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Nguyan Feese	National Programme Manager, TDP

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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. ESSPIN has commenced its final year of delivery. In 2016, the programme will continue to focus on consolidation and sustainability by deploying its resources differentially across the six states to reflect specific areas of traction, engaging and working closely with new state governments to ensure coherence in reform priorities, and promoting multi-stakeholder partnerships to improve opportunities to leverage other resources.
2. The political and economic environment has remained challenging with the pace of school improvement implementation workplans slowed by a combination of limited co-financing resources available to states and elaborate sector reform agendas including withdrawal and redeployment of SIP personnel in some states, review of previously agreed plans and introduction of new initiatives, e.g. school feeding, not in full alignment with the school improvement programme.
3. ESSPIN will commence detailed workplanning in the next quarter to tailor its programmatic response to this rapidly changing implementation environment, whilst remaining committed to its key results and deliverables as a programme. Programme results will need to remain on track as this is the year that ESSPIN undergoes its final evaluation.

Building lasting change

4. Internally and in the context of the sustainability plan, we have held a series of meetings across each of the four outputs to ensure that our work is well aligned to the areas of the programme that have most traction in each state. We have continued work with our state education quality teams to assist them in preparing for ESSPIN's closure. The community engagement and learner participation team held a five-day meeting in Kwara. It focused on SBMC consolidation work and inclusive education and enabled states to share their experiences. A similar meeting for the planning and management and organisational development team will take place next quarter. Overall the aim of these meetings is to ensure that the whole ESSPIN team is focused on supporting states to ensure a degree of sustainability. There are serious challenges though given the current political and economic climate.

Developing capacity at state and LGEA level

5. As detailed later in the report, we have provided some support to states with the 2015/16 annual school census. CSOs have also been busy supporting SBMCs.

Improving evidence and learning for school improvement

6. Preparations for the third composite survey continued this quarter with finalisation of the instruments and selection of enumerators. Training and data collection will be undertaken in the next quarter. Progress was also made in kicking off three qualitative studies, on public

financial management, validation of SBMC resource mobilisation and inclusive education, and conceptualising a beneficiary assessment study to be conducted later in the year.

Arrangements are being discussed between ESSPIN and UNICEF for the technical group of the Association for Development of Education in Africa (ADEA) to be engaged to carry out a national ASC validation survey planned for later in the year.

Leveraging government resources through political engagement

7. In January, we held the first high-level political engagement meeting of officials from the new government administration. Participants included UBEC, new education commissioners, SUBEB chairs and other senior state representatives from the six states. The meeting, co-chaired by Kaduna and Kwara education commissioners, provided an opportunity to introduce the ESSPIN programme as a whole and also our sustainability plan. Each state praised ESSPIN's work and recognised the benefit of the quarterly high-level meetings. They undertook to keep having the meetings once the programme finishes.

Building other partnerships that support school improvement

8. With technical inputs from colleagues at UNICEF and TDP, we finalised the head teacher training manual and handbook. This will soon be printed and used for training across ESSPIN, TDP and GEP3 states. As described in section three, we continued working with NEMIS/FME on the Annual School Census. We also are cultivating new partnerships on SBMCs with ActionAid, Oando Foundation and others. More details are provided later in the report.

Table 1: Some highlights this quarter

- ESSPIN has leveraged a total of £20m, £263,000 in the current quarter, despite challenging financial circumstances, in government direct funding for the School Improvement Programme
- First PE meeting held with new education commissioners and SUBEB chairs who were fully engaged and committed to carrying on the quarterly meetings after ESSPIN

State Budget performance

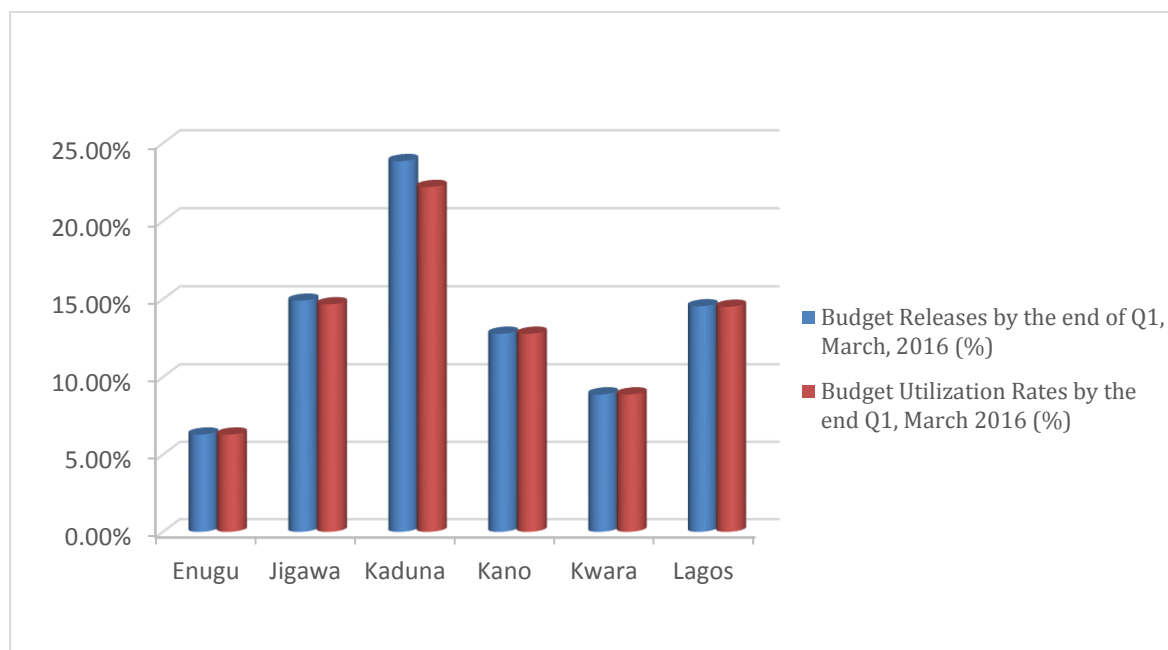
9. Table 2 and Figure 1 summarise the state budget release and utilisation for quarter 1 in 2016.
10. Overall budgetary allocation to education in 2016 is nearly 90bn naira higher than in 2015 for the six states in which ESSPIN works. However, the huge increase in the sector was not matched by a corresponding increase to six states' SUBEBs which saw just a 1.2bn increase for the year. In fact while Jigawa, Kaduna, Kano and Lagos saw increases to their SUBEB budgets, the allocations to SUBEBs in Enugu and Kwara is just one quarter of the 2015 budget.
11. By the end of the first quarter, no state had released up to 25 % of its budget. However, Kaduna released 23.9% of the education budget which is great performance for the first quarter. With the exception of Lagos, which released over 20% of its budget, SUBEB budget

release across the states did not reach 10%. In Kwara, just 0.15% of its budget was released. In all states, except Lagos, all released budget to SUBEB was utilised. Within this context, leveraging funds for school improvement activities will continue to present a challenge to the programme.

Table 2: 2016 State Budget Performance Summary for Quarter 1

		Quarter 1 (January - March)		
		Year allocation	Budget release (%)	Budget utilisation (%)
Benchmark		NGN	25%	25%
Enugu	All Edu	31.4 bn	6.30%	6.30%
	SUBEB	1.2 bn	2.80%	2.80%
Jigawa	All Edu	43.6 bn	14.90%	14.67%
	SUBEB	6.7 bn	8.33%	8.33%
Kaduna	All Edu	23.2 bn	23.90%	22.20%
	SUBEB	3.2 bn	2.30%	2.30%
Kano	All Edu	54.6 bn	13.00%	13.00%
	SUBEB	4.5 bn	3.00%	3.00%
Kwara	All Edu	13.6 bn	8.89%	8.89%
	SUBEB	0.5 bn	0.15%	0.15%
Lagos	All Edu	83.6 bn	14.54%	14.51%
	SUBEB	2.0 bn	20.44%	18.92%
All States	All Edu	250 bn	13.74%	13.54%
	SUBEB	18.3bn	6.78%	6.61%

Figure 1: State 2016 1st Quarter Budget Releases and Utilisation



Programme Progress and Leverage of Resources

12. New Honourable Commissioners for Education (HCs) and Executive Chairs of SUBEBs of ESSPIN states have been well acquainted with the quarterly forum of HCs and ECs SUBEBs of ESSPIN-supported states, UBEC and ESSPIN. The meeting of the forum successfully held with very impressive attendance. Deliberations and outcomes of the meeting revolved around strategies for sustaining and building on the gains of SIP. The necessity for strengthening state ownership was well emphasized.

SIP Rollout and Deepening

13. The working environment continues to be extremely challenging with all ESSPIN States being affected to a lesser or greater degree by both political and monetary constraints. The SSO State Reports for the first term of the 2015 – 2016 school year, show falls against almost all criteria. The impact of such constraints is most obvious in Kaduna State where wholesale staffing and posting changes at all levels, the absence of funding for teacher development and support activities, and the introduction of a feeding scheme which has swelled school numbers, severely limit the ability of schools and teachers to cope, never mind develop.
14. ESSPIN's ability to arrest the decline is limited due to the reliance of major development activities on State, UBEC or the release in the three northern States of GPE funding. However, in order to mitigate the effects of the constraints, ESSPIN is working closely with LGEAs in order to strengthen their ability to best support schools with the limited resources they have at their disposal. A series of workshops and fieldwork interventions have and continue to be had with Education Secretaries and senior LGEA staff in all States. Many of the Education Secretaries in all States are new and the work has served both as an induction and as a planning exercise on how they and their staff can best support the schools for which they are responsible. The fieldwork exercises have been particularly successful in highlighting to the ESs practical problems which they are in a position to address. Follow-up monitoring visits by the ESSPIN State teams are providing further support.
15. The Headteacher Handbook and Training Manual were completed and are now ready to print. Negotiations with both TDP and UNICEF with regards to their introduction and training in their States is ongoing, as are discussions with UBEC on how it can make best use of the material. Training for the World reader pilot schools in Lagos and Kaduna was concluded in early January and the e-readers are now in use in schools. Baseline surveys on children's literacy levels were completed in all schools. Early monitoring reports indicate that schools are making good use of the resource and no major technical problems have been reported. Further technical support on how to make best use of the e-readers in classrooms is planned for the next quarter.
16. A teachers' strike in Kwara which delayed the start of the second term until early March meant that photography for lesson plans had to be postponed. As a result, it is now unlikely that the remaining plans will be finalised and printed before the end of August.

17. Table 3 shows the development status of the lesson plans by the end of March. In summary, by the end of the quarter 46 lesson plans were in development, 18 were in production and 248 were in schools- an increase of 36 on the last quarter. We plan to leave print-ready copies of Years 4 and 5 lesson plans for Jigawa and Kaduna by end of the programme. The copies will be part of the materials package left with State SUBEBs in line with ESSPIN's exit strategy. The programme will not print the lesson plans though.

Table 3: Lesson Plan Development Status (31 March 2016)

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	●	●	●	●	●	●	83
P2	21-25	Num	●	●	●	●	●	●	83
P2	26-30	Lit	●	●	●	●	●	●	83
P2	26-30	Num	●	●	●	●	●	●	83
P3	1-5	Lit	●	●	●	●	●	●	100
P3	1-5	Num	●	●	●	●	●	●	100
P3	6-10	Lit	●	●	●	●	●	●	100
P3	6-10	Num	●	●	●	●	●	●	100
P3	11-15	Lit	●	●	●	●	●	●	100
P3	11-15	Num	●	●	●	●	●	●	100
P3	16-20	Lit	●	●	●	●	●	●	100
P3	16-20	Num	●	●	●	●	●	●	100
P3	21-25	Lit	●	●	●	●	●	●	78
P3	21-25	Num	●	●	●	●	●	●	83
P3	26-30	Lit	●	●	●	●	●	●	78
P3	26-30	Num	●	●	●	●	●	●	83
P4	1-5	Lit	●	●	●	●	●	●	67
P4	1-5	Num	●	●	●	●	●	●	67
P4	6-10	Lit	●	●	●	●	●	●	67
P4	6-10	Num	●	●	●	●	●	●	67
P4	11-15	Lit	●	●	●	●	●	●	67
P4	11-15	Num	●	●	●	●	●	●	67
P4	16-20	Lit	●	●	●	●	●	●	55
P4	16-20	Num	●	●	●	●	●	●	55
P4	21-25	Lit	●	●	●	●	●	●	22
P4	21-25	Num	●	●	●	●	●	●	22
P4	26-30	Lit	●	●	●	●	●	●	22
P4	26-30	Num	●	●	●	●	●	●	22
P5	1-5	Lit	●	●	●	●	●	●	67
P5	1-5	Num	●	●	●	●	●	●	67
P5	6-10	Lit	●	●	●	●	●	●	67
P5	6-10	Num	●	●	●	●	●	●	67
P5	11-15	Lit	●	●	●	●	●	●	67
P5	11-15	Num	●	●	●	●	●	●	67
P5	16-20	Lit	●	●	●	●	●	●	44
P5	16-20	Num	●	●	●	●	●	●	44
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 devt	●		8	0	12	10	8	8	46
TOTAL in production	●		4	0	0	8	4	2	18
TOTAL in school	●		48	36	24	42	48	50	248
TOTAL all LPs			60	60	60	60	60	60	360
Additional LPs in school this quarter			12	0	4	4	12	4	36

Leveraged Resources

Total resources leveraged from state governments and UBEC to support rollout, consolidation and replication (beyond ESSPIN States) of the School Improvement Programme, and other related activities, totalled N94m or approximately £315,000 in the period January to March 2016. 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 4. Cumulative leverage from 2012 to March 2016 was NGN 6.1bn or £20m as shown in Figure 2.

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

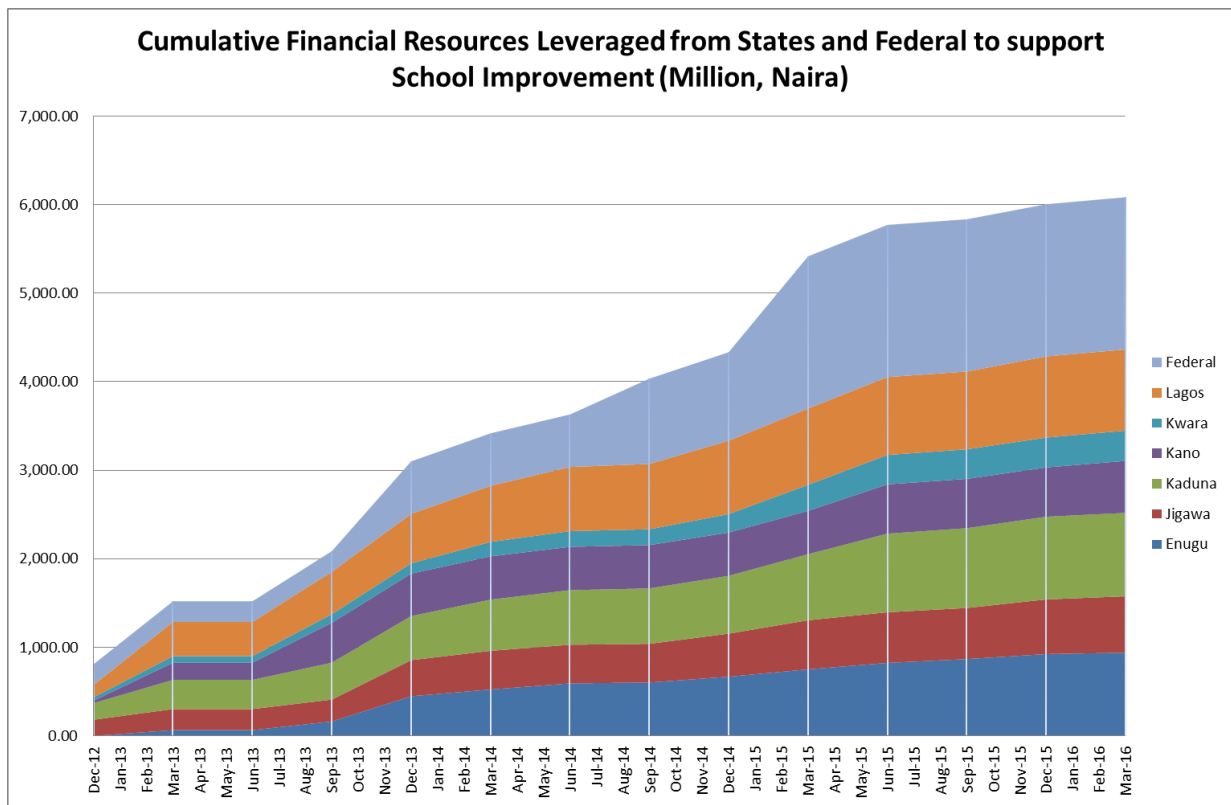


Table 4: Financial resources leveraged by state up to March

	State resources leveraged (Jan- Mar 2016)		State resources leveraged (cumulative to Mar 2016, from July 2012)		Source	Purpose	Comment
	NGN	GBP	NGN	GBP	(Current quarter)	(Current quarter)	(Current quarter)
Enugu	NGN 15,270,658	£50,902	NGN 939,441,790	£3,131,473	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 19,560,300	£65,201	NGN 637,043,519	£2,123,478	SANE	Furniture and mats for nomadic schools. Training of Head teachers and School Support Officers.	Still awaiting TPD allocation for 2015.
Kaduna	NGN 8,539,810	£28,466	NGN 942,041,875	£3,140,140	SUBEB	QA, AESPR	
Kano	NGN 31,000,000	£103,333	NGN 588,000,000	£1,960,000	N/A	TSP Yr 3.	
Kwara	NGN 3,707,600	£12,359	NGN 341,271,760	£1,137,573	SUBEB	SSO and SSIT allowances; QA, LGEA	
Lagos	NGN 960,000	£3,200	NGN 917,040,800	£3,056,803	UBEC	Training of SSIT	
Total	NGN 94,420,258	£314,734	NGN 4,380,221,634	£14,600,739			
Federal	NGN 0	£0	NGN 1,719,100,000	£5,730,333			
Grand Total	NGN 79,038,368	£263,461	NGN 6,083,939,744	£20,279,799			

Political and economic environment

18. There is no significant change in the national economic and political environment over the last quarter. The consequences of oil revenue losses continue to be keenly felt, not least in the significant number of state governments still struggling to pay salaries. There is talk of a second bailout package to states by the federal government. The national gloom was worsened during the quarter by recurrent fuel shortages and low electricity supply.
19. Table 5 summarises key political economy updates across the ESSPIN partner states, with more detailed information contained in state reports section.

Table 5: Political economy update by state

State	PE highlights
Enugu	<ul style="list-style-type: none"> The state government dissolved the SUBEB Board as the quarter drew to a close. Permanent secretary, Mrs. Rose Ngozi Chiama, is overseeing affairs at SUBEB in the interim. Local government transitional caretaker committees were sworn in by the HE pending when the currently suspended local government elections will hold. A 3-day investment summit is being organised by the state to explore non-oil revenue sources as mitigation for the current economic crisis. The 2016 proposed budget of N85bn was approved by the State House of Assembly and signed into law by the Governor. The basic education sub-budget was drastically reduced even though the overall education budget increased by 63%. Reasons for the reduction are not yet clear.
Jigawa	<ul style="list-style-type: none"> An education Change Agenda is being pursued by the state under the direction of the HC and there have been wide consultations, including with ESSPIN, on how to transit to implementation. The Jigawa State Forum continues to work as a prominent interface between government and citizens through its watchdog status. SUBEB has appointed a new Head for its ASU following the tragic passing of the former Head.
Kaduna	<ul style="list-style-type: none"> The government continues to work to balance its commitment to the APC manifesto and campaign promises with the governance priorities of citizens – a most challenging situation. The school feeding programme and provision of school uniforms continue to absorb available education resources. This in a context where teachers have not been paid salaries for up to six months and LGEAs are owed running costs. Permanent Secretaries have been reshuffled and Adamu Mansur has been appointed new PS for MoE. The Governor raised concerns about the quality of the State GPE workplan and commissioned a revision exercise which is currently in progress. It is hoped that the official GPE launch will take place next quarter. The state is currently considering a ‘high numbers’ approach to teacher training which ESSPIN has advised against. Approved SIP budgets – N161m in the 2016 state budget and N323m for ‘ESSPIN Joint Project’ are yet to be released.
Kano	<ul style="list-style-type: none"> Contests over party instruments in the state continue between the current and

State	PE highlights
	<p>previous administrations and there have been charged encounters between supporters over the current period. The tension was further raised by the removal from office of the APC's State Chairman, a known supporter of the previous administration.</p> <ul style="list-style-type: none"> • In spite of the current economic crunch, KSG released N31m to the Teaching Skills Programme. A further N120m was accessed by SUBEB as the 2015 UBEC TPD allocation. • KSG supported the launch of GPE in the state with a pledge of N2.6m monthly as allowances to the project technical committee to ensure that project funds are preserved for the workplan. Four vehicles were also contributed. • The Kano 2016 budget is called the "Budget for Self Reliance" and highlights the critical role of expanding IGRs as a measure for dealing with the national economic crisis.
Kwara	<ul style="list-style-type: none"> • The 2016 annual budget was signed into law in March. In a show of commitment to protecting education funds, the state has commenced verification of schools, school personnel and pensioners using BVNs.
Lagos	<ul style="list-style-type: none"> • LSG has introduced a public sector campaign called "360° Education Policy" to promote growth of functional and qualitative education in the state. The initiative includes brightening up schools with spaces for visual and literary arts, library and media centres, expressive school history and modern ICT facilities. • The state generated at least N24.5bn in IGR in the month of January 2016 and reported a budget performance of 98%.

Security

20. **Overview:** The Nigerian military continues to make significant gains in the north east of Nigeria with towns/villages previously captured by Boko Haram now reclaimed by the military and 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) and beyond Nigeria's borders – most notably into Cameroon and Niger. One other high profile news story was the arrest of the Vanguard for the Protection of Muslims in Black Lands (ANASRU) leader on Lokoja, Kogi State as ANASRU have, in the past, been responsible for the kidnapping of ex-pat workers in northern Nigeria.
21. The Easter holiday passed off peacefully with no significant security incidents reported.
22. There have been sporadic protests by the Islamic Movement in Nigeria (IMN) linked to the military intervention in Zaria in December 2015 – with these protests taking place predominantly in Kaduna, but also in Kano and elsewhere in Northern Nigeria. There has been no widespread unrest linked to these, but we continue to monitor as there are potential flashpoints ahead.
23. There have also been protests in many Southern States, including Enugu, by members of the Indigenous Peoples of Biafra (IPOB), linked to the on-going detention of their leader Nnamdi

Kanu. Protests have been peaceful in Enugu, but that hasn't always been the case, so we continue to monitor.

24. During the quarter, an increase in crime levels, particularly kidnapping, was noted in Kaduna State. We are working with the Kaduna team to minimize the risk to ESSPIN personnel and will continue to monitor.
25. Unrest continues with large-scale attacks reported from Agatu LGA in Benue State. This has not had any sustained impact on ESSPIN activity.
26. This continues to cause concern. Despite large differences between the official and parallel market exchange rates, there has been no devaluation of the Naira. Inflation is also increasing – up to 12.8% in March 2016. A country where the overall economy is struggling with a weak currency, rising prices and a struggling infrastructure is often a country with rising levels of crime and unrest and we are starting to see the signs of that around Nigeria.
27. There were almost continual country-wide fuel queues during the quarter under review. With a lot of our in-country travel taking place by road, the teams have faced an uncertain time with fuel much more expensive than planned as well as harder to find. Delivery has continued, but there are pressures on the team – both on the work front and personally as transport prices have increased and staff themselves have found it hard to purchase fuel.
28. The traffic light rating of security in ESSPIN locations as at 1st April 2016 is:
 - **Red** – none
 - **Amber** – Kaduna
 - **Green** – Abuja, Enugu, Jigawa, Kano, Kwara and Lagos
29. In the last Quarterly Report, mention was made of attacks in both West Africa (Mali) and in Europe (Paris). That trend continued in the Quarter under review with more high profile attacks in both West Africa (Burkina Faso and Ivory Coast) and Europe (Brussels).
 - In January, at least 29 people were killed when gunmen attacked the Splendid Hotel in Ouagadougou
 - In March, at least 21 people were killed when gunmen attacked the Grand Bassam beach resort in Ivory Coast – approximately 25 miles from the capital Abidjan
 - Also in March, at least 35 people were killed during multiple attacks in Brussels following attacks and explosions at the main terminal of Zaventem international airport and the Maelbeek metro station in the city centre

30.

31. 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 continued low oil price, rising inflation and the pressures on the Naira with a widening gap between the official rate and the parallel markets causing a knock-on effect with increased crime levels
- The fuel situation and continued shortages
- 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 as well as a higher fatality rate than from previous Lassa Fever outbreaks

Personnel changes

32. At the Federal Ministry of Education (FME) the Director, Educational Planning Research and Development (EPR&D), Dr. E. A. Adeoye, retired from service. Mrs. M. Maidoh has been appointed Acting Director pending the appointment of a substantive Director. Mrs. Maidoh is presently Secretary-General, National Commission for UNESCO with good track record and considerable experience working with development partners. It is expected that ESSPIN's partnership with FME to establish functional national MLA and SBM systems as well as capacity development for NEMIS will get impetus from her headship of the Department. The Director, Federal Education Quality Assurance Service (FEQAS) Mrs. Fatima Ahmed, retired from service. Mr. E.O. Aruya has been appointed Acting Director pending the appointment of a substantive Director. It is not certain how this change will impact on the current productive partnership with FEQAS and engagement with UBEC on national QA reform rollout.

33. At UBEC, the Director Quality Assurance, Dr. T. Onosedo is now Director, Planning Research & Statistics. Mr J. Abdullahi is the new Director Quality Assurance. Mr Abdullahi has benefitted from a number of ESSPIN QA capacity development workshops. His disposition to learn and impact on the system is expected to facilitate much needed progress on national rollout of QA reform.

34. ESSPIN said goodbye to Mustapha Ahmed, its excellent Jigawa State Team Leader. Mustapha had been with the programme since inception in various capacities, including Education Quality Specialist and Deputy Team Leader.

Key numbers for January to March 2016

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 6: Key numbers table

Key results by state	PERIOD ACTUAL (JANUARY - MARCH 2016)							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
New' public primary schools: not counted in previous quarters.	0	0	0	0	0	0	0							
New JSS	0	0	0	0	0	0	0							
Total new schools this quarter	0	0	0	0	0	0	0							
Number of target schools (public)														
Primary	15,395	1,223	1,563	4,225	5842	1,528	1,014	15,395	1,223	1,563	4,225	5,842	1,528	1,014
JSS (and SSS kano only)	558	0	0	106	33	419	0	558	0	0	106	33	419	0
Total	15,953	1,223	1,563	4,331	5,875	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	2,997,214	150,256	312,524	658,059	1455054	176,199	245,122	2,997,214	150,256	312,524	658,059	1,455,054	176,199	245,122
Female	2,799,565	145,245	234,745	572,943	1421313	173,123	252,196	2,799,565	145,245	234,745	572,943	1,421,313	173,123	252,196
Total	5,796,779	295,501	547,269	1,231,002	2,876,367	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)	402	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	10296	0	0	51,313	23,332	8,447	9,238	10,296	0	0
Female	20,823	0	7,225	4,353	9245	0	0	43,825	23,002	7,225	4,353	9,245	0	0
Total	48,804	0	15,672	13,591	19,541	0	0	95,138	46,334	15,672	13,591	19,541	0	0
Children														

Key results by	PERIOD ACTUAL (JANUARY - MARCH 2016)							CUMULATIVE ACTUAL TO DATE						
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	2,054
Female	0	0	0	0	0	0	0	90,356	2,129	9,890	14,812	46,659	14,728	2,138
Total	0	0	0	0	0	0	0	188,182	4,475	24,483	32,200	91,814	31,018	4,192
Communities (at 300 Households [avg] per unit) in Kaduna only	0	0	0	0	0	0	0	27,600	0	0	27,600	0	0	0
Girls with access to separate toilets	0	0	0	0	0	0	0	80,206	6,540	10,128	11,360	41,007	9,565	1,606
Learners benefiting from new/renovated classrooms														
Male	0	0	0	0	0	0	0	68,656	10,715	1,776	734	32,478	16,989	5,964
Female	0	0	0	0	0	0	0	62,925	9,685	1,184	626	30,232	14,733	6,465
Total	0	0	0	0	0	0	0	131,581	20,400	2,960	1,360	62,710	31,722	12,429
Learners benefiting from direct school funding														
Male	0	0	0	0	0	0	0	657,894	150,256	102,124	28,313	334,385	17,747	25,069
Female	0	0	0	0	0	0	0	592,620	145,245	77,040	24,119	304,083	16,289	25,844
Total	0	0	0	0	0	0	0	1,250,514	295,501	179,164	52,432	638,468	34,036	50,913
Community sensitised/trained and supported to support school improvement - Persons Training														

Key results by Day(PTDs)	PERIOD ACTUAL (JANUARY - MARCH 2016)							CUMULATIVE ACTUAL TO DATE						
Male	88,113	11,286	0	56,884	1,147	16,665	2,131	784,466	36,913	79,087	286,568	242,081	120,449	19,368
Female	49,938	7,524	0	24,674	335	14,467	2,938	441,398	30,897	24,387	141,707	137,716	94,941	11,750
Total	138,051	18,810	0	81,558	1,482	31,132	5,069	1,225,864	67,810	103,474	428,275	379,797	215,390	31,118
Community sensitised/trained and supported to support school improvement - Actual Numbers														
Male	50,183	11,286	0	19,835	266	16,665	2,131	209,277	22,440	42,510	28,442	40,768	55,749	19,368
Female	35,692	7,524	0	10,680	83	14,467	2,938	129,433	17,518	11,880	12,337	29,063	46,885	11,750
Total	85,875	18,810	0	30,515	349	31,132	5,069	338,710	39,958	54,390	40,779	69,831	102,634	31,118
CSO members trained to support school improvements - Person Training Days (PTDs)														
Male	321	12	45	194	42	19	9	10,687	752	1,323	2,071	5,217	749	575
Female	171	20	15	86	9	28	13	5,594	1,127	726	916	1,326	1002	497
Total	492	32	60	280	51	47	22	16,281	1,879	2,049	2,987	6,543	1,751	1,072
CSO members trained to support school improvements - Actual numbers														
Male	166	6	15	97	22	17	9	1,404	46	481	97	510	170	100

Key results by	PERIOD ACTUAL (JANUARY - MARCH 2016)							CUMULATIVE ACTUAL TO DATE						
Female	100	10	5	43	5	24	13	708	64	137	43	133	221	110
Total	266	16	20	140	27	41	22	2,112	110	618	140	643	391	210
Safe spaces for women and children	4,636	0	0		0	788	58	23,052	1,252	2,004	3,790	10,322	3,612	2,072
Female learners benefiting from cash conditional transfer (Kano)	0	0	0	0	0	0	0	11,050	0	0	0	11,050	0	0
Additional girls in school (girl education project - Jigawa & Kaduna)	0	0	0	0	0	0	0	12,647	0	9,718	2,929	0	0	0
Teachers trained and supported (Public Schools) - Person Training Days (PTDs)														
Male	23,130	1,461	0	0	13,910	7,757	2	954,132	17,417	191,510	96,001	357,762	246,560	44,882
Female	20,734	11,847	0	0	4,192	4,617	78	803,301	142,471	34,352	90,807	99,069	331,712	104,890
Total	43,864	13,308	0	0	18,102	12,374	80	1,531,796	159,888	225	186,808	456,831	578,272	149,772
Teachers trained and supported (Public Schools) - Actual number														
Male	15,200	487	0	0	6,955	7,757	1	112,991	487	20,938	16,646	59,002	13,610	2,308
Female	10,701	3,949	0	0	2,096	4,617	39	50,822	3,949	3,277	16,292	9,300	10,229	7,775
Total	25,901	4,436	0	0	9,051	12,374	40	163,813	4,436	24,215	32,938	68,302	23,839	10,083
Teachers trained and supported (non-state Schools) - Person														

Key results by	PERIOD ACTUAL (JANUARY - MARCH 2016)							CUMULATIVE ACTUAL TO DATE						
Training Days (PTDs)														
Male	606	0	0	522	84	0	0	37,329	1,364	5,674	11,643	18,648	0	0
Female	453	0	0	366	87	0	0	34,178	16,379	1,389	6,653	9,757	0	0
Total	1,059	0	0	888	171	0	0	71,507	17,743	7,063	18,296	28,405	0	0
Teachers trained and supported (non-state schools) - Actual number														
Male	202	0	0	174	28	0	0	1,602	98	438	174	892	0	0
Female	151	0	0	122	29	0	0	1,899	1,440	99	122	238	0	0
Total	353	0	0	296	57	0	0	3,501	1,538	537	296	1,130	0	0
Head teachers trained and supported (public schools) - Person training days (PTDs)														
Male	22,210	3,612	6,200	0	11,615	779	4	598,404	20,630	58,340	163,356	307,420	38,388	10,270
Female	5,172	3,726	52	0	210	1,168	16	172,475	23,958	1,260	53,886	14,037	47,195	32,139
Total	27,382	7,338	6,252	0	11,825	1,947	20	770,879	44,588	59,600	217,242	321,457	85,583	42,409
Head teachers trained and supported (public schools) - Actual numbers														
Male	8,675	602	1,550	0	5,742	779	2	15,713	602	3,589	3,285	5,742	2,254	241
Female	1,910	621	13	0	100	1,168	8	4,072	621	40	1,046	100	1,507	758
Total	10,585	1,223	1,563	0	5,842	1,947	10	19,785	1,223	3,629	4,331	5,842	3,761	999
Head teachers trained and														

Key results by	PERIOD ACTUAL (JANUARY - MARCH 2016)							CUMULATIVE ACTUAL TO DATE						
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	12,922	1,084	1,562	689	8,831	499	257	288,456	17,172	24,902	87,776	131,233	19,632	7,741
Female	4,328	2,117	157	750	717	357	230	115,168	23,683	4,451	43,838	23,318	10,520	9,358
Total	17,250	3,201	1,719	1,439	9,548	856	487	403,624	40,855	29,353	131,614	154,551	30,152	17,099
State/LGEA officials trained to support school improvement - Actual Number														
Male	3,910	313	570	151	2,250	459	167	30,685	377	5,761	6,673	13,955	2,080	1,839
Female	1,129	488	51	46	119	280	145	11,485	617	1,344	2,759	2,758	2,471	1,536

Key results by	PERIOD ACTUAL (JANUARY - MARCH 2016)							CUMULATIVE ACTUAL TO DATE						
	Total	5,039	801	621	197	2,369	739	312	42,170	994	7,105	9,432	16,713	4,551
Schools inspected using QA methodology	837	42	6	159	197	0	433	7,987	229	187	1,648	3,801	815	1,307

Financial report

35. ESSPIN has completed 20 months or 66.7% (August 2014 to March 2016) of its 30-month extension contract (August 2014 to January 2017). As at March 2016, we have spent 65.8% of the extension budget. We remain pretty much exactly where we should be and on track to spend the extension budget.

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

Total Extension Budget (millions)	£32.4
Spend to March 2016 (millions)	£21.3
Percentage of Total Budget Spent	65.8%

36. Overall, we remain on target. The issues within the different expenditure lines of our contract, as highlighted in the previous Quarterly Report, remain as:

- Fees remain slightly high at 68.7% 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 8: Extension contract by area of spend

Area of Spend	Budget (millions)	Spend To December 2015 (millions)	Percentage Spent
Fees	£18.4	£12.6	68.7%
Reimbursables	£4.0	£3.2	79.2%
PSA	£10.0	£5.5	55.2%
Total	£32.4	£21.3	65.8%

37. ESSPIN has now completed eight months of Year 8 (August to March 2016), so 66.7% of the programme year has been completed and 62.7% of the budget has been spent – we remain relatively on track although spend was lower than expected in March 2016 due to an historical adjustment being made to the March invoice – in full discussion and agreement with DFID.

Table 9: ESSPIN year 8 spend position

Year 8 Target (millions)	£13.6
Year 8 Spend (millions)	£8.6
% Spent	62.7%

38. We have now completed 100% of the 2015-16 DFID Financial Year. As of March 2016, the gross amount invoiced to DFID before the retention has been deducted was £13,731k. The historical adjustment as part of the March 2016 invoice reduced our spend to 13,471k. In February 2016, our DFID Financial Year target was reduced by 400k to 13,449k. We are pleased to report that our total spend for the financial year was within 21k of the target.

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

Original DFID 2015-16 Financial Year Target (millions)	£13.8
Reduced DFID 2015-16 Financial Year Target (millions)	£13.4
DFID 2015-16 Financial Year Gross Spend (millions)	£13.7
DFID 2015-16 Financial Year Goss Spend Less Adjustment (millions)	£13.5
DFID 2015-16 Financial Year Net Spend (millions)	£12.4
% Spent – Gross spend	102.1%
% Spent – Gross spend less historical adjustment	100.2%

Table 11 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 Contract Amendment that was signed off this quarter. We remain on track to spend the full budget for the extension phase.

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

	Output 1	Output 2	Output 3	Output 4	KM and Comms	Total
Year 7 Spend (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)	£0.4	£1.5	£3.8	£2.5	£0.3	£8.5
Year 8 Budget (millions)	£0.6	£2.1	£6.5	£4.0	£0.4	£13.6
% Year 8 Budget Spent To Date	66.7%	71.4%	58.5%	62.5%	75.0%	62.7%
Total Extension Spend To Date (millions)	£1.2	£4.2	£9.6	£5.6	£0.7	£21.3
Total Extension Budget (millions)	£1.7	£5.3	£15.0	£9.5	£0.9	£32.4
% Total Extension Budget Spent To Date	70.6%	79.2%	64.0%	58.9%	77.8%	65.8%

Table 12 presents spend by Output – against the full programme budget covering 2008-2017.

Table 12: 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)	£6.9	£19.3	£53.4	£28.5	£4.9	£113.0
Total Budget 2008 to 2017 (millions)	£9.6	£20.5	£57.9	£31.6	£5.0	£124.6
% Total Budget Spent To Date	71.9%	94.1%	92.2%	90.2%	98.0%	90.7%

Value for money

Economy Indicators

39. 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 March 2016. Financial information is based on the March 2016 invoice to DFID.

Table 13: Unit costs of activity against projected lifetime results and lifetime expenditure (GBP)

Indicator	Unit Cost Jul-Sept 2014	Unit Cost Oct-Dec 2014	Unit Cost Jan-Mar 2015	Unit Cost April-June 2015	Unit Cost September 2015	Unit Cost December 2015	Unit Cost March 2016	Comment
3.1 Schools trained to use a SDP	£294.70	£320.04	£229.22	£219.04	£223.36	£280.13	£268.90	Slight decrease
3.2 Headteachers trained to operate effectively	£624.73	£689.04	£492.77	£478.82	£492.07	£623.48	£600.16	Increase
3.3 Teachers trained to deliver competent lessons	£101.91	£115.73	£100.53	£93.71	£89.55	£82.21	£85.78	Slight increase
3.4a Learners with access to toilets (Direct ESSPIN Funded)	£63.25	£60.85	£61.63	£62.00	£59.43	£59.25	£60.00	Slight increase
3.4b Learners with access to clean water (Direct ESSPIN Funded)	£55.35	£55.39	£56.14	£56.42	£54.56	£54.39	£55.10	Slight increase
3.4c Learners benefiting from new/renovated classrooms (Direct ESSPIN Funded)	£8.69	£9.05	£9.54	£9.71	£9.41	£9.28	£9.84	Slight increase
4.1 Community members trained to set up SBMCs	£34.01	£35.22	£33.42	£34.15	£31.62	£30.46	£24.85	Continued decrease
4.1 Communities where SBMC reflect women/children concerns	£280.84	£284.07	£275.70	£276.48	£241.93	£231.56	£247.26	Slight increase

40. 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. This is seen again this quarter. Inflation in Nigeria, particularly in the rapidly declining economic context, may also be a contributing factor.

Efficiency and effectiveness

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

Risk monitoring

42. 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	Previous rating	Possible Consequences	Key mitigation strategies
Security risk – attack on staff or offices (northern States)	Medium probability, High impact	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	High probability, medium impact	<ul style="list-style-type: none"> • Important policy reforms are not initiated • Delays in approval of national policies • Lack of funding for operationalising national systems, e.g. on MLA 	<ul style="list-style-type: none"> • Engagement with the FME's Office (in conjunction with DFID) to support national strategy • Engagement with wider definition of education sector leaders (particularly UBEC leadership)

Risk	Current rating	Previous rating	Possible Consequences	Key mitigation strategies
Financial risk – states do not utilize or disburse funds as intended	High probability, High impact	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

Risk	Current rating	Previous rating	Possible Consequences	Key mitigation strategies
Financial risk- Fraud, bribery and/or corruption	Low/High	NA/NA	<ul style="list-style-type: none"> • Financial wastage • Low VFM • Reputational damage to UK aid, DFID, ESSPIN and Cambridge Education • Disciplinary procedures, leading to prosecution of perpetrator(s) 	<ul style="list-style-type: none"> • Training and compliance measures on anti-bribery and corruption led by senior management, regularly refreshed, fully documented, and zero tolerance of deviation from the highest international standards. • All financial processes checked, approved and authorised in accordance with Mott MacDonald policies, directives and procedures. Monthly spot-checks conducted too. • Procurement procedures strictly adhered to. Procurement committee in place and functioning. • Payment hubs ensure segregation of payment approval, authorisation and transactions.
Sustainability risk – State’s commitment to school improvement expansion reduces	High probability (linked to change of government), High impact	High probability (linked to change of government), High impact	<ul style="list-style-type: none"> • The changes ESSPIN introduces to states are not continued after the programme finishes 	<ul style="list-style-type: none"> • Ongoing political engagement, including quarterly meetings of principal State officials • Collaboration with DFID in high level engagements with State executives • Support of alternative funding partnerships, e.g. UBEC, GPE • Capacity building for State technical cadres, CSOs and local communities • Development of Sustainability Strategy

Risk	Current rating	Previous rating	Possible Consequences	Key mitigation strategies
Sustainability risk – reduced federal allocations to states due to drop in oil revenue	High probability, High impact	High probability, High impact	<ul style="list-style-type: none"> • State budget allocations insufficient to continue SIP • The changes ESSPIN introduces to states are not continued after the programme finishes 	<ul style="list-style-type: none"> • Ongoing political engagement to influence favourable allocations to education • Clear prioritisation of programmes in MTSS and DWPs • Close monitoring of allocation and expenditure trends through QMRs • Reinforcement of positive evidence of impact of the SIP • Support to CSOs to carry out issues based advocacy • Proactive exploration of alternative funding sources, e.g. donor opportunities, EAC
Implementation risk – diversion of SIP resources, including UBEC-IF; lack of budget discipline in education MDAs	High probability, High impact	High probability, High impact	<ul style="list-style-type: none"> • Expected funds not leveraged. Programme does not reach targets 	<ul style="list-style-type: none"> • Ongoing political engagement • Quarterly Monitoring Reports by HCs to promote transparency and accountability • Robust data management and reporting systems, including access to school performance data by communities • Involvement of CSOs in strategic planning and monitoring, e.g. MTSS, budget tracking

Risk	Current rating	Previous rating	Possible Consequences	Key mitigation strategies
<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	Medium probability, High impact	<ul style="list-style-type: none"> Standards do not improve as expected or decline 	<ul style="list-style-type: none"> Continue to demonstrate effectiveness of the school improvement model through consolidation work in phase 1 schools and roll out to new schools Support States to incorporate Composite Survey findings in their Annual Sector Performance Review reports.
Implementation risk – shortage of teachers in rural areas	High probability, Medium impact	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	Medium probability, Medium impact	<ul style="list-style-type: none"> Programme is gender-blind or does not take account of needs of women and children Women and children have no voice in school improvement activities 	<ul style="list-style-type: none"> Safe Spaces (women and children’s committees) created in SBMCs Ongoing mentoring of SBMCs by CSOs Documentation and dissemination of examples of women contributing effectively to school improvement as a good advocacy tool CSOs undertake advocacy campaigns on behalf of women and children

Risk	Current rating	Previous rating	Possible Consequences	Key mitigation strategies
Implementation risk- Marginalised groups in states continue to be sidelined due to overriding cultural factors	Medium probability, Medium impact	Medium probability, Medium impact	<ul style="list-style-type: none"> • Programme does not meet our objectives of working with vulnerable children and is not inclusive. • Lack of equity in state expenditure on basic education as only 'visible' children will benefit 	<ul style="list-style-type: none"> • Progress on enabling policy environment for inclusive education in ESSPIN States as evidenced in State self-assessments. • Every State now has an inclusive education programme with a clear policy basis • Selected States conducting surveys of out-of-school children with ESSPIN technical assistance. • Ongoing CSO advocacy work including regular interaction with traditional / religious leaders. • Policies and practice on posting of rural, local language and female teachers.
Implementation risk- Teacher (re-) postings dissipate impact of training and critical mass of change agents at school level	Medium probability, High impact	Medium probability, High impact	<ul style="list-style-type: none"> • Teacher (re-) postings dissipate impact of training and critical mass of change agents at school level • Teacher competency targets are not achieved and school quality does not improve 	<ul style="list-style-type: none"> • Re-assess theory of change. • Re-assess intervention model. • Work with TDP on sustainable teacher deployment models • Ongoing engagement with SUBEBs to encourage retention of trained teachers

Risk	Current rating	Previous rating	Possible Consequences	Key mitigation strategies
Implementation risk – introduction of new government priorities, e.g. school feeding, takes away resources from SIP work	High probability, high impact	High probability, high impact	<ul style="list-style-type: none"> • Poor costing framework for school feeding makes spend impact unrealistic • Pressure on ongoing initiatives to relinquish funding to support school feeding • Rapid increases in access and governments are unable to deal with the surge 	<ul style="list-style-type: none"> • Working with DFID to provide TA to planners of the school feeding programme to ensure realistic implementation
Implementation risk- Climate change drives conflict between herdsmen and crop farmers	Low probability, High impact	Low probability, High impact	<ul style="list-style-type: none"> • Violent conflict disrupts school attendance and leads to possession of school buildings/shelters for displaced persons • Children drop out of school as school routes become unsafe 	<ul style="list-style-type: none"> • Climate change resilience and sustainability consultations with stakeholders, analysis, recommendations • Review and implementation of findings from conflict and education study

Risk	Current rating	Previous rating	Possible Consequences	Key mitigation strategies
Sustainability risk- lack of state government recognition of CSOs	Medium probability, medium impact	Medium probability, medium impact	<ul style="list-style-type: none"> • SBMC support decreases and has impact on school governance • LGEA officials become complacent in their community support role • Lack of CSO involvement in strategic planning processes limits government accountability • Community level data collection processes are undermined 	<ul style="list-style-type: none"> • ESSPIN consistently encourages states to engage CSOs directly to help train, mentor and monitor SBMCs. • ESSPIN's SBMC model now includes the concept of Civil Society/Government Partnerships (CGPs) that brings CSOs and LGEA Desk Officers together as SBMC training and support teams. • Evidence gathering on the impact that CSOs are helping to achieve with regards to voice and accountability. • New challenges to CSOs and States to forge sustainable service delivery partnerships through a proposal and grant funding mechanism.
Sustainability risk – Slow institutional uptake of reform programmes	Medium probability, Medium impact	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

Risk	Current rating	Previous rating	Possible Consequences	Key mitigation strategies
Sustainability risk – State Cabinet reshuffles result in new appointees with low commitment to education	Medium probability, Medium impact	Medium probability, Medium impact	<ul style="list-style-type: none"> • Programme activities get delayed with effects on learning outcomes of children • 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	Medium probability, Medium impact	<ul style="list-style-type: none"> • School infrastructure and resources deteriorate. Schools become unsafe for pupils and uncondusive 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

43. As elsewhere in the country, activities in the state were foreshadowed by scarcity of petroleum products, especially petrol with petrol stations characterised by very long queues. Even the independent marketers that always had products to sell at black market prices ranging between 100 and 160 naira per litre lacked products in the closing days of the quarter. Stations that had petrol to sell as the scarcity bit harder and harder sold as high as between 200 and 250 naira per litre. The fact that the stations the office had retainerships with lacked products hampered smooth delivery of planned activities as it created uncertainty and increased operational costs. Otherwise, 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, in spite of reported incidences of clashes between Fulani herdsmen and farmers in certain communities.

Political economy

44. Local government transitional caretaker committees were appointed and sworn-in by the state governor, Ifeanyi Ugwuanyi, for each of the 17 LGAs in the State. It is not clear how long the caretaker committees will stay in office and when the suspended local government council elections will take place. From our analysis, three of the immediate past LGA chairmen made it back as transitional caretaker committee chairmen.
45. The State's budget of NGN 85 billion was also approved by the State House of Assembly and signed into law by the state governor. Detailed allocations to MDAs have just been released. Preliminary analysis indicates a drastic reduction in allocations to basic education even though the general education budget increased by 63% when compared with the allocation to the sector for 2015. However, allocation to SUBEB decreased from NGN4.89 billion in 2015 to N1.033 billion in 2016. The Ministry of Education itself also received a cut from NGN2.4 billion in 2015 to NGN1.03 billion in 2016. The reasons for this are yet to be ascertained as most other MDAs in the sector had increased allocations in 2016 when compared to 2015 allocations.
46. This might be an indication of how difficult things might be for the basic education sub-sector in 2016 as far as funding is concerned. All the same, the story of funding in Enugu State does not begin and end with budgetary allocations. Quite often approved funds are never released. For example, only 5.1% of the NGN4.89 billion allocated to SUBEB in 2015 was released. Most of the SUBEB activities in 2015 were driven by funds from federal sources such as the UBEC TPD fund. This analysis has to be understood against the background that primary school teachers and LGEA staff salaries and overheads are paid by local governments through the state and local governments' joint accounts.

47. The state government appears to be bracing up for the reality of life beyond oil by making efforts to explore other revenue sources. For example, the state is organising an Investment Summit with the aim of creating a platform through which the government of Enugu State can collaborate with the private sector to promote enterprise and improve economic productivity. The 3-Day summit which is planned for 12 to 14 April is themed, 'Beyond Oil: Fostering Inclusive Economic Growth and Sustainable Development.
48. The State remained stable politically, although it lost its enviable status as the only ESSPIN-supported state where the SUBEB was not dissolved following the 2015 general elections. The dissolution of SUBEB, which had been speculated for the greater part of the quarter became a reality eventually as the state government sacked SUBEB as the quarter drew to a close. For now, a permanent secretary, Mrs. Rose Ngozi Chiama, is overseeing affairs at SUBEB. The reconstitution of the Board is eagerly awaited.

Leverage, political engagement and programme update

49. Leveraging resources from the government for the implementation of planned SIP activities during the quarter remained challenging even though activities continued with unused funds from the 2014/15 UBEC TPD fund. Even though UBEC had communicated that a total of NGN120 million would be available for teacher professional development (TPD) activities for the 2015/16 school year, as at the time of reporting, there had been no indication about when the funds might be released to states. Moreover, the fact that the funds had been reduced from the NGN161 million allocated in the previous academic year is likely to exacerbate SIP funding challenges in the state. As a result of the reduction in the TPD fund, UBEC's guidelines for this year excluded the SBMC component from benefiting from allocations, increasing the challenge of funding for SBMC activities.
50. Discussions with the state government on how to secure resources to continue work on development of School-Based Management Committees in the remaining 627 public primary schools where ESSPIN's funding through partner CSOs stop are still on-going. Discussions around this will continue in the next quarter (April to June, 2016) as part of ESSPIN's sustainability strategy.
51. One key programme update was the completion of enumeration of schools for the 2015/16 annual school census (ASC). One key highlight is the improvement in the capture of private schools from 1,382 previously to 1,928 in the current ASC. Analysis and reporting of the ASC will be among key activities in the next quarter.
52. Field reports indicate that most of the water and sanitation facilities provided in schools were working to varying degrees by the end of the quarter. Even the facility at Community Primary School (CPS), Umuovu- Egede in Udi LGA which remained comatose for a long time due to vandalism of the generating set had been restored

to full use. The community replaced the generator and put in place modalities for safety and management of the facilities.

Aspects of Work likely to be sustained

53. 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 given the ASC in the current year was done largely by SSOs, SMOs and quality assurance officers in LGEAs as part of their schedules.
- 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 14: Leverage (NGN), Enugu state, to March 2016

Areas of Leverage	Amount Leveraged Jan – Mar 2016	Remarks and Source
Quality Assurance	0	
Head/Class Teachers Training and Support	10,470,000	SUBEB: allowances for SSIT, SSOS during school visits and head teacher cluster workshops
School Running Cost	0	
Development of State and Local Government Plans	1,948,158	Lunch and transport allowances to LGEA officers involved in development of LGEA action plans from LGEAs
Development and Functionality of SBMCs	0	

Community Contributions to SIP	0	
Share of salaries of state/LGA employees involved in SIP	40,000,000	272 officers (ASU, SSIT, SSOs & SMOs) involved in SIP at average of N50k per month. (not included in overall leverage table)
Challenge Fund (CF) and Missions' SIP	2,852,500	School fees waived for beneficiaries @N3,500 per child for term January to March 2016 by 30 Missions
Total	55,270,658	

Risk Monitoring

Table 15: Risk Matrix, Enugu state to March 2016

Risk	Current rating (Probability- High/medium/low, Impact- High/medium/low)	Previous rating (Probability- High/medium/low, Impact- High/medium/low)	Possible Consequences	Key mitigation strategies
Failure of State to continue to fund SIP roll-out and consolidation, especially getting SBMCs functional in all schools	High/High	High/Medium	Failure to meet ESSPIN logframe targets; Low sustainability of SIP after ESSPIN's exit	PE with State government PE with CSOs and other relevant stakeholders to engage more effectively with government
Disruption of planned activities due to dissolution of and delayed reconstitution of SUBEB	Medium/Medium	NA/NA	Failure to achieve targets	Induction and PE with new Board when reconstituted
Shortage of teachers and other SIP personnel due to retirement without replacement	High/Medium	Medium/Medium	Failure to meet learning outcome targets due shortage of teachers in rural schools	Continuous PE with State government
Threat to safety and security of ESSPIN staff, school children,	Medium/Medium	NA/NA	Delay in operations and increased cost	Continuous monitoring of the security of the security situation Sensitization and

Risk	Current rating (Probability- High/medium/low, Impact- High/medium/low)	Previous rating (Probability- High/medium/low, Impact- High/medium/low)	Possible Consequences	Key mitigation strategies
teachers and partners due to the increasing incidences of kidnapping, armed robbery and clashes between farmers and herdsmen				orientation of staff and stakeholders on safety and security measures
Failure of government and communities to manage and safeguard infrastructure and facilities provided in schools by DFID-ESSPIN for the benefit of children and teachers.	Medium/Medium	Medium/Medium	W&S facilities not properly managed and sustained for the benefit of learners and teachers	PE with Government (SUBEB) on the need to provide adequate security and measures and policies to secure facilities Facilitate interface between SUBEB and communities to ensure adequate of W&S facilities
Financial Fraud	Low/High	NA/NA	Financial wastage Low VFM Negative perception of programme (and DFID)	<ul style="list-style-type: none"> • All financial processes checked, approved and authorized in accordance with Mott MacDonald policies. Monthly spot-checks conducted too. • Procurement procedures strictly adhered to. • Procurement committee in place and functioning. Payment hubs checkmate possible connivance

Working with SBMCs for school transformation: Rebecca Ozor's story

"The challenges of schools here are very different and sometimes they look as if they are insurmountable. But the efforts of the SBMC and those of community members have been remarkable. They are the ones who make us smile even through the difficult times especially the Igwe (traditional head) himself."

Mrs. Rebecca Ozor, Head Teacher of Isi kwe Achi LGEA primary school in Oji River local government



Mrs. Rebecca Ozor sitting in one of the classes where renovate benches are kept.

Joint School, Isi Ikwe, Achi in Orji River LGEA has an unfavourable terrain. Prior to ESSPIN's intervention, erosion threatened the football field all the time often preventing the pupils from playing. This challenge and many others affected the school's enrolment rate; the population kept falling.

Mrs. Rebecca Ozor and her School-Based Management Committee (SBMC) embarked on a community mobilization drive based on training they received from ESSPIN partner civil society organisations (CSOs). This drive was fully supported by the Igwe, the traditional head of the community. He has come to be known as an adopter of schools that are in distress, always challenging the philanthropists in the communities to help out with the schools. The SBMC of Isi Kwe themselves are trail blazers, never resting on their oars; fixing chairs and filling up eroded gullies on the school compound including the school field. ESSPIN supports partner CSOs to mentor and monitor SBMC members who are willing to take ownership of their schools. The result is that more SBMCs demand more from their schools and also advocate for best practices. The government has the primary responsibility for providing funds to public schools, but communities assist in ways such as participating in enrolment drives and fixing problems that need immediate and quick solutions.

"The way and manner in which the community helped us solve the erosion problem made us feel like super heroes", the head teacher enthused as she displays chairs that were fixed for them by another member of the SBMC. She continues: "Our playing field is still intact after it was reclaimed from gully erosion. Individuals have come forward to give us pipe borne water and a school band set. The list goes on and on. And it might interest you to know that our band set is helping pupils to come to school early because they do not want to miss playing the drums."

SBMCs are now undergoing a transformation through ESSPIN's support. They are becoming institutionalized through a partnership between civil society organizations and government. More stories will begin to emanate from the communities as members become emboldened to take on the challenges that are related to accessing quality basic education. Rebecca's school has increased from a population of 185 to 300 as a result of her work and the community's efforts.

"Our Igwe has shown himself a community champion and hopefully many more will continue to show up when we call for assistance".

Jigawa

Security and travel

54. Security in the state remains stable. ESSPIN continues to share information with the state agencies and other SLP programmes. Local Government Sole Administrators were appointed, sworn-in and posted to all 27 LGCs in the State. ESSPIN and other SLPs have revised the state security status especially in a resolve to continue the collaborative monthly meetings of administrative officers.
55. 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 at pump price from N87 to about N200 in 'black market. This has increased the cost of road travels in programme vehicles.

Political economy

56. The state Global Partnership for Education (GPE) programme has commenced with accessing the sum of \$1.5million. However, it is yet to officially unveil the programme. This is a big opportunity for ESSPIN to leverage sustainability of the SIP at the Basic level.

Leverage, political engagement and programme update

57. The new State Commissioner for Education and the new Executive Chair SUBEB attended the 1st PE meeting in January. The HC was opportune to share and discuss her vision on the State of Education in the State through what she tagged as Change Agenda. In pursuance of improving Teacher Education in the State, the State Partners comprising the HC, Chair SUBEB, DG SEIMU and ASU Coordinator together with TDP Team undertook a study tour to Ghana.
58. ESSPIN has developed a partnership with the working committee members of the Jigawa State Forum to monitor Education Service delivery especially at basic education level. Part of the agreement was to organise 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.
59. The request of the State MOEST to undertake ODM work on the State Agency for Mass Education following the effectiveness and impact of the ODM carried out for the MOEST and SUBEB by ESSPIN was conducted between 29th February to 4th March. Draft reports on the strategic plan and functional review are being finalised for dissemination. This ODM work is key to the success of the Commissioner's Change Agenda.
60. 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 three 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. Additionally, the document was submitted to the ministry to critique the document for buy –in before dissemination.

61. The first 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 1204 Head Teachers met the criteria for effectiveness representing 58% against 48% last term. 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.

Areas of Traction in the State

62. 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 16,232 children in 90 nomadic schools, and this work stream has a lot of potential for expansion.

Table 16: Leverage (NGN), Jigawa State, January to March 2016

Areas of leverage	Amount leveraged	Remarks and Source
Furniture and mats distributed to 90 Community Nomadic Schools on CEI Consolidation work	4,192,200.00	4,192,200.00
Training of Head teachers and School Support Officers	15,368,100.00	15,368,100.00
Total N	19,560,300.00	19,560,300.00

Risk Monitoring

Table 17: Risk matrix, Jigawa State, January – March 2016

Risk	Current rating	Previous rating	Possible Consequences	Key mitigation strategies
	(Probability- High/medium/low, Impact- High/medium/low)	(Probability- High/medium /low, Impact- High/medium /low)		
Human Resources Constrain. Retirement and relocation of key Officers at State and LGA Levels	High/High	High/High	Loss of Institutional memory and lack of keeping track of the planned reform initiatives	ESSPIN to make efforts to involve all middle level cadre officers in all decisions and implementation activities to ensure continuity and sustainability of plans. SUBEB to appoint deputies and Desk officers to support implementation and management of programmes
The move to assign additional responsibilities to the State Quality Assurance Agency(SEIMU) to recruit, deploy , train and discipline teachers	Medium/High	N/A	There will be conflict with UBEC & SUBEB especially in the utilization of UBEC Intervention Fund	ESSPIN management should link up with Honourable Commissioner for Education to discuss the issue.
Effect of Climate Change and floods disaster on programme implementation	Medium/Medium	High/High	Devastating of villages and communities by floods and submergence of farmlands.	Mott MacDonald is submitting a proposal to the International Climate Fund. If successful, as well as contributing to mitigation of and

			Disruption in School resumption in some LGAs. Collapsed classrooms	adaptation to climate change through better construction and maintenance of schools, the programme would also release funding for continuous school improvement state-wide.
Late launch of GPE. Implementation of GPE is not in line with the agreed workplan	Medium / High	N/A	The later the launch, the more difficult it is to link it to SIP implementation	Continual work with SUBEB, political engagement
Fraud, bribery and/or corruption	Low/High	NA/NA	<ul style="list-style-type: none"> •Financial wastage •Low VFM •Reputational damage to UK aid, DFID, ESSPIN and Cambridge Education Disciplinary procedures, leading to prosecution of perpetrator(s)	<p>All financial processes checked, approved and authorized in accordance with Mott MacDonald policies, directives and procedures. Monthly spot-checks conducted too.</p> <p>Procurement procedures strictly adhered to. Procurement committee in place and functioning.</p>

Spicing up girl's education with sporting activities



ESSPIN Jigawa, through its 'Girls' Sport Initiative', is supporting SUBEB to encourage more girls to play games with the aim of helping them stay and complete school. Forty-eight schools in three LGAs are supported. So far 19 medals and one trophy were won by Jigawa team at the National School Sports Festivals.

Gambo Umar Lambo, Director Jigawa State Sports Council said, *'sport is a very strong incentive for pupils. It provides a platform for children to develop their team capabilities, keeps them healthy to face their studies and facilitates the development of their mental capabilities.'* Most Children Committees members identify sporting activities during break hours in school as a primary need.'

In the north, like in many parts of Nigeria, young girls play local sports in the mornings and evenings. 'Yar gala-gala', where girls draw boxes in the sand and use one-leg to jump from one box to another, is very popular with young girls in Jigawa. However, over time girls stop playing this and other games inside and outside school.

With the new sports initiative, girls sporting activities in Jigawa schools are brimming with new vigor! Sporting activities are also becoming a significant feature in School Development Plans.

A working group was constituted to finalize plans to activate and unlock the potentials of the Jigawa State Policy on School's Sport. According to Lami Danjani, 'girls were being encouraged to take on leadership roles and compete favorably in sports, in and out of school'.

Haruna Usman Hadejia, a CSO Facilitator and SBMC Member emphasized that 'we will push these ideas during our SBMC Forum meetings'. The new Girls Sport Initiative holds the promise of making schools a more interesting learning environment.

Kaduna

Security and travel

63. There were no reports of major unrest this quarter, but several kidnapping incidents and at least two street protests were recorded. The State Government declared a state of emergency against the spate of kidnapping which has become regular occurrence in the State. The shortage of fuel continued unabated. There were usually long queues at petrol stations, and the programme had to resort to black market some times. In spite of these challenges, the programme continued undisrupted.

Political economy

64. The Kaduna State Government continues to struggle with reconciling APC manifesto and campaign promises with the perceived governance priorities of citizens. Teachers are still being owed salaries for up to six months, LGEAs are owed running costs, yet millions of Naira is spent daily on school feeding and provision of school uniforms. Pressure groups in the State seem defeated and there is no visible opposition or complaint platforms recognised. The mood is generally that of 'resign to fate', although the State is generally peaceful and activities are running normally.

Leverage, political engagement and programme update

65. Permanent secretaries were recently reshuffled. New Permanent Secretaries were posted to SUBEB and the MoE. The new PS for MoE is Adamu Mansur and the new PS for SUBEB is Kande Nana Bage. They have both resumed office. The Director PRS, who was Acting PS for some time, was not appointed PS as was speculated. We have started acquainting ourselves with the new Permanent Secretaries.

66. Implementation of the GPE programme is yet to commence in Kaduna. The Executive Governor raised some issues on the work plan and several changes are being made to align the work plan with the state's focus. SSA to HE on Projects is currently working on a revision to the NIPEP.

67. SPARC has supported the State to develop a State Development Plan with contributions from SLPs. A Development Cooperation Framework is also in progress, led by DFID. The coordinating Ministry is Economic planning.

68. Although the State Government has included in the approved 2016 budget the sum of N161m as counterpart funding for UBEC TPD, and another sum of N323m for ESSPIN – supported activities termed 'ESSPIN Joint Project', these monies have not been released because the State is making plans for mass training of teachers rather than ESSPIN model of Training, Monitoring and Mentoring. This, we believe, is in order to give the government the political advantage of quoting high numbers of teachers trained, but we know that this may seriously compromise the quality of training given to the teachers.

69. The State has also made a categorical statement that no more training of teachers will take place until after the screening of all teachers in Kaduna State has been done and the incompetent and unqualified ones have been weeded out. The State has contracted the Open University to conduct the exams, while the HC has approached ESSPIN to support the conduct of the exams in the following ways:

- Setting of question papers (the State will print)
- Deploying ESSPIN staff to monitor the conduct of the exams in the 23 LGAs and report on the credibility or otherwise. The plan is to select one large school in each LGA where all the teachers in that LGA will write the exams.
- Vet a percentage of the marked scripts to validate the quality of the results.

70. ESSPIN is collaborating with TDP to provide this support to the State.

71. The 2014/2015 AESPR has been printed and disseminated by the State. An orientation workshop for the 23 newly-appointed Education Secretaries was jointly sponsored by ESSPIN and the State on 17th and 18th February. Enumeration for 2015/2016 ASC has been completed. N5.5m was released for the conduct and production of the ASC.

72. A baseline survey was conducted in 20 schools (10 controlled and 10 Treatment) in two pilot LGEA (Chikun and Igabi) where the e-reading programme was introduced in 10 schools, five per LGA.

73. The LGEA structure has been finalised and approved by SUBEB. Next step is implementation in the 23 LGAs. SSO and SMO numbers required for school level supervision have been identified and approved for all LGAs. LGAs are now in the process identifying qualified and trained SMOs and SSOs to fill in the positions.

Table 18: Leverage (NGN), Kaduna State, to March 2016

Areas of leverage	Amount leveraged January-March	Remarks and Source
<i>School Improvement Programme</i>	12,339,495	Salaries for 20 SSIT for the months of January to March 2016. (These are not included in the overall table) The number of SSITs has increased by 1 because the one who became Education Secretary has returned to the College. The total salary is lower than before because some of them have retired and are no longer on the College's payroll, but are still performing SSIT work
<i>Planning and Budgeting</i>	5,500,000	State's releases for the finalization of AESPR, data cleaning and data analysis

QA	3,039,810	State's releases for QA activities and evaluation of 227 schools this quarter
Total leveraged from state	20,879,305	

Risk Monitoring

Table 19: Risk matrix, Kaduna State, January – March 2016

Risk	Current rating (Probability-High/medium/low, Impact-High/medium/low)	Previous rating (Probability-High/medium/low, Impact-High/medium/low)	Possible Consequences	Key mitigation strategies
Sustainability of SIP	Medium probability, high impact	Low probability, low impact	<ul style="list-style-type: none"> • Difficulty in meeting log frame targets because all training programmes are now on hold as a result of the State's plan to conduct a competency test for all the teachers and weed out the unqualified and incompetent ones before further training can be conducted. • Reduction in the quality of the teacher training programme following the State's plan to carry out a one-off mass training of all teachers in contrast to ESSPIN's model of cascaded training, monitoring and mentoring. 	<ul style="list-style-type: none"> • Continuous PE for ESSPIN's full involvement in the planning and conduct of the tests to retain enough relevance to continue with the training programme after the weeding test. • Intensified PE to ensure the SSITs and SSOs are used for the training so that support work can continue after the training

Risk	Current rating (Probability-High/medium/low, Impact-High/medium/low)	Previous rating (Probability-High/medium/low, Impact-High/medium/low)	Possible Consequences	Key mitigation strategies
Non-release of approved state funds for school improvement programmes	Medium probability, high impact	Medium probability, high impact	Poor CS3 results and poor SIP report because of a temporary hold on teacher training activities due to the State's reluctance to release the approved budget for ESSPIN model of SIP until after the weeding exercise, which may not happen until August-September.	PE to ensure continuous relevance by aligning ESSPIN's programme to State's reform agenda
Cabinet Reshuffle/Change of key education drivers	Medium probability, medium impact	Low probability, medium impact	Fresh Political Engagement strategy because 2 new Permanent Secretaries have been appointed for both the MoE and SUBEB. There is no SUBEB Chair, and 21 out of all the 23 Education Secretaries are also new, so we have to start political engagement afresh with virtually all the key education drivers.	<ul style="list-style-type: none"> • Early PE to introduce the new officers to ESSPIN work • Full participation in the orientation of the new ESs • Constant dialoguing/meetings with the new PSs to ensure full understanding of our work
Financial Fraud	Low probability, high impact	-	Financial wastage. Low VFM	<ul style="list-style-type: none"> • Procurement procedures strictly adhered to. • Procurement committee in place and functioning. • Payment hubs checkmate possible connivance

Risk	Current rating (Probability- High/medium /low, Impact- High/medium /low)	Previous rating (Probability- High/medium /low, Impact- High/medium /low)	Possible Consequences	Key mitigation strategies
Security threats	Medium probability, high impact	Medium, high impact	Injury, kidnapping	<ul style="list-style-type: none"> • Regular security reports sent to staff and visitors. Communications and response protocols in place when incidents occur • Safe havens prepared with essential items in case of emergency • Contingency fund available in emergencies • Volatile areas are avoided. • No night travels, Travel in convoy. Ensuring vehicles have fuel at all times.

Community Theatre speaks the mind of the women in school communities, caused so many changes.

'Several women in this community have told me that the theatre programme spoke their minds and provided a good ground for their men to change their ways regarding the girl child enrolment' said Hajija Larai Head Teacher Nuhu Bamali LGEA Tudun Wada.

Poor enrolment of the girl child into school has been one of the identified challenges to education in many of the Kaduna communities. The Education Sector Support Programme in Nigeria adapted a community theatre drama into video in 2014 and they were disseminated across 23 LGEAs in Kaduna. The project helped to communicate, share knowledge and mobilise communities for action to promote and improve enrolment especially of girls and school based management.

A lot of schools recorded positive responses leading to desired changes at schools and communities.

Hajija Larai said *'the day we watched the theatre programme in our LGEA, one of the viewers Hamza Haruna Gambo was moved after seeing how Halima's father changed his attitude toward girl education. This made him- Gambo to donate 300 blocks as support to the school's proposed building project, he also gave us a cash donation of N100,000 to help us raise the blocks ' .*

The Head Teacher had also reported to the Department of Social Mobilisation at the State's Basic Education Board, saying that 'enrolment increased by about 300 pupils (192 girls and 108 boys). Other people also made contributions of about 35 school uniforms (25 feminine and 10 masculine).'

Nuhu Bamali is one of the 480 roll-out ESSPIN supported schools. Prior to the community theatre public viewing, the school suffered lack of sufficient blocks of classrooms. But when people began to make donations, the school received about 2000 blocks and have since achieved more. Many parents have been sensitised; more than 200 girls have been allowed by their parents to enrol into school, leading to increased enrolment in schools, and communities now pays more attention to identified schools' needs.



Hajia Larai

Kano

Security and travel

74. This first quarter has witnessed mixed security outcomes within Kano State. While it could be said that Kano state was relatively calm during the quarter, the activities of cattle rustlers and continuous threats of the Shiite Muslims since December 2015 changed the situation. Cattle rustling and activities of armed rustlers remain a recurring feature in the state during the period under review, with reports of infringements in Rogo Local Government where two people lost their lives, and Falgore Game Reserve in Tudun Wada LGA. The Shia Islamic Sect, which happens to be in reasonable number in Kano state, are always agitating for the release of their detained spiritual leader, Sheikh Ibrahim El-Zakzaky and from time to time they had attempted to hold mass rallies around the state to drum up support for his release. These unabated calls for protest are gradually amounting to a dangerous trend, especially because of the unpredictability of the call for mass protest in the state. The policemen and other security agencies have constantly put the alert to ensure the safety of life and property of an ordinary citizen of Kano state. The security patrol system has been intensified to avoid surprises.
75. Transportation and travelling within and outside Kano were comparatively smooth during this quarter but not without taken necessary caution. ESSPIN activities and visits involving Kaduna – Zaria – Kano links earlier postponed also took place last quarter. The pump price of fuel went above N200 following the fuel scarcity in the country. Most filling stations within Kano metropolis remained closed for lack of fuel while those filling stations outside Kano city were selling above the regulated price of N86.00 per litre. The ESSPIN office was forced to continue purchasing 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 but guided by ESSPIN security plans. The curfew in Kano State remains from 6 pm to 10 am for private/individual motorcycles.
76. The period under review saw many high-level visitations from national and international stakeholders. Members of the UK's International Development Committee visited Kano during the period and were taken to some IQTE and secular schools where they appreciated ESSPIN's work in the areas of Integration and Inclusive Education. They were also conveyed to the Government House where a meeting with the Executive Governor was facilitated. The newly appointed UK High Commissioner to Nigeria, Paul Awkright, also visited in January 2016. The state also hosted Esohe Eighbike and Karen Bello from DFID.

Political economy

77. Although the first quarter of 2016 was mostly peaceful, it was characterized by intense political wrangling between the former Governor of Kano State, Senator Rabi'u Musa Kwankwaso and his elected successor, the incumbent Governor of Kano State, Dr. Abdullahi Umar Ganduje. This power tussle was not unconnected with control of party instruments in

the state. This situation grounded some activities in the state and at some points, contributed to the tense atmosphere within the party. At the climax, supporters of the two camps took advantage of the situation when the former Governor visited Kano to commiserate with the incumbent Governor, who lost his aged mother recently. These events charged the political atmosphere in Kano beyond the normal resulting in most Kano lawmakers denouncing the former Governor. The APC State Party Chairman, an ally of the former Governor, was removed from office and was replaced by another former associate of the former Governor, who now pitched tent with the incumbent Governor. More than any other threat, this has contributed to making Kano less safe from threat of crisis. Although, the National Party leadership has brokered peace between the two, there still remains a latent threat.

78. Another critical incidence that marked the first quarter were the incessant strange occurrences of fire outbreaks in boarding secondary schools, markets and houses in the state with Sabon Gari Market bearing the ultimate brunt. In Jogana Secondary School, there were casualties, including the deaths of seven female students. There is also loss of property and break in school sessions for the affected schools. These fire incidences have also aggravated the economic hardship already occasioned by the financial and economic state of the nation. Fuel scarcity remains the biggest threat to the productivity and smooth operation of activities in the state. The prices of goods and services had gone above the reach of the poor as a result of the scarcity of fuel. This position is further aggravated by the fluctuation in exchange rate, which regulates most of the prices of goods and services, as Nigeria is import dependent.

Leverage, political engagement and programme update

79. Notwithstanding the economic and fragile state of the financial position of the state, Kano State Government has demonstrated recognition for ESSPIN's contribution to educational development at the basic level by releasing a sum of Thirty One Million Naira (N31m) for the continuation of the Teaching Skill Programme (TSP). Also, UBEC released the sum of N120m (One Hundred and Twenty Million Naira) for the funding of training for the professional development of teachers and roll out of SBMC programme, which is supported by ESSPIN.
80. The Kano State House of Assembly approved the sum of N274b for 2016 appropriation bill. Out of the amount N54.6b representing 20% of the budget was allocated to education. This further demonstrates government commitment to education as one of the priority areas of this administration.

Global Partnership for Education

81. Kano State Government officially launched GPE marking the commencement of implementation of various initiatives with different components supported by ESSPIN. During the launching of the GPE, the KSG donated four vehicles and made a commitment of N2.6m monthly allowance for the project technical committee. The occasion was a relief to

most of the recent challenges and travails of the state. DFID, the World Bank, and other States GPE technical committee also graced the occasion. A meeting featuring DFID representatives, World Bank representative, and the GPE implementation committee was held immediately after the launch to harmonise the implementation plan. During this meeting, it was agreed that LGEA Database initially dropped by the project should be restored into the scheme. The GPE is categorized into three components and sub-component. These include (a) Promoting School Effectiveness and Improved Learning Outcomes (Grant to Primary Schools, Pre-primary schools, Professional Development of Teachers), (b) Increasing Access to Basic Education for Out of School Children with a Focus on Girls (Girls scholarship, Female Teacher Scholarship and SBMC) and (c) Project Management and Monitoring and Assessment (Project management and implementation, Monitoring, Evaluation and Assessment).

Sustainability, Continuity and Collaboration

82. The Kano State 2016 “Budget for Self Reliance” focuses on diversification of state sources of revenue in an attempt to increase Internally Generated Revenue IGR to N60b this year. The expenditure pattern remained 70:30 between Capital and Recurrent allocation. KSG remained undeniably committed to education (the mega-sector) as a top priority of this administration. It clearly aligns and allocates funds to most of the initiatives and activities supported by ESSPIN. This budget reflected the on-going Teaching Skill Programme (TSP), Quality Assurance, SBMC roll out, Medium Term Sector Strategy (MTSS), Annual School Census, LGEA engagement on the establishment of a database, strategic planning, and action plan, etc. Also, there is collaboration between ESSPIN and Mercy Corps in expanding LGEA Database. GPE funding will also be used to support this collaboration. The Education Promotion Committee (EPC) is also planning continuity of Summer Camp Academy (SCA), an initiative pioneered by ESSPIN.

Table 20: Leverage (NGN), Kano State, to March 2016

Areas of leverage	Amount leveraged	Remarks and Source
	Jan – Mar. 2016	
TSP Year 3	N31,000,000	The money was spent on training over 12,000 class teachers on the primary lesson plans. 5,842 head teachers were trained with this fund
Leveraged from State for SIP	N31,000,000	

Risk Monitoring

Table 21: Risk matrix, Kano State, to March 2016

Risk	Current rating (Probability- High/medium/low, Impact- High/medium/low)	Previous rating (Probability- High/medium/low, Impact- High/medium/low)	Possible Consequences	Key mitigation strategies
Non-continuity of School Improvement Programme	Low/High	Medium/Medium	<ul style="list-style-type: none"> - Low success rate in sustainability. - Insecurity with learning outcome 	Continuing P/E with key stakeholders
Lack/inadequate funding for SIP by partners	Low/Medium	Medium/High	<ul style="list-style-type: none"> - Low success rate of SIP sustainability - Depletion in target rate on Log frame - Low impact on learning outcome in future 	<ul style="list-style-type: none"> - Effective monitoring and delivery on GPE plan - Exploring other sources. e.g. IDB funding - State leverage on PPP and other opportunities from IDP
Trained staff/partners reshuffled, transferred, retired, or resigned.	Medium/Medium	Medium/Medium	<ul style="list-style-type: none"> - Loss of institution memories - Drop in agencies capacity for service delivery 	<ul style="list-style-type: none"> - Political engagement with relevant authorities. e.g. Office of the Head of Service and the MDAs - Support state to develop or building of succession plan - Incentivised the system
Disruption of planned activities due to security risk	Medium/High	Medium/Medium	<ul style="list-style-type: none"> - Loss of man hours - Depletion of budget for provision & mitigation due to increase spending - Change in delivery date 	<ul style="list-style-type: none"> - Develop alternative cause of action. e.g. Plan B - Reinforce ESSPIN BCP - Collaborate with other SLP
Lack of government commitment to education reform	Low/High	Medium/Medium	<ul style="list-style-type: none"> - Drop in chances of sustainability - Change in programme/ engagement direction 	<ul style="list-style-type: none"> - Continuing P/E with key stakeholders - Engagement with Public Sector Governance and Accountability Programme (PSAG) in Kano

Non-release of approved budgeted funds for operation	Medium/Medium	Medium/Medium	<ul style="list-style-type: none"> - Delay in implementation of projects - Challenge with scale of activities 	<ul style="list-style-type: none"> - Continuing P/E with key stakeholders - Engagement with Public Sector Governance and Accountability Programme (PSAG) in Kano - Engagement with MoF and AG office
Slow implementation of GPE- QA	Medium/Medium	High/Medium	<ul style="list-style-type: none"> - Loss of momentum for implementation - Discouragements by stakeholders and funders 	<ul style="list-style-type: none"> - P/E with World Bank and DFID - Engagement with state coordinator and team - Quarterly report and review of milestone and progress - M&E - Capacity building by WB
Financial risk. e.g Misappropriation of programme/operation fund, non-payment of state financial commitment and obligation on time	Medium/Medium	Low/Medium	<ul style="list-style-type: none"> - Reputation risk with stakeholders who are not paid on time - Operational hiccup 	<ul style="list-style-type: none"> - Adherence to Process map - Implementation of internal control procedure - Guidance on control process in a matrix structured environment - Timely reconciliation of accounts

Education Tour of IQTE and secular Schools by the UK Members of Parliament

'You (ESSPIN and supported schools) are doing extremely well with the little resources you have'

Dr. Lisa Cameron, UK Member of Parliament



Dr. Cameron is seen here (left picture) admiring pupils of Ibadul Rahman School, an ESSPIN-supported school and on the right is Dr. Cameroon with some pupils out of 13000 pupils of Gobirawa Project School another ESSPIN-supported School

While on a House of Common's International Development Committee oversight visit to Kano State on 1st March, 2016, Dr. Lisa Campbell, like many of her colleagues on the trip, was enthralled by the level of integration she saw at Ibadul Rahman Littahfiz School, an ESSPIN supported school that embraced the concept of integrating Western, Quranic, Islamiyya and Tsangaya education.

The visitors saw pupils of this school taking literacy and numeracy lesson side by side with their religious lessons and according to Dr. Cameron, UK MP representing East Kilbride, Strathaven and Lesmahagow, *'we are very pleased to see DFID-funded programs and projects contributing immensely towards rejuvenating basic education in Nigeria'*. She went on to declare that *'you (ESSPIN and supported schools) are doing extremely well with the little resources you have, and this underscores the need for more investment in that direction'*.

The MPs also visited Gobirawa Primary School where they witnessed how few teachers are struggling well to deliver practical lessons to more than 13, 000 pupils. They were also happy to see pupils with special needs been accorded equal opportunities to learn as normal pupils do. Dr. Cameron praised the state government for its willingness to be open to new ideas, and new ways of improving teaching and learning in class saying *'we have to commend the State Government for taking ESSPIN on board and for taking the issue of inclusive education forward. Indeed, an excellent job is done here (at Gobirawa SPS), especially because we can see that the school is ensuring that all children are given the opportunity to be rightly educated, thereby opening doors for them to participate in life and contribute their experience towards uplifting the Nigerian economy. They will inevitably become productive citizens if they learn and master English and Math lessons.'*

She promised that *'we will be pleased to take back this positive news to the House of Commons'*. According to the leader of the delegation, Mr. Jeremy Lefroy *'what we see is a clear indication of a favorable partnership between the State Government and the UK Government through DFID'*.

Kwara

Security and travel

83. There were some nery occurrences in the state during the first two months of the quarter. Palpable fear descended on Ilorin, capital of Kwara State during some days in the quarter following resurgence of bloodletting and harvest of deaths occasioned by activities of blood thirsty cultists. The renewed hostility between rival cultists in the ancient city of Ilorin had assumed an alarming dimension. In response to this, the Kwara State Government has put in place measures to strengthen security across the state by setting up special security committee comprising security agencies to check kidnapping, cultism cattle rustling and other criminal activities in the state. There was however relative peace in the state towards the end of the quarter.
84. Fuel was not readily available throughout the quarter, aside from with a high cost and long queues. 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.

Political economy

85. The 2016 annual budget was signed into law in March 2016. Planning and budgeting process/cycle inclusive of budget defence in the state is very alright and well accepted. Though there is no SPARC in the state, the planning and budgeting cycle is well established owned. The challenge most of the times is the implementation of the approved budget. One major reason for this may be attached to the costing of plans which needs to be more realistic and each Director is expected to have strong justifications for each of their activities. In the absence of SUBEB board, the Permanent Secretary has been proactive in furthering and supporting SIP activities.

Leverage, political engagement and programme update

86. The LGEA Integrated Database is growing stronger and staff bio-data is updated regularly and each LGEA has designed sustainability strategies for the centre. The 2015/16 ASC enumeration was handled by the LGEA and the use of the database centres reduced the cost of the ASC process by two thirds. The capacity to handle data at the LGEA level is stronger because of the involvement of SSOs and SMOs. E-security is installed for each of the centres to improve the security of equipment. The monthly subscription for internet services for each of the centre has been approved in the 2016 budget.
87. In a bid to forestall leakages in the utilisation of government funds, the Kwara State Government has commenced the verification of schools across the state in its ongoing authentication of workers and pensioners across the state. The exercise follows the completion of the first phase, which involved the use of Biometric Verification Numbers to verify workers and pensioners. A Committee on Personnel Database Development set up by

the state government drew inspiration from the LGEA Education management Information System database that ESSPIN supported Kwara State to developed.

88. The presentation of the 2014 AESPR to stakeholders took place during the quarter. The rich discussion on enrolment and transition rates is helping the state to focus more on how to improve access to quality education.
89. During the quarter under review, SIP received a boost with the supply of twenty-five thousand (25,000) copies of printed P4 & P6 Literacy and Numeracy lesson plans. The lesson plans were launched coupled with clips of the DVD produced on the lesson plans. SSIT received training and support on the use of the DVD so they could provide further training and support to schools through the SSOs. In line with the sustainability efforts, modelling school visits and support was also done with some directors from SUBEB and a cross section of Education Secretaries.
90. The deepening and consolidation process for community engagement continued with mentoring visit to 896 schools in 12 LGEAs to strengthen the advocacy capacity of the children in order to enhance their voices within the larger SBMCs and other forums. 31,132 made up of 16,665, males and 14,467 females were reached as this embedded community feedback by the SBMCs. Community support to school improvement amounted to N48,435,809 for the period under review. Through community demand, government resource leverage amounted to N59,245,300. The Child Protection Issue was debated by each community school and an agreed minimum protection Charter was developed and adopted. SBMCs' enrolment drive yielded a total number of 11,715 – girls, 5612, boys, 6102 out of which 278 boys and 291 are affected by disability. 1909 boys and 906 girls are from minority group. However, an estimated 3,300 – 2,801 boys and 3,019 girls are still out-of-school across the 12 LGEAs mentored. The State SBMC Policy was reviewed in line with the National Policy. The first draft is being awaited. The SBMC Forums continued with focus on how communities, working with their Traditional and Religious Leaders can sustain the process post ESSPIN.
91. High level PE continued with the Deputy Programme Manager leading the trail to the Hon. Commissioner and SUBEB Permanent Secretary. This is yet to yield any positive result in terms of fund release. If the State fails to support the process by timely and adequate release of fund, meeting the 2016 target of 886 advanced functional SBMCs may be impossibility. LGEA staffs and teachers' salaries for three months are yet to be paid. This is not only a great hindrance to the community engagement work, but a discouraging factor to communities as most teachers still keep away from schools thereby hampering the children's learning. More sensitivity to the plight of these children by the government is highly required.
92. 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. At the same time, inclusive education issues are being followed up by the newly restructured Inclusive Education Desk Officers (Quality Assurance section and Social Mobilisation Section respectively) at the LGEAs. LGEAs Staff are now able to develop and understand JDs within the scope of their mandate for vision attainment and performance review.

Table 22: Leverage (NGN), Kwara State, to Mar 2016

Areas of leverage	Amount leveraged Jan –March 2016	Remarks and Source
Teacher training Head teacher training	NGN 3,500,000	For SSOs’ monthly allowance and SSIT allowance and running cost
Monitoring and Evaluation of teachers and LGEA personnel records	NGN 1,500,000	Monitoring allowance to All LGEAs
Total leveraged from state	NGN 5,000,000	This figure only includes the amount leveraged from the state for the school improvement programme and not community contributions

Risk Monitoring

Table 23: Risk matrix, Kwara State January - March 2015

Risk	Current rating (Probability-High/medium/low, Impact-High/medium/low)	Previous rating (Probability-High/medium/low, Impact-High/medium/low)	Possible Consequences	Key mitigation strategies
The non-composition of SUBEB Board is slowing down SIP activities.	High/Medium	High/Medium	Failure to achieve targets Low sustainability of SIP after ESSPIN’s exit	<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 actualization of the MOU with state government. <p>Continuous reinforcement of positive evidence of impact</p>

<p>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.</p>	<p>High/medium</p>	<p>High/Medium</p>	<p>Slow implementation of the exit strategy/sustainability of ESSPIN SIP</p>	<ul style="list-style-type: none"> • Political Engagement with the leadership of the education sector. • More briefing sessions for new officers as a PE • Involvement of other education stakeholders in advocacy and lobby
<p>Shortage of rural teachers and other SIP personnel due to retirement without replacement</p>	<p>High/High</p>	<p>High/medium</p>	<p>Failure to meet learning outcome targets due shortage of teachers in rural schools</p>	<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 <p>Getting relevant stakeholders to be involved in teacher deployment</p>
<p>Inadequate security on ESSPIN supported infrastructure and facilities (Teacher Housing, Water and Sanitation facilities)</p>	<p>Medium/Medium</p>	<p>NA/NA</p>	<p>Rural housing facilities not properly managed and sustained for the benefit of learners and teachers</p>	<p>PE with Government (SUBEB) on the need to provide adequate security and measures and policies to secure facilities</p> <p>Facilitate interface between SUBEB and communities to ensure adequate of facilities</p>

Manipulation of Human Resources Information System and payroll	Low/High	NA/NA	Inadequate utilization of human and financial resource Increase wastage rate in the education sector High unit cost of education	<ul style="list-style-type: none"> • Usage of the EMIS data base • PE with State House of Assembly • Developing an integrated Personnel Management Information System
Fraud, bribery and/or corruption	Low/High	NA/NA	Financial wastage Low VFM Reputational damage to UK aid, DFID, ESSPIN and Cambridge Education	Adherence to MM rules on procurement procedures and financial transactions

Kwara Education Database Helps Improve Personnel Validation

“The database is increasingly helping the Human Resources and Administration sections in the Local Government Education Authorities (LGEAs) to monitor personnel, prepare retirement benefits and collate training needs of staff within the education sector”, said the Head of Statistics and ICT Unit of Kwara SUBEB, Zakariyau Abdulqadir. *“It is also facilitating adjustment and sanitation of the payroll for the education sector, by the department of Finance and Supply in SUBEB”,* he added.

The state education database, developed with technical support from ESSPIN, reports on multiple components of school improvement. The components include infrastructure, pupils’ and teachers’ attendance, promotion and retirement due dates for teachers and SUBEB staff. The database is populated from Annual School Census (ASC) reports, reports from school visits by School Support Officers (SSOs), Social Mobilisation Officers (SMOs) and officers of the Quality Assurance Bureau (QAB). The database enables integrated planning for the sector and is also used for monitoring, tracking and validation of personnel.

As the database includes record of teachers and staff employed within the education sector, it has become a go-to centre for validation of teachers and other staff of the State Universal Basic Education Board (SUBEB). Authentication of the actual number of staff who receive their monthly salary through SUBEB is now being facilitated through the database, allowing for accuracy and blocking leakages of state’s resources.

The database has assisted SUBEB to adjust the payroll to cater for about two thousand teachers whose schools were not indicated on the payroll. This has saved the state its resources and is helping the education sector to plan teacher recruitment, deployment and provision of schools infrastructure based on needs. To further save resources, the state is using Biometric Verification Numbers (BVN) of staff to detect multiple accounts linked to the same BVN, into which monthly salaries were paid concurrently. The database is also helping to expose issues of absenteeism on the part of teachers. The BVN and the database are therefore helping to reveal the corrupt practices that had gone undetected over a significant period of time.

Before the education database was put in place, accounting for staff and monthly remuneration were done through a manual process, leading to avoidable errors. The database has also helped to ensure that intervention in schools are needs-based. Schools that require additional infrastructural facilities like chairs, tables, classroom blocks, and teaching and learning facilities are increasingly being catered for.

As the database has been piloted in the education sector, other sectors like health, works and labour also anticipate replicating such efforts to account for their staff and further block leakages of state resources. The Teaching Service Commission also envisages replicating the database for secondary schools. The State Bureau of Statistics is also considering using the data centres as their base centres.



Head of Statistics and ICT Unit of Kwara SUBEB, Zakariyau Abdulqadir, (middle) explaining on selected components of the database to ESSPIN and SUBEB teams.

Lagos

Security and travel

93. Apart from the nation-wide fuel crisis, there were a few security issues in Lagos, but none affected the programme adversely.

Political economy

94. In fulfilment of its campaign promise of improved infrastructure renewal in public schools to make teaching/learning environment more conducive for better performance, Lagos State Government has commenced the implementation of a new educational policy initiative tagged, 360° Education Policy, which would promote the growth of functional and qualitative education across the State. The newly approved school building under the new policy would provide spaces for visual and literary arts, sciences, visual and expressive school history, library and media centres, sports/playground, ICT unit and other facilities necessary for quality teaching and learning.
95. The state generated at least N24.5 billion from IGR in the month of January 2016, thus attaining 98 per cent budget performance for the month.

Leverage, political engagement and programme update

96. The Deputy Governor of the State, Dr. Idiat Oluranti Adebule, who is also in charge of the education ministry in the State disclosed, at a Two-Day retreat/meeting to review the State Educational Development Agenda and Opportunities, that the present administration will partner with notable quality education support organisations such as the Department for International Development (DFID), Education Sector Support Programme in Nigeria (ESSPIN) and Developing Effective Private Education in Nigeria (DEEPEN) among others in order to ensure success of its educational policies. According to her, “the implementation of our 360° education policy will not be complete without active partnership with support organisations such as DFID, ESSPIN, and DEEPEN whose partnership and collaborations have been of key importance to the attainment of modest educational performance outcomes in the state”.
97. Communities and LGEA Forum have been guided on the Children’s Charter and reporting process during mentoring visits. They are aware on how children/women can be supported to get free treatment and who to call when abused. We continued further support for HTs and CTs to ensure their ability to use Lesson Plans more effectively. SSIT members were also trained on L&N P5 Weeks 11-20. LGEA support is being planned to ensure that school support becomes part of what LGEAs will prioritise and carry out effectively. School visit was intensified to have first-hand evidence on the school improvement. The State leveraged the total sum of N960,000 being the cost of allowances and hall rental for training.

98. We have continued to engage SUBEB Management on sustainability and school support. Senior members of staff in SUBEB are becoming more experienced in school support activities as we plan to continue to visit schools with them

Table 24: Leverage (NGN), Lagos State, to March 2016

Areas of leverage	Amount leveraged	Remarks and Source
	Jan- Mar 2016	
Training of SSIT	N960,000	UBEC 2014 budget

Risk Monitoring

Table 25: Risk matrix, Lagos State, January – March 2016

Risk	Current rating (Probability- High/medium/low, Impact- High/medium/low)	Previous rating (Probability- High/medium/low, Impact- High/medium/low)	Possible Consequences	Key mitigation strategies
Non-conduct of the 2015/16 Annual School Census	High/High	Nil/Nil	Data not available for MTSS and consequently the budget; Possibility of making it a habit not to make ASC an annual exercise	Continuous engagement with Deputy Governor, MOE and SUBEB officials.
SUBEB adjustment to the Organisation structure, with creation of additional two departments (Special Duties and Co-Curricular) and SIP being managed by Co-Curricular department	High/High	Nil/Nil	LGEAs replicating the new structure	Close monitoring of the Co-curricular department for necessary PE feedback with the ECSUBEB
Sustaining SSIT/SIO structure	Medium/Medium	Medium/Medium	Loss of institutional memory	Continuous PE with the Board
Non-inclusion of SBMC activities in the TPD fund	High/High	High/High	Possibility of stalling SBMC development	Advocacy and PE with SUBEB

Retirement of four Head of Sections in August 2016	Medium/Medium	Nil/Nil	Possibility of replacement by another from outside social mobilisation	PE with ECSUBEB to replace with the right calibre of personnel based on the recommendations in the functional review report
Fraud, bribery and/or corruption	Low/High	Nil/Nil	Financial wastage Low VFM Reputational damage to UK aid, DFID, ESSPIN and Cambridge Education	Adherence to MM rules on procurement procedures and financial transactions The use of transformed laptops for authorisations

Improving pupil attendance at Awodiora LGEA primary school-the story of Mrs Badejo

“When we started with before the reforms, we had only about a hundred pupils in the school. It was a horrible situation and frankly demoralizing. Mrs. Badejo, Head Teacher”- Awodiora LGEA primary school, Ajeromi Ifelodun local government.

- Mrs. Badejo



Mrs. Badejo observing one of her teachers during a class

Awodiora LGEA primary school is located within Ajeromi Ifelodun local government of Lagos state popularly referred to as *Ajif* and is where the popular *Ajgunle* is located. The location of the school did not help as it is sighted within an estate meant for living quarters only and not within an open public space. This adversely affected the enrolment of pupils in the school and a little less than a hundred pupils were in attendance each term. Badejo and her staff had an uphill task ahead of them up until ESSPIN’s intervention in the state.

ESSPIN’s approach to school improvement has always taken into consideration the relationship between the school and the community. Head Teacher are trained and supported to provide the necessary leadership and management to the school. This covers areas of quality teaching and learning time as well

“One major thing we did was to embark on public awareness. I and the SBMC went into the community and engaged with them. We implored them to send their children to school. And quite a number of parents did not even know the school existed. So they started sending their children, one after the other”

ESSPIN’s approach to school improvement is far reaching and encompasses the improvement in student’s learning outcomes as well as the school’s capacity to manage change. Mrs Badejo’s school is changing every day and her staff are adapting to the school improvement process. They receive regular visits from the School Improvement Officers and the State School Improvement Team as well. She supports her teachers as they teach the pupils and is always there to lend a supporting hand when the need arises.

Right now Awodiora LGEA primary school has a total population of about 400 pupils due to Mrs Badejo and the school’s SBMC’s effort. The SBMC is working tirelessly to make sure another set of classroom blocks are completed and it is an arduous task.

“There is much work to be done still, you can never really stop improving on education and we still continue with our drive to not only improve the attendance but the quality of teaching and learning as well.”

Section 3: Cross-cutting and Federal

National system for Monitoring Learning Achievement

99. ESSPIN supported the finalisation of the Draft National MLA Policy Framework. The Draft National Framework was updated to a Draft National Policy and Implementation Framework for Monitoring of Learning Achievement (MLA) In Nigeria following a stakeholders' review workshop organised by the Federal Ministry of Education with support from ESSPIN. It was further reviewed at a two-day validation workshop. Representatives of FME, the Universal Basic Education Commission (UBEC), Nigerian Educational Research & Development Council (NERDC), USAID, World Bank, UNICEF, British Council and UNICEF were in attendance. It is planned to submit the Final Draft National MLA Policy Framework to the Federal Ministry of Education on May 16, 2016 for onward submission to 2016 JCCE and NCE.

Support to Establishment of functional NEMIS

100. Good progress was made on ESSPIN's joint work with UNICEF to enhance NEMIS capacity to effectively support prompt and quality ASCs by the 36 states and FCT. Further train-the-trainers training on data management and UIS Software was provided to NEMIS staff.

2015/16 Annual School Census

101. Jigawa, Kaduna, Kano, Kwara and Enugu commenced 2015/16 ASC and completed ASC enumeration on schedule with prompt release of state budget funds. There are good prospects of improved state ownership of ASC data and its prompt use to support completion of 2015 AESPR and development of 2017-2019 MTSSs. 2015/16 ASC is also expected to be of good quality as result of improvement in ASC processes and deepening of training and capacity development for states and LGEA EMIS staff.

102. Political engagement will be intensified to facilitate the bureaucratic bottleneck that has delayed the release of Lagos state fund for 2015/16 beyond expectation.

Partnerships and Collaboration for Community Engagement

103. ESSPIN's sustainability plan reaffirms the strategic importance of partnerships around system strengthening for community engagement in basic education, involving a diverse range of education stakeholders.

104. ESSPIN's partnership continued with UBEC and UNICEF during this quarter through ESSPIN and UNICEF working together to provide joint technical assistance to UBEC in the design and planning of the 2nd National Conference on Community Participation in School Governance. Partners agreed that the focus of this 2nd National Conference would be to further explore sustainable funding for community engagement in school improvement. A date was set for April 25th, 2016, which had to be postponed due to unavailability of key UBEC and Federal

Ministry of Education management staff. A date is to be agreed and communicated to actualize the planned conference during the next quarter.

105. Another key achievement during the quarter was the presentation of the SBMC National policy at the 2015 JCCE meeting held belatedly this quarter. ESSPIN had provided technical support to UBEC and the Federal Ministry of Education to develop the policy and make it ready for presentation. The JCCE also proved an opportunity to lobby the Reference Group to support the Inclusive Education Policy currently being drafted.
106. UBEC leadership on national SBMC replication now includes full adoption of the ESSPIN-supported SMO reporting format. Through UBEC's leadership and ESSPIN/UBEC and UNICEF working in partnership, UNICEF is also now supporting the GEP states to use the SBMC monitoring and reporting template as part of their SBMC development processes. A tripartite follow up meeting between UBEC, ESSPIN and UNICEF to discuss and share field experiences on the use of the SMO reporting and monitoring template and to agree on key changes resulting from the field was held. At the end of the meeting, agreement was reached on key changes to the format for incorporation into the existing national SBMC Mentoring and Monitoring guide. UNICEF has taken the SMO monitoring tool on SBMC functionality a step further by including into GEP3 intervention database and both Web-based – using the UIS platform and Android versions. Another meeting is planned during next quarter to agree on the scope of technical support to UBEC incorporating these changes into the mentoring and monitoring guide by ESSPIN and UNICEF.
107. A partnership between Actionaid and ESSPIN is emerging based on the principle of sustainability to share and learn from experiences of SBMC development. The partnership is providing insights into how the Actionaid can also support institutionalisation of SBMCs in project communities and later scale-up in Sokoto state. The meeting was at the instance of Actionaid based on the following reasons;
- In Sokoto state, the outcome of ESSPIN's system strengthening support to UBEC was evident through the Sokoto State SBMC policy guidelines which the State required Actionaid to work with. Actionaid indicated that the state SBMC guidelines will be due for revision next year and expressed commitment to supporting the process and hopefully through to legislation.
 - Actionaid is planning to undertake a study visit to Kwara state to learn from the SUBEB Social Mobilisation Department/ESSPIN and Civil Society how SBMC and the larger communities are working successfully. The decision was informed by assessing other states where they have worked on a project including Kwara state. They found that Kwara state excelled after project evaluation was attributed to its strong community/SBMC involvement within project communities.

- Actionaid indicated interest to work with ESSPIN to get the UBEC move the revised UBE Act to the next level.
- Actionaid is interested in partnering with ESSPIN and UNICEF on other planned system strengthening work on SBMC development (Mentoring and monitoring revision and the planned national conference)

108. As other partners join to support UBEC and states on SBMC development there is a growing demand for SBMC Master Trainers trained in ESSPIN supported states. This can be seen in the following:

- Kaduna State SBMC Master Trainers recommended by ESSPIN to UNICEF are now serving as resource persons to UNICEF GEP3 states.
- Through UNICEF, Yobe state SUBEB contacted Kaduna SUBEB and requested for Kaduna state Master trainers to provide technical support on SBMC training and development. This request has been granted by Kaduna SUBEB to Yobe state on SBMC training by two Master trainers using the ESSPIN/UBEC approach.
- Civil Society Organisations initially engaged by ESSPIN and now with experienced personnel have been invited to support SBMC development training in replication states.
- UNESCO has also joined the list of partners engaging with the ESSPIN supported SBMC Guidebooks as a resource in developing a Center –Based Management Committee Guidebook for its literacy and non-formal education center management.

109. ESSPIN’s partnership continued with Oando Foundation with a view to strengthening the Foundation’s ‘Adopt a School’ Initiative on SBMC development. Oando Foundation requested for ESSPIN SBMC documentation (tools and methodology) for adoption in their project states leveraging on ESSPIN successes; access to contact details of CSOs working in states where we overlap (Lagos, Kaduna and Enugu) to provide support on community engagement and capacity development to enable the foundation to follow up. Peer learning options have been explored between ESSPIN supported states and with Oando Foundation’s beneficiaries.

110. 57 CSOs implemented planned consolidation tranche three activities across the six supported states in partnership with the social mobilisation department in this quarter. They received orientation workshops on the technical content of tranche three prior to implementation. These activities included the following as per the Consolidation Strategy: mentoring and monitoring support to schools and SBMCs at school level to disseminate and adopt Children’s Child Protection Charters now developed in the six supported states;

cluster level trainings for women SBMC committee's members to enhance women's participation and voice in school improvement; LGEA SBMC forums bringing together a wide range of education stakeholders to discuss priority issues identified by SBMCs; Completing the CSO issue based participatory research reports for advocacy; and the actual delivery of planned advocacy events at state level by the 57 CSOs in partnership with media, State House of Assembly, CSACEFA and other networks within the state.

111. Reports of tranche two consolidation activities were received from the CSOs both financial and technical which facilitated the disbursement of tranche 3 consolidation activities. As a result of training received by the CSOs on financial management by the Deputy Finance Manager and the state Finance Officers, significant improvements on retirement and requests for the 3rd tranche were observed. It is notable that the capacity of the CSOs contracted by ESSPIN has greatly improved since inception particularly on technical narrative report and case-study-writing as well as provision of financial reports.

Protecting children across all six states

112. All states now have in place children Charters for ensuring that children are safe and protected by the school and communities. Children are sensitized through the consolidation work on what children can expect from their school and community with regard to their safety and protection. They know what it means to be safe in school and community, to learn without fear and in a safe learning environment. Children Charters developed in partnership with states will be printed and disseminated to consolidation schools in the first instance and later, government will roll it out to all schools.

Inclusive education and gender

ESSPIN team efforts have continued to take place at several levels – with MoE/SUBEB (policy, reforms and planning), with local authorities at district level (strengthening systems, building capacity and targeting planning), with individual schools (implementing the school improvement plans), with families and communities (working with SBMCs and CSOs), and with children themselves (actively engaging with children committees). The emphasis placed on each of these levels always depended on the local political, social, economic and cultural context. The key activates for this quarter included:

- Regular meetings with Inclusive Education Committees to lobby on implementation of the Inclusive Education Policy Frameworks
- The Strategy to implement Inclusive Education has been sent for approval to the Honourable Commissioner of Education in Jigawa state
- Sustained awareness raising especially at the SUBEB, MOE and LGEA level
- Targeting sustainability aspects by assigning a consultant to follow up in the states with the work commencing during the next quarter

Global Partnership for Education

113. 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. At the end of the quarter, only Kano State had held its official launch. It was a well attended event with full endorsement by the Executive Governor. ESSPIN provided further support to developing balanced and credible NIPEP Workplans that will, as much as possible, prioritise SIP components and activities.

Girls education initiatives

114. The Kano Summer Camp Academy (SCA) program is supporting the transition of and retention of girls into Junior Secondary Schools. The second round of the training was conducted during this quarter where 10,648 girls from primary 5 and 6 participated. The program worked towards increasing girls' academic performance in literacy and numeracy preparing them for transition into JSS. A second round of training to was delivered to 372 trainers (teachers) prior to the commencement of the SCA with the support of 49 SSIT members with a revised curriculum building on the lessons learned from the first round of the training. High level structures are in place to give legitimacy to the intervention whilst quality assuring all the various stages of the implementation. Oversights and coordination by Kano state government officials from the SUBEB chairman, board members, technical implementing committee, deployment of security officers to the centres by government and community are pointers to state commitment to actualize this SCA pilot.

115. In Jigawa, SUBEB supported the Girls education program roll out during this quarter. From the initial 48 pilot schools the Girls Education Initiative is now covering a total of 330 schools in all the 27 LGAs. The schools selected have a very low enrolment of girls, therefore plans have been put in place to increase awareness through the SBMCs and the work will be closely monitored by the Gender Officers in each LGA. SUBEB is rolling out most of the elements of the ESSPIN model such as working closely with communities, providing school uniform and sanitary pads to encourage girls' enrolment and retention.

116. Additionally in Jigawa, the pilot girls' sports initiative is making good progress too. The programme hopes that sports for all children will make schools more friendly and stimulating learning environments which will positively impact on improving access, retention and transition of girls in schools. During this quarter, progress made includes:

- Growing interest by state and parents is resulting to change in attitude towards girls sports as State sport team from the education sector lead 30 girls to Akwa Ibom at the end of March 2016 for the (postponed) 2015 national school game finals.
- the Girls Education Working Group in Jigawa, with support from ESSPIN, taking the lead in promoting sports for girls in schools. Incorporating girls' sports into the

school sports calendars is a key aim. Alongside this, an advocacy strategy is implemented using existing structures (SBMCs, SSOs, SMOs) to discuss the benefits of sports for girls with school and community leaders, parents and children.

- A sport harmonized calendar for the state developed is now been implemented in partnership with SUBEB. Efforts are being made towards building partnerships with state actors, such as the Sports Council and the Ministry of Women Affairs and development partners amongst other private sectors for sponsorship.

Sustainable infrastructure maintenance

117. A final round of stakeholder workshops with regards to the infrastructure programme is in process and will continue into the second quarter of this year. The aim of the workshops is to ensure that maintenance schedules are in place in all States and that stakeholders are fully aware of their roles and responsibilities post ESSPIN. The maintenance programme undertaken during ESSPIN's extension phase has been particularly successful in ensuring that the facilities installed at schools continue to be in good working order and that school communities are actively involved in their upkeep. This is in marked contrast to other programmes where no maintenance work has been allowed for and as a result facilities are no longer working or in a poor state of repair.

Learning and Evidence

National Education Data Survey

118. The 2015 National Education Survey Data was disseminated this quarter. The results show that the numbers of children attending schools is increasing, yet participation in the lowest economic quintile is still low. The national total literacy rate fell from 52% in 2010 to 47% in 2015. It should be noted that a child was judged as literate if they could read one of three words presented in English or one of three national languages. This finding seems to corroborate what was found in the composite surveys; that on the whole levels of learning in Nigeria are declining. Further analysis of the NEDS data will be undertaken in the next quarter.

Composite Survey 3

119. States have been notified with regards to Composite Survey 3, which is due to be conducted in the second quarter. State co-ordinators have been selected and are in the process of being trained. Data collectors have been nominated by States and these will be vetted and selected before their training begins in April. It has been emphasised to the survey team that it is particularly important that when presenting their results these are set in the current context, one where for over the last year and a half, resources for school and teacher development have been scarce to non-existent.

Classroom observations

120. In this quarter we conducted a series of classroom observation studies focusing on teachers' use of ESSPIN supported and developed literacy and numeracy lesson plans. The classroom observations were conducted in six public urban and semi-urban primary schools across Jigawa, Kaduna and Kano States. The study evaluates how effectively teachers are using the lesson plans to deliver lessons, and the impact this has on teaching methods and pupil participation. The study also explores language use in the classroom and considers the teachers' use of language used to deliver the lesson, and gender participation is briefly examined. The report will be available next quarter.

Qualitative study on Inclusive education:

121. Research has commenced this quarter in two states, Kaduna and Kano, and will be completed in all the ESSPIN supported states during the next quarter to undertake a qualitative analysis of the scale of change and impact of the Inclusive Education aspects of ESSPIN's work, particularly around marginalised groups including disability, gender and ethnicity. It was designed to investigate what approaches delivered the most change, and how, according to the children, teachers, parents, officials and civil society representatives involved. This will produce learning to inform future efforts to promote inclusive education in Nigeria. This assignment will be based on mostly qualitative data, collected through desk review and participatory school and stakeholder visits. The report will highlight what has been achieved at the level of outcome and impact, what has worked and changed and why, the challenges and lessons learned. This information will complement quantitative data collected in ESSPIN's third Composite Survey.

SBMC resource mobilization validation study:

122. During the reporting period ESSPIN commissioned a validation study on SBMC resource mobilization with a view to validating and documenting the information collected by SMOs on community contributions to school improvement. Progress on this included:

- Study design and framework development with consultants mobilized for the study. Pilot was undertaken in 2 states (Kano and Lagos) to test the tools and make meaningful adjustments as appropriate prior to the main study
- Field enumerators (26) were engaged for the assignment across the 6 states to implement the field work in 214 sampled school communities.
- Field work, data entry, cleaning and checking now completed.
- Report writing now on going with plans for state dissemination during the next quarter.

Communications and Knowledge Management

123. Our online activity included publishing three programme reports and six case studies. On Twitter, @ESSPINUKAID had 212 visitors, 20 mentions and reached 5,460 people. On Facebook ESSPIN made 5 posts and reached 3,318 people.
124. The ESSPIN website generated over 100,000 hits in the quarter with visitors from 61 countries. The top ten visitor countries are United States of America, Nigeria, France, China, Great Britain, Russian Federation, Germany, Romania, Israel and South Korea. In all 73,737 materials were downloaded from the website from January to March 2016.
125. Thirteen episodes of the Learning Outcome Benchmark radio Series were broadcast on radio through Royal FM 95.1 to a listenership of about 900,000 within Kwara state. Lagos broadcast 13 episodes of “Eko Lagba”. We also completed the production and broadcast of 13 episodes of “The Journey So Far” radio series in Enugu.
126. Film production work is going strong. In Lagos and Enugu, we are producing a short knowledge management video highlighting the programme’s achievements. An audio version is also being produced for podcast. During this quarter, we completed distribution of the illustrative classroom training video for the south was completed in Kwara and Lagos states, Enugu state’s distribution is scheduled for next quarter. The films shows different aspects of quality good classroom practice to serve as reference materials to teachers who attend trainings and those who do not.

Annex 1: Quarter 5 Milestone Deliverables, Jan- Mar 2016

Output	Deliverable	Weight	RAG status	Evidence	Y/N	Comments
1	Draft National MLA Policy finalised for presentation to 2016 Joint Consultative Committee on Education (JCCE)	10%	G	Draft National MLA Policy	Y	This milestone has been fully achieved. A report on this deliverable has also been submitted along with the draft MLA policy
2	Enumeration for 2015/16 Annual School Census completed in at least 4 states	15%	G	ASC Progress report	Y	This milestone was exceeded. Enumeration was completed in all states except Lagos.
3	Headteacher Training Implementation Manual produced in collaboration with TDP and GEP3 as part of the knowledge management element of ESSPIN's Sustainability Plan	40%	G	HT Training Manual	Y	This milestone was exceeded. The head teacher training manual was prepared. In addition a head teacher handbook serving as a day to day reference point was also developed.
4	15,485 children in pastoralist nomadic communities receive basic education through the Jigawa community education project	25%	G	Project Progress report	Y	This milestone was exceeded. 16,232 learners (8,559 Boys and 7,673 Girls) reached and benefitted from improved basic education in 90 Community Nomadic Schools supported under CEI consolidation work.
5	ESSPIN Logframe updated to bring 2016 targets in line with 2015 achievements	10%	G	Updated logframe	Y	This milestone is achieved. Targets were reset and data from NEDS 2015 was added too.

Progress and issues for the quarter

The Ministerial MLA Committee with ESSPIN's successfully completed its assignment and submitted a Draft National Framework for Monitoring Learning Achievement (MLA) in Nigeria to the Federal Ministry of Education. The Draft National Framework has been updated to a Draft National Policy and Implementation Framework for Monitoring of Learning Achievement (MLA) In Nigeria following a stakeholders' review workshop organised by the Federal Ministry of Education with support from ESSPIN. The Draft National MLA Policy Framework was further reviewed at a 2-day validation workshop. Representatives of FME, the Universal Basic Education Commission (UBEC), Nigerian Educational Research & Development Council (NERDC), USAID, World Bank, UNICEF, British Council and UNICEF were in attendance. The Final Draft National MLA Policy Framework is to be submitted to the Federal Ministry of Education on May 16, 2016 for onward submission to 2016 JCCE.

The Annual School Census enumeration was successfully completed in five of the six states. Lagos is still to release funds. The Deputy Governor/HC has committed to funding the exercise but has so far failed to come through. SUBEB and MOE are wary of being accused of working behind her back so have been reluctant to execute the ASC workplan. Political engagement on this is continuing.

ESSPIN led the development of the HR training manual. Throughout the period meetings were held with UNICEF and TDP and their feedback was incorporated into both products. All agreed the collaboration had been successful and further collaboration is expected as training commences.

The Community Nomadic Education Programme has some real successes so far- 16,232 learners (8,559 Boys and 7,673 Girls) reached and benefitted from improved basic education in 90 Community Nomadic Schools supported under CEI consolidation work; ECCDE centres established and operational in 40 Phase 1 Community Nomadic Schools with an enrolment of 1,227 pupils (614 Boys and 613 Girls); Furniture and mats worth N4,192,200.00 procured and distributed to 90 Community Nomadic Schools on CEI Consolidation work from 2015 – 2016 by Jigawa State Agency for Nomadic Education; and School Support Committees are operational in 90 Community Nomadic Schools and mobilised various resources (teaching and learning materials, Community Volunteer Teachers, land for school expansion) to support teaching and learning activities in their respective schools. Challenges of insufficient teachers, supervision and funds still remain though.

The ESSPIN logframe was updated. Targets for 2016 were reset where they had been exceeded in 2015. At LGEA level targets were kept the same. The 2015 self-assessment was the first time states had undertaken the exercise and so we expect the quality of the assessment to improve in 2016 which will make the scores more reliable.

DFID review of deliverables

DFID discussed the deliverables at the PMC. The deliverables were agreed as met, the focus of the discussions were on the "so what" and "what next" in relation to the final months of the ESSPIN Programme and uptake/traction from Federal and states in each area (see minutes from PMC of 17th May 2016). Regarding the next quarter deliverables, DFID did not agree to amend the wording of Deliverables 3.8a and 3.8b (the Lesson Plan deliverables) for the next quarter. ESSPIN is advised to clearly set out what has and has not been achieved and declare the % of LPs completed and in use at the time of the next PMC. Follow up discussions will then be had between DFID and the Programme as part of normal quarterly discussions approving all or part of the deliverable, based on the evidence presented. DFID agreed to a change to Deliverable 5.8 - which was agreed as "Draft Project Closure Plan".

Next quarter's deliverables (Apr –Jun 2016)		Issues/risks and mitigation
1.8	Updated National QA Handbook and Evaluation Schedule printed and distributed to MoEs and SUBEBs in 36 states and the FCT through FIS	The QA handbook has been drafted and is undergoing editing. It will then be sent for printing. According to the printers, we may not receive the printed copies until late June which would mean that we are unable to distribute to the states until July.
2.8	Validation Survey on the 2015/16 Annual School Census conducted in conjunction with EDOREN and UNICEF	This is a joint piece of work with NEMIS, UNICEF and EDOREN. We are therefore dependent on their input. The study will be conducted by ADEA.
3.8	a. Grade 4-5 Literacy & Numeracy Lesson Plans with some state specific variations distributed and in use in at least 4 states (20%) b. Grade 1-3 LPs available and in use in all states (20%)	a. The lesson plans are mostly finished and distributed. The final ones are with the printers and are expected to be finalised this quarter. b. Due to the teachers' strikes in Kwara earlier this year, the photography for the last lesson plan booklets for literacy and numeracy was delayed. We anticipate that the remaining LPs will be submitted to the printers this quarter, however would not be with states.
4.8	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 is on track.

<p>5.8</p>	<p>a. Special political engagement meeting with State Commissioners and SUBEB Chairs showcasing achievements and best practice around states held (5%)</p> <p>A draft closure plan for ESSPIN</p>	<p>a. This deliverable is on track. A special meeting was held in April.</p> <p>b. This deliverable was amended and is on track.</p>
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