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27th Quarterly Report

April - June 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)
- ESSPIN 5-- Information Management Reports and Documents

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

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

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Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Report
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. The quarter April to June 2015 has been dominated by the outcome of the landmark national and state elections in Nigeria. The country with the largest population and economy in Africa experienced its first peaceful and democratic handover of power from incumbent to opposition, following presidential polls on 28 May 2015. Fears of violent conflict rapidly eased with the swift concession by out-going President Goodluck Jonathan to his successor, President Muhammadu Buhari. Of equal or greater significance to state level programmes such as ESSPIN, the APC also won 19 out of the 28 state governor elections on 11 April 2015, further consolidating the shift in power and sense of a break with the past.
2. Whilst the incoming government's rhetoric covers reform, serious engagement with the insurgency in the north-east, and an anti-corruption agenda, all of which chime with international development partners' priorities, it remains the case that the fiscal space left behind by PDP is tight and there is no prospect of an increase in oil revenues in the short to medium term. The immediate economic impact is expected to be felt in restricted scope for discretionary spending around school improvement on the part of state governments, particularly beyond Lagos and Kano which have the potential capacity and will to boost internally generated revenue. There are also procedural obstacles relating to the delays in new leadership teams taking over the levers of power and learning how to operate them, as well as developing new budgets and passing them into law. And at a state level, there has been a massive clearing out of individuals whose technical capacity and understanding of ESSPIN's approach had built up over time. Having said that, relations with the incoming administrations have been more than cordial, with a lot of demand for analytical papers and advisory meetings. Meanwhile, a more optimistic reading of the economic situation is that a persistently low oil price, combined with an increased concern for sustainable development and efficiency could lead to greater determination on the part of the Buhari administration to pursue reforms to national infrastructure (including the energy and transport sectors), agricultural productivity and investment in Nigeria's greatest resource: its large and youthful population.
3. In view of the above, ESSPIN's efforts to help states convert their education spending into human capital development are more relevant than ever, as well as being essential contributors to social cohesion within and between diverse communities. The 2015-16 school year objectives for ESSPIN are focused on consolidating the quantitative expansion in previous years with qualitative enhancement of school support and inclusive education systems. Any student of educational development will testify that the only thing harder than achieving systemic reform and access improvements at scale, is achieving systemic reform and access improvements at scale while simultaneously and equitably delivering better learning outcomes for all. The results of the second ESSPIN Composite Survey (CS2), which

have been collated and prepared for publication and dissemination during the quarter, demonstrate this. As the CS2 briefing report states, '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' (p2). In 2014, 450,000 more children were learning in good quality schools than was the case in 2012, with 90% of those in ESSPIN schools and robust statistical evidence that this 'can be causally attributed to the ESSPIN intervention and is not just a result of ESSPIN working more in schools that would have done better anyway' (p3).

4. However, the re-introduction of teacher tests demonstrates how weak teachers' knowledge and skills remain. The fact that 'by each of our measures, teachers are better in ESSPIN than in non-ESSPIN schools' does not mask the fact that state-wide teachers struggle with basic English and mathematics: only 20% can correctly answer grade 5 level English questions, and one third do so in maths. Unsurprisingly, pupils' results reflect their teachers' capabilities at the level of state average learning outcomes. Pupils' test results in ESSPIN schools were significantly better than those in non-ESSPIN schools, but that was not a large enough effect to arrest an apparent decline in learning outcomes state-wide between 2012 and 2014. We can speculate that the half million additional children in school have something to do with this finding, especially as they are likely to come predominantly from disadvantaged, out-of-school backgrounds, but we currently lack the evidence to test that hypothesis either way.
5. In any event, ESSPIN has spent the quarter gearing up its Learning Team and partner State School Improvement Teams to renew the emphasis on quality improvements in teaching and learning in the coming academic year. Development, printing and distribution of Lesson Plans has continued to race ahead, with P1-P3 all but complete in all six states, and a major push underway to deliver P4 and P5 materials to feed into the termly and weekly sequence of in-school/in-class professional development of teachers. We have also taken the opportunity afforded by the conjunction of preparing for the Annual Review, the pause for the election transitions, and reflecting on the CS2 results, to refresh the ESSPIN Teaching and Learning Strategy. From such a low base, it is clear that children's results cannot and will not improve unless states deliver the funding required for sustained, frequent and regular school support and training activities in all schools. But ESSPIN will contribute to rounding-out the school improvement model through introduction of eReaders in a sample of classrooms in two states, containing textbooks and supplementary reading materials to stimulate teachers' and children's literacy alike, in line with the ESSPIN extension proposal.
6. ESSPIN is a learning programme, improving practice in line with knowledge gained on the job and evidence collected, and contributing to the discourse on education and development in Nigeria and beyond. To this end, we have produced an updated Learning and Evidence Framework, linked to the current Theory of Change and a revised Logical Framework and Logframe Handbook. We are also contributing to the global conversation on sustainable development with preparation of a symposium and additional papers for the 2015 UKFIET Oxford Conference.

7. Evidence of ESSPIN’s status as a learning programme can be found in the intensive, independent, out-sourced due diligence exercise completed during the quarter on each of the 57 Civil Society Organisations with which ESSPIN works. This has helped ensure that DFID and Mott MacDonald’s standards with respect to anti-bribery and corruption, financial probity and technically sound partners are projected onto civil society partners and state/local government alike. Whilst this has led to significant delays in achieving sign-off to proceed from DFID, it undoubtedly has strengthened programme governance and sustainability of the Civil Society/Government Partnerships (CGP) which underpin states’ access, learner inclusion, voice and accountability efforts. The CGP are now backed up by MOUs and contracts in all cases, with progressively comprehensive compliance by CSOs with the due diligence criteria being pursued as a developmental agenda over coming quarters. Likewise, the results of the education and conflict study have been used to inform programming and state activities for the coming year.
8. This quarter has also seen the annual self-assessments for federal and inclusive education conducted in preparation for the 2015 Annual Review. Many criteria have been reviewed and recalibrated to more taxing standards, in view of the extension of the programme and scope for new objectives to be reflected in the remaining years. This was undertaken in a spirit of partnership and consultation with government, civil society and school partners, so that they feel ownership of the changes and are not disheartened by apparently lower scores than in previous years.
9. The report which follows contains a diversity of case studies which are testament to the variety of activities resulting from ESSPIN’s broad-based capacity development model, including water and sanitation, child protection, schools support, improvement in class literacy and numeracy tests, and impact of a state challenge fund.

Table 1: Some highlights this quarter

- ESSPIN has leveraged a total of £19.15m, 1.14m in the current quarter, 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.
- £470,000 was disbursed as the first part of the consolidation fund grant to nearly 60 civil society organisations to support community engagement in education

Summary of State progress/political engagement

10. Programmes in the DFID education portfolio agreed to work with a common template for post-election engagement strategies. The ESSPIN strategy was approved by DFID in May 2015. In line with the strategy, the following is a round-up of political engagement in states and federal as at end June 2015.

Update	Action
Enugu	
A few appointments have been made but do not include the Commissioner post. The Executive SUBEB Chair is still in office. Two SUBEB board members have been replaced, with one of the new appointees the former Director Schools. A retreat planned by DFID is still on hold pending composition of an Exco. DFID is also planning a meeting of the Governor and development partners. No dramatic changes are expected in government policy as the new administration has declared continuity. Focus in the coming month will be on securing further state funding for SBMC rollout.	<ul style="list-style-type: none"> Briefing material shared with outgoing Commissioner for handover note Ongoing engagement with SUBEB to secure further state funding for SBMC rollout
Jigawa	
16 programmes led by DFID and 20 members of the new government met in a 1-day retreat in Kaduna. Possible intervention areas discussed. The Governor has subsequently committed to 4 education priorities: 1) strengthening EMIS capacity, 2) teacher assessment, recruitment and development, 3) alignment of pre-service with SUBEB needs, and 4) sector planning. Education Secretaries have been relieved of their posts and LGEA-level work is currently led by LGEA Heads of Section. In spite of the dissolution of the SUBEB board SIP implementation is continuing as 2014 TPD funds have been released into the project account for SIP implementation.	<ul style="list-style-type: none"> Engagement with Transition Committee to shape final memo to government Support state committee on MTSS to ensure quality 2016-2018 MTSS which will inform state budget Serve as observer (alongside SPARC and SAVI) on committee to recommend restructuring of MDAs Participate in economic planning forum organised by government Secure early engagement with State Assembly through SAVI Support incoming Commissioner to undertake systematic and criteria based recruitment of new Education Secretaries (adapt examples from Kaduna, Kwara and Enugu)
Kaduna	
Protracted but productive engagement with the Transition Committee has resulted in	<ul style="list-style-type: none"> Support review of 2015 education budget and 2016 budget proposal in line with

<p>recognition of DFID interventions and request for drafting of a state education strategy. Government resources are scarce but the Governor is committed to implementing the APC manifesto. The current 2015 budget has been declared un-implementable and there is to be a budget review. Principal appointments are yet to be made although a new Head of Service, a former ESSPIN consultant, has been appointed. MDAs have been reduced to 13 with education now expanded to Ministry of Education, Science & Technology. Two commercial banks are currently conducting biometric capture of all state personnel in advance of payroll reform.</p>	<p>agreed education strategy (ensuring incorporation of relevant SIP elements)</p> <ul style="list-style-type: none"> • Support the task of costing ‘free education’ up to JSS level • Contribute to drafting of state education sector strategy being led by DFID
Kano	
<p>Former Governor passed two laws before leaving office – setting up an IQTE board and a Private Institutions board. He requested retention of 7 of his Commissioners but only one was retained (Agric HC). Prof Hafiz Abubakar, Deputy Governor, has been appointed HC for Education, Science & Technology; Alhaji Zakari Bagwai is new SUBEB Chair. The expansion of the education ministry to include higher education, science and technology will have implications for the MTSS, AESPR and annual budgets.</p>	<ul style="list-style-type: none"> • Comprehensive briefing of Dep. Governor/HC and SUBEB Chair • Backup engagement with Perm Sec, given the busy executive role of HC • SIP activities to continue as per existing implementation plan (TSP training has been carried on by School Services using balance of 2014 TPD) • Support GPE coordination and planning going forward • Periodic meetings with HC and MOEST based on management meeting format • Revival of education steering committee • Contribution of education material to SLP briefing notes
Kwara	
<p>Commissioner and SUBEB Chair yet to be replaced. The new Head of Service is wife of the Emir of Kaiama (a supporter of ESSPIN’s work). ESSPIN has had interactions with the Transition sub-committee on education, particularly around SIP data and MTSS approach. A retreat involving government and development partners is planned for Lagos sometime in July. Perm Secs for SUBEB and MOEST are ensuring that SIP is incorporated into handover notes. The new government is prioritising e-payments and salaries.</p>	<ul style="list-style-type: none"> • Congratulatory messages sent to HE and the Head of Service • Participation in joint retreat in Lagos to be organised by DFID • Early meeting opportunities with HE, SUBEB Chair, HC and Chair of the House Committee on Education • Engagement with LG Chairmen and Education Secretaries

Lagos	
MDA boards dissolved although ESs are still in post. A new HC is yet to be appointed while Perm Sec retires in August. The new DG appointed for the QA board is supportive of ESSPIN's work, participated actively in UBEC-ESSPIN QA training, and wants ESSPIN Lesson Plans on the QAB website. The state Inclusive Education Policy was signed off before the HC left office. A retreat with government is being planned by DFID.	<ul style="list-style-type: none"> • Participate in joint retreat being organised by DFID
Federal	
The APC government continues to consult widely. The donor community led by DFID shared an education policy note to highlight urgent priorities. On a more general note, the APC proactively organised a national Policy Dialogue in May with keynote addresses by the Vice President and Tony Blair (represented). Achieving sustainable reform in the education sector was part of the proceedings. APC restated its 100-Day Covenant which included eradication of illiteracy through enforcement of the 9-year basic education policy and promotion of teacher training. Immediate recommendations from the dialogue include: 1) education baseline and publication of key metrics, 2) standardisation of learning outcome assessments, 3) communication of clear targets and milestones, 4) initiate process of updating national policy education (last updated in 1969), and 5) increasing education budget allocation.	

State budget performance

11. Assessing state budget performance in the second quarter of 2015 is challenging. Many newly elected Governors are contesting 2015 budgets appropriated before they came into office, with some resolving to conduct immediate reviews. Principal officials, including education Commissioners and SUBEB Chairs, are yet to be appointed (the one exception being Kano). This means activity and budget approvals are even slower than usual or, in some cases, impossible.

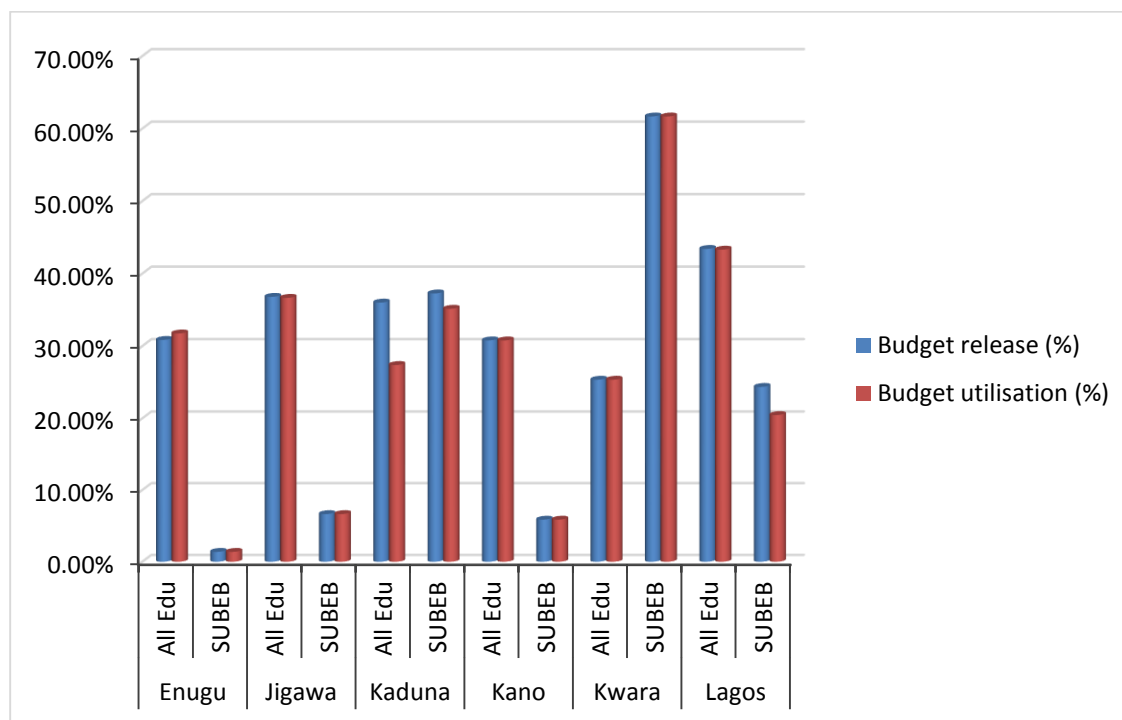
State supplementary budgets are likely to take on special significance in 2015 as vehicles for aligning spend with priorities of the new governments.

12. States have provided data for quarter two, however at present these figures are provisional as they are still to be passed by Education Commissioners who are not yet all in post.

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

		Quarter 2 (April -June)		
		Year allocation	Budget release (%)	Budget utilisation (%)
Enugu	All Edu	19,926,043,482.00	30.85%	31.74%
	SUBEB	4,890,459,975.00	1.38%	1.38%
Jigawa	All Edu	34,478,133,000.00	36.79%	36.65%
	SUBEB	2,666,740,000.00	6.65%	6.65%
Kaduna	All Edu	8,320,795,468.00	36.00%	27.39%
	SUBEB	1,939,541,893.00	37.26%	35.15%
Kano	All Edu	29,547,284,741.00	30.78%	30.78%
	SUBEB	3,939,940,058.00	5.87%	5.87%
Kwara	All Edu	17,585,995,021.00	25.36%	25.36%
	SUBEB	2,341,594,594.00	61.67%	61.67%
Lagos	All Edu	66,351,925,674.20	43.40%	43.30%
	SUBEB	1,643,668,902.20	24.37%	20.46%
All States	All Edu	176,210,177,386.20	36.42%	36.05%
	SUBEB	17,421,945,422.20	16.71%	16.11%

Figure 1: States 2015 2nd Quarter Budget Releases and Utilisation



Programme Progress and Leverage of Resources

SIP Rollout and Deepening

13. During this quarter, roll out of SIP continued in Jigawa as 62 new schools were added to the programme. Elsewhere, states continued with their deepening work on SIP.
14. Following the elections and during the transition period, activities are progressing slowly due to the absence of commissioners and education leaders in the six states. Large-scale training continues to be disrupted as demonstrated in the Action Plan which is an annex to the Deepening Strategy. The impact on pupils' learning is likely to be marked.
15. Table 3 shows the development status of the lesson plans by the end of June. In summary, by the end of the quarter 52 lesson plans were in development, 52 were in production and 160 were in schools.

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

Grade	Week	Subject	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos	% Complete
P1	1-5	Lit	●	●	●	●	●	●	100
P1	1-5	Num	●	●	●	●	●	●	100
P1	6-10	Lit	●	●	●	●	●	●	100
P1	6-10	Num	●	●	●	●	●	●	100
P1	11-15	Lit	●	●	●	●	●	●	100
P1	11-15	Num	●	●	●	●	●	●	100
P1	16-20	Lit	●	●	●	●	●	●	100
P1	16-20	Num	●	●	●	●	●	●	100
P1	21-25	Lit	○	○	●	●	●	●	78
P1	21-25	Num	○	○	●	●	●	●	78
P1	26-30	Lit	○	○	●	●	●	●	78
P1	26-30	Num	○	○	●	●	●	●	78
P2	1-5	Lit	●	●	○	○	●	●	89
P2	1-5	Num	●	●	○	○	●	●	89
P2	6-10	Lit	●	●	○	○	●	●	89
P2	6-10	Num	●	●	○	○	●	●	89
P2	11-15	Lit	●	●	●	○	●	●	94
P2	11-15	Num	●	●	●	○	●	●	94
P2	16-20	Lit	●	●	●	○	●	●	94
P2	16-20	Num	●	●	●	○	●	●	94
P2	21-25	Lit	○	○	●	●	●	●	66
P2	21-25	Num	○	○	●	●	●	●	66
P2	26-30	Lit	○	○	●	●	●	●	66
P2	26-30	Num	○	○	●	●	●	●	66
P3	1-5	Lit	●	●	●	○	●	●	94
P3	1-5	Num	●	●	●	○	●	●	94
P3	6-10	Lit	●	●	●	○	●	●	94
P3	6-10	Num	●	●	●	○	●	●	94
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P3	16-20	Lit	●	●	●	○	●	●	94
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P4	1-5	Num	●	●	●	●	●	●	33
P4	6-10	Lit	●	●	●	●	●	●	33
P4	6-10	Num	●	●	●	●	●	●	33
P4	11-15	Lit	●	●	●	○	●	○	22
P4	11-15	Num	●	●	●	○	●	○	22
P4	16-20	Lit	●	●	●	○	●	○	22
P4	16-20	Num	●	●	●	○	●	○	22
P4	21-25	Lit	●	●	●	●	●	●	11
P4	21-25	Num	●	●	●	●	●	●	11
P4	26-30	Lit	●	●	●	●	●	●	11
P4	26-30	Num	●	●	●	●	●	●	11
P5	1-5	Lit	●	●	●	●	●	●	11
P5	1-5	Num	●	●	●	●	●	●	11
P5	6-10	Lit	●	●	●	●	●	●	11
P5	6-10	Num	●	●	●	●	●	●	11
P5	11-15	Lit	●	●	●	●	●	●	11
P5	11-15	Num	●	●	●	●	●	●	11
P5	16-20	Lit	●	●	●	●	●	●	11
P5	16-20	Num	●	●	●	●	●	●	11
P5	21-25	Lit	●	●	●	●	●	●	11
P5	21-25	Num	●	●	●	●	●	●	11
P5	26-30	Lit	●	●	●	●	●	●	11
P5	26-30	Num	●	●	●	●	●	●	11
P6	tbd								TOTALS
TOTAL not due	●		24	24	24	0	24	0	96
TOTAL in dev	○		0	0	12	24	0	16	52
TOTAL in production	○		12	12	4	20	0	4	52
TOTAL in school	●		24	24	20	16	36	40	160
TOTAL all LPs			60	60	60	60	60	60	360

Leveraged Resources

16. 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 N345m or approximately £1.14m in the period April to June 2015. This is shown in Table 4. Cumulative leverage from 2012 to June 2015 was NGN 5.7bn or £19.2m. As shown in Figure 2.

Figure 2: Cumulative Financial Resources Leveraged from States and Federal to support School Improvement (Million, Naira)

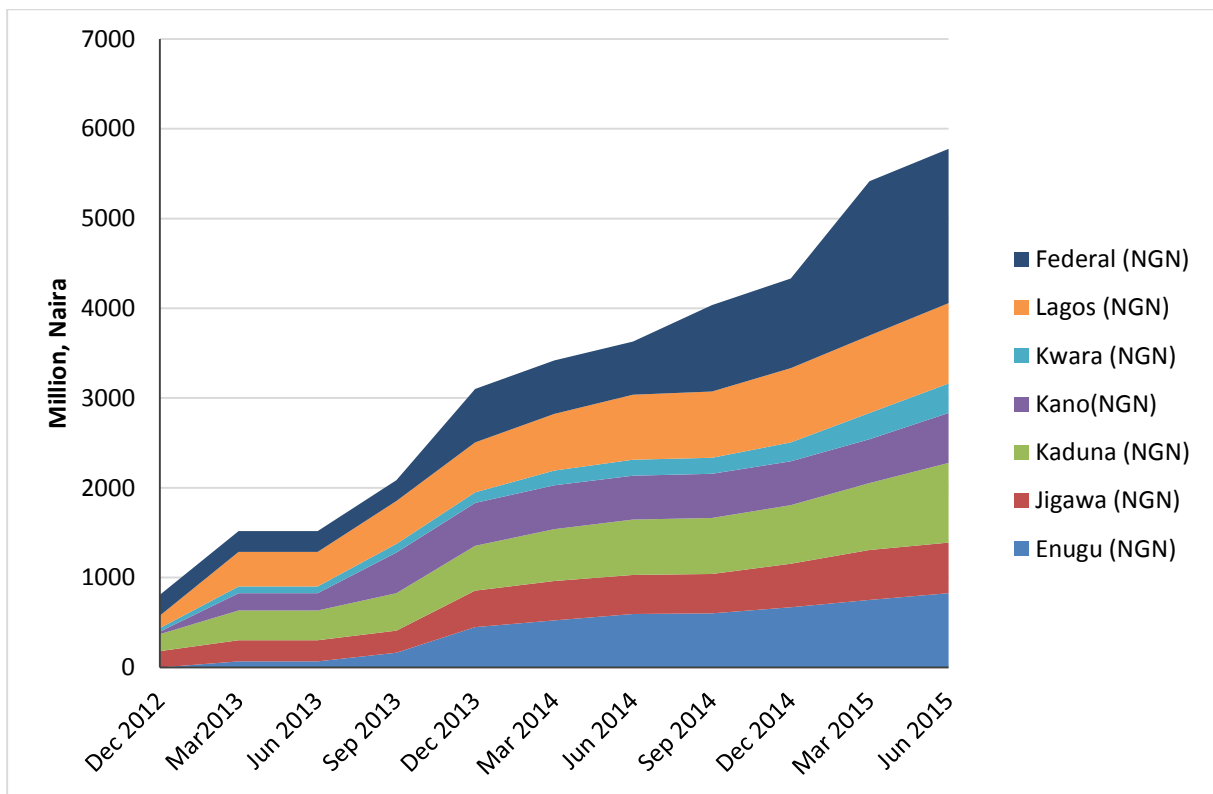


Table 4 Financial resources leveraged by state up to June 2015

	State resources leveraged (Apr - Jun 2015)		State resources leveraged (cumulative to June 2015, from July 2012)		Source	Purpose	Comment
	NGN	GBP	NGN	GBP	(Current quarter)	(Current quarter)	(Current quarter)
Enugu	NGN 72,985,400	£243,285	NGN 824,394,412	£2,747,981	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 ¹ (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 11,566,096	£38,554	NGN 566,290,189	£1,887,634	SUBEB, SAME	SIP support including HT, CT and SSO Training, SBMC development	Over half the leverage was for the third tranche of the consolidation fund to support SBMC development.
Kaduna	NGN 141,106,476	£470,355	NGN 887,394,933	£2,957,983	SUBEB (for SIP), UBEC-TPD, MoE, QA board	SIP rollout and support, QA evaluation, IQTE and IE materials	To support rollout to all primary schools, training was conducted for 64 LGASIT, 449 SSOs, and 4,225 head teachers. 64m was spent on the procurement of materials for special needs and associated training
Kano	NGN 68,000,000	£226,667	NGN 557,000,000	£1,856,667	UBEC, SUBEB	Training on quality assurance and LGEA strategic action plan	Pleased to report that N59m was released from UBEC second tranche.
Kwara	NGN 34,197,000	£113,990	NGN 328,384,160	£1,094,614	UBEC-TPD, SUBEB, LGA	SIP training, SSIT visits and costs, ASC	N27m to train 395 School Support Officers (SSOs); 2-day training to 1,468 AHTs & 375 P/JSS; 1-day Lit. & Num. training to 5937 p1 –p3 CTs; 5-day support visit to LGEAs by 36 SSIT members.
Lagos	NGN 17,126,000	£57,087	NGN 878,845,800	£2,929,486	UBEC TPD	Teacher training	All TPD funds were for teacher training and support.
Total	NGN 344,980,972	£1,149,937	NGN 4,042,309,494	£13,474,365			
Federal		£0	NGN 1,719,100,000	£5,730,333			
Grand Total	NGN 344,980,972	£1,149,937	NGN 5,761,409,494	£19,204,698			

¹ The leverage table primarily collects presents leverage on direct costs, however salaries are included for SSIT, SSOs and SMOs in some states where they are directly responsible for SIP implementation.

Political and economic environment

17. The outcome of the 2015 general elections was relatively more peaceful than many had predicted. However, the transition has proved to be a slow process. Over a month after inauguration of the new government, there is still no cabinet at federal or state level (Kano being the exception) and it is not yet clear what policy directions the new government will prioritise. There is talk of recovering billions of Naira in misappropriated funds, introducing austerity measures to cut down on government spending, raise the level of IGRs and increase tax on luxury items; however, these remain only aspirations and the realities on ground are that salaries are unpaid, protests over power outages are increasing, queues for fuel are back, and the value of the Naira is plummeting.
18. Nigeria's inflation rate spiked rapidly from 8.7% in April to 9% in May (the highest rate since May 2013). Economic observers predicted this situation at the beginning of the year when ideas of government austerity measures and tighter monetary policy were first raised in response to projections of falling oil revenue². The resulting pressure on consumer prices is pushing up the inflation rate. The cost of doing business in Nigeria has increased during the quarter due to devaluation of the Naira. This affects our suppliers who may be importing goods. Government revenue has declined to the point where many states are struggling pay worker salaries, and the federal government, itself strapped for cash, is considering a bailout package to states.
19. In this context, most state budgets for 2015 appropriated earlier in the year have become unrealistic and require reviews to align with 1) the inevitable austerity measures that state governments and federal will have to consider and 2) stated priorities of new APC governments. Rigorous prioritisation of scarce resources will be the rule throughout 2015 and social development programmes, including education, face a heightened risk of low or zero budget releases.
20. Teachers in Kwara state are threatening to boycott classes over unpaid salaries. Although the strike is yet to materialise, it is likely an indication of the future that most states face if the issue of unpaid salaries persists. Programmes such as ESSPIN, which rely on performance of teachers and other implementation level personnel, will be affected negatively if this risk holds.

Security

21. **Overview:** The situation remains challenging, but relatively stable in the ESSPIN States with no significant security incidents reported in this quarter. As well as terrorism and the insurgency in the North East, particular attention was paid to communal unrest, kidnapping and a slight increase in the levels of criminality – with the increase in general criminality linked to the

² 2015 Economic Outlook, The Vanguard 5 January, 2015

challenging economic situation. Towards the end of the quarter under review, Boko Haram not only seemed to increase the number of attacks/suicide bombings, but also became more of a threat beyond Nigeria's borders with incidents reported from Cameroon, Chad and Niger. Within Nigeria, the focus remains on the three State of Emergency States (Adamawa, Borno and Yobe) although all our security contacts and sources continue to advise about the possibility of attacks beyond those States – especially as we move into the Ramadan period.

22. **Insurgency:** After at least six explosions outside the State of Emergency States during the previous quarter in Gombe (4), Kano (1) and Plateau (10), the current quarter saw a reduced number of explosions outside the State of Emergency with just one explosion reported (Gombe State on 2nd April). Despite this reduction, the risk persists and there has been no let-up around the ESSPIN Security protocols.
23. **Communal Unrest:** Unrest has continued predominantly between the security forces, herdsmen and villagers in a number of middle belt States. This has occasionally spilled over into Kaduna State and we are very careful to assess any impact on ESSPIN focal LGAs and ESSPIN travel routes.
24. **Elections:** The Election process was successfully completed on the Democracy Day Public Holiday on Friday 29th May when, in Abuja, power was handed over from the PDP to the APC with no security incidents reported. Similar handovers took place at State-level – again with only small and very localised outbreaks of unrest. In terms of security, the whole Election process has been completed without widespread unrest.
25. The traffic light rating of security in ESSPIN locations as at 1st July 2015 is:
 - **Red** – none
 - **Amber** – Kaduna and Kano
 - **Green** – Abuja, Enugu, Jigawa, Kwara and Lagos
26. Looking forward – July to September – the risks that we have highlighted and will focus on are:
 - The insurgency in the North-East and whether this is contained within the three State of Emergency States or spreads either within Nigeria's border or beyond Nigeria's borders
 - Ramadan and the run-up to the Eid holiday in July as in previous years this has prompted an increase in terrorist/insurgent activity
 - The economic situation as pressures on the Naira and a general weakening against the US\$ and the British £ could increase the levels of criminality

- The relationship with South Africa and possible reprisal attacks in Nigeria for attacks on Nigerians in South Africa – as well the impact in South Africa on getting visas to visit Nigeria
- On-going issues around fuel and the possible impact on domestic and international flights as well as inter-state road travel
- The performance of the new President and any change of direction in the early days of the new APC administration

Personnel changes

27. ESSPIN staff changes were minimal this quarter. A grants officer, Zein Mbah, was contracted to support the disbursement, tracking and management of the CSO consolidation fund. One driver in Kano, Usman Ibrahim, left the programme.
28. SUBEBs and SMOEs, however, are awaiting significant changes. By the end of the quarter, no commissioners were in post and subsequently SUBEB chairs and others are still to be nominated. An education minister is also still to be appointed.

Key numbers for April to June 2015

29. 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.
30. Following the ESSPIN Annual Review in September 2014, a revision of the logframe was recommended and is currently in progress. By the end of the quarter, there was no signed-off logframe; therefore the annual target column has not yet been reintroduced.

Table 5: Key numbers table

Key results by state	PERIOD ACTUAL (Apr - Jun 2015)							CUMULATIVE ACTUAL TO DATE (Jul 2012 - Jun 2015)						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Number of new target schools (public)														
Primary	62		62											
JSS (and SSS Kano only)	-													
Total	62	-	62	-	-	-	-							
Number of target schools (public)														
Primary	15,701	1,223	2,017	4,225	5,732	1,497	1,007	15,701	1,223	2,017	4,225	5,732	1,497	1,007
JSS (and SSS Kano only)	589	-	49	100	33	407	-	589	-	49	100	33	407	-
Total	16,290	1,223	2,066	4,325	5,765	1,904	1,007	16,290	1,223	2,066	4,325	5,765	1,904	1,007
Number of new learners in target schools (public)														
Male	4,464		4,464											
Female	2,976		2,976											
Total	7,440		7,440											
Number of learners in target schools (public)														
Male	2,873,903	132,102	312,524	642,615	1,396,997	158,825	230,840	2,873,903	132,102	312,524	642,615	1,396,997	158,825	230,840
Female	2,643,333	129,639	234,745	550,354	1,346,650	143,830	238,115	2,643,333	129,639	234,745	550,354	1,346,650	143,830	238,115
Total	5,517,236	261,741	547,269	1,192,969	2,743,647	302,655	468,955	5,517,236	261,741	547,269	1,192,969	2,743,647	302,655	468,955
Number of target schools (non-state)	751	29	180	222	320	-	-	908	186	180	222	320	-	-

Key results by state	PERIOD ACTUAL (Apr - Jun 2015)							CUMULATIVE ACTUAL TO DATE (Jul 2012 - Jun 2015)						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Number of learners in target schools (non-state)														
Male	25,220	3,349	12,166	9,238	467	-	-	85,435	54,202	12,166	9,238	9,829	-	-
Female	17,892	3,286	9,960	4,353	293	-	-	69,219	45,954	9,960	4,353	8,952	-	-
Total	43,112	6,635	22,126	13,591	760	-	-	154,654	100,156	22,126	13,591	18,781	-	-
Children accessing water from new units														
Male	128	-	-	-	-	-	128	94,342	2,346	14,593	17,388	45,155	12,806	2,054
Female	122	-	-	-	-	-	122	86,623	2,129	9,890	14,812	46,659	10,995	2,138
Total	250	-	-	-	-	-	250	180,965	4,475	24,483	32,200	91,814	23,801	4,192
Communities (at 300 Households [avg] per unit) in Kaduna only	-	-	-	-	-	-	-	27,600	-	-	27,600	-	-	-
Girls with access to separate toilets	-	-	-	-	-	-	-	76,473	6,540	10,128	11,360	41,007	5,832	1,606
Learners benefiting from new/renovated classrooms														
Male	289	-	-	-	-	-	289	65,172	10,715	1,776	734	32,478	13,505	5,964
Female	231	-	-	-	-	-	231	59,207	9,685	1,184	626	30,232	11,000	6,480
Total	520	-	-	-	-	-	520	124,379	20,400	2,960	1,360	62,710	24,505	12,444
Learners benefiting from direct school funding														
Male	-	-	-	-	-	-	-	639,722	132,084	102,124	28,313	334,385	17,747	25,069
Female	-	-	-	-	-	-	-	577,013	129,638	77,040	24,119	304,083	16,289	25,844
Total	-	-	-	-	-	-	-	1,216,735	261,722	179,164	52,432	638,468	34,036	50,913

Key results by state	PERIOD ACTUAL (Apr - Jun 2015)							CUMULATIVE ACTUAL TO DATE (Jul 2012 - Jun 2015)						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Community sensitised/trained and supported to support school improvement - Persons Training Day(PTDs)														
Male	22,984	1,580	12,024	-	4,260	200	4,920	1,033,919	18,078	59,791	171,992	236,674	91,679	455,705
Female	10,849	2,470	3,006	-	1,710	180	3,483	645,483	17,935	19,563	85,089	135,671	75,573	311,652
Total	33,833	4,050	15,030	-	5,970	380	8,403	1,679,402	36,013	79,354	257,081	372,345	167,252	767,357
Community sensitised/trained and supported to support school improvement - Actual Numbers														
Male	13,088	1,580	6,012	-	426	200	4,870	157,331	6,005	32,862	28,442	40,768	39,084	10,170
Female	7,807	2,470	1,503	-	171	180	3,483	97,959	7,096	9,468	12,337	29,063	32,418	7,577
Total	20,895	4,050	7,515	-	597	380	8,353	255,290	13,101	42,330	40,779	69,831	71,502	17,747
CSO members trained to support school improvements - Person Training Days (PTDs)														
Male	147	18	64	-	38	17	10	7,772	664	1,233	1,812	2,857	705	501
Female	83	9	32	-	10	24	8	4,469	973	696	750	663	955	432
Total	230	27	96	-	48	41	18	12,241	1,637	1,929	2,562	3,520	1,660	933
CSO members trained to support school improvements - Actual numbers														
Male	84	6	32	-	19	17	10	960	101	132	97	421	153	56
Female	56	3	16	-	5	24	8	767	100	260	43	99	197	68
Total	140	9	48	-	24	41	18	1,727	201	392	140	520	350	124
Safe spaces for women and children	1,218	810	408	-	-	-	-	18,277	1,052	1,002	2,087	10,162	1,760	2,214
Female learners benefiting from	-	-	-	-	-	-	-	11,050	-	-	-	11,050	-	-

Key results by state	PERIOD ACTUAL (Apr - Jun 2015)							CUMULATIVE ACTUAL TO DATE (Jul 2012 - Jun 2015)						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
cash conditional transfer (Kano)														
Additional girls in school (girl education project - Jigawa & Kaduna)	-	-	-	-	-	-	-	12,647	-	9,718	2,929	-	-	-
Teachers trained and supported (Public Schools) - Person Training Days (PTDs)														
Male	36,088	3,409	262	-	28,032	3,563	822	853,659	13,521	172,854	83,395	315,652	224,179	44,058
Female	36,624	27,643	4	-	4,140	2,375	2,462	708,130	110,879	32,254	78,969	88,685	294,993	102,350
Total	72,712	31,052	266	-	32,172	5,938	3,284	1,561,789	124,400	205,108	162,364	404,337	519,172	146,408
Teachers trained and supported (Public Schools) - Actual number														
Male	18,739	487	262	-	14,016	3,563	411	91,726	487	13,144	14,461	50,079	11,248	2,307
Female	9,629	3,949	4	-	2,070	2,375	1,231	41,347	3,949	2,433	13,441	5,134	8,654	7,736
Total	28,368	4,436	266	-	16,086	5,938	1,642	133,073	4,436	15,577	27,902	55,213	19,902	10,043
Teachers trained and supported (non-state Schools) - Person Training Days (PTDs)														
Male	822	8	256	522	36	-	-	35,731	1,364	5,399	10,599	18,369	-	-
Female	766	180	184	366	36	-	-	33,074	16,379	1,284	5,921	9,490	-	-
Total	1,588	188	440	888	72	-	-	68,805	17,743	6,683	16,520	27,859	-	-
Teachers trained and supported (non-state schools) - Actual number														
Male	260	4	76	174	6	-	-	1,574	98	438	174	864	-	-
Female	252	90	34	122	6	-	-	1,870	1,440	99	122	209	-	-
Total	512	94	110	296	12	-	-	3,444	1,538	537	296	1,073	-	-

Key results by state	PERIOD ACTUAL (Apr - Jun 2015)							CUMULATIVE ACTUAL TO DATE (Jul 2012 - Jun 2015)						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Head teachers trained and supported (public schools) - Person training days (PTDs)														
Male	59,617	6,020	-	12,410	39,599	1,106	482	425,101	12,202	37,880	78,442	255,721	31,135	9,721
Female	12,916	6,210	-	3,945	525	738	1,498	126,020	15,264	1,078	24,837	13,127	42,923	28,791
Total	72,533	12,230	-	16,355	40,124	1,844	1,980	551,121	27,466	38,958	103,279	268,848	74,058	38,512
Head teachers trained and supported (public schools) - Actual numbers														
Male	10,862	602	-	3,281	5,632	1,106	241	16,166	602	4,915	3,281	5,657	1,105	606
Female	3,252	621	-	1,044	100	738	749	5,050	621	86	1,044	75	738	2,486
Total	14,114	1,223	-	4,325	5,732	1,844	990	21,216	1,223	5,001	4,325	5,732	1,843	3,092
Head teachers trained and supported (non-state, Enugu only) - Person training days (PTDs)														
Male	-	-	-	-	-	-	-	1,606	1,606	-	-	-	-	-
Female	29	29	-	-	-	-	-	5,702	5,702	-	-	-	-	-
Total	29	29	-	-	-	-	-	7,308	7,308	-	-	-	-	-
Head teachers trained and supported (non-state, Enugu only) - Actual Number														
Male	145	145	-	-	-	-	-	40	40	-	-	-	-	-
Female	145	145	-	-	-	-	-	144	144	-	-	-	-	-
Total	290	290	-	-	-	-	-	-	-	-	-	-	-	-
State/LGEA officials trained to support school improvement - Persons Training Days (PTDs)														
Male	19,367	1,258	1,359	4,548	8,157	3,604	441	230,356	11,480	21,380	62,400	111,860	16,816	6,420

Key results by state	PERIOD ACTUAL (Apr - Jun 2015)							CUMULATIVE ACTUAL TO DATE (Jul 2012 - Jun 2015)						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Female	6,692	2,647	218	1,206	1,064	1,297	260	88,891	15,424	4,198	29,931	21,533	9,541	8,264
Total	26,059	3,905	1,577	5,754	9,221	4,901	701	319,247	26,904	25,578	92,331	133,393	26,357	14,684
State/LGEA officials trained to support school improvement - Actual Number														
Male	3,614	143	673	758	1,004	805	231	26,124	143	4,961	5,277	13,044	2,067	632
Female	1,084	245	65	201	105	319	149	7,737	245	1,282	2,009	2,668	1,045	488
Total	4,698	388	738	959	1,109	1,124	380	33,861	388	6,243	7,286	15,712	3,112	1,120
Schools inspected using QA methodology	858	56	18	223	451	19	91	6,067	187	179	1,262	2,867	698	874

Financial report

31. ESSPIN has completed 11 months or 36.7% (August 2014 to June 2015) of its 30-month Extension Contract (August 2014 to January 2017). As of June 2015, we have spent 36.0% of the Extension budget. As indicated in our forecasts to DFID, this Quarter showed an upturn in our expenditure as activity quickened after the uncertainty of the prolonged election period.

Table 6: High level review of the ESSPIN finances for the extension phase

Total Extension Budget (million)	£32.5
Spend to June 2015 (million)	£11.7
Percentage of Total Budget Spent	36%

32. Overall, programme spend is on target. The issues within the different expenditure lines of our contract, as highlighted in the previous Quarterly Report, remain as:

- Fees remain slightly high as both LT and STTA usage is heavier at the start of the contract extension period than towards the end of the extension
- Reimbursables remain high as we have paid various amounts (Rent for example) in advance and this expenditure relates to services that will be received well into 2016
- PSA spend, as expected, increased in the Quarter under review - 11.3% of the overall budget was spent in the Quarter ending March 2015 – this increased to 14.1% of the total budget being spent in the Quarter ending June 2015. This was an expected increase due to our planned and agreed CSO and Lesson Plan printing activity

Table 7: Extension contract by area of spend

Area of Spend	Budget (million)	Spend To June 2015 (million)	Percentage Spent
Fees	£17.9	£7.1	39.7%
Reimbursables	£4	£1.9	47.5%
PSA	£10.6	£2.7	25.4%
Total	£32.5	£11.7	36.0%

33. The current programme year is 91.7% completed. In comparison, spend remains low for the percentage of the year completed at 84.8% spent. This has been discussed with DFID and is reflected in the Contract Amendment that has been submitted to DFID where the Year 7 budget is reduced to 12.6m in line with our most recent forecasts.

Table 8: ESSPIN year 7 spend position

Year 7 Target (million)	£13.8
Year 7 Spend (million)	£11.7
% Spent	84.8%

34. Performance against the target set for the 2014-15 DFID FY (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. This Year 7 budget still reflects the current version of the ESSPIN Contract – a Contract Amendment is now in the process of being approved within DFID.

Table 9: 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%

The financial year target for 2015/16 financial year is 13.4 million. We have now completed 25% of the 2015-16 DFID Financial Year. As of June 2015, the gross amount invoiced to DFID before the retention deduction is 3.8m. This means we have spent 28.4% of the 2015-16 budget. After the retention has been removed, we have invoiced a total of £3.5m to DFID which is 26.1% of the 2015-16 financial year. This is slightly high due to the planned and agreed upturn in activity through this quarter – particularly our CSO activity and our Lesson Plan printing.

Table 10: ESSPIN spend position in relation to DFID 2015-16 financial year

DFID 2015-16 Financial Year Target	£13.4m
DFID 2015-16 Financial Year Gross Spend	£3.8m
DFID 2015-16 Financial Year Net Spend	£3.5m
% Spent – Gross spend	28.4%
% Spent – Net spend	26.1%

35. The table below presents spend by output – against the Year 7 forecast and against the full extension phase budget. In the last quarterly report, we had pointed out that Year 7 spend was low for Output 3 (It was at 58% of the Year 7 budget whilst we obtained a procurement waiver to print the lesson plans) and Output 4 (It was at 34% spent whilst the independent due diligence exercise was completed). In the past quarter, we have got these back on track with Output 3 spend increasing to 81% of the Year 7 budget and Output 4 spend increasing to 72% of the Year 7 budget. This Year 7 budget still reflects the current version of the ESSPIN

Contract. As mentioned above, a Contract Amendment, which addresses this, is now in the process of being approved within DFID. Overall, however, we remain on track to spend the full extension budget.

Table 11: 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)	£720	£2,466	£5,250	£2,863	£433	£11,732
Year 7 Budget (000s)	£711	£2,254	£6,467	£3,952	£408	£13,792
% Year 7 Budget Spent To Date	101%	109%	81%	72%	106%	84.8%
Total Extension Spend To Date (000s)	£720	£2,466	£5,250	£2,863	£433	£11,732
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%

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

Table 12: 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	£6.5	£17.7	£49.2	£25.8	£4.7	£104.0
Total Budget 2008 to 2017	£9.6	£20.5	£57.9	£31.6	£5.0	£124.6
% Total Budget Spent To Date	67.7%	86.3%	85.0%	81.6%	94.0%	83.5%

Value for money

Economy Indicators

37. ESSPIN measures unit costs of activities completed against spend to date in order to report on programme development costs³. The costs and results are based upon actuals as at June 2015. Financial information is based on the June 2015 invoice to DFID.

Table 13: 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	Unit Cost April-June 2015	Comments
3.1 Schools trained to use a SDP	£294.70	£320.04	£229.22	 £219.04	Decrease in unit cost Impact of significant increase in the results
3.2 Headteachers trained to operate effectively	£624.73	£689.04	£492.77	 £478.82	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	 £93.71	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	 £62.00	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	 £56.42	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

³ 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	Unit Cost April-June 2015	Comments
3.4c Learners benefiting from new/renovated classrooms (Direct ESSPIN Funded)	£8.69	£9.05	£9.54	↑ £9.71	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	↑ £34.15	Slight increase in cost
4.1 Communities where SBMC reflect women/children concerns	£280.84	£284.07	£275.70	↑ £276.48	Slight increase in cost, results unchanged.

Efficiency and effectiveness

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

Risk monitoring

39. 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.

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
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

Risk	Previous rating	Current rating	Possible Consequences	Key monitoring/management action
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
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

Risk	Previous rating	Current rating	Possible Consequences	Key monitoring/management action
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
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

Risk	Previous rating	Current rating	Possible Consequences	Key monitoring/management action
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

40. Although the quarter witnessed the gubernatorial and House of Assembly elections on April 11 and the inauguration of elected officials into offices subsequently, the State remained stable for the implementation of planned activities in all the 17 local government areas. All the communities and schools where programme activities took place during the quarter remained safe for visit and programme delivery.

Political economy update

41. The tension generated by the elections eventually died down following the inauguration of the new governor, Ifeanyi Ugwuanyi of the People's Democratic Party (PDP) and his deputy, Cecelia Ezeilo, on May 29, 2015. In his inauguration speech, the governor promised to continue with on-going reforms in the education sector, which he said, had 'lifted our public schools to new levels of excellence'. He also promised to 'lead a lean government to free up resources and channel them to the real development issues.'
42. The new government in the state is gradually settling down to the business of governance with the appointment of the secretary to the state government (SSG), the chief of staff to the governor and a few senior special assistants. However, the State Executive Council (EXCO) is yet to be constituted as the governor has so far not appointed commissioners and advisers. However, unlike in most other ESSPIN-supported states, boards of state government agencies and parastatals have not been dissolved. This means that the SUBEB is still in place with its full complement of chairman and permanent members. Consequently, planned SIP activities proceeded without hindrance during the quarter. Two permanent members, Ikenna Chukwu and Tom Ayogu, were however, relieved of their appointments by the outgoing administration and replaced with Chinelo Ude (until then the director of School Services at ENSUBEB) as Permanent Member 1 and Bernadine Ezeugwu who was a deputy director in the Ministry of Education as Permanent Member 4.

Leverage and political engagement

43. Before leaving office, the immediate past commissioner for education, Professor Uche C. Okoro formally launched the State's Quality Assurance Policy and also inaugurated the State's Quality Assurance Agency. The agency will operate under the State's Ministry of Education and coordinate QA activities in primary and secondary schools.
44. ENSUBEB released funds for the roll-out of SBMC development in 100 new public primary schools. Six hundred and twenty-seven schools are yet to be covered due to lack of funding. ESSPIN partner CSOs commenced consolidation of SBMC support in 121 pilot and 405 first roll-out schools.

Table 14: Leverage, Enugu State, April to June 2015

Areas of leverage	Amount leveraged Apr – Jun 2015	Remarks and Source
Quality Assurance	12,680,800	ENSUBEB and MoE to train 34 LGEA QA Officers, HTs on SSE and conduct EE in some schools
Head/class teacher training and support	11,007,000	ENSUBEB through UBEC-IF TPD
School running costs	0	ESG to schools per term at 25,000 per school, though payment has been irregular
Development of State and Local Government Plans	216,600	LGAs funding support for LGEA action plans, LGEA EMIS database and training of personnel
Development and functionality of SBMCs	3,040,000	SUBEB through UBEC-IF TPD fund
Community Contributions to SIP	12,757,406	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	3,591,000	School fees waived for 1026 CF beneficiaries @N3,500 per child for term April to July 2015 by 30 missions
Total leveraged from state	NGN 72,985,400	This doesn't include community contributions

Table 15: Risk matrix, Enugu State, as at June 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 effectively engage with government on its roll-out. Already exploring alternative means of funding such as local government councils 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.
Strikes and disruptions to planned activities occasioned by failure of State and Local Governments to pay salaries of teachers and education officers due to decreased revenues	NA	Medium	Monitor this emerging challenge as it affects teachers and other workers in the education sector
Failure of government and communities to safeguard infrastructure and facilities provided in schools by DFID-ESSPIN for the benefit of children and teachers.	High	Medium	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

The Story of Asadu Emmanuel, whom the Challenge Fund offered a chance to learn
"If you ask me what I would like to do when I am finished with schooling my answer would be a medical doctor. But you would not even have met me here to ask me that question if it had not been for the ESSPIN scholarship" (Challenge Fund)

Asadu Emmanuel, 10 year old beneficiary at Civitas Dei Nursery and Primary School in Enugu.



Emmanuel busy with classwork

These were the deep thoughtful words of Asadu Emmanuel, a 10 year old primary five pupil of Civitas Dei Nursery and Primary School in Uwani, Enugu. Emmanuel had lost his father a few years ago and continuing to send him to school was not his mother's immediate priority. She had other things in mind which included providing food and shelter for the family. And so he would have to wait until enough money was raised in the future for his education or go on to become an apprentice.

The Challenge Fund initiative, a partnership between ESSPIN and mission schools, included an agreement to waive school fees and to provide basic school amenities for each benefiting child. The children had to complete a full course of primary education. In parallel, teachers received training and teaching aids were supplied to the schools as well. As such the participating schools made it a point of duty to widen advocacy to potential beneficiaries from their communities. It was one of such advocacies that made Emmanuel's mother aware of the golden opportunity to educate her son. She thus pleaded for a form on behalf of her son and it was brought to her by staff of Civitas Dei.

"When I saw strange people at my house speaking with my mother, I thought I was in trouble when she called me. It was a moment that changed my life. I was in primary 2 when all this happened and now I am in primary 5," says Emmanuel, staring through the window.

ESSPIN initiated the challenge fund scheme to set examples of initiatives that state governments and other stakeholders could use to improve access and equity in basic education. Emmanuel is one out of 1,710 pupils that are benefiting from the Challenge Fund who would otherwise not have been in school due to unfavourable circumstances.

ESSPIN as a programme seeks to make access to quality basic education possible for all children and to also raise learning outcomes at the same time. The Challenge Fund initiative in Enugu has made it possible for children like Asadu Emmanuel to have another chance to be at school fulfilling their dreams.

"I think doctors are always in the best position to help people and that is why I hope to become one. I was helped and I hope to also help others even when they cannot afford it," says Asadu Emmanuel as he runs off to play with his classmates on the rowdy playground.

Jigawa

Security and travel

45. The security situation in Jigawa has been stable with no reports of incidences of violence and breach of peace. Travel in and around the State Capital and LGAs is safe.
46. Rumours on vaccines which affected schools in February came up again in June. Children ran away from school on seeing the EDOREN consultants (white men); working for TDP, on the assumption that the vaccination campaign is still on. This was not unconnected to the recent campaign against Cerebral-spinal meningitis, Cholera and whooping cough earlier carried out in the media. The reaction of the pupils affected the SSO mentoring visits as well as school cluster meetings schedule for June. As a mitigation strategy ESSPIN, TDP and SUBEB have planned a multi-sectoral approach in collaboration with the State Ministry of Education, Ministry of Health and Gunduma Health Board, CSOs, Traditional Heads and SBMCs to address the issue of vaccination in school premises. In addition, ESSPIN is collaborating fully with the LGEAs to ensure proper sensitisation especially on visiting International consultants to safeguard against reactions and disruption of schooling.

Political economy

47. Alh Badaru Abubakar (APC) was sworn-in as the new Governor for Jigawa State. This is a critical change from PDP to APC administration and it demands a fresh Political Engagement strategy to secure an early buy-in and support to the reforms already supported by ESSPIN. As a quick-win strategy, ESSPIN, in collaboration with DFID North office and other State Level Programmes, organised a retreat on 22nd May to align the vision of the Governor-elect, and to ensure linkages between the DFID reforms and the manifesto of the New Government on Social Services especially delivery of Basic Education.
48. Key highlights of the retreat include a resolution of Government to prioritize Basic Education and Teacher Education as the fundamental tools for sustainable development. A framework was agreed to be pursued for sustaining and funding the ESSPIN SIP programme as well as developing clear policy statements on provision of quality free and compulsory basic education as well as special teacher service support packages to enhance the government's credibility, visibility and acceptability.

Leverage, political engagement and programme update

49. In spite of the late sign-off of the 2015 budget, according to analysis done this quarter for January to March, about 19.16% was released and 18.39% utilised for overhead and personnel cost. No release was however recorded in the capital expenditure, and this was not unconnected with the Elections and transition activities which dominated Governments' business throughout the quarter. It is hoped that the release and utilisation rate will improve at the end of the April-June quarter analysis. The analysis will be done in the July- September quarter. However, ESSPIN has

continued to collaborate with SUBEB in the utilisation of the UBEC TPD funds for funding SIP activities.

50. On institutional development processes, the first Jigawa State of Education Report (SoER) was produced and signed off. Data entry for the 2014/15 ASC was also completed and the data cleaning is in progress. It is envisaged that the report will be ready by the end of August 2015 ahead of the 2016/18 MTSS and 2016 budget discussions. Once completed, it will be an opportunity for the education sector to carry forward all the reform activities into the next fiscal year for sustainability of the programmes.
51. ESSPIN, SUBEB and CSOs signed a joint MOU on SBMC consolidation work. This established the sustainability principles on SBMC development in phase 2, 3 and 4 schools (2004 in total) covering the period 2015-2017. Furthermore, ESSPIN disseminated two study reports findings: Conflict and Education study and Community EMIS (C-EMIS) report at state level. ESSPIN will disseminate the Out-of-School survey report in July. State representatives endorsed the reports thereby providing a greater opportunity to address issues around low enrolment and retention rates as well as a child protection strategy. ESSPIN also has better capacity to respond to the state priorities in improving access and equity in education service delivery.

Table 16: Leverage (NGN), Jigawa State, to June 2015

Areas of leverage	Amount leveraged Apr – Jun 2015	Remarks and Source
SIP – SBMC Development	6,564,096	Third tranche disbursement to 9 CSOs contracted by Jigawa SUBEB to support SBMC Development in phase 2, 3 and 4 schools.
SIP- Support to Nomadic Education	1,100,000	Teaching and learning materials distributed to 90 Community Nomadic Schools on CEI Consolidation work - State Agency for Nomadic Education budget
SIP- Support to Nomadic Education	1,450,000	Teaching and learning materials supplied to schools and purchase of land for school expansion donated by School Support Committees of Community Nomadic
ASC	500,000	Completion of ASC Data Entry and cleaning for 2014/2015 school census. This was charged form SUBEB overhead budget. Last year there was no budget for this ASC.
Funding the Term 2 State report writing	200,000	Report now submitted to the M&E unit. Funds from SUBEB
SIP- SSO school visits	1,752,000	3 days School Visit by SSOs covered in all LGEAs. Visit reports used in developing the LGEA report for the 2nd term. Funds from SUBEB
Total leveraged from state (NGN)	11,566,096	

Risk Monitoring

Table 17: Risk matrix, Jigawa State, as at June 2015

Risk: Jigawa State	Previous rating	Current rating	Management action
Insecurity or violence	low	Low	The state is relatively calm but security information is shared
Resources for rollout/consolidation	low	Low	Although a risk for Q27, at the time of writing in July, UBEC had released on 50% of IF to Jigawa thus providing resources for training up to October.
Change in Government priorities.	High	low	Already a PE retreat was organised in May 2015 a head of the take-over of the New Government to secure a political buy-in by the new administration. A second retreat is planned in August to ensure that no critical changes affect the reforms in the education sector.
Vaccination Campaigns in school premises; schools are often targeted to provide a better chance of getting all children vaccinated. This has caused a serious concern in most communities where children panicked and ran away from classes leading to disruption of schooling and low attendance.	low	High	ESSPIN is working out a multi-sectorial strategy with key Ministries; Education and Health, SLPs and SBMCs to address the issues.
Effect of Climate Change and Floods disaster; previously schools are used as shelter for displaced villages and communities in rainy seasons causing closure of schools and disruption of the school calendar.	low	low	ESSPIN is working with SBMCs, LGEAs and CSOs to ensure that schools are protected through community action. Already the effect of climate change and need to protect schools is being carried out through ESSPIN CKM radio programmes.

Case Study;

SBMC takes child protection to community level in Miga LGA

The danger of child abuse is not limited to school attendance but often affects parents' attitude to education generally. We really appreciate ESSPIN's effort at raising awareness to protect children not only in school but in their future lives. Says Ado Maikanti, a member of SBMC in Miga LGA.

Child abuse has been a serious barrier to education especially for girls. Many cases were not reported and this often escalates to affect school attendance leading to the numerous issues around girls' drop out and failure to complete basic education.

In a community forum organised by the LGA level SBMC committee supported by ESSPIN, parents narrated untold stories about girls abused in the community which were never reported. An LGA level committee was therefore set up to monitor and report cases. This committee was to take recommendations in the ESSPIN Conflict and Education Study report as a guide to understand the manifestations of child abuse and devise stronger measures. *'We must address the issues at school and community levels. Our response must break the silence to protect the future. We shall work with Head Teachers and mobilisation officers to sensitise children, parents and local communities.'* The LGEA gender officer declared.

ESSPIN is organising further dissemination of the research findings through the CSOs and LGEAs to ensure awareness and appropriate action. The SUBEB Chairman, Alh Sani Abdullahi assures all communities and schools that SUBEB will mount media mobilisation campaigns against child abuse. *Corporal punishment and any form of violence in schools will be checked and punitive measures will be taken, He said.*



The District Head Miga at the Community Forum

Kaduna

Security and travel

52. This quarter, there were reports of robbery along Kaduna-Zaria and Kaduna-Birnin Gwari Roads. Other incidents of violence reported include the raid by unidentified gunmen on Sabon Birni Deji market in Igabi Local Government Area (LGA) of Kaduna State on Monday, 6 April, killing at least 14 people and injuring several others. Contrary to speculations of possible break-out of violence during and after the elections, the elections passed without any serious incident in Kaduna. However, two incidents happened after the elections. The first was a clash between supporters of APC and PDP during an after-election celebration, where three people were reportedly killed. The second was the disruption of the inauguration ceremony by youths pelting stones and water on the guests, bringing the ceremony to an abrupt end as the police dispersed the irate youths with tear gas.

None of these incidents had any adverse effect on ESSPIN work throughout the quarter.

Political economy

53. The political climate of Kaduna State witnessed a change in April 2015, when the opposition party, APC, won the elections over the ruling party, PDP. In his inaugural speech, the newly-elected state governor, Mallam Nasir El Rufai, declared that Kaduna was second most indebted state in our country, with billions of naira in debt and other liabilities. He and his deputy volunteered to sacrifice half of their salaries until the economy of the state improves. and according to him, such sacrifices would be expected from all sectors. A new secretary to the State government was appointed. His name is Samuel Aruwan. Ministries and parastatals in the State were reduced to 13 from more than 20. Ministry of Science and Technology was moved back to Ministry of Education as we recommended in our structural reviews in 2012. All boards and parastatals were dissolved and all 23 LGEA secretaries dropped. All directors were directed to submit their CVs and the entire civil service sector is being made to undergo biometric verifications in order to clean the payroll system.

Leverage, political engagement and programme update

54. The new governor has made specific commitment to Education and Health sectors, where he wants to make a difference. He promised to guarantee free and compulsory basic education for every child up to junior secondary school (JSS), regardless of gender, religion or ethnicity. Initial political engagements with sub committees on Education, Finance and Economic planning, and a follow-up meeting with the deputy governor, clearly demonstrate the willingness of the present government to partner with development partners to continue with reform activities. The 2015 state budget was declared to be un-implementable and must be reviewed to align with the state's economic realities. IDPs in Kaduna were called upon to support the review of the 2015 budget, the preparation of a realistic 2016 budget and the production of a new State Development Plan to reflect the manifesto. A recent meeting with the Deputy Governor set out a clear roadmap on the nature of partnership expected from the development partners. This

will be in the form of a joint steering committee comprising state partners and nominees from development partners. The plan is to pool all the available resources from all sides together and develop a work plan on how the funds will be disbursed and utilised for greater efficiency.

55. An MoU was signed with 11 CSOs for the consolidation of SBMC activities in 482 schools.

56. The roll out of SIP to all schools continued throughout the quarter, with SUBEB using the first tranche of the 2014 UBEC TPD funds for the exercise.

Table 18: Leverage (NGN), Kaduna State, to June 2015

Areas of leverage	Amount leveraged Apr – Jun 2015	Remarks and Source
School Improvement Programme	NGN 29,371,281	UBEC TPD, used for the training of 64 LGASIT, 449 SSOs, and 4,225 Head teachers to roll out SIP to all the 4,225 schools in Kaduna State .
School Improvement Programme	NGN 13,597,566	Monthly salary for 19 SSIT April-June, 2015.
Quality Assurance	NGN 11,456,629	State budget 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 5,853,000	Funds released by MoE for the printing of 2013 AESPR and 2015-2017 MTSS.
SBMC	NGN 16,828,000	Training of SBMCs by CSOs, mentoring visits to SBMC by LGEA desk officers ⁴
IQTE	NGN 0	Procurement and distribution of materials to IQTE schools
Inclusive Education	NGN 64,000,000	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 141,106,476	

Risk Monitoring

⁴ The numbers are not in the key results table as they were accidentally counted in Quarter 26

Table 19: Risk matrix, Kaduna State, April to June 2015

Risk: Kaduna State	Previous rating	Current rating	Management action
Political Instability/Change of Government	High	High	Change of government has taken place but the new government puts high premium on education and school improvement.
Sustainability of SIP	Medium	Low	The new government has expressed great interest in partnering with development partners for the implementation of the State's reform programmes. Through intensive political engagement, ESSPIN has been requested to support the review of the 2015 education budget and the preparation of a realistic 2016 budget. The new government is also high on MTSS, which covers all aspects of SIP
Non-release of approved state funds for school improvement programmes	High	Medium	The new government is results – oriented and wants to embark on a more realistic budget review. Our school improvement programme is in line with the vision of the new government for improved education.
Cabinet Reshuffle	High	High	The cabinet has been dissolved, following the change of government. All Boards and Parastatals have been dissolved, but heavy political engagement is on-going to ensure that competent and qualified people are put in the education sector. Orientation of in-coming officials and new appointees in the pipeline.
Security threats	Medium	Medium	Regular security reports sent to staff and visitors. Communications and response protocols in place when incidents occur. Safe havens prepared with essential items in case of emergency. Contingency fund available in emergencies. Volatile areas are avoided.

Risk: Kaduna State	Previous rating	Current rating	Management action
			Satellite phones installed in vehicles No night travel, Travel in convoy. Ensuring vehicles have fuel at all times.

Kaduna

Pupils' learning is improving in Mathematics and English language due to literacy and numeracy training.

'In the past 4 years, I have been to two schools and I can tell you that learners' results are improving. In schools where ESSPIN's method of teaching and learning is adopted, pupil's result aggregates are higher and becoming better' said Mallam Musa Magaji.

Musa is one of the head teachers that started ESSPIN pilot phase of school improvement. He was formerly head teacher at LGEA Maiduguri road, but he is now the head teacher at LGEA Ungwan Shanu Primary school in Kaduna north.

Musa and most of his teachers say that learners' result aggregates have become more impressive than they used to be. The Education Sector Support Programme in Nigeria has introduced a range of improvements in the way learners are taught; teachers' capacity is developed to address barriers against quality of learning achievement.

In the past, learners came out with overall poor results even when they maintained attractive positions like 1st, 2nd, 3rd and 4th in the class. It was almost a common thing to find the 1st position in class with a 55% or 60% aggregate.

'When a child comes out with the 1st position in his or her class having 55% or 60%, I think it means that the teachers are not actually delivering quality teaching and therefore pupils also do not achieve quality learning, it also means learning achievement in that class or school is poor. But presently, if you look at most of our result sheets, especially in English and Mathematics in the past 2 years, you will find that our learners' results have improved because of ESSPIN's support in Literacy and Numeracy. Most of our pupils who take first positions, have nothing less than an 80% aggregate', said the Head Teacher Mallam Musa.

Musa said *'our learners are more confident than ever; some of them could not express themselves in the past than they do today.*

ESSPIN and Kaduna state government are determined to help public schools and their teachers become effective, to facilitate increased learning achievements for Kaduna children.

SUBJECTS	Mark	Grade	Percentage	REMARKS
English	20	B	40%	
Mathematics	20	A	40%	
Social Studies	20	B	40%	
Basic Science	20	B	40%	
Arabic	20	B	40%	
PE	20	B	40%	
Health Education	20	B	40%	
Physical Education	20	B	40%	
Computer Science	20	B	40%	
Art	20	B	40%	
MUSIC	20	B	40%	
TOTAL	200	A	80%	

Above: Chris Bitrus' Primary 3 (2013) and 5 (2015) results show improvement in English and Mathematics.



Kano

Security and travel

57. The success of the April 2015 election drastically transformed Kano state overnight into a peaceful environment devoid of any apprehension or anxiety, which had engulfed the state throughout the election. The post-election atmosphere was relatively calm and encouraging for socio-economic activities to thrive. However, the opposition party, People Democratic Party (PDP) sees the dominance of the ruling party, All Progressive Congress (APC) in the state as a challenge.
58. Issues around child protection and conflict came up when two pupils (a girl and a boy) were stabbed and dumped into the school toilet. The killing of the girl highlighted that schools can have security risks.
59. Transportation and traveling within and outside Kano was relatively smooth during the quarter except for the experience of fuel crises. The pump price of fuel hovered between N110 to N135 per litter as against the official price of N87 per litter. The shortage in fuel characterised by the long queues slowed down economic activities and created unnecessary hardship on the citizens. The fuel scarcity necessitated the black market purchase of diesel and fuel for our operations. Air travel got its fair share of problems too as passengers were stranded at Kano Airport. Toward the end of this quarter, all roadblocks and security checkpoints on the main roads were dismantled following Mr President directives. Road transport and travelling within (particularly to local government areas) and outside the Kano city were greatly enhanced.

Political economy

60. APC (All Progressive Congress Party) remains the ruling party in all the 44 local government areas. Dr. Abdullahi Umar Ganduje (former Deputy Governor) became the Governor of Kano State and Prof. Hafiz Abubakar became the Deputy Governor. The former Governor Engr. Rabiu Musa Kwankwaso also became the senator for central Kano.
61. The second quarter of the year witnessed some forms of delay in the decision-making process both at public and private sector level. The state executive council was dissolved and all political appointees were sacked. Kano State Governor announced over N300 billion debts left by the previous administration. There was also a reduction from the federal allocation as a result of the lingering dwindling foreign reserve. Most significantly the global fluctuation in the oil price with a resultant effect on foreign exchange and other economic indices are also contributing factors. In response to this challenge of inadequate revenue, the KSG is embarking on cost reduction strategy and revenue generation drive. To this end, the Ministry of Higher Education, Ministry of Education and Ministry of Science and Technology were merged to become Ministry of Education, Science and Technology (i.e. three in one). Similarly, the MDAs were reduced from nineteen to fourteen. Thirteen Honourable Commissioners were appointed and the Deputy Governor doubles as the Commissioner of Education. Kano State Governor, Alhaji Abdullah Ganduje also announced a 50% cut in salaries for political office holders to

reduce the cost of governance. KSG also set up EXCO committee to advise on how to improve IGR (Internally Generated Revenue). The economic situation of the state may necessitate a review of 2015 approved appropriation bill of N210 and come up with a supplementary budget soon. KBIR (Kano Board of Internal Revenue) is in the process of undergoing restructuring.

62. Education remains one of the top priorities of the government in Kano State, given that it is a government of continuity. An allocation of 23% to education for the year 2015 remains the same. Despite the unstable financial position of the state, education programmes and activities still continue uninterrupted. For instance, the Teaching Skill Programme continues with the release of UBEC balance of N59m of TPD. Quality Assurance is on-going at various levels. The annual school census, SBMC roll out, CSO engagement, LGEA engagement on the establishment of a database, strategic planning and action plan etc and political engagement on the release of IQTE fund was also sustained. The Global Partnership for Education (GPE) plan has been completed with the state partners. Hopefully, the implementation process will start in the next quarter. It will focus on continuation of existing laudable programmes such as School Improvement Programme (SIP) supported by ESSPIN, SBMC roll out, LGEA database, female teacher professional development, etc.
63. During the quarter, two additional departments were created under Ministry of Education. The previous enactment of IQTE law led to the creation of Quranic and Islamiyah School Board, which will handle the regulation of Quranic and Islamiyah Schools within the state. Private School Board was also established during the same period. New appointments during the period include: Alhaji Zakari Bagwai as the SUBEB Chair, Abdullahi M. Gezawa as the Permanent Secretary Ministry of Education, and Prof. Hafiz Abubakar (the Deputy Governor) as the Honourable Commissioner of Education.

Leverage, political engagement and programme update

64. ESSPIN is leveraging on our existing cordial relationship with the new Governor, government partners and other stakeholders at all levels. Our strong relationship with civil servants within the Ministry, Civil Society Organisations and other stakeholders will suffice for the programme's continuity and sustainability.
65. The memorandum of understanding between ESSPIN and Kano State Government on the on-going School Improvement Programme (SIP) remain intact. The SIP 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 20: Leverage (NGN), Kano State, to June 2015

Areas of leverage	Amount leveraged Apr – Jun 2015	Remarks and Source
LGEA Strategic and Action Plan	1,000,000	SUBEB Training funds, (UBEC)
TSP Year 2	59,000,000	Bulk of UBEC first tranche. Balance of N59m paid (UBEC second tranche).
QA	7,000,000	Training of all state and zonal Quality Assurance external Evaluator (Subeb)
	1,000,000	Training of External Evaluator for KSSSM & STSB & KERD
IQTE	-	N89m is also still expected for IQTE
SBMC Roll-Out		Funds approved in 2014 fully released. Funds approved in 2015 budget to be requested for release by SUBEB later in the year
Leveraged from State for SIP	68,000,000	

Risk Monitoring

Table 21: Risk matrix, Kano State, to June 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	Medium	Re-engagement strategy Re-alignment of programme activities
Engagement with State partners	Medium	Low	Continue political engagement.
Post-Election engagement	Medium	Medium	Political engagement strategy with the elected government officials
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	Medium	Participate more in the state planning and budgetary process Strengthen political engagement process
Overhead allocation to MDAs	Medium	Medium	Minor support to ensure continuing operation

From an eyesore to a model of change: Gobirawa Project School transformation



Gobirawa PS, adjudged to be the biggest primary school in West Africa, occupies a huge landmass in Fagge LGEA and serves more than 11, 000 bustling pupils. With the size comes a myriad of challenges! Crumbling infrastructure and poor sanitary conditions with pupils queuing up to use a toilet has plagued Gobirawa PS. Poor management of toilets and water infrastructure by pupils and in some other instances people from neighbouring communities infamously showcased the school as an eyesore for parents and guardians.

'The condition of the school in the recent past cost us a number of pupils and dents our record as one of the most promising basic education institutions in Kano State. Our enrolment rate crumbled as a result of the virtual absence of usable toilets and water' Kabir Garba Fagge the Head Teacher of Gobirawa PS confessed.

ESSPIN deployed a water and sanitation consultant to liaise with SUBEB and head teachers. Together they routinely monitor the condition of water and sanitation infrastructure across schools in Kano state for the benefit of ensuring that they meet minimum requirements for facilitating favourable learning outcomes. Kabir added that *'we are very much happy and glad that ESSPIN did not abandon us as a result of what was seen in our schools. Ironically, we were accorded more attention, and we are very much motivated by the actions taken after the assessment'*.

ESSPIN introduced an experience-sharing platform for schools tagged 'Stakeholder Forum'. Schools, Parents, SBMCs, Education Secretaries and Community members were brought together to sit under one roof. Results from monitors and inspectors were then read out for all to know who fared best and/or otherwise vis-à-vis equitable management of infrastructure. Schools with infrastructure in good shape were encouraged to share their experience especially on how they are able to overcome their challenges and maintain a healthy infrastructure.

Kabiru went on saying, *'I can tell you that the stakeholder forum is a saving grace for us. It is there that we learnt about ways to routinely work on our toilets and make them clean, always. We are also now able to manage our solar-powered borehole favourably, distributing 44, 000 litres available to us for the use of our pupils, and you can see how we rejuvenated our school environment with flowers and trees making it greenish and appealing'*

Latecomers clean toilets as a disciplinary measure and this alone has transformed many ardent late comers into committed pupils. ESSPIN provided the school with a 44, 000 litre capacity solar-powered borehole, 20 water points and five blocks of 36 toilet cubicles. *'Before ESSPIN's intervention, our enrolment stood at 11, 000, but with the improved services we now boast an army of more than 14, 000 pupils.'* Kabiru proudly concluded.

Kwara

Security and travel

66. During the quarter under review, the security situation was heightened ostensibly due to the imminent 2015 general elections. However, the State had a peaceful inauguration.
67. There were outbreaks of violence between Fulanis and other community members in a number of LGAs (Ifelodun, Oro-Ago, Patigi and Kaiama) resulting in lives and properties lost. This may impact upon access to schools amongst teachers and children in those affected LGAs.

Political economy

68. The much cherished tripartite meeting did not hold because there has been no substantive commissioner yet to direct the sector. The Permanent Secretaries of Ministry and SUBEB have been on ground to attend to issues needing attention matters. A transition committee has been set up to provide situational analysis that will inform new direction for the government. ESSPIN has engaged with the Education Sub –committee and has provided technical support.
69. The State Government announced that it would look inward to generate funds due to the challenge of inadequate releases from the federation account and to block leakages of resources. The state has made frantic efforts to ensure that education sector continues to get adequate funding

Leverage, political engagement and programme update

70. The 2015 State Budget is still not fully released to MDAs but Ministry of Planning and Economic Development (MoEPB) in collaboration with the ministry gave excerpt on recurrent (N 630,197,041) and capital (Non aids N 6,440,362,043 and Aids N 3,305,594,595) budget for 2015. Payment of salaries became problematic immediately after the elections. LGA officers are owed 3-5 months of salaries. Teachers are also not being paid and so are grudgingly attending classes. Though release of fund for activities approved on the budget still remains difficult, SUBEB was able to roll out capital projects using the UBEC IF for construction, renovation and strengthening security at the LGEA Database Centres. Despite paucity of funds, communities continue to support activities to strengthen support for the system and the schools.
71. 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. For the 2nd time running, SMOs took the challenge of carrying out this year's first quarter mentoring which would have cost 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.

72. As a result of the need to have more competent Quality Assurance Evaluators in the State as reflected in the QA policy developed, the State has approved the recruitment of 30 more evaluators to strengthen the existing number. Examinations have been conducted for prospective applicants, to be followed by interview for the successful ones.

Table 22: Leverage (NGN), Kwara State, to June 2015

Areas of leverage	Amount leveraged Apr – Jun 2015	Remarks and Source
Improving LGEA Workforce and Establishment Plan	989000	Funded by the LGEA to run workshops to strengthen the system at the LGEAs and to cascade training
Annual School Census	3500000	Released from Ministry's and SUBEB running cost for enumeration and data entry
Roll Out of Database in LGEAs	465000	Cost of computers provided by the Traditional ruler of Ojoku in Oyun LGA and Cost of a projector donated by a Community Union in Igosun to improve teaching and learning.
Community Support to Schools	2655000	Report from Water and Sanitation Workshop at the LGEAs
<i>HT,AHT, and CT training and support</i>	27053000	UBEC TPD fund. 2-day training on strengthening school support to 395 School Support Officers (SSOs); 2-day training to 1,468 AHTs & 375 P/JSS; 1-day Lit. & Num. training to 5937 p1 –p3 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.
Total leveraged from state	NGN 34,197,000	This figure only includes the amount leveraged from the state for the school improvement programme and not community contributions

Risk Monitoring

Table 23: Risk matrix, Kwara State June 2015

Risk	Previous rating	Current rating	Possible Consequences	Key monitoring/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"> Inadequate funding of SIP 	<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 Continuous reinforcement of positive evidence of impact
The major risk this quarter has been the inability of the state government to pay staff salary for two months which has lowered the morale of civil servants, including teachers, some of whom are complaining about difficulties in getting to their work stations	High	High	<ul style="list-style-type: none"> Instructional time loss Negative effect on children's learning outcomes 	<ul style="list-style-type: none"> Political Engagement
Inadequate rural teachers	High	High	<ul style="list-style-type: none"> Instructional time loss Poor implementation of SIP 	<ul style="list-style-type: none"> Political Engagement Multigrade teaching Community engagement



Pupil-centred learning enjoyed by teachers and pupils alike

Having been trained, *"I am better able to carry my pupils along during lessons. I now use more pupil-centred activities, encouraging my pupils to think out positive ideas on their own,"* said Muazu Adamu, a class teacher in Nassarawa-Gatte Local Government Education Authority (LGEA) school in Kaiama. *"I now use various teaching methods like games and peer learning, which has helped to improve my pupils' assimilation,"* Yakubu Mustapha, a class teacher in Nuku LGEA school in Kaiama added.

Yakubu and Muazu are among the 15,000 teachers in Kwara state who are now tailoring learning activities to benefit pupils in schools. ESSPIN had organised training for teachers, head teachers, School Support Officers and members of the State School Improvement Team to collaboratively work towards improving learning for pupils in schools.

Prior to the training, teachers in Kwara had inadequate knowledge of child protection and child-centred teaching methods for literacy and numeracy. *"I have acquired skills on how to teach the grid pattern multiplication methods, place value, game and grouping of pupils in time telling, and the use of number lines in teaching, all for the sake of my pupils,"* Mohammed Ahmed Zainab, a class teacher from Tenebo LGEA school in Kaiama affirmed. *"On literacy,"* Amuda Abdulazeez of Vobera LGEA school continued, *"I have learned about writing, reasons for writing, types of writing, characteristics of good writing, and recognition of letters, and I will be better able to impart that knowledge to my pupils."* *"I have also learned about child protection which comprises creating a safe environment for my pupils to learn,"* Odebunmi Victoria Igabi of Olori LGEA school added.

"I have noticed that my teacher now teaches better", Rukayat Ayuba, a primary 6 pupil of Ansarul-Islam LGEA school in Ilorin East explained, *"She carefully teaches us how to use our textbooks, she now uses teaching aids, praises us when we answer questions well, and also encourages peer learning."* Asked what areas he wished to focus on in the future to improve learning for his pupils, Abdullahi Saidu of Moshe Gada LGEA school responded in favour of the continual use of teaching aid, appropriate methodology, peer learning, and interpersonal relationships between him and his pupils. For Muhammed Tani Hamarat of Tenebo LGEA school, his focus will be child protection and classroom management techniques.

Following teacher trainings across the state, teachers in Kwara now engage their pupils proficiently, helping pupils to learn. Pupils' performance, especially in literacy, is improving. The acquisition of diverse skills and teaching methodologies has made learning in Kwara more pupil-centred.

Lagos

Security and travel

73. There has been an escalation of violence in Lagos in recent months, possibly sparked by the deteriorating economic situation. This included a much-reported bank robbery in June.
74. Travel within and around Lagos for staff has been safe. Travel challenges are mainly linked with traffic jams which in most cases could be traced to bad roads and lawlessness on the part of commercial vehicle drivers.

Political economy

75. Lagos State Governor, Mr. Akinwunmi Ambode has stressed the need for constant review of the educational curriculum in schools to reflect current challenges in the nation. The Governor said, 'While we continue to encourage private sector participation in education, quality and standard will not be compromised. The Quality Assurance Department of the Ministry of Education will be strengthened and empowered to ensure that basic minimum standards are maintained'.
76. The Lagos State Government made a proclamation dissolving all boards. The Secretary to the State Government later said that the dissolution of government agencies and parastatals as directed by the state governor, Mr. Akinwunmi Ambode, does not affect the heads and chief executives of the organisations but their boards. The State House of Assembly Commission is also exempted from the dissolution directive. The clarification had become necessary because of different wrong interpretations given to the media announcement of the dissolution. However, the Executive Chair of SUBEB had earlier vacated her seat and may not come back, since she did not return to her seat in spite of the clarification. The Ministry of Education, like all other Ministries, has no Commissioner yet.

Leverage, political engagement and programme update

Table 24: Leverage (NGN), Lagos State, to June 2015

Areas of leverage	Amount leveraged Apr – Jun 2015	Remarks and Source
Teacher training	17,126,000	UBEC /TPD FUND
Kosofe LGEA Forum	106,000	Total sum was mobilised by the SBMC members to promote voice in support of SIP
Total leveraged from state	NGN 17,126,000	

Risk Monitoring

Table 25: Risk matrix, Lagos State, to March 2015

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
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	low	average	Engagement with new QA Director (on-going)
Expected changes in Commissioner for Education, Executive Chair of SUBEB and some LGEA Education Secretaries where ESs tenures are about to lapse	n/a	average	Prompt engagement with newly appointed CEOs when they come in

Impacting pupils through an effective support system

With the kind of support we get from the strong support teams in Lagos now, my work has improved and I can see it even in the way my class children respond to me during the lessons. Mrs Adedoyin T. M, class teacher at St. Kizito primary school Ifako Ijaiye local government, Lagos State.



Mrs. Adedoyin discussing with the head teacher after class as an SIO listens.

ESSPIN has been supporting Lagos State in setting the tone for an effective support and monitoring system. This is while training is delivered to head teachers and class teachers to improve pupils' learning outcomes. The level of teaching and learning have thus been raised in the state with children now achieving more as a result of increased duration of teaching and learning coupled with effective methods of delivery. The capacity of the State Universal Basic Education Board has also been strengthened to manage positive change.

With an effective system of support in place, teachers like Mrs Adedoyin are invigorated each time they receive support visits from State School Improvement Team members, School Improvement Officers and school-based support from their head teachers as well. All these form a well-articulated and structured assistance that teachers in Lagos now receive constantly as they plan and deliver their lessons daily.

There are times when we argue about a point and share views about improving a particular lesson delivery with an SSIT or an SIO. I do not mind at all, because I know we are all working towards the same objective of making sure the pupils learn in the best possible way. Anytime I hear of visits from my SIO I am happy and always know I will learn something new with which to improve on my lessons. Mrs. Adedoyin is one of the teachers in Lagos who is actively involved with series of ESSPIN supported professional development meetings which take place both at school and cluster levels. These meetings are quite contemporary and need based. They are set up to address current challenges faced by teachers in the classroom as they strive to deliver competent lessons to a class filled with eager pupils. All over Lagos now, pupils in public schools look forward to their lessons because they know they will hear and learn a new song, a new game, or even a new way of clapping to encourage each other.

I do not take anything personally when I receive comments from the head teacher or the School Improvement Officer because we all have one thing in mind and that is the children. I am always informed of the things that I did correctly first and then areas that I can improve upon. We are just starting and we will change the face of public education in this state Says Mrs. Adedoyin as she heads back to the class with a determined smile on her face.

Section 3: Cross-cutting and Federal

FIS's new name reflects focus on quality assurance for school improvement

77. The Federal Inspectorate Service (FIS) of the Federal Ministry of Education (FME) has been renamed Federal Education Quality Assurance Service (FEQAS). This is very significant as it symbolises the institutional recognition of the shift from the old schools' inspection to holistic education quality assurance for school improvement.

Support to FME and UBEC on SBM, MLA and QA continues

78. ESSPIN facilitated FME and UBEC's 2015 Federal Self-Assessment on progress in establishing national systems for school-based management, monitoring of learning achievement and quality assurance. There was clear demonstration of improving working relations and collaboration between relevant FME and UBEC departments.

79. UBEC (QA department) and FME (FEQAS) continued their collaboration on national QA reform rollout. Joint UBEC-FEQAS teams extended QA training of states' QAEs to an additional 17 states. The two institutions also jointly reviewed and updated the 2010 version of the National Quality Assurance Handbook and Evaluation Schedule to reflect recent and emerging developments in education QA.

80. Progress in ESSPIN support to the establishment of functional national systems for MLA and SBM was boosted by efforts and achievements in improved collaboration of FME and UBEC. FME worked with UBEC to develop a Draft National SBM policy in collaboration with National Institute for Educational Planning and Administration (NIEPA) and the states. FME also led the review of the Draft National MLA Framework produced by the Ministerial Committee on MLA involving UBEC, NERDC, the committee representatives and other participants to produce a final draft for presentation to Joint Consultative Committee on Education (JCCE) and National Council on Education (NCE).

81. ESSPIN will continue its strategy of joined-up initiatives and activities with FME and UBEC and other relevant federal agencies to extend and consolidate progress on engagement at the federal level.

Support to Jigawa, Kaduna and Kano for Global Partnership for Education (GPE)

82. ESSPIN is supporting Jigawa, Kaduna and Kano to ensure that each state adequately leverages on Global Partnership for Education's Nigerian Partnership for Education Project (NIPEP) to:

- build on efforts to strengthen systems and institutional capacity for improvements in basic education service delivery;

- effectively fill funding gaps in implementing their plans and strategies for improving basic education services;
- deepen and further institutionalise on-going basic education reform processes and practices; and
- scale up and ensure the targets of the states' School Improvement Programme (SIP – Teacher and Head Teacher Development, SBMC development) rollout are met.

83. ESSPIN teams supported the three states to develop their respective State Project Implementation Manuals (PIMs). The focus was to ensure that the states maximise the opportunities provided by the project to reinforce and scale up the gains already made through the SIP and improvements in basic education services. The PIMs, as much as possible, are aligned and embedded in GPE NIPEP management, activity implementation and M&E into existing state structures, systems and processes. The creation of parallel structures and duplication of functions have been avoided to ensure that continuing gains in state institutional capacity and systems strengthening are not undermined. Over the 4-year project life-span the 3 States would have leveraged a total of approximately \$60million from the GPE fund. It is hoped that GPE NIPEP will facilitate:

- the achievement of the states' SIP rollout targets and sustainability of its gains;
- the consolidation and institutionalisation of ESSPIN-supported basic education reform initiatives in the states; and
- the general improvement in basic education provision in the 3 states with more children enrolled in school, participating effectively and attaining desired learning outcomes.

Launch of Community Engagement Consolidation Funds

84. Government and Civil Society Organisations reached a mutual understanding of partnership and on common procedures for consultation and decision-making in relation to the consolidation fund, disbursement, monitoring and reporting, review, financial procedures and cooperation in the delivery of the consolidation activities. Six Memoranda of Understanding have been signed to this effect by ESSPIN, state Government and 57 CSOs.

85. Implementation of the SBMC Consolidation fund took effect from May 2015 with 57 CSOs working in partnership with state government in the six states. CSOs are using the consolidation funds to sustain SBMC development beyond the life of ESSPIN. The CSOs are further institutionalising SBMC development under the Department of Social Mobilisation and strengthening civil society and government to continue to partner together to support community engagement in basic education. Following external due diligence checks, approval

from DFID, finance training⁵, signing of the MoUs, ESSPIN awarded contracts to partnering civil society organisations.

86. With the first tranche of consolidation funds, CSOs have commenced refresher training for SBMCs on advocacy at cluster level, capacity development of women's SBMC Committees through a school level mentoring visit, traditional and religious leader's forum for school improvement, and participatory research as evidence for CSO advocacy.

Findings from Education, Conflict and Violence research used to further child protection work in Jigawa, Kaduna and Kano

87. The Education, Conflict and Violence report (September 2014) was disseminated to key stakeholders in the three northern states of Kaduna, Kano and Jigawa. Following a presentation of the report, there was a day for participants' reactions to the findings and state level planning based on the findings. The consultant then summarised activities that ESSPIN could take forward in the short and medium term and classified this as having no cost or requiring funding. A key activity recommended was the appointment of a Child Protection Consultant to review and document existing reporting mechanisms in schools and communities and to identify and map state and local partners working in child protection, education and other relevant sectors.
88. An expert consultant worked with the three northern states in June to support the development of mechanisms to report violence/conflict/child protection issues which occur in and around schools and affect education. Each state, with a wide range of stakeholders present, developed a state-specific mechanism for reporting violence in and around schools. This mechanism maps out the channels and pathways that reports should take, depending on the situation, and how the child/victim should be supported. The Nigeria Teacher's Code of Conduct was also scrutinised, with states suggesting that this be reviewed/domesticated according to state contexts.
89. In addition, the consultant facilitated each state to draft and agree Children's Charters for Child Protection, listing what children can expect in their communities and schools. The participants also prepared a draft response mechanism and action plans targeting states for policy actions and communities. Schools will be supported to adapt these for their own purposes, implementation and follow-up.
90. UBEC was supportive of the work done and made useful recommendations, which included:
- disseminating the Conflict and Education Research findings to all SUBEB Chairs from each state of Nigeria and presentation of the follow-up work on Child Protection;

⁵ ESSPIN's Deputy Finance Manager and State Finance Officers facilitated a three-day training course for finance officers from all 57 CSOs. The training aimed to improve knowledge and skills regarding procedures and processes relating to fund management and timely retirement of funds using different templates. It was delivered in Kwara and Zaria covering the southern and northern CSOs.

- incorporating Child Protection into Quality Assurance documentation and tools for school supervision and inspection; and
- further strengthening of the recently developed National SBMC Policy with child protection and safety.

91. As ESSPIN was already supporting FIS Quality Assurance to strengthen their QA Handbook and QA Instruments as reported above, the opportunity was taken to strengthen the Care, Guidance and Support sections of the instruments, as well as the Code of Conduct for Evaluators.

Options for promoting girls education in Kano

92. A scoping mission to dialogue with stakeholders in the education sector and other relevant institutions with a view to exploring options to support girls' education at the JSS level was undertaken within this period. The outcome of which will guide state partners and ESSPIN with practicable, realistic and adaptable promising practices and approaches to inform the design and sustainable implementation of the GE programme. Three options were suggested with the aim of:

- Increasing access and retention for adolescent girls at the secondary level, including an increase proportion of girls that transition from primary to junior secondary school;
- Increasing demand for adolescent girls at the secondary level, including an increase proportion of girls that transition from primary to junior secondary school;
- Improving adolescent girls' learning opportunities; and
- Promoting 21st century⁶ employment-relevant skills for adolescent girls and their mothers / female caregivers.

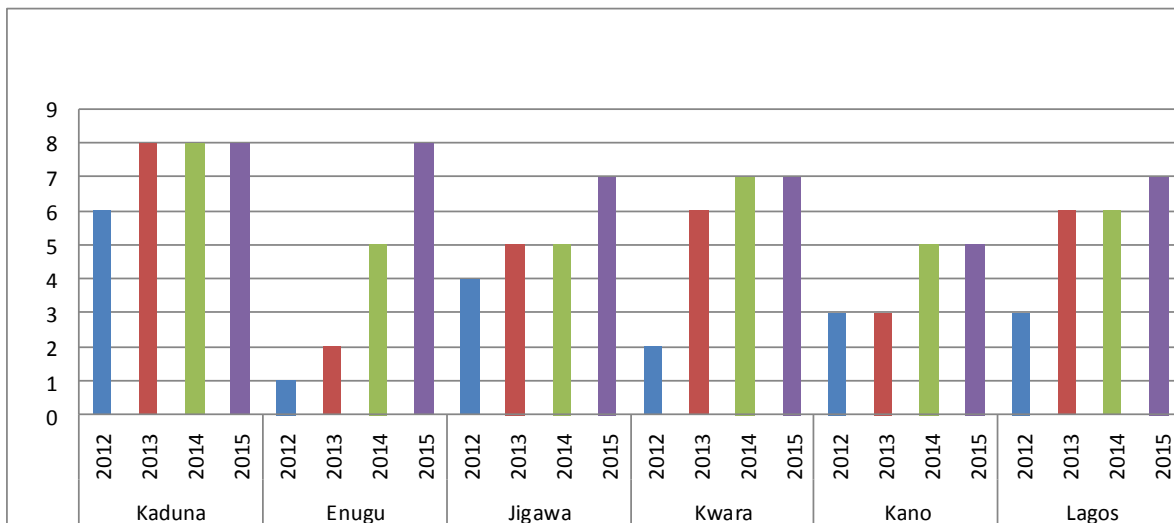
93. The options aim to design a cost-effective, innovative and sustainable programme for in school and out-of-school adolescent girls in Kano. Discussions are underway with key partners regarding the way forward while the draft report is being finalised for sign off.

Inclusive education self-assessment

94. The ESSPIN- supported Inclusive Education self-assessment showed that half of the states, Enugu, Jigawa and Lagos, have improved in the last year. This demonstrates that all the states are on the right track in achieving the dimensions under the inclusive education policy indicator (see Figure 1). At the federal level, there are ongoing discussions and plans for ESSPIN to provide technical support towards the development of a holistic policy on inclusive education.

This will involve the bringing together of policies relating to inclusive education e.g. on special needs into one overall policy.

Figure 3: Self-Assessment Results- IE policy level



Infrastructure

95. All construction work on the infrastructure component of ESSPIN was completed in the first phase of the programme. Maintenance and monitoring schedules are being followed in each state. As a result, quarterly reports are indicating a trend of improvement in all the infrastructure indicators in all six states.

Learning and Evidence

Learning and Evidence Framework developed

96. A Learning and Evidence Framework for ESSPIN has been developed. The framework outlines the ESSPIN Learning and Evidence (L&E) Strategy for 2014-2017. It is based on the Monitoring and Evaluation Framework (ESSPIN Report 025) of February 2012, and revised to reflect the logframe developed for the ESSPIN extension (2014-2017). The Strategy also sets out the programme's approach to evaluation and the planned end of programme evaluations.

97. The Learning and Evidence Strategy is based on four frameworks through which ESSPIN builds, uses and communicates evidence of how well the programme is performing:

1. The ESSPIN Monitoring Framework;
2. ESSPIN Evaluation Strategy;
3. Value for Money Framework;
4. Communication and Knowledge Management (CKM) Strategy.

98. ESSPIN's approach to Monitoring and Evaluation is closely aligned to the monitoring and evaluation activities of the Nigerian government authorities at State level and as far as possible at Federal level. This ensures that programme M&E works to strengthen state systems and capacity, not undermine it.

Revised logframe and logframe handbook

99. The ESSPIN logframe and corresponding logframe handbook have been updated to reflect comments from the 2014 Annual Review and to take into account the faster roll out of the school improvement programme. This logframe revision has been a protracted process, partly due to the complexity of the logframe itself and partly due to a requirement to include targets and results that are dependent on Item Response Theory analysis of the composite survey literacy and numeracy tests. At the time of writing, the logframe is still to be finalised and signed off by DFID. A logframe handbook, explaining the methodology for calculating the indicators, has also been updated and will too be finalised on approval of the logframe.

Dissemination of the second composite survey results

100. ESSPIN had intended to disseminate results from the second composite survey (CS2) during this quarter; however as key posts within the education sector are still to be allocated, this was not possible. Instead, some results were shared with state partners in more informal meetings. Updates on reactions of states to the findings are now planned to be reported in the next quarter, as long as education leaders have been appointed.

101. Final versions of all the reports are now available. In addition, a policy brief has also been drafted.

Annual School Census data analysis ongoing yet delayed

102. The long interruption as a result of the failure of NEMIS Software and the process of getting the UIS Software ready for use as an alternative continued to impact on 2014-15 ASC. ESSPIN-UNICEF intensified their joint efforts to build capacities of their partner-states and support them to use the UIS Software. Appreciable progress has been made. However, the drafting of the tables has been delayed and could not be completed at the end of June 2015 as planned. At the time of writing three draft tables were complete.

Table 26: RAG Rating for 2014-15 Annual School Census

S/N	ASC Activities	ASC RAG Rating					
		Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
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	●	●	●	●	●	●

Communications and Knowledge Management

103. Our new newsletter, entitled [ESSPIN Impact](#), is currently in final design stage. It uses news, voices and case studies promote results of interventions to convey how ESSPIN has improved learning. It also includes evidence that shows that better quality schools are achieving learning benchmarks. The team also produced [two practice papers on effective lessons and school infrastructure](#). We produced a [state-based impact publication for Jigawa](#).

104. Our online activity included publishing the [26th Quarterly Report](#) as well as the publications in the links above. On Twitter, [@ESSPINUKAID](#) made 25 posts and gained 125 new followers. We made 12 posts on [Facebook](#). Fans made 114 comments on the posts. The page attracted a further 79 fans, bringing the total to 826, of which 758 are from Nigeria.

105. The ESSPIN website generated over 200,000 hits in the quarter with visitors from 61 countries. The top ten visitor countries are France, China, Nigeria, United Kingdom, Seychelles, Canada, South Korea, Germany, Russia and United States of America. In all 20,774 materials were downloaded from the website from April to June 2015.

106. In Kaduna, 13 episodes of the radio programme “Building Effective public schools” were developed and produced. Broadcast is scheduled for next quarter. Messages were also developed and deployed on radio to support the Annual School Census in Lagos and Enugu.

Annex 1: Quarter 4 Milestone Deliverables, Apr-Jun 2015

Output	Deliverable	Weight	RAG status	Evidence	Y/N	Comments
1	National QA Handbook and Instruments revised in line with new (2014) NCE policy on QA	11%	G	Handbook and Instruments	Y	This milestone has been fully achieved. The National Quality Assurance Handbook and Evaluation Schedule produced and in use since 2010 have been reviewed and updated to reflect recent development and emerging issues in education quality assurance.
2	2014/15 ASC report tables drafted in at least 4 States.	15%	A	ASC draft report tables	Y	This milestone is met. ASC draft tables are available for Enugu, Kaduna, Kwara and Lagos (public only).
3	Religious and Traditional Leaders Forum	54%	R	SMO and CSO Monitoring reports	N	This milestone is not met. Some, but not all forums have taken place. The evidence will be submitted as soon as possible in the first quarter of year 8.
4	At least 6 issues based advocacy events delivered by CSOs across ESSPIN States to improve voice and accountability in basic education delivery.	20%	G	CSO Monitoring Reports; State Self Assessment Reports	Y	Completed on issues including: women's empowerment, child protection, career talk for women and children and funding for community/SBMC development.

Progress and issues for the quarter

We have further strengthened the capacity of UBEC and FIS to jointly roll out QA support to states. Education Quality Assurance Evaluators (QAEs) in 27 States and the FCT have received training from the Joint FEQAS-UBEC team of ESSPIN-trained QA master-trainers. This improved their knowledge and skills of Whole-school Evaluation (WSE). In June the **National Quality Assurance Handbook and Evaluation Schedule**, produced and in use since 2010, was reviewed and updated to reflect recent development and emerging issues in education quality assurance. ESSPIN also facilitated the conduct of annual Self-Assessments and reporting on progress on basic education quality assurance reform at federal and state levels.

The Annual School Census for 2015 has been hampered by delays due to the late abandonment of NEMIS and switch to UIS software. As a result throughout June and into July data entry and cleaning have been ongoing. As a result, the ASC tables are not yet complete for all states. At the time of

reporting, draft ASC tables are ready for Enugu, Kaduna and Kwara. ESSPIN is now checking and quality assuring the tables in preparation for analysis. The 2015/15 ASC is based on a common approach adopted by ESSPIN and GEP3 states and TA is being jointly provided by ESSPIN and UNICEF.

Due to the delays with disbursing funds to CSOs, this deliverable was not completed.

ESSPIN supported state partners to use international platforms as a vehicle for **advocacy**. The partners raise emerging issues and challenges from the ongoing work at the community levels with CSOs and government partners that affect education delivery and children access to and in school. These international days were: International Women's Day, Children's Day and EFA Global Action Week. Seven advocacy events took place across the states on issues including: women's empowerment, child protection, career talk for women and children and funding for community/SBMC development. Within the CSO consolidation, issue-based advocacy events have been factored in to further consolidate on the gains at the state levels.

DFID review of deliverables

Feedback at PMC – 17 August 2015

Next quarter's deliverables (Jul - Sept 2015)		Issues/risks and mitigation
1	ESSPIN QA approach rolled out to at least 8 non-ESSPIN States by joint FIS-UBEC teams	There are no expected issues with this deliverable at present.
2	2014/15 Annual School Census reports signed off in at least 4 states	Hon. Commissioners (HCs) sign-off ASC reports. At the moment only two of the six states have appointed HCs. Data is quite a sensitive issue to Nigerian politicians. The risk that new HCs decline to sign off the ASC reports, on the account that they were not in office when the exercise was carried out, is very high. Given that this risk is politically sensitive, we feel that we are unable to mitigate it. We therefore propose changing this deliverable to: "2014/15 Annual School Census reports finalized for signed off in at least 4 states.
3	a. 6,720 head teachers evaluated as operating effectively (27% weighting) b. 25,040 teachers evaluated as delivering competent lessons in literacy & numeracy (27% weighting)	There are no expected issues with this deliverable at present. The indicator values and impact weighting will be aligned with the updated logframe once it is signed off.
4	10,400 School Based Management Committees evaluated as being functional	There are currently no expected issues with this deliverable. For clarity, the deliverable refers to SBMCs that are evaluated as being functional at a basic level.