

Education Sector Support Programme in Nigeria (ESSPIN)

28th Quarterly Report

July – September 2015

Report Number: 073

esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Code: 337662

Report No.: ESSPIN 073

Report Title: ESSPIN 28th Quarterly Report: July – September 2015

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
01	November 2015	Laura McInerney	Jake Ross	Kayode Sanni	Accuracy, completeness, formatting

Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies, accuracy of data, completeness of scope and responsiveness to client's requirements.

Distribution List

Name	Position
DFID	
Ben Mellor	Head of Office, DFID Nigeria
Nick Hamer	Deputy Head of Office, DFID Nigeria
Kemi Williams	Human Development Team Leader and ESSPIN Senior Responsible Owner, DFID
Karen McGeough	Human Development Deputy Team Leader, DFID
Esohe Eigbike	Education Adviser, DFID
Laura Brannelly	Education Adviser, DFID
Rosalind Gater	Education Adviser, DFID
Olatunji Ogunbanwo	Deputy Programme Manager, DFID
Robert Watt	Head of DFID Northern Nigeria Office (Kano)
Tbc	Head of DFID Lagos Office
Olachi Chuks-Ronnie	Head of DFID Enugu Office
Kabura Zakama	DFID State Representative, Jigawa and Yobe
Ben Nicholson	DFID State Representative, Kaduna and Zamfara
Siaka Alhassan	DFID State Representative, Kano and Katsina
Karen Bello	Education Programme Officer, DFID
IMEP	
Gregor MacKinnon	Project Manager, IMEP
Emmanuel Adegbe	Deputy Project Manager, IMEP
Joshua Awoleye	M&E Adviser, IMEP
ESSPIN	
Ron Tuck	Project Director

Name	Position
Kayode Sanni	National Programme Manager
Jake Ross	Deputy Programme Manager
Andy Campbell	Operations Manager
Laura McInerney	Assistant Programme Manager
James Fadokun	State Team Leader, Kwara
Olalekan Saidi	State Team Leader, Kano
Tayo Odekunle	State Team Leader, Kaduna
Simeon Ogbonna	State Team Leader, Enugu
Mustapha Ahmad	State Team Leader, Jigawa
John Kay	Lead Specialist, Education Quality
Fatima Aboki	Lead Specialist, Community Engagement and Learner Participation
Sandra Graham	Task Team Leader, Voice and Accountability
Pius Elumeze	Lead Specialist, National Systems and Institutional Development
Bankole Ebisemiju	Communications and Knowledge Management Coordinator
Sarah Amahson	Gender and Inclusion Specialist
Consortium partners	
Connie Price	Country Director, Nigeria, British Council
Louisa Waddingham	Director Programmes, Nigeria, British Council
Hans Meusen	Director, Education and Society, British Council
Stuart Cameron	Consultant, Education Portfolio, Oxford Policy Management
Ben Foot	Nigeria Country Director, Save the Children
Sue Phillips	Director, Social Development Direct
Federal partners	
Dr Sulleiman Dikko	Executive Secretary, Universal Basic Education Commission
Tbc	Permanent Secretary, Federal Ministry of Education
State partners	Honourable Commissioners and SUBEB Chairs
Programme Partners	
Gboyega Ilusanya	National Programme Manager, DEEPEN
Nguyan Feese	National Programme Manager, TDP

Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

Note on Documentary Series

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

The documentary series is arranged as follows:

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

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

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

Contents

Report Distribution and Revision Sheet	ii
Disclaimer	iv
Note on Documentary Series	iv
Contents	v
Tables	vi
Figures	vi
Acronyms and Abbreviations	vii
Section 1: Overview.....	9
Introduction.....	9
Programme Progress and Leverage of Resources	11
Political and economic environment.....	15
Security.....	16
Personnel changes.....	17
Key numbers for July to September 2015	18
Financial report	24
Value for money	27
Risk monitoring.....	28
Section 2: State Progress Summaries	33
Enugu.....	33
Jigawa	38
Kaduna.....	41
Kano.....	45
Kwara.....	49
Lagos.....	53
Section 3: Cross-cutting and Federal.....	57
National system for Monitoring Learning Achievement	57
Federal Self Assessments	57
Rollout of Quality Assurance training to non-ESSPIN states	57
Sustainable infrastructure maintenance.....	57
Cooperation with other programmes	57
Global Partnership for Education	58
SBMC Consolidation Fund: end of tranche update	58
Child protection and safety	58
Girl education initiatives	59
Learning and Evidence.....	59
Annex 1: Quarter 4 Milestone Deliverables, Jul- Sep 2015	62

Tables

Table 1: Some highlights this quarter.....	11
Table 2: Lesson Plan Development Status (30 September 2015)	12
Table 3 Financial resources leveraged by state up to September	14
Table 4: Key education appointments.....	17
Table 5: Key numbers table.....	19
Table 6: High level review of the ESSPIN finances for the extension phase	24
Table 7: Extension contract by area of spend	24
Table 8: ESSPIN Year 7 spend position	24
Table 9: ESSPIN year 8 spend position	25
Table 10: ESSPIN spend position in relation to DFID 2015-16 financial year	25
Table 11: ESSPIN spend by output - against year 7 actuals, year 8 forecast and total extension budget	25
Table 12: ESSPIN lifetime spend by output - actual against forecast.....	26
Table 13: Unit costs of activity against projected lifetime results and lifetime expenditure (GBP)	27
Table 14: Leverage (NGN), Enugu state, to September 2015	35
Table 15: Risk Matrix, Enugu state to September 2015	35
Table 16: Leverage (NGN), Jigawa State, July to September 2015.....	39
Table 17: Risk matrix, Jigawa State, as at September 2015	39
Table 18: Leverage (NGN), Kaduna State, to September 2015	42
Table 19: Risk matrix, Kaduna State, July-September 2015.....	42
Table 20: Risk matrix, Kano State, to September 2015.....	47
Table 21: Leverage (NGN), Kwara State, to Sept 2015.....	50
Table 22: Risk matrix, Kwara State September 2015	51073
Table 23: Leverage (NGN) Lagos State to September	54
Table 24: Risk Matrix, Lagos State, to September 2015.....	54
Table 25: ASC 2014/15 Status	61

Figures

Figure 1: ESSPIN in numbers	10
Figure 2: Progress against output indicators.....	10
Figure 3: Cumulative Financial Resources Leveraged from States and Federal to support School Improvement (Million, Naira)	13

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

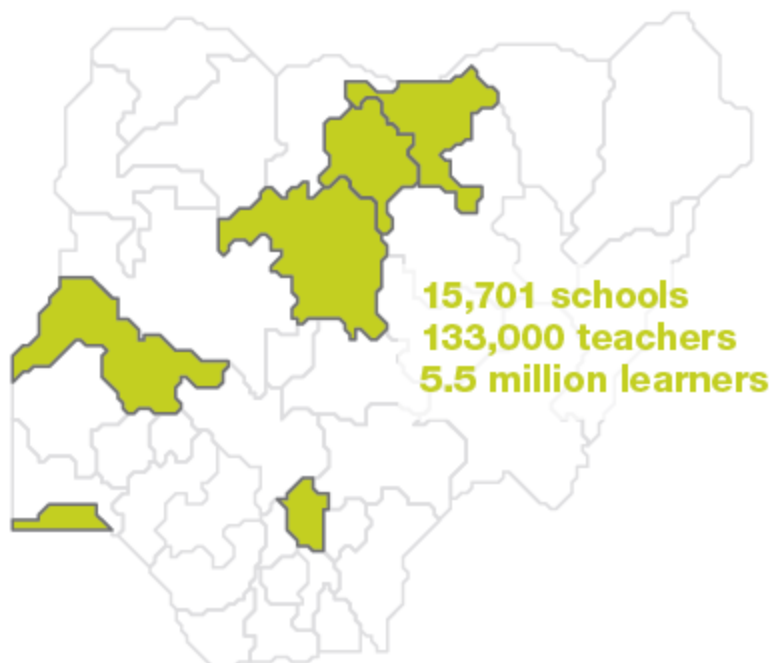
Section 1: Overview

Introduction

1. The nationwide inertia – delays to key political appointments and zero budget releases – that followed the change of government in the last quarter continued into the current period. The absence of substantive Commissioners and SUBEB Chairs in a number of states and of a federal Minister accounted for limited leadership, direction and decision making in the education sector. Similar to the previous two quarters, state government and UBEC funding for training and school/SBMC support activities was nearly non-existent.
2. The lack of State funding for much of this year came at a time when the programme was expanding into all schools in all States. As a result, the last training for many headteachers and class teachers took place in the last quarter of 2014. It is not difficult to draw conclusions as to the impact of this situation on programme outcomes and expectations, in addition to the effect it is likely to have on results when the third round of the Composite Survey is conducted in 2016.
3. In order to ameliorate the situation the programme has continued to strengthen the skills of both the SSITs and SSOs and has provided funding to enable them to maintain, to a limited extent, their direct support to schools. While not ideal, this approach has at least enabled some continuity to be maintained. DFID has approved for additional programme funding to be made available to school improvement and SBMC development activities in the last quarter of the year to ensure that all momentum is not lost.
4. ESSPIN continued to refine its thinking and planning for its imminent exit and sustainability measures to be pursued during the current workplan and school year. A comprehensive Sustainability Plan setting out how the programme intends to contribute to lasting change in the states was developed and submitted to DFID and the 2015 Annual Review. All Output teams are working to internalise aspects of the sustainability plan with a view to implementing a smooth and responsible transition process in all states.
5. A key programme focus for the quarter was preparation for the 2015 Annual Review, the penultimate exercise before the programme's final evaluation in 2016/17. The plan was for the 2015 exercise to be comprehensive, with field visits to all 6 states and covering every aspect of programming. The stated objective is *“to review ESSPIN's progress, results achieved and strategy for the remaining period of implementation”* and *“address how the programme has responded to earlier feedback and recommendations and incorporated this into the approach to be implemented within the extension period.”* Details of the Annual Review, including key findings and recommendations, will be shared in the next Quarterly Report.
6. Preparation for the Annual Review included production of the 2015 Annual Report. The document, available at [\[LINK\]](#), adopts a new look publication format using columned text, pictures and graphics to achieve a more attractive and readable effect overall. It is written in a

concise style making it significantly shorter than previous versions. Themed 'Building Lasting Change', it summarises key programme activities throughout the year, highlights key results and challenges and looks ahead to priorities in Year 8 of the programme.

Figure 1: ESSPIN in numbers



7. ESSPIN performed creditably against its logframe targets for Year 7. Overall progress is summarised in the figure below: Green shows the target was met, Amber shows it was partially met, Red shows it was unmet, while Black shows not applicable. Overall, 78% of targets due were met (97 out of 125).

Figure 2: Progress against output indicators

Output	1. Federal				2. Institutional capacity										3. School quality				4. Community			
	1.1	1.2a	1.2b	1.2c	2.1S	2.1L	2.2S	2.2L	2.3s	2.3L	2.4S	2.4L	2.5S	2.5L	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4
Programme	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Enugu	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Jigawa	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Kaduna	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Kano	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Kwara	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Lagos	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Key	
●	Met
●	Partially met
●	Unmet
●	Not applicable

8. Annual logframe reporting exercises were concluded. State SSO and SMO reports were aggregated and analysed and reports produced to inform the Annual Review. Self Assessment exercises commenced in the last quarter were completed with state workshops organised to

assess progress in state and LGEA institutional capacity and CSO capability. In addition, the annual VFM Self Assessment was conducted and the programme VFM strategy updated in the light of key findings. A State Capacity study approved by DFID and conducted by EDOREN was also completed.

Table 1: Some highlights this quarter

- ESSPIN has leveraged a total of £19.4m, £245,000 in the current quarter, in state government direct funding for the School Improvement Programme to date
- 78% of logframe targets were achieved for the 2014-2015 review year
- A summer academy for girls kicked off in Kano
- CSOs undertook a range of consolidation activities across the six states involving SBMCs as well as traditional and religious leaders
- A further 50 different sets of lesson plans reached classrooms

State budget performance

9. It has not been possible to assess the state budget performance in the third quarter of 2015 for two reasons. The mechanism for collecting and validating quarterly budget performance data from states is the meeting of commissioners and SUBEB chairs. Due to delays in appointments, it's not been possible to hold this meeting. For the quarterly monitoring report to be valid it has to be signed off by commissioners.

Programme Progress and Leverage of Resources

SIP Rollout and Deepening

10. Implementation during the quarter was affected by the loss of key technical staff who have been instrumental to the success of the school improvement work. In order to minimise the impact of the losses on programme activities, State Education Quality Specialists (EQSs) are now working across States as well as being responsible for activities in their own States. So far, this appears to be working well and is providing learning experiences that perhaps some of the EQSs have not faced in their own States. However, this way of working does place additional strain on staff and will need to be closely monitored if maintained.
11. Production of Lesson Plans is on track in terms of getting final copies ready for printing. There are however, despite best efforts, still problems in keeping the printers to their agreed deadlines and this results in delays in the plans being available in the States when they should be. Four States, Lagos, Kwara, Enugu and Kano, have commenced the introduction of Grade 5 Lesson Plans this school year (2015-16), while two States, Jigawa and Kaduna, have opted to consolidate work on Grades 1-3.

12. Table 3 shows the development status of the lesson plans by the end of September. In summary, by the end of the quarter 76 lesson plans were in development, 26 were in production and 210 were in schools- an increase of 50 more lesson plans since the last quarter.

Table 2: Lesson Plan Development Status (30 September 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	●	●	●	●	●	●	89
P1	21-25	Num	●	●	●	●	●	●	89
P1	26-30	Lit	●	●	●	●	●	●	89
P1	26-30	Num	●	●	●	●	●	●	89
P2	1-5	Lit	●	●	●	●	●	●	100
P2	1-5	Num	●	●	●	●	●	●	100
P2	6-10	Lit	●	●	●	●	●	●	100
P2	6-10	Num	●	●	●	●	●	●	100
P2	11-15	Lit	●	●	●	●	●	●	100
P2	11-15	Num	●	●	●	●	●	●	100
P2	16-20	Lit	●	●	●	●	●	●	100
P2	16-20	Num	●	●	●	●	●	●	100
P2	21-25	Lit	●	●	●	●	●	●	78
P2	21-25	Num	●	●	●	●	●	●	78
P2	26-30	Lit	●	●	●	●	●	●	78
P2	26-30	Num	●	●	●	●	●	●	78
P3	1-5	Lit	●	●	●	●	●	●	100
P3	1-5	Num	●	●	●	●	●	●	100
P3	6-10	Lit	●	●	●	●	●	●	100
P3	6-10	Num	●	●	●	●	●	●	100
P3	11-15	Lit	●	●	●	●	●	●	94
P3	11-15	Num	●	●	●	●	●	●	94
P3	16-20	Lit	●	●	●	●	●	●	94
P3	16-20	Num	●	●	●	●	●	●	94
P3	21-25	Lit	●	●	●	●	●	●	78
P3	21-25	Num	●	●	●	●	●	●	78
P3	26-30	Lit	●	●	●	●	●	●	78
P3	26-30	Num	●	●	●	●	●	●	78
P4	1-5	Lit	●	●	●	●	●	●	55
P4	1-5	Num	●	●	●	●	●	●	55
P4	6-10	Lit	●	●	●	●	●	●	55
P4	6-10	Num	●	●	●	●	●	●	55
P4	11-15	Lit	●	●	●	●	●	●	44
P4	11-15	Num	●	●	●	●	●	●	44
P4	16-20	Lit	●	●	●	●	●	●	44
P4	16-20	Num	●	●	●	●	●	●	44
P4	21-25	Lit	●	●	●	●	●	●	22
P4	21-25	Num	●	●	●	●	●	●	22
P4	26-30	Lit	●	●	●	●	●	●	22
P4	26-30	Num	●	●	●	●	●	●	22
P5	1-5	Lit	●	●	●	●	●	●	50
P5	1-5	Num	●	●	●	●	●	●	50
P5	6-10	Lit	●	●	●	●	●	●	44
P5	6-10	Num	●	●	●	●	●	●	44
P5	11-15	Lit	●	●	●	●	●	●	22
P5	11-15	Num	●	●	●	●	●	●	22
P5	16-20	Lit	●	●	●	●	●	●	22
P5	16-20	Num	●	●	●	●	●	●	22
P5	21-25	Lit	●	●	●	●	●	●	22
P5	21-25	Num	●	●	●	●	●	●	22
P5	26-30	Lit	●	●	●	●	●	●	22
P5	26-30	Num	●	●	●	●	●	●	22
P6	tbd								TOTALS
TOTAL not due	●		0	24	24	0	0	0	48
TOTAL in dev	●		16	0	12	20	16	12	76
TOTAL in production	●		8	0	4	2	8	4	26
TOTAL in school	●		36	36	20	38	36	44	210
TOTAL all LPs			60	60	60	60	60	60	360
Additional LPs in school this month			12	12	0	18	0	0	42

Leveraged Resources

- Total resources leveraged from state governments and UBEC to support rollout, consolidation and replication (beyond ESSPIN States) of the School Improvement Programme, and other related activities, totalled N73m or approximately £244,000 in the period July to September 2015. This is shown in Table 3. Cumulative leverage from 2012 to September 2015 was NGN 5.8bn or £19.5m as shown in Figure 3.

Figure 3: Cumulative Financial Resources Leveraged from States and Federal to support School Improvement (Million, Naira)

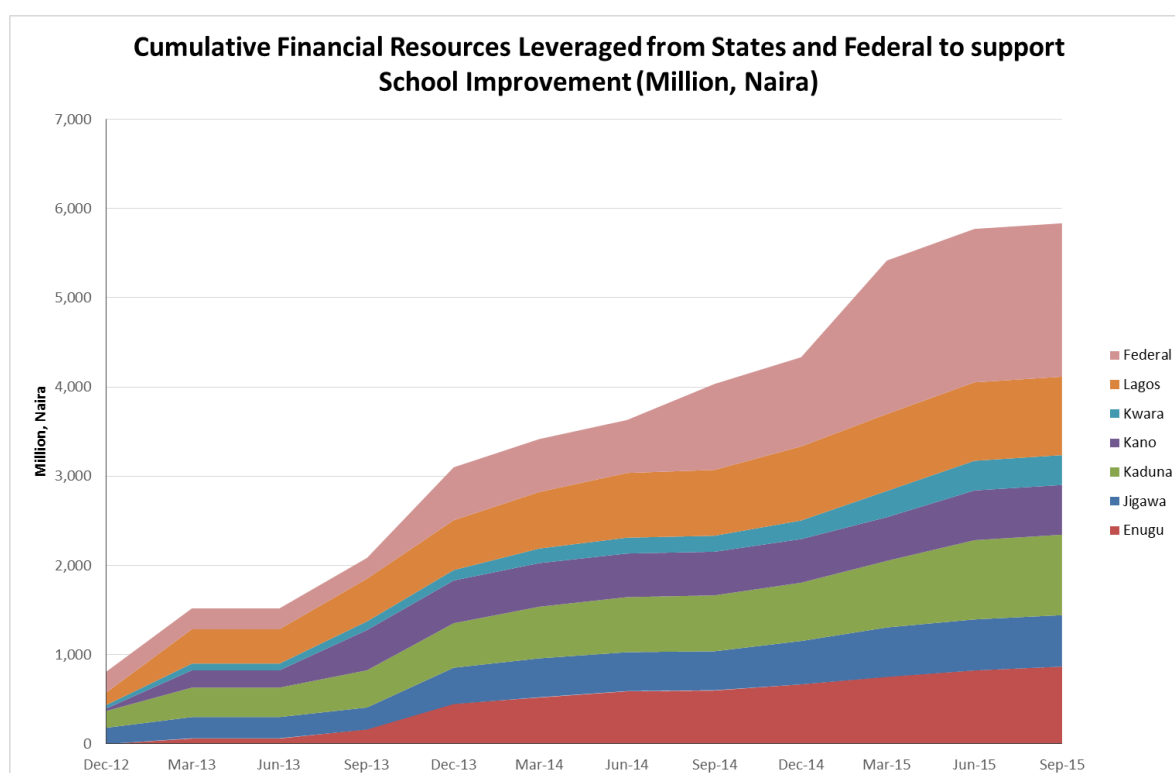


Table 3 Financial resources leveraged by state up to September

	State resources leveraged (Jul - Sep 2015)		State resources leveraged (cumulative to Sept 2015, from July 2012)		Source	Purpose	Comment
	NGN	GBP	NGN	GBP	(Current quarter)	(Current quarter)	(Current quarter)
Enugu	NGN 43,419,920	£144,733	NGN 867,814,332	£2,892,714	SUBEB	QA, SSIT and SSO allowances, HT training, LGEA action planning	Community contributions being validated so not yet included; school running costs also not included this time as no longer direct programme investment. Additional ESSPIN funds for SBMC devt to be provided next quarter
Jigawa	NGN 10,178,030	£33,927	NGN 576,468,219	£1,921,561	UBEC TPD	Teacher training and SBMC development	Outstanding 2014 TPD funds used; no state has yet received any TPD allocation for 2015.
Kaduna	NGN 14,227,566	£47,425	NGN 901,622,499	£3,005,408	SUBEB	SSIT payments, ASC and AESPR cleaning and drafting	Ongoing training embargo; additional ESSPIN funds to be provided next quarter for HT, CT training
Kano	NGN 0	£0	NGN 557,000,000	£1,856,667	N/A	N/A	TSP costs in state budget but no releases yet; some ESSPIN funding to be frontloaded in next quarter
Kwara	NGN 5,590,000	£18,633	NGN 333,974,160	£1,113,247	SUBEB	SSO and SSIT allowances; SBMC verification	QAB spend not included as not a direct programme investment in the current quarter
Lagos	NGN 0	£0	NGN 878,845,800	£2,929,486	N/A	N/A	HT and CT training activities took place in July; however, participant allowances (N36m) yet to be paid
Total	NGN 73,415,516	£244,718	NGN 4,115,725,010	£13,719,083			
Federal	NGN 0	£0	NGN 1,719,100,000	£5,730,333			
Grand Total	NGN 73,415,516	£244,718	NGN 5,834,825,010	£19,449,417			

Political and economic environment

14. There were no significant political developments and the situation remained as it was during the last quarter. The protracted process for identifying, screening and appointing federal Ministers continued and the inertia carried through to some states, e.g. Lagos and Kwara, where Commissioners and SUBEB Chairs were still to be appointed. In line with its social development agenda, public announcements were made of the government's intention to invest heavily in development of social safety nets and school feeding. Workable modalities for these ambitious policy intentions are yet to be clearly communicated.
15. On the economic front, the federal government is holding true, at the level of policy, its pledge to engineer public sector reform. During the quarter, the federal government announced its intention to pursue zero based budgeting for the 2016 fiscal year. This radical departure from norm was to ensure that state and federal budgets are allocated based on priority needs and within available resources.

Zero based budgeting

Zero-based budgeting is planning according to needs and costs, different from the existing Envelope Budgeting or traditionally incremental budgeting whereby the planning is based on existing income and expenditure as the deciding factor in national financial planning levels, which often incurs waste and assumes previous costs as constant.

The Premium Times, September 15, 2015

16. This approach, it was felt, would help the APC administration to deliver on its social intervention policy and encourage implementation of development programmes aligned to the needs of the citizenry. For ZBB to succeed, comprehensive development strategies based on evidence and need and addressing realistic targets were critical. Many state governments are already responding to this requirement by calling for reviews of existing strategic plans and needs assessment exercises. ESSPIN has been proactive in providing advice and drawing attention to established strategic planning processes, e.g. the MTSS, as well as sharing its various evidence of impact documents.
17. There is reluctance in some circles, as can be expected, to trial ZBB and identified constraints include a required shift in mindset (away from traditional incremental budgeting), the immediate need to generate large amounts of data which public servants will likely find overwhelming, and considerable training requirements with associated costs. Advocacy groups and CSOs are firmly in favour of the policy shift as they see it as a positive move towards greater openness and transparency in budget implementation.

18. In addition to introducing ZBB, the federal government has also introduced a new Treasury Single Account (TSA) policy that all Ministries, Departments and Agencies (MDAs) are required to implement. The TSA is intended to minimise leakages in public financial systems and ensure easier tracking of public funds and their use.

Security

19. **Overview:** The situation remains complex and challenging. The insurgency in the North-East continues and whilst significant military interventions have been made, unrest continues not only in the three State of Emergency States (Adamawa, Borno and Yobe), but also elsewhere in Nigeria and also beyond the Nigerian borders into Cameroon, Chad and Niger. The middle belt remains prone to outbreaks of communal unrest and this is unlikely to change in the short or medium term. Politically, the country seems stable – although few significant changes have been made since the APC were sworn into power in May 2015. The economic situation remains challenging and an effect of this is an increase in general criminality. The Eid public holiday (24th and 25th September) took place with few major security incidents reported.

20. **Insurgency:** After a relatively quiet period outside the State of Emergency, a series of explosions occurred in July – in Gombe State (22nd July), Kaduna State (7th July), Kano State (6th July) and Plateau State (5th July). The two bombings in ESSPIN states led to a significant number of casualties, but had no direct impact on ESSPIN activity or ESSPIN staff. Despite the gains made by the military in Adamawa, Borno and Yobe, these explosions show that the risk persists across Northern and Central Nigeria – all ESSPIN staff and visitors are continually reminded of the need for vigilance – especially in areas where large numbers of people congregate and security is limited – motor parks, markets, places of worship etc. The global media also reported possible security-related risks in both Abuja, where security personnel advised that a 14 year old was arrested for allegedly spying on security procedures at Abuja Airport, and in Lagos, where it was reported that members of Boko Haram had been arrested – with other members also allegedly arrested in Enugu. The risk remains a country-wide risk and ESSPIN continues to follow all agreed security protocols.

21. **Communal Unrest:** This has continued – most notably in Plateau, Taraba and Niger States. In the short and medium-term, it seems that this issue can only escalate as the lack of grazing land/areas continues to grow as a problem.

22. The traffic light rating of security in ESSPIN locations as at 1st October 2015 is:

- **Red** – none
- **Amber** – Kaduna and Kano
- **Green** – Abuja, Enugu, Jigawa, Kwara and Lagos

Looking forward to the next quarter – October to December 2015 – the issues and risks that we have highlighted and will focus on are:

- The insurgency and whether the military offensive and gains in the North-East continue and whether unrest beyond Nigeria’s borders, as well as in other states of Nigeria, continues;
- The economic situation and the knock-on effect on general criminality
- Linked to general criminality is the need for added vigilance as we move into the final quarter ahead of the holiday period
- Christmas Day and New Year’s Eve have been the target of terrorist attacks before – we will monitor to see if anything happens/develops this year
- Fuel and the continuing on-off shortages that have been experienced and impacted on transport prices as well as staff ability to travel to/from work
- Politically, there are state governor elections due in Kogi (November) and Bayelsa (December), both seem as if they will be closely fought and both could lead to politically-motivated unrest

Personnel changes

23. There have been a number of changes in SUBEBs and SMOEs, yet an education minister is also still to be appointed. The key changes are summarised in Table 4.

Table 4: Key education appointments

State	Commissioner	SUBEB Chair	Permanent Secretary
Enugu	Professor Uche Eze	Ms. Nneka Onuora	Mr Augustine Ude
Jigawa	Hajia Rabia Eshaq	Alhaji Salisu Zakari	
Kaduna	Dr. Shehu Usman Adamu	TBA	Alh. Shehu Raubilu (Ag.)
Kano	Prof. Hafiz Abubakar	Alhaji Zakari Bagwai	Abdullahi M. Gezawa
Kwara	TBA	TBA	
Lagos	Dr. Mrs. Oluranti Adebule		

24. The Permanent Secretary, Federal Ministry of Education, retired on August 4, 2015. Mrs. Hindatu Abdullahi, Director Tertiary Education acted as Permanent Secretary. In addition, the Director, Educational Planning, Research & Development (EPR&D), Mrs Elizabeth Omotola and Director Basic & Secondary Education (B&SE) Dr. Chike Uwazuoke, retired from service in the period under review. They were replaced by Dr. E. O. Adeoye and Mrs. Buchi Okonkwo respectively.

25. In Jigawa, two key officers, Director Schools (Quality Assurance) Mal Dalhat Ahmad and his deputy Mal Sani Shehu Gagarawa, were killed in a car accident. They had both been key supporters of the school improvement programme in the state and will be missed by all.

Key numbers for July to September 2015

26. 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.

Table 5: Key numbers table

Key results by state	PERIOD ACTUAL (July - September 2015)							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
New' public primary schools: not counted in previous quarters.	38	0	0	0	0	31	7							
New JSS	12	0	0	0	0	12	0							
Total new schools this quarter	50	0	0	0	0	43	7							
Number of target schools (public)														
Primary	15,285	1,223	1563	4,225	5,732	1,528	1,014	15,739	1,223	2,017	4,225	5,732	1,528	1,014
JSS (and SSS kano only)	552	0	0	100	33	419	0	601	0	49	100	33	419	0
Total	15,837	1,223	1,563	4,325	5,765	1,947	1,014	16,340	1,223	2,066	4,325	5,765	1,947	1,014
Number of learners in target schools (public)														
Male	2,877,987	150,256	312,524	642,615	1,396,997	176,199	199,396	2,877,987	150,256	312,524	642,615	1,396,997	176,199	199,396
Female	2,657,399	145,245	234,745	550,354	1,346,650	173,123	207,282	2,657,399	145,245	234,745	550,354	1,346,650	173,123	207,282
Total	5,535,386	295,501	547,269	1,192,969	2,743,647	349,322	406,678	5,535,386	295,501	547,269	1,192,969	2,743,647	349,322	406,678
Number of target schools (non-state)	222	0	0	222	0	0	0	908	186	180	222	320	0	0
Number of learners in target schools (non-state)														
Male	9,238	0	0	9,238	0	0	0	81,716	54,202	8,447	9,238	9,829	0	0
Female	4,353	0	0	4,353	0	0	0	66,504	45,974	7,225	4,353	8,952	0	0
Total	13,591	0	0	13,591	0	0	0	148,220	100,176	15,672	13,591	18,781	0	0
Children accessing water from new units														
Male	3,484	0	0	0	0	3,484	0	97,826	2,346	14,593	17,388	45,155	16,290	2,054
Female	3,733	0	0	0	0	3,733	0	90,356	2,129	9,890	14,812	46,659	14,728	2,138
Total	7,217	0	0	0	0	7,217	0	188,182	4,475	24,483	32,200	91,814	31,018	4,192

Key results by state	PERIOD ACTUAL (July - September 2015)							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Communities (at 300 Households [avg] per unit) in Kaduna only	0	0	0	0	0	0	0	27,600	0	0	27,600	0	0	0
Girls with access to separate toilets	3,733	0	0	0	0	3,733	0	80,206	6,540	10,128	11,360	41,007	9,565	1,606
Learners benefiting from new/renovated classrooms														
Male	3,484	0	0	0	0	3,484	0	68,656	10,715	1,776	734	32,478	16,989	5,964
Female	3,733	0	0	0	0	3,733	0	62,925	9,685	1,184	626	30,232	14,733	6,465
Total	7,217	0	0	0	0	7,217	0	131,581	20,400	2,960	1,360	62,710	31,722	12,429
Learners benefiting from direct school funding														
Male	150,256	150,256	0	0	0	0	0	657,894	150,256	102,124	28,313	334,385	17,747	25,069
Female	145,245	145,245	0	0	0	0	0	592,620	145,245	77,040	24,119	304,083	16,289	25,844
Total	295,501	295,501	0	0	0	0	0	1,250,514	295,501	179,164	52,432	638,468	34,036	50,913
Community sensitised/trained and supported to support school improvement - Person Training Days (PTDs)														
Male	52,897	5,149	13,284	10,346	4,260	2,305	17,553	1,086,816	23,227	73,075	182,338	240,934	93,984	473,258
Female	21,544	2,899	3,321	6,450	1,710	1,181	5,983	667,027	20,834	22,884	91,539	137,381	76,754	317,635
Total	74,441	8,048	16,605	16,796	5,970	3,486	23,536	1,753,843	44,061	95,959	273,877	378,315	170,738	790,893
Community sensitised/trained and supported to support school improvement - Actual Number														
Male	37,072	5,149	9,648	10,346	426	2,305	9198	181,326	11,154	42,510	28,442	40,768	39,084	19,368
Female	17,286	2,899	2,412	6,450	171	1,181	4173	107,442	9,994	11,880	12,337	29,063	32,418	11,750
Total	54,358	8,048	12,060	16,796	597	3,486	13,371	288,768	21,148	54,390	40,779	69,831	71,502	31,118
CSO members trained to support school improvements - Person Training Days (PTDs)														
Male	1,009	36	0	0	890	23	60	8,781	700	1,233	1,812	3,747	728	561
Female	449	54	0	0	340	7	48	4,918	1,027	696	750	1,003	962	480

Key results by state	PERIOD ACTUAL (July - September 2015)							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Total	1,458	90	0	0	1,230	30	108	13,699	1,727	1,929	2,562	4,750	1,690	1,041
CSO members trained to support school improvements - Actual numbers														
Male	138	18	0	0	89	23	8	1,097	119	132	97	510	153	86
Female	284	27	206	0	34	7	10	1,049	127	466	43	133	197	83
Total	422	45	206	0	123	30	18	2,146	246	598	140	643	350	169
Safe spaces for women and children	1,879	1,052	0	0	80	0	747	22,046	1,252	2004	3,790	10,162	2,824	2,014
Female learners benefiting from cash conditional transfer (Kano)	0	0	0	0	0	0	0	11,050	0	0	0	11,050	0	0
Additional girls in school (girl education project - Jigawa & Kaduna)	0	0	0	0	0	0	0	12,647	0	9,718	2,929	0	0	0
Teachers trained and supported (Public Schools) - Person Training Days (PTDs)														
Male	17,326	0	7,426	0	0	9,900	0	872,089	13,521	181,384	83,395	315,652	234,079	44,058
Female	29,782	0	830	0	0	28,952	0	737,912	110,879	33,084	78,969	88,685	323,945	102,350
Total	47,108		8,256	0	0	38,852	0	1,610,001	124,400	214,468	162,364	404,337	558,024	146,408

Key results by state	PERIOD ACTUAL (July - September 2015)							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Teachers trained and supported (Public Schools) - Actual number														
Male	9,394	0	7,426	0	1,968	0	0	101,488	487	20,938	14,461	52,047	11,248	2,307
Female	2,900	0	830	0	2,070	0	0	44,261	3,949	3,277	13,441	7,204	8,654	7,736
Total	12,294	0	8,256	0	4,038	0	0	145,749	4,436	24,215	27,902	59,251	19,902	10,043
Teachers trained and supported (non-state Schools) - Person Training Days (PTDs)														
Male	0	0	0	0	0	0	0	35,731	1,364	5,399	10,599	18,369	0	0
Female	0	0	0	0	0	0	0	33,074	16,379	1,284	5,921	9,490	0	0
Total	0	0	0	0	0	0	0	68,805	17,743	6,683	16520	27,859	0	0
Teachers trained and supported (non-state schools) - Actual number														
Male	0	0	0	0	0	0	0	1,574	98	438	174	864	0	0
Female	0	0	0	0	0	0	0	1,870	1,440	99	122	209	0	0
Total	0	0	0	0	0	0	0	3,444	1,538	537	296	1,073	0	0
Head teachers trained and supported (public schools) - Person training days (PTDs)														
Male	29,879	0	6,198	12,410	5,632	5,400	239	446,554	12,202	48,062	78,442	261,353	36,535	9,960
Female	7,235	0	52	3,945	100	2,388	750	129,244	15,264	1,154	24,837	13,227	45,311	29,451
Total	37,114	0	6,250	16,355	5,732	7,788	989	575,798	27,466	49,216	103,279	274,580	81,846	39,411
Head teachers trained and supported (public schools) - Actual numbers														
Male	10,777	0	1,550	3,281	5,632	75	239	18,395	602	7,461	3,281	5,632	1,180	239
Female	1,960	0	13	1,044	100	53	750	3,405	621	99	1,044	100	791	750
Total	12,737	0	1,563	4,325	5,732	128	989	21,800	1,223	7,560	4,325	5,732	1,971	989

Key results by state	PERIOD ACTUAL (July - September 2015)							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Head teachers trained and supported (non-state, Enugu only) - Person training days (PTDs)														
Male	0	0	0	0	0	0	0	1,606	1,606	0	0	0	0	0
Female	0	0	0	0	0	0	0	5,702	5,702	0	0	0	0	0
Total	0	0	0	0	0	0	0	7,308	7,308	0	0	0	0	0
Head teachers trained and supported (non-state, Enugu only) - Actual Number														
Male	0	0	0	0	0	0	0	40	40	0	0	0	0	0
Female	0	0	0	0	0	0	0	144	144	0	0	0	0	0
Total	0	0	0	0	0	0	0	184	184	0	0	0	0	0
State/LGEA officials trained to support school improvement - Persons Training Days (PTDs)														
Male	6,007	598	678	2,336	440	1,691	264	237,147	12,076	22,254	65,336	112,300	18,507	6,674
Female	2,545	580	35	1,295	60	397	178	91,444	16,004	4,241	31,226	21,593	9,938	8,442
Total	8,552	1,178	713	3,631	500	2,088	442	328,591	28,080	26,495	96,562	133,893	28,445	15,116
State/LGEA officials trained to support school improvement - Actual Number														
Male	1,293	170	230	257	44	456	136	27,162	170	5,191	5,361	13,088	2,067	1,285
Female	610	251	11	115	6	90	137	8,473	251	1,293	2,124	2,674	1,045	1,086
Total	1,903	421	241	372	50	546	273	35,635	421	6,484	7,485	15,762	3,112	2,371
Schools inspected using QA methodology	410	0	0	0	410	0	0	6,477	187	179	1,262	3,277	698	874

Financial report

ESSPIN has completed 14 months or 46.7% (August 2014 to September 2015) of its 30-month extension contract (August 2014 to January 2017). As of September 2015, we have spent 47.7% of the extension budget.

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

Total Extension Budget (millions)	£32.5
Spend to June 2015 (millions)	£15.5
Percentage of Total Budget Spent	47.7%

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:

- 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 remains slightly low - part of this is explained by CS3 which will take place in the latter stages of the programme.

Table 7: Extension contract by area of spend

Area of Spend	Budget (millions)	Spend To June 2015 (millions)	Percentage Spent
Fees	£17.9	£9.1	50.8%
Reimbursables	£4	£2.5	62.5%
PSA	£10.6	£3.9	36.8%
Total	£32.5	£15.5	47.7%

Year 7 is now completed and the final year-end position is set out below. Table 8 reflects the budget that was in place throughout the programme year. Following the end of the programme year, a Contract Amendment was agreed with DFID and this reduced the Year 7 budget to £12.6m. The slight overspend against this lower amount will be balanced from the ESSPIN Year 8 and Year 9 budgets.

Table 8: ESSPIN Year 7 spend position

Year 7 Original Target (million)	£13.9
Year 7 Revised Target (million)	£12.6
Year 7 Spend (million)	£12.9
% Original Target Spent	92.8%
% Revised Target Spent	102.4%

ESSPIN has now completed two months of Year 8 (August and September 2015) equivalent to 16.7% of the programme year. At the end of this quarter ESSPIN had spent 19.1% of the budget.

Table 9: ESSPIN year 8 spend position

Year 8 Target (millions)	£13.6
Year 8 Spend (millions)	£2.6
% Spent	19.1%

We have now completed 50% of the 2015-16 DFID Financial Year. As of September 2015, the gross amount invoiced to DFID before the retention deduction is £7.5m (Table 10). Therefore, ESSPIN has spent 54.4% of the increased 2015-16 budget. This additional spend is due to the increase in FY 2015-16 from £13.4m to £13.8m. After the retention has been removed, we have invoiced a total of £6.9m to DFID which is 50.0% of the increased 2015-16 budget.

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

DFID 2015-16 Financial Year Target (millions)	£13.8
DFID 2015-16 Financial Year Gross Spend (millions)	£7.6
DFID 2015-16 Financial Year Net Spend (millions)	£6.9
% Spent – Gross spend	54.3%
% Spent – Net spend	50.0%

Table 11 below presents spend by Output – for Year 7 against budget, Year 8 against budget and for the full extension phase budget. The Year 7 budget reflects the previous budget prior to the Contract Amendment. As Year 7 has now been completed, we have not amended the budget. The Year 8 budget is in line with the latest and just signed Contract Amendment. For the full Extension phase of ESSPIN, we remain on track to spend the full budget.

Table 11: ESSPIN spend by output - against year 7 actuals, year 8 forecast and total extension budget

	Output 1	Output 2	Output 3	Output 4	KM and Comms	Total
Year 7 Spend (million)	£0.8	£2.7	£5.8	£3.1	£0.5	£12.9
Year 7 Budget (million)	£0.7	£2.3	£6.5	£4.0	£0.4	£13.9
% Year 7 Budget Spent To Date	114.3%	117.4%	89.2%	77.5%	125.0%	92.8%
Year 8 Spend to date (million)	£0.1	£0.5	£0.9	£1.0	£0.1	£2.6
Year 8 Budget (million)	£0.6	£2.1	£6.5	£4.0	£0.4	£13.6
% Year 8 Budget Spent To Date	16.7%	23.8%	13.8%	25.0%	25.0%	19.1%

	Output 1	Output 2	Output 3	Output 4	KM and Comms	Total
Total Extension Spend To Date (millions)	£0.9	£3.2	£6.8	£4.1	£0.5	£15.5
Total Extension Budget (million)	£1.7	£5.3	£15.0	£9.5	£0.9	£32.5
% Total Extension Budget Spent To Date	52.9%	60.4%	45.3%	43.2%	55.6%	47.7%

Table 12 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 2008 To Date (million)	£6.6	£18.3	£50.6	£26.9	£4.8	£107.2
Total Budget 2008 to 2017 (million)	£9.6	£20.5	£57.9	£31.6	£5.0	£124.6
% Total Budget Spent To Date	68.8%	89.3%	87.4%	85.1%	96.0%	86.0%

Value for money

Economy Indicators

27. ESSPIN measures unit costs of activities completed against spend to date in order to report on programme development costs. The costs and results are based upon actuals as at September 2015. Financial information is based on the September 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	Unit Cost September 2015	Comment
3.1 Schools trained to use a SDP	£294.70	£320.04	£229.22	£219.04	↑ £223.36	Slight increase
3.2 Headteachers trained to operate effectively	£624.73	£689.04	£492.77	£478.82	↑ £492.07	Slight increase
3.3 Teachers trained to deliver competent lessons	£101.91	£115.73	£100.53	£93.71	↓ £89.55	Continued decrease
3.4a Learners with access to toilets (Direct ESSPIN Funded)	£63.25	£60.85	£61.63	£62.00	↓ £59.43	Continued decrease
3.4b Learners with access to clean water (Direct ESSPIN Funded)	£55.35	£55.39	£56.14	£56.42	↓ £54.56	Continued decrease
3.4c Learners benefiting from new/renovated classrooms (Direct ESSPIN Funded)	£8.69	£9.05	£9.54	£9.71	↓ £9.41	Continued decrease
4.1 Community members trained to set up SBMCs	£34.01	£35.22	£33.42	£34.15	↓ £31.62	Continued decrease
4.1 Communities where SBMC reflect women/children concerns	£280.84	£284.07	£275.70	£276.48	↓ £241.93	Continued decrease

A possible explanation for the slight increase in SDP and headteacher costs is that the results are starting to level out whilst the investment continues to embed the improvement and ESSPIN intervention. Rather than constantly driving down costs, there is a level of investment required to generate and sustain desirable levels of change.

Efficiency and effectiveness

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

Risk monitoring

29. 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	Current rating	Possible Consequences	Key mitigation strategies
Security risk – attack on staff or offices (northern States)	Medium probability, High 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
Implementation risk – continued delay in appointment of Education Minister and principal officials in states	High probability, high impact	<ul style="list-style-type: none"> • Lack of sector leadership • Important policy documents cannot be signed off • Lack of funding, slow-down of SIP implementation activities 	<ul style="list-style-type: none"> • Ongoing engagement with technical (Director level) cadre
Implementation risk- FME lacks vision and commitment to national systems	High probability, medium impact	<ul style="list-style-type: none"> • Important policy reforms are not initiated • Delays in approval of national policies • Lack of funding for operationalising national systems, e.g. on MLA 	<ul style="list-style-type: none"> • Engagement with the FME’s Office (in conjunction with DFID) to support national strategy • Engagement with wider definition of education sector leaders (particularly UBEC leadership)

Risk	Current rating	Possible Consequences	Key mitigation strategies
Financial risk –states do not utilize or disburse funds as intended	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"> • Diversify SIP funding base through engagement with budget process, ExCo subventions, etc. • Maintain the partnership by providing TA to UBEC in its drive to establish functioning SBMCs and effective QA system in all Nigerian schools • Support UBEC's efforts in other intervention areas, e.g. Inclusive education, IQTE and QA. • Support eligible states to explore other sources of school improvement funding, e.g. GPE, EAC
Sustainability risk – State's commitment to school improvement expansion reduces	High probability (linked to change of government), 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 • Development of Sustainability Strategy
Sustainability risk – reduced federal allocations to states due to drop in oil revenue	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, EAC

Risk	Current rating	Possible Consequences	Key mitigation strategies
Implementation risk – diversion of SIP resources, including UBEC-IF; lack of budget discipline in education MDAs	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- Failure of states to respond to severe school quality problems, including using the SIP approach to raise standards. Failure of Mission Schools to commit and release funds for MSIT (Enugu specific).	Medium probability, High impact	<ul style="list-style-type: none"> Standards do not improve as expected or decline 	<ul style="list-style-type: none"> Continue to demonstrate effectiveness of the school improvement model through consolidation work in phase 1 schools and roll out to new schools Support States to incorporate Composite Survey findings in their Annual Sector Performance Review reports.
Implementation risk – shortage of teachers in rural areas	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
Implementation risk- Failure to recognise the role of women and children in school governance	Medium probability, Medium impact	<ul style="list-style-type: none"> Programme is gender-blind or does not take account of needs of women and children Women and children have no voice in school improvement activities 	<ul style="list-style-type: none"> Safe Spaces (women and children’s committees) created in SBMCs Ongoing mentoring of SBMCs by CSOs Documentation and dissemination of examples of women contributing effectively to school improvement as a good advocacy tool CSOs undertake advocacy campaigns on behalf of women and children

Risk	Current rating	Possible Consequences	Key mitigation strategies
Implementation risk- Marginalised groups in states continue to be sidelined due to overriding cultural factors	Medium probability, Medium impact	<ul style="list-style-type: none"> • Programme does not meet our objectives of working with vulnerable children and is not inclusive. • Lack of equity in state expenditure on basic education as only 'visible' children will benefit 	<ul style="list-style-type: none"> • Progress on enabling policy environment for inclusive education in ESSPIN States as evidenced in State self-assessments. • Every State now has an inclusive education programme with a clear policy basis • Selected States conducting surveys of out-of-school children with ESSPIN technical assistance. • Ongoing CSO advocacy work including regular interaction with traditional / religious leaders. • Policies and practice on posting of rural, local language and female teachers.
Implementation risk- Teacher (re-)postings dissipate impact of training and critical mass of change agents at school level	Medium probability, High impact	<ul style="list-style-type: none"> • Teacher (re-) postings dissipate impact of training and critical mass of change agents at school level • Teacher competency targets are not achieved and school quality does not improve 	<ul style="list-style-type: none"> • Re-assess theory of change. • Re-assess intervention model. • Work with TDP on sustainable teacher deployment models • Ongoing engagement with SUBEBs to encourage retention of trained teachers
Implementation risk – introduction of new government priorities, e.g. school feeding, takes away resources from SIP work	High probability, high impact	<ul style="list-style-type: none"> • Poor costing framework for school feeding makes spend impact unrealistic • Pressure on ongoing initiatives to relinquish funding to support school feeding • Rapid increases in access and governments are unable to deal with the surge 	<ul style="list-style-type: none"> • Working with DFID to provide TA to planners of the school feeding programme to ensure realistic implementation
Implementation risk- Climate change drives conflict between herdsman and crop farmers	Low probability, High impact	<ul style="list-style-type: none"> • Violent conflict disrupts school attendance and leads to possession of school buildings/shelters for displaced persons • Children drop out of school as school routes become unsafe 	<ul style="list-style-type: none"> • Climate change resilience and sustainability consultations with stakeholders, analysis, recommendations • Review and implementation of findings from conflict and education study

Risk	Current rating	Possible Consequences	Key mitigation strategies
Sustainability risk- lack of state government recognition of CSOs	Medium probability, medium impact	<ul style="list-style-type: none"> • SBMC support decreases and has impact on school governance • LGEA officials become complacent in their community support role • Lack of CSO involvement in strategic planning processes limits government accountability • Community level data collection processes are undermined 	<ul style="list-style-type: none"> • ESSPIN consistently encourages states to engage CSOs directly to help train, mentor and monitor SBMCs. • ESSPIN's SBMC model now includes the concept of Civil Society/Government Partnerships (CGPs) that brings CSOs and LGEA Desk Officers together as SBMC training and support teams. • Evidence gathering on the impact that CSOs are helping to achieve with regards to voice and accountability. • New challenges to CSOs and States to forge sustainable service delivery partnerships through a proposal and grant funding mechanism.
Sustainability risk – Slow institutional uptake of reform programmes	Medium probability, Medium impact	<ul style="list-style-type: none"> • The states are not institutionally ready to continue with SIP once ESSPIN finishes • States may be willing but lack the institutional capacity to consolidate SIP activities • Impact of SIP dissipates after a few years and reversal occurs 	<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 result in new appointees with low commitment to education	Medium probability, Medium impact	<ul style="list-style-type: none"> • Programme activities get delayed with effects on learning outcomes of children • New officials reject the SIP due to lack of understanding or low priority • SIP funding is diverted to other objectives 	<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	Current rating	Possible Consequences	Key mitigation strategies
Sustainability risk – failure of communities and governments to safeguard school facilities provided by DFID-ESSPIN	Medium probability, Medium impact	<ul style="list-style-type: none"> School infrastructure and resources deteriorate. Schools become unsafe for pupils and un conducive for learning DFID’s investment in school infrastructure is lost 	<ul style="list-style-type: none"> Social Mobilisation Officers mobilising communities to take ownership Monitoring tools transferred to state actors from consultants Community asset management introduced into infrastructure maintenance workstream Political engagement with governments on provision of measures for school security and safety Climate change, adaptation, sustainability and resilience component launched

Section 2: State Progress Summaries

Enugu

Security and travel

30. A greater part of the quarter under review fell within the long vacation (summer holiday) and the subsequent reduction in school level activities and travel to schools and communities. All the same, the state remained stable politically and peaceful generally. There were no incidences that impacted negatively on the programme during the quarter. Enugu, the state capital, the local governments, communities and schools were safe for visits and programme delivery.

Political economy

31. The newly-elected governor eventually settled down to business with the appointment, confirmation and inauguration of a 24 member executive council and a number of advisers. For the education sector, Professor Uche Eze, a research professor and educationist at the University of Nigeria, Nsukka came on board as the commissioner for education, while Dr. Sam Ugwu from the same university took office as the special adviser to the governor on education.

32. To equip the political appointees with requisite skills, competences and attitudes to discharge the functions of their offices creditably, DFID and its Enugu State-Led Programmes (SLPs) collaborated with the Enugu State Economic Planning Commission to organise a three-day governance retreat for the appointees from 6-8 August. Each SLP made a presentation on how it supports the state government to achieve its 4-point agenda hinged on continuity and consolidation. The commissioner for education and special adviser to the governor on education actively participated in the retreat and were supported by ESSPIN to examine the vision, mission and goals of Education in the State. ESSPIN used the opportunity of the retreat to deepen engagement with the commissioner and the adviser.

33. Speaking during the retreat, the governor, Ifeanyi Ugwuanyi, promised to continue with the six monthly meeting with DFID and its SLPs, which his predecessor had started.
34. Education sector specific political engagement during the quarter included meetings with the new commissioner and special adviser to the governor on education to apprise them on ESSPIN and its subsisting partnership with the state government. During one of such engagements, the commissioner and the adviser promised to respect any agreements and understanding ESSPIN had reached with SUBEB on the school improvement programme (SIP).
35. ESSPIN supported and participated in a MoE-organised Education Forum in which the governor addressed stakeholders on his vision for the education sector. The forum was attended by head teachers, secondary school principals, and heads of education MDAs as well as representatives of civil society organisations.
36. ESSPIN also continued engagement with the chair and permanent members of the Enugu State Universal Basic Education Board. Their remaining in office in spite of the inauguration of a new governor continued to impact positively on planned activities.

Leverage, political engagement and programme update

37. ESSPIN took the School Improvement Programme (SIP) beyond Enugu State by collaborating with DFID Southeast/South-south regional office to support Enugu State to share lessons from the implementation of the SIP in Enugu State with other states in the Southeast. Participants were drawn from the Ministries of Education and SUBEBs from the five south-eastern states of Abia, Anambra, Ebonyi, Enugu and Imo.
38. Discussions are still on-going with the state government on how to leverage resources to roll-out establishment and development of School-Based Management Committees to the remaining 627 public primary schools in the state. This will be further explored in the next quarter (October to December, 2015).
39. The highpoint of leverage for the quarter was the construction and furnishing of a five classroom block fitted with toilets and a school library at South West Primary School (SWPS), Amokwe in Udi local government area by a philanthropist, Rev. Father Anthony Mecha. Women from the community supported the construction with the provision of lunch on daily basis for the construction workers. Another philanthropist from the community supplied 300 60 leaves exercise books to the school.

Table 14: Leverage (NGN), Enugu state, to September 2015

Areas of Leverage	Amount Leveraged Jul-Sept, 2015	Total Amount Leveraged Jul 2012 -Sept 2015	Remarks and Source
Quality Assurance	1,665,600	17,978,400	Conduct of a 4-day SS-e workshop for 70 head teachers in Aninri LGA(Sept.2015)
Head/Class Teachers Training and Support	538,000	153,941,828	SUBEB: N2000x199 SSOs x 4 days =398000+ N4000x35 SSIT x 4 days =140,000 for school visits
School Running Cost	112,300,000	142,875,000	25K per school per term for 1223 schools paid in arrears for 4 terms
Development of State and Local Government Plans	416,320	38,196,220	Lunch and transport allowances to LGEA officers involved in development of LGEA action plans
Development and Functionality of SBMCs	0	48,040,000	
Community Contributions to SIP	17,450,000	280,407,405	Total community contribution captured in SSO reports including estimated cost of 6 classroom block in South West Primary School, Amokwe, Udi by a philanthropist
Share of salaries of state/LGA employees involved in SIP	40,800,000	168,150,000	272 officers (ASU, SSIT, SSOs &SMOs) involved in SIP at average of N50k per month.
Challenge Fund (CF) and Missions' SIP	0	71,727,000	School fees waived for beneficiaries @N3,500 per child for term April to July 2015 by 30 Missions
Total	173,169,920	921,315,853	

Table 15: Risk Matrix, Enugu state to September 2015

Risk: Enugu	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 LGCs as we have done for LGEA EMIS roll-out.

Risk: Enugu	Previous rating	Current rating	Management action
Disruption in planned activities due to anticipated change in leadership in the state	Medium	Low	Work with other SLPs and DFID to design and implement a PE plan. PE with new administration officials.
Failure of government and communities to safeguard infrastructure and facilities provided in schools by DFID-ESSPIN for the benefit of children and teachers.	Medium	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

Ifeanyi Onah, planning for education in Enugu- A story of sustainability

“ESSPIN has been solidly behind us. As a result we have been able to come this far in the processes of planning and budgeting for education. It has been quite a long and fruitful journey.”



Ifeanyi Onah leading a session during an MTSS session

These are the confident words of Ifeanyi Onah, from the Enugu State Ministry of Education. Ifeanyi heads the Education Management Information System (EMIS) Unit of the Ministry of Education and has worked tirelessly with ESSPIN to ensure Enugu benefits maximally from new initiatives. He and his colleagues from all the education MDAs come together each year with ESSPIN’s support to engage in the Medium Term Sector Strategy (MTSS) process. The MTSS is a series of activities that enable the effective delivery of quality education through proper planning and budgeting. The process also involves an assessment of the previous year regarding planned and budgeted activities while using information from the Annual School Census, another key activity that ESSPIN supports in the state.

ESSPIN in Enugu has supported the Ministry of Education, its departments and agencies in the processes of planning and budgeting for priority activities since inception. This continuous support is in line with the primary objectives of the ESSPIN in helping to provide quality basic education to children in Nigeria using the country’s own resources.

At each meeting of the MTSS process, Ifeanyi and his team meticulously review the accuracy of data compared to that in the Annual School Census. They check that objectives, targets and activities within the MTSS are properly aligned with the goals for the forthcoming year. They also check to see if the goals of the past year were achieved. Ifeanyi says:

“At any point in time now, you will see the various groups of people working on the MTSS doing so, with little or no supervision. We are on top of the process now and it is thanks to the compact and effective team that make up ESSPIN”.

ESSPIN continually engages at state and federal levels to strengthen education institutions in Nigeria. This is to enable the effective delivery of quality education to children in all public primary schools in the states where it works. It has consequently been training state partners to consistently support quality education even after the end of the programme. Many more people like Ifeanyi Onah and his colleagues have been trained from the state, its local governments, schools and even communities in order to ensure this work continues.

Ifeanyi concludes, *“I honestly do not know any reason why I will not be able to support another MTSS even when ESSPIN is no longer around. Our capabilities have been built as I am a living testimony to this.”*

Jigawa

Security and travel

40. Security in the state remains stable in spite of the return of disturbances in the neighboring Yobe State. However extra caution is observed while ESSPIN continues to share information with the state agencies and other SLP programmes.
41. Although travel in and around the state capital and LGAs is safe, the risks posed by car accidents is very high. In this quarter, SUBEB lost two key officers; Director Schools (Quality Assurance) Mal Dalhat Ahmad and his deputy Mal Sani Shehu Gagarawa, in a ghastly car accident. The death of these officers affected ESSPIN's programme implementation as the two were the key personnel running the School Improvement Programme, coordinating trainings and in-school activities. Drivers and partners from SUBEB would benefit from professional driver training, similar to that provided to ESSPIN's own drivers, if funds permit.

Political economy

42. The State Executive Council was formed and sworn-in. The appointment of Hajia Rabia Eshaq as the new Commissioner for Education was widely welcomed. She is a renown educationist with vast knowledge in educational administration. She is reform-minded and has a long-standing experience in development work. ESSPIN has met with her to discuss deepening the education reforms. Similarly Alhaji Salisu Zakari was appointed as the new Executive Chairman SUBEB; he is a politician with an interest in change and has declared support to the School Improvement Programme implemented by the SUBEB.

Leverage, political engagement and programme update

43. The State Governor inaugurated a 15 person committee set up by the Jigawa State Forum to articulate achievement of thematic priorities. This committee will address issues such as gender and social inclusion, participatory community empowerment and IQTE integration. ESSPIN is working with members of this committee with a view to enhance our partnership for consolidating inclusion in education service delivery.
44. ESSPIN conducted an orientation programme for the 27 newly appointed Education Secretaries as part of the consolidation framework. The meeting addressed the challenges on the role of the Education Secretaries and the support required to implement school-based activities. An Education Secretary Forum was established which will meet quarterly to discuss the training workplan, school cluster reports and the development of the LGEA consolidated reports. This engagement is part of ESSPIN's sustainability strategy which aims to move the reform from State to LGEA levels.

This quarter there was limited budget release in the state because the Government was taking off and making adjustments to the state Budget, however the SUBEB, having access the 2014 UBEC

funds continued with the implementation of the SIP at school level. Below is a breakdown of the amount spent in the implementation of activities during the July-September period.

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

Areas of leverage	State budget	Amount leveraged	Total amount leveraged	Remarks and Source
		July-September 2015	Jul 2012 – Sept 2015	
Step-down Training of 297 SSOs and 2097 classroom teachers on Literacy/Numeracy skills	UBEC Funds	6,778,000.00		2014 UBEC Funds for Teacher Training
Mentoring visit 8 and 9 for SBMC members in 501 schools	UBEC Funds	3,400,030.00		2014 UBEC Funds for SBMC development
Total N		10,178,030.00	648,028,339.50	

Risk Monitoring

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

Risk	Previous rating	Current rating	Management action
Effect of climate change and floods disaster; a number of villages and communities were devastated by floods and submergence of farmlands. This has affected school resumption in Ringim, Miga ,Auyo and K/Hausa LGAs	low	High	The floods affected teacher training sessions as schools affected could not resume on time and teachers could not teach from the lesson plans; a number of topics may not be covered in the term. ESSPIN is working with the LGEA Secretaries to organise extra school support visits to ensure that teachers are adequately mentored to cover the lost time.

C-EMIS report use for advocacy to address out of school children in Birniwa LGA

It is vital to fully understand the reasons why children are not in school in order to overcome the barriers. Poverty and parental illiteracy are often cited as key barriers that limit access to education, but do not tell the full story. ESSPIN's Community- Education Management Information System (C-EMIS) survey illustrated a number of reasons which were either unknown or ignored. These included issues such as communal conflicts , child abuse, distance to school and parents preferring IQTE. The dissemination of the report prompted parents in Birniwa LGA to use the findings to address the challenges in getting children into school.

"The results of this report are outstanding and we now have credible information on how we can make informative advocacy fact-sheets and sensitise local communities." Said Bala Mai Unguwa , a member of SBMC Birniwa Special Primary school.

In July 2015, the LGA recorded an increase of 26% in the enrolment of new pupils in primary one and ECCDE compared to the 11.6% in 2014. The LGEA Secretary declared that *'the C-EMIS report helped us to identify the various reasons why we failed in the past to get parents to send their children to school. The new advocacy strategy we adopted was built on the recommendation from the report. We grateful that the ESSPIN and SUBEB collaborated to extend the survey to Birniwa LGA which has been challenged by low school enrolment, attendance and completion rates.'*

ESSPIN is now working to extend the dissemination of the report to other LGAs with a view to influence local communities and SBMCs to conduct similar surveys. The SUBEB has declared its intention to fund the survey in more LGAs.



Children at the enrolment campaign

Kaduna

Security and travel

45. There was a major bomb blast in Zaria LGA on 7th July, killing at least 25 teachers and injuring at least 32 others. The bomb went off at the venue of the biometric verification exercise for all civil servants as part of the 'Restoration' action of government. Teachers from Sabon Gari, Saminaka and Birnin Gwari were victims of the blast. In September, an unprecedented flooding reportedly killed at least 12 people, leaving over 30,000 homeless. The flood submerged not less than 2000 houses in at least 12 LGAs.
46. Dates for some of our activities had to be shifted to allow staff to participate in the verification exercise.

Political economy

47. The State Government is revising their systems and structures; they have distanced themselves from the activities of the old government. The process for appointing new Education Secretaries has commenced, adverts have gone out in the print media. ESSPIN has been invited to be part of the final selection. The positions of SUBEB Chair and Permanent Secretaries for both the Ministry and SUBEB are yet to be filled. The Executive Governor mostly manages activities and interventions centrally as he insists that he will not work with the current civil service structure. He has created a project delivery unit within his offices that will implement 'Quick Wins'. The Kaduna State Executive Council has approved a draft Fiscal Responsibility Bill. The bill, which provides for an independent commission to monitor and enforce the provisions of the proposed law, will now be submitted to the State's House of Assembly for legislation. The bill will limit possible deficits to not more than five per cent of aggregated revenue. The law will also create a Kaduna State Fiscal Responsibility Commission (KADFREC) which shall be independent and be capable of recommending violators for prosecution, which on conviction may result in imprisonment or the payment of fines.

Leverage, political engagement and programme update

48. The government implementing 'Quick wins' to be funded from the 2015 budget. Quick win interventions include free schooling and free feeding, school infrastructure, school furniture, school uniforms. None of the interventions are visible yet, but projects are due to begin soon. The Executive Council abolished payment of fees for all admission processes in all tertiary institutions owned by the State. The Commissioner for Education, Dr. Shehu Usman Adamu announced this at a press briefing, he explained that the aspirations of young people seeking admission into higher institutions should not be treated as a revenue source. Adamu also conveyed the council decision that all non-teaching occupants of school quarters should vacate the premises within 90 days, while teachers transferred to other schools will have six months to give up their former quarters.

Call circulars for the 2016 Restoration plan (formally MTSS) is out, ESSPIN is collaborating with SPARC and MoEP to provide technical support for the process in the education sector.

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

Areas of leverage	State budget	Amount leveraged July-Sept 2015	Total amount leveraged Jul 2012 – Sep-15	Remarks and Source
<i>School Improvement Programme</i>	N230m	NGN 0	NGN 320,230,101	All State accounts frozen till December 2015
<i>School Improvement Programme</i>		NGN 13,597,566	NGN 211,013,848	Salaries for 19 SSIT for the months of July-Sept 2015
<i>Quality Assurance</i>	N17.7m	NGN 0	NGN 61,840,740	Schools were on long vacation, just resumed
<i>Planning and Budgeting</i>	N21.7m	NGN 630,000	NGN 67,658,390	Funds released by MoE for the finalization of AESPR, data cleaning and analysis
<i>SBMC</i>	N40m			
<i>IQTE</i>	N29.2.	NGN 0	NGN 5,000,000	All State accounts frozen till December 2015
<i>Inclusive Education</i>	592,000	NGN 0	NGN 111,215,508	All State accounts frozen till December 2015
TOTAL		NGN 14,227,566	NGN 776,958,587	

Risk Monitoring

Table 19: Risk matrix, Kaduna State, July-September 2015

Risk: Kaduna State	Previous rating	Current rating	Management action
Political Instability/Change of Government	High	Low	The new government puts high premium on education and school improvement.
Sustainability of SIP	Low	Low	School Improvement is high on the present Government's priority and we are already reviewing our work to align with the government's focus. There is now a strong bond between

Risk: Kaduna State	Previous rating	Current rating	Management action
			the new Hon. Commissioner for Education and ESSPIN.
Non-release of approved state funds for school improvement programmes	High	Medium	The new government has introduced '0' budgeting process and Treasury Single Account (TSA) in the state. The State is also planning to produce a new SDP, which will be supported by us. The MTSS is now being revised and re-named Sector Restoration Strategy (SRA). There are high hopes that everything in the sector strategy will be funded. In the new dispensation, more funds will be released to LGEAs to implement school improvement programmes
Cabinet Reshuffle	High	Low	The present government is results-oriented and heavy political engagement is on-going to ensure that competent and qualified people are appointed to head the education sector. Orientation of in-coming officials and new appointees, particularly the SUBEB Chair and the Education Secretaries is 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. No night travels, Travel in convoy. Ensuring vehicles have fuel at all times.

Case study - IQTE programme is changing lives

Suleiman Yusuf is an 11 year old pupil in one of the IQTE schools ESSPIN is supporting. He comes from a nearby Kujama village in Chikun LGA of Kaduna State to attend Tsangaya School in Mallam Ja'afar's school which is a SUBEB Pilot IQTE school in Kaduna North LGA.

His school was among the schools invited to attend the International Day of the African Child Celebration jointly organized by ESSPIN, SCUK, UNICEF and other stakeholders. Being the day of celebrating children, the children were given the front seat and were given an opportunity to make speeches. Suleiman Yusuf was nominated among those to present a speech.

Being used to scavenging for food at occasions, Suleiman could not help, but make his situation felt as an integral part of his speech. He began to speak, *"In the name of Allah, the most beneficent, the most merciful. I thank God for this occasion and I thank ESSPIN for the IQTE program which is the reason why I am here today as a special guest. For the first time in my life I will be served fresh food at an occasion like this and not have to wait for remnants which is what I am used to. This is what education does to one's life. It gives you prestige"*.

'Such an unusual speech from a child!' was the reaction of most present, not because he was an Almajiri child, but for him to have linked the importance of education to the little, but most important detail of his life: freshly cooked food vs left overs.

Suleiman Yusuf in class



Kano

Security and travel

49. The security situation in Kano State has greatly improved over the period, particularly at the state level. The state has been calm and peaceful during this period. The gradual movement of Internally Displaced People (IDP) back to their respective states and improved petrol system by the security agencies is contributing to the peace being experienced in the state. The peace around the state has afforded law-abiding citizens to go about their business. However, the security at the school level is still calling for attention. The issues around child protection and conflict at school level are still risks that are awaiting Kano State Government attention, considering the shortage of manpower for security at the school level.
50. Transportation and travelling within and outside Kano were relatively smooth during the third quarter. The pump price of fuel has also returned to an approved amount by the government. Fuel is available at the regular price of N87.00 per litre the filling stations. Interstate travels, including LGEA visit by ESSPIN staff, during the period, were not only smooth but also accident-free. However, the curfew in Kano State remains from 6 pm to 10 am for private/individuals motorcycles. The free mobility meant that programme activities, workshops and training at both LGEAs and school level, continued without disruption.

Political economy

51. The third quarter of the year witnessed another form of delay in decision-making process both at public and private sectors level. The implementation of both capital and some recurrent projects and activities are delayed due to the precarious economic situation of the state. The global fluctuation in the oil market and the unstable movement in the foreign exchange rate had knock-on effects on the economy of Kano state. This trend affected the implementation process of most of the budgeted activities of the state. As a result, the Kano State Government has called on the Federal government for assistance and also requested for a N20b loan facility, which the State House of Assembly is still reviewing. As part of the efforts to revamp the economy of the state, the State Advisory Committee on Education has presented various proposals ranging from removal of free education at the higher level, reversal of mandates of newly established Quranic and Islamiyya School (QIB) Board and others. The engagement with SPARC in an attempt to improve internally generated revenue and on revenue generation drive is also on-going with the Kano Board of Internal Revenue (KBIR).
52. Education remained one of the top priorities of this administration despite the on-going tight economic situation in the state. The Medium Term Sector Strategy (MTSS) and 2016 budget process commenced in earnest with the education sector leading the way on projects/activities profiling. KSG has reiterated its position in continuing and consolidating on previous administration initiatives/programme. Hence, provisions for on-going education programmes and activities, such as Teaching Skill Programme, Quality Assurance, SBMC roll out, Annual School Census, LGEA engagement on the establishment of a database, strategic planning and

action plan etc, were made in the MTSS. The political engagement on IQTE programme with his Excellency, Deputy Governor/Honourable Commissioner of Education, Science and Technology and the newly established QIS Board continues with the expectation that the Board would be retained to focus on 'out of school children' and, Quranic and Tsangaya education. Furthermore, the Global Partnership for Education (GPE) has completed plans to commence activity in October 2015 once funds are released. Hopefully, the GPE funding will help to sustain most of the on-going programme/activities of the state under basic education.

Leverage, political engagement and programme update

53. The issue of leverage is very challenging considering financial position of KSG. ESSPIN is, however, leveraging on our existing cordial relationship with the current administration, government partners and other stakeholders at all levels. In recognition of ESSPIN efforts and relationship with KSG, ESSPIN was chosen as the only education programme in the state to join the Kano State Advisory Committee. Also, ESSPIN is leveraging on the strong relationship with Civil Society Organisation (CSO), MDAs and other stakeholders to continue with planned programme activities that are either cost-free or demand a small budget.
54. The memorandum of understanding between ESSPIN and Kano State Government on the on-going School Improvement Programme (SIP) remains intact. The SIP integrates all components (education quality, infrastructure and sanitation, community engagement, and institutional development) in achieving better learning outcomes 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 between the two parties.
55. No funds were leveraged from Kano State Government during the third quarter although as stated above some no-cost and low-cost activities continued. These included :
 - School Based Activities –SSIT supporting teachers and Head teachers
 - Teachers Enhanced Support Activities
 - Establishment and workforce Planning
 - Annual School Census- Data Entry
 - Gender Awareness Workshop
 - CSO Self- Assessment Workshop
 - Finalization of 2013 – 2014 State of the Education Report in Kano
 - LGEA Strategic planning
 - Meeting with CSO Finance Officers
 - Signing of MOU between SUBEB & CSO

Risk Monitoring

Table 20: Risk matrix, Kano State, to September 2015

Risk	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

Completion and Transition: Rays of hope for 10, 648 girls in Kano State



The number of girls completing primary school and transitioning to junior secondary schools in Kano is far from impressive. This issue, and the negative effect the of their truncated education will have on the girls' future, was raised by ESSPIN at a recent meeting with His Excellency, the Deputy Governor of Kano State and Honourable Commissioner of Education, Professor Hafiz Ringim.

A joint team comprising SUBEB leadership and ESSPIN Kano found that many girls are lost at the transition stage. Furthermore, the number of girls retained in the system reduces drastically in primary 4, 5 and 6.

The Deputy Governor said *'just when we are reconsidering our free and compulsory education policy due to the prevailing economic reality, especially the reverberating consequence of dwindling revenue accruing to the state, a monster that is biting hard into our efforts to scale up reforms in the basic education sector, we realized the pertinent need to address the issue of abysmal transition of the girl child from basic primary to junior basic. Unfortunately, we cannot confront this blot without the required funding and can obviously are unable to do it alone'*.

To assist in addressing this challenge, ESSPIN, in collaboration SUBEB, has introduced a 'Summer Camp Academy' for girls. Under the program, 10, 648 girls will be coached and tutored on basic literacy, numeracy and social courses thereby enhancing their odds of successfully passing the transition exam and of course preparing them to confront the academic demands of the junior basic stage. According to Executive Chairman SUBEB, *'typical of ESSPIN, the program is on hand to immediately provide expert technical support to us on how best the gradually tackle the issue of non-transition of the girl-child, and I cannot think of anything better. Indeed, besides being the first of its kind in the history of Kano state, the Summer Camp Academy is unique and very promising'*.

The Academy held its first session during the third term holiday and was approved by the state government to become a recurrent feature during holidays. Girls from all the 44 LGEAs in the state were assigned to 196 study centres from where they will enhance their literacy and numeracy skills. The girls were given transport allowances as well as pencils, exercise books and a bag to wet their appetite for learning. Personnel comprising LGEA officials, SBMC members, teachers, SSOs and SMOs were involved in the exercise.

A guide was also developed to ensure synergy across the study centres. Equally, a state monitoring team comprising staff members from SMoES&T, SUBEB and ESSPIN paid scheduled visits to all the centres. The Deputy Governor is also a member of the monitoring committee and was impressed by what he saw in one of the study centres in Bichi LGEA buttressing that *'I cannot really imagine any partner of ESSPIN's standing in Kano State especially in the education sector. While we appreciate the contribution of all partners in the state, I must say ESSPIN's contributions to the growth and strengthening of our education sector glaringly standout. I am pleasantly surprised with what I saw at one of the SCA centers in Bichi. The kids are picking up, and taking in the lessons, and the teachers are encouragingly up to the task. Thank you ESSPIN, thank you'*.

Kwara

Security and travel

56. During this quarter, there seem to be calmness in the state coming out from the well accepted election results into reality. There was no security threat and travels within the state remained safe. Fuel was readily available throughout the quarter though the cost per litre was initially high with attending long queues but towards the end of the quarter, the cost in major cities normalised. There was no threat to our programme and activities took place in all the 16 LGAs.

Political economy

57. The tripartite meeting has lost some of its momentum because the state is yet to inaugurate its cabinet. There was no Commissioner or Chairman for the ministry or SUBEB who could call for the meeting. Political engagement was based on interactions with PSs of the ministry and SUBEB. This too became reduced when the PS at the ministry retired from service. Along with the Leadership of South West DFID Regional office, a courtesy visit was made to the Governor. The meeting provided a good opportunity to reiterate ESSPIN efforts on SIP and solicited for HE's support to sustain what has been done. The Deputy Governor in the state is the Chairman of the State Education High Level Committee and so prior to the meeting with HE, we paid a courtesy visit to the Deputy Governor too. These visits hopefully should yield good results when the state cabinet is inaugurated. Only one tripartite meeting was held in the quarter. Despite this, there were discussions on issues needing attention of the HC and SUBEB chairman with the PSs.

58. At a point, the non-payment of salary to teachers for about 3-4 months dampened their spirit and because most could not pay transport money to schools, class attendance dropped and by inference, pupils became irregular in school. The SUBEB Leadership rose up to the challenges as it frantically looked for solution round the problem.

Leverage, political engagement and programme update

59. Though the 2015 State Budget was not signed during the quarter, monthly running costs were released to MDAs to ensure continuity of activities. Government has started to appreciate the need to improve schools and so leveraging by state government is improving fast as a result of the tripartite meeting where funding issues were discussed. There will be more activities in the second quarter of the year.

60. In furtherance of strengthening the voice and accountability of the community engagement for better school improvement, a total of 2,706 Traditional and Religious Leaders were brought together to brainstorm on how they can add their voice to advocate for school improvement to achieve better learning outcomes for children in their domain. Issues mitigating against quality education were identified and work plans developed by these Leaders to guide their subsequent actions. The community work received a boost with the release of N2m for SBMC verification exercise in the remaining three LGEAs yet to have their SBMCs trained. A four-day

training was conducted in 423 schools involving 3,490 participants made up of 2,309 males and 1,181 females. 1,412 (95%) out of 1,485 public schools in the State now have their SBMCs formed and trained with 902 of these numbers mentored and monitored to date. Capacity of 118 CGP and 150 SMOs was developed in the consolidation process for a sustainable community empowerment for improved school governance; and to support continuing professional development of SMD officers linked to implementation, management and coordination of SBMC rollout in the State. 35 Child protection practitioners were brought together to brainstorm on how child protection can further be entrenched in the existing systems to protect the rights of the child. Gender and inclusion was also brought to the fore with training of 40 participants cutting across the MDAs, CSOs, Child Protection Network, National Human Rights Commission in continuation of mainstreaming gender and inclusion into government planning and budgeting.

61. CSOs' capacity was further strengthened on conducting issue-based advocacy through the conduct of mini research focused on language of instruction for minority group children in the public schools. Community contribution to school improvement during the quarter amounted to N36m bringing the cumulative total to N361m since 2012. Major challenges facing to community engagement are government's financial commitment to sustain the process and deployment of adequate teachers for rural schools. It is hoped that the new era of change will usher in the necessary political buy-in that will sustain the gains of the process

Table 21: Leverage (NGN), Kwara State, to Sept 2015

Areas of leverage	Amount leveraged July – Sept 2015 N	Remarks and Source
Teacher training Head teacher training	3,500,000	For SSOs' monthly allowance and SSIT allowance and running cost
LGEAs HR&A Section	90,000	Trainings on Establishment Planning
SBMC	2,000,000	SBMC verification Exercise in 3 LGEA
QAB	NGN 117,600.00	Training on SOER
Total leveraged from state	NGN 5,707,600	This figure only includes the amount leveraged from the state for the school improvement programme and not community contributions

Risk Monitoring

Table 22: Risk matrix, Kwara State September 2015

Risk:	Previous rating	Current rating	Management action
The non-composition of the State's Executive Council and the SUBEB Board slowing down SIP activities.	high	high	<ul style="list-style-type: none"> • Continuous PE for more fund release to SIP • Support the new D/Planning (Economic) to align the MTSS with the revised budget. Support alignment of approved budget with MTSS, development of DWPs and production of QMRs • Continuous support to CSOs on actualisation of the MOU Support advocacy activities of CSOs • Support media activities <p>Continuous reinforcement of positive evidence of impact</p>
Retirement of key officers from service bringing about disconnect in programme especially at the ministry where coordination should take place.	high	high	<ul style="list-style-type: none"> • More hand holding sessions for new officers • Political Engagement
Inadequate rural teachers	high	high	<ul style="list-style-type: none"> • High PE on implementation of Teacher Recruitment & Deployment Policy • Support MDAs use of policy and other strategic documents • Getting relevant stakeholders to be involved in teacher distribution

Increased Support from Communities in Kwara is helping to Improve Basic Education

Due to community contributions to schools development, schools environment are now becoming more conducive for learning, and learning is becoming a happy experience for pupils.

In Odo-Eku, Isin Local Government Education Authority (LGEA) in Kwara state, “The traditional ruler (Eleku) used his retirement benefits to construct a 100-capacity hostel for school children. He believes that decent accommodation is essential for quality learning,” R. O. Adebayo, representing the traditional ruler, reported. “We believe that education places our children in a better position to face the future,” he added.

The Eleku of Odo-Eku and professor at University of Benin, His Royal Highness Professor Ezra Bamgboye, invested about 4 million naira to construct a hostel and provide school uniforms in ECWA LGEA School, Odo-Eku, Isin LGEA. He is also providing free school meals for children to encourage pupils to stay in school.



Decent accommodation is a motivation: *The new hostel constructed by the Eleku of Odo-Eku and retired professor at University of Benin, His Royal Highness Professor Ezra Bamgboye, for ECWA LGEA School in Isin, Kwara State.*

As a member of the community contributing towards better school environment, a philanthropist, Alhaji Kamardeen Yusuf provided landscaping for Demonstration Primary School in Iwo, Isin LGEA. This is in support of government initiative to ensure that learning environment is conducive for children. He also provided sets of ICT facilities for use by pupils and teachers. The SBMC of Oke-Aba is also not lagging behind in the support to their school. According to the SBMC Chairman Chief Hassan Ogundiran, “We make effort to provide what children need for learning because when the environment is conducive, children are motivated to learn.

The SBMC of ECWA Demonstration School in Oko, Irepodun LGEA, also appealed to indigenes and ex-pupils to provide teaching and learning facilities to their school. The 82-years old SBMC Chairman in Oko, Prof S. N. Alayande observed that the community is passionate about education and he is leading the SBMC to give back to the community through children who are in school.

The many initiatives and contributions are as a result of ESSPIN’s trainings, mentoring and monitoring of communities to raise voices in support for schools. There are series of interventions led by communities across the state to improve schools, upgrade standards of education and improve quality of learning for children. As at March 2015, communities in Kwara state had contributed at least 280 million Naira in cash and in kind for various projects in schools. “When we do our part as a community to improve education, we are sure that we are leaving behind the best legacy for our children”, Prof Alayande said.

Before the training on community support to schools, communities mostly abandoned responsibilities towards schools to the government. Learning was neglected and children were the losers. Since ESSPIN came on board to empower communities, communities have responded positively by contributing their part and advocating for assistance from philanthropists and ex-pupils.

Lagos

Security and travel

62. There were no travel or security issues in Lagos this quarter and programme activities continued as normal.

Political economy

63. The Lagos State Ministry of Economic Planning and Budget organised the 2016 Budget Consultative Forum to promote citizens' participation in budget preparation. It was noted that the Y2016 Budget of the State will be used to deepen the goals of job creation, poverty eradication and wealth creation. The Y2016 Budget fiscal strategy is to entrench sustainable government expenditure through the adoption of more accurate revenue estimates and the continued realistic growth in internally generated revenues by deepening the tax base and tax net; ensure sustainable fiscal balance with appropriate level of public sector borrowing and acceptable aggregate public debt; to put the Oracle System to optimum use and block leakages and wastages.
64. Governor Akinwunmi Ambode, said at the 2015 National Women Conference, organised by the Committee of Wives of Lagos State Officials (COWLSO), that the state government in recognition of its female population of over 11 million had continued to increase budgetary provision for women through the Ministry of Women Affairs and Poverty Alleviation. Ambode added that his administration would continue in this line and create more platforms for women engagement and that his administration will establish more skill acquisition centres to equip women to take charge of their destiny and show their relevance in the present economic turbulence.

Leverage, political engagement and programme update

65. Lagos State Governor, Mr. Akinwunmi Ambode swore in the newly appointed Commissioners and Special Advisers. The Deputy Governor, Dr. Mrs. Oluranti Adebule was also assigned to oversee the Ministry of Education while Mr. Obafela Bank-Olemoh has the appointment of Special Adviser to Education.
66. The State Governor was said to have constituted the Universal Basic Education Board (SUBEB) as provided by the Compulsory Free Universal Basic Education Law 2006. He has also approved the recruitment of 1,300 teachers and redistribution of 588 teachers into all public primary schools across the State.

Table 23: Leverage (NGN) Lagos State to September

Areas of leverage	State budget	Amount leveraged July - Sept 2015	Total amount leveraged Jul 2012 – Sep-15	Remarks and Source
Teachers' Professional Development	70,935,662.96	36,327,000.00		<p>This the total amount committed (but yet to be fully paid to recipients)for payment in respect of the Teachers Professional Development Activity carried out in the 3rd Quarter of the year (i. A total of 2,953 Teachers and Head Teachers participated in the training on Literacy & Numeracy held between 29th and 30th July, 2015 at designated centres. The same set</p> <p>iii. 55 Officers from the SUBEB Headquarters also attended various Conferences, Seminar and Workshops.</p>
SBMC LGEA Forum	3,800,000	Nil	4,943,000	Total SUM of N3,800,000 was leveraged by the State while the SBMC supported with N1,143,000
SBMC Training in 404 Schools	10,000,000	Nil	5,000,000	This was to compliment ESSPIN support in training the remaining 404 schools after SBMC restructuring

Risk Monitoring

Table 24: Risk Matrix, Lagos State, to September 2015

Risk:	Previous rating	Current rating	Management action
Withdrawal of School Improvement Officers	n/a	low	Executive Secretary SUBEB enjoined to use her office to correct the wrong data (800) earlier given to the Governor, His Excellency Akintunde Ambode, on the number of SIOs drawn from secondary schools Recruitment of more SIOs in the pipeline. Remaining SIOs have been

Risk:	Previous rating	Current rating	Management action
			re-distributed
SUBEB Board (including Chair) has been constituted, but members are not working full time because there is an Executive Secretary SUBEB.	n/a	high	Board will meet only at designated times of the year – not frequently
Deputy Governor to oversee Ministry of Education	n/a	average	Political Engagement through PSE and DPPRS who are already conversant with ESSPIN Intervention and visible impact
Change of Political Office holders, retirement by key Directors and Head Teachers	Low	Low	PE is considered necessary to update and envision the New Perm Secretary The Head Teachers will be update during SBMC training and mentoring activities
Inadequate budgetary provision for SBMC development activities	medium	medium	PE to solicit for more funding support

Mrs. Duyile, strengthening support systems in Lagos through The Professional Theme day

“I am confident that whenever we train the SIOs they will go into the schools to do the same thing with the same level of professionalism when they train the head teachers and consequently the class teachers”.

-Mrs. B. Duyile



Mrs B. Duyile during a training session for SIOs in Lagos

These words are those of Mrs. B. Duyile, a State School Improvement Team member (SSIT,) while she trained a group of School Improvement Officers (SIOs) at Amuwo Idofin local government area of Lagos state during the Professional Theme Day (PTD). This is a day set aside for addressing teaching and learning challenges identified from the previous school term. These challenges are identified through an effective school support system which sees SIOs going to schools to support the head teacher and the class teacher. When these challenges are seen among a group of schools, they are documented and scaled up to the SSIT who reserve it to be corporately solved among a group of other SIOs during the PTD. This way everybody sees the challenge and can solve it among peers strengthening their working relationship. This structure of consistent professional support was established with the help of ESSPIN over the years and arranged within the school systems of Lagos and all the states the programme operates in. Duyile says:

“Our own initial trainings, by that I mean the SSIT, is quite rigorous because we explore all the options and techniques available at our disposal to overcome teaching and learning challenges that we meet on the field. It is the same manner and approach that we hope the SIOs will deploy innovatively during their consequent school visits”.

ESSPIN supports the design and creation of systems that cater for an effective means of strengthening teaching and learning albeit within state structures. These systems ensure that head teachers and teachers themselves become a part of a well-planned process that improves the quality of teaching and learning as a whole. Mrs. Duyile and her colleagues are a vibrant part of that system working with minimal supervision now to achieve results.

“At every point we strive to keep on improving on the trainings and furthering the support we give to the SIOs and by extension the head teachers and invariably class teachers. We are not there yet but we will get there. We shall”.

Schools have been the context and focus of measuring the effectiveness of these support systems. Over the years, remarkable improvements have been noticeably achieved across the state regarding pupil’s learning. These successes are direct benefits of the dedicated efforts of people like Duyile as they effectively work within these state.

Section 3: Cross-cutting and Federal

National system for Monitoring Learning Achievement

67. A major milestone was achieved on ESSPIN's support to the establishment of a national MLA System. The Ministerial Committee on MLA national system was supported to complete and present a draft MLA National Framework to a select group of key stakeholders for critiquing. A final draft has duly been submitted to the FME. A workplan for ESSPIN to support the FME to take the final draft through the Joint Consultative Council on Education (JCCE) and the National Council on Education (NCE) approval processes has been agreed with the Department of Educational Planning, Research and Development (EPR&D).

Federal Self Assessments

68. The report of 2015 Federal Self-Assessment on the establishment of national systems for SBM, QA and MLA was disseminated to the relevant UBEC and FME departments and schedule officers. Further support is being provided for UBEC and FME to appropriately analyze and feed the findings and recommendations of the report into their strategies and work processes to for improved performance.

Rollout of Quality Assurance training to non-ESSPIN states

69. There was further progress in the quarter building on NCE approval of the national QA policy, training of 45 national evaluators from FEQAS and UBEC, and release of N10m per state as training funds by UBEC. Joint teams of FEQAS and UBEC evaluators are rolling out the QA Framework introduced by ESSPIN in all states plus the FCT. UBEC reported that 2,314 QA personnel in 31 states have been trained to date. States remaining are Kaduna, Kogi, Lagos, Plateau, Rivers and the FCT. UBEC is exploring measures to ensure sustainable funding of the QA systems in states.

Sustainable infrastructure maintenance

70. The infrastructure maintenance and sustainability strategy continues to show positive results with all States showing improvements from the latest round of monitoring visits. Over 90% of the installed water facilities are fully operational and those that are not are scheduled for repair. This is a remarkable achievement given that in many similar programmes (examples can be seen all over Nigeria), facilities regularly fall into disrepair and are abandoned due to lack of maintenance.

Cooperation with other programmes

71. Support to and co-operation with other programmes has been substantial in this quarter. ESSPIN has supported TDP in its work with Colleges of Education, particularly in Kano where ESSPIN has led a number of workshops for college senior personnel and trainers. ESSPIN has also provided considerable support to the TDP materials development process. Relations with Discovery Learning have also been strengthened with the referencing of the ESSPIN Lesson

Plans in the learning materials Discovery Learning is providing to schools. Co-operation on a small reading trial to be carried out in Lagos and Kaduna has been agreed with Worldreader.

Global Partnership for Education

72. ESSPIN is continuing to support the Jigawa, Kaduna and Kano state governments with their preparations to receive funding from the Global Partnership for Education. In Jigawa, the subsidiary agreement has been signed for the commencement of period of effectiveness and the date of effectiveness was 2nd November. The implementation arrangement is in progress; an account has been opened for the project and key officers have been identified. The workplan has been updated and the timeframe related to the M&E framework is fully developed. Once the workplan has been approved by GPE, a procurement plan will be developed. In Kaduna, all the necessary procedures have been finalized including the opening of the naira and dollar account. ESSPIN is already working on LGEA Establishment plans that will ensure personnel are fit for GPE interventions and a plan has been made for capacity building of M&E staff. In Kano our team has reviewed the draft GPE plan and Project Implementation Manual (PIM). We made inputs into the two documents for State partners to take on board. We also organized a meeting to support the process of making necessary amendments to the plan

SBMC Consolidation Fund: end of tranche update

73. All activities planned for the first tranche were delivered according to plan with both technical and financial reports submitted and vetted during this quarter. Implementation of Tranche 1 Consolidation involved SMOs and CSOs with 4,157 SBMCs (approximately 62,355 SBMC members) benefitting from consolidation activities across the six states. These activities included a mentoring visit focusing SBMCs on women's participation, a cluster level training for the women's committees on advocacy and action for school improvement, Traditional and Religious Leaders Forums for School Improvement, and a general SBMC cluster training on advocacy for school improvement.

74. The quality of 57 CSOs' work and reporting has improved overall as evidenced through the CSOs self-assessment and SMO reports. Partnership between CSOs and government continued to grow built on mutual trust and commitment. Reaching out to hard-to-reach children and communities whilst improving education delivery in supported states is seen to have improved progressively. Mobilization for the second tranche is almost concluded with some states already started.

Child protection and safety

75. Following the Education, Conflict and Violence report recommendations, a two-day workshop in each state was delivered aiming to sensitize education stakeholders and related partners to prioritise the most effective means of schools becoming safer and communities providing more protective environments in which all children can learn and develop. Key outcomes were: 1)

draft reporting mechanisms and procedures at all levels related to abuse, violence and exploitation experienced by children for each state developed; 2) draft school and community action plans on child safeguarding and protection; and 3) School Child Protection Charters in place for state wide adoption. At programme level, a child safeguarding policy has been prepared for adoption. Training was provided to key management staff, HR, Admin and technical staff discussing key child protection issues and ways to mainstream into existing policies/ procedures etc.

Girl education initiatives

76. A Summer Camp Academy (SCA) initiative was launched in Kano by the Executive Deputy Governor (also Education Commissioner) targeting 10,600 in all wards and LGAs in the state. The initiative, reallocating funds earlier committed to an abortive CCT project, aims to increase retention rates of girls in primary 5 and 6 transition rates into junior secondary school. The SCA has been well received by the state government and is in line with the new administration's access and equity objective. The first stage of implementation will be reviewed during the next quarter and necessary adjustments made for more effective delivery.
77. In Jigawa, sporting activities were carried out across 10 different schools to promote participation of girls in sports and reduce cultural/religious barriers to girls' participation. The objective was to improve the attitudes of communities, parents, teachers, education managers and pupils themselves and correct stereotypes preventing girls from equal participation. The initiative is proving popular with girls, helping them to find spaces for new friendships, new ideas and, ultimately, friendly-learning environments.
78. Gender awareness workshops in Jigawa and Kano recorded 100% attendance and active participation by policy influencers and implementers. A total of 87 people participated and of this number 30% were males. Having become more gender aware, education sector participants identified some key issues and proposed the following immediate actions: domestication of the Child Rights Act, improvement of data and information on gender issues, and mandatory reporting of rape and sexual assault cases (Jigawa). Similar sessions are planned in other states in the next quarter.

Learning and Evidence

Revised logframe and logframe handbook

79. The ESSPIN logframe and corresponding logframe handbook were finalised and signed off by DFID ahead of the annual review.

Collation of evidence for 2015

80. During the last quarter, the self-assessments, SSO and SMO reports were interrogated and summary reports were prepared ahead of the annual review. A full VFM self assessment was

also conducted in line with the revised VFM strategy which forms part of the Learning and Evidence framework.

81. The State Capacity Study was also completed and a draft report received from the research team.

Dissemination of the second composite survey results

82. ESSPIN prepared two-page briefing notes for each state summarising the key results from the composite survey. An overall briefing note was prepared too. The summary and full reports were sent to all commissioners and SUBEB chairs (that were in seat), in September. The composite survey reports, research summaries and policy briefs are available on the [ESSPIN website](#).

Strong presence at the UKFIET conference in Oxford

83. ESSPIN had a strong presence at the UK Forum for International Education and Training in September.
84. A symposium, entitled, [Is Sustainable Learning For All achievable? Emerging evidence from Nigeria](#), included three papers that examined how the school improvement programme is improving schools in the six Nigerian states. The symposium was very well received.
85. A second paper, entitled Conflict, Violence and Threatened Futures: a post-MDG challenge in northern Nigeria, drew upon the recent work on conflict and education. The audience expressed great interest in the paper and it stimulated a lot of discussion.

2014/15 Annual School Census and LGEA Integrated Database

86. ESSPIN-supported states successfully concluded the 2014/15 ASC using the new UIS ASC Software. The final drafts of 2014/15 ASC Reports for all 6 ESSPIN-supported states are awaiting sign-off by newly appointed Commissioners of Education. As part of its ASC exit strategy, ESSPIN is collaborating with UNICEF on EMIS development, common software usage and joint capacity building activities for state and NEMIS personnel. The engagement with NEMIS is critical to national adoption and use of the UIS Open Source ASC Software.
87. Work on the first phase rollout of the LGEA Education Management Database rollout received a boost with increasing state buy-in and ownership. Jigawa State has now met the requirements for the rollout. Government provided the specified computers and facilities for rollout in 4 LGEAs. The target set to rollout the database in at least 24 LGEAs (4 each in the 6 States) has now been exceeded as rollout is ongoing in a total of 35 LGEAs.
88. 2014/15 ASC data was used for State Annual Education Sector Performance Review reports and 2016-2018 MTSS development. State AESPR and MTSS reports are at the final stages. Further support will be provided for these documents to inform sector prioritisation and 2016 education budgets.

Table 25: ASC 2014/15 Status

S/N	ASC Activities	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	●	●	●	●	●	●

ASC RAG Rating

- Completed ●
- Ongoing ●
- Late ●
- Not yet due ●

Dissemination Out-of-School-Children survey reports

89. Further dissemination activities were organised to drill down findings of the Jigawa and Enugu OOSC surveys, particularly to LGEA level. The sessions were used to create awareness on the need to send children to school, especially girls in Jigawa. In Jigawa state, just over one in three children (35.8%) was out-of-school in 2014 - a total of 820,930 children, including 420,680 boys and 400,250 girls aged 3-18 years¹. In Enugu, results revealed that there were 416,832 out-of-school children in 2014 aged 3-18 years, 28.6% of the total number of children aged 3-18 years. Almost 3 in 4 out-of-school children (73.5%) were dropouts, with the remaining 1 in 4 (26.5%) never having attended school.

Communications and Knowledge Management

90. Materials for the next edition of ESSPIN Impact collated and being edited. Designing, production and dissemination is scheduled for next quarter. The team is also processing for production two practice papers on ESSPIN Inclusive Education and Communications and Knowledge Management which will be due for distribution next quarter.

91. Our online activity included publishing the [27th quarterly report](#), [composite survey reports](#), [policy briefs and research summary](#). On Twitter, @ESSPINUKAID made 22 posts and gained 49 new followers. ESSPIN had 85 mentions and made 5,433 impressions/reach. On [Facebook](#) ESSPIN made 10 posts and reached 1,665 people.

92. The ESSPIN website generated over 220,000 hits in the quarter with visitors from 61 countries. The top ten visitor countries are United States of America, China, Nigeria, United Kingdom, France, Germany, Canada and Ukraine. In all 21,730 materials were downloaded from the website from July to September 2015.

¹ Out of school survey report Jigawa, ESSPIN July 2015

Annex 1: Quarter 4 Milestone Deliverables, Jul- Sep 2015

Output	Deliverable	Weight	RAG status	Evidence	Y/N	Comments
1	ESSPIN QA approach rolled out to at least 8 non-ESSPIN States by joint FIS-UBEC teams	10%	G	ESSPIN Quarterly Report Sept 2015/UBEC training reports	Y	This milestone has been fully achieved. Rollout training events have taken place in 27 non-ESSPIN states (the rapid response by UBEC and FEQAS has exceeded ESSPIN's short term expectations). Evidence presented include 1) UBEC's official notice to ESSPIN prior to training events, 2) Training reports from 8 non-ESSPIN states as supplied by UBEC, 3) UBEC's formal letter to ESSPIN notifying of overall progress.
2	2014/15 Annual School Census reports drafted in at least 4 states	15%	G	2014/15 ASC draft reports	Y	This milestone has been fully achieved. Draft 2014/15 ASC reports with clean tables and reliable data for planning are now available for all 6 ESSPIN states.
3a	100% of 2015 Logframe milestone for head teachers operating effectively achieved in at least 4 states	20%	G	Annual SSO Monitoring Reports 2014/15	Y	This milestone is fully achieved. Based on monitoring data analysed for the 2015 Annual Report and Annual Review, 4 out of 6 states met their Logframe milestones with Lagos and Kano missing out - Lagos by 1%.
3b	100% of 2015 Logframe milestone for teachers delivering competent lessons in literacy & numeracy achieved in at least 4 states	20%	G	Annual SSO Monitoring Reports 2014/15	Y	This milestone is fully achieved. Based on monitoring data analysed for the 2015 Annual Report and Annual Review, 5 out of 6 states met their Logframe milestones with only Lagos missing out.
4	10,500 School Based Management Committees evaluated as operating at basic and advanced levels of functionality	25%	G	Annual SMO Monitoring Reports 2014/15	Y	This milestone is fully achieved. A total of 11,023 SBMCs currently operate within the SIP with varying levels of functionality (basic to advanced) across states.

5	2015 Annual Report produced and available to Annual Review	10%	G	2015 Annual Report	Y	The 2015 Annual Report was produced a month earlier than usual so it could be available to the 2015 Annual Review.
Progress and issues for the quarter						
<p>Following the progress reported in Q3 - securing NCE approval of the national QA policy, training 45 national evaluators from FEQAS and UBEC, and release of N10m per state as training funds by UBEC - joint teams of FEQAS and UBEC evaluators are rolling out the QA Framework introduced by ESSPIN in all states plus the FCT. UBEC reports that 2,314 QA personnel in 31 states have been trained to date. States remaining are Kaduna, Kogi, Lagos, Plateau, Rivers and the FCT. UBEC itself is undergoing internal debate (apparent in a joint ESSPIN-UBEC meeting in October) as to ways of making QA and SBMC funding more predictable. This funding issue will need to be resolved so that the current momentum is not lost. Overall quality of the cascade training in non-ESSPIN states is also an issue given that ESSPIN lacks the resources and reach to participate in every training activity.</p>						
<p>The 2014/15 ASC process experienced various implementation delays. 1) Enumeration delays across the country due to non-commitment of funding, although the 6 ESSPIN states were able to deliver within expected timelines; 2) Data entry and cleaning delays due to failure of the national NEMIS software and introduction of new UIS software and associated capacity building (ESSPIN and UNICEF states now work within the same frame and hold joint training activities); 3) Absence of settled Education Commissioners to engage with ASC process and sign off reports. Draft reports for all 6 ESSPIN states are now available and can be reliably used for planning purposes. They have already informed the annual MTSS and AESPR documents. Further capacity building will be provided to state and NEMIS teams to make them more familiar with the UIS software. Progress has already been made in persuading NEMIS to adopt the UIS software as a reliable backup to the national software which is yet to be functional and used by any state for data entry.</p>						
<p>4 out of 6 states met their Logframe milestones for head teacher effectiveness. Kano and Lagos fell short, the latter by 1%. In Kano, the headteacher element of the SIP was not initially a state priority and was introduced to schools later than teacher development. Head teachers have, therefore, not received the full content of the Leadership programme. Some TSP funding will be frontloaded in Q6 (with DFID approval) and should go some way in deepening the exposure of head teachers. The challenge with Lagos is that all schools have been covered and no natural increases possible in the last two years. With epileptic funding and lack of refresher programmes for head teachers (one has been planned but no state funding released in the last year), the risk of growing static has become high. 5 out of the 6 states met their Logframe milestones for teacher competency with only Lagos failing to reach the projected target. Again, this may be attributed to inertia setting in: we know from research that the impact of even the most effective training diminishes over time and refreshers are essential, something that has been difficult in 2015 due to limited funding.</p>						
<p>Although progress in rolling out functional SBMCs within the SIP is positive, further progress is required to complete the rollout phase of the programme. 1) Enugu and Kwara are yet to establish and support capacity development of SBMCs in all primary schools, and 2) where they have been established, many SBMCs are still in 'basic effectiveness' mode (activated, trained and carrying out some SBMC functions but not yet at the mentoring stage) and require further SUBEB funding to achieve 'advanced effectiveness' criteria. The SBMC consolidation fund was introduced to address the latter, bringing SBMC functionality up to a level where they can operate independently of state funding.</p>						
<p>The 2015 Annual Report was produced on time and included in the documents pack for the 2015 AR. It adopts a new look publication format using columned text, pictures and graphics to achieve a more attractive and readable effect overall. It is written in a concise style making it significantly shorter than previous versions. Themed 'Building Lasting Change', it summarises key programme activities throughout the year, highlights key results and challenges and looks ahead to priorities in Year 8 of the programme.</p>						

DFID review of deliverables		
<p>DFID notes that all deliverables for the July to September quarter have been met. The challenges set out above by ESSPIN have also been noted. ESSPIN will need to draw on some of the insights from the Annual Review in supporting states to support head teachers and teachers in the final year of implementation. The issues regarding validation of states reporting processes will also need to be addressed over the coming year.</p>		
Next quarter's deliverables (Oct - Dec 2015)		Issues/risks and mitigation
1	Draft National SBM Policy presented at and endorsed by 2015 Joint Consultative Committee on Education (JCCE)	This deliverable is at risk. There is no indication from FME of when and if JCCE will happen this year.
2	2014 Annual Education Sector Performance Review reports produced and disseminated in at least 4 states	This deliverable is at risk. Although AESPRs are in advanced drafts in spite of the delay in finalising ASC reports, there is little chance of sign-off by new Commissioners occurring before the end of the quarter. HC sign-off is mandatory before any dissemination can take place.
3a	Two longitudinal impact studies on Kano IQTE programme concluded and disseminated	This deliverable is on track.
3b	Composite Survey 2 Reports and Policy Briefs disseminated to state government officials in 6 states	This deliverable is on track.
3c	World reader pilot implementation commenced in selected schools in 2 states	This deliverable is on track and we expect the training of trainers stage of the pilot to fully take off in December.
4	Child protection mechanisms for safeguarding children against violence and conflict in schools introduced in at least 4 states	This deliverable is on track and no issue is currently expected.
5	Inter-state study/experience sharing tours organised for at least 4 State Commissioners/SUBEB Chairs	We still feel this would be an exciting and useful exercise; however, appointment of HCs and SUBEB Chairs has been slower than envisaged and this deliverable will be better delivered in the first quarter of 2016.