updated to improve the programme's overall evaluability. Specifically, the theory of change should be articulated more strongly, clarifying the flow from Outputs to Outcomes; the logframe should be revised; and a comprehensive final evaluation plan should be developed.
  - ii. A clear statement is needed on the weight that is to be accorded and the approach to be pursued, to enabling children to access learning opportunities in non-public schools in northern Nigeria, within ESSPIN's mainstream programming and DFID's wider programming strategies on conflict sensitivity.
  - iii. A short paper should be prepared for DFIDN that sets out how ESSPIN is structured, organised and managed to achieve Outcome and Impact level targets by the end of 2016.
4. ESSPIN's technical team has reviewed the recommendations and an action plan for addressing them is already in progress.
5. The findings of the 2014 Composite Survey, measuring the school level effectiveness of ESSPIN's school improvement programme (at Output, Outcome and Impact levels), are being compiled into a set of technical reports: an overall technical report, a set of individual State reports, an inclusion/gender report. Headline findings will be included in the March 2015 Quarterly Report.

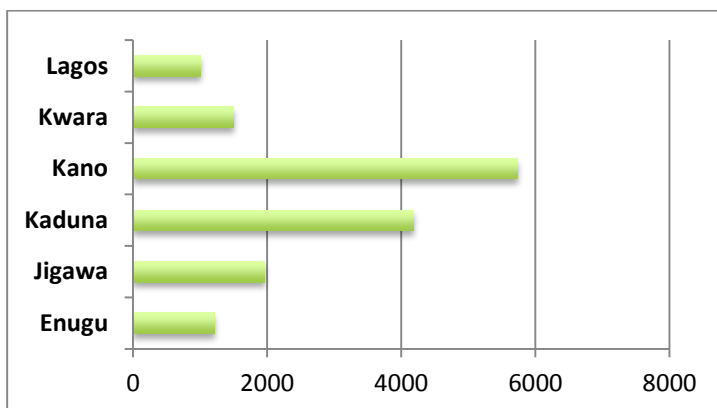
#### *Summary of State progress/political engagement*

6. A round-up of political engagement in the States is as follows:
  - **Enugu:** ENSUBEB, under the leadership of its committed Chair, came through with its plan to scale up the SIP to all primary schools in the State, a total of 1223, before the 2015 Elections. This is an extremely positive result given the difficult political and institutional challenges experienced only two years ago. The next challenge is to ensure that initial capacity building programmes are not overly disrupted by the 2015 Elections.
  - **Jigawa:** SUBEB has been true to its carefully developed phased plan for bringing additional schools into SIP in manageable tranches. The final set of primary schools were brought in during this quarter, thereby expanding SIP coverage to 100% of primary schools. This achievement is particularly significant as it has occurred during a difficult year when budget releases were at a premium.

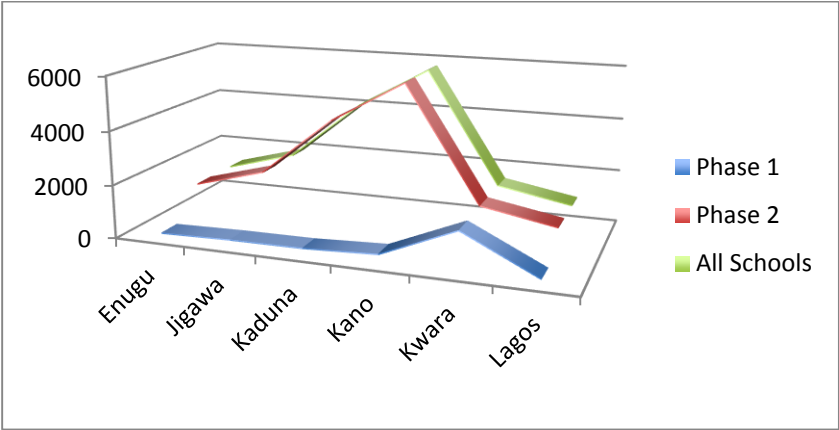
**ESSPIN has leveraged a total of £16.9m in State government direct funding of the School Improvement Programme to date, extending coverage to over 16,000 primary and junior secondary schools, thereby improving the conditions for 5.7 million children to learn.**

- Kaduna:** The SUBEB Chair has successfully led the scale up of SIP to all 4,175 primary schools in the State, a positive outcome following months of political engagement and planning. This makes Kaduna the second largest of ESSPIN’s SIP programmes, a recognition that comes with the challenge of sustainable funding. Kaduna is also the first State to pilot adaptation of the SIP approach to secondary education, through a pilot programme currently involving 100 junior secondary schools.
- Kano:** The Executive Governor remains supportive of the reform programme driven by SUBEB and with the able support of the Honourable Commissioner. His Excellency personally approved the release of N88m to clear up outstanding commitments to the expanding IQTE programme.
- Kwara:** SUBEB recorded an unprecedented 96% budget release rate by the end of Quarter 4, meaning the large part of its 2014 allocation of N1.3 billion was available for programming. However, SIP funding remained ad hoc. More predictable funding linked to targets and timetables is required.
- Lagos:** Support to established SIP schools continued with the requisite support provided for school improvement teams during the quarter. It is important that the SBMC workstream is brought up to a similar level of implementation, a factor that relies on SUBEB’s capacity to access additional funding.

**Figure 1: Summary of SIP coverage of primary schools by State**



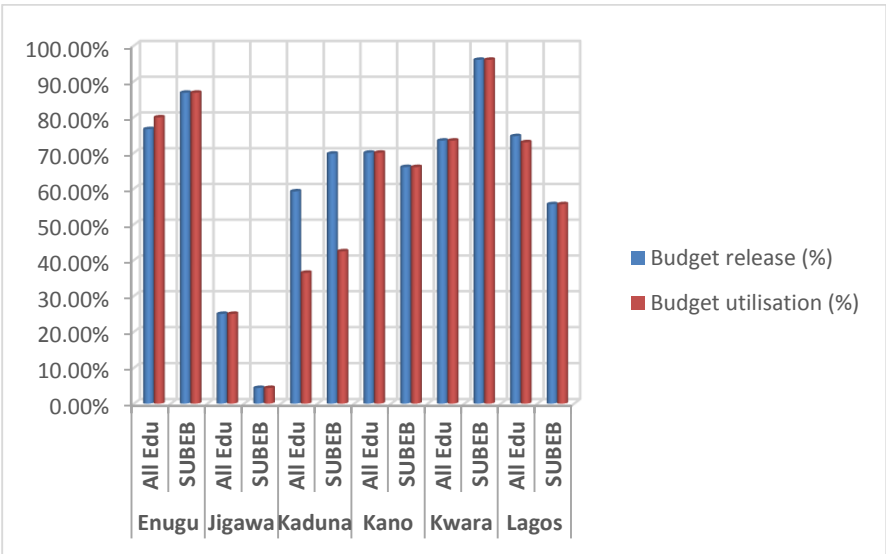
**Figure 2: SIP coverage of primary schools by State by phase**



**State 2014 budget performance**

7. No State achieved the end of year benchmark of 100% of budget with regards to releases and utilisation. Kwara’s sub-allocation to basic education (SUBEB) came close at 96% for both release and utilisation; however, it is significant that Kwara had the lowest annual SUBEB budget to begin with. Enugu also achieved relatively high release (87%) and utilisation (87%) rates.<sup>1</sup> Kwara, Enugu and Kaduna recorded the strongest performances in terms of basic education expenditure relative to total spend on education. The Jigawa end-of-year position was uncharacteristically low at 25% budget release for all sub-sectors and just 4.4% for basic education. This is a far cry from the impressive 94% and 110% of budget released for all sectors and for basic education respectively in 2013. It has been a challenging year for SUBEB financially in spite of its unwavering commitment to SIP expansion.

**Figure 2: Quarter 4 2014 State education budget release and utilisation by aggregate (all sub-sectors) and by basic education (SUBEB)**



<sup>1</sup> The Enugu aggregated data for all sectors is anomalous in having a utilisation rate that exceeds the release rate (both are functions of the annual budget allocation). The source data is being checked.

8. On average across the six ESSPIN States, budget release and utilisation rates are well below the expected 100% benchmark for year-end at 60% and 48% respectively for SUBEB. By the same period last year, releases for SUBEB were at roughly the same level, 59% of budget, but utilisation was much higher at 60%. In comparing budget release performance against 2013 by State, Kwara showed the biggest improvement in leaping from 34% in 2013 to 96% in 2014<sup>2</sup>. Lagos showed the most consistency in achieving 56% in 2014 compared with 54% in 2013. As indicated above, Jigawa showed a reversed trend in dropping considerably in both releases for SUBEB and for the education sector as a whole.

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<sup>2</sup> It is significant that SUBEB's annual budget dropped from N4.3bn in 2013 to just N1.3bn in 2014.

Table 2: ESSPIN states education budget release and utilisation, Quarter 1 to Quarter 4 - 2014

		Q1 (Jan-Mar)			Q2 (Apr-Jun)		Q3 (Jul-Sep)		Q4 (Oct-Dec)	
		Year allocation (NGN)	Budget release	Budget utilisation	Budget release	Budget utilisation	Budget release	Budget utilisation	Budget release	Budget utilisation
Benchmark			25%	25%	50%	50%	75%	75%	100%	100%
Enugu	All Education	14.4bn	26.67%	27.94%	46.46%	46.37%	54.06%	65.90%	76.6%	79.9%
	SUBEB	2.8bn	12.26%	14.61%	69.30%	69.30%	83.47%	83.47%	86.8%	86.8%
Jigawa	All Education	7.9bn	0.08%	0.08%	0.51%	0.51%	20.11%	20.11%	25%	25%
	SUBEB	2.03bn	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	4.35%	4.35%
Kaduna	All Education	16.6bn	27.70%	7.01%	55.29%	13.53%	46.93%	26.82%	59.2%	36.4%
	SUBEB	3.9bn	89.19%	8.27%	85.15%	11.83%	65.17%	26.70%	69.7%	42.4%
Kano	All Education	32.2bn	16.69%	16.69%	41.12%	41.12%	55.00%	55.00%	70%	70%
	SUBEB	2.7bn	21.44%	21.44%	38.58%	38.58%	52.00%	52.00%	66%	66%
Kwara	All Education	18.4bn	0.49%	0.48%	18.66%	18.42%	29.50%	29.20%	73.4%	73.4%
	SUBEB	1.33bn	4.22%	4.22%	5.22%	5.22%	48.90%	48.90%	96%	96%
Lagos	All Education	25.3bn	24.27%	23.10%	36.16%	34.74%	56.26%	55.43%	74.6%	72.9%
	SUBEB	2.38bn	10.38%	9.42%	20.14%	20.14%	33.40%	32.73%	55.6%	55.6%
All States	All Education	114.8bn	17.47%	14.38%	36.81%	29.68%	47.69%	45.42%	67.2%	63.3%
	SUBEB	15.1bn	31.09%	10.48%	51.68%	18.82%	51.58%	34.72%	59.5%	47.9%

## Programme Progress and Leverage of Resources

### SIP Rollout

9. A considerable amount of effort, and subsequently resources, went into ensuring that as much SIP expansion as possible took place before the 2015 Elections when changes in government are likely to slow down the current pace of work. Consolidation work continued in Kwara, Kano and Lagos where all primary schools were already in the programme. The headline result was the successful expansion of SIP to all primary schools in the three remaining States – Jigawa, Enugu and Kaduna. This means that expansion targets for the programme by 2016 have been substantially exceeded. The SUBEB Chairs in all three States are to be commended for championing the reform work.

**Table 1 School improvement programme coverage (public schools) up to December 2014, by Phase**

	Phase 1 (Pilot)	Phase 2 actuals (Dec 2014)	Total no. of schools	Phase 1 as % of all schools	Phase 2 as % of all schools	Target 2016 as % of all pry schools	Phase 2 as % of Target 2016
<b>Enugu</b>							
<i>Pry</i>	91	1,223	1,223	7%	100%	40%	250%
<i>JSS</i>	0	0	314	0%	0%		
<i>All</i>	91	1,223	1,537	6%	80%		
<b>Jigawa</b>							
<i>Pry</i>	149	1,955	1,955	8%	100%	100%	100%
<i>JSS</i>	49	49	494	10%	10%		
<i>All</i>	198	2,004	2,449	8%	82%		
<b>Kaduna</b>							
<i>Pry</i>	165	4,175	4,175	4%	100%	40%	250%
<i>JSS</i>	0	100	416	0%	24%		
<i>All</i>	165	4,275	4,591	4%	93%		
<b>Kano</b>							
<i>Pry</i>	279	5,732	5,732	5%	100%	100%	100%
<i>JSS</i>	33	33	363	9%	9%		
<i>All</i>	312	5,765	6,095	5%	95%		
<b>Kwara</b>							
<i>Pry</i>	1,448	1,497	1,497	97%	100%	100%	100%
<i>JSS</i>	0	407	407	0%	100%		
<i>All</i>	1,448	1,904	1,904	76%	100%		
<b>Lagos</b>							
<i>Pry</i>	100	1,004	1,004	10%	100%	100%	100%
<i>JSS</i>	0	0	348	0%	0%		
<i>All</i>	100	1,004	1,352	7%	74%		
<b>Total</b>							
<i>Pry</i>	2,232	15,586	15,586	14%	100%	69%	100%
<i>JSS</i>	82	589	2,342	4%	25%		
<i>All</i>	2,314	16,175	17,928	13%	90%		

Green shade: Achieved or Exceeded Target

### *Leveraged Resources*

10. Total resources leveraged from State governments and UBEC to support rollout, consolidation and replication (beyond ESSPIN States) of the School Improvement Programme, and other related activities, totalled N359m or approximately £1.3m in the period October to December 2014. UBEC carried on with its national SBMC replication work by organising a national lessons learning conference in November 2014. The successful event was attended by all States except Borno, Yobe and Nasarawa.



<b>Table 2 Financial resources leveraged by state up to December 2014</b>					
	<b>State resources Leveraged (Oct-Dec 2014)</b>	<b>State resources leveraged (cumulative to date, from July 2012)</b>	<b>Source (Current quarter)</b>	<b>Purpose (Current quarter)</b>	<b>Comment (Current quarter)</b>
<b>Enugu</b>	N65.7m (£243,330)	N668.6m (£2,608,882)	EnSG, SUBEB, MOE, LGEA	SIP rollout to all primary schools, QA, SBMC development, school grants	N30.6m released for school running costs (N25k per school) – ESSPIN encouraging link to school self-evaluation and SDPs. Balance of resources for induction training of new SSIT, SSO, HTs and CTs for 727 new SIP schools; and SBMC mentoring visits for 496 existing schools.
<b>Jigawa</b>	N20.6m (£76,374)	486.1m (£1,921,191)	UBEC-IF	SIP support, support to nomadic schools, materials	SUBEB had only 4.4% of its 2014 allocation released by year-end and has had to rely on UBEC TPD funds. N18m was spent on induction training of new SSOs and SMOs to support rollout to all primary schools, and also SBMC mentoring visits for phase 1 and 2 schools. N2m was spent on teaching/learning materials for nomadic community schools.
<b>Kaduna</b>	N26.8m (£99,260)	N652.8m (£2,567,460)	SUBEB (for SIP), UBEC-IF, MoE, QA board	SIP rollout and support, QA evaluation, 2014/15 ASC, SBMC mentoring visits	To support rollout to all primary schools, induction training was conducted for 64 LGA-based SSITs and 445 new SSOs; also, orientation work with 11 Kaduna CSOs, SUBEB SMD staff, and SMD heads of dept. from 23 LGEAs. Training of QA evaluators and equipment upgrade for LGEA database project make up the balance of spend.
<b>Kano</b>	0 (0)	N489m (£1,953,000)	nil	nil	Zero releases in the quarter in spite of budgetary allocations for TSP, IQTE, SBMCs and QA. Nonetheless, a Professional Day for SSITs, IQTE loan disbursements, zonal training of (SBMC) CGPs, preparations for 2014/15 ASC, and launch of the LGEA database project took place during the quarter.

<b>Kwara</b>	N29.2m (£108,148)	N208.1m (£805,371)	SUBEB, LGA	SSIT costs, rural teacher housing	SUBEB realised 96% of its annual allocation, a record release rate, but resources leveraged for school improvement remained relatively low – N5.3m on SBMC training for 22 JSSs. The balance of spend for the quarter went on SSIT and SSO allowances.
<b>Lagos</b>	N92.4m (£342,222)	N829.8m (£3,238,839)	SUBEB subvention, UBEC TPD, MOE	SIP support (TPD), SSIT allowances, SBMC LGEA Forum, ASC activities	N20.5m was released for HT and CT school support visits from the balance of 2013 TPD funds. The bulk of State financing for the period went on recurrent school running costs and allowances.
<b>Federal</b>	N36.1m (£133,704)	N999.1m (£3,875,704)	UBEC	National SBMC Conference (all 36 States + FCT)	UBEC support to joint conference with ESSPIN including travel and housing of participants from 33 States.
<b>Total</b>	<b>N270.8m (£1m)</b>	<b>N4.3bn (£16.9m)</b>			

## Political and economic environment

11. The main talking point on the Nigerian political landscape is the General Elections scheduled for February 2015. The offices of the President, Vice President, Governors, Deputy Governors, national and State legislators will become vacant on 28 May 2015. The Independent National Electoral Commission (INEC) has duly issued notice for elections to hold as follows:

- 14 February 2015: Presidential and National Assembly elections
- 28 February 2015: Gubernatorial and State House of Assembly elections

Party primaries have been concluded and political campaigns are heating up, with the ruling People's Democratic Party (PDP) and the All Progressives Congress (APC) the key contestants. A close race is predicted.

12. DFID programmes, including ESSPIN, are implementing similar risk management arrangements to mitigate the likelihood of civic unrest during and after the elections. Specifically, i) workplans have been rescheduled to minimise field operations during the month of February, ii) no inter-City travel will be allowed during the last three weeks of February, iii) international visits will only occur during February if they are of a business essential nature, and iv) all offices will be closed on Fridays and Mondays surrounding an election weekend. These are general arrangements. More specific actions will be taken as circumstances dictate, and proactive monitoring will ensure that planning information is available in a timely manner from all ESSPIN States.

13. It is unlikely that schools will be shut for these elections, as tends to be the practice. There is concern that a significant proportion of the school year has been lost already, to the Ebola forced closure in August – October, and further disruption would render 2014/15 a wasted school year. The decision to open or close schools will clearly be factored against security and related risks to ensure that children's safety is not jeopardised.

14. Nigeria's recently proposed 2015 budget of N4.3 trillion has been widely received as a deficit budget with severe concerns over its sufficiency to fund capital and recurrent plans in 2015. The panic factor relates to possible revenue shortfalls that will result from oil prices plummeting below the budget benchmark of \$65 per barrel. This gloomy outlook is exacerbated by the fact that 91% of the proposed budget will target recurrent expenditure – staffing and wage bills, statutory transfers and debt service costs – leaving comparatively little funding for capital programmes. Possible outcomes with implications for ESSPIN's school improvement work, currently scaled up through significant State funds, include:

- Delayed budget appropriation and, consequently, releases in 2015 while the deficit budget is being debated. This is likely to disrupt SIP implementation workplans during the first half of 2015.
- Lower federal allocations to State and local governments – leading to weak implementation capacity, especially for States that are weak on IGR collection and

depend mainly on federal revenues.

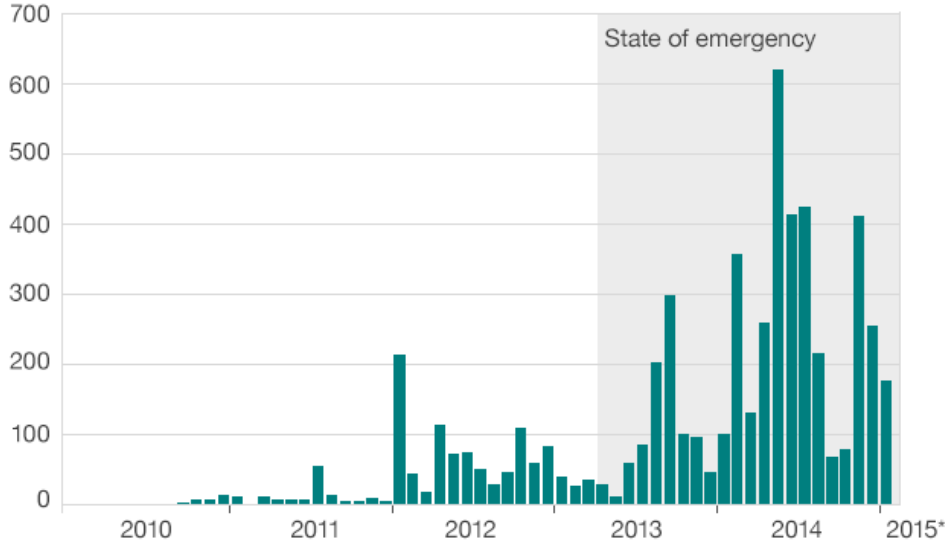
- Delayed or non-payment of salaries, salary cuts and possible retrenchment in the civil service leading to civil unrest and industrial strikes.
  - Diversion of social development funds (education, health, etc.) to other priorities considered more urgent, e.g. security issues in the North, given increased competition for severely limited resources.
  - Cuts in allocations of federal funds to State governments, e.g. UBEC Intervention Funds, which are calculated as percentages of the oil-derived Consolidated Federal Revenue.
15. At the level of programmes, there is confusion over whether the government's subsidy reinvestment and empowerment programme (SURE-P), established to fund social development projects, should be treated as external to the aggregate budget. What is clear, however, is that if oil prices drop there will be little or no direct savings for SURE-P.
16. On a positive note, special intervention programmes get a mention, e.g. the Presidential Initiative for North East Security (PINES) which gets an increased budget of N5 billion from N2 billion, proposal of a social safety net programme to reach three million households over ten years, and the relocation of 2,400 displaced children from high risk areas through the Safe Schools Initiative.

## Security

17. The external operating environment in Nigeria remains challenging. The State of Emergency and unrest continues unabated in Adamawa, Borno and Yobe States. The changing pattern of security and operating in Nigeria is highlighted in the graph below – showing the change from 2010 up to and including the early days of January 2015. The table below clearly shows an escalation in 2014.

**Figure 3: Nigeria – reported fatalities in insurgency attacks 2010 - 2015**

**Reported civilian deaths by Boko Haram, Sept 2010-Jan 2015**



Note: Fatalities up to 10 Jan, includes provisional 150 deaths for attack on Baga  
 Source: Armed Conflict Location and Event Data Project, created by Prof Clionadh Raleigh, Uni of Sussex

18. The security challenges have not been restricted to those states under the State of Emergency. There were a spate of explosions in the Summer of 2014 - in Abuja (June), Kaduna (July) and Kano (July and September). This has continued into the Quarter under review with explosions reported from:

- Bauchi State - 22<sup>nd</sup> October, 7<sup>th</sup> and 16<sup>th</sup> November and 22 December
- Gombe State - 31<sup>st</sup> October and 22<sup>nd</sup> December
- Niger State - 12<sup>th</sup> November
- Kano State - 14<sup>th</sup> and 28<sup>th</sup> November and 10<sup>th</sup> December
- Plateau State - 11<sup>th</sup> December

Whilst only Kano is an ESSPIN State, the series of explosions does create uncertainty and an element of fear across the Northern States. Also of concern are the frequent outbreaks of communal rest – most notably in Plateau, Nasarawa, Benue, Taraba, Kaduna, Zamfara, Katsina and Kogi States – especially the impact on Southern Kaduna in Sanga, Kachia and Zangon-Kataf LGAs.

The traffic light rating of security in ESSPIN States as at December 2014 is:

- Red – Kano
- Amber – Kaduna
- Green, Abuja, Enugu, Jigawa, Kwara and Lagos

19. **Health Issues:** During the Quarter under review, the World Health Organization, in October, gave Nigeria the all-clear from the Ebola Virus. In all, 20 cases were reported in Nigeria with 8 fatalities. This means that Nigeria has accounted for 0.09% of all recorded cases and fatalities for the current and on-going outbreak in West Africa.

20. **Looking Forward – January to March 2015:** The key issues that ESSPIN will be factoring into activity in the new Quarter – January to March 2015 are:

- **Health Issues:** As well as monitoring for no return of the Ebola Virus to Nigeria through official sites and sources, ESSPIN will be monitoring the spread of both Cholera and Avian Flu following outbreaks in late 2014/early 2015
- **Insurgency and General Unrest:** We know that the Insurgency will continue in the three Northern States (Adamawa, Borno and Yobe). We continually monitor for any spread outwards into the three northern ESSPIN States as well as into Abuja. The increase in incidents in Bauchi, for example, has prompted a level of anxiety in Jigawa State – given the fact that the two States share a border.
- **Communal Unrest in the Middle Belt:** again, this could impact on ESSPIN’s ability to deliver in Kaduna State – especially when unrest spreads from Nasarawa and Plateau States.
- **February 2015 Elections:** The biggest factor in the January to March Quarter are the Elections scheduled for 14<sup>th</sup> and 28<sup>th</sup> February. ESSPIN is keen to avoid having one solution for all 7 States as the challenges presented by the Election are different across the different ESSPIN States. In terms of the risks presented by the 2015 Elections, a traffic light rating for ESSPIN States would be:

**Red** – Kano, Kaduna and Lagos

**Amber** – Abuja, Enugu, Jigawa and Kwara

**Green** – n/a

21. ESSPIN has attended all the NPM meetings around the Elections as well as the RMO meetings for Service Providers. Plans are in place for monitoring and managing elections related risks across the programme.

## Key numbers for October to December 2014

22. The table below summarises progress on achievement of key results in the current quarter. The results have been collated from the states’ Results Monitoring Tables (RMT) which track progress against annual targets defined in the logframe and explained in the Logframe Handbook. For

each result, the quarterly period actual and cumulative actual total for the programme to date are reported.

23. Following the ESSPIN Annual Review in September 2014, a revision of the logframe was recommended and is currently in progress. Once this work is concluded, an annual Target column will be reintroduced into the Numbers Table below to enable mapping of progress on sub-outputs against annual logframe targets.

Key results	PERIOD ACTUAL OCTOBER TO DECEMBER 2014							CUMULATIVE ACTUAL TO DATE: JULY 2012 to DECEMBER 2014						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Number of target schools (public)		<i>New</i>	<i>New</i>	<i>New</i>	<i>New</i>	<i>All</i>	<i>All</i>							
Primary	7,669	727	1,002	3,227	212	1,497	1,004	15,665	1,223	1,955	4,254	5,732	1,497	1,004
JSS (and SSS Kano only)	507	-	-	100	-	407	-	589	-	49	100	33	407	-
Total	8,176	727	1,002	3,327	212	1,904	1,004	16,254	1,223	2,004	4,354	5,765	1,904	1,004
Number of learners in target schools (public)		<i>New</i>	<i>New</i>	<i>New</i>	<i>No new estimate available yet</i>									
Male	2,592,007	78,516	132,264	600,823	1,396,997	158,825	224,582	2,984,093	132,102	308,060	763,527	1,396,997	158,825	224,582
Female	2,403,650	77,062	99,198	504,961	1,346,650	143,830	231,949	2,728,031	129,638	231,769	644,195	1,346,650	143,830	231,949
Total	4,995,657	155,578	231,462	1,105,784	2,743,647	302,655	456,531	5,712,124	261,740	539,829	1,407,722	2,743,647	302,655	456,531
Number of target schools (non-state)	573	31	-	222	320	-	-	908	186	180	222	320	-	-
Number of learners in target schools (non-state)														
Male	14,586	3,348	-	9,238	2,000	-	-	53,735	23,436	12,166	9,238	8,895	-	-
Female	9,639	3,286	-	4,353	2,000	-	-	45,681	23,002	9,960	4,353	8,366	-	-
Total	24,225	6,634	-	13,591	4,000	-	-	99,416	46,438	22,126	13,591	17,261	-	-
Children accessing water from new units														
Male	-	-	-	-	-	-	-	94,214	2,346	14,593	17,388	45,155	12,806	1,926
Female	-	-	-	-	-	-	-	86,501	2,129	9,890	14,812	46,659	10,995	2,016
Total	-	-	-	-	-	-	-	180,715	4,475	24,483	32,200	91,814	23,801	3,942
Communities (at 300 Households [ave.] per Unit) in Kaduna only	-	-	-	-	-	-	-	27,600	-	-	27,600	-	-	-
Girls with access to separate toilets (including contribution results in Enugu only)	2,920	2,920	-	-	-	-	-	76,473	6,540	10,128	11,360	41,007	5,832	1,606
Learners benefiting from new/ renovated classrooms (incl contribution results, Enugu)														
Male	10,500	10,500	-	-	-	-	-	64,883	10,715	1,776	734	32,478	13,505	5,675
Female	9,500	9,500	-	-	-	-	-	58,976	9,685	1,184	626	30,232	11,000	6,249
Total	20,000	20,000	-	-	-	-	-	123,859	20,400	2,960	1,360	62,710	24,505	11,924



Key results	PERIOD ACTUAL OCTOBER TO DECEMBER 2014							CUMULATIVE ACTUAL TO DATE: JULY 2012 to DECEMBER 2014						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Learners benefiting from direct school funding (incl. contribution, Enugu)														
Male	132,084	132,084	-	-	-	-	-	639,722	132,084	102,124	28,313	334,385	17,747	25,069
Female	129,638	129,638	-	-	-	-	-	577,013	129,638	77,040	24,119	304,083	16,289	25,844
Total	261,722	261,722	-	-	-	-	-	1,216,735	261,722	179,164	52,432	638,468	34,036	50,913
Community members sensitised/ trained and supported to support school improvement.														
· Person Training Days (PTDs)														
Male	65,489	1,710	14,787	28,442	-	20,162	388	946,083	16,483	51,646	143,550	196,374	89,456	448,574
Female	40,646	1,530	4,323	12,337	-	20,927	1,529	609,492	15,399	15,648	72,752	124,951	73,591	307,151
Total	106,135	3,240	19,110	40,779	-	41,089	1,917	1,555,575	31,882	67,294	216,302	321,325	163,047	755,725
· Actual numbers														
Male	61,793	1,710	11,151	28,442	-	20,162	328	145,219	4,410	22,971	28,442	40,342	38,884	10,170
Female	39,147	1,530	3,414	12,337	-	20,927	939	91,970	4,557	6,369	12,337	28,892	32,238	7,577
Total	100,940	3,240	14,565	40,779	-	41,089	1,267	237,189	8,967	29,340	40,779	69,234	71,122	17,747
CSO members trained to support school improvement														
· Person Training Days(PTDs)														
Male	852	44	44	242	336	160	26	6,995	611	1,087	1,618	2,639	582	458
Female	770	76	12	110	144	404	24	3,809	699	590	664	613	853	390
Total	1,622	120	56	352	480	564	50	10,804	1,310	1,677	2,282	3,252	1,435	848
· Actual numbers														
Male	267	11	22	97	84	40	13	753	99	74	97	366	89	28
Female	203	19	6	43	36	87	12	439	92	22	43	86	155	41
Total	470	30	28	140	120	127	25	1,192	191	96	140	452	244	69
Safe spaces for women and children	6,097	242	-	2,087	-	1,760	2,008	16,853	242	594	2,087	10,162	1,760	2,008
Female learners benefiting from cash conditional transfers (Kano)	-	-	-	-	-	-	-	11,050	-	-	-	11,050	-	-
Additional girls in school (girl education project - Jigawa & Kaduna)	2,929	-	-	2,929	-	-	-	12,647	-	9,718	2,929	-	-	-

Key results	PERIOD ACTUAL OCTOBER TO DECEMBER 2014							CUMULATIVE ACTUAL TO DATE: JULY 2012 to DECEMBER 2014						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Teachers trained and supported (Public Schools)														
· Person Training Days (PTDs)														
Male	49,334	1,926	6,954	-	31,470	7,632	1,352	728,934	7,677	164,905	71,715	245,572	195,739	43,326
Female	30,255	16,023	1,272	-	600	6,244	6,116	593,671	63,491	30,975	68,649	78,335	252,333	99,888
Total	79,589	17,949	8,226	-	32,070	13,876	7,468	1,322,605	71,168	195,880	140,364	323,907	448,072	143,214
· Actual numbers	-													
Male	26,848	487	2,318	-	15,735	7,632	676	66,498	487	9,831	8,621	38,031	7,632	1,896
Female	13,975	3,949	424	-	300	6,244	3,058	32,115	3,949	2,002	8,281	5,134	6,244	6,505
Total	40,823	4,436	2,742	-	16,035	13,876	3,734	98,613	4,436	11,833	16,902	43,165	13,876	8,401
Teachers trained and supported (non-state schools)														
· Person Training Days(PTDs)														
Male	1,056	12	-	1,044	-	-	-	34,375	1,344	5,143	9,555	18,333	-	-
Female	1,002	270	-	732	-	-	-	31,670	15,927	1,100	5,189	9,454	-	-
Total	2,058	282	-	1,776	-	-	-	66,045	17,271	6,243	14,744	27,787	-	-
· Actual Number														
Male	178	4	-	174	-	-	-	1,492	98	362	174	858	-	-
Female	212	90	-	122	-	-	-	1,830	1,440	65	122	203	-	-
Total	390	94	-	296	-	-	-	3,322	1,538	427	296	1,061	-	-
Head teachers trained and supported (public schools)														
· Person Training Days(PTDs)														
Male	62,788	4,150	488	350	56,570	892	338	303,337	7,386	31,535	36,823	189,262	29,267	9,064
Female	9,226	4,551	13	150	750	594	3,168	101,298	10,296	1,019	11,676	10,802	41,043	26,462
Total	72,014	8,701	501	500	57,320	1,486	3,506	404,635	17,682	32,554	48,499	200,064	70,310	35,526
· Actual Number														
Male	7,876	602	488	70	5,657	892	167	11,773	602	3,342	850	5,657	1,130	192
Female	2,125	621	13	30	75	594	792	2,707	621	72	277	75	754	908
Total	10,001	1,223	501	100	5,732	1,486	959	13,175	1,223	2,109	1,127	5,732	1,884	1,100
Head teachers trained and supported (non-state)														
· Person Training Days(PTDs)														
Male	-	-	-	-	-	-	-	1,606	1,606	-	-	-	-	-
Female	217	217	-	-	-	-	-	5,485	5,485	-	-	-	-	-
Total	217	217	-	-	-	-	-	7,091	7,091	-	-	-	-	-
· Actual Number														
Male	-	-	-	-	-	-	-	40	40	-	-	-	-	-
Female	31	31	-	-	-	-	-	144	144	-	-	-	-	-
Total	31	31	-	-	-	-	-	184	184	-	-	-	-	-

	PERIOD ACTUAL OCTOBER TO DECEMBER 2014							CUMULATIVE ACTUAL TO DATE: JULY 2012 to DECEMBER 2014						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
<b>Key results</b>														
State/LGEA officials trained to support school improvement														
· Person Training Days(PTDs)														
Male	15,396	2,735	4,855	4,638	820	1,320	1,028	177,552	8,941	19,435	45,152	89,578	9,401	5,045
Female	9,167	3,504	2,120	1,229	60	618	1,636	63,634	10,633	3,782	17,904	18,112	5,875	7,328
Total	24,563	6,239	6,975	5,867	880	1,938	2,664	241,186	19,574	23,217	63,056	107,690	15,276	12,373
· Actual Number														
Male	4,321	227	2,152	1,097	39	704	102	19,575	227	3,947	3,714	10,132	1,269	286
Female	2,078	275	1,049	263	5	324	162	5,954	275	1,158	1,416	2,214	579	312
Total	6,399	502	3,201	1,360	44	1,028	264	25,529	502	5,105	5,130	12,346	1,848	598
Schools inspected using QA methodology	718	-	-	240	394	-	84	4,584	35	139	918	2,201	599	692

## Financial report

24. The following updated Financial Report for the quarter October to December 2014 shows:

- High level review of the Extension Phase Contract
- High level review by Area of Spend of the Extension Phase Contract
- Review of current Programme Year (Year 7) Spend
- Review of current DFID Financial Year (2014-15) Spend
- Year 7 spend by Output – Actuals vs Forecast
- Whole Extension period spend by Output – Actuals vs Forecast
- Entire programme (2008 to December 2014) spend – Actuals vs Forecast

25. ESSPIN has completed 5 months (August to December 2014) of its 30-month Extension Contract (August 2014 to January 2017), so 16.7% of the Extension Phase has been completed. Using the Total Spend before the Retention deduction (milestones related fees retention by DFID), current spend stands at 16.6% of budget, so on target.

**Table 3: High level review of ESSPIN finances for the Extension Phase**

Total Extension Budget	32.5m
Spend to December 2014	5.4m
Spend to December 2014 less Retention	4.9m
Percentage of Total Budget Spent	16.6%

26. Overall programme spend is on target. However, there are a number of issues within the different spending lines set out in the contract. Reimbursables appear slightly high, but that is because a number of office and residential rents in advance and into 2016 were recently paid – this is not a concern and will be managed through the course of the Contract Extension. The fees line is running slightly high, whilst the PSA line is running low. The seemingly low PSA is a function of the considerable amounts of State government resources being leveraged in direct funding of SIP implementation across the six States. The large scale rollout being funded by States requires commensurable levels of TA to maintain delivery quality. A Contract Amendment request has, therefore, been submitted to DFID for reallocation of some funding from the PSA line to the Fees line.

**Table 4: Extension Contract by Area of Spend**

Area of Spend	Budget	Spend To December 2014	Percentage Spent
Fees	17.9m	3.2m	17.8%
Reimbursables	4m	0.7m	18.6%
PSA	10.6m	1.5m	14.2%

<b>Total</b>	<b>32.5m</b>	<b>5.4m</b>	<b>16.6%</b>
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27. The current programme year is 41.2% completed. Spend is on track for the percentage of the year completed – just 2% under expected spend position.

**Table 5: ESSPIN Year 7 spend position**

Year 7 Target	13.8m
Year 7 Spend	5.4m
% Spent	39.1%

28. Performance against the target set for the 2014/15 DFID Financial Year (April 2014 to March 2015) is set out below. The DFID Financial Year is 75% completed with current spend at 77.1% of spend target. The expectation is that spend will be slow in February due to the Elections taking place on 14th and 28th February. An updated forecast has been shared with DFID as follows: 1m in January, 1m in February and 1.4m in March. This will put total spend more or less on target for the DFID Financial Year.

**Table 6: ESSPIN spend position in relation to 2014/15 DFID Financial Year**

DFID 2014-15 Financial Year Target	14.4m
DFID 2014-15 Financial Year Spend	11.1m
% Spent	77.1%

29. The table below presents spend by Output – against the Year 7 forecast and against the full Extension Phase budget. Both are on track.

**Table 7: ESSPIN spend by Output – against Year 7 forecast and total Extension budget**

	<b>Output 1</b>	<b>Output 2</b>	<b>Output 3</b>	<b>Output 4</b>	<b>KM and Comms</b>	<b>Total</b>
<b>Year 7 Spend To Date</b>	288k	1,182k	2,076k	1,645k	201k	<b>5,392k</b>
<b>Year 7 Budget</b>	711k	2,254k	6,467k	3,952k	408k	<b>13,792k</b>
<b>% Year 7 Budget Spent To Date</b>	41%	52%	32%	42%	49%	<b>39.1%</b>
<b>Total Extension Spend To Date</b>	288k	1,182k	2,076k	1,645k	201k	<b>5,392k</b>
<b>Total Extension Budget</b>	1,737k	5,270k	15,027k	9,523k	934k	<b>32,491k</b>
<b>% Total Extension Budget Spent To Date</b>	17%	22%	14%	17%	22%	<b>16.6%</b>

30. The last table below presents spend by Output – against the full programme budget covering 2008 – 2017.

**Table 8: ESSPIN lifetime spend by Output – actual against forecast**

	Output 1	Output 2	Output 3	Output 4	KM and Comms	Total
<b>Total Spend to Date (2008 - )</b>	6.1m	16.4m	46.1m	24.6m	4.5m	<b>97.7m</b>
<b>Total Budget 2008 - 2017</b>	9.6m	20.5m	57.9m	31.6m	5.0m	<b>124.6m</b>
<b>% Total Budget Spent To Date</b>	63.5%	80.0%	79.6%	77.8%	90%	<b>78.4%</b>

## Value for money

### *Economy Indicators*

31. ESSPIN previously monitored economy indicators at two levels: operational costs of inputs and tracking of programme development investments. Following the 2014 Annual Review, the two indicators used to assess operational costs of inputs (guest house and fuel utilisation rates) will be dropped from the VFM reporting metrics but kept as useful management information. The key measure of Economy to be tracked and reported in Quarterly Reports will now be programme development costs related to key expenditure drivers within ESSPIN’s results framework.

### *Programme development costs: unit cost of activity completed against spend to date*

32. Table 9 below shows unit costs of key activities to date. Costs and results are based on actuals as at December 2014. Financial information is based on the December 2014 invoice to DFID. Comparison of period actuals against project lifetime targets (2016) are yet to be included as the programme logframe is being revised in response to 2014 AR recommendations. Once the revised logframe is finalised, projected unit costs based on allocation of total programme spend to 2016 results will be included in this monitoring table as internal benchmarks.

**Table 9: Unit costs of activity against projected lifetime results and lifetime expenditure (GBP)**

Indicator	Previous Unit Cost	Updated Unit Cost	Comments
3.1 Schools trained to use a SDP	294.70	320.04	Increased costs and little change in the results 13,124 to 13,175
3.2 Headteachers trained to operate effectively	624.73	689.04	Exactly as above
3.3 Teachers trained to deliver competent lessons	101.91	115.73	Results have been corrected from last quarter - 107,292 to 101,395
3.4a Learners with access to toilets (Direct ESSPIN Funded)	63.25	60.85	Reduction due to additional results from Enugu
3.4a Learners with access to toilets (Total Results All Funding)	26.13	26.13	Unchanged – Annual update of Results as DFID direct investment is complete
3.4b Learners with access to clean water	55.35	55.39	Slightest difference of 4p –

(Direct ESSPIN Funded)			additional spend
3.4b Learners with access to clean water (Total Results All Funding)	13.74	13.74	Unchanged – Annual update of Results as DFID direct investment is complete
3.4c Learners benefiting from new/renovated classrooms (Direct ESSPIN Funded)	8.69	9.05	Slight difference of 4p – additional spend
3.4c Learners benefiting from new/renovated classrooms (Total Results All Funding)	3.43	3.83	Slight difference in unit costs due to additional spend
4.1 Community members trained to set up SBMCs	34.01	35.22	Slight increase in unit cost due to additional spend and limited change in results
4.1 Communities where SBMC reflect women/children concerns	280.84	284.07	Slight increase in unit cost due to additional spend and limited change in results

### *Efficiency and effectiveness*

33. Efficiency and effectiveness measures are reported within Annual Reports as they rely on annual logframe results.

### **Risk monitoring**

34. The ESSPIN Risk Register is monitored and updated on a State-by-State basis. Complete risk profiles and management actions are included in individual State Progress Summaries (Section 2). The following Programme level summary identifies key risks that are common across States and rated Medium or High in the current quarter.

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Key monitoring/management action</b>
Security risk – safety of programme staff and operations (northern States)	Medium probability, Medium impact	Medium probability, Medium impact	<ul style="list-style-type: none"> <li>Review of working hours</li> <li>Travel restrictions</li> <li>Convoy travel for inter-LGA and inter-State trips</li> <li>Identification of safe havens</li> <li>Safety audit of meeting venues</li> <li>Active information networks</li> <li>Security clearance protocols for all travelers</li> <li>Business Continuity Plans, including Evacuation Plans, in place</li> <li>Up-to-date communications equipment, including Sat phones</li> </ul>
Security risk – safety of staff in the event of Elections related violence	Low probability, Low impact	Medium probability, High impact	<ul style="list-style-type: none"> <li>See security management actions above</li> <li>Mandatory office closure on Fridays and Mondays around Election weekends (14<sup>th</sup> and 28<sup>th</sup> Feb 2015)</li> </ul>

Sustainability risk – State commitment to school improvement expansion	Medium probability, High impact	High probability (linked to Elections, change of governments), High impact	<ul style="list-style-type: none"> <li>• Ongoing political engagement, including quarterly meetings of principal State officials</li> <li>• Collaboration with DFID in high level engagements with State executives</li> <li>• Support of alternative funding partnerships, e.g. UBEC, GPE</li> <li>• Capacity building for State technical cadres, CSOs and local communities</li> </ul>
Sustainability risk – reduced federal allocations due to drop in oil revenue	Medium probability, Medium impact	High probability, High impact	<ul style="list-style-type: none"> <li>• Ongoing political engagement to influence favourable allocations to education</li> <li>• Clear prioritisation of programmes in MTSS and DWPs</li> <li>• Close monitoring of allocation and expenditure trends through QMRs</li> <li>• Reinforcement of positive evidence of impact of the SIP</li> <li>• Support to CSOs to carry out issues based advocacy</li> <li>• Proactive exploration of alternative funding sources, e.g. donor opportunities</li> </ul>
Implementation risk – diversion of SIP resources, including UBEC-IF; lack of budget discipline in education MDAs	High probability, High impact	High probability, High impact	<ul style="list-style-type: none"> <li>• Ongoing political engagement</li> <li>• Quarterly Monitoring Reports by HCs to promote transparency and accountability</li> <li>• Robust data management and reporting systems, including access to school performance data by communities</li> <li>• Involvement of CSOs in strategic planning and monitoring, e.g. MTSS, budget tracking</li> </ul>
Implementation risk – shortage of teachers in rural areas	High probability, Medium impact	High probability, Medium impact	<ul style="list-style-type: none"> <li>• Encourage State implementation of teacher recruitment &amp; deployment policies</li> <li>• Engage LGAs in provision of rural infrastructure for teachers</li> <li>• Improve teacher attendance monitoring systems</li> </ul>
Sustainability risk – Slow institutional uptake of reform programmes	Medium probability, Medium impact	Medium probability, Medium impact	<ul style="list-style-type: none"> <li>• Ongoing political engagement</li> <li>• Sustained capacity building through the Extension phase of ESSPIN</li> <li>• Deepening of LGEA engagement strategy</li> </ul>
Sustainability risk – State Cabinet reshuffles after 2015 Elections	Medium probability, Medium impact	Medium probability, Medium impact	<ul style="list-style-type: none"> <li>• Political engagement strategy with incoming administrations</li> <li>• Orientation exercise for newly appointed principal officials</li> <li>• Ongoing capacity building for technical cadre</li> </ul>



<p>Sustainability risk – failure of communities and governments to safeguard school facilities provided by DFID-ESSPIN</p>	<p>High probability, Medium impact</p>	<p>Medium probability, Medium impact</p>	<ul style="list-style-type: none"> <li>• Social Mobilisation Officers mobilising communities to take ownership</li> <li>• Community asset management introduced into infrastructure maintenance workstream</li> <li>• Political engagement with governments on provision of measures for school security and safety</li> </ul>
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## Section 2: State Progress Summaries

### Enugu

#### *Security and travel*

35. Schools eventually resumed in the State after the Ebola scare and ESSPIN-supported activities went on in schools, communities and LGAs without any hitch. All the same, political activities increased in tempo with party primaries conducted by the different political parties in the State without any upheavals. The state capital and all the 17 local governments where ESSPIN activities took place during the quarter remained safe for travel and programme delivery. There were no disruptions to ESSPIN's planned activities as a result of security challenges.

#### *Political economy update*

36. Enugu State remained stable politically during the reporting period in spite of a few ripples generated by the primary elections of the Peoples Democratic Party (PDP), the dominant political party in the State. Initially, there were rumbles about the rumoured senatorial ambition of the incumbent State Governor in the 2015 elections as against the interest of the incumbent Senator from the same Senatorial district (as the governor) to go back to the Senate in 2015. This was said to have divided the PDP into two camps and threatened the political stability of the State, especially during and immediately after the ward congresses to select delegates or would-be voters in the various primary elections. Expectedly, two parallel congresses were held for the gubernatorial primary election, which produced two different candidates, i.e. the aspirant endorsed by the Governor and most stakeholders, Mr. Ifeanyi Ugwuanyi, and another one, a serving senator, Mr. Ayogu Eze, who has now been disowned by the State PDP.

37. Available information indicates that the incumbent governor has given up his Senatorial ambition, a development which appeared to have led to reconciliation between the Governor and Senator Ike Ekweremadu, whose return to the Senate the governor wanted to challenge. A testimony to this was that both men attended the congress that produced Mr. Ugwuanyi, earlier endorsed by the Governor as the Governorship candidate of the PDP. This, many believe, has doused political tension in the State in the build up to the February 2015 general elections, at least, for now. This also means that Enugu still largely remains a one-party State as an implosion within the PDP, which might have changed all that appears to have been averted.

#### *Leverage and political engagement*

38. Political engagement activities during the quarter included the 12th meeting of the Enugu State Steering Committee on Donor-Assisted Programmes, which held on December 15 under the chairmanship of the Secretary to the State Government. The meeting, attended by DFID and its SLPs among other stakeholders, provided an opportunity for the programmes and government officials to exchange ideas on progress, challenges and ways forward. ESSPIN, in its presentation, raised three issues that the State needed to address for improved performance of

basic education, i.e. improved funding for the SIP to ensure effective coverage of all public primary schools, recruitment and deployment of new teachers to primary schools and funding for development of SBMCs in 727 new rollout primary schools. ESSPIN also canvassed the need to link the school running costs of NGN25,000 per primary school per term to school self-evaluation and development plans.

39. The only meeting of the State Education Technical Steering Committee for the year 2014 was held during the quarter on December 11, 2014. The meeting supported by ESSPIN was chaired by the Commissioner for Education and attended by heads of education MDAs and representatives of CSOs and faith-based organisations. It afforded the education MDAs an opportunity to share ideas and review progress, challenges and map strategies for moving the sector forward. The MDA heads and other stakeholders agreed to hold the meeting more frequently and regularly to ensure better coordination of the sector.
40. In Central School, Eke in Udi LGA, the SBMC's partnership and resource drive influenced the Nigerian Breweries Limited (NBL) to construct a block of six classrooms with head teacher's office and library fully furnished to enhance learning. This building was constructed using water facilities provided by ESSPIN to reduce cost. The DFID Deputy Head of Office, Christian Rogg, led the DFID-ESSPIN team to the commissioning and handover ceremony. The NBL during the event acknowledged the pioneering role of ESSPIN in the development of the school, which also enjoys school feeding and regular deworming of children with the support of NBL and other stakeholders.
41. The rollout of the ESSPIN-supported Integrated Database in Enugu State took an innovative and creative dimension as, rather than the Ministry of Education or SUBEB, the computers and other requirements were provided by the local government councils (LGCs). ESSPIN supported the Ministry of Education and SUBEB to throw participation in the initiative open to all LGCs based on their readiness and ability to provide desktops, work stations, office spaces, sources of power and personnel. Expressions of interest were received from interested LGCs and assessed by a combined team of officers from MoE, ENSUBEB and ESSPIN. Based on the assessments and inspection visits to the LGCs, five LGCs (Udenu, Igbo-Eze North, Nkanu East, Enugu East and Oji River) were selected. All the required hardware were provided by the LGCs, following which ESSPIN installed all the necessary software and LGEA EMIS launched on 16th December 2014. The contribution of the five LGCs is estimated at over NGN13 million.
42. Total coverage of all the 1223 public primary schools in the State commenced during the quarter as the remaining 727 schools hitherto unreached were brought into the SIP. Consequently, new 727 head teachers and 2320 class teachers were trained and supported to lead their schools effectively and deliver competent lessons respectively.
43. To ensure that SBMC development does not lag behind other components of the SIP in the 727 completion schools, ESSPIN escalated engagement with the State government to make budgetary provisions for the funding of SBMC development activities. Following this

engagement, which involved a series of meetings between ESSPIN and ENSUBEB, a budget for the total coverage of all the schools was developed and agreed. The SUBEB Chair thus agreed to engage with the State Governor to source a total NGN75 million for SBMC development in the new schools over the next two years. This is expected to be released in the next quarter.

**Table 10: Leverage, Enugu State, during October to December 2014**

State	Amount committed (Oct-Dec 2014)	Source(s)	Purpose
Enugu	N60.5 million	EnSG, MoE, SUBEB and LGEAs	SIP activities, LGEA integrated data base, Quality Assurance activities, SBMC development and school grants of N25,000 per school per term.
	N5.2 million	Missions	Fees waived for children benefitting from the Challenge Fund Scheme

**Table 11: Risk matrix, Enugu State, as at December 2014**

Risk	Previous rating	Current rating	Management action
Failure of State to provide adequate resources for SIP roll-out to achieve ESSPIN Enugu Logframe targets.	Low	Low	PE with Government to better appreciate and allocate adequate resources for SIP roll-out. PE with the Civil Society and other relevant stakeholders to appreciate SIP and to more effectively engage with government on its roll-out. Strengthen collaboration with DFID and the SLPs for more effective PE with Government.
Failure of State to utilize Universal Basic Education Commission's TPD Fund for the Roll-out of SIP class teacher, head teacher and SBMC development in the 2014/2015 school year.	Low	Low	On-going PE with HCE and SUBEB to guarantee continued roll-out of SIP using the UBE TPD fund for the school year beginning September 2014.

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
Lack of budget discipline and ineffective utilization of budgets of education MDAs.	Medium	Medium	<p>Intensify SLP collaboration and coordination for improved public financial management (PFM).</p> <p>PE with government targeting budget discipline, prompt budget releases and effective utilization, tracking and reporting.</p> <p>Continued technical support for education MDAs to develop and work with credible MTSS, Annual Budgets and DWPs that prioritize school improvement.</p>
Failures of Christian Missions to mobilize and provide adequate resources to meet their SIP roll-out targets.	High	NA	The missions have virtually dropped out of SIP for their failure to commit funding to roll-out.
Failure of government and communities to safeguard infrastructure and facilities provided in schools by DFID-ESSPIN for the benefit of children and teachers.	High	High	<p>PE with Government on the need to provide adequate security and measures and policies to secure school infrastructure.</p> <p>Working with social mobilisation officers to mobilise communities to take ownership of and protect the facilities for their own good</p>
Disruption in planned activities due to increase in political activities, elections and anticipated change in leadership in the state	Medium	Medium	Work with other SLPs and DFID to design and implement a PE plan.

Risk	Previous rating	Current rating	Management action
			Work with technocrats when political office holders are not available.

**Title: From SSO to SSIT –A personal story of strong positive change in Enugu**

*“I rose from a classroom teacher to a School Support Officer and now to a member of the hard working State School Improvement Team of Enugu”-Stephen Eze.*

Stephen Eze is a new member of the State School Improvement Team (SSIT) in Enugu. He was a class teacher for many years working tirelessly while trying to ensure that the pupils who passed through his classroom were always at their best. His dedication to work was not unnoticed as Stephen became one of the 18 education officers who were renamed and trained to become School Support Officers at the inception of ESSPIN-supported School Improvement Programme (SIP). He was selected to train, support and mentor head teachers and class teachers at the Udi Local government Education Authority (LGEA) of the state.

ESSPIN has supported the Enugu State government to ensure that Stephen and his colleagues receive the requisite training to function effectively in their new roles. Stephen has received training and support to facilitate cluster workshops for head teachers and class teachers. He also conducts structured visits to schools in his cluster, observes lessons and provides constructive feedback to those he supports.

*“This programme has actually exposed me to international best practices in teaching and learning. Since I came into this programme, my orientation as a school support officer has changed”.*

Stephen also monitors activities, produces and share reports with head teachers, LGEA and other stakeholders. As an SSIT member, his role has changed to that of training, mentoring and supporting SSOs to provide training and support to class teachers and head teachers. Currently he is among the 32 SSIT members that the Enugu State Universal Basic Education Board (ENSUBEB) selected, trained, supported and mentored with the support of DFID-ESSPIN over the past three and a half years. The SSIT is one of the sustainability features built into the School Improvement Programme.

*“I now apply the principle of adult learning in supporting SSOs and teachers. I no longer scold or shout at my colleagues. I have come to understand and appreciate the value of proper planning and feedback before and at the end of each activity. My work as a member of SSIT has brought a lot of difference to my cluster of schools”.*

The story of Stephen Eze is one of the changes happening all over Enugu and the other states that ESSPIN works in--a transformation that is visible once you step into the classrooms of public schools. This is because schools are at the heart of School Improvement Programme supported by DFID-ESSPIN as they provide the environment in which children learn.



**Stephen (in blue) producing teaching aids with Colleagues**

## Jigawa

### *Security and travel*

44. The months of October to December were calm in Jigawa but there were heightened security alerts following the recent Kano Mosque attacks. Programme activities were conducted taking into consideration the FCO advice as well as the local security briefs. ESSPIN fully observed the security and travel advice especially with the escalation of attacks on schools in both Yobe and Kano. In response to these, ESSPIN has worked with the SMOEST, SUBEB and the LGAs to share information around safety of personnel and visitors especially during the forthcoming 2015 general elections. Although travel in and around the LGAs is safe, ESSPIN continued the convoy strategy to safeguard against security risks on the roads.

### *Political economy update*

45. Two strong candidates were nominated to run the Governorship position in the 2015 elections. Mallam Aminu Ibrahim Ringim (PDP), the Chief of Staff in the Government House, was nominated by the PDP, while the opposition party, APC, nominated a prominent businessman Alhaji Badaru Abubakar. The Jigawa Forum, supported by DFID SLPs, organised a state level summit (November 2014) listing all the reform programmes especially those initiated by DFID and EU and presented to the two Governorship candidates with a view to encouraging sustainability. Part of the reforms presented included ESSPIN's School Improvement Model, Quality Assurance and Institutional development activities (the MTSS, ASEPR and Annual School Census).

46. Education sector Budget release and utilization were still very low compared to the same quarter last year. The performance indicated that only N1.6billion out of N7.9billion was released. This is about 25%, well below the expected 75% benchmark. Although the SUBEB has accessed 50% of the 2014 UBEC-IF (with N40m earmarked for SIP), the delay in the release of the amount budgeted for the Education Sector has affected the implementation of many capital projects. It is envisaged that the implementation of the Teacher Training and SBMC development programme in the 2004 BE schools will still continue up to the middle of 2015 when the 2nd tranche of the UBEC funds will be available.

### *Leverage and political engagement*

47. The 4th quarter has recorded a huge contribution in the implementation of the School Improvement Programme and funding of state level activities. The sum of N20,620,941.40 (£82,483) was committed in funding the SIP, capacity building activities and support to the LGEA action planning programme. Communities also contributed in organising advocacies on health and safety in schools especially with the outbreak of Ebola and related contagious diseases.



**Table 12: Leverage, Jigawa State, to December 2014**

<b>Agency</b>	<b>Purpose</b>	<b>Amount leveraged Oct – Dec 2014</b>	<b>Remarks/Source</b>
SMOEST	Funding LGEA Sensitisation of SEC and review of 2011-2013 LGEA Strategic Plan	N 120,000.00	
SUBEB	Training, support and monitoring of SIP activities in 2004 schools	N18,547,491.40	UBEC-IF
SANE	Supply of teaching and learning materials to 90 Community Nomadic Schools	N1,953,450.00	Community funds
<b>Total</b>		<b>N20,620,941.40</b>	

**Table 13: Risk matrix, Jigawa, December 2014**

<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
Flood disaster	Medium	High	A committee was set up by the SMOEST to assess damaged classrooms, hostels and offices for immediate repairs
Security and Health in schools	High	high	Health facilities improved in schools. Teachers trained on emergency response especially to report Ebola symptoms. School visits remain restricted especially in boarding schools.

**Title: CSOs' new outlook in Jigawa state**

*'From 2009 to date there have been significant changes in the way we operate as CSOs in Jigawa State. We have moved from refuse collection, cleaning drainages and local activities to major issues relating to the development programmes in Jigawa State.'* says Nasiru Mohammed, Programme Officer, Kamala Health and Development Initiative (KAHDEV).

In early 2009, ESSPIN commenced the capacity building programmes for the local Community Based Organisations (CBOs) who were once community level organisation limited to their localities. KAHDEV is one of the Civil Society Organisations (CSOs) engaged and since then, the organisation has lived up to the expectation of the state in organising State level programmes; raising awareness on education; advocating for Girls' Education and Community participation in school affairs.

In 2014, the organisation has organised 10 community forums in five LGAs; returned 60 out-of-school children to schools; opened a literacy class; and rehabilitated 15 classrooms. Abdullahi Kamilu , a local farmer in Siltilmawa community says *'I wonder what it will look like if such organisations are not working with us...they have really awakened us to think about our schools; helped us to contribute more resources and make genuine demands to the LGEA. Such was not possible until ESSPIN began working in our communities. We thank KHADEV and ESSPIN for raising our sense of responsibility.'*

ESSPIN has worked with the SUBEB to increase the number of CSOs working with SBMC at school level. The SUBEB has also committed about N23 million to fund the training of SBMC in 2004 schools across the state, and the effort is yielding immediate results. As at 2014, the CSOs have organised a state level forum to discuss the challenges in the Education Sector and offered support to leverage more resources from communities and private agencies for improved services.

## Kaduna

### *Security and travel*

48. Kaduna was quite peaceful this quarter. Since the last major bombing in August, there has been no other report of violence in any of the 23 LGAs in Kaduna. Throughout the quarter, Kaduna State remained calm and all LGEAs were safe to travel through during the daytime. There was, however, a report of vehicle snatched along Abuja – Kaduna road, but this incident did not affect ESSPIN work in any way.

### *Political economy*

49. The primaries for governorship candidates took place peacefully in Kaduna on 7th December. The incumbent governor, Dr. Mukhtar Ramalan Yero, emerged as the PDP governorship candidate while Malam El Rufai emerged as APC candidate. The coming elections are likely going to be very keenly contested because both candidates have very influential backing with large followership. The rivalry between the two parties, if not well managed, may develop into serious security issues, with a possible outbreak of violence.

### *Leverage, political engagement and programme update*

50. A Senior Management Meeting of SUBEB and MoE teams took place in early December, supported by ESSPIN. The discussions centred on the recent school improvement activities at Primary and JSS levels, the challenges experienced during the trainings, and the issues to take forward for subsequent school improvement programmes. There was the decentralisation of the SSIT to LGASIT. A one-day Orientation and a 5 day induction was given to the 64 LGASITs and 445 new SSOs to develop their professional competencies to manage the trainings at the LGEA levels, and empower the LGEAs to take ownership of schools during the Extension phase of ESSPIN.

51. A 2-day contract signing and orientation workshop was held with twenty-two staff of the 11 Kaduna CSOs to mark the commencement of the phase 2 SBMC consolidation activities. Participants at the workshop included the SUBEB/SMD staff, master trainers and SMD HoDs from the 23 LGAs. The workshop is expected to be a platform to kick start the Partnership as well as a round table discussion forum to share past experiences and agree on strategies to ensure better coordination for implementation. Early discussions have begun with the SUBEB and MoE management on the proposed JSS SBMC intervention in 100 schools with plans underway to create a new unit of Social Mobilisation in the KadSMoE School Services department. It is expected that the training of the master trainers will commence in January 2015.

52. SUBEB Service Charter was reviewed and disseminated as an additional platform for stakeholders to participate in defining quality service delivery. SUBEB Establishment and workforce plan was reviewed in line with Strategic plan and SIP priorities. Focus is now on partnering with the Bureau for Public Service Reform (BPSR) and Office of Head of Service (HoS)

for implementation. MoE structure for supporting SBMC development was rolled out at MoE, Zonal and School levels.

**Table 14: Leverage, Kaduna State, to December 2014**

<b>Areas of leverage</b>	<b>Item leveraged from state</b>	<b>Total Leveraged to Sept 2014</b>	<b>Amount Leveraged Oct-Dec 2014</b>	<b>Total Leveraged to date</b>	<b>Remarks and Source</b>
<b>School Quality</b>	SIP roll out, using SSIT, DSOs and SSOs for Head Teacher and Teacher training	264,848,023.00	1,479,525	266,327,548.00	UBEC TPD fund, with State matching grant, used for roll out to 4,125 schools now included in the SIP.
<b>School Improvement Programme:</b>	Payment of SSIT salaries	156,623,650.00	13,597,500	170,221,150.00	Monthly salary for 19 SSIT Jan-April 2014.
<b>Quality Assurance</b>	Establishment of QA Board/Training of evaluators	48,060,000.00	2,905,355.25	48,060,000.00	Releases for QA Board activities including the training of Evaluators across the State on.
<b>Planning and Budgeting</b>	MTSS, ASC, AESPR	59,537,390.00	818,000	60,355,390.00	2013/14 ASC in print. SUBEB provided funds for upgrades and networking of Computers in 4 LGEAs for dbase
<b>Community Demand, Voice &amp; Accountability</b>	SBMC Training	120,500,000.00 11,800,000.00	8,000,000.00	128,500,000.00	Covers mentoring visits to SBMC by LGEA desk officers

	IQTE				IQTE training
<b>Total</b>		<b>N661,369,063.00</b>	<b>N26,800,380.25</b>	<b>N688,169,443.25</b>	

**Table 15: Risk matrix, Kaduna State, December 2014**

<b>Kaduna Key Risk Rating and Management</b>			
<b>Risk</b>	<b>Previous rating</b>	<b>Current rating</b>	<b>Management action</b>
Leverage of sufficient state funds to reach targets for school improvement including IQTE.	Medium	Low	Governance structures are stable. A total of N230m State and UBEC funds budgeted for SIP roll out to 4,125 schools. SIP roll-out is being extended to 100 pilot JSS
Over-dependence on UBEC funds for programme roll-out and sustainability	Medium	Low	All Programme activities fully embedded in the MTSS. Private partners now involved in funding education. State Government has released matching grant of N170m for UBEC 2014 TPD fund.
Sustainability of SIP	Medium	Low	All SIP structures have been strengthened both at state and LGEA levels, and the state has taken ownership of, and drives the SIP.
Cabinet Reshuffle	Medium	Medium	Intensified political engagement. Sensitization of newly-appointed officers
Security threats	Medium	Medium	Regular security reports sent to staff and visitors. Communications and response protocols in place when incidents occur. Safe havens prepared with essential items in case of emergency. Contingency fund available in emergencies. Volatile areas are avoided. Satellite phones installed in vehicles. No night travels. Travel in convoy. Ensuring vehicles have fuel at all times.

Road Hazards/Accidents while travelling within the local communities and training centres	Low	Low	Vehicles are well maintained. Speed limit is strictly adhered to. No night journeys. Travel in convoy. Drivers carry extra cash on journeys
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### **ESSPIN radio programmes galvanise stakeholders' participation in school improvement**

*'More of our community people understand better what we are doing when they sit down in the evenings and listen to these radio programmes. Communication is very important, especially when you are able to extend it to those living in rural communities like ESSPIN is doing through the radio programmes'* said Honourable Jibrin Abdullahi- SBMC Chairman Kaduna North.

Stakeholders including community heads, teachers and children from urban and rural areas of Kaduna have been sending out words of appreciation as well as relevant feedback to the Education Sector Support Programme in Nigeria, following the radio programme – Learning Outcome Benchmark, broadcast on local radio stations across Kaduna. ESSPIN believes that radio is a very effective tool for advocacy, knowledge sharing and mobilising stakeholders to action. As a result, 182 radio discussion programmes covering varying thematic areas of ESSPIN's work on school improvement have been broadcasted in Kaduna since 2013.

For instance, when ESSPIN started the Islamiyya, Qur'anic and Tsangaya Education (IQTE) initiative, it was difficult for some Qur'anic Mallams- Alarammas to understand and embrace it. Through the radio programme, benefitting Qur'anic teachers, volunteer teachers and pupils have been able to listen in and share lessons on how the initiative made impact in their lives. *'I have listened to several ESSPIN radio programmes in the past few months, but I am very particular about the recent IQTE Programme concerning Almajiris. I have received words that it is inspiring more Alarammas to embrace the IQTE initiative'* said the State Secretary Alaramma Association, Imam Buhari of Mararaban-Jos. *'We have not got these kind of programmes in the past, where detailed knowledge is shared via community based radio discussions- involving people who are directly affected... Take for instance the case of the boys who talked about how they could now communicate in English. It's amazing. Other such children listening to the programme will have their self-esteem boosted so that they become more courageous knowing that they are being thought about positively'* the Chairman Jibrin said.

Though several key issues affecting the Education Sector have been discussed in these radio programmes, ESSPIN is still working with the Social Mobilisation Department of SUBEB to deliver more focus discussions to promote achievements and encourage stakeholders' participation across local communities in Kaduna state.



***Imam Kawo and an IQTE pupil in the studio sharing***

## Kano

### *Security and travel*

53. The fourth quarter witnessed one of its bloodiest terrorist attacks on Friday, November 28th in Kano when three bombs exploded outside the Central Mosque just as the Friday prayers commenced in the northern city of Kano, killing at least 120 people. It was followed by another suicide attack on Kwari Market along Ibrahim Taiwo Road on December 10th. The attack on the Central Mosque was said to be a retaliatory attack targeted at Emir of Kano's remarks urging the citizens to rise against Boko Haram's impunity. Furthermore, security apparatuses apprehended a Suicide Bomber (a girl of 13 years of age), and also uncovered a bomb making factory in Nasarawa LGEA arresting an alleged mastermind of various attacks in the city.
54. Christmas and New Year celebrations came and went without a single security incident in Kano State. As the election period draws nearer, politicians have begun campaigns and mobilisation of people and resources for the forthcoming elections in February, 2015. There are possibilities for conflict and civil disturbance among parties and party loyalists. KSG has already put in place series of security strategies to curtail possible breakdown of law and order during election period.

### *Political economy*

55. The year-end position in terms of education funding indicated that a cumulative total of N8,907,091,528 had been received from the UBEC Intervention Fund while Kano State Government expenditure from budget amounted to N17,793,000,590. Kano State Government (KSG) approved a reversed budget for IQTE programme to meet up with the basic expenditure on payment of support teachers and fourth quarter activities.
56. The State budget implementation process has really slowed down as internally generated funds have not measured up to forecast. This has also affected the release of funds for most projects within the state. KSG approved a total sum of N219,281,273,481 with 68% capital and 32% recurrent for 2014 budget year at the beginning of the year. Ministry of Education received a total sum of N32,264,873,618 representing 14 % of the state budget. Out of the education budget, a total sum of N350m was allocated to TSP and SBMCs, N10m to MTSS and ASC, N34m to IQTE, and N35m to QA. By year end, some of these monies are still awaiting approval for release.
57. Looking ahead to next year, Kano State government has proposed N210 billion for 2015 Appropriation Bill to be passed into law by the State Assembly. The proposed budget of N210 billion for 2015 fiscal year is made up of N135.5 billion, representing 64% for capital expenditure and a balance of N75.2 billion, representing 36% for recurrent expenditure. The dwindling global oil price which is now hovering below \$50 per barrel and falling exchange rate around N192 per dollar have the potential of affecting revenue from federal allocation to State and local governments and by extension the developmental plan for the fiscal year. In addition,



this could potentially affect the economic power of the citizens and IGR within the state. Sectoral allocations show 41% (N86b) for infrastructure projects, followed by 23% (N47.97b) for education. The budget figures will be updated when the approved 2015 budget is released. Kano State Government has reiterated that the state will not obtain loans to finance ongoing capital projects, even if there is a cash crunch nationwide.

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

58. The regular SLP meeting took place with DFID representation. The agenda of the meeting was centered around elections and transition into the next government administration. Possibility of election violence and security challenges were also considered. Leverage and programme highlights
59. KSG is fully committed to the ongoing school improvement programmes including the Teaching Skills Programme (TSP), SBMC roll out, IQTE, Integrated LGEA Database, and other planned activities. All these initiatives which featured in the 2014 State budget received KSG's approval for fund release for sustainability.

**Table 16: Leverage, Kano State, to September 2014**

State	Amount committed (October – December, 2014)	Amount committed (cumulative to date, from December 2014)	Source (current quarter)	Purpose (current quarter)
Kano	N88,105,800*	N26,700,092,118	KSG Budget KSG (17,793,000,590) + UBE-IF (N8,907,091,528)	IQTE – Salaries + December Activities
<b>Total</b>	<b>N88,105,800</b>	<b>N26,700,092,118</b>		

\*Approved by the Governor but yet to be released by Ministry of Finance

**Table 17: Risk matrix, Kano State, December 2014**

Risk	Previous rating	Current rating	Management action
<b>Kano</b>			
Security Risk – Programme and operation	Medium	Medium	<ul style="list-style-type: none"> <li>• Review of working hours</li> <li>• Travel restrictions</li> <li>• All engagements at safe locations</li> <li>• Out of state activities</li> <li>• SLP collaboration</li> <li>• Review of state office security</li> <li>• Information sharing with ESSPIN, Abuja</li> <li>• Travelling of personnel to North in convoy</li> <li>• Use of letter heads and official email address signatures without ESSPIN</li> </ul>

Risk	Previous rating	Current rating	Management action
			office's physical address.
Funding sources and budget implementation	Low	Medium	<ul style="list-style-type: none"> <li>• Increased, selective political engagement together with DFID</li> <li>• SLP Collaboration</li> <li>• Relationship management – via meetings and clear communication of expectations esp. SUBEB - Orientation of SSIT to lit/num initiative</li> <li>• Awareness raising around Learning Outcome Benchmarks (Literacy &amp; Numeracy) for parents through radio and mass production and distribution of LOB post cards.</li> <li>• Monitoring of fund release process</li> </ul>
KSG commitment & SSIT engagement for school improvement	Medium	Medium	<ul style="list-style-type: none"> <li>• Alternative sources e.g. UBEC, GPE, MDG LG CGS - Collaboration with other IDPs - Institutional strengthening</li> <li>• Support proactive system - Quarterly P/E meetings; DFID/ESSPIN</li> <li>• Supported the reproduction and distribution of additional copies of LOB postcards.</li> </ul>
Data collection and utilization	Medium	Medium	<ul style="list-style-type: none"> <li>• P/E meetings on information supply and demand for policy makers and system leaders - Support planning system</li> </ul>
MoE staff restructuring and redeployment	Medium	Medium	<ul style="list-style-type: none"> <li>• P/E - Request for staff stability</li> <li>• Institution capacity building</li> </ul>
Staff turnover	Low	Low	<ul style="list-style-type: none"> <li>• Motivation, training, career advancement prospects, annual professional development reviews</li> <li>• SLP interaction</li> </ul>

## **Kwara**

### ***Security and travel***

60. Security in Kwara is still very tight and the Government is not leaving any stone unturned to ensure continuity. On the whole, there is peace and free movement within the state, despite the political build-ups.

### ***Political economy***

61. The monthly tripartite meeting is regular and the commitment to deepen and sustain activities of SIP stronger. There is continuous collaborative strategy on SIP funding from all stakeholders. Joint decisions are taken on crucial matters like the funding of the 2014/15 ASC and this has enabled the state to complete enumeration process for the 2014/15 ASC.

62. Leverage and political engagement: The coming months will be difficult in terms of getting the State's attention on issues due to political activities. We hope the State officers would however put more efforts into technical inputs. Little or no funding is expected to be released due to the anticipated spending on political activities by the government.

63. Government approved a funding pattern for each of the ICT Resource Centres in each of the 16 LGEAs for maintenance. A sum of N25, 000 has been approved for each of the centers per month as running cost, N20,000 for Internet connectivity.

### ***Changes in key personnel***

64. There are no changes in key personnel since the last reconstitution of the Executive council and Alh. Saka Onimago is still the Hon Commissioner. The Tripartite meeting is held regularly and we can see an improved level of commitment in decisions taken at the meeting. The list of the approved names that will serve as Education Secretaries for the next four years has been published and the officers were given letters of appointment. A formal request has been made by SUBEB for ESSPIN to organize an Induction programme for the newly appointed officers. The process of appointment was very transparent with little or no political interference - a big shift from what it used to be.

### ***Leverage***

65. Government approved a funding pattern for each of the ICT Resource Centres in each of the 16 LGEAs for maintenance. A sum of N25,000 is approved for each of the centers per month as running cost, N 20,000 for internet connectivity.

66. The state procured 60 additional motorcycles for School Support Officers (SSOs) to enhance their routine support visits to schools. Similarly, a new Toyota Corolla car was purchased for the Director, Quality Assurance to facilitate his oversight functions.

67. The State released the sum of N350,000 for a verification exercise in preparation for SBMCs formation and training in Asa, one of the outstanding 4 LGEAs. 143 communities were

sensitised involving 1,910 people, male – 1,100 and female - 810. For deepening and consolidation work in the ESSPIN extension and to build capacity of CSOs/DSM on fund assessment from other donors, training was organised for 25 people for this purpose. Five new rural housing units were also commissioned to support teacher presence for enhanced performance to ensure pupils attendance, participation and achievement.

**Table 18: Kwara State, leverage, October - December 2014**

Areas of leverage	Item leveraged from state	State budget 2014	Amount leveraged Oct – Dec 2014	Cumulative Amount leveraged Jan – Dec 2014	Remarks and Source
<i>HT, AHT, and CT training and support</i>	• P4-6 Literacy and Numeracy training	70,000,000	17,717,100	53,151,300	UBEC TPD
	• SSO allowances	14,040,000	3,990,000	15,960,000	recurrent SUBEB
	• SSIT allowances	2,688,000	630,000	2,520,000	SUBEB
	• SSIT running costs	<u>1,200,000</u>	<u>300,000</u>	<u>1,200,000</u>	recurrent SUBEB
	<b>TOTAL</b>	<b>87,928,000</b>	<b>22,637,100</b>	<b>72,831,300</b>	recurrent SUBEB
SBMC: Training and Support	2day Training in 22 JSS	50,000,000	5,350,000	7,850,000	SUBEB recurrent
	1 day cluster review meeting in 44 schools	<b>50,000,000</b>	<b>5,350,000</b>	<b>7,850,000</b>	
	<b>TOTAL</b>				
Rural Teacher Housing project	Salaries to 39 Teachers		1,170,000	2,340,000	LGA
	Rural housing		<u>0</u>	<u>5,000,000</u>	
			<b>1,170,000</b>	<b>7,340,000</b>	
<b>TOTAL</b>			<b>29,157,100</b>	<b>88,021,300</b>	

### Risk Monitoring

**Table 19: Risk matrix, Kwara State, December 2014**

Risk	Previous rating	Current rating	Management action
<b>Kwara</b>			
State funds considerably reduced due to reduction from the Federal allocations. 2015 draft Budget is yet to be considered and signed.	Probability: high. Impact: high.	Probability: high. Impact: high.	<ul style="list-style-type: none"> <li>Political engagement including meetings with Political office holders (LG chairs, Commissioners, SHoA committee on Education and Executive Chairman, to influence budget allocation to education. Support sourcing of alternative funds by working with the unit (Donor Agency Unit) in charge of sourcing for fund.</li> <li>Support alignment of approved budget with MTSS, development of DWPs and production of QMRs</li> </ul>

			<ul style="list-style-type: none"> <li>• Support advocacy activities of CSOs</li> <li>• Support media activities</li> <li>• Continuous reinforcement of positive evidence of impact</li> </ul>
Proper usage of and insufficient leverage of UBEC funds to reach SIP targets	Probability: high. Impact: high.	Probability: high. (medium) Impact: high (medium).	<ul style="list-style-type: none"> <li>• Continuous Political engagement on adherence to guidelines on UBEC –IF so that more days will be allocated to Literacy &amp; Numeracy trainings from UBEC fund by SUBEB</li> <li>• Relationship building with MDAs and political office holders continues</li> <li>• SMOs supporting SBMCs to own Schools</li> <li>• Support use of data and effective reporting, especially through the ICT/EMIS centre at the LGEAs.</li> <li>• Monitoring implementation schedule for the signed off policies and finalisation of the remaining policies</li> <li>• Institutional strengthening through capacity building and improved support for systems strengthening.</li> <li>• Support to bottom up data generation and planning through collaboration with field officers(SOs, SMOSs and QAEs)</li> <li>• Support advocacy activities of CSOs</li> <li>• Support media activities</li> <li>• Continuous reinforcement of positive evidence of impact</li> </ul>
Resistance to changes in procurement practices (it has changed to an extent now, though low)	Probability: medium. Impact: medium.	Probability: medium. Impact: medium.	<ul style="list-style-type: none"> <li>• Political engagement to strengthen the new shift on procurement of Contractors</li> <li>• Strengthen project monitoring and reporting systems</li> <li>• Support inclusion of SBMCs in formal project monitoring and reporting systems</li> </ul>

			<ul style="list-style-type: none"> <li>• Support advocacy activities of CSOs</li> <li>• Support media activities</li> <li>• Continuous reinforcement of positive evidence of impact</li> <li>• Organize sustainability workshops on procurement and maintenance processes</li> </ul>
Inadequate rural teachers	high	high	<ul style="list-style-type: none"> <li>• High PE on implementation of Teacher Recruitment &amp; Deployment Policy</li> <li>• Support MDAs use of policy and other strategic documents</li> <li>• Getting relevant stakeholders to be involved in teacher distribution</li> </ul>

**Title: Kwara School Support Officers advance in monitoring skills**

School Support Officers (SSOs) have played a crucial role in improving the education sector since the beginning of the Education Reform Agenda (ERA) in Kwara state. The officers receive training from members of the State School Improvement Team (SSIT) and organise step down trainings to head teachers and teachers. The SSIT members trained and commissioned by ESSPIN, have also been instrumental in the implementation of the ERA.

*“The trainings have enabled us give a more detailed support to teachers and head teachers,”* says Deaconess Obayomi Adenike, the SSO coordinator for Irepodun Local Government Education Authority (LGEA) who also monitors and supports schools in Omu-Aran cluster C in the same LGEA. *“Head teachers are now more eager to support their teachers especially on classroom management, peer learning, grouping and other pupil-centered learning methods,”* she added.

SSOs are the principal agents that monitor and support pupil-centered learning methods in Kwara schools. The learning methods require that teachers promote peer and group work; respect pupils’ self-esteem; ensure pupils’ active involvement in class; enable pupils do at least 70% of the talking; ensure participation from different angles of the class; allow pupils ask questions freely and at any time; promote regular and appropriate teacher-pupil interaction at close range; and use praise and appropriate teaching aid. Pupil-centered learning is now the norm in Kwara schools. The methods are helping to increase pupil-teacher interaction, enhance pupils’ confidence and promote higher standards of pupils’ achievements.

Monitoring and supervision of head teachers’ and teachers’ performances were a major issue before the ERA. *“Visits from the Local Government education office used to create fear among teachers, but due to trainings and sensitisations, SSOs, head teachers and teachers have understood that SSOs are there to render a monitoring support for teaching and learning”*, Deaconess Obayomi added.

SSOs now use diverse skills to monitor and support teachers and head teachers in schools. They coach, mentor, sensitise and guide the school staff on how to deliver pupil-centered lessons. SSOs also play a reconciliatory role between head teachers and teachers. *“Some head teachers had no cordial relationships with their teachers. This affected their work and hindered teaching and learning. We have helped to reconcile school staff and build stronger working relationships that enable teachers teach and children learn properly in schools,”* Oyebanji Timothy Abiodun, SSO for Ajengbe/Agbamu Cluster in Irepodun LGEA said.

Through trainings and sensitisations by SSOs, teachers and head teachers are better able to respect children’s different learning capabilities. Head teachers are now more willing to support their teachers when the needs arise. ESSPIN is helping the SSIT and SSOs to support and monitor school activities, enabling teachers teach and enabling children learn.

## Lagos

### *Security and travel*

68. Lagos was generally at level 1 for the quarter. The schools re-opened on the 8th October following the Ebola closure. Unrest was reported from the Kirikiri prison in Apapa on Friday 10th October with at least one person killed during the unrest. Political rallies and activities commenced fully with campaigns taking place in various parts of the state. There were reports by Drum Cussac on the 8th December of an attack on the Lagos State Traffic Officials at Ogolonto/Ipakodo axis in Ikorodu as well as protests by students of Adeniran Ogunsanya College of Education, Ijanikin, Ojo. APC Primaries were held without hitches in Lagos.

### *Political Economy Update*

69. There was more direction and clarity on the political scene with the emergence of gubernatorial candidates from the two leading political parties in the state. Mr. Akinwunmi Ambode emerged as the candidate for the ruling party All Peoples Congress (APC) while Mr. Jimi Agbaje emerged on the platform of the opposition party in Lagos, the Peoples Democratic Party (PDP). The race promises to be a close one because Mr. Jimi Agbaje had earlier contested some years back and lost and has a lot of supporters. A crucial factor that could determine who wins Lagos is the outcome or performance of both parties at the federal level.

### *Leverage and Political Engagement*

70. SIP expenditure picked up again this quarter with the main contributions coming from LSG and UBEC.

**Table 20: Leverage (NGN), Lagos State, to December 2014**

Areas of leverage	State budget	Amount leveraged Oct - Dec 2014	Total amount leveraged Jul 2012 – Dec 2014	Remarks and Source
Head teacher training, teacher training , mentoring and support visit	90,000,000	20,510,333	193,200,333	Leveraged amount for 4 <sup>th</sup> quarter from the NGN160m UBEC 2013 TPD budget.
Infrastructure	785,985,634		775,941,697.35	50% counterpart funding paid up in 2013 budget Amount leveraged in this quarter
Quality Assurance capacity building			10,000,000	2012 Budget
Quality Assurance Report			100,000	State budget 2013
Salaries of SSIT		10,000,000	52,994,000	State Budget- estimated from salaries paid to SSIT
School running cost	240,000,000	60,000,000	300,000,000	Figure made up of total amount budgeted for 12 months.



				Approximately NGN20million is given to schools every month.
SBMC Development	25,000,000		10,000,000	Already utilised last quarter
SBMC Development		240,000	6,540,000	From Somolu LGEA
SBMC LGEA FORUM		570,000	5,337,950	From Ojo LGEA Forum
SBMC development in 3 LGEAs (Agege, Alimosho and Ifako/Ijaiye)			67,500	Amount leveraged for LGEAs
School Improvement ( SBMC Policy) dissemination			1,750,000	UBEC funding and State Budget 2012
Inclusive schools support ( hearing aid)			800,000,000	Starkey Hearing Foundation USA through CSO linkage
Annual School Census and ISD including printing of ASC 2012	7,000,000		5,976,000	
Support conduct of Annual School Census, data processing and production of ASC reports and processing of inspection reports		100,000	100,000	State EMIS committee meeting
MTSS and AESPR	9,000,000	1,000,000	30,000,000	Critique of Final Draft of Y2013 AESPR
Support development of LGEA action plans			500,000	
Direct Fund to Schools	131,000,000			Budgeted 2013 but yet to be released
LGEA special school support fund	60,093,997.19			No details of release yet
	<b>1,348,079,631.19</b>	<b>92,420,333</b>	<b>2,192,507,480.35</b>	

### Risk Monitoring

Table 21: Risk matrix, Lagos State, to December 2014

Risk: Lagos State	Previous rating	Current rating	Management action
Continuous funding and sustainability of SIP in the face of rumoured change of procedure of UBEC TPD Fund	Probability High Impact High	Probability High Impact High	UBEC has released the 2013 /2014 UBEC TPD Fund of NGN161m. This is very key in sustaining the SIP. However, there is still the need for the state to support the cost of SIP Teacher and head-teacher training component and insertion of cost into the MTSS
Slow progress in uptake of some organisational development reform issues in Ministry of education	Probability: Medium Impact Medium	Probability : Medium Impact Medium	Increased engagement with HC who is the champion on this to ensure steady progress
Non-release of School Improvement Officers (SIOs) sourced from Junior Secondary Schools by the Tutors Genral (TG/PSS)	None	Probability: High Impact: High	Engaging the Tutors General directly and through SUBEB. The SUBEB Chair has taken this up with the HC and is planning to raise it with HE.
Non approval of Funding for the Private School Census	None	Probability: High Impact: High	We have offered to help with rewriting the submission indicating more justification for the state funding of the Private School Census. A key justification being the importance of the data for both out of school children figures and the DEEPEN programme.

## Section 3: Cross-cutting and Federal

### *National Conference on SBMCs*

71. The National Stakeholders Conference on SBMCs held from 18-19 November 2014 with the theme “Making Communities Work for Better Schools”. A joint initiative of UBEC and ESSPIN, the event attracted over 300 participants from 33 States and the FCT (with only Borno, Yobe and Nasarawa missing out). The primary objective of the conference was to enable ESSPIN States to share their experiences with other States, key development partners, and government agencies, and to advocate for sustainable funding options for community participation in basic education. The Executive Secretary of UBEC, Dr Suleiman Dikko, impressed by the quality and impact of the conference, announced that it would become an annual event.

72. The conference communique resolved the following:

- State should provide funds in their budgets for the development of SBMCs and ensure timely releases
- States should conduct in-depth assessment of CSOs before engaging and enlisting them in the CGP partnerships for SBMC development.
- States should extend the establishment of SBMCs to Junior Secondary Schools
- States should ensure that women and children are given ample opportunity for participation in the SBMC development process
- States should ensure that inclusive education policies are in place and implemented.
- Appropriate policy reviews be undertaken at National and State level towards amplifying the roles of SBMCs and CSOs in UBE delivery
- The National Assembly should facilitate the quick passage of the reviewed UBE Act 2004 as quickly as possible
- States in addition to sustainable funding of the SBMC development process should provide direct funding to schools
- The institution of advanced functional SBMCs should form part of the criteria for UBEC’s annual Good Performance Award

### *National Replication of SBMCs by UBEC*

73. In continuation of UBEC’s replication of the ESSPIN SBMC model nationally, a 3-day Training of Trainers (TOT) workshop on mentoring and monitoring was organised for 138 UBEC staff from its headquarters and zonal offices. The workshop aimed to build the capacity of UBEC officers to effectively deploy the SBMC Mentoring and Monitoring Training Package as the next stage of SBMC development in non-ESSPIN States. Key objectives were to i) enhance the knowledge and skills of UBEC trainers on key mentoring concepts, ii) achieve understanding of the adopted ESSPIN Mentoring and Monitoring Package, iii) enhance participants’ ability to develop action plans and cascade the training to State teams, and iv) to undertake school support visits as outlined in the Package.

74. ESSPIN contributed 250 copies of the Mentoring Package and provided trainers for the workshop. All other costs were borne by UBEC. Following the workshop, UBEC instructed all SUBEBs to allocate N10m each to the Mentoring phase of SBMC rollout.
75. UNICEF, through the GEP3 programme, indicated interest in working with UBEC and ESSPIN on SBMC rollout and committed to supporting deployment of the Mentoring & Monitoring Package in its focus States. A two-day workshop involving UNICEF, UBEC and ESSPIN was held in Kaduna in November 2014 to harmonise monitoring and mentoring instruments. Agreed amendments to the instruments are to be implemented in January 2015 with support from both UNICEF and ESSPIN. A follow-up workshop will be held in March 2015.

### *Communications and Knowledge Management*

76. The SBMC National Conference was streamed online and viewed by 740 people from different countries – United Kingdom, Nigeria, France, USA, Russia, Kenya, Ukraine, Brazil, Philippines, Canada, Seychelles and Israel. Videos from the conference will be uploaded onto the ESSPIN website, YouTube, and Facebook while DVDs will be produced for relevant stakeholders.
77. Radio productions of ESSPIN's Learning Outcome Benchmarks are currently attracting an estimated 40 million radio listeners across Nigeria. The re-broadcasts are aimed at keeping parents and other stakeholders informed and sensitised on expected learning outcome achievement by pupils.
78. ESSPIN is now into its seventh year and its knowledge management strategy includes dissemination of lessons learned and best practice to a wide range of stakeholders – practitioners, academics, development partners, government agencies, researchers, teachers, etc. In addition to physical events, ESSPIN aims to proactively exploit communications technology to reach as wide an audience as possible.
- The ESSPIN website generated over 220,000 hits in the quarter with visitors from 143 countries around world. The top ten visitor countries are Nigeria, Great Britain, United States of America, China, France, Ukraine, Norway, Germany, Finland, Netherlands and Israel. In all 75,429 materials were downloaded from the website from January to December 2014. Over 90% links from internet search engines came from Google (24,629). Other link sites include: Baidu (329), Bing (537), Yahoo (427), Ask (611).
  - The use of social media was expanded with regular updates on Facebook and Twitter to reach and engage more people online. The ESSPIN Facebook page was used to effectively disseminate information. There was over 70% increase in the number of unique visitors compared to the previous two quarters. Monthly ESSPIN Facebook demographics indicates 52 percent of visitors are male while 48 percent are female. Of males, 20% of visitors are within the age bracket of 35-44 years; 13% from 25-35 years, 8% from 17-25 years, and 5% from 45-54 years. Of females, 15% of visitors are within the 25-34 years age range; 14%

from 35-44 years; 8 percent from 17-25 years; 6 percent from 65 years and 4 percent from 45-54 years.

***Nigerian School Attendance Monitoring System (NSAMS) pilot***

79. The NSAMS pilot in Lagos and Kaduna States is now up and running with a dedicated project team appointed. ESSPIN's application to the Nigeria Communications Commission for a short code licence was approved and the project's objective of making student attendance data available in real time is on course to being achieved. An online database has been launched for testing purposes and is available to registered users. SUBEBs in both Lagos and Kaduna are now on board and LGEA level training of State personnel is scheduled for next quarter.

## Annex 1: Quarter 2 Milestone Deliverables, Oct-Dec 2014

Output	Deliverable	Weight	RAG status	Evidence	Y/N	Comments
1	State SBMC Mentoring Package introduced to UBEC as part of national replication, for use in ToT capacity development and step-down support to non-ESSPIN States	11%	G	SBMC Mentoring Package	Y	Mentoring Package shared with UBEC in ToT workshop to prepare for next phase of replication now that initial training in non-ESSPIN States has been completed.
2	Database for integrating LGEA level data launched as part of State reporting system in at least 4 States	15%	G	Technical report	Y	Database successfully established in 5 States, with only Jigawa so far failing to provide the ICT infrastructure in the 4 LGEAs required to launch the pilot. Launch events have been held in 4 States with Kano rescheduled due to the security situation and Jigawa not ready.
3	Initial Grades 4-5 Literacy & Numeracy materials with some State specific variations developed	54%	G	Examples of Literacy & Numeracy materials	Y	Production of Grades 4-5 lesson plans constitutes DFID-ESSPIN's core direct financial contribution to State SIP in Years 7 and 8
4	Final quality assured reports of OOSC surveys for Enugu and Jigawa produced	20%	G	Survey reports	Y	Final State reports (Enugu and Jigawa) quality reviewed by ESSPIN technical team and finalised with TA support
<b>Progress and issues for the quarter</b>						

A 3-day ToT workshop on use of the **SBMC Mentoring Package** was organised for 138 UBEC staff (from headquarters and zones) in Kaduna from 11-13 November 2014. The workshop, split across 3 centres to accommodate the large numbers, was funded by UBEC but delivered by ESSPIN trainers. The objectives were to 1) improve understanding of the concept of mentoring, and the structure and content of the ESSPIN Mentoring Package, 2) develop the capacity of UBEC personnel to support the deployment of the Mentoring Package in non-ESSPIN States, and 3) support UBEC to develop a costed action plan for introducing mentoring support as the next stage of SBMC development in non-ESSPIN States. After the workshop, UBEC instructed all SUBEBs to commit N10m to the mentoring programme.

The **integrated LGEA database** was first introduced in Kwara to improve the quality of data management and pull together education planning data from multiple sources. Following its successful trial period (during which Kwara became the first State in Nigeria to carry out ASC data entry at LGEA level) it is currently being rolled out beyond the 4 trial LGEAs. The concept was then sold to other States through the quarterly meeting of Commissioners and SUBEB Chairs. Lagos, Enugu, Kaduna and Kano invested resources to make essential ICT equipment available in 4 pilot LGEAs each, and installation of the database software has now been completed in all locations. Jigawa is the only State yet to set up facilities in its 4 identified LGEAs due to severe budget release issues during 2014. Each of the other States organised a formal ceremony to mark the Database launch - Kwara, Lagos and Kaduna held their events in Dec 2014, Enugu on 25 Feb 2015, and Kano is scheduled to hold on 26 Feb 2015. The next stage of the pilot is training of LGEA and SUBEB personnel.

**P4 and P5 lesson plans** for the 3 school terms have been developed. They are now at various stages of the post-development process of editing, quality assurance and printing. A template for the plans has been produced and agreement reached to produce a 'northern' set and a 'southern' set to ensure cultural suitability. The production schedule was aimed at getting the plans into States in time for the school year commencing September 2015; however, slippage relating to staffing changes, production capacity and printer availability will likely lead to a revised timetable. There is wide interest in adapting the plans, recently from TDP and UNICEF. Discussions are at advanced stages with TDP over adaptation issues including design and branding. It is being considered whether it is possible to incorporate audio references and materials in the P4 and P5 plans. A joint meeting of DFID, ESSPIN and TDP held on 24 Feb 2015 and was constructive in clarifying the LP production process and satisfying DFID's information requirements re Lesson Plans progress.

Final reports of the **Enugu and Jigawa OOSC surveys** are now ready for dissemination. The surveys were driven by the respective States with technical support from ESSPIN, NBS and NPopC. Two ESSPIN EMIS Advisers supported production of the final reports to ensure that the analyses were rigorous and the reports of standard quality. A small ESSPIN technical team reviewed the final drafts to ensure that lines of interpretation were clear. The next

steps are 1) presentation of reports to Enugu and Jigawa OOSC survey committees for review and adoption by 13 February, 2) updating and finalisation of reports to capture any significant inputs from State committees by 20 February, 3) sign off by State Commissioners by 28 February, and 4) dissemination to key State education stakeholders by 30 March.

**DFID review of deliverables**

Feedback at PMC - 12 February 2015

Next quarter's deliverables (Jan-Mar 2015)		Issues/risks and mitigation
1	National learning assessment framework document finalised for FME	The required input is political engagement, given recent inaction of the Ministerial committee and an extremely weak Strategic Plan recently published by HME/FME. ESSPIN pursuing a short term plan including dedicated TA.
2	Establishment planning completed for SUBEBs in at least 4 States	The EP marks the concluding stages of the 8-step approach to Corporate Planning being implemented by the SLPs. Institutional capacity building will increasingly shift in emphasis towards LGEAs during ESSPIN's extension.
3	Composite Survey 2 reports produced to assess improvements in learning outcomes	Programme and State level reports as well as a Gender/Inclusion report are on course to being finalised. It was agreed at the last quarterly meeting of Commissioners and SUBEB Chairs that State dissemination plans will be developed after the Elections.
4	Proposal for non-traditional donor partnership for IQTE scale up in Kano submitted	An Expression of Interest is on course to being submitted to the EAC. It is unlikely that the full technical proposal will be ready for submission before the end of March 2015. Request for this deliverable to be rescheduled.



## Annex 2: High Level Workplan January – March 2015

### Output 3: School Quality

	Workstream and Activities	2015		
		Jan	Feb	Mar
		W1	State School Improvement	
1.1	Facilitate State's target setting for school and teacher development based on measures of school quality and teacher competence			
1.2	Support State senior officials to engage with Composite Survey data and School Report Systems to inform short, medium and long term planning for teacher and school development			
W2	State Reporting Systems			
2.1	Work with schools and School Support Officers to improve the accuracy of data collection and recording			
2.2	Facilitate capacity building for LGEAs/SUBEBS to utilise school data for planning, resource allocation and leverage			
W3	Institutional Strengthening of SUBEB/UBEC			
3.1	Strengthen political engagement for school improvement, for funding of school improvement, and for school based in-service provision within States			
3.2	Strengthen understanding of how reformed job descriptions within SUBEBs and LGEAs relate to school improvement			
3.3	Collaborate and partner with UBEC to implement its reforms and funding mechanisms for teacher professional development and SBMCs			
3.4	Support UBEC to review progress on its national replication of the ESSPIN SBMC Model and plan for next stages			
3.5	Facilitate engagement of CSOs with UBEC to accelerate the passage of the revised UBE Law			

3.6	Support the wider introduction of Direct Funding to Schools			
3.7	Support State rollout of the School Improvement Programme to full coverage			
3.8	Ensure collaboration with DFID's TDP, GEP3 and other IDP programmes to best support school improvement, cost effectiveness and VfM			
W4	<b>SBMC Functionality</b>			
4.1	Facilitate States' planning of SBMC rollout based on existing capacity and available resources			
4.2	Support continuing professional development of SMD officers linked to implementation, management and coordination of SBMC rollout in States			
4.3	Strengthen SMO reporting system (community level indicators) and facilitate linkage to State level planning and budgeting			
W5	<b>School Level Improvements</b>			
5.1	Facilitate ongoing professional development of the SSIT along with action research to enable focus on specific school needs			
5.2	Facilitate SSOs to support head teachers to effectively introduce simple generic teaching skills (as defined by teacher competency standard) to their teachers and to monitor teachers' use of these skills in their teaching			
5.3	Facilitate the training of SSIT and SSOs to enable them to move teachers to a better understanding of the curriculum and learner progression			
5.4	Establish pilot programme in Kaduna to test the applicability of the SIP approach at JSS level			
5.5	Support the establishment of school teams to work on one professional theme per term which focuses on teaching inclusively			
5.6	Establish pilot school teams to work on child protection issues at school level			
5.7	Support introduction and implementation of policies on teacher and pupil behaviour			
5.8	Implement research to review school attendance and the use of teaching time during the school day			
5.9	Identify further school and classroom research from findings of the 2014 Composite Survey			

5.10	Establish small scale pilot to explore options for introducing climate change and environmental sustainability			
5.11	Secure use of full lesson plans in primary grades 1-3, and introduce full lesson plans for grades 4-5 across all States (cost sharing with States)			
5.12	Support maintenance/sustainability of school infrastructure			
5.13	Utilise Challenge Funds to support reading and writing in schools through innovative story creation			

#### Output 4: Inclusion

	Workstream and Activities	2015		
		Jan	Feb	Mar
W1	Inclusive Education Policies			
1.1	Build SUBEB capacity for collection and analysis of data to inform development of State IE policies			
1.2	Support review, finalisation and dissemination of OOSC survey reports for Jigawa and Enugu			
1.3	Facilitate lobbying and advocacy to facilitate legal passage of draft IE policies in States			
1.4	Strengthen the capacity of FME and UBEC to produce and implement a national IE policy			
1.5	Improve the capacity of SUBEB officers to undertake gender budgeting and budget tracking			
1.6	Carry out political engagement to leverage available resources at federal and State level to scale up IQTE pilots in northern States			
W2	Inclusive practices in schools and communities			
2.1	Support SUBEB scale up of the Girl Education Initiative in Jigawa to increase girls enrolment and attendance in selected LGEAs			
2.2	Strengthen women's SBMC sub-committees and children's Safe Spaces to give women and children greater voice in school management			

2.3	Roll out the Gender Champions pilot in all States, encouraging women leaders in communities to become role models for girls			
2.4	Facilitate SUBEB support to girl education initiative in Kano promoting transition to JSS for girls			
2.5	Use International Days for women and girls as platforms for ongoing advocacy			
2.6	Strengthen the capacity of SUBEB and the Agency for Nomadic Education to deepen and scale up the nomadic community education pilot in Jigawa			
2.7	Provide TA to support consolidation of IQTE pilot in Kano and scale up in Jigawa and Kaduna			
<b>W3</b>	<b>Child Protection and Participation</b>			
3.1	Undertake scoping study to better understand the root causes of school based violence and how it affects school attendance for girls			
3.2	Facilitate the production and dissemination of child protection policy briefs			
3.3	Develop the capacity of CSOs and community based facilitators to support Safe Spaces for girls			
3.4	Work with other programmes, including UNICEF's Child Protection Network, to establish response mechanisms for parents and communities			
3.5	Support rollout of the C-EMIS pilot to improve the availability of school data for micro planning at community level			
3.6	Improve the scope and quality of available data on children affected by disability			
3.7	Support dissemination of findings from Conflict Sensitivity research in States			
<b>W4</b>	<b>Voice and Accountability</b>			
4.1	Strengthen the capacity of CSOs to undertake issues based advocacy			
4.2	Facilitate the formation of SBMC clusters at community level and SBMC forums at LGEA and State levels to strengthen demand for good quality services			
4.3	Carry out refresher engagements with traditional and religious leaders			
4.4	Utilise media products and collaborate with DFID's SAVI programme to help CSOs articulate demand for improved basic education services			

## Output 2: Institutional Development

	Workstream and Activities	2015		
		Jan	Feb	Mar
W1	Data collection, analysis and use			
1.1	Facilitate timely conduct, analysis and reporting of Annual School Census			
1.2	Generate School Report Cards from ASC data and develop capacity of State/LGEA personnel and SBMCs to use for micro planning			
1.3	Generate the ISD Index from ASC data for individual school needs analysis			
1.4	Roll out LGEA integrated database for managing school improvement data; strengthen capacity of State/LGEA personnel to implement			
1.5	Support integration of school inspection reports into EMIS			
1.6	Pilot Nigeria School Attendance Monitoring System in Lagos and Kaduna			
1.7	Provide ongoing capacity support to State M&E Units, including training of new personnel			
W2	State Annual Planning Cycle (including LGEA plans and priorities)			
2.1	Carry out political engagement to secure funding for the ASC sustainably			
2.2	Support annual updating MTSS, with incorporation of LGEA action plans			
2.3	Support planning and conduct of Annual Education Sector Performance Review - including production of AESPR report and review conference			
2.4	Embed Departmental Work Plans (DWPs) into routine SUBEB processes			
2.5	Strengthen State capacity to streamline Call Circular responses, including use of Activity Based Budgeting			
2.6	Support SUBEBs to streamline annual and quarterly workplanning to ensure timely access to UBEC Intervention Funds			
2.7	Develop and disseminate policy briefs as part of engagement strategy for new administrations after the 2015 Elections			
W3	Corporate Planning for MoEs and SUBEBs			

3.1	Develop LGEA Engagement Strategy	
3.2	Facilitate update of SUBEB strategic plans and LGEA action plans	
3.3	Provide TA to support establishment and workforce planning, including LGEA level personnel	
3.4	Support SUBEBs to streamline LGEA personnel roles, aligning job roles with school improvement support needs	
3.5	Provide TA to streamline QA roles in States and support establishment of appropriate institutional systems with operational funding	

### Output 1: National Systems

	Workstream and Activities	2015		
		Jan	Feb	Mar
		W1	Access to UBEC Intervention Funds	
1.1	Provide TA to UBEC to deliver its national replication of ESSPIN SBMC model to quality standards			
1.2	Collaborate with UBEC to refine organisation and delivery of its Teacher Professional Devt Programme			
1.3	Engage strategically with UBEC to ensure TPD funds utilisation remains flexible and available for SIP			
1.4	Explore opportunities for collaborating on IQTE with UBEC and facilitate States access to IQTE funds			
1.5	Engage with UBEC to build on recommendations of the 2014 National SBMC Conference			
W2	Establishment of National Systems			
2.1	Facilitate finalisation and submission of technical reports on national learning assessment, Quality Assurance and national rollout of SBMCs to the Honourable Minister of Education			
2.2	Facilitate Ministerial approval and policy approval of the technical reports through mechanism of the National Council on Education			
2.3	Provide TA to the Federal Ministry of Education to streamline institutional requirements for implementation of the learning assessment, QA and SBMC national systems			
W3	Political Engagement			

3.1	Facilitate quarterly meetings of Education Commissioners and SUBEB Chairs from ESSPIN States				
	Participate in quarterly National Education Commissioners Forum (escalation from ESSPIN Commissioners meeting)				
3.2					
3.3	Support joint QA capacity building for FIS and UBEC staff (to close the gap between FME and UBEC)				
	Collaborate with CSOs to undertake policy advocacy in the National Assembly (around legislation on inclusion issues and passage of the UBE Law)				
3.4					