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January – March 2015

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The documentary series is arranged as follows:

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

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

Contents

Report Distribution and Revision Sheet	ii
Disclaimer	iv
Note on Documentary Series	iv
Contents	v
Tables	vi
Figures	vi
Acronyms and Abbreviations	vii
Section 1: Overview	9
Introduction.....	9
Programme Progress and Leverage of Resources	13
Political and economic environment.....	18
Security	19
Personnel changes.....	20
Key numbers for January to March 2015	20
Financial report	27
Value for money	30
Risk monitoring.....	32
Section 2: State Progress Summaries	36
Enugu.....	36
Jigawa	40
Kaduna.....	43
Kano.....	47
Kwara.....	51
Lagos.....	55
Section 3: Cross-cutting and Federal.....	59
Political engagement brings results to support ESSPIN	59
Bringing UBEC and FIS together for joined-up quality assurance	60
ESSPIN supporting FME and UBEC on school-based management.....	60
NCNE to visit ESSPIN’s nomadic education intervention in Jigawa.....	61
Infrastructure	61
Learning and Evidence.....	61
Annex 1: Quarter 2 Milestone Deliverables, Jan-Mar 2015	67
Annex 2: High Level Workplan April - June 2015	70
Output 1: National Systems	70

Tables

Table 1: Some highlights this quarter.....	9
Table 2: Quarter 1 2015: State budget allocation, release and utilisation rates	12
Table 3: Lesson Plan Development Status (30 March 2015).....	14
Table 4 School improvement programme coverage (public schools) up to March 2015, by Phase.....	16
Table 5 Financial resources leveraged by state up to March 2015.....	17
Table 6: Key numbers table.....	22
Table 7: High level review of the ESSPIN finances for the extension phase	27
Table 8: Extension contract by area of spend	27
Table 9: ESSPIN year 7 spend position	27
Table 10: ESSPIN spend position in relation to 2014/15 financial year	28
Table 11: ESSPIN spend position in relation to DFIF 2015-16 financial year	28
Table 12: ESSPIN spend by output - against year 7 forecast and total extension budget	28
Table 13: ESSPIN lifetime spend by output - actual against forecast.....	29
Table 14: Unit costs of activity against projected lifetime results and lifetime expenditure (GBP)	30
Table 15: Leverage, Enugu State, during to March 2015	37
Table 16: Risk matrix, Enugu State, as at March 2015	37
Table 17: Leverage (NGN), Jigawa State, to March 2015	40
Table 18: Risk matrix, Jigawa State, as at March 2015	41
Table 19: Leverage (NGN), Kaduna State, to March 2015	44
Table 20: Risk matrix, Kaduna State, January to March 2015.....	44
Table 21: Leverage (NGN), Kano State, to March 2015	48
Table 22: Risk matrix, Kano State, to March 2015	49
Table 23: Leverage (NGN), Kwara State, to March 2015.....	52
Table 24: Risk matrix, Kwara State March 2015.....	53
Table 25: Leverage (NGN), Lagos State, to March 2015.....	56
Table 26: Risk matrix, Lagos State, to March 2015	56
Table 27: RAG Rating for 2014-15 Annual School Census.....	62

Figures

Figure 1: Learning outcomes in ESSPIN and non-ESSPIN schools	10
Figure 2: Attendance of Enrolled Pupils at LGEA Kargi road Primary School.....	64
Figure 3: Pupils attending by Gender at LGEA Kargi road Primary School.....	64
Figure 4: Pupils not attending by gender at LGEA Kargi road Primary School	65

Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Report
AR	Annual Review of ESSPIN by IMEP (incl. Annual Review report)
ASC	Annual School Census
CCT	Conditional Cash Transfer
C-EMIS	Community Education Management Information System
CGP	Civil Society – Government Partnership
CKM	Communications and Knowledge Management
CS2	Composite Survey 2, 2014
CSO	Civil Society Organisation
DEEPEN	Developing Private Education in Nigeria (Lagos)
DFID	Department for International Development, UK government
DG	Director General
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
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
ISD	Integrated School Development
JSS	Junior Secondary School
LGA	Local Government Area
LGEA	Local Government Education Authority
LOB	Learning Outcome Benchmark(s)
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
NEMIS	National Education Management Information System

NTI	National Teachers Institute
PS	Permanent Secretary
PSA	Programme Support Activity
PTD	Person Training Days
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
SSIT	State School Improvement Team
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
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

Section 1: Overview

Introduction

1. During this quarter, the presidential elections took place peacefully. The timing and postponement of the elections impacted on programme activities and state budget releases.

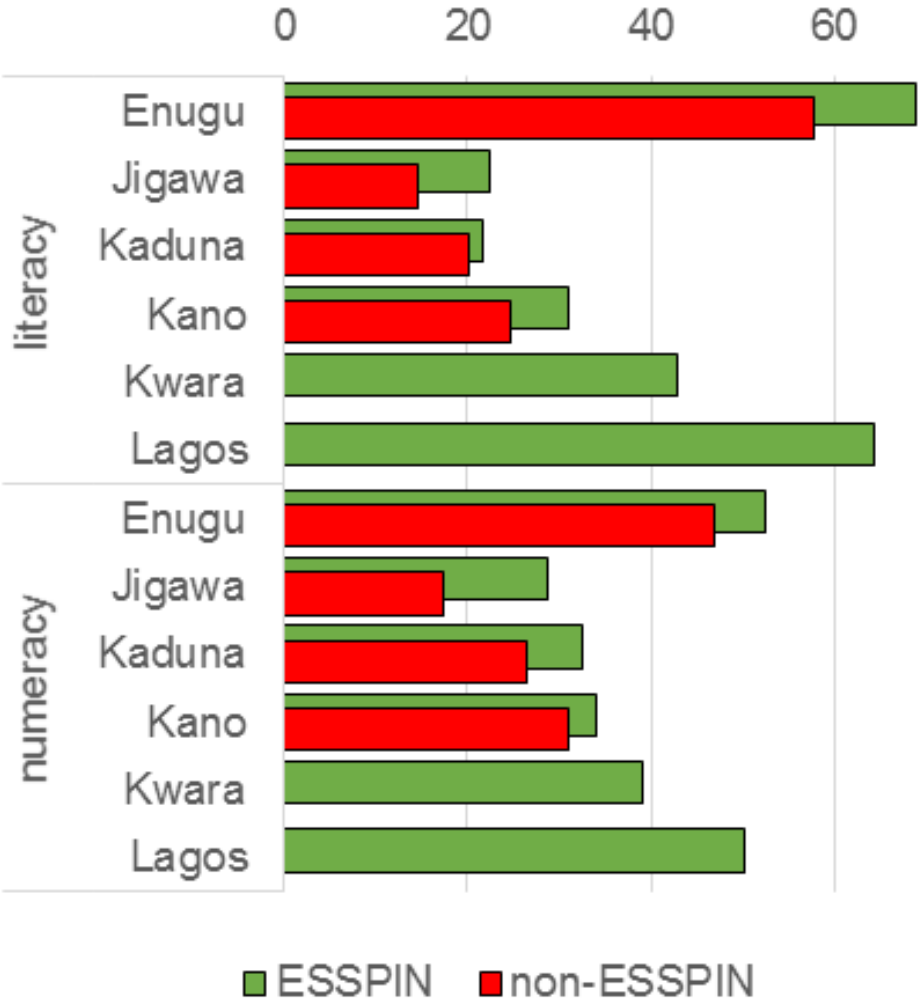
Table 1: Some highlights this quarter

Measures of progress

- ESSPIN has leveraged a total of £18m in state government direct funding for the School Improvement Programme to date, extending coverage to over 16,000 primary and junior secondary schools, thereby improving the conditions for 5.5 million children (48% girls) to learn.
- The number of children in good-quality schools rose from under 200,000 in 2012 to over 650,000 in 2013/14, and 90% of this increase was in ESSPIN schools.
- Learning outcomes in English and Mathematics are significantly better in ESSPIN schools than non-ESSPIN schools, yet they appear to have declined as a whole.

2. The main composite survey report was completed along with a gender and inclusion report and drafts of the six state reports. In the next quarter, the reports will be disseminated amongst state partners and strategies will be developed to act upon the reports' findings – the next quarterly report will contain a fuller write up. Some key headlines are provide here though. Across a wide range of indicators of school functioning, ESSPIN schools are doing better than other schools, and those that had more ESSPIN intervention in recent years have also been improving faster. ESSPIN schools appear to have more effective head teachers, are better at school development planning, show more evidence of being inclusive, and have more functional and inclusive SBMCs, compared to non-ESSPIN schools.
3. The number of children in good-quality schools, using ESSPIN's measure of quality that combines indicators of teacher competence, head teacher effectiveness, school development planning and SBMC functionality, rose from under 200,000 in 2012 to over 650,000 in 2013/14, and 90% of this increase was in ESSPIN schools. As figure 1 shows, pupils are achieving better learning outcomes in literacy and numeracy in schools that ESSPIN has supported.

Figure 1: Learning outcomes in ESSPIN and non-ESSPIN schools



4. However, the composite survey also shows that learning outcomes have declined in all states between 2012 and 2014. This may be related to the large increases in enrolments seen across the states which led to rises in pupil teacher ratio in all states, except Enugu. The survey also shows the challenges that teachers, themselves, have with the test items: in Jigawa for example, teachers scored on average 34% in grade 2 English.
5. Three of our case studies this quarter illustrate how children from non-traditional schools are progressing through primary and transiting to junior secondary schools. These include children from Islamiyya, Tsangaya and Qur’anic Education (IQTE) schools in Kaduna and Kano and nomadic schools in Jigawa. In Kano, 368 children from supported IQTE centres passed the 2014/15 JSS transition examinations. In Kaduna, 10 children from IQTE centres in Kajuru LGA passed and a philanthropic organisation undertook to pay their JSS registration fees. In Jigawa, 7 children from nomadic community-run schools passed the JSS transition examinations. It is the first time that children from IQTE centres in Kaduna and nomadic community schools in Jigawa have been encouraged to sit the JSS transition examinations.

Summary of State progress/political engagement

6. A round-up of political engagement in the states is as follows:
- **Enugu:** SIP support was expanded to all 1,223 public primary schools in the last quarter. Scheduled training activities for teachers and HTs received funding, but SBMC development work in new schools is yet to take off. Only 1% of SUBEB's 2015 budget has so far been released so UBEC TPD funds, when they become available, will likely be the key source of funding over the political transition period.
 - **Jigawa:** Jigawa bounced back from its disappointing 2014 budget release profile, which saw under 5% of SUBEB's 2014 allocation released by quarter 4, with an ambitious 2015 education budget. 5% of SUBEB's budget (more than the rate for the whole of last year) has been released so far and SIP activities have received modest funding. In addition to SIP, the NCNE has shown interest in the nomadic community education project and there are ongoing discussions about scaling up with some federal funding.
 - **Kaduna:** SIP rollout activities continue to receive funding (Kaduna rolled out to all schools last quarter) in spite of the government's failure to match 2014 UBEC TPD funds as originally promised. The SUBEB Chair has been pivotal in keeping training activities for new SSITs, SSOs and HTs running in advance of additional TPD funding and any commitments that the State government is able to honour. The chairman was recently appointed chairman of SURE-P but remains involved with SUBEB for the time being.
 - **Kano:** No state government funding was leveraged over the quarter although executive approval had been secured for IQTE and TSP funding. SIP activities were limited to what ESSPIN directly paid for, e.g. orientation workshops for CGPs in advance of the SBMC Consolidation Fund. Validation of the executive approval will be required subsequently to redeem the promised funds in 2015. On a positive note, the 2015 approved budget includes relevant allocations to SIP and IQTE programmes.
 - **Kwara:** there was relative inaction over the quarter in relation to SIP work with activities limited to routine school-based support. ESSPIN directly funded critical CGP orientation work as part of preparations for flag-off of the SBMC Consolidation Fund. Given that 25% of SUBEB's year allocation has been reported as released in this quarter, discussions are required within the monthly tripartite meeting to understand why SIP activities have not been funded as scheduled. ICT development has recently become a priority for the state and N58m out of the N86m leveraged in the quarter went into funding the integrated LGEA database project.
 - **Lagos:** pre-election concerns appear to have impacted on education financing in this quarter. Only 13% of the 2015 allocated budget for education has been released, compared with 24% by this time last year. The bulk of releases related to SIP have gone on allowances (SSIT, SIO and HT) and significant slippages to the SIP workplan, particularly the SBMC component, have been recorded. The balance of UBEC TPD funds for 2014 are expected in quarter 2 and will go a long way in bringing the SIP schedule

back on track.

- **Federal:** the breakthrough achievement in the quarter was bringing UBEC (QA department) and the FIS together in the common purpose of supporting QA implementation in States. Following successful passage of the QA policy at the November 2014 NCE, UBEC allocated N10m to each State for QA rollout with joint support to be provided by FIS and UBEC QA officers, and ESSPIN trained QA personnel. In addition, UBEC also allocated N10m to each State for ongoing SBMC development.

State budget performance

7. State 2015 education budgets have been promptly appropriated to date, perhaps to enable outgoing governments to complete outstanding projects. There were increases in year allocations to the education sector, a total of N161 billion across the six ESSPIN States compared with N115 billion in 2014, and sub-sectoral allocations to SUBEB, a total of N17 billion compared with N15 billion in 2014.
8. Budget releases at an aggregate level are at par with last year, 16% in 2015 and 17% in 2014, while utilisation rates are higher for 2015 – 16% compared with 14% in 2014. At sub-sectoral level, releases to SUBEB are well below the 25% benchmark and last year's figures – just 10% in 2015 compared with 31% in 2014.

Table 2: Quarter 1 2015: State budget allocation, release and utilisation rates

		Quarter 1 (January - March 2015)		
		Year allocation (N billion)	Budget release (%)	Budget utilisation (%)
Benchmark			25%	25%
Enugu	All Education	19.92	18%	19%
	SUBEB	4.89	1%	1%
Jigawa	All Education	34.48	19%	18%
	SUBEB	2.67	5%	5%
Kaduna	All Education	8.32	18%	18%
	SUBEB	1.93	31%	31%
Kano	All Education	29.55	19%	19%
	SUBEB	3.94	3%	3%
Kwara	All Education	17.59	13%	13%
	SUBEB	2.34	25%	25%
Lagos	All Education	51.29	13%	13%
	SUBEB	1.64	13%	7%
All States	All Education	161.15	16%	16%
	SUBEB	17	10%	9%

9. The most significant improvement is recorded by Jigawa which raised its release and utilisation rates from under 1% in Q1 of 2014 to 19% and 18% respectively for release and utilisation in Q1

of 2015. Its 2015 budget allocation of N34.5 billion is also the second highest of the six states and shows ambition, perhaps to compensate for the non-performance in 2014. At SUBEB level, Kaduna exceeds the 25% benchmark considerably while Kwara is on target – this sets a positive context for school improvement funding during the political transition period. Enugu, Kano and Lagos, with good release histories in 2014, record modest rates at 19%, 18% and 13% respectively. In Lagos, indicative budgets for education MDAs were reviewed downwards twice prior to finalisation of the overall state budget so the modest pace of implementation is not entirely a surprise. It is hoped that releases and activities will pick up once the new government is settled as Lagos has a track record for consistent budget performance over the last three years.

10. It will be important to observe how sub-sector releases to SUBEB from state government budgets develop over the course of 2015. With the exception of Kaduna and Kwara, which have made strong starts to the year, 1%, 3% and 5% respectively for Enugu, Kano and Jigawa represent a risk to timely implementation of planned school improvement activities, particularly in an elections year where competition for limited resources across sectors is expected to be stiff.

Programme Progress and Leverage of Resources

SIP Rollout

11. As reported in the last report, the school improvement programme was substantially rolled out between October and December 2014. In this quarter, small changes have been made to the total number of primary schools in Kaduna and Lagos to reflect the Annual School Census.
12. Since the beginning of the year states have been in election mode and as a consequence, roll-out of the training over the last few months particularly the large scale training for headteachers and class teachers, has been seriously disrupted due to lack of or slow release of funds from both State and UBEC. Whether this situation will be rectified after the elections is difficult to assess as this will depend on how quickly government institutions stabilise. The impact on learning performance as a result of these disruptions is difficult to ascertain, but it is likely to be marked. Despite the delays to the training of headteachers and class teachers, training at LGEA and SUBEB levels on improving systems and reporting, and on deepening learning has continued through use of programme funds.
13. A great deal of progress was made on the development of the lesson plans in this quarter. Lesson plans are being developed for all states for Primary 1 to 3 in Literacy and Numeracy and to Primary 5 in Kano and Lagos. We will develop 360 lesson plans in total. This process is shown in detail in an online [prezi](#). The development process is lengthy and has five main stages:
 1. Development of technical content (map learning outcomes across curriculum content for each lesson, draft activities that connect curriculum activities with classroom practice, pedagogical review and editing, transfer to word template, check on content progression and scope, professional design)

2. Bringing in resources to support delivery (pupil activities for assessment developed, define photographs and resources required, make sample teaching and learning aids, photos taken in classroom of model teaching and use of learning aids, select and insert photos into design package, proofreading of plans for readability, final proofread and sign off)
3. Physical production (balance colour and artwork, develop production cycle, develop marked up copies for printers, develop technical specifications for printing, obtain quotes, review and assess VFM, conduct due diligence, issue contract, printers set printing plates, check plates, print)
4. Delivery to and within states (Contract for transportation, transport plans to SUBEBs, organisation of instate delivery of plans to schools, plans sent, verification of plans sent)
5. Plans being used (SSIT trained on plans, SSOs trained on key concepts and how to support teachers to use the plans, training for 3 teachers and headteachers, joint planning and problems solving relating to lesson plan usage in schools, more learning!)

14. The development status by the end of March is shown in Table 3. By the end of the quarter 76 lesson plans were in development, 29 were in production and 159 were in schools.

Table 3: Lesson Plan Development Status (30 March 2015)

Grade	Week	Subject	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
P1	1-5	Lit	1.00	1.00	1.00	1.00	1.00	1.00
P1	1-5	Num	1.00	1.00	1.00	1.00	1.00	1.00
P1	6-10	Lit	1.00	1.00	1.00	1.00	1.00	1.00
P1	6-10	Num	1.00	1.00	1.00	1.00	1.00	1.00
P1	11-15	Lit	1.00	1.00	1.00	1.00	1.00	1.00
P1	11-15	Num	1.00	1.00	1.00	1.00	1.00	1.00
P1	16-20	Lit	1.00	1.00	1.00	1.00	1.00	1.00
P1	16-20	Num	1.00	1.00	1.00	1.00	1.00	1.00
P1	21-25	Lit	0.66	0.66	0.33	1.00	1.00	1.00
P1	21-25	Num	0.66	0.66	0.33	1.00	1.00	1.00
P1	26-30	Lit	0.66	0.66	0.33	1.00	1.00	1.00
P1	26-30	Num	0.66	0.66	0.33	1.00	1.00	1.00
P2	1-5	Lit	1.00	1.00	0.33	0.66	1.00	1.00
P2	1-5	Num	1.00	1.00	0.33	0.33	1.00	1.00
P2	6-10	Lit	1.00	1.00	0.33	0.66	1.00	1.00
P2	6-10	Num	1.00	1.00	0.33	0.33	1.00	1.00
P2	11-15	Lit	1.00	1.00	1.00	0.66	1.00	1.00
P2	11-15	Num	1.00	1.00	1.00	0.33	1.00	1.00
P2	16-20	Lit	1.00	1.00	1.00	0.66	1.00	1.00
P2	16-20	Num	1.00	1.00	1.00	0.33	1.00	1.00
P2	21-25	Lit	0.66	0.66	0.33	0.33	1.00	1.00
P2	21-25	Num	0.66	0.66	0.33	0.33	1.00	1.00
P2	26-30	Lit	0.66	0.66	0.33	0.33	1.00	1.00
P2	26-30	Num	0.66	0.66	0.33	0.33	1.00	1.00
P3	1-5	Lit	1.00	1.00	1.00	0.33	1.00	1.00
P3	1-5	Num	1.00	1.00	1.00	0.33	1.00	1.00

Grade	Week	Subject	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos	
P3	6-10	Lit	1.00	1.00	1.00	0.33	1.00	1.00	
P3	6-10	Num	1.00	1.00	1.00	0.33	1.00	1.00	
P3	11-15	Lit	1.00	1.00	1.00	0.33	1.00	1.00	
P3	11-15	Num	1.00	1.00	1.00	0.33	1.00	1.00	
P3	16-20	Lit	1.00	1.00	1.00	0.33	1.00	1.00	
P3	16-20	Num	1.00	1.00	1.00	0.33	1.00	1.00	
P3	21-25	Lit	0.66	0.66	0.33	0.33	1.00	1.00	
P3	21-25	Num	0.66	0.66	0.33	0.33	1.00	1.00	
P3	26-30	Lit	0.66	0.66	0.33	0.33	1.00	1.00	
P3	26-30	Num	0.66	0.66	0.33	0.33	1.00	1.00	
P4	1-5	Lit	0.00	0.00	0.00	1.00	0.00	1.00	
P4	1-5	Num	0.00	0.00	0.00	1.00	0.00	1.00	
P4	6-10	Lit	0.00	0.00	0.00	1.00	0.00	1.00	
P4	6-10	Num	0.00	0.00	0.00	1.00	0.00	0.66	
P4	11-15	Lit	0.00	0.00	0.00	0.33	0.00	0.33	
P4	11-15	Num	0.00	0.00	0.00	0.33	0.00	0.33	
P4	16-20	Lit	0.00	0.00	0.00	0.33	0.00	0.33	
P4	16-20	Num	0.00	0.00	0.00	0.33	0.00	0.33	
P4	21-25	Lit	0.00	0.00	0.00	0.33	0.00	0.33	
P4	21-25	Num	0.00	0.00	0.00	0.33	0.00	0.33	
P4	26-30	Lit	0.00	0.00	0.00	0.33	0.00	0.33	
P4	26-30	Num	0.00	0.00	0.00	0.33	0.00	0.33	
P5	1-5	Lit	0.00	0.00	0.00	0.33	0.00	0.33	
P5	1-5	Num	0.00	0.00	0.00	0.33	0.00	0.33	
P5	6-10	Lit	0.00	0.00	0.00	0.33	0.00	0.33	
P5	6-10	Num	0.00	0.00	0.00	0.33	0.00	0.33	
P5	11-15	Lit	0.00	0.00	0.00	0.33	0.00	0.33	
P5	11-15	Num	0.00	0.00	0.00	0.33	0.00	0.33	
P5	16-20	Lit	0.00	0.00	0.00	0.33	0.00	0.33	
P5	16-20	Num	0.00	0.00	0.00	0.33	0.00	0.33	
P5	21-25	Lit	0.00	0.00	0.00	0.33	0.00	0.33	
P5	21-25	Num	0.00	0.00	0.00	0.33	0.00	0.33	
P5	26-30	Lit	0.00	0.00	0.00	0.33	0.00	0.33	
P5	26-30	Num	0.00	0.00	0.00	0.33	0.00	0.33	
P6	tbd								TOTALS
TOTAL not due			24.00	24.00	24.00	0.00	24.00	0.00	96
TOTAL in devt			0.00	0.00	16.00	40.00	0.00	20.00	76
TOTAL in production			12.00	12.00	0.00	4.00	0.00	1.00	29
TOTAL in school			24.00	24.00	20.00	16.00	36.00	39.00	159
TOTAL all LPs			60.00	60.00	60.00	60.00	60.00	60.00	360

15. ESSPIN needs to procure services to print and deliver a large volume of lesson plans. The provision of lesson plans is a key resource input to schools. It supports the programmes' objectives of improving all pupils' learning outcomes through strengthened teacher competence and better lessons. The total contract value is above the threshold for programme procurement (100,000) and so would usually be procured by Crown Agents on DFID's behalf. Due to the complexity of the print production supervision process, the limited number of suppliers which meet the standards required, and the scale and complexity of integrating printing and training schedules at state level, out-sourcing to an external procurement agent was not feasible and so a procurement waiver was requested. Unfortunately there have been delays in obtaining the procurement waiver which has meant that to date, no lesson plans have been printed and training of teachers cannot take place as planned.

Table 4 School improvement programme coverage (public schools) up to March 2015, by Phase

	Phase 1 (Pilot)	Phase 2 actuals (Mar 2015)	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
Enugu							
<i>Pry</i>	91	1,223	1,223	7%	100%	40%	250%
<i>JSS</i>	-	-	314	0%	0%		
<i>All</i>	91	1,223	1,537	6%	80%		
Jigawa							
<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%		
Kaduna							
<i>Pry</i>	165	4,225	4,225	4%	100%	40%	250%
<i>JSS</i>	-	100	416	0%	24%		
<i>All</i>	165	4,325	4,641	4%	93%		
Kano							
<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%		
Kwara							
<i>Pry</i>	1,448	1,497	1,497	97%	100%	100%	100%
<i>JSS</i>	-	407	407	0%	100%		
<i>All</i>	1,448	1,904	1,904	76%	100%		
Lagos							
<i>Pry</i>	100	1,007	1,007	10%	100%	100%	100%
<i>JSS</i>	-	-	348	0%	0%		
<i>All</i>	100	1,007	1,355	7%	74%		
Total							
<i>Pry</i>	2,232	15,639	15,639	14%	100%	69%	100%
<i>JSS</i>	82	589	2,342	4%	25%		
<i>All</i>	2,314	16,228	17,981	13%	90%		

Green shade: Achieved or exceeded target

Leveraged Resources

- 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 N1,083m or approximately £3.6m in the period January to March 2015.

Table 5 Financial resources leveraged by state up to March 2015

	State resources leveraged (Jan - Mar 2015)		State resources leveraged (cumulative to March 2015, from July 2012)		Source	Purpose	Comment
	NGN	GBP	NGN	GBP	(Current quarter)	(Current quarter)	(Current quarter)
Enugu	NGN 82,809,012	£276,030	NGN 751,409,012	£2,504,697	EnSG, SUBEB, MOE, LGEA	SIP rollout to all primary schools, QA, SBMC development, LGEA database, salaries for those involved in SIP	NGN 42.4m was ESG/LGAs personnel salaries (SSIT, SSOs, SMOs, QA officers and EMIS staff) directly involved in SIP activities in the state. Balance leveraged for HT and teacher training, LGEA database roll out and QA.
Jigawa	NGN 68,624,093	£228,747	NGN 554,724,093	£1,849,080	SBMC Intervention Fund, SUBEB	SIP support including HT, CT and SSO Training, SBMC step down training	Significant contributions in spite of a particularly difficult year in which budget releases were slow.
Kaduna	NGN 93,488,457	£311,628	NGN 746,288,457	£2,487,628	SUBEB (for SIP), UBEC-IF, MoE, QA board	SIP rollout and support, QA evaluation, IQTE and IE materials	To support rollout to all primary schools, training was conducted for 63 LGASIT, 449 SSOs, and 3,493 Head teachers. 42m was spent on the procurement of materials for special needs
Kano	NGN 0	£0	NGN 489,000,000	£1,630,000	nil	nil	Zero releases in the quarter in spite of budgetary allocations and executive approval for TSP, IQTE, SBMCs and QA.
Kwara	NGN 86,087,160	£286,957	NGN 294,187,160	£980,624	UBEC-TPD, SUBEB, LGA	SIP, SSIT costs, LGEA database and centres, SBMC mentoring	Only a small proportion of state spend for the quarter went to SIP activities. Facility costs for the LGEA database project attracted most of the funding for the period.
Lagos	NGN 31,919,800	£106,399	NGN 861,719,800	£2,872,399	SUBEB subvention, UBEC TPD, MOE, LGA	SIP support (TPD), SSIT allowances, ASC activities, QA	The bulk of State financing N27m was on allowances for SIP. Scheduled SBMC mentoring activities failed to take place due to non-release of committed State funds.
Total (states)	NGN 362,928,522	£1,209,762	NGN 3,697,328,522	£12,324,428			
Federal	NGN 720,000,000	£2,400,000	NGN 1,719,100,000	£5,730,333	UBEC	SBMC and QA (all 36 States + FCT)	The 36 states and the FCT received N20million (N10m for SBM and N10m for QA) each from 2014 TPD UBE-IF for SBM and QA capacity development.
Grand Total	NGN 1,082,928,522	£3,609,762	NGN 5,416,428,522	£18,054,762			

Political and economic environment

17. As per last quarter, the general elections continued to dominate the political landscape. The presidential elections were originally scheduled for February 2015, but were postponed to 28 March. The Gubernatorial and State House of Assembly elections will take place on 11 April. The offices of the President, Vice President, Governors, Deputy Governors, national and State legislators are still due to become vacant on 28 May 2015.
18. All Progressives Congress (APC) candidate Muhammadu Buhari won the election. President Goodluck Johnathon helped to avoid any violence associated with the result by telephoning Buhari to concede defeat once it became clear that he could no longer win. However political tension is expected to remain until Buhari takes office on 29 May.
19. All ESSPIN staff adhered to risk management arrangements. Workplans were rescheduled to minimise field operations between 26 March and 14 April. This included banning inter-city travel, preventing international travel, and closing the offices on Fridays and Mondays surrounding election weekends. Following the presidential election, all offices remained closed on Tuesday 31 March while the results were counted. Due to some protests in Kaduna, the office there remained closed until after the Easter weekend.
20. On the economic front, Nigeria continues to face the prospect of declining revenues over the course of 2015, in spite of the largely successful and peaceful Presidential elections believed to be restoring investor confidence in the future of the Nigerian economy. A global commodity slump on the eve of the Presidential elections linked to a drop in external reserves and deterioration in the value of the Naira created a sense of foreboding. The per barrel price of oil had dropped below \$50 by the turn of the year and the forecasts for 2015 and 2016 are \$53 and \$57 respectively, compared with \$94 in 2014 (World Bank, Commodity Markets Outlook, January 2015).
21. The federal government's 'budget of transition' for 2015 is already taking measures to respond to the slump by proposing spending cuts, introducing taxation on luxury items, and increasing VAT from the current 5% to 10%, making it comparable to the average for other medium to large African economies such as South Africa and Egypt. The impact on state budgets will not become clear until later in the year when state supplementary budgets are passed, proposing adjustments to cover gaps and to accommodate emerging priorities of new governments.
22. The risks to sustainable funding of basic education reforms remain real: UBEC Intervention Funds may be substantially reduced as oil revenues drop, state budgets may be absorbed by recurrent costs leaving little or nothing for programmes, planned budgets to support school improvement may not be implemented in a timely manner as new governments settle in, and salaries may be delayed or jobs cut where available resources cannot cover personnel costs. In northern states, the risks are compounded by the priority of funding security measures that could lead to diversion of social development funds to security.

Security

23. **Overview:** The situation remains challenging, but there have been improvements in the security situation – especially in the North East and the three State of Emergency states of Adamawa, Borno and Yobe. This improvement is linked to a growing regional involvement with military from Cameroon, Chad and Niger in supporting the Nigerian military. As a result, many of the towns and villages previously captured by Boko Haram have been retaken by the military.
24. **Insurgency:** Boko Haram activity, though, still extends beyond the State of Emergency States and during the quarter under review, there were explosions reported from:
- Gombe State - 13th and 16th January, 1st and 2nd February and 2nd April
 - Kano State - 24th February
 - Plateau State - 26th February
25. This reflects a reduced number of explosions when compared to the previous quarter, but the risk remains in many states – including Kano, Kaduna, FCT and, to a lesser extent, Jigawa.
26. **Communal unrest:** Communal unrest has also continued to have an impact across many middle belt states with the worst affected being Benue and Taraba. This has spread to ESSPIN States – most notably Kaduna- where incidents have occurred in rural areas well away from where ESSPIN operates.
27. **Elections:** The elections, although delayed from February to March and April and won by the opposition party, have not caused any widespread unrest.
28. **Education Sector:** Security incidents directly targeting the Education Sector have been rare over the last quarter.
29. The traffic light rating of security in ESSPIN States as at April 2015 is:
- **Red** – n/a
 - **Amber** – Kaduna and Kano
 - **Green** – Abuja, Enugu, Jigawa, Kwara and Lagos
30. Looking Forward – April to June 2015: The risks that we have highlighted are:
- **Election Process:** This is due to be completed with a handover from the PDP to the APC on the Democracy Day public holiday on 29 May. We will monitor the situation and hope that the process remains smooth and, most importantly, peaceful.
 - **South Africa:** We are monitoring the situation in the ESSPIN states to see if there is any reaction to the on-going situation in South Africa. There are a number of South African interests with a high profile in Nigeria (MTN, DSTV, Shoprite and Game) – protests have started in Nigeria, but have generally been peaceful. If, though, the

situation continues or develops in South Africa, then that may have a knock-on effect here in Nigeria.

- **Complacency:** Although the situation may seem quieter with less going on, a key message to all ESSPIN staff and visitors is that they must avoid complacency – as terrorism, kidnapping, road traffic accidents and health issues all remain high risks in Nigeria.

Personnel changes

31. It is with great sadness that we record the death of Olabode Oyeneye, State Team Leader, ESSPIN Lagos on 19 February 2015. Everyone who knew and worked with Bode was struck by his kind manner, intelligent disposition and sincere dedication to educational improvement. He brought a patient, listening and reflective style of leadership to the role of STL, developed over many years as a much-loved and respected teacher, education quality specialist and pastor. ESSPIN would like to thank colleagues, community, church, local and state government personnel who came out in force to support Bode and his family during his illness, and at the commemorative song service and funeral.
32. The overall dominance of the APC in the March/April general elections was reflected in the outcomes of the elections in ESSPIN states: five out six incoming administrations will be APC with Enugu, won by the PDP, the only exception. In Kaduna and Jigawa, PDP was replaced by the APC as the ruling party. Significant changes in principle personnel are expected once new governments are sworn in on 29 May 2015. There is optimism, however, in states where the APC has succeeded itself, that the theme of consolidation and continuity will ensure minimal disruption to current personnel profiles.
33. The last quarter saw the loss to Output 3 of two of its senior consultants, the Task Team Leader for School Improvement and the Education Adviser for School Improvement. The Task Team leader had been with the programme since the beginning and the Education Adviser since 2009. Both have played key roles in the development of the programme and have made significant contributions to its impact and successes. They have not and will not be replaced. As a result, Output 3 TA has been rearranged to cover three main workstreams: systems development, deepening learning, and lesson plans. In line with an agreed succession planning strategy, it is hoped to bring in one of the current State EQSs to join the systems team.
34. The ESSPIN Abuja team was strengthened with the arrival of Laura McInerney as Assistant Programme Manager in February. A Learning and Evidence Specialist role has also been created to provide dedicated M&E support.

Key numbers for January to March 2015

35. 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.

36. 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.

Table 6: Key numbers table

Key results by state	PERIOD ACTUAL (Jan 2015 - Mar 2015)						
	TOTAL	EN	JG	KD	KN	KW	LG
Number of target schools (public)							
Primary	15,639	1,223	1,955	4,225	5,732	1,497	1,007
JSS (and SSS kano only)	589	-	49	100	33	407	-
Total	16,228	1,223	2,004	4,325	5,765	1,904	1,007
Number of learners in target schools (public)							
Male	2,869,439	132,102	308,060	642,615	1,396,997	158,825	230,840
Female	2,640,357	129,639	231,769	550,354	1,346,650	143,830	238,115
Total	5,509,796	261,741	539,829	1,192,969	2,743,647	302,655	468,955
Number of target schools (non-state)							
Number of target schools (non-state)	753	31	180	222	320	-	-
Number of learners in target schools (non-state)							
Male	25,219	3,348	12,166	9,238	467	-	-
Female	17,892	3,286	9,960	4,353	293	-	-
Total	43,111	6,634	22,126	13,591	760	-	-
Children accessing water from new units							
Male	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-
Communities (at 300 Households [avg] per unit) in Kaduna only							
Communities (at 300 Households [avg] per unit) in Kaduna only	-	-	-	-	-	-	-

CUMULATIVE ACTUAL TO DATE Jul 12 - Mar 2015						
TOTAL	EN	JG	KD	KN	KW	LG
15,639	1,223	1,955	4,225	5,732	1,497	1,007
589	-	49	100	33	407	-
16,228	1,223	2,004	4,325	5,765	1,904	1,007
-	-	-	-	-	-	-
2,869,439	132,102	308,060	642,615	1,396,997	158,825	230,840
2,640,356	129,638	231,769	550,354	1,346,650	143,830	238,115
5,509,795	261,740	539,829	1,192,969	2,743,647	302,655	468,955
908	186	180	222	320	-	-
-	-	-	-	-	-	-
54,202	23,436	12,166	9,238	9,362	-	-
45,974	23,002	9,960	4,353	8,659	-	-
100,176	46,438	22,126	13,591	18,021	-	-
-	-	-	-	-	-	-
94,214	2,346	14,593	17,388	45,155	12,806	1,926
86,501	2,129	9,890	14,812	46,659	10,995	2,016
180,715	4,475	24,483	32,200	91,814	23,801	3,942
27,600	-	-	27,600	-	-	-

	PERIOD ACTUAL (Jan 2015 - Mar 2015)						
Key results by state	TOTAL	EN	JG	KD	KN	KW	LG
Girls with access to separate toilets	-	-	-	-	-	-	-
Learners benefiting from new/renovated classrooms							
Male	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-
Learners benefiting from direct school funding							
Male	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-
Community sensitised/trained and supported to support school improvement - Persons Training Day(PTDs)							
Male	74,113	15	5,382	28,442	36,040	2,023	2,211
Female	26,931	66	2,598	12,337	9,010	1,802	1,118
Total	101,044	81	7,980	40,779	45,050	3,825	3,329
Community sensitised/trained and supported to support school improvement - Actual Numbers							
Male	54,590	15	3,879	28,442	18,020	2,023	2,211
Female	21,424	66	1,596	12,337	4,505	1,802	1,118
Total	76,014	81	5,475	40,779	22,525	3,825	3,329
CSO members trained to support school improvements - Person Training Days (PTDs)							
Male	630	35	82	194	180	106	33
Female	397	85	74	86	40	78	34
Total	1,027	120	156	280	220	184	67

CUMULATIVE ACTUAL TO DATE Jul 12 - Mar 2015						
TOTAL	EN	JG	KD	KN	KW	LG
76,473	6,540	10,128	11,360	41,007	5,832	1,606
-	-	-	-	-	-	-
64,883	10,715	1,776	734	32,478	13,505	5,675
58,976	9,685	1,184	626	30,232	11,000	6,249
123,859	20,400	2,960	1,360	62,710	24,505	11,924
-	-	-	-	-	-	-
639,722	132,084	102,124	28,313	334,385	17,747	25,069
577,013	129,638	77,040	24,119	304,083	16,289	25,844
1,216,735	261,722	179,164	52,432	638,468	34,036	50,913
-	-	-	-	-	-	-
1,020,196	16,498	57,028	171,992	232,414	91,479	450,785
636,423	15,465	18,246	85,089	133,961	75,393	308,269
1,656,619	31,963	75,274	257,081	366,375	166,872	759,054
-	-	-	-	-	-	-
149,113	4,425	26,850	28,442	40,342	38,884	10,170
93,632	4,623	7,965	12,337	28,892	32,238	7,577
242,745	9,048	34,815	40,779	69,234	71,122	17,747
-	-	-	-	-	-	-
7,625	646	1,169	1,812	2,819	688	491
4,206	784	664	750	653	931	424
11,831	1,430	1,833	2,562	3,472	1,619	915

	PERIOD ACTUAL (Jan 2015 - Mar 2015)						
Key results by state	TOTAL	EN	JG	KD	KN	KW	LG
CSO members trained to support school improvements - Actual numbers							
Male	248	7	26	97	36	64	18
Female	351	17	222	43	8	42	19
Total	599	24	248	140	44	106	37
Safe spaces for women and children	16,853	242	594	2,087	10,162	1,760	2,008
Female learners benefiting from cash conditional transfer (Kano)	-	-	-	-	-	-	-
Additional girls in school (girl education project - Jigawa & Kaduna)	2,929	-	-	2,929	-	-	-
Teachers trained and supported (Public Schools) - Person Training Days (PTDs)							
Male	92,290	2,435	7,687	11,680	42,048	28,440	-
Female	80,210	19,745	1,275	10,320	6,210	42,660	-
Total	172,500	22,180	8,962	22,000	48,258	71,100	-
Teachers trained and supported (Public Schools) - Actual number							
Male	34,642	487	3,051	5,840	14,016	11,248	-
Female	20,260	3,949	427	5,160	2,070	8,654	-
Total	54,902	4,436	3,478	11,000	16,086	19,902	-
Teachers trained and supported (non-state Schools) - Person Training Days (PTDs)							
Male	534	12	-	522	-	-	-
Female	636	270	-	366	-	-	-
Total	1,170	282	-	888	-	-	-

CUMULATIVE ACTUAL TO DATE Jul 12 - Mar 2015						
TOTAL	EN	JG	KD	KN	KW	LG
-	-	-	-	-	-	-
893	95	100	97	402	153	46
735	97	244	43	94	197	60
1,628	192	344	140	496	350	106
16,853	242	594	2,087	10,162	1,760	2,008
11,050	-	-	-	11,050	-	-
12,647	-	9,718	2,929	-	-	-
-	-	-	-	-	-	-
821,224	10,112	172,592	83,395	287,620	224,179	43,326
673,881	83,236	32,250	78,969	84,545	294,993	99,888
1,495,105	93,348	204,842	162,364	372,165	519,172	143,214
-	-	-	-	-	-	-
79,005	487	12,882	14,461	38,031	11,248	1,896
40,112	3,949	2,429	13,441	5,134	8,654	6,505
119,117	4,436	15,311	27,902	43,165	19,902	8,401
-	-	-	-	-	-	-
34,909	1,356	5,143	10,077	18,333	-	-
32,308	16,199	1,100	5,555	9,454	-	-
67,217	17,555	6,243	15,632	27,787	-	-

	PERIOD ACTUAL (Jan 2015 - Mar 2015)						
Key results by state	TOTAL	EN	JG	KD	KN	KW	LG
Teachers trained and supported (non-state schools) - Actual number							
Male	178	4	-	174	-	-	-
Female	212	90	-	122	-	-	-
Total	390	94		296			
Head teachers trained and supported (public schools) - Person training days (PTDs)							
Male	68,167	4,816	6,345	29,209	26,860	762	175
Female	18,016	4,968	59	9,216	1,800	1,142	831
Total	86,183	9,784	6,404	38,425	28,660	1,904	1,006
Head teachers trained and supported (public schools) - Actual numbers							
Male	6,391	602	1,573	3,281	-	762	173
Female	3,650	621	14	1,044	-	1,142	829
Total	10,041	1,223	1,587	4,325		1,904	1,002
Head teachers trained and supported (non-state, Enugu only) - Person training days (PTDs)							
Male	-	-	-	-	-	-	-
Female	217	217	-	-	-	-	-
Total	217	217					
Head teachers trained and supported (non-state, Enugu only) - Actual Number							
Male	-	-	-	-	-	-	-
Female	31	31	-	-	-	-	-
Total	31	31					

CUMULATIVE ACTUAL TO DATE Jul 12 - Mar 2015						
TOTAL	EN	JG	KD	KN	KW	LG
-						
1,492	98	362	174	858	-	-
1,830	1,440	65	122	203	-	-
3,322	1,538	427	296	1,061		
-						
371,504	12,202	37,880	66,032	216,122	30,029	9,239
119,314	15,264	1,078	20,892	12,602	42,185	27,293
490,818	27,466	38,958	86,924	228,724	72,214	36,532
-						
15,800	602	4,915	3,281	5,657	1,153	192
3,509	621	86	1,044	75	775	908
19,309	1,223	5,001	4,325	5,732	1,928	1,100
-						
1,606	1,606	-	-	-	-	-
5,702	5,702	-	-	-	-	-
7,215	7,215					
-						
40	40	-	-	-	-	-
144	144	-	-	-	-	-
184	184					

	PERIOD ACTUAL (Jan 2015 - Mar 2015)						
Key results by state	TOTAL	EN	JG	KD	KN	KW	LG
State/LGEA officials trained to support school improvement - Persons Training Days (PTDs)							
Male	33,437	1,281	586	12,700	14,125	3,811	934
Female	18,565	2,144	198	10,821	2,357	2,369	676
Total	52,002	3,425	784	23,521	16,482	6,180	1,610
State/LGEA officials trained to support school improvement - Actual Number							
Male	4,992	508	341	805	1,908	798	632
Female	2,276	522	59	392	349	466	488
Total	7,268	1,030	400	1,197	2,257	1,264	1,120
Schools inspected using QA methodology	569	40	22	121	215	80	91

CUMULATIVE ACTUAL TO DATE Jul 12 - Mar 2015						
TOTAL	EN	JG	KD	KN	KW	LG
-						
210,989	10,222	20,021	57,852	103,703	13,212	5,979
82,199	12,777	3,980	28,725	20,469	8,244	8,004
293,188	22,999	24,001	86,577	124,172	21,456	13,983
-						
24,054	508	4,288	4,519	12,040	2,067	632
7,643	522	1,217	1,808	2,563	1,045	488
31,697	1,030	5,505	6,327	14,603	3,112	1,120
5,209	131	161	1,039	2,416	679	783

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¹ The total number of schools in Kaduna and total number of target learners has been revised downwards in this quarter to reflect new data from the Annual School Census. Likewise, the target number of learners in Lagos has also decreased based on updated data from the ASC.

Financial report

37. ESSPIN has completed eight months or 26.7% (August 2014 to March 2015) of its 30-month extension contract (August 2014 to January 2017). As of March 2015, we have spent 24.5% of the extension budget. A slow-down of programme activity this quarter due to changing election dates as well as some pre-agreed adjustments has led to a slight under-spend.

Table 7: High level review of the ESSPIN finances for the extension phase

Total Extension Budget (million)	£32.5
Spend to March 2015 (million)	£7.9
Percentage of Total Budget Spent	24.5%

38. Overall programme spend is on target. However, there are some issues within the different spending lines set out in our contract. The fees are slightly high, but this figure will start to decrease as we near the end of the extension contract and the exit strategy is agreed with DFID. The reimbursables are high too, but these include a number of office and residential rents that have been paid in advance and continue into 2016. Finally the PSA appears low due to a slight downturn of activity around the election period in February and March, the adjustments that we have agreed with DFID and continued leverage for SIP funding from the six states. A contract amendment was prepared, but then put on hold as 2015-16 budgets were discussed with DFID. The contract amendment has been updated to reflect these discussions.

Table 8: Extension contract by area of spend

Area of Spend	Budget (million)	Spend To March 2015 (million)	Percentage Spent
Fees	£17.9	£5.2	28.9%
Reimbursables	£4	£1.5	39.2%
PSA	£10.6	£1.2	11.3%
Total	£32.5	£7.9	24.46%

39. The current programme year is 67.7% completed. In comparison, spend is slightly low for the percentage of the year completed at 57.3% spent. This has been discussed with DFID and is reflected in the revised contract amendment. The proposed contract amendment reduces the year 7 budget to 12.6m in line with our most recent forecasts to DFID.

Table 9: ESSPIN year 7 spend position

Year 7 Target (million)	£13.8
Year 7 Spend (million)	£7.9
% Spent	57.3%

40. Performance against the target set for the 2014/15 DFID financial year (April 2014 to March 2015) is set out below. The target was not met. This was discussed and agreed with DFID as a result of some adjustments made to the February and March invoices.

Table 10: ESSPIN spend position in relation to 2014/15 financial year

DFID 2014-15 Financial Year Target (million)	£14.4
DFID 2014-15 Financial Year Spend (million)	£13.6
% Spent	94.4%

41. The financial year target for 2015/16 financial year is 13.4 million.

Table 11: ESSPIN spend position in relation to DFIF 2015-16 financial year

DFID 2015-16 Financial Year Target (million)	£13.4m
DFID 2015-16 Financial Year Spend (million)	0k
% Spent	0%

42. The table below presents spend by output – against the year 7 forecast and against the full extension phase budget. Overall we are on track on the extension budget. Output 3 is slightly behind budget. This has been caused by the delays in getting a procurement waiver for printing the lesson plans. Output 4 is behind schedule. The independent due diligence exercise of CSOs has caused this delay.

Table 12: ESSPIN spend by output - against year 7 forecast and total extension budget

	Output 1	Output 2	Output 3	Output 4	KM and Comms	Total
Year 7 Spend To Date (000s)	£651	£1,909	£3,743	£1,324	£322	£7,949
Year 7 Budget (000s)	£711	£2,254	£6,467	£3,952	£408	£13,792
% Year 7 Budget Spent To Date	91%	85%	58%	34%	47%	57.8%
Total Extension Spend To Date (000s)	£651	£1,909	£3,743	£1,324	£322	£7,949
Total Extension Budget (000s)	£1,737	£5,270	£15,027	£9,523	£934	£32,491
% Total Extension Budget Spent To Date	37%	36%	25%	14%	34%	24.5%

43. The last table below presents spend by output – against the full programme budget covering 2008-2017.

Table 13: ESSPIN lifetime spend by output - actual against forecast

	Output 1	Output 2	Output 3	Output 4	KM and Comms	Total
Total Spend To Date 2008 to date (million)	£6.5	£17.1	£47.7	£24.3	£4.6	£100.2
Total Budget 2008 to 2017 (million)	£9.6	£20.5	£57.9	£31.6	£5.0	£124.6
% Total Budget Spent To Date	67.7%	83.4%	82.4%	76.9%	92.0%	80.4%

Value for money





Economy Indicators

44. ESSPIN measures unit costs of activities completed against spend to date in order to report on programme development costs². The costs and results are based upon actuals as at March 2015. Financial information is based on the March 2015 invoice to DFID.

Table 14: Unit costs of activity against projected lifetime results and lifetime expenditure (GBP)

Indicator	Unit Cost Jul-Sept 2014	Unit Cost Oct-Dec 2014	Unit Cost Jan-Mar 2015	Comments
3.1 Schools trained to use a SDP	£294.70	£320.04	↓ £229.22	Decrease in unit cost Impact of significant increase in the results
3.2 Headteachers trained to operate effectively	£624.73	£689.04	↓ £492.77	Decrease in unit cost Impact of significant increase in the results
3.3 Teachers trained to deliver competent lessons	£101.91	£115.73	↓ £100.53	Decrease in unit cost Impact of significant increase in the results
3.4a Learners with access to toilets (Direct ESSPIN Funded)	£63.25	£60.85	↑ £61.63	Maintenance spend going through – results increase annually
3.4a Learners with access to toilets (Total Results All Funding)	£26.13	£26.13	↑ £26.47	Maintenance spend going through – results increase annually
3.4b Learners with access to clean water (Direct ESSPIN Funded)	£55.35	£55.39	↑ £56.14	Maintenance spend going through – results increase annually
3.4b Learners with access to clean water (Total Results All Funding)	£13.74	£13.74	↑ £13.94	Maintenance spend going through – results increase annually

² 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.

Indicator	Unit Cost Jul-Sept 2014	Unit Cost Oct-Dec 2014	Unit Cost Jan-Mar 2015	Comments
3.4c Learners benefiting from new/renovated classrooms (Direct ESSPIN Funded)	£8.69	£9.05	 £9.54	Maintenance spend going through – results increase annually
3.4c Learners benefiting from new/renovated classrooms (Total Results All Funding)	£3.43	£3.83	 £4.50	Maintenance spend going through – results increase annually
4.1 Community members trained to set up SBMCs	£34.01	£35.22	 £33.42	Decrease in unit cost Impact of significant increase in the results
4.1 Communities where SBMC reflect women/children concerns	£280.84	£284.07	 £275.70	Although results unchanged, spend reduced to historic adjustments agreed with DFID

Efficiency and effectiveness

45. Efficiency and effectiveness measures are reported with annual reports as they rely on annual logframe results.

Risk monitoring

46. 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. In this quarter, special attention was paid to the risks relating to the elections in terms of security and the impact of lack of spending on programme activities by the states.

Risk	Previous rating	Current rating	Possible Consequences	Key monitoring/management action
Security risk – attack on staff or offices (northern States)	Medium probability, Medium impact	Medium probability, Medium impact	<ul style="list-style-type: none"> • Death or injury to someone working on ESSPIN • Kidnapping • Damage to CE/DFID reputation • Inability to meet results targets and deliver against DFID objectives 	<ul style="list-style-type: none"> • Review of working hours • Travel restrictions • Convoy travel for inter-LGA and inter-state trips • Identification of safe havens • Safety audit of meeting venues • Active information networks • Security clearance protocols for all travelers • Business continuity plans, including evacuation plans, in place • Up-to-date communications equipment, including satellite phones
Security risk – staff safety compromised due to elections related violence	High probability, High impact	Medium probability, High impact	<ul style="list-style-type: none"> • Security meltdown in certain areas of Nigeria • Military intervention • Areas of Nigeria becoming no-go areas • Inability to meet results targets and deliver against DFID objectives 	<ul style="list-style-type: none"> • See security management actions above • The first election (Presidential on 28 March) was held successfully and the result has prompted only a limited amount of unrest. Risks still exist around the second election (11 April) as they will be close and very keenly contested • Mandatory office closure on Fridays and Mondays around Election weekend (11 April) with offices re-opening on Tuesday 14 April provided it is safe to do so

Risk	Previous rating	Current rating	Possible Consequences	Key monitoring/management action
Financial risk – states do not disburse funds as intended	n/a	High probability, High impact	<ul style="list-style-type: none"> • Reduced budget will lead to reduced activity • Reduced activity will impact on reaching agreed results and targets • Implications on current staff levels and staff profile • Possible impact on ability to deliver in 6 states in Nigeria 	<ul style="list-style-type: none"> • ESSPIN does not have budget to fully compensate for a lack of state funding towards key activities. • Significant Reduction in activity – impacting on the ability to deliver against our agreed results • Year of consolidation, but consolidation with reduction in funding – risks credibility with State Partners
Sustainability risk – State’s commitment to school improvement expansion reduces	Medium probability, High impact	High probability (linked to Elections, change of governments), High impact	<ul style="list-style-type: none"> • The changes ESSPIN introduces to states are not continued after the programme finishes 	<ul style="list-style-type: none"> • Ongoing political engagement, including quarterly meetings of principal State officials • Collaboration with DFID in high level engagements with State executives • Support of alternative funding partnerships, e.g. UBEC, GPE • Capacity building for State technical cadres, CSOs and local communities

Risk	Previous rating	Current rating	Possible Consequences	Key monitoring/management action
Sustainability risk – reduced federal allocations to states due to drop in oil revenue	Medium probability, Medium impact	High probability, High impact	<ul style="list-style-type: none"> State budget allocations insufficient to continue SIP The changes ESSPIN introduces to states are not continued after the programme finishes 	<ul style="list-style-type: none"> Ongoing political engagement to influence favourable allocations to education Clear prioritisation of programmes in MTSS and DWPs Close monitoring of allocation and expenditure trends through QMRs Reinforcement of positive evidence of impact of the SIP Support to CSOs to carry out issues based advocacy Proactive exploration of alternative funding sources, e.g. donor opportunities
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"> Expected funds not leveraged. Programme does not reach targets 	<ul style="list-style-type: none"> Ongoing political engagement Quarterly Monitoring Reports by HCs to promote transparency and accountability Robust data management and reporting systems, including access to school performance data by communities Involvement of CSOs in strategic planning and monitoring, e.g. MTSS, budget tracking
Implementation risk – shortage of teachers in rural areas in Kwara	High probability, Medium impact	High probability, Medium impact	<ul style="list-style-type: none"> Lessons do not take place and children do not meet basic learning outcomes in literacy and numeracy 	<ul style="list-style-type: none"> Encourage State implementation of teacher recruitment & deployment policies Engage LGAs in provision of rural infrastructure for teachers Improve teacher attendance monitoring systems

Risk	Previous rating	Current rating	Possible Consequences	Key monitoring/management action
Sustainability risk – Slow institutional uptake of reform programmes	Medium probability, Medium impact	Medium probability, Medium impact	<ul style="list-style-type: none"> The states are not institutionally ready to continue with SIP once ESSPIN finishes 	<ul style="list-style-type: none"> Ongoing political engagement Sustained capacity building through the Extension phase of ESSPIN Deepening of LGEA engagement strategy
Sustainability risk – State Cabinet reshuffles post-2015 Elections result in new appointees with low commitment to education	Medium probability, Medium impact	Medium probability, Medium impact	<ul style="list-style-type: none"> Programme activities get delayed with effects on learning outcomes of children 	<ul style="list-style-type: none"> Political engagement strategy with incoming administrations Orientation exercise for newly appointed principal officials Ongoing capacity building for technical cadre
Sustainability risk – failure of communities and governments to safeguard school facilities provided by DFID-ESSPIN	High probability, Medium impact	Medium probability, Medium impact	<ul style="list-style-type: none"> School infrastructure and resources deteriorate. Schools become unsafe for pupils and uncondusive for learning 	<ul style="list-style-type: none"> Social Mobilisation Officers mobilising communities to take ownership Community asset management introduced into infrastructure maintenance workstream Political engagement with governments on provision of measures for school security and safety

Section 2: State Progress Summaries

Enugu

Security and travel

47. In spite of the tension generated by the fallouts of party primaries and the attendant political campaigns in the build-up to the 2015 elections, the state remained largely stable.
48. All the LGAs and the communities and schools where programme activities took place during the quarter remained safe for visits and programme delivery.

Political economy update

49. The tension generated by the elections gradually got defused as the postponed presidential election eventually took place on March 28. However, there were apprehensions among the greater majority of the people in the state as the results nationally did not favour their preferred candidate, the incumbent President.
50. Governance in the state during the quarter was overshadowed by political campaigns which saw the incumbent governor and most political office holders traversing the length and breadth of the state canvassing for votes for the candidates of the People's Democratic Party (PDP). By the time of writing it was known that the PDP gubernatorial candidate, Ifeanyi Ugwuanyi, won the election as expected. Observers here do not foresee any upset as a result of the victory of the APC in the presidential poll. Observers do not also expect any radical shift in policy and governance structures because the PDP candidate has built his campaign around the theme of continuity and consolidation based on the four-point agenda of the out-going administration.

Leverage and political engagement

51. The commissioner for education formally launched the LGEA Integrated Database with chairmen of the five pilot LGAs in attendance. The commissioner also signed-off and formally launched the Enugu State Education Quality Assurance Policy Implementation Guidelines following the state's domestication of the National Education Quality Assurance Policy.
52. ESSPIN deepened engagement with local government chairmen with exploratory discussions with the chair of Udenu LGA on the possibility of sourcing LGA funding for SBMC development and quality assurance. SIP activities continued with class teacher and head teacher training and support covering all 1223 public primary schools in the state. The missing link has been SBMC development which is yet to commence in the new 727 roll-out schools for lack of funding.³

³ In the last report we were confident that the SUBEB chair would successfully engage with the governor and have the money released for work. Unfortunately, our expectation did not materialize. This may be due to the elections and the dwindling revenues of the state government..

Table 15: Leverage, Enugu State, during to March 2015

Areas of leverage	Amount leveraged Jan – Mar 2015	Remarks and Source
Quality Assurance	3,632,000	ENSUBEB and MoE to train some HTs on self- school evaluation and conduct external evaluation in some schools
Head/class teacher training and support	24,896,828	ENSUBEB through UBEC-IF TPD Cumulative
School running costs	0	Enugu State Government to schools per term at 25,000 per school, though payment has been irregular
Development of State and Local Government Plans	2,659,480	The budget covers <ul style="list-style-type: none"> - Development of 2015-2017 MTSS - Conduct of the 2015 ASC - The development of the AESPR and QMR reports - This quarter’s leverage sourced from LGAs for EMIS rollout in LGEAs.
Development and functionality of SBMCs and school running costs	N4,960,000	SUBEB through UBEC-IF TPD fund
Community Contributions to SIP	15,200,000	Cash and estimated donations from non-state stakeholders in communities to support school improvement
Share of salaries of State/LGA employees involved in SIP	42,450,000	ESG/LGAs contributions as salaries of personnel directly involved in SIP activities in the state.
Challenge Fund (CF) and Missions’ SIP	4,210,704	School fees waived for 1026 CF @N3,500 per child for 2014/2015 p school session by Missions
Total leveraged from state	NGN 82,809,012	This doesn’t include community contributions

Table 16: Risk matrix, Enugu State, as at March 2015

Risk	Previous rating	Current rating	Management action
Failure of state to adequately fund SIP roll-out to achieve ESSPIN logframe targets in view of dwindling allocation from the federation account, for example, SBMC roll-out targets are already in danger of not being achieved.	Low	High	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

Risk	Previous rating	Current rating	Management action
			effectively engage with government on its roll-out. Already exploring alternative means of funding such as LGCs as we have done for LGEA EMIS roll-out.
Disruption in planned activities due to anticipated change in leadership in the state	Medium	Medium	Work with other SLPs and DFID to design and implement a PE plan. PE with in-coming administration officials.
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	PE with Government on the need to provide adequate security and measures and policies to secure school infrastructure. Working with social mobilisation officers to mobilise communities to take ownership of and protect the facilities for their own good PE with Government to better appreciate and allocate adequate resources for SIP roll-out.

Changes in Enugu, the story of Udenu Local Government

“If ESSPIN came in from the outside and identified the education needs and challenges that we have as a state and engaged us in addressing these problems, why should we not put our best foot forward. There is no excuse for us and I must say I will do anything to make this a worthwhile venture, after all, it is my people who are the beneficiaries; are they not?”

Barrister Amaechi Nwodo, Chairman Udenu Local Government, Enugu



Barrister Amaechi Nwodo looking through ESSPIN's Lesson Plans

As you walk through the Education Management Information System (EMIS) office of Udenu Local government, you will see the innovations which underscore a clear desire to reform data collection for better education administration in the local government. The local government is now standing out as an example of development driven from the grassroots. The chairman, Amaechi Nwodo, after a series of engagements with ESSPIN has committed himself to improve basic education in the state through participating in the school improvement programme.

Udenu local government has now moved from just being one of the LGAs of Enugu grappling with the challenges of basic education reform to one in the fore front. It now has a fully equipped and staffed EMIS unit with plans to support the roll out of SBMCs that would further strengthen community participation in basic education reform.

One of ESSPIN's cardinal goals is the leveraging of state and national resources to improve the quality of basic education that Nigerian children receive. As such, ESSPIN supports states and local governments to improve the management and governance of education.

“Whatever is needed to make this reform work and take root deeply in this local government and state should be mentioned to us and we will deploy our resources towards it” says Amaechi, as he glances through ESSPIN supported lesson plans.

Jigawa

Security and travel

53. There is still relative security in the state capital and around the LGAs although travelling across LGAs was safe. ESSPIN operates and conducts all activities without hindrance although public forums and meetings are restricted to LGA Headquarters and state capital.
54. In February, rumours relating to deadly polio vaccines sparked alarming and violent reactions in Roni , Kazaure and some parts of Hadejia Emirates. This disrupted schooling for about a week; however a joint meeting of the Education Ministry and Agencies restored confidence of communities to send their children back to school. The disruption affected the SIP teacher training and school visits during the period and may also delay the school/LGA reports for the term.

Political economy

55. The Jigawa Forum has submitted a transition agenda to the government spelling out the reforms instituted by DFID State Level Programmes. This agenda presented at the State Executive Council Meeting was adopted. Part of the resolution was for the incoming government to sustain ESSPIN School Improvement programme model with UBEC funds and state budget allocation.

Leverage, political engagement and programme update

56. ESSPIN and the State Agency for Nomadic Education paid a joint courtesy visit to the National Commission for Nomadic Education (NCNE) Kaduna in January- please see below for further details.
57. Pupils in ESSPIN IQTE model schools have transited to JSS. Out of 842 pupils, 499 pupils (354 Boys, 145 Girls) sat and passed the transition exams and have gained admission into various Junior (day and boarding) Secondary Schools. This is a significant milestones indicating success of the model in providing access to quality education in IQTE schools. ESSPIN has presented a sustainability plan to the SUBEB for scale up.

Table 17: Leverage (NGN), Jigawa State, to March 2015

Areas of leverage	Amount leveraged Jan – Mar 2015	Remarks and Source
SIP- Headteacher training	NGN 16,004,866	SUBEB- funding for HT training: LD1 (1002 HTs) LD2 (1002 HTs), LD 3 (2004 HTs) January
SIP- Headteacher, classroom teacher and SSO training	NGN 22,000,000	SUBEB L/NTraining of 2004 HTs, 2850 CTs and 74 SSOs in 2004 schools , feedback meetings and school report writing February

SIP- Headteacher, classroom teacher and SSO training	NGN 20,619,227	SUBEB- Leadership 2 and 5 for 1100 HTs, 76 SSOs, School mentoring visits and feedback sessions for 3098 CTs, 161 SSOs and 33 SSIT (March)
SIP- SBMC Development	NGN 10,000,000	SBMC Intervention Fund amounting for orientation 2 for 166 CGPs and step down training to 5,475 SBMC members in 501 phase 3 schools
Total leveraged from state	NGN 68,624,093	

Risk Monitoring

Table 18: Risk matrix, Jigawa State, as at March 2015

Risk: Jigawa State	Previous rating	Current rating	Management action
Change in Government; with the victory of the opposition party in the presidential elections, there is a 50:50 chance for the ruling PDP to win Governorship in Jigawa state.	low	High	There is a critical need to re-focus attention on PE on all fronts to sustain the reforms already in place. SLPs have began consultations on the approach to the new government
Insecurity or violence	low	Low	The state is relatively calm but security information is shared
Resources for rollout/consolidation	low	High	UBEC has released on 50% of IF to Jigawa and effort is being made to secure the state budget release to fund the rest of the training activities.

From Community Nomadic Schools to JSS: Transition rates improved at Maiwando Nomadic School, Miga LGA

“We never dreamt of sending children to JSS from Maiwando. Thanks to ESSPIN intervention in our village” , says Haruna Mai komi , Chairman Maiwando Community nomadic School.



Pupils from Maiwando Nomadic School , now at JSS Miga

The focus of the ESSPIN Community Education Initiative was to provide opportunity to children who had limited access to basic education due to their disadvantaged locations. Maiwando community is one of the beneficiaries of the ESSPIN Challenge Fund programme focussed on nomadic communities. The village was water-logged, inaccessible and had no public school in the area. The local community established an ad hoc community school which operated intermittently. Teaching was poor, no classroom structures were available and only two community persons were really supporting teaching and learning in the school.

ESSPIN began its intervention in the village, establishing a School Support Committee, providing teaching and learning materials to the school and pupils, school uniform and giving some funds as grant for repairs of the only classroom shed available in the school. The community mobilised all parents, organised children and recruited volunteer teachers. With the support of ESSPIN, the school continued operation in a very conventional pattern; children enrolment increased from 45 to 196 and the school attendance rose from 6% to 86%.

This development brought the community members to meet regularly and focussed attention on the learning progress in the school. They wrote a letter to Miga LGA requesting for more support and registration into Annual school Census and school exams.

This year 7 pupils sat for the JSS transition exams and passed. *‘This is the first time a child from this village is admitted to JSS. We shall continue to support this school until all the children complete basic education’*, Abdullahi Shuaib, the headteacher said. *‘ We cannot forget ESSPIN intervention in our village and will continue to mobilise parents to send more children to school.’*



Children in one of the mud classrooms built by the community

Kaduna

Security and travel

Several incidents of violent attacks were reported in Kaduna between January and March, including the killing of the district head of Zangang in the Attakad chiefdom area of Kaura LGA; an attack by gunmen on mourners in Zango Kataf LGA killing at least seven people and injuring 12 others; a violent out-break between supporters of APC and PDP reportedly claiming the lives of eight APC supporters; and attacks on the state governors campaign team in four different LGAs. In spite of these incidents, ESSPIN work continued without interruption throughout the quarter.

Political economy

58. The presidential elections were conducted peacefully in Kaduna. Even though the ruling party in Kaduna is PDP, APC, which is the more popular party, won the elections. Wild jubulations almost paralyzed all activities, but the apprehension that there might be a break out of violence was doused. If the gubernatorial elections witness similar results, then a new government is likely to take over in Kaduna and there is a high probability of an immediate cabinet reshuffle, with the appointment of new commissioners. The implication of this to ESSPIN work is that all the education key players are going to be new, as the SUBEB chairman has just been appointed chairman of Sure-P, and the SUBEB permanent secretary has just left and has been replaced with a new person. The welcome development is that the new SUBEB permanent secretary is the former director of schools in the Ministry of Education, and he is our strong ally. The team has started political engagements with people who are close to the APC gubernatorial candidate for immediate recognition of our work, in case he wins.

Leverage, political engagement and programme update

59. SIP was rolled out to all primary schools in Kaduna State in anticipation that the state government would release the approved N170m matching grant for the UBEC TPD funds. The matching fund was not released, but the SUBEB chairman, because of his passion for school improvement, sourced alternative funding to ensure that the rollout was not stalled. He, therefore, decided to utilize the first tranche of UBEC TPD fund of N80m for SIP alone. This quarter, the sum of N25.5m was utilized for the training of 63 LGASIT, 449 SSOs, and 3,493 head teachers for roll-out of school improvement to 4,225 schools. Ninety-nine IQTE pupils (73m/26f) have transited to JSS since the commencement of the program in Kaduna.

60. The 2013 AESPR and the 2013/14 ASC report were completed and printed, using state funds. The rollout of SBMC to 100 JSS schools was launched this quarter. N7million was approved for school evaluation from the UBEC 2014 grants.

Table 19: Leverage (NGN), Kaduna State, to March 2015

Areas of leverage	Amount leveraged Jan – Mar 2015	Remarks and Source
School Improvement Programme	NGN 24,531,272	UBEC TPD, used for the training of 63 LGASIT, 449 SSOs, and 3,493 Head teachers to roll out SIP to all the 4,225 schools in Kaduna State .
	NGN 13,597,566	Monthly salary for 19 SSIT Jan-March, 2015.
Quality Assurance	NGN 2,324,111	Releases for QA Board activities including the evaluation of 98 public secondary schools, 15 public primary schools and 8 private schools this quarter
Planning and Budgeting	NGN 820,000	Funds released by MoE for the printing of 2013 AESPR and 2015-2017 MTSS.
SBMC		
IQTE	NGN 5,000,000	Procurement and distribution of materials to IQTE schools
Inclusive Education	NGN 47,215,508	Training on basic sign language and braille for IE teachers, procurement of support materials for children with special needs and infrastructural modifications
Total leveraged from state	NGN 93,488,457	

Risk Monitoring

Table 20: Risk matrix, Kaduna State, January to March 2015

Risk: Kaduna State	Previous rating	Current rating	Management action
Political Instability/Change of Government	Low	High	Intensive political engagement with key people who can influence the incoming government for immediate recognition of, and support for our work
Sustainability of SIP	Medium	Medium	All SIP structures have been strengthened both at state and LGEA levels, and the state has taken ownership of, and drives the SIP. Orientation programme for newly elected officers
Cabinet Reshuffle	Medium	High	Intensive political engagement activities. Orientation of in-coming officials and new appointees

Risk: Kaduna State	Previous rating	Current rating	Management action
Security threats	Medium	Medium	<p>Regular security reports sent to staff and visitors. Communications and response protocols in place when incidents occur.</p> <p>Safe havens prepared with essential items in case of emergency.</p> <p>Contingency fund available in emergencies. Volatile areas are avoided.</p> <p>Satellite phones installed in vehicles</p> <p>No night travels,</p> <p>Travel in convoy.</p> <p>Ensuring vehicles have fuel at all times.</p>

Kaduna state to award scholarships to best pupils transiting from IQTE schools to Junior Secondary Schools

Best performing children in almajiri schools who are transiting to junior secondary schools are now considered for scholarships in Kaduna state. The introduction of the Islamiyya, Tsangaya and Qur'anic Education (IQTE) initiative in Kaduna in 2010 opened doors of opportunity to children who previously had only access to Qur'anic education, to access quality basic education. The initiative, pioneered and piloted by ESSPIN, integrates modern (western) education into the Tsangaya school curriculum. Now, many of the children who have been exposed to western education through this intervention have transited to the junior secondary schools.

Recently 10 children from pilot IQTE schools in Kajuru LGEA who passed the 2014 Common Entrance Examinations were admitted into junior secondary school. A philanthropic organisation paid the children's registration fees and they enrolled into JSS1 at Government Secondary School Kasuwan Magani.

The State Ministry of Education are supporting the transition initiative and ensuring that there is no blockade in the system that will hinder the children from attaining the maximum level of education. The director of schools at SMOE in Kajuru LGEA confirmed that *'the children have actually been exposed to a much more improved and compressed curriculum, and stopping them would be a way of destroying the efforts of the state toward helping these almajiri children and the success stories following this initiative.'*

While discussing same issue, the director gave an instruction saying that *'following the Common Entrance Examinations, lists of IQTE candidates who performed the best should be compiled and forwarded to the State Ministry of Education.'* 'The Ministry', Jumare said *'will post them to Unity Schools with an offer of full sponsorship- through school.'*

ESSPIN is working with Kaduna State to ensure that more almajiri children have equal access to quality education.



Some of the IQTE pupils now enrolled into Junior Secondary School after passing the Common Entrance Exams

Kano

Security and travel

61. The first quarter of the year was relatively calm but tense in terms of preparation for the February 14 and 21 general elections before this was later postponed to March 28 and April 11, 2015 respectively. As a result of the tension, the state was almost at a brink, before the 'Peace Accord' initiative introduced by the Nigeria Police with the support of Civil Society Organizations (they took to the airwaves preaching peace and tolerance). During the quarter, electioneering created some form of security challenges, particularly concerning the clashes of the two political parties (APC and PDP) in the field. The tense atmosphere created by the election and last minute pronouncement of election results was diffused by INEC declaration of General Muhammadu Buhari as the President-elect. The jubilation also came with so much excitement at the risk of the environment and loss of life.
62. Transportation and traveling within and outside Kano was relatively smooth except during January when there were poor weather conditions and constant cancellation of flights, which affected air travels in and out of Kano. During that period, road transport was increased to compensate for disruption of flight schedules. Kano office adhered to road convoy travels policy of Mott MacDonald with necessary approval by Operations Manager, SMT. There was fuel scarcity during this period, which necessitated black market purchase of diesel and fuel for our operation. The Kano-Jigawa and Kano-Kaduna roads were safe to travel – during daylight hours and all LGAs visits took place during daylight hours. Also, the curfew in Kano remained from 6pm to 6am for private/individual's motorcycles.

Political economy

63. Kano State Government (KSG), at the beginning of this year, approved an appropriation bill of N210 billion for year 2015 against N225 billion in the previous year. This reduction in the financial estimate is a clear indicator and reflection on possible fall in revenue of the state characterised by government transition in May 2015 and most significantly the global fluctuation in oil market with resultant effect on foreign exchange and other economic indices.
64. Education remains one of the top priorities of the government in Kano State. KSG has allocated 23% to education (made up of Min. of Education -14% and Min. of Higher Education - (9%) for the year 2015. Bearing in mind the transition of government on May 29, 2015, it is anticipated that there would be a supplementary budget between July – August 2015 when the new government takes over.
65. In the 2015 approved budget, KSG strongly recognised ESSPIN School Improvement Programme (SIP) and other collaborative initiatives. KSG has therefore, allocated over N500m to collaborative programmes and initiatives which are supported by ESSPIN. For instance, over N112m is been allocated to SIP, N150m to IQTE, N89m to School Based Management Committee (SBMC) and others. This position is reinforced by the support and cooperation of the civil servants and other stakeholders, such as CSO, CBO and communities interest in the

integrated approach model of SIP. It should be noted also that KSG is strongly showing interest in CCT again with an initial allocation of N125m in the 2015 budget.

Leverage, political engagement and programme update

66. In Kano State, APC (All Progressive Party) is the ruling party. The party won in all the 44 LGAs during the local government election. As expected APC won the gubernatorial election in April 11, 2015. In this regard, the APC gubernatorial candidate of Kano state, Dr. Abdullahi Umar Ganduje (Deputy Governor to his excellency Governor Rabi'u Musa Kwankwaso) together with Professor Hafiz Abubakar as his deputy represent new hope for continuity in Kano State.
67. ESSPIN will leverage existing cordial relationship with government partners and other stakeholders at all levels. Even though we expect the elected government to reshuffle the cabinet, our strong relationship with civil servants within the ministry and other stakeholder will suffice for the program continuity and sustainability.
68. ESSPIN and Kano State Government maintains a memorandum of understanding over the on-going School Improvement Programme (SIP) which integrates all components (education quality, infrastructure and sanitation, community engagement, and institutional development) in achieving better learning outcome and maintaining continuous improvement in the standard of education in Kano State. To this end, KSG’s commitment and ESSPIN support reflect a long-term relationship of the two parties.

Table 21: Leverage (NGN), Kano State, to March 2015

Areas of leverage	Amount leveraged Jan – Mar 2015	Remarks and Source
LGEA Strategic and Action Plan		There were zero releases in the quarter in spite of budgetary allocations and executive approval for TSP, IQTE, SBMCs and QA.
Centre for Best Practice		
TSP Year 1		
TSP Year 2		
QA		
IQTE		
SBMC Roll-Out		
Total leveraged from state	0	

Risk Monitoring

Table 22: Risk matrix, Kano State, to March 2015

Risk: Kano State	Previous rating	Current rating	Management action
Security risk – safety of programme staff and operations (northern States)	Medium	Medium	Appraisal of government policy and programme Realignment of programme activities Maintain security strategies (watch & vigilance)
Cabinet Reshuffle	Medium	High	Re-engagement strategy Re-alignment of programme activities
Engagement with State partners during elections (especially non fund release)	Medium	High	More political engagement.
Transition Administration	Medium	High	Political engagement strategy with the elected government transition committee.
Government Commitment (Programme & Budget)	Medium	Medium	Constant engagement with partners and key stakeholders Support organisation development Follow up on financial commitment
Resource on Roll Out / Consolidation	Medium	High	Participate more in the state planning and budgetary process Strengthen political engagement process

Almajiri pupil transits to Junior Secondary School and takes a step closer to fulfilling his dream of becoming a doctor



"I am 12 years old but dreamt twice of becoming a doctor while asleep; I believe my only ticket to realizing my dreams is passing this transition exam. I am very hopeful because our teachers told us that some dreams are real; and they foretold the future. This is why I cherish this opportunity. I thank whosoever is responsible for this opportunity I have", said Master Anas Sani, of Zalihatul Islam Islamiyya School Rijiyar Lemo.

Anas Sani is an almajiri under the IQTE program who sat for his transition exam at GJSS Tukur Muhammad Exam Center, Fagge LGEA, Kano. The transition exam has become a window to academic world for many promising almajiri students that benefitted from integration that came courtesy of IQTE in Kano state. According to Ibrahim Bala of the Social Mobilization Department, Fagge LGEA, the transition exam, popularly known as 'Common Entrance Exam', is a yearly routine in the Ministry of Education's calendar and *'it is like a rite of passage for boys and girls coming from IQTE program and other primary level schools. Those from the IQTE program who passed the exam almost bragged about their ability to acquire two different strands of knowledge, thus Islamic and western with relative ease giving them an edge over their counterparts in other systems. With the success rate recorded last year of over 90% students passing the exam, I am very optimistic that this year's record will be better than the last because the kids prepared well for this year's edition'.*

When asked how he will take good advantage of both Islamic and Western education in fulfilling his career dreams, an enthusiastic Anas declared *'my religion teaches me to be my brother's keeper and to treat people with utmost humility. I will handle my patients with care, humility, sympathy and fear of God.'*

Anas and other 367 almajiris who sat for the exam passed subjects such as Mathematics, English, Islamic Religious Knowledge, Hausa and Arabic question papers.

Kwara

Security and travel

69. During the quarter under review, the security situation was heightened ostensibly due to the imminent 2015 general elections. However, the pockets of skirmishes as a result of political and cult rivalries were easily contained by the law enforcement agencies. All this did not tilt the peace of the state in any significant way as there is free movement within the state.
70. There were few Boko Haram threats, especially in the state capital, and political clashes which were expected as the political climate heightened up towards election period, but the government dealt with the unrest promptly. Increasing numbers of internally displaced people from the north are coming to Kwara and taking residence in half-built buildings in the city. The quarter saw cultists' clashes and students' protests in Offa LGA areas as well as a students' protest on a Northern States' Exchange programme. Despite these activities, we were able to continue programme activities without any delays.

Political economy

71. Only one tripartite meeting was held in the quarter due to political campaigns within the state. Despite this, there were discussions on issues needing attention of the HC and SUBEB chairman with the PSs.
72. There was a lull in the rate of SIP activities on the part of the state government, due to preparations for the elections. However, the regular school-based support was carried out.

Leverage, political engagement and programme update

73. Though the 2015 State Budget was not signed during the quarter, monthly running costs were released to MDAs to ensure continuity of activities. Government has started to appreciate the need to improve schools and so leveraging by state government is improving fast as a result of the tripartite meeting where funding issues were discussed. There will be more activities in the second quarter of the year.
74. The consolidated fund for SBMC work is yet to be released. The political atmosphere has not allowed government release of funds. 114 CGP members – 50 males and 64 females – were trained during the orientation workshop on the first phase of the consolidation activities. The community leverage from last quarter's mentoring report amounted to N22, 461,500. For the 2nd time running, SMOs took the challenge of carrying out this year's first quarter mentoring which would have costed the government N8.679, 660 without any support from SUBEB or LGEA. The LGEA collation is on-going, while the State level collation will follow soonest. Lack of funding is greatly hindering the consolidation work, but with the successful completion of the presidential elections, it is hoped that both ESSPIN and government will speed up the pace of fund release for work and the support of the field officers.

75. The state government, through SUBEB, has shown renewed commitment to enhancing teaching of literacy and numeracy by expressing intent to purchase 600 sets of ‘Life Players’. These will complement the 300 provided by British Council with ESSPIN-produced content. The UK’s Open University released a report on the use of the ‘Life Players’ in Kwara and Jigawa states during this quarter. It found “that pupils feel they can participate more ... and that students are able to join in the English activities.”

Table 23: Leverage (NGN), Kwara State, to March 2015

Areas of leverage	Amount leveraged Jan – Mar 2015	Remarks and Source
Annual School Census	NGN 3,500,000	Released from Ministry’s and SUBEB running cost for enumeration and data entry
Roll Out of Database in LGEAs	NGN 62,100,000	SUBEB ETF fund to establish five new centres that are majorly dedicated to the database (capital and running costs).
Community Support to Schools	NGN 22,461,500	SMOs Report
Mentoring Visit	NGN 8,769,660	Cost of two mentoring visits to 902 schools
<i>HT,AHT, and CT training and support</i>	NGN 5,517,500	UBEC TPD fund. 2-day training on strengthening school support to 395 School Support Officers (SSOs); 2-day training to 1,468 HTs & 375 P/JSS; 1-day Lit. & Num. training to 5,026 CTs; 5-day support visit to LGEAs by 36 SSIT members. SUBEB monthly allocation – monthly allowances to 36 SSIT members & 395 SSOs; monthly running cost for upkeep of SSIT Office.
<i>QAB</i>	NGN 1,200,000	Funded by State Government – for school evaluation logistics for 26 schools; allowances for 24 evaluators’ training on report entry via EMIS-ICT data-base centres.
<i>QAD</i>	NGN 5,000,000	UBEC- IF on Quality Assurance training. 5-day training on quality assurance for 48 staff of Quality Assurance Department. Additional evidence of 4,391,000 on School Monitoring was submitted today for November,2014.
Total leveraged from state	NGN 86,087,160	This figure only includes the amount leveraged from the state for the school improvement programme and not community contributions

Risk Monitoring

Table 24: Risk matrix, Kwara State March 2015

Risk: Kwara State	Previous rating	Current rating	Management action
State funds considerably reduced due to reduction from the Federal allocations. The approved 2015 Budget was represented to SHoA by the Governor for downward review.	high	high	<ul style="list-style-type: none"> • 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. • Support alignment of approved budget with MTSS, development of DWPs and production of QMRs • Support advocacy activities of CSOs • Support media activities <p>Continuous reinforcement of positive evidence of impact</p>
The major risk this quarter has been the heightened political situation occasioned by the defection of the state government and the political leader from the ruling PDP to the opposition APC .This has largely shifted the balance from governance to politicking	high	high	<ul style="list-style-type: none"> • Political Engagement
Inadequate rural teachers	high	high	<ul style="list-style-type: none"> • High PE on implementation of Teacher Recruitment & Deployment Policy • Support MDAs use of policy and other strategic documents • Getting relevant stakeholders to be involved in teacher distribution

Community film show helps to mobilise support for basic education

“From the films, I have learnt how parents can co-operate with school authorities to improve the quality of learning in school,” Abosede Popoola, a pupil from Oke Aluko LGEA School in Ilorin South, said. *“The films have reminded us of our roles towards the development of education in our Local Government Area”*, said Jekubu A. Bello, a community member in Jebba, Moro LGA. *“Parents must continue to contribute positively towards the education of children because education is the only hope for the future,”* he added.

Abosede and Jekubu were among the 16,000 viewers of the community theatre films, *Put Your House in Order* (English) and *Agbajowo* (Yoruba) across Kwara state. Participants watched the films in Moro, Ilorin South, Ilorin West, Oke-Ero, Ifelodun, Edu, Patigi, Asa, Irepodun and Isin LGAs. The public viewing activity brought together pupils, parents, teachers, community members and other stakeholders in the education sector to deliberate on how to improve schools. The activity was organised by the ESSPIN in collaboration with the Social Mobilisation Department (SMD) of SUBEB.

The initiative enabled communities to learn more about their role in school development through the School-Based Management Committees. Before the initiative, community members would confuse SBMCs with Parents-Teachers Associations (PTA). It was an opportunity to clarify the separate roles of the two bodies towards school improvement.

Chief Samuel Aiyelabola of Nomadic Primary School Gaa Baba Mero, Isanlu Isin, used the forum to appeal to parents to plan regular visits to schools where their children study. Mrs. F. B. Iranloye from Community Primary School, Isin used the event to caution women on how to take care of their children, especially girls of school age. The gatherings created an opportunity for school-based discussions including hygiene, security, safety, child labour, school supervision, progress of SBMCs, among others.

Establishing functional SBMCs has been one of ESSPIN’s key approaches to school development. The approach mandates communities to participate in the progress of schools through collective initiatives, monitoring and supervision.



We deserve quality education: Abosede Popoola of Oke Aluko LGEA School in expresses her views on the need for better learning, during a Public Viewing of Community Theatre films in Ilorin South.

Lagos

Security and travel

76. Recent security checks uncovered a hideout in Ijora Badia where militant groups were stockpiling arms and planning a possible attack on Lagos. An investigation is on-going on the identities of the alleged terrorists and the ownership of the property where these terrorists were arrested.
77. Lagos has remained calmer than expected after the March 28 election, except for cases of guns shots and fighting in some areas like Ikorodu, Oshodi, Masha/Kilo and Ayobo. The All Progressives Congress (APC) has reportedly lost six House of Representatives seats to PDP in Lagos, four of which were in Igbo-dominated local government areas. This development could trigger ethnic reactions from some quarters.
78. Travel within and outside the country for staff has been safe. Travel challenges are mainly linked to traffic jams.

Political economy

79. In December 2014, Governor Babatunde Fashola of Lagos State on Tuesday publicly presented the state's Development Plan 2012-2025 at the Banquet Hall of the Lagos House, Ikeja, before an august gathering that included the APC governorship candidate in Lagos State, Akinwunmi Ambode. Governor Fasola stated that quite a number of the items that form the bedrock of the development plan are already in progress and assured the audience that Ambode would implement the plan to the letter if voted in.

Leverage, political engagement and programme update

80. The state budget envelopes initially shared to agencies in the education sector experienced downward reviews twice in order to enable adequate preparations for the election exercises.
81. The idea of using the Education District Meeting (equivalent to the Senatorial meetings in Kano and Kaduna states) to encourage LGEAs to take complete ownership of the SIP was welcomed by the EC SUBEB who then requested for the meeting plans. Funds were leveraged in Lagos for the annual school census.
82. Two active and very resourceful directors of SUBEB retired in March 2015 (the director school support services, Mr. Adebayo and the board secretary, Mr. Adefuye). The capability and experience of the acting director of SSS to handle SIP issues is doubtful. The director PR&S is currently acting as board secretary. Also, the ever supportive education secretary of Agege LGEA, Mr. Olamilekan Majiyagbe has completed his tenure awaiting renewal. However, there was a protest against the renewal by the executive members of NUT Agege, claiming that he was highhanded. Failure to secure renewal would imply that his strong support and contributions for the SIP may not continue; and the SIP in the LGEA may suffer some set-back if he is not replaced with another result-oriented education secretary.

Table 25: Leverage (NGN), Lagos State, to March 2015

Areas of leverage	Amount leveraged Jan – Mar 2015	Remarks and Source
Annual School Census	NGN 4,055,800	2014-2015 ASC ought to have been catered for in Y2014 budget, but it didn't take off until Y2015. The Y2015 State Budget on ASC comprises of N4.7m from MOE and N3.4m counterpart fund from SUBEB. However, because of downward review that took place before the start of the elections, only N1.7m is yet approved for SUBEB. A memo has been written for the balance, awaiting approval
QA	NGN 250,000	Dir QA, MOE: Training of 30 MOE QA Officers
SSIT,SIO and HT allowances	NGN 27,376,000	Source: LSUBEB Subvention, UBEC/TPD,MOE. No money has been released from UBEC TPD allowance. However, SUBEB continues to support SSIT
4 LGEAs – International Women's Day Celebration	NGN 240,000	LGEA (N190,000.00) /Community Funds (N50,000)
CGP Planning meeting	NGN 48,000	SUBEB
Total leveraged from state	NGN 31,919,800	

Risk Monitoring

Table 26: Risk matrix, Lagos State, to March 2015

Risk: Lagos State	Previous rating	Current rating	Management action
Possible reaction by Lagosians to the loss of six APC House of Representatives seats to PDP in Lagos, four of which were in Igbo-dominated local government areas.	n/a	High	SLPs meeting with DFID South West to discuss post-election issues as they affect the programme and come up with action plans
Clashes from party supporters	n/a	High	Governor Babatunde Fashola held a meeting with the newly deployed Assistant Inspector General of Police, AIG, to Zone 2, Mr. Joseph Mbu on how to secure properties and lives of residents, particularly before, during and after the coming general elections.

Risk: Lagos State	Previous rating	Current rating	Management action
Change of key personnel committed to SIP	Medium	Medium	Internal re-deployment of Directors within SUBEB, with particular focus on School Support Services and Social Mobilisation departments
No approval for the State to fund private school census	n/a	Medium	Engagement with the HC MEPB through Director of Development Partners Department MEPB
Non-release of 2014 UBEC fund to Lagos	n/a	Medium	SUBEB to provide the requisite work plan by SUBEB
Accessing the hard-to-reach communities	n/a	Medium	SUBEB promised to give running cost to each of the Social Mobilisation sections at the LGEAs
New Director for Office of QA in Lagos, with anticipated changes to the way QA already works in Lagos	n/a	Medium	Engagement with new QA Director
Expected changes in LGEA Education Secretaries as tenures of some ESs are about to lapse	n/a	Medium	Prompt engagement with newly appointed ESs when they come in

Confidence boost for teachers in Lagos; the story of Kanzuddeen

"I feel very confident when I teach now! I am quite encouraged with the way I get feedback about my lessons as I know it is all in order to improve the way that I work" 'Kanzuddeen K. I



Kanzuddeen teaching in his class while a combined team of SSIT, SSO and HT observe

Kanzuddeen is a hard-working and dedicated teacher at LGEA School Ipadoko at Ikorodu Local Government. He has been teaching in the state for more than 10 years but only recently has he experienced a systematic means of support. Kanzuddeen's teaching is now observed by a member of the state school improvement team (SSIT), the school improvement officer (SIO) assigned to his school and then by his head teacher and assistant head teacher. During the SSIT's visit to the school, Kanzuddeen is always informed beforehand that his class will be observed and so he is aware of this process. This is to make him comfortable when he sees observers in his class and as such knows they are there to provide him necessary feedback. When this is done, he is not startled and the teaching and learning process is not disturbed.

"Whenever I teach in my class and there is an aspect that needs correction, I know I will get a positive feedback on how to go about it from my head teacher or the visiting SSO or SSIT. It is a moral boosting session each time for me" says a rather enthused Kanzuddeen.

ESSPIN has supported the Lagos state government in its reform of basic education over time and the results continue to be seen in the daily work of teaching and non-teaching staff. People like Kanzuddeen continue to personify the changes that ESSPIN is making across Nigeria as teaching and learning improve in the states where the programme works. *"This programme has caused a total turn around in my career and it is clear that there are more positive changes up ahead"* states Kanzuddeen as he headed back to his class.

Section 3: Cross-cutting and Federal

Political engagement brings results to support ESSPIN

83. Significant results emerged from political engagement with federal and state level programme partners. Progress was achieved in efforts at strengthening national systems for Quality Assurance (QA) and School-based Management (SBM) through securing more sustainable from UBE-IF for the states as well as brokering collaboration and improved UBEC-FME-FIS working relations.
84. Further political engagement with UBEC culminated in the Commission achieving the full cycle of integrated approach to school improvement adoption. Systemic and coordinated funding arrangement for Teacher Professional Development (TPD), Quality Assurance (QA) and SBMC components of SIP through the UBE-IF commenced. A landmark N20million was released to each of the 36 states and the FCT from 2014 TPD UBE-IF for agreed QA and SBMC capacity development activities. Much needed funds will now be available annually for these key components of SIP in a systemic manner to deepen integrated approach to school improvement in ESSPIN-supported states as well as for national replication.
85. The 13th quarterly PE meeting of ESSPIN senior technical staff, UBEC and Honourable Commissioners for Education and SUBEB Chairs of ESSPIN-supported states successfully held with good attendance, quality deliberations and key resolutions. The meeting:
- agreed strategies for ensuring that incoming state administrations after 2015 elections adopt and buy-in to the School Improvement Programme;
 - reviewed progress on SIP rollout and states committed to improved funding and more efforts to sustain momentum;
 - committed to continued strengthening of collaboration to ensure synergy of SIP and UBEC reform initiatives on Teacher Professional Development, SBM and education quality assurance national rollout; and
 - identified and urged other states to adopt good practices and success factors from Enugu State's experience sharing on Functional Review and Restructuring of SUBEB for improved functionality.
86. Following a presentation and discussions at the 13th quarterly PE meeting, UBEC and the states endorsed ESSPIN extension period particular focus on:
- political engagement with relevant stakeholders to further strengthen government ownership of the programme;
 - capacity building at LGEA level for deepening and consolidation; and
 - Knowledge and experience sharing.
87. Impetus was given to establishment of national systems for QA and SBM by substantial funding from UBE-IF to the states and improved UBEC-FIS collaboration and working relations. The 36 states and the FCT received N20million (N10m for SBM and N10m for QA) each from 2014 TPD UBE-IF for SBM and QA capacity development.

Bringing UBEC and FIS together for joined-up quality assurance

88. UBEC and FIS carried out a joint 5-day capacity development training programme for QA evaluators in SUBEBs of 10 states in the quarter under review using 2014 TPD UBE-IF funds. Both organisations had always worked in silos and most times at cross purposes. A common and coordinated national approach and practice of QA for basic school improvement is now taking shape.

ESSPIN supporting FME and UBEC on school-based management

89. FME and UBEC began joint work on developing a national SBM policy with ESSPIN's facilitation. FME is taking political leadership while UBEC is taking technical lead. All available states' SBM policies and related documents are being collated and harmonized in a participatory process involving key stakeholders to develop draft national SBM Policy and Guidelines. This will ensure a common national approach and system for synergy and better results in basic school improvement.

90. UBEC Social Mobilization Department is similarly carrying out Level 4 SBMCs mentoring and monitoring training programme across the 36 states and the FCT to strengthen national SBM system. The programme is funded with 2014 TPD UBE-IF funds allocation for national SBM capacity development for basic school improvement across the nation. Next steps will review the process, document key learning and agree on date for the follow up capacity development for UBEC SBMC master trainers.

91. ESSPIN's sustained support to UNICEF and UBEC has yielded another milestone. In March, UNICEF organised a one-day follow up meeting to review the draft SBMC mentoring and monitoring tool and to produce a final version for UBEC's approval. Highlights of the meeting include:

- UBEC will now lead and coordinate UNICEF SBMC development in line with SBMC national reform;
- Final version of the SBMC monitoring tool now agreed upon for sign off by UBEC;
- 10 master trainers from UBEC and ESSPIN state partners (UNICEF to engage) will support the delivery of the training for GEP 3 states in accordance with UBEC approach.
- Further partnership around the CSO reporting template for adaptation is planned after the election with UBEC oversight.
- Indicative agreement reached for UNICEF and ESSPIN to support UBEC technically to produce an updated version of mentoring and monitoring package once both the SMO and CSO templates are completed for nationwide usage.

- UNICEF is also interested to learn about the ESSPIN-piloted LGEA database as part of holistic approach to SBMC development.

NCNE to visit ESSPIN's nomadic education intervention in Jigawa

92. ESSPIN undertook an advocacy visit to National Commission for Nomadic Education (NCNE) as part of its efforts to consolidate and leverage national resources to scale up its intervention. The meeting was attended by executive secretary and all directors. ESSPIN outlined its nomadic education intervention in 90 schools including the strategy, inputs and results to date in partnership with state partners.
93. NCNE appreciates ESSPIN's support to nomadic education in Jigawa State and accepted to undertake a study visit to Jigawa state after the elections. The ES was positive about this partnership and hopes that the planned visit informs next step on partnership areas. The enabling environment and political will shows prospects to increasing access to all Nomadic children in Nigeria in the future. However, some key challenges within NCNE and State Agency for Nomadic Education (SANE) around institutional and system strengthening, communication, OD related capacities emerged.
94. Action points were; to agree on dates and programme and communicate to NCNE, and STL to explore a sustainability options towards strengthening systems for scale up through federal and state structures.

Infrastructure

95. All construction work on the infrastructure component of ESSPIN was completed in the first phase of the programme. However, in order to ensure that the facilities installed by ESSPIN are maintained and deliver the sustained value-stream intended, a programme has been put in place to support school communities and states to ensure that this happens. Maintenance and monitoring schedules are being followed in each state, including a series of workshops with policy makers and communities to raise awareness of maintenance issues and how to address them by calling for appropriate technical support in a timely manner. As a result, quarterly reports are indicating a trend of improvement in all the infrastructure indicators in all six States. This work stream is one example of where ESSPIN's cross-cutting work on climate resilience has direct practical influence on behaviour in school communities, secures improvements in value for money, and supports better quality facilities and services for children and teachers which will be sustained beyond the ESSPIN programme lifetime.

Learning and Evidence

Second composite survey finds mixed results on education quality

96. The overall composite survey report, gender and inclusion report are complete and six state reports have been drafted. Overall the reports paint a dire picture of the education system in Nigeria with little limited improvements in literacy and numeracy learning outcomes for grade 2

and grade 4 learners. It showed stark wealth differences with pupils from the richest 20% of households doing twice as well as those from the poorest 20% of households. Yet, this difference is less pronounced in ESSPIN-supported schools, where poor children’s learning outcomes are significantly raised. School location is an important determinant of pupil learning: test scores are increasingly low, the more remote the school. There is no evidence of gender, language and over-age differences in pupil test scores.

97. During the next quarter, ESSPIN will share results with state education leaders and other stakeholders. The 27th quarterly report will contain a detailed analysis of the CS2 results, proposed programme changes based on newly emerging data, and the reactions of states.

International statistics software adopted for 2014-15 school census

98. All six ESSPIN-supported states successfully completed 2014-2015 ASC enumeration covering both public and private schools. All questionnaires have been checked and returned to their respective data entry stations.

Table 27: RAG Rating for 2014-15 Annual School Census

S/N	ASC Activities	Completed						
		Ongoing	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
		Late						
		Not yet due						
1	ASC Enumeration	●	●	●	●	●	●	
2	Collation of Forms	●	●	●	●	●	●	
3	Data Entry	●	●	●	●	●	●	
4	Data Cleaning	●	●	●	●	●	●	
5	Data Analyses	●	●	●	●	●	●	
6	Preparation of Tables	●	●	●	●	●	●	
7	Development of Draft ASC Report	●	●	●	●	●	●	
8	Vetting and Finalization of ASC Reports	●	●	●	●	●	●	
9	Preparation of LGA and School Report Cards	●	●	●	●	●	●	
10	Printing and Dissemination of ASC Reports	●	●	●	●	●	●	
11	Update of ISDP Database	●	●	●	●	●	●	
12	Publication and Dissemination of ISDP Database	●	●	●	●	●	●	

99. Originally data was to be entered into the FME-developed and prescribed new NEMIS ASC Software. However, none of the states was able to successfully install the NEMIS software due to incompatibility with available EMIS hardware. ESSPIN is therefore collaborating with UNICEF to support their focus states to adapt and use UNESCO Institute of Statistics (UIS) open source ASC software. This situation has been discussed with NEMIS and this approach has been agreed upon. Training in the UIS Software has been completed for all ESSPIN States.

100. The adoption of the UIS ASC Software is a preferred ESSPIN ASC exit strategy. It is user friendly and has more potential to attract development partners' support for its use by states at the expiration of ESSPIN. It is also advantageous to ESSPIN-supported states as it can operate with the available state EMIS IT facilities

101. Lagos state has failed to enumerate private schools in ASCs since 2009-2010 ASC. This created serious data gaps for quality education planning and M&E. With well-managed political engagement, the 2014-2015 Lagos ASC is covering all public and private primary and secondary schools. This work was led by the Lagos Ministry of Education, with support from ESSPIN. The Lagos private school data will also be entered using the UIS software.

Nigerian School Attendance Monitoring System (NSAMS) pilot

102. The Nigeria Schools Attendance Monitoring System (NSAMS) allows teachers to report pupil's attendance using a simple SMS or text message. NSAMS was piloted between January and March 2015 in three LGEAs: Ibeju Lekki in Lagos State, Kaduna South and Kudan in Kaduna State. Under the new system, teachers were trained to send a simple text message after taking attendance every morning. The messages fed into a database which stakeholders access in near-real time through a public website: www.nsams.org. The system generates accurate and detailed data, providing information to assist authorities in tackling attendance problems.

103. The graphs below show the attendance records from LGEA Kargi Road Primary School in Kaduna South, a school in the pilot. The attendance is broken down into attending, not attending, no report and attending without being enrolled. It can also be disaggregated by gender. Figure 2 shows that approximately two thirds of enrolled children are attending most days, but around 200 children are unaccounted for on any one day due to no report being submitted. From Figure 3, it is possible to see that reported attendance for girls and boys seems to be quite equal. However, as seen in Figure 4, there are more enrolled boys than girls not attending school and between 50 and 100 children absent on any one day.

104. The data from the system could be used by the school, community and LGEAs to identify the reasons for this and work to develop more tailored solutions to increase regular attendance. However, there were some problems encountered during the pilot e.g. not all teachers submitted reports every day which meant that data sets at the school level were incomplete. These issues would need to be resolved in order to make this a robust and meaningful management tool.

Figure 2: Attendance of Enrolled Pupils at LGEA Kargi road Primary School

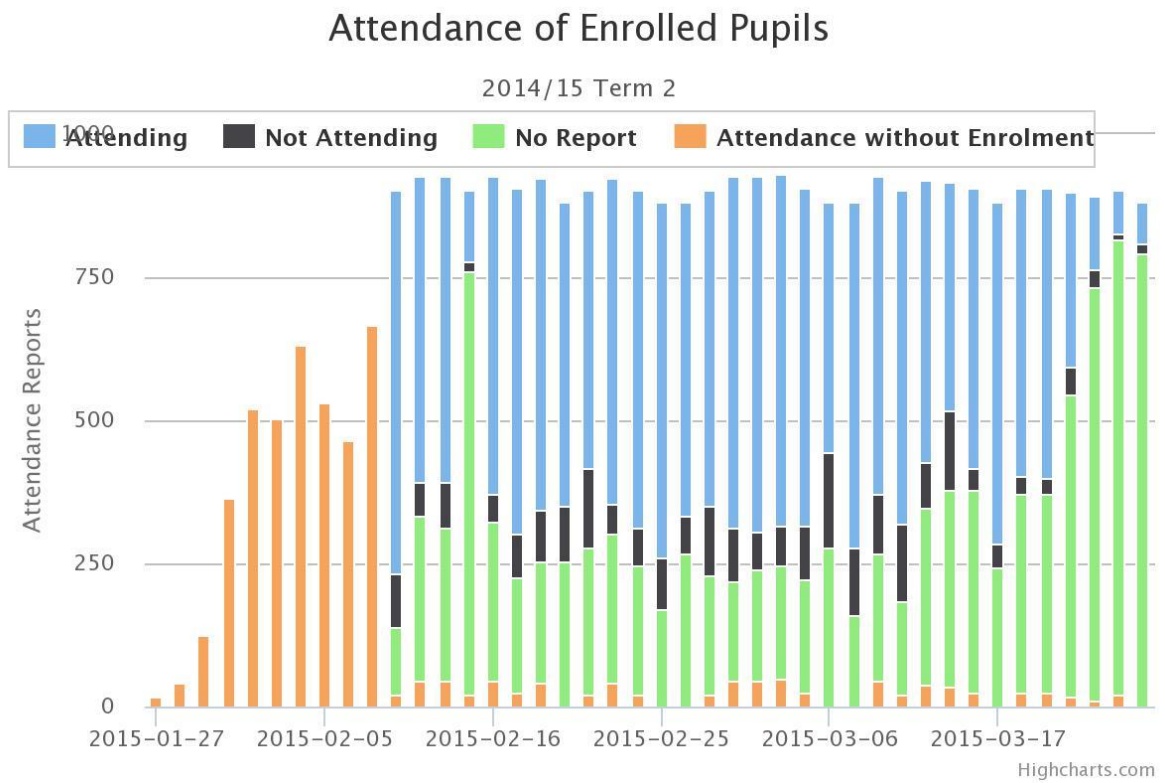


Figure 3: Pupils attending by Gender at LGEA Kargi road Primary School

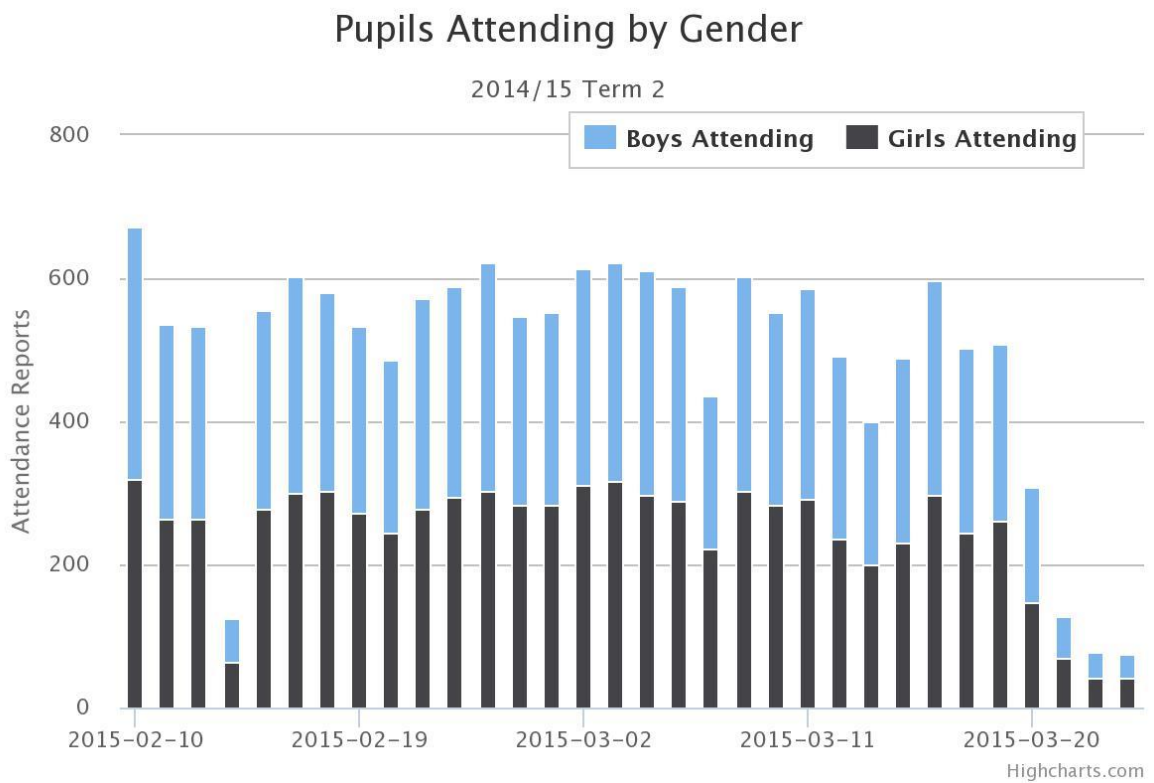
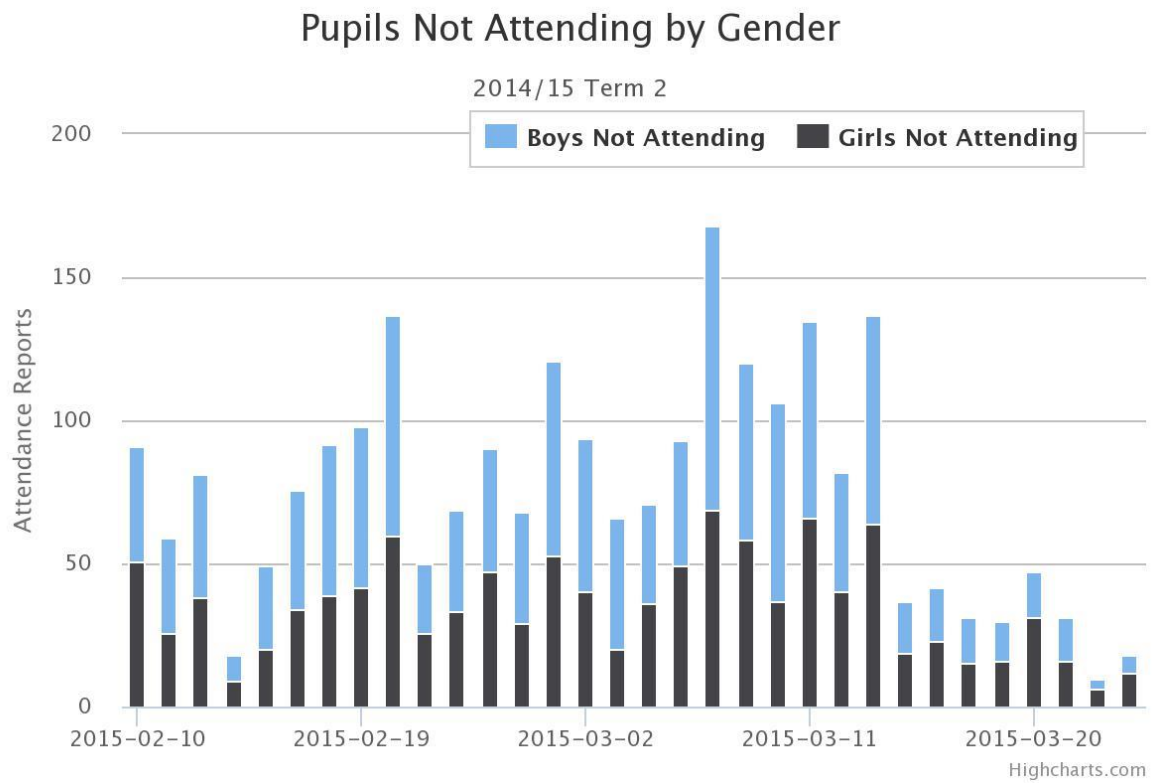


Figure 4: Pupils not attending by gender at LGEA Kargi road Primary School



Communications and Knowledge Management



105. This quarter, the CKM team reworked the ESSPIN newsletter and drafted five practice papers. The 12th edition of the newsletter, currently in final design stages, uses news and case studies to demonstrate results, lessons learnt and best practices. The team also produced and distributed three practice papers on our work on SBMCs, community engagement in schools and Islamic schools. Next quarter, we will print and distribute the newsletter as well as two practice papers on effective lessons and school infrastructure.
106. The CKM unit has developed a communications strategy for Composite Survey 2. The CS2 findings will be presented through: i) an overall Technical Report; ii) a set of 6 individual State Reports; iii) a Gender/Inclusion Report; and iv) a policy brief. The strategy will use channels including a stakeholders' forum, radio, newspapers and websites.
107. Our online activity included uploading the [SBMC National Conference video](#) (DVD version still under production) and publishing the [25th Quarterly Report](#). On Twitter, [@ESSPINUKAID](#) made 44 tweets and gained 86 new followers.
108. The ESSPIN website generated over 240,000 hits in the quarter with visitors from 143 countries. The top ten visitor countries are Nigeria, United Kingdom, United States of America, China, France, Germany, Canada, Netherlands, Seychelles and Russia. In all 16,952 materials were downloaded from the website from January to March 2015.
109. In Kwara, 21,361 community members in 20 LGAs attended public viewings of our [films](#) on community involvement in school improvement in Pidgin English, Hausa and Yoruba languages. Plans for further public viewing in the other five states is planned for the next quarter.
110. The [DFID Topic Guide: Education, Climate and Environment](#) includes a case study on ESSPIN's work on climate resilience and sustainability. Mott MacDonald/Cambridge Education are sponsoring the official DFID launch of this topic guide in the coming quarter, as part of our value-added key supplier relationship. We also plan to mobilise an intern to continue the climate change and sustainability work stream during programme years 7 to 8, as it remains a high priority for ESSPIN and Mott MacDonald despite the budget constraints which have restricted our capacity to mobilise technical assistance for activities which are not directly related to improvement of learning outcomes.
111. At the CIES conference, Kayode Sanni presented a paper entitled, 'Taking School Improvement to Scale: the education sector support programme in Nigeria' as part of a panel on going to scale.
112. ESSPIN will be included as part of its Millions Learning Programme, from Centre for Universal Education at Brookings.

Annex 1: Quarter 2 Milestone Deliverables, Jan-Mar 2015

Output	Deliverable	Weight	RAG status	Evidence	Y/N	Comments
1	The capacity of UBEC and FIS to jointly roll out QA support to States strengthened through Training of Trainers programme	11%	G	Report of ToT for UBEC and FIS	Y	This milestone has been fully achieved. Two major joint UBEC-FIS QA ToT capacity development workshops were held between June 2014 and February 2015. A total of 45 UBEC and FIS education Quality Assurance Evaluators (QAEs) were trained and have their capacities built as master-trainers to facilitate step-down QA training at state and LGEA levels.
2	SUBEBS restructured in line with mandate to support school improvement in at least 4 States	15%	G	Establishment Plans	Y	This milestone has been exceeded. Five states have now restructured their SUBEBs.
3	Two Composite Survey 2 programme level reports finalised and 6 State reports drafted	54%	G	CS2 Programme and State level reports	Y	Two programme levels reports finalised. Six state reports drafted, final comments provided and final drafts due on 22 May.
4	External Due Diligence assessment of CSOs to be contracted for Consolidation Fund implementation conducted in at least 4 States	20%	G	Due Diligence Report	Y	Due diligence of all CSOs in six states completed. Report completed with assessments for four states: Enugu, Kaduna, Kano and Lagos. The final two analyses are in progress and due to be completed in May 2015.

Progress and issues for the quarter						
<p>We have strengthened the capacity of UBEC and FIS to jointly roll out QA support to states through a training of trainers programme. Two major joint UBEC-FIS QA ToT capacity development workshops were held between June 2014 and February 2015. A total of 45 UBEC and FIS education Quality Assurance Evaluators (QAEs) were trained and have their capacities built as master-trainers to facilitate step-down QA training at state and LGEA levels. ESSPIN is implementing a joint UBEC-FIS engagement strategy with a simultaneous national policy development, capacity strengthening and political engagement to support the establishment of a functional national system for education Quality Assurance (QA) below the tertiary level. A National QA Policy is now in place and being implemented following the final approval and adoption of the Draft by the 60th National Council on Education on 7th November, 2014. Effective political engagement has secured sustainable national funding for QA through UBE-Intervention Fund (IF). UBEC Governing Board approved annual allocation and use of a proportion of UBE-IF for Teacher Professional Development (TPD) for QA by the 36 states and FCT beginning from 2014. N10million of 2014 TPD fund was allocated to each of the 36 states and FCT for QA. This year's fund is being utilized for step-down QA ToT training for States QAEs through a joint UBEC-FIS QAEs training programme and schedule. There is steady progress in strengthening UBEC and FIS institutional capacities and collaboration at implementing an effective national system for education quality assurance. The ESSPIN supported State Universal Basic Education Board establishment planning process took place between 2011 and 2014 in all six ESSPIN supported states. However, despite the conclusion of the reports and recommendations, the progress had been stalled by issues around state ownership of the process and the implementation of the recommendations. Drawing closer to the pending changes in national, state and local government administrations, it became imperative to ensure full ownership and implementation of the establishment plans so as to avoid potential delays a new administration could bring. In the same vein, it was important to ensure sign off on all the establishment plans ahead of the 2015 elections. This was done with the aim of ensuring that the establishment plan could be used as a planning tool for the new administration. Despite efforts made to conclude the establishment planning process across states in a timely manner, the approval and implementation of recommendations across states has been rather slow. This of course is owing to the fact that the establishment planning has serious implications on the structure of the SUBEBs.</p> <p>The overall Composite Survey Report and Gender and Inclusion report are complete in final drafts. The state reports will be complete by the end of May. Overall the reports show that ESSPIN schools are performing better than non-ESSPIN schools and more children are in 'good' schools than in the last composite survey. However the reports show a decline in learning outcomes across the states. A policy brief is being prepared on the report. Dissemination is likely to commence in June and July 2015.</p>						

Due diligence of CSOs in the six states was undertaken by an independent lawyer. At the time of writing, four sets of findings have been reviewed by the lawyer. The exercise provide difficult for some CSOs they did not provide documentation as required. Extensive follow up was undertaken by state teams to ensure that each CSO responded to the lawyer’s questions as comprehensively as possible. The report highlighted some CSOs that will require further support to bring their systems up to the required standard. Just one CSO, in Lagos, was deemed unsuitable on the basis of materials submitted. Some other CSOs received low scores because their submissions were incomplete.

DFID review of deliverables

Feedback at PMC – 14 May 2015

Next quarter's deliverables (Apr - June 2015)		Issues/risks and mitigation
1	National QA Handbook and Instruments revised in line with new (2014) NCE policy on QA	This is on track at present.
2	2014/15 ASC report tables drafted in at least four states.	As a result of problems with the FME-recommended new NEMIS software and the resort to using UIS software for the first time, 2014/15 ASC data entry started in April (previously it has started in January). It is likely that the reports will be ready probably August, however more will be known once the next processes start.
3	LGEA Forum established in at least 75% of ESSPIN LGEAs to support CSO-SBMC networks.	This deliverable was decided before roll out occurred. Although we have expanded work with SBMCs in all new LGEAs, the fora may not yet be as functional as required. In addition, due to the delays in completing the due diligence exercise, the LGEA SBMC forum has been postponed to Y8, instead there will be a Religious and Traditional Leaders at state level during this quarter.
4	At least six issues based advocacy events delivered by CSOs across ESSPIN States to improve voice and accountability in basic education delivery.	Due to the delays in completing the due diligence exercise, no CSOs have yet received any funds. It is anticipated that they will receive the funds in May and then be able to conduct some activities in June.

Annex 2: High Level Workplan April - June 2015

Output 1: National Systems

	Workstream and Activities	2015		
		Apr	May	Jun
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	Explore opportunities for collaboration with UBEC on utilisation of its Inclusive Education funds and support FME's draft of IE policy			
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			
3.2	Participate in quarterly National Education Commissioners Forum (escalation from ESSPIN Commissioners meeting)			
3.3	Engage with the MDG Office to leverage available resources and/or expertise in support of school improvement in States			
3.4	Collaborate with CSOs to undertake policy advocacy in the National Assembly (around legislation on inclusion issues and passage of the UBE Law)			

3.5	Collaborate with the private sector where the opportunity arises to leverage additional resources for school improvement in States			
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	Workstream and Activities	2015		
		Apr	May	June
W1	Data collection, analysis and use			
1.1	Facilitate timely conduct, analysis and reporting of Annual School Census			■
	Generate School Report Cards from ASC data and develop capacity of State/LGEA personnel and SBMCs to use for micro planning			
1.2				
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 South Sudan School Attendance Management System (SSSAMS)			
1.7	Provide ongoing capacity support 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			
	Support planning and conduct of Annual Education Sector Performance Review - including production of AESPR report and review conference			
2.3				
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	Provide TA to northern States to complete GPE applications			
W3	Corporate Planning for MoEs and SUBEBs			
3.1	Facilitate update of SUBEB strategic plans and LGEA action plans			
3.2	Provide TA to support establishment and workforce planning, including LGEA level personnel			

3.3	Support SUBEBs to streamline LGEA personnel roles, aligning job roles with school improvement support needs			
3.4	Provide TA to streamline QA roles in States and support establishment of appropriate institutional systems with operational funding			

Output 2: State Systems

Output 3: School Quality

	Workstream and Activities	2015		
		Apr	May	Jun
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 and document its experience of replicating the ESSPIN SBMC model nationally			
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			

Output 3: School Quality

	Workstream and Activities	2015		
		Apr	May	Jun
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	SBMC Functionality			
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	School Level Improvements			
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 on how special needs schools and teachers can support inclusion in public primary schools			
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			

Output 3: School Quality

	Workstream and Activities	2015		
		Apr	May	Jun
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	Utilise Challenge Funds to support reading and writing in schools through innovative story creation			

Output 4: Inclusion

	Workstream and Activities	2015		
		Apr	May	Jun
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 the conduct of surveys of Out-of-School children to inform needs based IE policies			
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			

	Workstream and Activities	2015		
		Apr	May	Jun
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			
W3	Child Protection and Participation			
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	Conduct an assessment of education and conflict in northern States to inform future programming and disseminate			
W4	Voice and Accountability			
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			