

Education Sector Support Programme in Nigeria (ESSPIN)

29th Quarterly Report

October - December 2015

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in Nigeria



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The documentary series is arranged as follows:

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

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

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

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Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Report
AR	Annual Review of ESSPIN by IMEP (incl. Annual Review report)
ASC	Annual School Census
CCT	Conditional Cash Transfer
C-EMIS	Community Education Management Information System
CGP	Civil Society – Government Partnership
CKM	Communications and Knowledge Management
CS2	Composite Survey 2, 2014
CSO	Civil Society Organisation
DEEPEN	Developing Private Education in Nigeria (Lagos)
DFID	Department for International Development, UK government
DG	Director General
DWP	Departmental Work Plan
EMIS	Education Management Information System
EnSG	Enugu State Government
EQSs	Education Quality Specialists
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 ongoing 2015/16 school year is effectively ESSPIN's final year of direct implementation as the programme is currently scheduled to close in January 2017. A sustainability plan has been produced to outline how the time remaining can be best used to help state partners prepare for life after ESSPIN. Commendably, several state partners have become proactive in engaging with sustainability thinking and planning. The rapidly declining economic crisis in the country might be an unintended factor as it is starting to force states to look inwards.

2015 Annual Review

2. ESSPIN's penultimate annual review by DFID took place from October-November 2015. As highlighted in the last quarterly report, the stated objective of the review was *"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."*¹ The review was comprehensive and involved field visits to all six ESSPIN partner states. Its scope of enquiry covered every aspect of ESSPIN's programming and operations.
3. Elements of the review relating to coordination, service delivery mechanisms and governance reforms were fed into DFID's ongoing final evaluation of its State Level Programmes (SLPs) which include ESSPIN.
4. The review awarded ESSPIN an overall A score, meaning that "Outputs met expectation". It assessed that real progress had been made in supporting partner states to embed the school improvement model in all their primary schools, nearly 16,000 in total. It acknowledged the critical operational political and economic challenges of the review period triggered by the 2015 change of government, in what it calls "an atypical year," and commends ESSPIN's role in working with sister programmes to engage with transitional structures and new leaders and ensure that primary schools continue to function. It reviewed the findings of the 2014 Composite Survey 2 and concluded that while there are many positive messages regarding 'ESSPIN schools' and the interventions they have enjoyed, a less positive picture exists with regards to children's learning achievement in literacy and numeracy in the states in general. It, therefore, questioned the possibility of achieving learning outcome targets for 2016 given that they were extrapolated from the CS2 results. It also concluded that it was unlikely that actions can be taken to turn around the literacy and numeracy results on a "within-programme timeframe"².

¹ 2015 ESSPIN Annual Review Approach Paper

² 2015 ESSPIN Annual Review ARIES Report

Table 1: Key measures of progress identified in the 2015 Annual Review

Summary of “progress measured” – Annual Review ARIES report

- An estimated 5.2 million children in public primary schools are benefitting from the school improvement programme, with an even gender balance (Outcome Indicator 4)
- Numbers of supported children in primary schools in 2015 show a completion rate of 73%, over a target of 58%, with nearly even gender balance (Impact Indicator 3)
- The development of the roles of SBMCs proceeds apace with 11,023 schools achieving a functioning SBMC and with 3,775 achieving ‘advanced’ functionality (Output 4). Simultaneously, the promotion of SBMCs at national level is dynamic, with leadership from FME/UBEC at both policy and dissemination levels (Output 1).
- The number of head teachers assessed as effective has risen to 7,459 (47%) and the number of teachers assessed as competent in teaching literacy and numeracy has also risen, to 58,126 (42%)

Detailed recommendations made by the review and intended actions are provided in

5. Table 29 within the Learning and Evidence section of this report. Key recommendations contained in the Annual Review Summary Sheet are as follows.

- 1) Strengthen existing links with other DFID Nigeria programmes in the education sector in order to further embed ESSPIN principles and practice in the thinking and practice of senior officials, at both federal and state levels
- 2) Prioritise work to strengthen all aspects of the work of LGEAs, specifically in relation to school improvement practices
- 3) Do not significantly alter the present logframe for the remaining 14 months of the programme, except to adjust targets where they have already been surpassed
- 4) Promote clearer understanding of the concepts, practice and measurement of inclusion and inclusiveness
- 5) Contribute to the growing evidence base of what might better enable children to learn in challenging contexts, e.g. understanding the multiple factors contributing to low/stalled levels of literacy and numeracy acquisition
- 6) Create an independent review of the ESSPIN lesson plan booklets against the practicality of their use in overcrowded classrooms and with teachers who have limited English language skills
- 7) Mount an independent scrutiny of the state reporting processes, focusing on their robustness and fitness for purpose

Working towards sustainability

6. ESSPIN is committed to supporting states to build on successes achieved to date in spite of the current post-election economic and political challenges. Key areas of focus that will guide work in the closing stages of ESSPIN will include:
- Further developing implementing capacity of state partners
 - Improving evidence and learning for school improvement
 - Leveraging additional resources for school improvement
 - Building partnerships that support school improvement
7. Interventions must be replicable and scalable and necessarily embedded as integral parts of state policies, systems and processes to be sustainable. In line with its principle of flexible implementation, ESSPIN is working to identify key interventions that have had traction in individual states. This is intended to help determine the most effective ways to deploy limited resources in the final year of the programme.

Table 2: Key areas of traction by state

State	Areas of traction	Comment
Enugu	<ol style="list-style-type: none"> 1. SBMCs 2. MTSS and budget planning 3. ASC and EMIS 4. Education QA 5. SIP institutional support structure 	<ol style="list-style-type: none"> 1. Popular with community members, traditional leaders and CSOs as a platform for participating in school governance 2. Embedded in state system through agency of the Enugu State Economic Planning Commission 3. Well established and fully functional 4. Coordination across agencies, renaming of the Inspectorate as QA agency and state funding of QA activities 5. Well established structure of SSITs and SSOs support HTs and CTs and linked to ASU and SUBEB
Jigawa	<ol style="list-style-type: none"> 1. Reaching OOSC through community (nomadic) education 2. Consolidating SIP 	<ol style="list-style-type: none"> 1. Wide support from government, CSOs and community volunteers 2. Consistent state+UBEC funding, new access to GPE funding, and alignment with TDP
Kaduna	<ol style="list-style-type: none"> 1. Quality Assurance 2. Local Government reform 3. SBMC development 4. SIP teacher training element – consolidation 5. Strategic planning 	<ol style="list-style-type: none"> 1. First state to establish (by law) an independent QA agency; quarterly budget releases for school evaluation 2. Explicit in reform agenda of new state government; ESSPIN invited to advise on OD at LGEA level through facilitation of an Induction programme for new LGEA Education Secretaries

		<ol style="list-style-type: none"> 3. Resources committed to expansion of SBMCs to JSS 4. Earmarking of UBEC TPD funding to consolidation; appropriate focus in state GPE workplan; rollout of TDP to Kaduna state 5. Numerous requests to DFID for support with strategic planning; prompt release of funding for ASC and AESPR based on recognition of the need for reliable data
Kano	<ol style="list-style-type: none"> 1. Teaching Skills Programme with emphasis on teacher education 2. SBMC development 3. Strategic planning and resource mobilisation 4. Girls education 5. IQTE 	<ol style="list-style-type: none"> 1. Annual state investment, continuing emphasis in GPE workplan and opportunity to sustain through TDP 2. Massive scale of expansion and active CSOs 3. Inauguration of Education Promotion Committees to mobilise non-government support for education; proposal for donor conference to mobilise DP support 4. Successful launch of Summer Camp Academy for girls with KSG commitment to continuing 5. Independent IQTE board established, scale up of ESSPIN pilot from 3 to 16 LGAs, IQTE conference planned for May 2016
Kwara	<ol style="list-style-type: none"> 1. Teacher and Head Teacher support programme 2. SBMC development 3. EMIS and LGEA Database 4. CSO engagement 	<ol style="list-style-type: none"> 1. The SSIT and SSOs are the longest serving of ESSPIN states, been going for 7 years, and monthly allowances and running costs continue to be provided by SUBEB, if sometimes delayed. 2. Expansion of SBMCs to JSS in progress 3. Rollout of Database initiative to all LGEAs; based on LGEA Database units, first state to successfully carry out decentralised ASC data entry; application of database to identify 2000 ghost teachers 4. Highly proactive CSO group working beyond the terms of their engagement
Lagos	<ol style="list-style-type: none"> 1. Quality Assurance 2. ASC and EMIS 3. Direct Funding of Schools (linked to SBMC development) 4. Community level fund raising for schools 	<ol style="list-style-type: none"> 1. Establishment of independent QA board with competent leadership; potential platform for harmonising school improvement standards across public and private schools; quarterly release of funds for QA officers 2. Critical decision by LSG to incorporate private schools into the ASC – 2014/15 round expected to be improved upon in 2015/16; will eliminate or minimise

		<p>need for bespoke survey of private schools</p> <p>3. N150m approved in 2016 for implementing DFS, the first time since the ESSPIN school grants pilot that state resources will be available</p> <p>4. LGEAs institutionalised with earmarked funding from LGEAs to support SBMC resource mobilisation</p>
Federal	<p>1. Productive use of non-matching IF grants in states</p> <p>2. Policy formulation</p>	<p>1. Annual allocation of TPD funds to SIP and QA development in ESSPIN states</p> <p>2. NCE approval of FEQAS policy on QA; draft policy on SBM</p>

Table 3: Some highlights this quarter

- ESSPIN has leveraged a total of £20m, £567,000 in the current quarter despite challenging financial circumstances, in government direct funding for the School Improvement Programme to date
- ESSPIN scored an A in its 2015 Annual Review

State budget performance

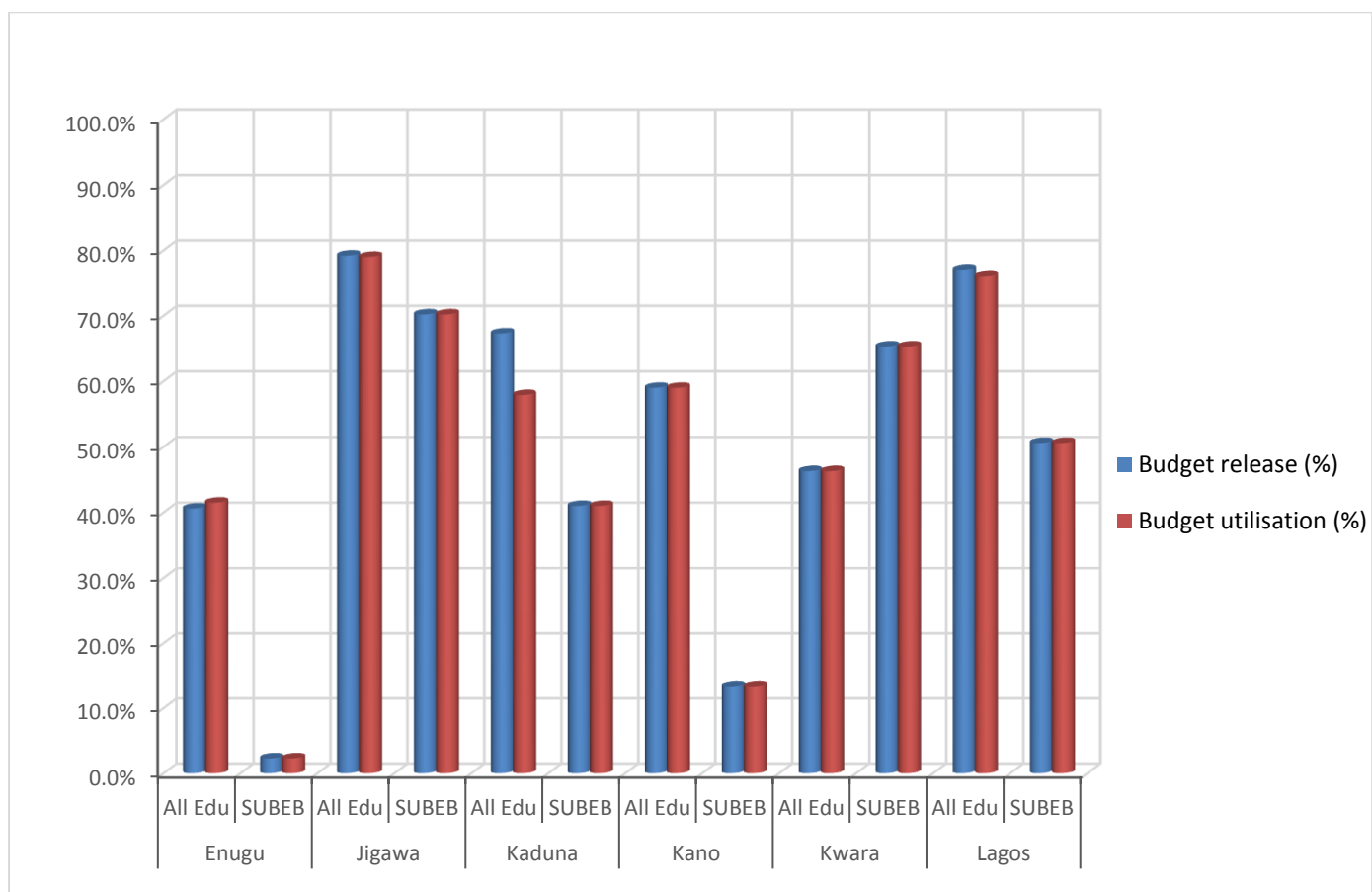
8. Table 4 and Figure 1 summarise the state budget release and utilisation for quarter 4 in 2015. As in 2014, no state achieved the end of year benchmark of 100% of budget with regards to releases and utilisation. The overall position compared to 2014 was disappointing, but not unexpected given the challenges faced over the year. The Jigawa end-of-year position was highest with a release of 79.2% and utilisation of 79% overall and 70.2% released and utilised by SUBEB. Lagos managed 77% release and 76% utilisation overall but just 51% released and utilised for basic education. Basic education fared least well in Enugu where just 2.3% of the budget was released and utilised. Marginally better was Kano with release and utilisation of just 13.4%. These figures underline the challenges experienced in attempts to leverage funds to consolidate the school improvement programme over the past year.

Table 4: 2015 State Budget Performance Summary

		Quarter 4 (October -December)		
		Year allocation	Budget release (%)	Budget utilisation (%)
Benchmark		NGN	100%	100%
Enugu	All Edu	19,926,043,482.00	40.6%	41.5%
	SUBEB	4,890,459,975.00	2.3%	2.3%
Jigawa	All Edu	34,478,133,000.00	79.2%	79.0%
	SUBEB	2,666,740,000.00	70.2%	70.2%

		Quarter 4 (October -December)		
		Year allocation	Budget release (%)	Budget utilisation (%)
Kaduna	All Edu	15,663,205,803.00	67.3%	57.9%
	SUBEB	1,939,541,893.00	41.0%	41.0%
Kano	All Edu	29,547,284,741.00	59.0%	59.0%
	SUBEB	3,939,940,058.00	13.4%	13.4%
Kwara	All Edu	17,585,995,021.00	46.3%	46.3%
	SUBEB	2,341,594,594.00	65.3%	65.3%
Lagos	All Edu	66,351,945,674.20	77.1%	76.1%
	SUBEB	1,643,688,902.20	50.6%	50.6%
All States	All Edu	183,552,607,721.20	66.8%	65.7%
	SUBEB	17,421,965,422.20	32.6%	32.6%

Figure 1: State 2015 4th Quarter Budget Releases and Utilisation



Programme Progress and Leverage of Resources

SIP Rollout and Deepening

9. The fourth quarter followed the same pattern seen throughout year with little federal or state funding being available for school and teacher development activities. The impact of the lack of activity has been marked with anecdotal evidence from states, LGEAs and school visits indicating a reduction of motivation at all levels and a falling off of the learning gains made, particularly in those schools which are relatively new to the programme.
10. In a measure to ameliorate the resulting inertia, ESSPIN initiated a series of trainings and school visits for all levels in all states. The training in each state was supported by the EQSs from other states and by the learning team. It was hoped that their involvement would allow them to engage with the new SUBEBs at a senior level and encourage them to focus on their planning for school and teacher development in their states. In addition, we have been proactive in engaging and lobbying with senior education officials in all states in order to re-orientate states to ESSPIN's approach and to get school and teacher development prioritised for funding and action.
11. What impact the above actions have had in getting things moving again is difficult to say, but there are signs that things are starting to pick up. In all states with the exception of Kaduna, new SUBEB Chairs and Boards have been appointed and they are slowly starting to act on their briefs. As yet, there has been no release of funds in the GPE States. This is disappointing as an earlier release of funding would have helped to provide some continuity in school and teacher development activities as the new State governments established themselves.
12. The production schedule of the lesson plans saw some delays over the quarter due to machinery problems experienced by one of the printers. The problem has now been rectified and it is expected that things will be back on track early in the New Year. In order to minimise such delays in future, another printer has been sourced and will be engaged if vetting procedures confirm their suitability. If things go to plan, it is expected that all the plans will be completed as scheduled by the end of June 2016.

13. Table 5 shows the development status of the lesson plans by the end of December. In summary, by the end of the quarter 64 lesson plans were in development, 36 were in production and 212 were in schools.

Table 5: Lesson Plan Development Status (31 December 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	●	●	●	●	●	●	55
P4	11-15	Num	●	●	●	●	●	●	55
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	●	●	●	●	●	●	55
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P5	6-10	Num	●	●	●	●	●	●	44
P5	11-15	Lit	●	●	●	●	●	●	44
P5	11-15	Num	●	●	●	●	●	●	44
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	●		12	0	12	18	12	10	64
TOTAL in production	●		12	0	4	4	12	4	36
TOTAL in school	●		36	36	20	38	36	46	212
TOTAL all LPs			60	60	60	60	60	60	360
Additional LPs in school this quarter			0	0	0	0	0	2	2

Leveraged Resources

14. 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 N170m or approximately £567,000 in the period October to December 2015. This is a positive achievement given the limited funds available within the education sector, and the Nigerian public sector as a whole, and low utilisation rates. This is shown in Table 6. Cumulative leverage from 2012 to September 2015 was NGN 6bn or £20m as shown in Figure 2.

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

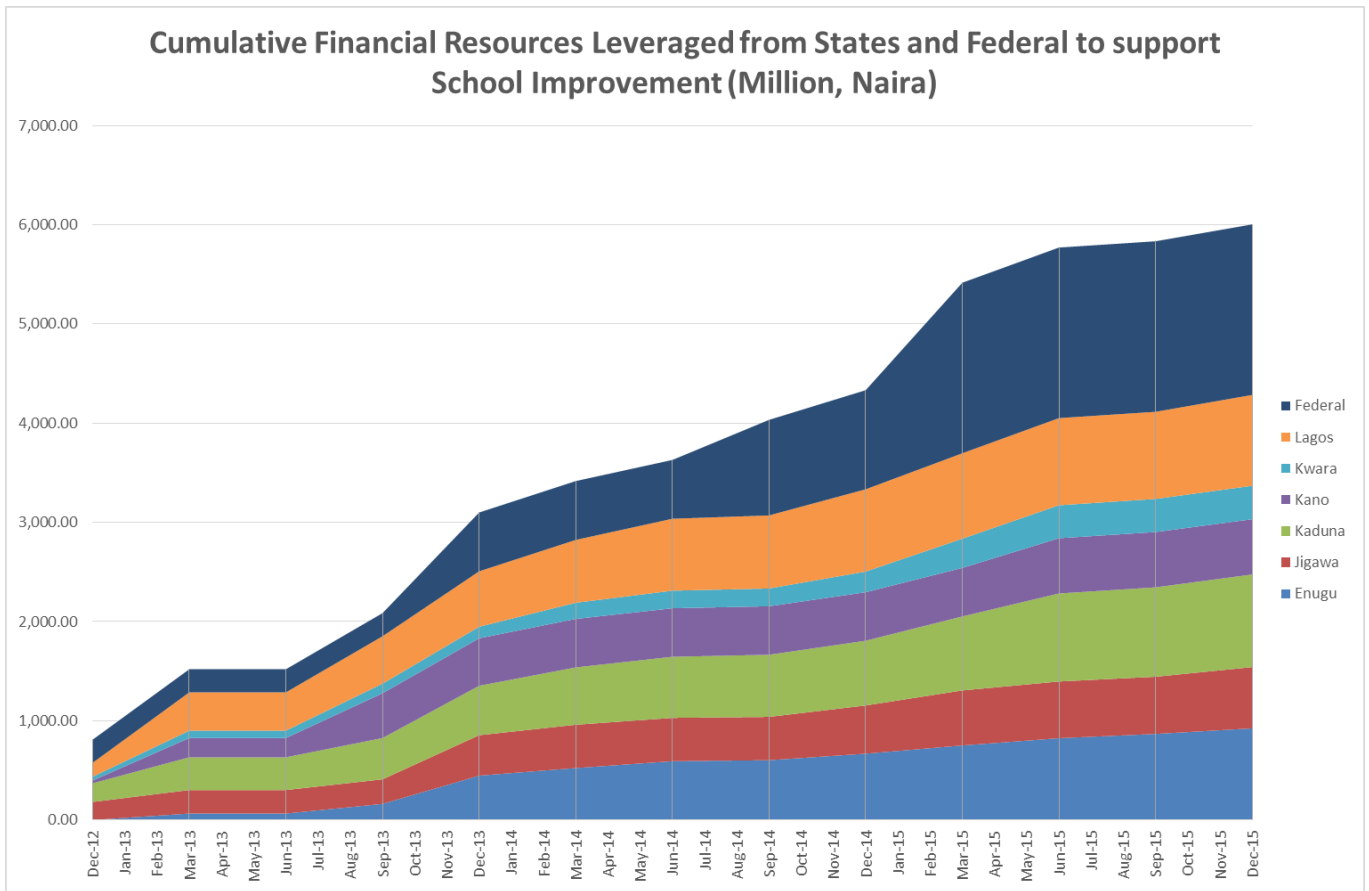


Table 6: Financial resources leveraged by state up to December

	State resources leveraged (Oct - Dec 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 56,356,800	£187,856	NGN 924,171,132	£3,080,570	SUBEB	QA, SSIT and SSO allowances, SBMCs, HT training, LGEA action planning	Community contributions being validated so not yet included; school running costs also no longer included as not direct programme investment.
Jigawa	NGN 41,015,000	£136,717	NGN 617,483,219	£2,058,277	SANE	Furniture and mats for nomadic schools	Still awaiting TPD allocation for 2015.
Kaduna	NGN 31,879,566	£106,265	NGN 933,502,065	£3,111,674	SUBEB	QA, SBMC rollout, AESPR, IQTE	Training embargo ended but no releases.
Kano	NGN 0	£0	NGN 557,000,000	£1,856,667	N/A	N/A	31N was released for TDP, but activities did not start during the quarter.
Kwara	NGN 3,590,000	£11,967	NGN 337,564,160	£1,125,214	SUBEB	SSO and SSIT allowances; QA, LGEA	No significant releases.
Lagos	NGN 37,235,000	£124,117	NGN 916,080,800	£3,053,603	TPD	Training of HTs, CTs, QA officers, CGP orientation, SBMC forum	2015 TPD still awaited. Funding for DFS earmarked in 2016 state budget.
Total	NGN 170,076,366	£566,921	NGN 4,285,801,376	£14,286,005			
Federal	NGN 0	£0	NGN 1,719,100,000	£5,730,333			
Grand Total	NGN 170,076,366	£566,921	NGN 6,004,901,376	£20,016,338			

Political and economic environment

15. The major talking point in Nigeria continues to be the declining economic situation linked to drastic oil revenue losses. In addition to the per barrel cost of oil dropping to below \$40, a record low, Nigeria's inflation rate hit 9.4% in November. The impact of declining oil revenues on the education sector and states' capacity to sustain reforms have been analysed in earlier 2015 quarterly reports.
16. Table 7 summarises key political economy updates across the ESSPIN partner states, including broad budget intentions for 2016.

Table 7: Political economy update by state

State	PE highlights
Enugu	<ul style="list-style-type: none"> • Detention of Nnamdi Kalu, Indigenous Peoples of Biafra (IPOB) leader has led to serious protests spreading across the South-East and South-South. • Declining government revenues a main source of concern; government's main source of funding is the federation account which, itself, relies on oil revenues. As a result, LG elections in Enugu were suspended as the state could not afford to complete its LG staff audit. • The Governor presented a budget of N80 bn to the SHA based on the theme of continuity and consolidation. • The tough economic environment and change of government have impacted directly on SIP work as there was shortage of funds to carry planned activities such as school support visits. ESSPIN has had to keep some training activities running with its own resources. Shortage of funds is affecting government's ability to pay salaries.
Jigawa	<ul style="list-style-type: none"> • N13.5bn committed to education (32% of overall budget), a 6% increase over 2015 and an important statement by the new administration to consolidate reforms – improving access to quality education is a stated objective of the government. • The Jigawa State Forum, an association of concerned citizens, is emerging as an important watchdog. It is already committed to monitoring education service delivery through independent assessments, project monitoring and policy advice.
Kaduna	<ul style="list-style-type: none"> • The government is pushing on with its manifesto commitment to “quick wins” but it is unclear whether it can afford to do this within the current economic climate. The reality is that some teachers have not been paid salaries for six months while limited resources available have been committed to school feeding. There have been a number of policy statements that now need to be backed up by action. A recent announcement of free education including the instruction that “nobody should pay money to schools” has created a new difficulty for SBMCs as they work to raise resources locally to improve their schools. On a bright note, following a meeting with HE, N10m was released to extend SBMCs to JSS and N5m for IQTE. A budget line was introduced into the state budget template for 2016 to capture DFID's contribution to education (“Draw-down”) and matching implication for the state (“State Counterpart”).
Kano	<ul style="list-style-type: none"> • Considerable slow-down in decision making experienced during last quarter as a direct reaction to the economic crisis. Capital activities were not carried out

State	PE highlights
	due to the unbudgeted shortfall in revenues. Shortages in IGR collection (N800m per month against a target of N3.8 billion per month) have made the situation worse. KSG is responding by reviewing its State Development Plan and ensuring that 2016 appropriation bill is in line with available resources.
Kwara	<ul style="list-style-type: none"> The education sector has been severely hit by the economic crunch resulting from the massive loss of revenues nationwide. Teachers and SUBEB personnel have not been paid salaries in four months. Teachers, lacking transportation money, have stopped going to school with a knock-on effect on student attendance. SBMC development and child protection work have carried on drawing on ESSPIN funds. The state government has urgently established a revenue generation agency to explore alternative revenue sources. There have been high level advocacy interactions with the new Governor, Deputy Governor, Head of Service, Honourable Commissioner and PS of SUBEB around the imminent exit of ESSPIN and a sustainability plan. The message is clear and officials are taking the right steps to cultivate further support, e.g. intention to visit DFID and Cambridge Education, encouragement of CSOs, and exploration of partnerships with Oando Foundation and ActionAid.
Lagos	<ul style="list-style-type: none"> The new government appropriated what it called “The People’s Budget”; at N663 billion it was officially the largest in the history of the state. To cope with declining federal revenues, an IGR target of N543 billion has been set for 2016, with the balance against total budget (N120 billion) to be funded through deficit financing. The education sector allocation of N86 billion will largely fund “A Meal a Day”, the flagship school feeding programme to be partly supported by the federal government. The new education Commissioner (also the Deputy Governor) has been accessible and engaged and a retreat has been planned to acquaint her and new heads of MDAs with ESSPIN’s work in more detail.

Security

17. **Overview:** The situation seems to have changed with the Nigerian military making significant gains on the North East of Nigeria with towns/villages captured by Boko Haram now reclaimed with a continued push to clear the Sambisa Forest. Boko Haram, though, have maintained the capability to launch attacks, predominantly through suicide bombers, within the three states that remain under a state of emergency (Adamawa, Borno and Yobe), elsewhere in Nigeria (Abuja and Kano) and beyond Nigeria’s borders into Cameroon, Chad and Niger. The quarter under review ended with the Federal Government announcing that it has "technically won the war" against Boko Haram militants. Whilst significant gains have been made by the military, the evidence that remains suggest that Boko Haram, although weakened, are not defeated and remain a threat.
18. During this quarter, bombings occurred in Abuja (October) and Kano (November) with large numbers killed in the explosions. All staff were accounted for and there was no impact on ESSPIN activity.

19. Despite high profile warnings from internal security agents as well as the US Embassy that attacks were imminent, the Christmas and New Year holiday period passed off relatively peacefully.
20. A significant security incident occurred in Zaria in December when the Nigerian military clashed with the Islamic Movement of Nigeria (IMN) with a large number of casualties reported. This led to issues along the Kaduna-Zaria-Kano road as well as protests reported in Kano City and Kaduna City.
21. The traffic light rating of security in ESSPIN locations as at 1st January 2016 is:
 - **Red** – none
 - **Amber** – Abuja, Kaduna and Kano
 - **Green** – Enugu, Jigawa, Kwara and Lagos
22. There were high profile security incidents in Paris and Bamako linked to Islamic militants. Whilst there is no indication that similar events are likely in Nigeria – the pattern of targets here continues to be areas that are highly populated (markets, motorparks and mosques) where security is limited – easier targets with a high number of casualties likely – we do continue to advise all staff and visitors that the risk remains.
23. All ESSPIN drivers completed the Skills and Techniques Limited refresher training – a necessary and worthwhile investment in our drivers given that road traffic accidents remains the highest rated risk to the programme.
24. Looking forward to the next quarter, the issues and risks that we have highlighted and will continue to focus on are:
 - The on-going insurgency and the risk of one-off attacks/suicide bombing that go beyond the state of emergency states
 - Continued protests in the northern states linked to the Islamic Movement of Nigeria
 - Continued protests in the southern states linked to Indigenous Peoples of Biafra (IPOB) and Movement for the Actualisation of the Sovereign State of Biafra (MASSOB)
 - Economic pressures linked to the falling oil price, a high level of inflation and the pressures on the Naira with a widening gap between the official rate and the parallel markets and the knock-on effect on crime levels
 - The fuel situation and possible shortages
 - Local Government elections in Jigawa in February 2016
 - Health Issues – Most notably around a growing outbreak of Lassa Fever that has, for example, led to more fatalities in Nigeria than the Ebola outbreak in 2014

Personnel changes

25. The majority of key positions within the states have now been filled. The key changes are summarised in Table 8.

Table 8: 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	Abdullahi Hudu
Kaduna	Dr. Shehu Usman Adamu	TBA Perm. Sec: Ibrahim Sambo	Alh. Shehu Raubilu (Ag.)
Kano	Prof. Hafiz Abubakar	Alhaji Zakari Bagwai	Abdullahi M. Gezawa
Kwara	Engineer Musa Ayinla Yeketi	TBA	Dr Musa Dansuki
Lagos	Dr. Mrs. Oluranti Adebule	Dr. Ganiyu Oluremi Sopeyin	Mrs. Olabisi Elizabeth Ariyo

26. A number of key appointments were also made at Federal level. The Honourable Minister was confirmed as Mallam Adamu Adamu with Professor Antony G. Anwukah becoming the Honourable Minister of State. The Permanent Secretary is Dr Folashade Yemi-Esan.

27. The quarter drew to a close with significant changes to Cambridge Education and ESSPIN's management too. Ron Tuck, who had worked on ESSPIN as National Programme Manager and later Programme Director, left the programme. Ron had provided great leadership and strategic direction to the programme since joining in 2010 and will be missed by all. Jake Ross, currently the Deputy Programme Manager, will become the Project Director from 1 January. Laura McInerney will take his place as Deputy Programme Manager.

28. Jake Ross also finished his term as the Nigeria Country Representative, with overall responsibility for risk management and exercising Mott MacDonald and Cambridge Education's duty of care to staff, consultants and stakeholders. From 1 January 2016, Caroline la Chapelle will hold this position.

Key numbers for October to December 2015

29. The table below summarises progress on achievement of key results in the current quarter. The results have been collated from the states' Results Monitoring Tables (RMT). For each result, the quarterly period actual and cumulative actual total for the programme to date are reported.

Table 9: Key numbers table

	PERIOD ACTUAL (October - December 2015)							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
New target schools (not counted in previous quarters)														
Primary schools	110	0	0	0	110	0	0							
New JSS	0	0	0	0	0		0							
Total	110	0	0	0		0	0							
Number of target schools (public)														
Primary	9,663	1,223	1563	4,225	110	1,528	1,014	15,395	1,223	1563	4,225	5,842	1,528	1,014
JSS (and SSS kano only)	525	0	0	106	0	419	0	558	0	0	106	33	419	0
Total	10,188	1,223	1,563	4,331	110	1,947	1,014	15,953	1,223	1,563	4,331	5,875	1,947	1,014
Number of learners in target schools (public)														
Male	1,600,217	150,256	312,524	658,059	58,057	176,199	245,122	2,997,214	150,256	312,524	658,059	1,455,054	176,199	245,122
Female	1,452,915	145,245	234,745	572,943	74,663	173,123	252,196	2,799,565	145,245	234,745	572,943	1,421,313	173,123	252,196
Total	3,053,132	295,501	547,269	1,231,002	132,720	349,322	497,318	5,796,779	295,501	547,269	1,231,002	2,876,367	349,322	497,318
Number of target schools (non-state)														
	722	0	180	222	320	0	0	908	186	180	222	320	0	0
Number of learners in target schools (non-state)														
Male	27,981	0	8,447	9,238	10,296	0	0	51,313	23,332	8,447	9,238	10,296	0	0
Female	20,823	0	7,225	4,353	9,245	0	0	43,825	23,002	7,225	4,353	9,245	0	0
Total	48,804	0	15672	13591	19541	0	0	95,138	46,334	15,672	13,591	19,541	0	0
Children accessing water from new units														
Male	0	0	0	0	0	0	0	97,826	2,346	14,593	17,388	45,155	16,290	2,000
Female	0	0	0	0	0	0	0	90,356	2,129	9,890	14,812	46,659	14,728	2,100
Total	0	0	0	0	0	0	0	188,182	4,475	24,483	32,200	91,814	31,018	4,100
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

	PERIOD ACTUAL (October - December 2015)							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Girls with access to separate toilets	0	0	0	0	0	0	0	80,206	6,540	10128	11,360	41,007	9,565	1,6
Learners benefiting from new/renovated classrooms														
Male	0	0	0	0	0	0	0	68,656	10,715	1776	734	32,478	16,989	5,9
Female	0	0	0	0	0	0	0	62,925	9,685	1184	626	30,232	14,733	6,4
Total	0	0	0	0	0	0	0	131,581	20,400	2,960	1,360	62,710	31,722	12,4
Learners benefiting from direct school funding														
Male	150,256	150,256	0	0	0	0	0	657,894	150,256	102124	28,313	334,385	17,747	25,0
Female	145,245	145,245	0	0	0	0	0	592,620	145,245	77040	24,119	304,083	16,289	25,8
Total	295,501	295,501	0	0	0	0	0	1,250,514	295,501	179,164	52,432	638,468	34,036	50,9
Community sensitised/trained and supported to support school improvement - Persons Training Day (PTDs)														
Male	66,728	2,400	6,012	47,346	0	9800	1,170	697,839	25,627	79,087	229,684	240,934	103,784	18,7
Female	35,882	2,536	1,503	25,494	0	3,720	2,629	391,260	23,373	24,387	117,033	137,381	80,474	8,6
Total	102,610	4,936	7,515	72,840	0	13,520	3,799	1,089,099	49,000	103,474	346,717	378,315	184,258	27,3
Community sensitised/trained and supported to support school improvement - Actual Numbers														
Male	31,704	2,400	6,012	19,835	0	2,450	1,007	181,326	11,154	42,510	28,442	40,768	39,084	19,3
Female	18,147	2,536	1,503	10,680	0	930	2,498	107,442	9,994	11,880	12,337	29,063	32,418	11,7
Total	49,851	4,936	7,515	30,515	0	3,380	3,505	288,768	21,148	54,390	40,779	69,831	71,502	31,1
CSO members trained to support school improvements - Person Training Days (PTDs)														
Male	1,604	40	45	65	1,428	21	5	10,385	740	1,278	1,877	5,175	749	5
Female	533	80	15	80	314	40	4	5,451	1107	711	830	1,317	1002	4
Total	2,137	120	60	145	1742	61	9	15,836	1847	1989	2707	6492	1751	10
CSO members trained to support school improvements - Actual numbers														
Male	413	10	15	13	349	21	5	1,357	40	466	97	510	153	
Female	156	20	5	16	71	40	4	646	54	132	43	133	197	
Total	569	30	20	29	420	61	9	2,003	94	598	140	643	350	1
Safe spaces for women and children	0							22,046	1,252	2004	3,790	10,162	2,824	2,0

	PERIOD ACTUAL (October - December 2015)							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Female learners benefiting from cash conditional transfer (Kano)	0	0	0	0	0	0	0	11,050	0	0	0	11,050	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	
Teachers trained and supported (Public Schools) - Person Training Days (PTDs)														
Male	58,913	2,435	10,126	12,606	28,200	4,724	822	931,002	15,956	191,510	96,001	343,852	238,803	44,8
Female	44,455	19,745	1,268	11,638	6,192	3,150	2,462	782,567	130,624	34,352	90,807	94,877	327,095	104,8
Total	103,368	22,180	11,394	24,244	34,392	7,874	3,284	1,713,569	146,580	225,862	186,808	438,729	565,898	149,6
Teachers trained and supported (Public Schools) - Actual number														
Male	31,044	487	5,063	8,621	14,100	2,362	411	106,035	487	20,938	16,646	52,047	13,610	2,3
Female	18,766	3,949	634	8,281	3,096	1,575	1,231	48,687	3,949	3,277	16,292	7,204	10,229	7,7
Total	49,810	4,436	5,697	16,902	17,196	3,937	1,642	154,722	4,436	24,215	32,938	59,251	23,839	10,0
Teachers trained and supported (non-state Schools) - Person Training Days (PTDs)														
Male	992	0	275	522	195	0	0	36,723	1,364	5,674	11,121	18,564	0	
Female	651	0	105	366	180	0	0	33,725	16,379	1,389	6,287	9,670	0	
Total	1,643	0	380	888	375	0	0	70,448	17,743	7,063	17,408	28,234	0	
Teachers trained and supported (non-state schools) - Actual number														
Male	280	0	67	174	39	0	0	1,574	98	438	174	864	0	
Female	191	0	33	122	36	0	0	1,870	1,440	99	122	209	0	
Total	471	0	100	296	75	0	0	3,444	1,538	537	296	1,073	0	
Head teachers trained and supported (public schools) - Person training days (PTDs)														
Male	129,640	4,816	4,078	84,914	34,452	1,074	306	576,194	17,018	52,140	163,356	295,805	37,609	10,2
Female	38,059	4,968	54	29,049	600	716	2,672	167,303	20,232	1,208	53,886	13,827	46,027	32,1
Total	167,699	9,784	4,132	113,963	35,052	1,790	2,978	743,497	37,250	53,348	217,242	309,632	83,636	42,3

	PERIOD ACTUAL (October - December 2015)							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Head teachers trained and supported (public schools) - Actual numbers														
Male	7,102	602	2,039	3,285	0	1,074	102	14,161	602	2,039	3,285	5,742	2,254	2
Female	3,304	621	27	1,046	0	716	894	4,051	621	27	1,046	100	1,507	7
Total	10,406	1,223	2,066	4,331	0	1,790	996	18,212	1,223	2,066	4,331	5,842	3,761	9
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	146	146	0	0	0	0	0
Total	0	0	0	0	0	0	0	186	186	0	0	0	0	0
State/LGEA officials trained to support school improvement - Persons Training Days (PTDs)														
Male	38,279	3,904	1,086	21,751	10,102	626	810	275,426	15,980	23,340	87,087	122,402	19,133	7,4
Female	19,289	5,455	53	11,862	1,008	225	686	110,733	21,459	4,294	43,088	22,601	10,163	9,1
Total	57,568	9,359	1,139	33,613	11,110	851	1,496	386,159	37,439	27,634	130,175	145,003	29,296	16,6
State/LGEA officials trained to support school improvement - Actual Number														
Male	9,281	232	496	6,673	867	626	387	28,923	232	5,191	6,673	13,088	2,067	1,6
Female	3,750	355	22	2,759	84	225	305	10,940	355	1,293	2,759	2,674	2,468	1,3
Total	13,031	587	518	9,432	951	851	692	39,863	587	6,484	9,432	15,762	4,535	3,0
Schools inspected using QA methodology	673	0	2	227	327	117	0	3,603	187	181	1,489	3,604	815	8

Financial report

30. ESSPIN has completed 17 months or 56.7% (August 2014 to December 2015) of its 30-month Extension Contract (August 2014 to January 2017). As of December 2015, we have spent 57.9% of the extension budget.

Table 10: High level review of the ESSPIN finances for the extension phase

Total Extension Budget (millions)	£32.4
Spend to December 2015 (millions)	£18.8
Percentage of Total Budget Spent	57.9%

31. Overall, we remain on target. The issues within the different expenditure lines of our contract, as highlighted in the previous quarterly report, remain as:

- Budgets have changed from the last quarterly report as a result of the Contract Amendment 6 dated 15th October 2015
- Fees remain on track – slightly high at 59.2% spent, but this is because Years 7 and 8 represent full years of ESSPIN activity
- 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 part in the latter stages of the programme

Table 11: Extension contract by area of spend

Area of Spend	Budget (millions)	Spend To December 2015 (millions)	Percentage Spent
Fees	£18.4	£10.9	59.2%
Reimbursables	£4.0	£2.8	70.0%
PSA	£10.0	£5.0	50.0%
Total	£32.4	£18.8	57.9%

32. ESSPIN has now completed five months of Year 8 (August to December 2015), so 41.7% of the programme year has been completed and 43.4% of the budget has been spent – we remain relatively on track.

Table 12: ESSPIN year 8 spend position

Year 8 Target (millions)	£13.6
Year 8 Spend (millions)	£5.9
% Spent	43.4%

33. We have now completed 75% of the 2015-16 DFID Financial Year. As of December 2015, the gross amount invoiced to DFID before the retention was deducted was £10.9m meaning that we have spent 78.7% of the increased 2015-16 budget. After the retention has been removed, we have invoiced a total of £10.0m to DFID which is 72.5% of the increased 2015-16 budget.

Table 13: 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)	£10.9
DFID 2015-16 Financial Year Net Spend (millions)	£10.0
% Spent – Gross spend	78.7%
% Spent – Net spend	72.5%

34. Table 14 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 gone back and 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 14: 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 (millions)	£0.8	£2.7	£5.8	£3.1	£0.5	£12.9
Year 7 Budget (millions)	£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 (millions)	£0.2	£1.1	£2.5	£1.9	£0.2	£5.9
Year 8 Budget (millions)	£0.6	£2.1	£6.5	£4.0	£0.4	£13.6
% Year 8 Budget Spent To Date	33.3%	52.4%	38.5%	47.5%	50.0%	43.4%
Total Extension Spend To Date (millions)	£1.0	£3.8	£8.4	£5.0	£0.6	£18.8
Total Extension Budget (millions)	£1.7	£5.3	£15.0	£9.5	£0.9	£32.4
% Total Extension Budget Spent To Date	58.8%	71.7%	56.0%	52.6%	66.7%	57.9%

35. Table 15 presents spend by Output – against the full programme budget covering 2008-2017:

Table 15: Spend by output against the full programme budget 2008-2017

	Output 1	Output 2	Output 3	Output 4	KM and Comms	Total
Total Spend 2008 To Date (millions)	£6.7	£18.8	£52.2	£27.9	£4.9	£110.5
Total Budget 2008 to 2017 (millions)	£9.6	£20.5	£57.9	£31.6	£5.0	£124.6
% Total Budget Spent To Date	69.8%	91.7%	90.2%	88.3%	98.0%	88.7%

Value for money

Economy Indicators

36. 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 December 2015. Financial information is based on the December 2015 invoice to DFID.

Table 16: 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	Unit Cost December 2015	Comment
3.1 Schools trained to use a SDP	£294.70	£320.04	£229.22	£219.04	£223.36		No entry this quarter
3.2 Headteachers trained to operate effectively	£624.73	£689.04	£492.77	£478.82	£492.07		No entry this quarter
3.3 Teachers trained to deliver competent lessons	£101.91	£115.73	£100.53	£93.71	£89.55	↓ £82.21	Continued decrease
3.4a Learners with access to toilets (Direct ESSPIN Funded)	£63.25	£60.85	£61.63	£62.00	£59.43	↓ £59.25	Continued decrease
3.4b Learners with access to clean water (Direct ESSPIN Funded)	£55.35	£55.39	£56.14	£56.42	£54.56	↓ £54.39	Continued decrease
3.4c Learners benefiting from new/renovated classrooms (Direct ESSPIN Funded)	£8.69	£9.05	£9.54	£9.71	£9.41	↓ £9.28	Continued decrease
4.1 Community members trained to set up SBMCs	£34.01	£35.22	£33.42	£34.15	£31.62	↓ £30.46	Continued decrease
4.1 Communities where SBMC reflect women/children concerns	£280.84	£284.07	£275.70	£276.48	£241.93	↓ £231.56	Continued decrease

37. Results for the SDP, headteacher and teacher indicators are expected to reach a point where they begin 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 further investment required to generate, deepen and sustain desirable levels of change. As we enter this plateau in input terms, our measurement of investments in teachers, headteachers and SDPs should turn towards efficiency, ie. how well are training inputs converting into desired outputs.

Efficiency and effectiveness

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

Risk monitoring

39. The ESSPIN risk register is monitored and updated on a state-by-state basis. Complete risk profiles and management actions are included in individual state progress summaries (Section 2). The following programme level summary identifies key risks that are common across states and rated medium or high in the current quarter.

Risk	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- 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 TDP and 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 and communication of Sustainability Strategy

Risk	Current rating	Possible Consequences	Key mitigation strategies
<p>Sustainability risk – reduced federal allocations to states due to drop in oil revenue</p> <p>And/or</p> <p>unrealistic 2016 state budget proposals due to uncertainties over revenue sources</p>	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
<p>Implementation risk – diversion of SIP resources, including UBEC-IF; lack of budget discipline in education MDAs</p>	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
<p>Implementation risk- Failure of states to respond to severe school quality problems, including using the SIP approach to raise standards.</p> <p>Failure of Mission Schools to commit and release funds for MSIT (Enugu specific).</p>	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.

Risk	Current rating	Possible Consequences	Key mitigation strategies
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
Implementation risk- Marginalised groups in states continue to be side-lined 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.

Risk	Current rating	Possible Consequences	Key mitigation strategies
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"> • Work with TDP on sustainable teacher deployment models • Ongoing engagement with SUBEBs to encourage retention of trained teachers
Implementation risk - teachers go on strike in response to non- payment of salaries	Medium probability, High impact	<ul style="list-style-type: none"> • Scheduled training and school support activities do not happen • Impact of training already received dissipates • Children do not go to school and do not learn • The school year is disrupted or lost 	<ul style="list-style-type: none"> • Keep up to date with state budget situations • Frontload DFID funding where applicable to keep key activities running
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

Risk	Current rating	Possible Consequences	Key mitigation strategies
<p>Implementation risk- Climate change drives conflict between herdsmen and crop farmers</p> <p>Protests in the South-East over revival of Biafra escalate into violence</p>	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 Discussion of mitigation strategies with education officials
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.

Risk	Current rating	Possible Consequences	Key mitigation strategies
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
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 unconducive 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

40. The quarter witnessed a spate of protests by members of the Indigenous Peoples of Biafra (IPOB) and Movement for the Actualisation of the Sovereign State of Biafra (MASSOB) in South-East and South-South cities including Enugu over the continuing detention of the IPOB leader, Nnamdi Kanu. Enugu witnessed its own share of the demonstrations, but it was easily contained by the security forces and did not result in lock down or significant disruption of planned school improvement activities in the state. Notwithstanding the IPOB and MASSOB protests, the state remained stable and peaceful generally. There were no security incidences that impacted negatively on the programme during the quarter. Enugu, the state capital, the local governments, communities and schools were safe for visit and programme delivery.

Political economy

41. Events and activities in the state were overshadowed by declining government revenues occasioned by the persistent fall in the price of crude oil, the main source of funding for the federation account, which in turn, provides the major funding for the state government. As a fallout, the local government elections that were scheduled for December were postponed indefinitely by the state government citing lack of funds and need to complete on-going local governments' staff audit. Appointment of care taker or transitional committees was being awaited as at the end of the quarter. The state governor also presented a budget of over 80 billion naira to the State House of Assembly with theme of continuity and consolidation with a plan to shore up internal revenue generation.
42. The state remained stable politically notwithstanding the uncertainties created by the fact that Enugu State is now governed by the opposition party for the first time since return to civil rule in 1999 with all the implications for possible reduction in access to federal political positions and resources. The political tension generated by the judgement of the Enugu State Elections Petitions Tribunal that nullified the election of the PDP candidate for Enugu East Senatorial District, Gilbert Nnaji, and called for fresh election at the instance of the PDC candidate, former governor Chimaraoke Nnamani was soon doused by the Court of Appeal ruling which threw out the ruling of the Tribunal and upheld the election of the PDP candidate. The Court of Appeal also confirmed the election of the deputy Senate president, Ike Ekweremadu for Enugu West Senatorial District against the challenge of the APC candidate at the election.

Leverage, political engagement and programme update

43. Leveraging resources from the government for the implementation of planned SIP activities during the quarter proved tough thanks to the current harsh economic environment and change of government at the national level. This has created uncertainties around even the

federal UBE teacher professional development fund which has hitherto been deployed by the state to support SIP activities. As at the end of the quarter, Enugu SUBEB was still not clear what level of funding, if any, to expect from UBEC, for teacher professional development and related activities. This meant that there was shortage of funds to carry out planned activities such as scheduled school support visits by school support officers and SSIT members.

44. This was, however, obviated by the further teacher support activities which were funded by ESSPIN. The overarching goal of the activities was to improve the abilities of teachers to provide better learning opportunities and experiences for all children. By the end of the activities 4264 class teachers, 1223 head teachers, 185 school support officers, 33 SSIT members had their capacities further built to support school improvement, especially teaching and learning.
45. Discussions with the state government on how to secure resources to roll-out and develop School-Based Management Committees in the remaining 627 public primary schools in the state are yet to yield any concrete results. All the same, both SUBEB and the Ministry of Education appreciate the critical role of SBMCs in supporting school development. Discussions around this will continue in the next quarter (January to March, 2015) as part of ESSPIN's sustainability strategy.
46. One key programme update was the dissemination of the report of the second Composite Survey (CS2) in Enugu State by the National Deputy Programme Manager, Jake Ross, on Thursday 22 October 2015. The dissemination workshop was declared open by the State Commissioner for Education Professor Uche Eze. The commissioner remarked that the state governor had put education on his priority list and would spare no resources in supporting education. He recognised the contribution of DFID-ESSPIN to education development in Enugu State and pledged further strong partnership. The special adviser to the state governor on education, Dr. Sam Ugwu, was among 40 state officials and CSO partners that attended the event. The dissemination event afforded the participants the opportunity to engage with the findings as it concerned Enugu State.
47. ESSPIN also organised school infrastructure maintenance workshops in Enugu and Udi as part of efforts to ensure the sustainability of the water and sanitation facilities provided in some schools that participated in the SIP pilot in Udi LGEA. Seventy-four participants including State and LGEA officials and SBMC members attended the workshops. The workshop reviewed the state of water and sanitation facilities in each of the ten schools and agreed steps to ensure optimal use of the facilities. As at the end of the quarter, available report indicated that 8 of the 10 water and sanitation facilities were in use. The two other facilities had issues that ESSPIN is engaging with communities to fix to ensure the children benefit from them.

48. The finalization, adoption and sign-off of SUBEB 2016-2018 Strategic Plan by the executive chair of Enugu SUBEB was another key programme update. The board, through its chairman, expressed willingness to fund and support the implementation of activities captured in the Strategic Plan.

49. Aspects of work likely to be sustained include:

- Development of School-Based Management Committees since government has accepted the inevitability of working with CSOs although funding remains a challenge. Traditional rulers and community members are enthusiastic about participating in school governance.
- The MTSS process and its linkage to the budget is already entrenched through the Enugu State Economic Planning Commission—so annual review of the MTSS is likely to continue
- Annual School Census and EMIS at both State and LGEA levels
- Monitoring and evaluation already entrenched in MoE and SUBEB
- Education Quality Assurance already happening with State funding
- Teacher and head teacher training and support through SSIT and SSOs as SSIT is already properly linked to SUBEB through the ASU.

Table 17: Leverage (NGN), Enugu state, to December 2015

Areas of Leverage	Amount Leveraged Oct -Dec, 2015	Total Amount Leveraged Jul 2012 -Dec 2015	Remarks and Source
Quality Assurance	3,920,000	21,898,400	Conduct of a 4-day SS-e workshop for 70 head teachers in Aninri LGA(Sept.2015). Conduct External Evaluation of 70 Public Primary Schools in Aninri LGA. Conduct SS-e in Igbe Eze South LGA--lunch and transport allowances to participants from ESG
Head/Class Teachers Training and Support	10,409,000	164,350,828	SUBEB: N2000x199 SSOsx 4 days =398000+ N4000x35 SSIT x 4 days =140,000 for school visits
School Running Cost	30,575,000	173,450,000	25K per school per term for 1223 schools from ESG

Development of State and Local Government Plans	436,800	38,633,020	Lunch and transport allowances to LGEA officers involved in development of LGEA action plans from LGEAs
Development and Functionality of SBMCs	4,800,000	52,840,000	Fund released to partner CSOs by SUBEB this quarter
Community Contributions to SIP	13,500,000	293,907,405	Total community contribution captured in SMO reports of MMSV 3 in the 405 schools .
Share of salaries of state/LGA employees involved in SIP	33,200,000	201,350,000	272 officers (ASU, SSIT, SSOs & SMOs) involved in SIP at average of N50k per month.
Challenge Fund (CF) and Missions' SIP	3,591,000	75,318,000	School fees waived for beneficiaries @N3,500 per child for term April to July 2015 by 30 Missions
Total	100,431,800	1,021,747,653	

Risk Monitoring

Table 18: Risk Matrix, Enugu state to December 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 prob, High impact	High prob, High Impact	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.
Failure of government and communities to safeguard infrastructure and facilities provided in schools by DFID-ESSPIN for the benefit of children and teachers.	Medium prob, Medium impact	Medium prob, Medium impact	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

Risk: Enugu	Previous rating	Current rating	Management action
Shortage of teachers and other SIP support personnel due to retirement without replacement and failure of government to employ new personnel	NA	Medium prob, High impact	Continuous PE with the State government

School Grants: Helping to Make Enugu Schools Better

"From the school grant given to us by the government (NGN75, 000 per annum) ..., we have revamped and upgraded the school"

-Mrs. Theophane Orji, Head Teacher Airport Primary School, Emene, Enugu State.



Children from Airport Primary School Emene washing their hands during break time.

Mrs. Theophane Orji is one of the numerous direct recipients of ESSPIN's interventions. She has received direct training from the ESSPIN supported School Improvement Programme and has also been a beneficiary of the Direct Funds to Schools initiative. This means her school has received financial support to address some challenges that were identified in the school. These challenges were agreed by the School Based Management Committee and put into the School Development Plan (SDP). These are processes that have been gradually ingrained into the school systems and administration over the years during ESSPIN's support to the six partner states including Enugu. Schools can identify their problems and articulate them at SBMC meetings so that the community is abreast of these challenges and can support their articulation to government and also solve some of the ones they can.

ESSPIN supports the development and strengthening of education systems as demonstrated through the School Improvement Programme (SIP) and the initiation of pilot intervention schemes like the Direct Funds to Schools (DFS). Enugu State has adopted the DFS initiative and provides a grant of NGN 25,000 (NGN 75,000 per annum) to each of the 1223 public primary schools in the state per term. Since the government's adoption of the initiative in 2013, it has disbursed a total of NGN173, 450, 000 (£600, 173) to schools through Enugu SUBEB.

Mrs. Orji is quite excited about the development and says:

"From the school grant given to us by the government (NGN75, 000 per annum) and other resources mobilized from the community, we have revamped and upgraded the school. From our SDP we identified items we needed and then went on ahead to purchase them. It is a process that has helped us tremendously, as we even purchased water storage containers in order to store drinking water for the children. If you look, you will see that we even have a new fence as well".

Success stories from ESSPIN's inclusive school improvement interventions are endless with beneficiaries reporting a total turnaround from the initiatives. There are various cases of increase in enrolment, improved infrastructure and improved teaching and learning. Airport Primary School, Emene recorded a sharp increase in its enrolment figures once the initiatives were introduced and adopted in the school.

"Before the advent of the SIP, our enrolment in the school was only 17. But with the full implementation of the various components and activities of the SIP, we have now recorded a total enrolment of 456."

The DFS initiative which ESSPIN piloted and marketed to the State government for adoption is leaving foot prints of impactful stories across the schools in Enugu State. There will be many more like Mrs. Orji's Airport Primary School that will continue to see improvement as they strive to provide improved learning environments for all children.

Jigawa

Security and travel

50. Security in the state remains stable. ESSPIN continues to share information with the state agencies and other SLP programmes. The All Nigerian Army Defense Conference held in the state capital in December was peaceful. Although the recent army-Shia conflict was limited to Zaria in Kaduna State, there was increased tension amongst some Shia followers in Jigawa which affected some travel in some LGAs noted for large Shia followers. ESSPIN and other SLPs have revised the state security status especially in a resolve to continue the collaborative monthly meetings of administrative officers.
51. Travel in and around the State Capital and LGAs is safe, but clearance is encouraged to minimize risks. The fuel crisis has also continued with the scarcity of product. The price at the pump is N87, but about N120/N125 on the black market. This has increased the cost of road travels in programme vehicles.

Political economy

52. The state has committed N13.5 billion, about 32% of the 2016 budget, to the education sector. This is about 6% higher than 2015 and gives the education sector the highest amount to face the challenges and reforms already in place. Highlights of the budget include a commitment to scaling reforms for sustainable access to quality education. This is a big opportunity for ESSPIN to leverage sustainability of the SIP at the basic level.

Leverage, political engagement and programme update

53. The second Jigawa State Government Retreat was held in November 2015. The ESSPIN – TDP joint presentation on key issues attracted government's attention to institutional reforms. They reviewed existing policies and committed to focus on the ESSPIN-TDP programme models for sustainability in educational services. The government endorsed the ESSPIN School Advisory and mentoring strategy and directed a revision of the education budget proposal to incorporate the sustainability framework of the SIP approach and the TDP innovative ICT model in teacher training.
54. ESSPIN has developed a partnership with the working committee members of the Jigawa State Forum to monitor Education Service delivery especially at BE level. Part of the agreement was to organise a joint monitoring of School Improvement activities, Community and SBMC development and Inclusive practices at state and LGA levels. The Forum will periodically undertake an independent assessment of the challenges and impact to present to the Government for policy support and funding requirements.
55. The State MOEST is expanding the ESSPIN ODM strategy to conduct an ODM of the State Agency for Mass Education following the effectiveness and impact of the ODM carried out for the MOEST and SUBEB by ESSPIN. ESSPIN is conducting this work, planned to commence

in January 2016, to support the State Change Agenda for efficiency of departments and units in the education sector.

56. ESSPIN has developed a state Inclusive Education Strategy document in response to the absence of the IE policy in Jigawa State. This document is expected to guide the implementation of IE activities and ensure that the planned IE targets in the MTSS and the ESP are achieved within a period of 3 years. The document highlights the roles and mandates for each MDA as well as budget commitments which will be incorporated in the SIP sustainability framework.
57. The 3rd term state summary of the school report was produced and signed off by SUBEB. The report indicated an increase in the percentage of head teachers operating effectively in Jigawa state. About 992 head teachers met the criteria for effectiveness representing 49% against 48% in the last term. Meanwhile a short fall was recorded in the number of teachers delivering effective lessons from 49% to 48%. This was affected by the death of the ASU coordinators and suspension of trainings programme for most the days in the last quarter. In a bid to restore and increase the percentage of teachers' and head teachers' performance through school visits and mentoring practices, the SUBEB has appointed a new Head to the ASU and is collaborating with the ESSPIN EQS to mount extra training sessions to make up the gaps.
58. This quarter budget release to the Education Sector was only 59.9% covering mainly Recurrent expenditure. Amount leveraged for SIP activities was very low as shown in Table 19.
59. One of the key areas of traction in Jigawa State is the community education initiative which is being fully supported by Government, parents, CSOs, community members and volunteers. Exploring this area will fully enhance the effort of capturing Out of School Children and increasing access to disadvantaged communities. ESSPIN has already reached about 12,400 children in 90 nomadic schools, and this work stream has a lot of potential for expansion.

Table 19: Leverage (NGN), Jigawa State, October to December 2015

Areas of leverage	Amount leveraged	Remarks and Source
	Oct -Dec 2015	
Furniture and mats distributed to 90 Community Nomadic Schools on CEI Consolidation work	41,015,000.00	State Budget allocation to SANE to improve learning environment in Nomadic Schools.
Total N	41,015,000.00	

Risk Monitoring

Table 20: Risk matrix, Jigawa State, October- December 2015

Risk: Jigawa State	Previous rating	Current rating	Management action
Human Resources Constrain. Retirement and relocation of Key Officers at State and LGA levels is affecting institutional memory as well as keeping track of the planned reform initiatives. Many HOS, SSOs and HTs have retired in the last 3 months and the SUBEB Board is yet to be fully reconstituted which delays important decisions on management issues.	Low prob, High impact	High prob, High impact	ESSPIN is making efforts to involve all middle level cadre officers in all decisions and implementation activities to ensure continuity and sustainability of plans. The SUBEB is also encouraged to appoint deputies and Desk Officers to support implementation and, management of programmes.
Though the effect of climate change and flood disaster occurs annually especially during the rains, the impact remains throughout the year. The devastation resulting in blown off and collapsed classrooms were visible and thus reducing student- teacher contact hours.	High prob, High impact	Medium prob, High impact	Mott MacDonald is submitting a proposal to the International Climate Fund. If successful, as well as contributing to mitigation of and adaptation to climate change through better construction and maintenance of schools, the programme would also release funding for continuous school improvement state-wide.

Kaduna

Security and travel

60. There was a major clash between the Shiites and the armed forces in Zaria on 11th December, 2015. Several people were reported dead and many others injured. Apart from this, there were reports of armed robbery, pocket-picking and stealing of cars, which seemed to be noticeably on the increase in Kaduna this quarter. In addition there was acute shortage of fuel, which made the programme resort to black market occasionally. Fuel was selling for between N135/Litre and N150/Litre in black market filling stations while jerry cans sold for between N1000/4Ltrs and N1200/4Ltrs. None of these incidents, however, affected the programme adversely throughout the quarter.

Political economy

61. The state government is regarded as slow in the implementation of its focus programs for the year tagged "quick wins". Government has been constituted at all levels and all appointees have resumed office including the Commissioner for Education and the 23 LGA caretakers. The 2016 budget has been submitted to the budget and planning ministry but has not been presented to the State Assembly. In the education sector, the 23 LGEA Education Secretaries have been appointed and have assumed duty, but a SUBEB Chair is yet to be appointed. SBMCs are finding it difficult to solicit for community support for school improvement in some communities because they claim the government has announced free education and that nobody should pay any money to the schools.

Leverage, political engagement and programme update

62. The state team met with the Executive Governor and his senior advisers on taking forward ESSPIN-supported interventions. During the visit, the Governor endorsed key interventions and included N161m in the 2016 budget for the implementation of school improvement and LGEA reforms. The state government has demonstrated strong commitment to the continuation of school improvement programme as well as SBMC activities. The state is undecided about IQTE because the plan is to integrate all children into regular schools, but this may create problems as the Alaramas as well as the parents of IQTE pupils may oppose the idea.

63. The state accounts, which had been frozen for months, have been de-frozen. Outstanding monies from the 2014 UBEC intervention funds have been released and trainings commenced. N10m was released for JSS SBMC rollout and N5m for IQTE. The N17m in the State budget for ASC and M&E activities has also been released. An initial presentation supported by ESSPIN on proposed LGEA structure was submitted to government for review as a key tool for strengthening school focus and support. Joint SLPs have supported baseline assessment that will inform the State Restoration Plan and agenda for government 2016-2019.

Table 21: Leverage (NGN), Kaduna State, to December 2015

Areas of leverage	Amount leveraged October- Dec 2015	Remarks and Source
School Improvement Programme	N13,597,566	Salaries for 19 SSIT for the months of Oct-Dec 2015. These are not included in the overall table.
Planning and Budgeting	NGN 3,282,000.00	State's release for the finalization of AESPR, data cleaning and data analysis
IQTE	N5,000,000.00	State's release from the 2 nd tranche of 2014 UBEB funds for IQTE training
SBMC (JSS)	N10,000,000.00	UBEC TPD funds 2014 released for the roll-out of SBMC to JSS
QA	N5,639,700.00	State's releases for QA activities and evaluation of 227 schools this quarter
Total leveraged from state	N37,519,266.00	

Risk Monitoring

Table 22: Risk matrix, Kaduna State, October- December 2015

Risk: Kaduna State	Previous rating	Current rating	Management action
Sustainability of SIP	Low prob, High impact	Low prob, High impact	As a result of heavy political engagement the State Government has pledged its commitment to continue to partner with ESSPIN for the State's reform activities and has included N161m in 2016 budget for SIP
Non-release of approved state funds for school improvement programmes	Medium prob, High impact	Medium prob, High impact	ESSPIN is supporting the State in the process of producing a new SDP. The MTSS has been revised and re-named Sector Restoration Strategy (SRA). The State government has promised that all activities captured in the ZBB will be funded. In the new dispensation, more funds will be released to LGEAs to implement school improvement programmes
Cabinet Reshuffle/Change of key education drivers	Low prob, High impact	Low prob, High impact	Government has been fully constituted with most key positions filled. All the 23 newly-appointed Education Secretaries have now resumed. The State Government is taking its time in appointing a new SUBEB Chair, but a capable Overseer is in place. Orientation of new

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

Corporate support increases enrolment in school



Two new classrooms have been built to support growing enrolment

Enrolment has increased at LGEA Primary School Anguwan Malammai in Zaria LGEA due to the construction of two classrooms by Mother Cat, a construction company based on a request by the Village Head, Alhaji Aminu Ja'afaru (Sarki Angwan Malammai Dan).

The company was awarded a contract by Kaduna State to construct a dam in the community. They later paid homage to the village head who is also the SBMC chairman of the school. As a way of showing respect, the construction firm offered him some money but he refused to collect it and requested that it should be used to build classrooms for the school.

The representatives of the company were happy with the SBMC chairman's concern by considering the education of his subjects above monetary gains. The company decided to construct a block of two classrooms with two VIP toilets in the school which have been put to use.

Alhaji Aminu Ja'afaru said he rejected the money based on what was learnt at a recent SBMC training. *"In the last SBMC training we were taught the importance of community participation in education by supporting school projects either with money, time, labour or ideas, this made me to reject the money and asked for more classrooms as part of my contribution."*

"I am happy our enrolment increased from 556 pupils in 2013 to 771 in 2014 with girls totaling 499, and pupils now sit comfortably in school as none of them is coming back home as toilet has been provided, thanks to Mother Cat", said the head teacher, Malami Musa.

Sani Lash, a 12 year old pupil said *"two of my friends came back to the school as a result of these new classrooms. We are all happy"*.

Alhaji Shuaibu Anguwan Mallami, a member of SBMC who donated the lands where the new classrooms and toilets were constructed, said: *"I will sponsor my daughter's education to university level so that the community will benefit from her wealth of experience, especially if she wishes to study nursing."*

Kano

Security and travel

64. The security situation in Kano State had been relatively calm for some time. However on 18 November two female bombers attacked the GSM Village, Farm Centre. Many people died and some were injured during this attack. Policemen and other security agencies have since then woken up to the risk of complacency. Also, during December, the North West region's (including Kano State) peace was disrupted by the clash between soldiers and Shias on Zaria road. Many people consider Kano State as the second home of Shias. There were peaceful demonstrations in one or two areas during the middle of December following the unrest in Kaduna/Zaria. Some of ESSPIN's activities and road visits involving Kaduna – Zaria – Kano links were either cancelled or rescheduled to next quarter. The security patrol system and some late night roadblocks have resurfaced. Meanwhile, law-abiding citizens in the state are advised to carry on their business without fear. Ahead of schools reopening next quarter, January 4, 2016, parents and other stakeholder are looking forward to Kano State Government's response to security at the school level. The issues around child protection and conflict at school level are still awaiting KSG's attention following the recent situation and attack in the region.
65. Transportation and travelling within and outside Kano were comparatively smooth during this quarter until the above-highlighted security challenge on Zaria- Kano road. The pump price of fuel went above N100 following the fuel scarcity in the country. While most filling stations within Kano metropolis remained closed for lack of fuel, some filling stations outside Kano city were selling above the regulated price of N87.00 per litre. ESSPIN was forced to purchase black market fuel to keep up with activities and pressure of the quarter. Interstate travels, including LGEA visits by ESSPIN staff, during the period, were smooth, apart from the noted restriction on Zaria road. The curfew in Kano State remains from 6 pm to 10 am for private individual's motorcycles.

Political economy

66. The on-going global recession has impacted significantly on the activities of both federal and state governments. Nigeria, with heavy dependence on oil, is in the middle of an economic crisis as the oil price continues to nosedive and exchange rates keep fluctuating. This led to the slowdown in decision-making process witnessed in the last quarter and continues to now. Many of the scheduled activities (requiring large sums of money) could not take place due to a substantial shortfall in expected statutory allocation from the Federation Account to Kano State. The state IGR still hovers around N800m per month (way below the monthly budget of N3.8b). As a result, KSG has called for a review of the KSDP (Kano State Development Plan) with a view to aligning target with the economic performance for the MTSS (Medium Term Sector Strategy), which will possibly inform the 2016 Appropriation Bill. SPARC is also working with the state government on the improvement plan for internally generated revenue and the coming 2016 budget.

67. Education bore a fair share of the economic downturn in Kano State. Even though KSG remained undoubtedly committed to education as a top priority of this administration, the on-going financial shortage to fund educational activities has slowed down every proposal. During this last quarter, the Ministry of Education, Science and Technology has completed its Medium Term Sector Strategy (MTSS) and submitted 2016 budget proposal for consolidation by the Ministry of Planning and Budget. Notwithstanding the current economic reality, KSG is continuing and consolidating on the previous administration initiatives/programme. Hence, proper 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. are reflected in the 2016 budget proposal. As part of the on-going unrelenting efforts of the KSG during the 4th quarter, “The State and Local Government Education Promotion Committees’ were inaugurated on 30th November 2015 to encourage private and community contribution to education in Kano state. For the second time in a row, ESSPIN was the only IDP appointed as a member of the state education committee. KSG has approved state contribution to Universal Basic Education (UBEC) matching grant amount of N876,756,756:76 for an expected return totalling N1,753,513,513:52. Furthermore, various sub-committees of the Global Partnership for Education (GPE) have completed plans to commence implementation next quarter. The GPE funding will further strengthen the financial position of KSG financing of on-going activities to ensure sustainability basic education programme/activities of the state.

Leverage, political engagement and programme update

68. Kano State Government has demonstrated recognition for ESSPIN’s contribution to educational development at the basic level several times since the beginning of the administration. ESSPIN has been appointed as a member of the State Education Advisory Committee and the State and Local Government Education Promotion Committee. ESSPIN is leveraging on its existing cordial relationship with government partners, Civil Society Organisation (CSO), MDAs and other stakeholders to continue with planned programme that are either cost-free or demand a small budget.
69. The memorandum of understanding between ESSPIN and Kano State Government on the on-going School Improvement Programme (SIP) remain intact. The SIP integrates all components (education quality, infrastructure and sanitation, community engagement, and institutional development) in achieving better learning outcome and maintaining continuous improvement in the standard of education in Kano State. To this end, KSG’s commitment and ESSPIN support reflect a long-term relationship of the two parties.
70. The level of coverage and engagement with both the senior government officials and other stakeholders indicate that a number of ESSPIN initiatives and programmes would be carried forward, even after ESSPIN comes to a close. Such programmes like TSP (Teaching Skill Programme) and SBMC (School Base Management Committee), which have taken deep root

and shape at both state and local government levels, will be continued. The population of teachers and head teachers' involvement, state and local government participation (through Advisory Service Unit (ASU), School Support Officer (SSO), and Senior SSO, etc.) in TSP will support the on-going process. The same goes for community and CSO (Civil Society Organisation) engagement in the case of SBMC roll out. Besides, Annual School Census (ASC), Medium Term Sector Strategy (MTSS), Quality Assurance (QA) will continue beyond ESSPIN duration in Kano, given the importance the state now attached to them. Funding from the Global Partnership for Education is scheduled to providing funding to these programmes for the next four years.

71. IQTE is another programme that is likely to be sustained. The Quranic and Islamiya School Management Board (QISMb) was created recently to manage activities relating to Islamic and quranic education with the aim of reducing the out of school population in Kano state. Over 9,100 IQTE pupils are preparing for mock exams ahead of transition exams from primary school to JSS coming up next quarter.

Table 23: Leverage (NGN), Kano State, to December 2015

Areas of leverage	Amount leveraged Oct – Dec. 2015	Remarks and Source
LGEA Strategic and Action Plan		Awaiting release of funds
TSP Year 3	N31,000,000	KSG approved budget. Also awaiting release of GPE.
QA		Awaiting release of both GPE and State funds
IQTE		N89m is also still being expected for IQTE
SBMC Roll-Out		Awaiting release of both GPE and State funds
Leveraged from State for SIP		

Risk Monitoring

Table 24: Risk matrix, Kano State, to December 2015

Risk: Kano State	Previous rating	Current rating	Management action
Security risk – safety of programme staff and operations (northern States)	Medium prob, High impact	Medium prob, High impact	Appraisal of government policy and programme Realignment of programme activities Maintain security strategies (watch & vigilance)
Government Commitment (Programme & Budget)	Medium prob, High impact	Medium prob, High impact	Constant engagement with partners and key stakeholders Support organisation development Follow up on financial commitment and opportunity for other sources
Resource on Roll Out / Consolidation	Medium prob, High impact	Medium prob, High impact	Participate more in the state planning and budgetary process Strengthen political engagement process
Sustainability of On-going projects	N/A new	Medium prob, High impact	Engage with stakeholders on continuity Plan Follow up on GPE funding and activities

KSG Committed to implementing Free and Compulsory Basic Education despite challenges

“While we are still reviewing our Free and Compulsory Education Policy, we must make it very clear that we are very much committed to its implementation”

Professor Hafiz Abubakar, Deputy Governor and Honorable Commissioner MoE, Kano State



Jake Ross discussing basic education with Professor Hafiz, Honourable Commissioner MoE

Professor Hafiz, while inaugurating the State Education Advisory Committee (EAC), emphasized the need to have all hands on deck towards reviewing the state policy on free and compulsory education insisting that ‘it is only when we review it to reflect the prevailing economic challenges and our state peculiarities that we can see any meaningful result from its implementation’.

The policy will make education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in basic schools. Professor Hafiz requested the technical support of ESSPIN for its smooth implementation and for positioning the EAC to potentially serve as an advisory body for government for the implementation of strategies to strengthen the state’s basic education system.

He hailed ESSPIN for its long standing relationship with and support to KNSG saying *“we reviewed the performance of ESSPIN in Kano State over the years which has been a very good success story for Kano. KNSG is very grateful to ESSPIN for the interventions it has done (in the basic education sector); that has shown clearly substantial improvement in our schools and we want ESSPIN to continue this programme’.*

His Excellency declared that in Kano henceforth, Primary Education is ‘free and compulsory’. He said the state is working towards bringing about a blueprint for the implementation of the policy and for a legislation that will safeguard its sustained implementation and ensure that *‘every Kano state citizen must have at least basic education.*

The commissioner disclosed that, the state is deeply concerned with the issue of Almajiri lamenting that *‘statistics have shown that, in this part of the country (northwest), we have over 10 million Almajiri and of this 10 million, over 4 million are in Kano State. These are over and above the total enrolment we recorded in the basic education so far and I don’t think any responsible government will continue to shy away from this issue- the revelation is very disturbing!’*

He charged the EAC members to see these revelations as a wakeup call that will ginger them to work towards proposing tangible basic education systems strengthening interventions to government. The EAC comprises, among others, heads of primary, secondary and tertiary institutions, student bodies, community and religious leaders as well as ESSPIN.

Kwara

Security and travel

72. There was relative calmness in the state during the first two months of the quarter. Fuel was not readily available throughout the quarter though, with high cost and long queues where available. There was no security threat to the programme as we were able to move in and out of all the 16 LGAs in the state until mid-December. At that time, there was communal clash between the Tsaragi and Share communities in Edu and Ifelodun LGAs respectively. Three schools and one ICT centre were completely burnt down, disrupting activities. Furthermore, there were clashes between rival cult groups in Ilorin East but this did not affect programme activities as it was curtailed on time.
73. The non-payment of salary to teachers and SUBEB staff for about 3-4 months dampened the spirit of teachers 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.

Political economy

74. The State Government inaugurated its cabinet, which has since commenced duties in various ministries. However, the financial downturn hitting the state, especially the education sector, with regards to payment of teachers' salary, is affecting teaching and learning in basic and senior secondary schools. The state and local government representatives are working hard towards finding lasting solution to the challenges. The state is considering alternative sources of funding to support its programmes through the newly created revenue generation agency (KWIRS). In response to a petition from Kaiama community on teacher deployment, and as part of the oversight function of the State House of Assembly Committee on Education, the committee embarked on a tour of schools in LGEAs across the state. This led to a staff audit in all schools across the state. The LGEA EMIS database provided baseline information for the audit. As a result, about 2,000 ghost teachers were detected and 8 LGA Chairmen were consequently suspended.
75. In the absence of a SUBEB board, the Permanent Secretary has been proactive in furthering and supporting SIP activities.

Leverage, political engagement and programme update

76. The draft 2016 budget was informed by the 2016 MTSS with focus on outcome and performance. The usage of MTSS for budget preparation has been institutionalised. Furthermore, the state now implements an evidenced-based education sector plan; the processes of the education budget have become analytical and funds allocation are now based on hard facts on the ground as espoused in MDAs' Medium Term Sector Strategies (MTSS) and Departmental Work plan (DWP).

77. Government has started to appreciate the need to improve schools and so leveraging by state government is improving fast as a result of political engagement meetings where funding issues were discussed, despite financial meltdown. ESSPIN's support to organisational capacity strengthening of SUBEBs for improved service delivery through Service Charters, establishment planning and workforce planning and effective performance management; and the strengthening of financial management controls through procurement planning, budget tracking, payroll auditing and financial reporting is beginning to reap results.
78. The use of the MDG intervention fund in the state is an example of good leverage since the design and specifications of infrastructure follow ESSPIN/SUBEB inclusive design. The collaborative effort has removed duplication of interventions in the area of water and sanitation and classroom construction. These actions are a great departure from the past years, when there used to be uncoordinated and sub-standard interventions in the sector.
79. Kwara State Education sector workers have had their capacity strengthened to conduct annual sector performance monitoring and reporting through an integrated M&E framework. Institutional Self-Assessments were successfully conducted at the State and LGEAs levels and they have developed confidence in using these report for evidenced based planning, budgeting and policy influence.
80. Capacity development and support for M&E units to be more effective in leading AESPR processes and integration of SSO, SMO and school inspection reports into EMIS has helped to provide an institutional repository for these reports and to provide a platform for wider accessibility.
81. As part of efforts on SIP, the SSIT embarked on Modelling School Support programme, carried out in conjunction with the SSOs. This was followed by a training for head teachers and class teachers on strengthening classroom practice. Both SSIT and SSOs are now fully integrated into SUBEB and state SIP structure.
82. ESSPIN deepened its community engagement approach with SBMCs to ensure sustainability. AS part of the CGP, CSOs continued their engagement with political office holders and government officials through the SBMCs Forum to bring to fore the benefits of sustainable community involvement in SIP and current challenges militating against quality education delivery with a view to proffering lasting solutions. The SBMC Forum highlighted that in addition to supporting increases in enrolment, school communities in Kwara State have contributed over N300m. But these gains and others are being threatened by inadequate deployment of teachers to rural schools where about 70% of the children reside. This issue was thoroughly discussed and solutions, such as recruitment of community indigenes, were proposed. Rural teacher allowance, prompt payment of teachers' salaries and other incentives were suggested too. SBMCs Forums in 6 LGEAs have been held with 1,220 participants (males: 737, females: 483). In three new LGEAs, 3,380 SBMCs members (males:

2450, females: 930) attended a four-day training on their roles and responsibilities. SBMCs in a further 1412 schools participated in basic training to develop their capacity to hold duty bearers accountable for quality education delivery. Finally, 902 SBMCs were mentored and monitored at various stages.

83. A follow-up meeting leading to the development of Child Protection Charter for the State for adaptation by communities/SBMCs was held involving 49 participants (males: 15, females: 34) across relevant MDAs and CSOs, the Police, Lawyer, Child Protection Network, teachers and pupils. The advocacy skills of the SBMC's Children Committees to demand for their rights to quality education was boosted with a one-day cluster training involving 4,289 participants (males: 2,254, females: 2,035). The CGP will ensure SBMCs put their newly acquired skills into practice.
84. The dearth of funds is still a major challenge. The state was unable to release any fund for the community engagement process during the period under review due to teachers' salary arrears.
85. The state has managed to create an information flow on Inclusive Education among professionals at different levels as well as between the school and families through the SBMCs. The IE Policy that was approved by the Honourable Commissioner of Education aims to develop long-term social development to achieve inclusive education objectives. During the restructuring of the Social Mobilisation departments, desk officers on access and equity were assigned directly to inclusive education issues at the state and LGEA level. Reporting lines have been established in order to follow up on the identification of out-of-school children and drop-outs and to support the enrolment of these children into schools in cooperation with SBMC desk officers. At the same time, equity and inclusion issues are being followed up inside the school systems in cooperation with the school support officers. SUBEB has initiated meetings to discuss and define roles and areas of cooperation and share information. Inclusion Officers are also invited to participate in the regular meetings at state level to encourage sharing experiences through field level and state level exchange.

Table 25: Leverage (NGN), Kwara State, to Dec 2015

Areas of leverage	Amount leveraged Oct – Dec 2015	Remarks and Source
Teacher training Head teacher training	NGN 3,500,000	For SSOs' monthly allowance and SSIT allowance and running cost. This is for transport.
LGEAs HR&A	NGN 90,000	Capacity building support on Establishment/Workforce Planning

Section		for LGEAs and SUBEB.
QAB	NGN 117,600.00	Training on SOER
Total leveraged from state	NGN 3,707,600	This figure only includes the amount leveraged from the state for the school improvement programme and not community contributions

Risk Monitoring

Table 26: Risk matrix, Kwara State October- December 2015

Risk: Kwara State	Previous rating	Current rating	Management action
The non-composition of SUBEB Board is slowing down SIP activities.	High prob, High impact	High prob, High impact	<ul style="list-style-type: none"> • Continuous PE with the Permanent Secretary of SUBEB for more fund release to SIP. • Continuous support to CSOs on actualisation of the MOU with state government. • Continuous reinforcement of positive evidence of impact
Deployment of core professional staff from key departments/agencies to another within the education sector and retirement of key officers from service bringing about disconnect in programme especially at the ministry where coordination should take place.	High prob, High impact	High prob, High impact	<ul style="list-style-type: none"> • Political Engagement with the leadership of the education sector. • More hand holding sessions for new officers as a PE • Involvement of other education stakeholders in advocacy and lobby
Inadequate rural teachers	High prob, High impact	High prob, High impact	<ul style="list-style-type: none"> • High PE on implementation of Teacher Recruitment & Deployment Policy • Support MDAs for continuous use of policy and other strategic documents • Getting relevant stakeholders to be involved in teacher deployment
Teachers haven't been paid since September- this may have an impact on their motivation, attendance and subsequently children's learning.	n/a	High prob, High impact	<ul style="list-style-type: none"> • Political engagement, discussions with NUT • Engagement with community

Water and sanitation facilities help to promote learning in Kwara schools.

Fatimah Usman of Iwoye Primary School in Oyun LGEA observes that ESSPIN's water and sanitation intervention in her school has helped her to learn. "Going to school has become something I look forward to because I have access to clean water and toilet facilities when I get to school." "If I remain at home, I do not have access to those facilities when I need them. Because the facilities are in school, I go to school more regularly, and my education is now in steady progress." she added.



Fatimah's experience is similar to that of other pupils who have benefitted from the water and sanitation facilities provided by ESSPIN in 88 schools across Kwara state. Muhammad Umar, the head boy of Central School in Ilesha Baruba, Baruten LGEA points out that "learning used to be difficult when I am thirsty. I considered going home to drink water, but since home was far from school, I would resist the thirst, but at the same time, I would not be able to concentrate in class." "Now that there is a borehole in school," he continued, "drinking water is available in class, which helps to refresh the brain, and toilet facilities are available, which helps to curb the use of bush, guarding against attacks from snakes and scorpions, kidnappings, possibility of rape for girls and poor hygiene practices." "As teachers and school management," Mrs Ajadioni Folashade headteacher of Tunga Aboki KLGEA school added, "we have observed an improvement in pupils' ability to remain in school for longer, and pupils' increased concentration in class."

Pupils, teachers and community members have benefitted from the facilities. Teachers no more spend time looking for water for daily use. More so, sanitation facilities are also made available for teachers in schools. These help teachers to increasingly devote time for the primary duty of enabling learning for pupils. Mohammed S. Omar, Head Teacher of KLGEA Primary School in Vobera points out that "The provision of water and sanitation facilities has created conducive teaching and learning environment in schools and we have more girls coming to school to learn. Issues of proper hygiene are part of the lessons being taught in school and is central to the overall learning objective. We ensure that no child of school age is robbed of the right to access good and quality education.

Community members also benefit from the water facilities. "Because community members are allowed to use the borehole, they are now keen about the activities of the school, and the relationship between the school leadership and the community has been strengthened," said Yahuza S. Yusuf, the Head Teacher of KLGEA School in Mahuta.

ESSPIN's provision of water and sanitation facilities in schools aims at helping pupils achieve quality learning by promoting regular attendance in schools, devoting more time to learning activities, and guarding against possible hazards to pupils and teachers.

Lagos

Security and travel

86. Peaceful protests took place in Lagos State mid-December as IPOB continued to protest the arrest of their leader Nnamdi Kanu with significant disruption reported from the Alaba International Market in Ojo LGA as well as along the Lagos-Badagry Expressway. No security incidents were reported.

Political economy

87. Lagos State Governor Akinwunmi Ambode signed N662.588 billion year 2016 Appropriation Law. The Appropriation Bill, tagged “The People’s Budget,” is the highest in the history of the state. Capital to recurrent ratio is 58:42 as against 51:49 in 2015. Alluding to the fact that falling crude oil prices had sprung up economic challenges and affected federal allocations, the Governor said the budget would be driven by Internally Generated Revenue (IGR) with total revenue estimate of N542.873Billion for 2016 fiscal year. The balance of N119.714billion would be funded through deficit financing. N86 billion allocated to the education sector will cover the A-Meal-a-Day initiative, a state government flagship programme to be partly sponsored by the Federal Government.

Leverage, political engagement and programme update

88. The Lagos State Teachers’ Establishment and Pension Office (TEPO), acknowledging the efficacy of the teacher development methodology applied by ESSPIN in the School Improvement Programme (SIP), and in particular the provision of in-school support and guidance to teachers after formal training, desired to adopt the methodology to transit to a more dynamic and responsive organisation in order to improve the in-service development of the teachers and thereby improve learning outcomes in their schools. TEPO then requested for the support of ESSPIN to facilitate a Strategic and Corporate Planning workshop with a view to streamlining their core functions and departmental/unit responsibilities for workforce efficiency. ESSPIN saw it as a proof that the effect of earlier unfortunate misrepresentation about her intervention had fizzled away and gladly obliged to support. With such crop of personnel in the system, it is likely that the ESSPIN SIP model will be sustained.
89. SUBEB Board members are now working full time, and the Executive Secretary post no longer exists. SUBEB organized a retreat tagged ‘Developing Strategies for Value-Driven Education Management’ for Permanent Secretary (PSE) MOE, Education Districts’ Tutor General/Permanent Secretaries, SUBEB Executive Chair, Board Secretary and Directors and invited ESSPIN to facilitate. The purpose was to build team work spirit and synergy among the relevant actors of basic education management in the State. This also confirms that ESSPIN’s value to the state has not been eroded; and it also validates that what the PSE MoE said during the Annual Review was an honest statement. The AR Team reported the PSE as

saying that the change that has happened through ESSPIN is so obvious that it is going to make a difference to the perception they had when they assumed duty.

90. The school improvement model has been adopted with commitment from the state, local government and community to sustain it. SUBEB has planned to get more school support personnel through volunteer head teachers and class teachers and to subsequently include it in its 2017 budget. The Direct School Funding is also part of the state's 2016 approved budget. The LGEA Forum has been institutionalised - funded by the community with support from the LGEA. This is an avenue for resource mobilisation for community support to SIP. The Deputy Governor (also Commissioner for Education) has promised to ensure adequate funds for a comprehensive (public and private) annual schools census exercise in the budget. With the establishment of an autonomous Quality Assurance office, there is provision in the budget for continuous training of QA evaluators to quality assure both public and private schools.

Table 27: Leverage (NGN), Lagos State, to December 2015

Areas of leverage	Amount leveraged Oct - Dec 2015	Remarks and Source
Training of 996 HTs for 3 days & 1,642 CTs for 4 days on Literacy & Numeracy P5	13,091,000	UBEC TDP fund
Training of 100 QA Officers	10,000,000	UBEC TDP fund
Developing Strategies for Value Education Management	8,000,000	UBEC TDP fund
CGP Orientation 2	5,500,000	
SBMC Forum in 7 LGEAs	644,000	Total amount spent was N1,904,000 with State Government contributing 644,000, ESSPIN – N350,000 (N50,000 per LGEA) and Community – N910,000

Risk Monitoring

Table 28: Risk matrix, Lagos State, October – December 2015

Risk: Lagos State	Previous rating	Current rating	Management action
Withdrawal of School Improvement Officers	Low prob, Medium impact	High prob, Low impact	Recruitment of more SIOs in the pipeline. Remaining SIOs have been re-distributed
The PSE and DPPRS MoE who are already conversant with ESSPIN Intervention and visible impact and who have been briefing the Deputy Governor adequately will retire before June 2016	Medium prob, Medium impact	High prob, Medium impact	There is the likelihood that the next Permanent Secretary will be an officer who has been actively involved with ESSPIN-supported programmes in the State. Similarly, the DPPRS that will survive the incumbent one
Inadequate budgetary provision for SBMC development activities	Medium prob, Medium impact	Medium prob, Medium impact	The new SUBEB Board Chairman promised to ensure prompt release of funds for programme activities

SUBEB Executive Chairman, Dr. Abdulganiyu Oluremi Sopeyin, engages with ESSPIN initiatives in Lagos

“The emergence of ESSPIN in the education sector in Nigeria has been so rewarding. Their impact reverberates throughout the whole state and we will happily continue to support and take part in newer initiatives as they are introduced”.

- Dr. Abdulganiyu Oluremi Sopeyin



Dr. Abdulganiyu Oluremi Sopeyin

Dr. Sopeyin is the new Executive Chairman of the Lagos State Universal Basic Education Board. Lagos state has had the privilege of having hard working and dedicated educationists at the helms of affairs at SUBEB. Dr. Sopeyin, who knew about ESSPIN even before he retired as Director of Personnel in Education District IV, is willing to get involved with ESSPIN intervention strategies. He says: *“ESSPIN is not new to me. I have been part of ESSPIN, and the intervention of ESSPIN in Lagos State has been very rewarding. I have gone out on school visits and been to your training. A great work is being done here and we are on board with it”.*

ESSPIN’s approach to reform was designed to be a long term one which engages with SUBEB and its LGEA management to support lasting changes. From its work with the Schools Services Department right down into the classrooms and with the Social Mobilization Department going into the communities, these changes are becoming institutionalized. Changes are taking place in the schools and the communities as a result of ESSPIN’s intervention. ESSPIN supports the reform of education systems in order to make them more effective and positioned to deliver quality basic education in the states where it works. Lagos state, being one of the states has taken on ESSPIN’s reform of the education sector enthusiastically and is implementing the School Improvement Programme religiously.

“These initiatives have the singular purpose of improving the quality of education in the state and we are proud to have ESSPIN as a partner in Lagos state”.

The inclusive school improvement programme strongly supports his assertions. Teachers are trained on effective delivery of lessons, head teachers on effective management of their schools while other staff are trained to support the capacity of the education institutions to support quality. The goal of ESSPIN in the states is clearly defined and has a clear change initiative and this is firmly rooted in the capacity building support it offers to the state. With dedicated senior partners like Dr. Sopeyin in key positions and a willingness to support positive reform, it will only be a matter of time before desired change is entrenched within the systems of the state. *“We are not there yet but we are far from where we started”.*

Section 3: Cross-cutting and Federal

National system for Monitoring Learning Achievement

91. ESSPIN supported participation of the Federal Ministry of Education and some state delegates to the first ever Nigeria Annual Education Conference held in Abuja in December. The FME's contribution included a presentation entitled "How can we use the evidence we have to improve policy and practice for better learning outcomes?" within the 'Improved Learning Outcomes' Sub-Theme. The presentation was part of efforts to disseminate the national learning assessment framework which is finally being finalised after several stalled attempts in the past. The presentation is available in ESSPIN Report 74.

2014/15 Annual School Census Cycle ends as 2015/16 cycle commences

92. By the end of the quarter, the 14/15 ASC Cycle was almost complete for all six ESSPIN Partner States as shown in Figure 3. Preparations for the 2015/2016 cycle also began. Two back to back workshops were held in Kaduna in November. These joint ESSPIN/UNICEF workshops were attended by 49 delegates including two each from the six ESSPIN States, five GEP-3 States and four UNICEF States (Ebonyi, Taraba, Gombe and Kebbi). The first two days focused on training the trainers of enumerators and supervisors on the 15/16 instruments and the various quality checks and duties. The full enumeration process was covered including a detailed discussion on each of the new questionnaires. The last three day focused on the technical aspects of using and configuring the UIS software. The aim of this part of the workshop was to develop the ability for states to support themselves on all of the routine software tasks such as adding data entry staff, installing the software, back ups etc. The workshop also covered aspects of analysing the data and configuring and updating the software for local additions to the questionnaire.
93. The UIS Software has been configured for 15/16 but not yet distributed or tested. A plan is in place to work with UNICEF in developing a support manual for states to use in changing from 14/15 to 15/16. The 2015/16 cycle will see 22 of Nigeria's states using the UIS software.

Figure 3: ASC Activities for 2014/15

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

Support to Establishment of functional of NEMIS

94. Continued collaboration and joint work with UNICEF achieved significant results towards the establishment of a functional NEMIS. Support was provided to FME and the states to produce revised ASC instruments compactible with UIS Open source Software. The 2015 NEMIS national committee meeting successfully held and approved that the revised ASC instruments be used for a minimum of three ASC cycles by all 36 States and FCT before any change.
95. This is very significant to sustaining a coordinated national approach to EMIS and crucial to the success of ESSPIN's ASC/EMIS exit and sustainability strategy.

Support to states capacity development for evidence based planning, budgeting and M&E for school improvement.

96. Further progress was made on strengthening states' institutional capacity strengthening for school improvement. ESSPIN's support to functional EMIS, evidence-based strategic and operational planning as well as sector performance monitoring and reporting ensured improved prioritization and focus on deepening and institutionalising the school improvement programme.
97. All six ESSPIN-supported states successfully completed 2014-2015 ASC processes and produced final draft reports. The states were supported to use 2014/15 ASC data to inform their education sector performance reviews, finalize 2016-2018 education MTSSs and prepare 2016 education budget proposals.
98. The 2014 AESPR reports were finalized and disseminated in four ESSPIN states.

Support continued to the Federal Educational Quality Assurance Agency (FEQAS)

99. ESSPIN supported FME FEQAS (Federal Education Quality Assurance Agency) with the development of the Draft National QA Policy Implementation Guidelines. In addition, the National QA Handbook and Evaluation Schedule was finalized by FEQAS for presentation to JCCE and NCE with support from ESSPIN. Finally, UBEC-FEQAS carried further joint training and capacity development on QA reform and Whole School Evaluation (WSE) of SUBEBs

Cooperation with other programmes

100. Sustained partnership continued with UBEC during this quarter. An engaging and positive high level meeting between UBEC and ESSPIN management was held with a view to firm up commitment on the 2nd National SBM Conference and agreements on how to further strengthen our strategic partnership for improved basic education provision in Nigeria.

101. Key action points taken forward were;

- Quarterly meeting between ESSPIN management and UBEC be held as it was adjudged to be worth sustaining given the importance for enhanced partnership.
- A technical working committee set up to take forward more thinking and detailed planning of the 2nd National conference on Community Participation in school governance. Detailed planning on going to hold the conference next quarter.
- ESSPIN supported with a flow chart outlining the CT/HT development process to which TPD funds are applied each year in our states as a point of reference, to assess whether or not TPD workplans from SUBEBs are in compliance with the SIP process.
- ESSPIN formally invited UBEC to visit Kano to understudy and share IQTE experience for possibility of scale up and sustainability of the intervention. A date and time to be confirmed for this visit.

102. UBEC leadership on SBMC replication now includes the adoption of the ESSPIN SMO reporting format which UNICEF has implemented in GEP 3 states as part of its SBMC development process. ESSPIN and UNICEF held a follow up meeting to discuss and share field experiences on the use of the SMO reporting format and to agree on key changes resulting from the field and to agree on a date for a general meeting between UBEC, UNICEF and ESSPIN for finalizing the SMO format.

103. Considerable support was given to the Teacher Development Programme (TDP) over the quarter with a number of TDP materials workshops being supported by the Output 3 team and SSIT members. Meetings were held with Discovery Learning in order to facilitate the referencing of the lesson plans in relation to the implementation of their materials for schools. The Worldreader partnership to trial the introduction of e-readers into schools in order to improve English literacy skills was initiated with a trainers-of-trainers workshop in Lagos. The main programme will start in January in ten schools in both Lagos and Kaduna.

Global Partnership for Education

104. ESSPIN continued engagement with DFID, World Bank and Jigawa, Kaduna and Kano state partners to ensure that GPE NIPEP builds on and reinforces ongoing SIP activities and achievements. Support was provided to the states to develop balanced and credible NIPEP Workplans that will, as much as possible, prioritise SIP components and activities. Engagement with the states, DFID and World bank will be heightened to ensure the final NIPEP Workplans are in sync with the ESSPIN sustainability strategy and the overall objectives of the GPE intervention.

SBMC Consolidation Fund: 57 CSOs receive wide-ranging capacity development

105. Fifty –seven CSOs implementing planned tranche 2 activities across the six supported states received orientation workshops on the technical contents prior to implementation. These activities were; mentoring and monitoring support to SBMC children’s committees and cluster level trainings, LGEA forums in 4,163 schools. Additional support to Enugu on SBMC development (activation and establishment) in the remaining 627 schools (not yet covered) of Enugu State was also provided during this quarter. Continued technical support to the implementation of the consolidation delivered within the reporting period.

106. A second round of technical capacity development to the 57 CSO finance designated officers on retirement processes was supported internally by the Deputy Finance Officer and the state Finance officers. Objectives of which aimed to ensure accurate and timely retirements are completed and advances for the next SBMC consolidation activity tranches are requested on schedule.

107. Follow-up capacity development of CSOs in Lagos, Kano, Jigawa and Kaduna States on issue based advocacy and participatory research analysis and presentation was delivered in preparation for the main advocacy events planned by the CSOs of each state in the 3rd tranche of the consolidation work. The CSOs have selected key advocacy issues based on their work with SBMCs and schools, conducted participatory research around those issues (teacher deployment to schools, inclusive education, child protection in schools, school infrastructure and government response to community demand) and they required support to collate, analyse and present the data they collected. They also received capacity development on how to write a research report and contributed to the design of a template which they will use to report to State Governments and ESSPIN, and to share more widely as evidence for advocacy.

Child protection and safety

108. A policy on child safeguarding policy is now in place in ESSPIN. Four states (Kaduna, Kwara, Jigawa and Enugu) now have deliberated and developed a) draft school level childrens’ charter, b) child protection response mechanisms and c) draft action plans for implementation.

Institutional Strengthening of Social Mobilization Department

109. In line with output workplan on institutional development, support to SBMC development and rollout in states, capacity of 124 SMD staff drawn from 2 states of Kano and Enugu LGAs and SUBEB HQ has been deepened with a view to sustaining the process as they roll out to more schools. These trainings are intended to enhance the capacity of both new and old cadre of staff's understanding around broader concept of community engagement and its links to changing context around state roll out and the need for documentation and reporting. Additional topics covered were; problem solving skills, enhancing SMO reporting capacity as well as interpersonal relationships and communication skills as well as strengthening the various stages of work planning cycle and improving SMD capacity to plan its departmental and units' work plans as well as document and report its performance.

Girl education initiatives

110. The second phase of the Summer Camp Academy (SCA) took place during this quarter with increased attendance amongst girls. The Ministry of Education, Science and Technology is very proud of the initiative and is looking at ways to sustain it once ESSPIN's support finishes. At present data is being collated on the demography of the girls and the facilitators. Kano State Government representatives and the ESSPIN team monitored the SCA during December and were pleased with progress to date.

Sustainable infrastructure maintenance

111. The infrastructure maintenance and sustainability programme continues to show pleasing results with SUBEBs taking ownership of the maintenance work and schedules and communities working actively with the maintenance teams. Three further stakeholder workshops were held over the course of the quarter in Enugu, Lagos and Jigawa States. Only one major incident was reported over the quarter, where one site in Enugu reported that their borehole had been vandalised. Repair work was being addressed by the community.

Learning and Evidence

The 2015 Annual Review

112. As noted in the overview, the 2015 Annual Review awarded ESSPIN an A overall. The scores for the four outputs were:

- Output 1 - B
- Output 2 - A+
- Output 3 - A
- Output 4 - A+

113. A series of recommendations were proposed and discussions have been held on the best way to address them. The recommendations and intended actions are listed in Table 29.

Table 29: Recommendations from the Annual Review and intended actions

Overall Recommendations	Action
1. Strengthen existing links with other DFIDN programmes, inside (TDP, DEEPEN, GEP3) and outside (SPARC, SAVI: although these State-level programmes will soon close) the Education sector, in order to further embed ESSPIN principles and practice in the thinking and practice of senior officials, at both Federal and State levels. ³	Continue engagement with TDP, DEEPEN, GEP3 e.g. HT training manual. Work with GPE, USAID where feasible. Support EDOREN thematic and related research.
2. Prioritise, as per agreed approaches, work to strengthen all aspects of the work of LGEAs, specifically in relation to school improvement practices. ⁴	Ongoing through LGEA engagement strategy implementation
3. Do not significantly alter the present logframe for the remaining 14 months of the programme, except to adjust targets where they have already been surpassed. If a decision is taken to implement a no-cost extension to mid-2017, this judgement may need to be revisited, specifically in relation to targets	Targets being updated in next quarter
4. Promote clearer understanding of the concepts, practice and measurement of inclusion and inclusiveness.	IE study to commence in Feb 2016
5. Attempt to understand and clearly document the multiple factors which appear to contribute to the very low and largely stalled levels of literacy and numeracy acquisition recorded across all of the focus states ⁵ . The emphasis in this recommendation should be on its better contributing to the growing evidence base of what might better enable children to learn in such challenging contexts, especially in Northern Nigeria – include systematic independent review of ESSPIN’s approach to Teaching and Learning and what could have been be done differently. ^{6,7}	A paper will be prepared on this aspect.
6. Create an independent review of the ESSPIN lesson plan booklets against the practicality of their use (i) in seriously overcrowded classrooms, (ii) with teachers whose own English language skills are extremely limited.	A review on lesson plans and language is scheduled for Q1 2016.

³ A need for continued engagement and advocacy to encourage high-level political commitment to improving basic education and tackling institutional constraints in the system;

⁴ A stronger focus on enabling LGEAs to enable them to perform the critical role they have within the system, particularly through effective decentralisation of functions and control of resources, balanced by strengthened accountability];

⁵ These include at least the following: literacy learning, particularly reading, attempted in English rather than in the pupil’s first language; chronically overcrowded classrooms; teachers barely competent in English and Maths; teachers having weak pedagogic skills; serious shortages of books and other learning materials; shortage of real time for learning; limited support for teacher development. Charting a way through this formidable list of well understood challenges may come too late for ESSPIN but is a precursor to further work in the sector by Federal and State governments and their international development partners.

⁶ Greater attention to capacity development at the critical teacher – classroom interface, recognising that sustained day-to-day support likely rests with the leadership and mentoring skills of the head teacher and their senior colleagues;

⁷ Greater attention to issues of teacher training at all stages of their careers, including recruitment, deployment, professional development and promotion, which relate to the low levels of basic knowledge and skills amongst teachers which are presently the core constraint on ESSPIN’s performance.

7. DFIDN and ESSPIN should quickly conclude discussions on the draft Sustainability Plan, as priorities articulated in that document could, and should, significantly affect programme focus in 2016 and beyond.	Updated plan submitted as part of Q29 deliverables
Output 1 Recommendations	Action
1. DFIDN to support ESSPIN to press for greater political engagement on disbursement rate of UBEC IF, focusing on States with low IGR that are likely to default on release of matching grant in the current economic context.	WB review of funding mechanisms PE with UBEC and Commissioners
2. Reflect on how capacity of MLA in FME to take a leadership role to deliver on its mandate could be strengthened.	As per existing workplan
3. Support FEQAS to address overlapping of QA functions where they exist in SMOEs and SUBEB, for example in Lagos and Enugu.	As per existing workplan
4. Develop systematic tracking of releases of TPD funds, which do not require matching grants from State resources. This would provide a proxy indicator relating to capacity to access and use TPD funds for SIP related activities.	This is already tracked through the QMR process. Planned Public expenditure study commencing in February 2016 will also provide insights.

Output 2 Recommendations	Action
1. Continue to emphasise, throughout the remainder of the programme, the focus on improving the performance of LGEAs in supporting schools and strengthening school improvement. Everything that can be done to strengthen the understanding and practice of the cadre of SSOs would be a priority, alongside strengthening the leadership capacity of headteachers.	As per existing workplan
2. Continue to pursue greater internal integration between output-led work to facilitate better departmental linkages across SUBEBs and SMOEs.	As per existing workplan
3. Encourage DFIDN state-level representatives to support ESSPIN staff in political engagement, especially in relation to state budgets, release of funds, and disbursements from UBEC.	Action for DFID
4. Encourage SUBEBs and SMOEs to maintain the practice developed under ESSPIN of producing annual state self-assessment reports on their own capability and capacity to govern and manage the school system.	As per existing workplan. Will depend on states post-ESSPIN

Recommendations for Output 3 and 4 are listed amongst the overall recommendations (see - 3, 4 and 5).

VFM Recommendations	Action
1. Consider using additional system wide indicators of economy (such as the average cost of a teacher's salary, of a primary textbook, or of one child in school for a year) and of efficiency (such as grade repetition and primary completion rates, and pupil:teacher and pupil:classroom ratios) .	Practicality of this to be investigated. What is doable will be driven by availability and reliability of relevant data sources.

2. Consider making more comparisons of unit costs in ESSPIN and the SIP with other education projects in Nigeria and other countries (using standard UNESCO indicators).	Action for DFID to consider
3. IMEP to compare consultancy fees and overhead costs in the final evaluation of the suite of DFIDN's State-Level Programmes.	Action for IMEP/DFID

Communications and Knowledge Management

114. In the past quarter, we developed an issue of ESSPIN Impact and prepared an Inclusive Education Practice Paper.

115. Our online activity included publishing eight Kaduna lesson plans and seven programme reports. On Twitter, @ESSPINUKAID made 11 posts and gained 32 new followers. On Facebook ESSPIN made 7 posts and reached 945 people.

116. The ESSPIN website generated over 200,000 hits in the quarter with visitors from 61 countries. The top ten visitor countries are United States of America, France, China, Nigeria, Great Britain, Russian Federation, South Korea, Germany, Romania and India. In all 33,571 materials were downloaded from the website from October to December 2015.

117. Forty-nine episodes of the radio programmes "Every Child Counts" (Kwara), "Education Half Hour" (Enugu) and "Eko Lagba" (Lagos) were developed and produced. New episodes are planned for next quarters in the five states.

Annex 1: Quarter 4 Milestone Deliverables, Oct- Dec 2015

Output	Deliverable	Weight	RAG status	Evidence	Y/N	Comments
1	Federal Ministry of Education supported to advocate a unified national assessment system at national conference on education policy and practice.	10%	G	Presentation on MLA progress by FME	Y	This milestone has been fully achieved. Support was provided to FME Deputy Director, Mrs Liman, and the presentation was very well received. A report on this deliverable has also been submitted.
2	2014 Annual Education Sector Performance Review reports produced and disseminated in at least 4 states	15%	G	AESPR Reports	Y	This milestone has been fully achieved. A cover report, dissemination report and four of the AESPRs have been submitted. Dissemination events for the two remaining states, Jigawa and Kwara, are planned for mid-February.
3a	Two longitudinal impact studies on Kano IQTE programme concluded and disseminated (15%)	15%	G	IQTE impact study reports	Y	This milestone is fully achieved. The two reports were prepared and are publicly available via the ESSPIN website.
3b	Composite Survey 2 Reports and Policy Briefs disseminated to state government officials in 6 states (15%)	15%	G	Dec 2015 Quarterly Report / Reports of State dissemination events	Y	This milestone is fully achieved. Between October and December 2015 high level dissemination events were held in each of the six states, chaired by the education commissioners. A further event was also held in Lagos in January.
3c	3.6c: World reader pilot implementation commenced in selected schools in 2 states (10%)	10%	G	Dec 2015 Quarterly Report / WorldReader Pilot progress report	Y	This milestone is achieved. In December training commenced with WR and state officials. Schools were selected. Teachers will be trained from early 2016 ready for implementation.
4	Child protection mechanisms for safeguarding children against violence and conflict in schools introduced in at least 4 states	25%	G	Dec 2015 Quarterly Report / Progress report	Y	This milestone is fully achieved. A progress report, consultancy input report and four state reports are available.

5	ESSPIN Sustainability Plan updated in line with PMC recommendations.	10%	G	Updated Sustainability Plan	Y	This milestone is fully achieved. The updated sustainability plan has been submitted.
Progress and issues for the quarter						
<p>During the quarter, the inaugural Annual Education Conference supported by several DFID programmes was held in Abuja. ESSPIN supported the Federal Ministry of Education to prepare and deliver a presentation entitled, "How can we use the evidence we have to improve policy and practice for better learning outcomes?". ESSPIN is continuing to support FME as the policy on MLA is developed and escalated for ratification through JCE and related channels.</p>						
<p>The final drafts of the six AESPR documents were completed and off during the quarter. At the time of writing four of the six states had held dissemination events. The remaining two events will be held in February 2016.</p>						
<p>During this quarter six successful CS2 dissemination events were held. The states were happy to have had the survey. Each CS2 presentation was followed by a lively debate on the results and actions that need to be taken to further improve basic education, particularly children's learning outcomes. The Worldreader trial also commenced as planned with training of trainers in Lagos. Ten schools each in Kaduna and Lagos are participating in the year-long intervention. Finally, two IQTE studies were completed and disseminated.</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 ESSPIN Sustainability Plan was updated following comments from DFID at the PMC. Consideration was given to the affordability of the options previously presented, including the option of a no-cost extension.</p>						
DFID review of deliverables						

DFID notes all comments above and agrees that deliverables have been met. At the PMC, further discussions were held about the Sustainability Plan which had been submitted and DFID asked the ESSPIN SMT to further develop aspects of the plan - to better reflect what states are choosing to "not prioritise" and to better make the linkages between the background section and the Options section. Finally, DFID asked the team to present the option of a costed extension for consideration.

Next quarter's deliverables (Jan -Mar 2015)		Issues/risks and mitigation
1	Draft National MLA Policy finalised for presentation to 2016 Joint Consultative Committee on Education (JCCE)	At present this one is on track although there is a slight risk that the JCCE may not hold before the end of the quarter.
2	Integrated LGEA database deployed in 50% of LGEAs in at least 4 states	It will not be possible to achieve this deliverable within the timeframe. The states have fully bought in and are keenly interested in LGEA database rollout. They have had difficulties in meeting specified criteria for rollout which include procurement of IT equipment and availability of standard LGEA EMIS rooms. This is mainly due to the prevailing national financial crises. It is not likely that these criteria can be met any time soon. The sudden national economic down-turn was not anticipated at the time of setting this milestone target. It is proposed to change this milestone
3a	Implementation guidelines/manuals produced as part of the knowledge management element of the ESSPIN Sustainability Plan: 1. Headteacher Training Manual (20%)	This deliverable is on track. ESSPIN is collaborating with TDP and GEP3 to develop a Headteacher Training Pack containing all the training materials that have been used in the leadership programme and a Headteacher Handbook which is a use-ful 'how-to' guide for headteachers to use when back in school. The HT Training Pack has six leadership modules of about 10 sessions each running to approximately 600 pages of training material.
3b	2. Child Assessment Manual (20%)	This deliverable will not be completed within the timeframe. The child assessment manual draws on the lesson plans and will require support from the consultants working on the lesson plans. Given that completing the lesson plans is a priority, it is proposed to reschedule this deliverable until later in the year. In its place, we propose the report on how teachers use the lesson plans and the language (s) they use to facilitate learning in their classes. Given that the scope of 3a has expanded, we propose that we omit this deliverable and apportion 40% to 3a instead.
4	10,000 girls in P5 and P6 in Kano receive materials and coaching to remain in school through the Kano girl education initiative	This deliverable can not be completed by 31 March. The girls will not receive their materials until April/May. It is therefore proposed to swap this deliverable with the O4 deliverable that had been proposed for the April to June quarter: 15,485 children in pastoralist nomadic communities receive basic education through the Jigawa community education project.

5	ESSPIN sustainability strategy finalised and communicated to selected stakeholders	This deliverable is on track. Already high-level meetings on the four pillars of the sustainability plan have been held with key stakeholders and these will continue throughout this quarter.
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