

# Education Sector Support Programme in Nigeria (ESSPIN)

## 31<sup>st</sup> Quarterly Report

April - June 2016

Report Number: ESSPIN 077

**esspin**

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Support Programme  
in Nigeria



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### Scope of Checking

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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
RUWASA	Rural Water and Sanitation Agencies
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



## Overview: Programme Implementation

### Introduction

1. As we move into the final months of the programme and we continue to implement our sustainability plan, Building Lasting Change, we have restructured our quarterly report in line with its four pillars:
  - Developing capacity at state and LGEA level
  - Improving evidence and learning for school improvement
  - Leveraging government resources through political engagement
  - Building other partnerships that support school improvement
2. As we work to consolidate ESSPIN initiatives over the coming weeks, we still remain flexible and focused on the needs of our partners. This quarter saw a number of personnel changes in many of our partner states from Commissioners and SUBEB chairs to SIP personnel. We are working closely with new colleagues to introduce the programme, its successes and its challenges. We have been through several similar cycles in the past. It is notable this time that there is a depth of understanding amongst the remaining officials which means that quality of schooling, learning outcomes and equitable inclusion are front and centre in these interactions with incoming leaders and change agents. This understanding is a critical buffer against the current economic decline for consolidation of education reform activities. Work has intensified on knowledge management too as we work together with states to consider how best to store data, reports and resources relating to the programme and sector in general.
3. As in the previous quarters, co-financing resources are limited as there are competing demands for the basic education budget. ESSPIN has continued work on further embedding the school improvement programme within the LGEAs and advocating sustained funding and support visits.
4. ESSPIN also faces budgetary challenges for the final programme year<sup>1</sup> and is expecting a shortfall of over £370,000, due to other commitments by DFID in Nigeria and beyond. This will have an impact on the level of support that the team is able to provide to states. Despite this challenge, ESSPIN will maintain a focus on delivering high quality technical support and deliverables. Where necessary we will discuss prioritisation of results with DFID.

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<sup>1</sup> Programme Year 9 is actually only six months, Aug 2016 to Jan 2017 inclusive, meaning there is little room for manoeuvre

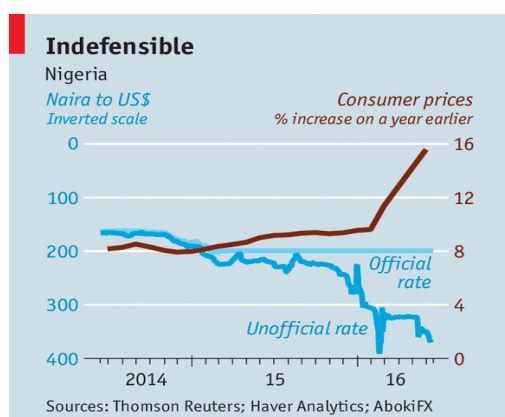
**Table 1: Some highlights this quarter**

- ESSPIN has leveraged a total of £20m, £254,000 in the current quarter, despite challenging financial circumstances, in government direct funding for the School Improvement Programme
- ESSPIN’s work on water and sanitation facilities concluded this quarter. All maintenance will now be handled by SUBEBs and RUWASAs. 98% of the facilities installed by ESSPIN are reported to be in good working order- due to the proper facilities maintenance programme
- Community contribution validation study found that communities had contributed more than GBP1m to schools.

### Political and economic environment

5. The Federal Government is finding its official pegging, in 2015, of the value of the Naira to the dollar (N197/\$) to be counterproductive. The peg policy, an interim response to the global decline in oil prices in early 2015, has produced severe shortages of hard currency in the system and, more or less, crippled the economy. Consumer products in the country rely on imports. The Central Bank’s decision to peg the naira to dollar exchange rate at N197/\$ and narrow the circulation of foreign exchange drastically reduced the amount of hard currency available to importers. The black market, averaging as high as N370/\$ in June, has become the main source of foreign exchange to importers who need to carry on business. Annual inflation has soared to an all-time high of 16.5% as a result.

**Figure 1: Naira to dollar exchange rate and impact on consumer prices**



6. The economy has shrunk significantly over the last 12 months (GDP dropped for the first time in over a decade) as a result. Slump in foreign reserves, withdrawal by foreign investors, loss of jobs, non-payment of wages, revival of the debate around what the minimum wage should be, and sky-rocketed consumer costs have been some immediate consequences. To add to the financial confusion, the CBN’s restriction on movement of foreign exchange meant that some international businesses accruing income in Nigeria could not take money out of the country. For example, some airlines could not move proceeds from ticket sales and have

stopped flying into Nigeria in recent months. While the CBN peg on the value of the Naira is reported to have been removed, the effects of the removal are not yet apparent and Nigeria will continue to be a challenging environment for doing business in the foreseeable future.

7. Amidst the economic uncertainty, the National Home Grown School Feeding (HGSF) Programme, a manifesto commitment of the ruling APC party, was officially launched by the Vice President. The HGSF is conceived as part of a N500 billion Social Investment Programme to address poverty, education and health issues, and will aim to feed 24 million children. A Sourcebook was also launched at the event, implementation experiences to date shared by the Governors of Osun and Kaduna States, and a strategic plan for coordinating across federal, state and local governments presented. The objectives of increasing school enrolment and completion, improving child nutrition, strengthening local economies and creating employment opportunities are relevant. However, the real challenge, yet to be clarified in a transparent and accountable way, is predictable funding and how the programme's scale of ambition will be sustained. The risk that HGSF will crowd out investment in school improvement is already being felt, as shown in paragraph 16 below.
8. Table 2 summarises key political economy updates across the ESSPIN partner states, with more detailed information contained in state reports section.

**Table 2: Political economy update by state**

State	PE highlights
Enugu	<ul style="list-style-type: none"> <li>• The Executive Governor constituted a new board for SUBEB with the appointment of a former PDP chairman, Chief Ikeje Asogwa, as new SUBEB Chair. Two previous board members, Mrs Ekwutosi Ngwu (Member 3) and Mrs. Bernadine Ezengwu (Member 4), were retained. Member 3 who was leading the work on training of teachers is now in charge of human resources while member 4 is still in charge of quality assurance.</li> <li>• The March 2016 UBEC report shows that Enugu State Universal Basic Education Board received its matching grant of N876.8m for construction and renovation of school infrastructure across the State.</li> <li>• The newly appointed Chairman of SUBEB released N4m to conduct school evaluations for 119 schools in Udenu Local Government Area, in the absence of the 2014/15 UBEC TPD fund yet to be accessed.</li> <li>• ESSPIN facilitated a successful lessons sharing event at the beginning of June which proved to be a timely induction programme for the new board of SUBEB.</li> </ul>
Jigawa	<ul style="list-style-type: none"> <li>• School Improvement Programme (SIP) activities were seriously affected during the quarter under review. The ASU joint account managed by ESSPIN &amp; SUBEB since 2012 to protect implementation funds was reviewed by the Executive Governor. All necessary paperwork around the account was satisfactorily tendered and explained to His Excellency. Regrettably, all training activities were suspended during this period.</li> <li>• The HC developed and disseminated a Change Agenda for reforming the education sector in the state, with emphasis on teacher professional development. A study tour to Ghana under the auspices of TDP and involving</li> </ul>

State	PE highlights
	<p>the HC, Chair SUBEB, DG SEIMU and ASU Coordinator was useful in this regard.</p> <ul style="list-style-type: none"> <li>• The second round of LGEA Self- Assessment workshops was conducted in June 2016. It involved participants from the 27 LGEAs as well as the Ministry, SUBEB and CSOs. Assessment of ESSPIN impact at LGEA level is an important preparation for sustainability.</li> </ul>
Kaduna	<ul style="list-style-type: none"> <li>• A key cabinet shuffle resulted in the posting of a new Commissioner to the Education Ministry. He is Professor Jonathan Andrew Nok, transferred from the Health Ministry where he still has oversight responsibilities. The Government also announced the appointment of a new SUBEB Chairman - Alhaji Nasir Umar and PM 1 and 2 (names not yet known).</li> <li>• State approved funds have not yet been released for school improvement activities, but the Honourable Commissioner has set the process in motion to ensure that funds are released and utilised within the current operational year.</li> </ul>
Kano	<ul style="list-style-type: none"> <li>• Political tension between the incumbent and previous administration has carried on thereby increasing the threats of political thuggery, kidnappings, robbery and other crimes across the state.</li> <li>• The Secretary to the State Government, considered a loyalist to the previous administration, has been relieved of his post.</li> <li>• Implementation of the 2016 budget (N274.8b) has been very slow given the declining economic and financial situation of the country. FAAC allocation to states of the Federation has reduced considerably with negative consequences for projected activities in the state. For instance, Kano State was only able to receive 69% its FAAC allocation for the first quarter.</li> <li>• Implementation of the education sector budget (N54.6b), notwithstanding its priority rank, is suffering the same fate as other sectors. For instance, only 7% of the total 13% released to the sector went to basic education in the first quarter. Releases in the second quarter have also been challenging and slow in coming.</li> <li>• Available funds for capital project implementation are severely limited and there is little left after payment of salaries and overhead expenses.</li> <li>• In spite of the economically constrained environment, some education activities are still on going with the support of ESSPIN, Global Partnership for Education (GPE) and other development partners.</li> </ul>
Kwara	<ul style="list-style-type: none"> <li>• ESSPIN made two visits to the State Assembly, the first at the invitation of the House Committee on Education. ESSPIN supported the Ministry to share with the legislators the ESSPIN journey so far and how the state can raise and maintain the quality of education.</li> <li>• The IGR base of the state is improving gradually and this is positively affecting the financial status of the state. However, growth is not yet substantial enough to address the issue of non-payment of teachers' salaries and schools remain under lock and key. Due to non –payment of teachers' salaries, there has been persistent teacher absenteeism in schools leading to severe loss of instructional time.</li> <li>• UBEC released N60m as first tranche of its TPD Funds for 2015. Areas identified in the allocations include professional development and training of teachers at the basic level, Jolly Phonics, training of ECCDE teachers, training of teachers in Science and Mathematics and training of Quality Assurance officers.</li> </ul>
Lagos	<ul style="list-style-type: none"> <li>• Lagos State is bucking the national trend in ensuring that civil servants have</li> </ul>

State	PE highlights
	<p>continued to enjoy regular and prompt payment of their salaries.</p> <ul style="list-style-type: none"> <li>The dual role of Dr Adebule as Executive Deputy Governor and Honourable Commissioner, while raising the profile of the education sector, is resulting in protracted decision making. A good example is the conduct of the 2015-16 Annual School Census that could not go ahead because funding and sign-off was not promptly received from Her Excellency.</li> </ul>

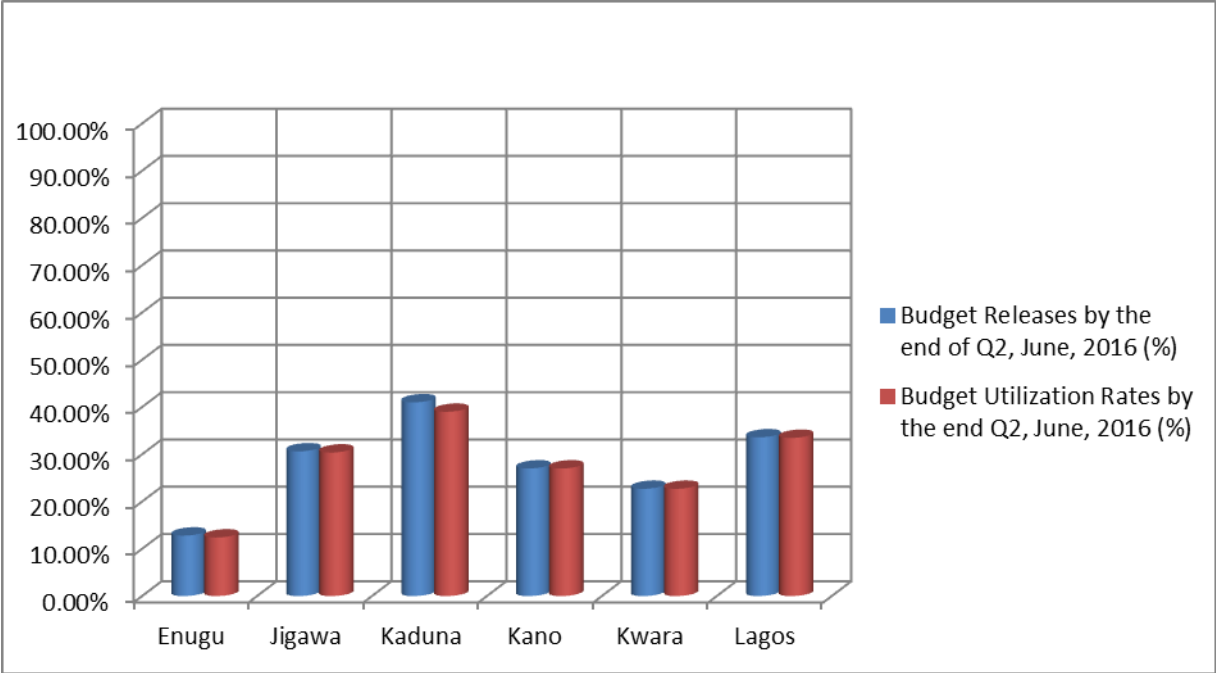
### State Budget performance

9. Table 3 and Figure 2 summarise the state budget release and utilisation for quarter 2 in 2016.
10. By the end of the second quarter, all states were behind in budget releases and utilisation. Kaduna is still leading in terms of release and utilisation, yet the SUBEB allocations for the year to date remain extremely low at just 4%. Kano SUBEB has released just 3% of its budget for 2016. Lagos has released the highest proportion to basic education at 33%. As last quarter, low releases and utilisation of SUBEB budgets is a serious concern for the programme and the states' ability to keep building lasting change once ESSPIN finishes towards the end of the year.

Table 3: 2016 State Budget Performance Summary for Quarter 2

		Quarter 2 (April – June)		
		Year allocation	Budget release (%)	Budget utilisation (%)
Benchmark		NGN	50%	50%
Enugu	All Edu	31,480,710,230	13%	12%
	SUBEB	1,266,004,412	15%	15%
Jigawa	All Edu	43,620,432,000	31%	30%
	SUBEB	6,794,367,000	16%	16%
Kaduna	All Edu	21,907,125,853	41%	39%
	SUBEB	3,228,736,000	4%	4%
Kano	All Edu	54,512,050,017	27%	27%
	SUBEB	4,452,068,515	3%	3%
Kwara	All Edu	13,627,887,487	23%	23%
	SUBEB	524,429,091	7%	7%
Lagos	All Edu	84,618,049,565	34%	33%
	SUBEB	2,036,258,238	32%	32%
All States	All Edu	249,766,255,152	29%	29%
	SUBEB	18,301,863,256	12%	12%

Figure 2: State 2016 2nd Quarter Budget Releases and Utilisation



## Personnel changes

11. We were saddened to hear of the passing of the Permanent Secretary, Kano Ministry of Education, Science and Technology, Ibrahim Gazawa (RIP). Danlami Garba, the former DPRS, MoEST, has been confirmed as the new Permanent Secretary.
12. There were significant changes in the education sector in four ESSPIN-supported states. In Enugu, the Governor constituted a new board for SUBEB with the appointment of a former PDP chairman as the new Board chairman, Chief Ikeje Asogwa. In Kaduna, Professor Jonathan Andrew Nok was appointed as Education Commissioner. The Government also announced the appointment of a SUBEB Chairman, Alhaji Nasir Umar, and two permanent members (PM 1 and PM 2) whose names have not yet been revealed. The Director of Planning, Research and Statistics of the Ministry of Education, Shehu Raubilu, has been transferred to the office of the Head of Service, along with three other Directors, but without portfolio. His erstwhile deputy, Ubale Salisu, is now the Acting Director. In Kano, SUBEB experienced changes of two directors and one retirement. The Director of Personnel Management and Director of Finance have been redeployed and replaced by Sanni Mohammed and Musbau Baba respectively. The Director Planning, Research and Statistics (DPRS) retired and the deputy has taken up in acting capacity. Finally, in Lagos the Director, Policy, Planning, Research and Statistics department, Ministry of Education retired in June 2016.
13. The GPE programme also saw personnel changes in each of the three states. In Jigawa the coordinator retired, a successor is to be appointed. In Kaduna, the Director Schools, Dahuru Musa Anchau, is now the coordinator of the GPE programme. In Kano, a new coordinator will be appointed following the promotion of the former coordinator to Permanent Secretary.
14. In ESSPIN, Simeon Ogbonna, previously STL in Enugu was appointed as Assistant Programme Manager. He will be based in Jigawa providing support to Jigawa, Kano and Kaduna and also acting as ESSPIN's point person for the GPE programme. Christabel Omolade is now acting STL for Enugu.

## Key numbers for April to June 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 4: Key numbers table

Key results by state	PERIOD ACTUAL							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
<b>Number of target schools (public)</b>														
Primary	15,395	1,223	1563	4,225	5,842	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
<b>Number of learners in target schools (public)</b>														
Male	2,997,214	150,256	312524	658,059	1,455,054	176,199	245,122	2,997,214	150,256	312524	658,059	1,455,054	176,199	245,122
Female	2,799,565	145,245	234745	572,943	1,421,313	173,123	252,196	2,799,565	145,245	234745	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
<b>Number of target schools (non-state)</b>														
	722	0	180	222	320	0	0	908	186	180	222	320	0	0
<b>Number of learners in target schools (non-state)</b>														
Male	27,981	0	8447	9,238	10,296	0	0	51,313	23,332	8447	9,238	10,296	0	0
Female	20,823	0	7225	4,353	9,245	0	0	43,825	23,002	7225	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
<b>Children accessing water from new units</b>														
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	9890	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
<b>Communities (at 300 Households [avg] per unit) in Kaduna only</b>														
	0	0	0	0	0	0	0	27,600	0	0	27,600	0	0	0
<b>Girls with access to separate toilets</b>														
	0	0	0	0	0	0	0	80,206	6,540	10128	11,360	41,007	9,565	1,606
<b>Learners benefiting from new/renovated classrooms</b>														
Male	0	0	0	0	0	0	0	68,656	10,715	1776	734	32,478	16,989	5,964
Female	0	0	0	0	0	0	0	62,925	9,685	1184	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



<b>Key results</b>	PERIOD ACTUAL								CUMULATIVE ACTUAL TO DATE						
<b>Learners benefiting from direct school funding</b>															
Male	0	0	0	0	0	0	0	0	657,894	150,256	102124	28,313	334,385	17,747	25,069
Female	0	0	0	0	0	0	0	0	592,620	145,245	77040	24,119	304,083	16,289	25,844
Total	0	0	0	0	0	0	0	0	1,250,514	295,501	179,164	52,432	638,468	34,036	50,913
<b>Community sensitised/trained and supported to support school improvement - Persons Training Day(PTDs)</b>															
Male	87,175	5,221	0	56,884	326	21,840	2,904		871,641	42,134	79,087	343,452	242,407	142,289	22,272
Female	35,824	3,729	0	24,674	63	3,905	3,453		477,222	34,626	24,387	166,381	137,779	98,846	15,203
Total	122,999	8,950	0	81,558	389	25,745	6,357		1,348,863	76,760	103,474	509,833	380,186	241,135	37,475
<b>Community sensitised/trained and supported to support school improvement - Actual Numbers</b>															
Male	58,733	5,221	0	28,442	326	21,840	2,904		214,498	27,661	42510	28,442	40,768	55,749	19,368
Female	23,487	3,729	0	12,337	63	3,905	3,453		133,162	21,247	11880	12,337	29,063	46,885	11,750
Total	82,220	8,950	0	40,779	389	25,745	6,357		347,660	48,908	54,390	40,779	69,831	102,634	31,118
<b>CSO members trained to support school improvements - Person Training Days (PTDs)</b>															
Male	324	36	16	194	22	20	36		11,011	788	1339	2265	5239	769	611
Female	195	60	4	86	4	17	24		5,789	1187	730	1002	1330	1019	521
Total	519	96	20	280	26	37	60		16,800	1,975	2,069	3,267	6,569	1,788	1,132
<b>CSO members trained to support school improvements - Actual numbers</b>															
Male	167	6	16	97	22	17	9		1404	46	481	97	510	170	100
Female	87	10	4	43	4	13	13		708	64	137	43	133	221	110
Total	254	16	20	140	26	30	22		2,112	110	618	140	643	391	210
<b>Safe spaces for women and children</b>															
	0	0	0	0	0	0	0		23,052	1,252	2004	3,790	10,322	3,612	2,072
<b>Female learners benefiting from cash conditional transfer (Kano)</b>															
	0	0	0	0	0	0	0		11,050	0	0	0	11,050	0	0

<b>Key results</b>	PERIOD ACTUAL							CUMULATIVE ACTUAL TO DATE						
<b>Additional girls in school (girl education project - Jigawa &amp; Kaduna)</b>	0	0	0	0	0	0	0	12,647	0	9718	2,929	0	0	0
<b>Teachers trained and supported (Public Schools) - Person Training Days (PTDs)</b>														
Male	17,271	1,461	0	0	13,910	1,896	4	971,403	18,878	191,510	96,001	371,672	248,456	44,886
Female	17,326	11,847	0	0	4,192	1,266	21	820,627	154,318	34,352	90,807	103,261	332,978	104,911
Total	34,597	13,308	0	0	18,102	3,162	25	1,792,030	173,196	225,862	186,808	474,933	581,434	149,797
<b>Teachers trained and supported (Public Schools) - Actual number</b>														
Male	8,069	478	0	0	6955	632	4	113,627	487	20938	16,646	59,002	14,242	2,312
Female	6,488	3,949	0	0	2096	422	21	51,265	3,949	3277	16,292	9,300	10,651	7,796
Total	14,557	4,427	0	0	9,051	1,054	25	164,892	4,436	24,215	32,938	68,302	24,893	10,108
<b>Teachers trained and supported (non-state Schools) - Person Training Days (PTDs)</b>														
Male	84	0	0	0	84	0	0	37,413	1,364	5674	11,643	18,732	0	0
Female	87	0	0	0	87	0	0	34,265	16,379	1389	6,653	9,844	0	0
Total	171	0	0	0	171	0	0	71,678	17,743	7,063	18,296	28,576	0	0
<b>Teachers trained and supported (non-state schools) - Actual number</b>														
Male	28	0	0	0	28	0	0	1602	98	438	174	892	0	0
Female	29	0	0	0	29	0	0	1,899	1,440	99	122	238	0	0
Total	57	0	0	0	57	0	0	3501	1538	537	296	1130	0	0
<b>Head teachers trained and supported (public schools) - Person training days (PTDs)</b>														
Male	15,857	3,612	0	0	11,464	779	2	614,261	24,242	58,340	163,356	318,884	39,167	10,272
Female	5,122	3,726	0	0	220	1,168	8	177,597	27,684	1,260	53,886	14,257	48,363	32,147
Total	20,979	7,338	0	0	11,684	1,947	10	791,858	51,926	59,600	217,242	333,141	87,530	42,419
<b>Head teachers trained and supported (public schools) - Actual numbers</b>														
Male	7,115	602	0	0	5732	779	2	15,705	602	3589	3,285	5732	2,254	243

Key results	PERIOD ACTUAL							CUMULATIVE ACTUAL TO DATE						
	Female	1,907	621	0	0	110	1,168	8	4,090	621	40	1,046	110	1,507
Total	9,022	1,223	0	0	5,842	1,947	10	19,795	1,223	3,629	4,331	5,842	3,761	1,009
<b>Head teachers trained and supported (non-state, Enugu only) - Person training days (PTDs)</b>														
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
<b>Head teachers trained and supported (non-state, Enugu only) - Actual Number</b>														
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
<b>State/LGEA officials trained to support school improvement - Persons Training Days (PTDs)</b>														
Male	10,541	2,140	619	1,861	4,582	753	586	298,997	19,312	25,521	89,637	135,815	20,385	8,327
Female	5,181	3,229	66	574	343	630	339	120,349	26,912	4,517	44,412	23,661	11,150	9,697
Total	15,722	5,369	685	2,435	4,925	1,383	925	419,346	46,224	30,038	134,049	159,476	31,535	18,024
<b>State/LGEA officials trained to support school improvement - Actual Number</b>														
Male	5,485	823	370	713	2,589	489	501	30,685	377	5761	6673	13955	2080	1839
Female	2,167	1,013	58	224	172	366	334	11,485	617	1344	2759	2758	2471	1536
Total	7,652	1,836	428	937	2,761	855	835	42,170	994	7,105	9,432	16,713	4,551	3,375
<b>Schools inspected using QA methodology</b>														
All states	704	221	0	73	136	20	254	8,691	450	187	1,721	3,937	835	1,561

## Building Lasting Change

15. In this section we review some of the key initiatives under each of the four pillars in our sustainability plan.

### Developing capacity at state and LGEA level

#### *SIP Rollout and Deepening*

16. There has been little change in the working environment in the States over this quarter with politics and a lack of funding continuing to ensure that in terms of school and teacher development, little or nothing is happening other than activities funded by the Aid agencies. Of the ESSPIN States, Kaduna has been the worst affected. The introduction of a State government feeding scheme has dominated the primary sector to the detriment of all other activities with a number of Education Secretaries saying “we are no longer Education Secretaries, but Feeding Secretaries.” More children are in school, but with no improvements or increases in facilities, resources and staffing, and with teaching time being diverted to administer the feeding programme it is not hard to imagine the impact of these actions on both teaching and learning. In Kwara, teachers have not been paid for eight months and in many schools reports indicate that little teaching is taking place. In Enugu, all the SSOs were sent back to their schools which effectively ended any in-school support activity. While this action has recently been rescinded, it has resulted in uncertainty amongst the SSOs, SSITs and SUBEB of the current State government’s commitment to school improvement. In the other ESSPIN States, there has been less overall disruption, but the pace of activity at all levels has slowed due to funding and organisational issues. The impact of this at school level as reported from monitoring visits is significant.
17. Although the above describes the current context, there are signs in the last few weeks of this quarter that the picture is beginning to change, albeit slowly. As mentioned, in Enugu the SSOs have been reinstated. In Kaduna, a new Education Commissioner has been appointed who is more favourably disposed to school and teacher development and who has already requested ESSPIN’s support to get things up and running again. UBEC funding is starting to be disbursed and this is stimulating a resumption of activities in the States. In Kano, GPE funding has become operational and it is expected that literacy and numeracy training for primary grades one to three teachers will be held in the August vacation.
18. During the quarter, we have continued to focus on strengthening LGEA support to schools. Through a series of workshops and supported monitoring visits, the programme has been working directly with Education Secretaries (ES) and senior staff at LGEA level with the aim getting them to engage more with the schools for which they are responsible. It is hoped that this work will help to build a greater resilience within the system at LGEA level to enable it to cope better with the economic and political context it has to work in. It is too early to judge the impact of this work on schools, but there are some positives stories being reported from

LGEA monitoring visits. The excerpt below from a report on a consultant's visit to Jabi LGEA in Kaduna in June is illustrative:

19. *"In the LGEA Central Primary School, I was extremely impressed by the headteacher's knowledge and practical actions to improve teaching and learning. He showed me the teaching observation forms and records, professional development meeting minutes and also the SBMC minutes that showed some of the management actions taken in the school. He could give me a clear outline of the action points he has worked on with the teachers and showed me evidence of their improvements. He also had an action plan in place for this term (teachers to have a better understanding of the Learning Outcome Benchmarks (LOBs)), and after we observed some teachers he could also refer to some examples of why he thinks that the LOBs need to be a focus for his teachers."*

### **Materials development**

20. There has been a lot of progress in materials development during this quarter. Of the 360 Lesson Plan units to be produced, just 24 (6%) remain to be sent for printing. There have been challenges with finalising the lesson plans on time. The development team has worked hard to overcome the delays caused by the teacher strikes in Kwara in the last quarter. There have also been challenges relating to the cancellation of flights during the aircraft fuel shortage, which meant that our graphic designer could not be at the printers on time to oversee the lesson plan quality control which is an integral part of our procurement process to deliver value for money. This meant that the allocated printing slot was lost and had to be rescheduled. As the lesson plans under development will not be used in classrooms until term 3, these delays will have no impact on learners.
21. The Headteacher Handbook is currently with the printers. The Handbook will be ready for distribution at the end of July in readiness for induction training planned for August. A School Support Officer Handbook is currently being written too. Induction training for the SSOs on the handbook is also planned for July. The Literacy and Numeracy Assessment Modules are written, but need some additional photography work before sending for printing. This will be completed in the coming quarter.
22. Table 5 shows the development status of the lesson plans by the end of June. In summary, by the end of the quarter 24 lesson plans were in development, 14 were in production and 274 were in schools- an increase of 26 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, in accordance with the Sustainability Plan and budget.

Table 5: Lesson Plan Development Status (30 June 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	●	●	●	●	●	●	94
P1	21-25	Num	●	●	●	●	●	●	94
P1	26-30	Lit	●	●	●	●	●	●	94
P1	26-30	Num	●	●	●	●	●	●	94
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	●	●	●	●	●	●	94
P2	21-25	Num	●	●	●	●	●	●	94
P2	26-30	Lit	●	●	●	●	●	●	94
P2	26-30	Num	●	●	●	●	●	●	94
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	●	●	●	●	●	●	94
P3	21-25	Num	●	●	●	●	●	●	89
P3	26-30	Lit	●	●	●	●	●	●	94
P3	26-30	Num	●	●	●	●	●	●	89
P4	1-5	Lit	●	●	●	●	●	●	100
P4	1-5	Num	●	●	●	●	●	●	100
P4	6-10	Lit	●	●	●	●	●	●	100
P4	6-10	Num	●	●	●	●	●	●	100
P4	11-15	Lit	●	●	●	●	●	●	100
P4	11-15	Num	●	●	●	●	●	●	100
P4	16-20	Lit	●	●	●	●	●	●	100
P4	16-20	Num	●	●	●	●	●	●	100
P4	21-25	Lit	●	●	●	●	●	●	100
P4	21-25	Num	●	●	●	●	●	●	100
P4	26-30	Lit	●	●	●	●	●	●	33
P4	26-30	Num	●	●	●	●	●	●	33
P5	1-5	Lit	●	●	●	●	●	●	100
P5	1-5	Num	●	●	●	●	●	●	100
P5	6-10	Lit	●	●	●	●	●	●	100
P5	6-10	Num	●	●	●	●	●	●	100
P5	11-15	Lit	●	●	●	●	●	●	100
P5	11-15	Num	●	●	●	●	●	●	100
P5	16-20	Lit	●	●	●	●	●	●	100
P5	16-20	Num	●	●	●	●	●	●	100
P5	21-25	Lit	●	●	●	●	●	●	33
P5	21-25	Num	●	●	●	●	●	●	33
P5	26-30	Lit	●	●	●	●	●	●	33
P5	26-30	Num	●	●	●	●	●	●	33
P6	tbd								<b>TOTALS</b>
TOTAL not due	●		0	24	24	0	0	0	<b>48</b>
TOTAL in devt	●		6	0	0	6	6	6	<b>24</b>
TOTAL in production	●		0	0	12	2	0	0	<b>14</b>
TOTAL in school	●		54	36	24	52	54	54	<b>274</b>
TOTAL all LPs			60	60	60	60	60	60	<b>360</b>
Additional LPs in school this quarter			6	0	0	10	6	4	<b>26</b>

**Supporting SBMC Consolidation**

23. The CSOs and SMOs working in partnership in each state delivered Tranche 3 of the SBMC Consolidation Workplan. This comprised (apart from Lagos):

- a mentoring visit to all school communities focused on school level child protection charters linked to recently developed reporting mechanisms in states for child protection incidents that occur in and around schools. The sample charter is from Kwara State.



- cluster level training for Women’s SBMC Committees as a follow-up to the mentoring visit in tranche 1 focused on women’s voice and advocacy for school improvement and marginalised children.
- high level advocacy events led by CSOs in each state to key decision-makers: SUBEB Chairs and Board Members, Honourable Commissioners of Education, high level traditional leaders, State Houses of Assembly, media houses, and in Kano State, HE the Governor and his Deputy were reached. These were based on participatory research conducted over Tranches 1 and 2. The issues advocated in states are presented in Table 6 below. This further buttresses the need for more engagement with education managers and policy actors to provide access to quality inclusive education to all children.

**Table 6: Advocacy messages by state**

State	Issue Based Advocacy Messages
Kano	Child protection and Inclusive education
Kaduna	Inclusive education and improved government response to community demand
Jigawa	Teacher deployment and Inclusive education
Kwara	Language of Instruction and Inclusive education
Enugu	Teacher re-deployment and Inclusive education
Lagos	Infrastructure and inclusive education

For Lagos State, Tranche 3 activities focused on the harmonisation of CSO research data, the analysis of the data, the writing of the report and presentation of the data. LGEA and community funded SBMC LGEA forums were also held in Lagos State in Tranche 3.

### *Progress on Child Protection in Schools*

24. ESSPIN has been instrumental in putting the issue of violence on the school and community agenda in the six states in which the programme is being implemented through the development of children's charters. Furthermore, with the existence of the reporting mechanisms in states which are useful in enabling stakeholders to chart their way through dealing with a case of child abuse, ESSPIN and partners have helped take some significant steps on the road to greater child protection and reduced stigma, discrimination and problems for children who have been abused. In the workshops, the participants demonstrated a change in attitudes, in the level of commitment and energy for action in those six states and to build on initiatives, collaborating with others working at the national level.
25. Follow up capacity development around child protection continued during this quarter with three workshops in the north, south and Abuja. The development and adoption of the Charters are significant steps in the development of a protective environment for children. Where charters are taken seriously and the commitments to children honoured, children will be better able to take full advantage of the opportunity of education and quality teaching. Each commitment within that Charter should be broken down into actions to ensure those commitments become a reality for children. For example, to say that "Children in this school can expect to be motivated" requires that teachers model positive teaching methods and ways of disciplining children. More needs to be done to help teachers with alternative non-violent means of disciplining children that treat children with dignity and respect. Lagos can act as a role model as it banned corporal punishment in schools, while at the same time, bolstering of training for teachers in positive discipline, which should be prioritised in all states. Where children are able to see progress in meeting the commitments of the Charter, this will build their trust in the school, in the head teacher and SBMC and in the teachers, and in turn that trust may result in children being more confident about making reports through the reporting mechanism on the abuse and violence that many face.
26. Building on the workshops from states, we held a national level round table to enable experience sharing from ESSPIN's work on reducing violence against children in schools and communities. The aim of the workshop was to share experiences in addressing violence against children in Nigeria and chart a way forward that builds on the findings of recent research and on programming to reduce that violence. The workshop objectives were 1) to build on the momentum created by the ESSPIN research into conflict, violence and education, by the Nigerian Violence Against Children survey and the Year of Action to eliminate violence against children in Nigeria and 2) to strengthen collaboration and agree on concrete steps that can be taken to reduce the level of violence experienced by children in and around



schools. Participants were from the Ministry of Education, the Ministry of Women Affairs and Social Development, National Population Commission, State level officials, Mercy Corps, Action Aid and other key players. Outcomes of the workshop included the need to review the Teacher's Code of Conduct to include more clearly the need to include child protection, to disseminate and build the capacity of teachers to use non-violent means of discipline. Participants also identified the need to promote school environments for children conducive to learning. They recommended addressing the violence experienced by both girls and boys, through engaging communities and the media. They also recognised that advocacy efforts are required to have the Child Rights Act passed and implemented in all states, to develop and implement policy and practice that protects children. Participants agreed to strengthen collaboration and coordination of efforts amongst themselves, to address violence against children in Nigeria.

### ***Sustainable infrastructure maintenance***

27. The final closure workshops with regards to ESSPIN's infrastructure work were concluded this quarter and all maintenance work in all States will now be handled by the State SUBEBs and RUWASAs. A cache of basic maintenance materials were left with each State and these should be sufficient to cover minor repairs over the next year. Some final repair work is still outstanding in Lagos, but this will be concluded by the end of July. Of the water and sanitation facilities installed by ESSPIN, 98% are reported to be in good working order. This is a significant achievement when compared to other water and sanitation programmes, where because there has been no maintenance schedules established, their legacy has been one of abandoned boreholes and decaying facilities. ESSPIN's programme has also illustrated to SUBEB the advantages of having a proper facilities maintenance programme and it is encouraging to see that is being taken up in a number of States.

## **Improving evidence and learning for school improvement**

### ***Support to QA National System***

28. Progress towards a harmonized national QA system and practice received a boost. The Federal Education Quality Assurance Service (FEQAS) and UBEC jointly finalized and endorsed the revised National Quality Assurance Handbook and Evaluation Schedule with ESSPIN's facilitation. Agreements have been reached for the reproduction and dissemination of the document to all 36 states and FCT to strengthen joint FEQAS-UBEC national rollout of QA reform and capacity development for Whole-School Evaluation (WSE) to support quality school improvement.

### ***Support to National MLA and Inclusive Education Policies***

29. Final Draft National Policies for MLA and Inclusive Education were finalized and ready for presentation to JCE and NCE for approval. The Final Draft policies had the inputs of major stakeholders including UNICEF, USAID, British Council, and UNESCO through review and validation processes led by the FME with support from ESSPIN. Support was also provided

Federal Ministry of Education to organise a National Dialogue on Inclusive Education with the theme: *'Strengthening policy and institutional frameworks for sustainable quality inclusive education provision for all learners in Nigeria'*.

### **Support to States and National EMIS Capacity**

30. ESSPIN's sustainability strategy envisions integrated functional EMIS at state and national level with effective government ownership providing credible data for use by all stakeholders to facilitate educational development in Nigeria. The implementation of this strategy received impetus with agreements and finalization of the Action Plan for a joint 2015/16 ASC data validation and Nigeria EMIS Capacity Assessment involving the Federal Ministry of Education (FME), National Bureau of Statistics (NBS), UNICEF, ESSPIN and the Association for the Development of Education in Africa (ADEA). The field work is underway in 17 states, including the six ESSPIN states. The report of the exercise which is expected in August will identify gaps, shortcomings and opportunities as well as recommend strategies and actions to enhance states and national EMIS capacity.

### **2015/16 Annual School Census (ASC)**

31. 2015/16 Annual School Census (ASC) data are now available in five ESSPIN states (Jigawa, Kaduna, Kano, Kwara and Enugu) with the completion of data entry and analyses. Data and evidence from the ASC in informing the completion of the states' 2015 Annual Education Sector Performance Review (AESPR) reports and the development of 2017-2019 Medium-term Education Sector Strategies (MTSSs). Lagos 2015/16 ASC finally took-off after the long delay occasioned by unexpected bottle-necks in the release of state budgetary allocations. Enumeration of public schools is completed and data entry has commenced. Plans are underway for enumeration of private public schools.

### **Composite Survey 3**

32. The third ESSPIN Composite Survey got underway during this quarter. The survey brings together measures of a range of aspects of how schools are working, including head teacher effectiveness, teacher competence, SBMC functionality and inclusiveness, the inclusiveness of the school as a whole, and children's learning outcomes.
33. The fieldwork for CS3 took place from 26<sup>th</sup> April to 10<sup>th</sup> June, with some variation in start dates across the six states owing to varying school term dates and school closures for Ramadan. These timelines included one week for school revisits. The sample consisted of 735 schools across the six states. Most of these were schools that had been visited as part of CS2, although several replacements had to be made for schools which no longer exist or were ineligible.
34. In each school, the data collection team interviewed the head teacher, the SBMC chairperson or deputy, six teachers, and eight pupils each from P4 and P2 (apart from Lagos, where 16 pupils in P4 were assessed). However, the number of teachers interviewed fell short of the

targeted sample size in all states. The primary reason for this was that many schools had fewer than six teachers on their staff roll who teach non-religious subjects to P2 or P4. In all six states, sample coverage of eligible teachers was above 99.5%. Similarly, the number of pupils assessed fell slightly short of the targeted number because some schools had fewer than eight pupils in P2 or P4 (fewer than 16 pupils in the case of P4 in Lagos).

35. The study team used Computer Aided Personal Interview (CAPI) software. During the development of the CAPI instruments, individual modules of the CAPI questionnaire as well as entire instruments underwent repeated desk and field testing to ensure that they were fully operational and error free. Detailed fieldwork manuals were produced and interviewers received intensive training prior to visiting schools. While fieldwork was ongoing, there was continuous monitoring so that challenges could be identified and fixed without delay.
36. Challenges did arise during the data collection. These included: errors in recording lesson observation participation data, strike action, poor attendance of pupils and failure of interviewers to notice CAPI vibration during lesson observations. In addition, the non-payment of teachers' salaries in Kwara and security concerns in Kaduna also affected the fieldwork. Further details of survey limitations and challenges will be available in the reports when published.
37. For the first time, in ESSPIN, the composite survey is also collecting data on teacher motivation using a questionnaire that has been used in three other DFID-funded programmes in Nigeria. Teacher motivation is defined as the propensity of teachers to start and maintain behaviours that are directed towards fulfilling their professional goals, and in particular towards achieving better learning outcomes for the school's learners.
38. The Composite Survey will also seek to validate the reports produced by School Support Officers and Social Mobilisation Officers. It will do this by collecting a number of the same indicators gathered in SSO and SMO reports. The team has gathered these reports for the CS sample schools, and will compare the data from them with that which is collected during the composite survey.
39. Data cleaning, analysis and report writing will take place during the next quarter. Reports are due in the final quarter of 2016 and will be disseminated widely.

#### *Inclusive education review*

40. The inclusive education review that started in January was completed this quarter. The review was commissioned to capture learning from ESSPIN's promotion of inclusive education in Nigeria. The review focused on ESSPIN's work around inclusion in the six states where the programme is active, as well as ESSPIN's engagement on inclusive education at the federal level. The main objective of the review was to undertake a qualitative analysis of the scale of change and impact of the inclusive education aspects of ESSPIN's work, particularly around

disability, gender and ethnicity. The analysis will feed into the body of evidence being assembled to address ESSPIN's end of programme evaluation.

41. The review found that a wide range activities specifically intended to promote inclusive education had been instigated by ESSPIN in all six states, boosting state efforts to develop inclusive education. When asked for examples of what had been happening in the state to promote inclusive education, SUBEB and SMOE interviewees consistently related the following activities:

- Awareness raising campaigns at state and LGEA levels for children with disabilities and other vulnerable children to be enrolled in local schools; messaging that children with disabilities do not only have to attend special schools.
- SBMCs conducting enrolment drives with a strong focus on disability, gender and ethnicity.
- Efforts to train teachers in supporting children with disabilities, such as training in sign language, Braille and attitudes to disability.
- Efforts to train teachers in improving child-centred practice
- Conducting of out of school surveys to identify which groups of children are commonly out of school
- Small-scale efforts to bring special schools and mainstream schools closer together
- Small-scale funding of equipment for schools to support disabled learners.

42. ESSPIN has played a comprehensive role in promoting many of these changes. Out of school surveys supported by ESSPIN have increased government focus on marginalised groups; inclusive education committees have been supported to develop, institute and implement state-wide policy; and indicators of inclusion have been added to the school and community level monitoring systems instituted by ESSPIN, which are used for both programme monitoring and state EMIS.

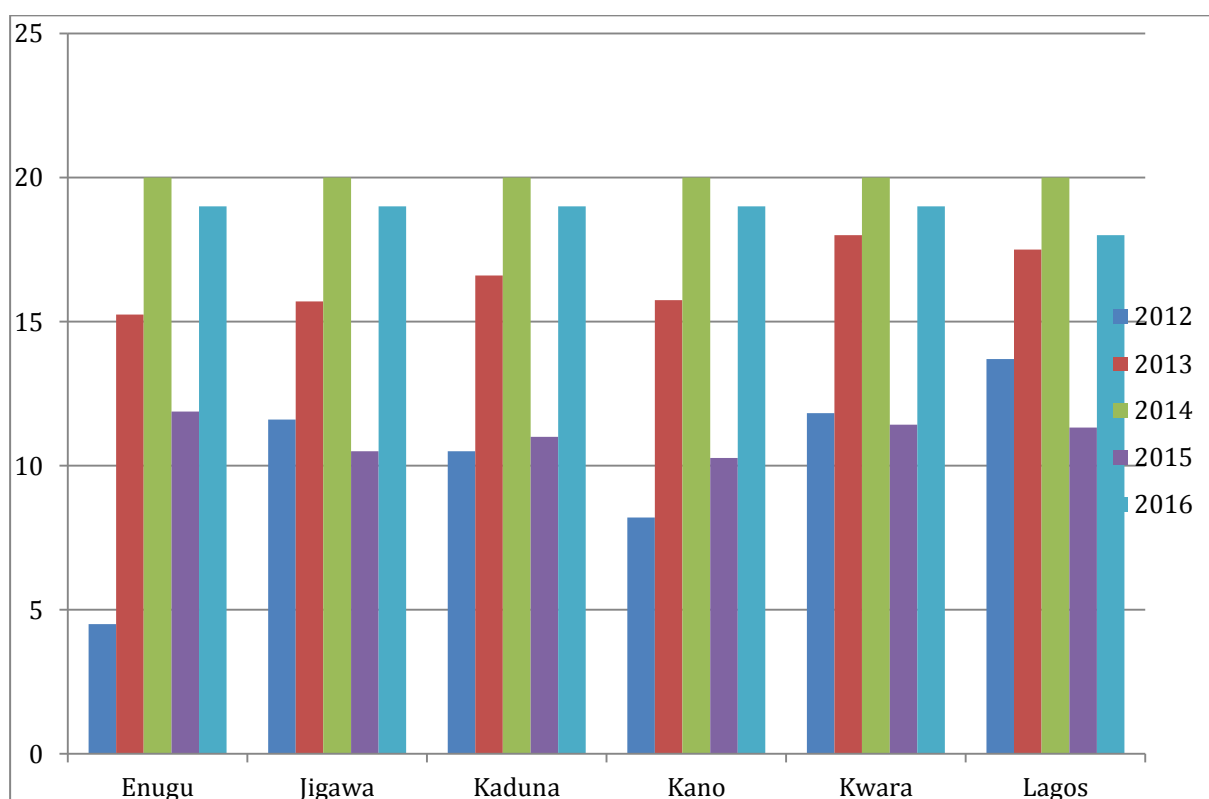
43. School communities have been mobilised to bring the most excluded children to school and improve their experience, and local government in some areas has co-ordinated increased resources to support their participation. In addition to bringing core child centred practice methods into teacher development, ESSPIN has piloted some ways to help teachers adopt inclusive strategies. The full report will be available on the website soon.

#### *CSO self-assessment*

44. The annual CSO self-assessment was conducted in May 2016, with Kwara, Lagos and Enugu States participating in one workshop and Kano, Jigawa and Kaduna States participating in the

other. The target for output indicator 4.3 ‘Quality of CSO Action for Quality, Inclusive Education’ in 2016 was a band A, and this was achieved by all CSOs. In 2015 the scores were a mixture of bands B and C, so the 2016 scores indicate a progression in CSO capacity to partner effectively with government for school improvement, mobilise communities for school improvement, and advocate for school improvement based on research and evidence. The chart below shows the overall scores for all indicators by state by year from 2012-2016. It can be seen that there was a very significant drop in performance in 2015, and this was due to a) necessary revisions made to performance criteria when new capacity areas were introduced for the 2-yr ESSPIN extension; and b) delays in implementation while we conducted an extensive ‘due-diligence’ exercise with each one of the 57 CSOs prior to contracting.

Figure 3: Overall Scores by State by Year 2012-2016: Quality of CSO Action for Quality Inclusive Education



45. The self-assessment afforded CSOs and Departments of Social Mobilisation the opportunity to share experience and cement plans to continue to partner to sustain SBMC development beyond ESSPIN. Experience of conducting the high level state advocacy events was shared amongst all partners and each state worked together to develop a ‘sustainability action plan’ considering what will be possible beyond ESSPIN. It was observed in sustainability planning that the gap ESSPIN will leave includes the push, motivation and resources which bring everyone together easily and regularly, and sets deadlines for documentation submission; and additional resources where necessary which support SBMC development and press government to take up the remainder. The state teams tried to mitigate these risks amongst others in their action planning.

### *SMO report on school effectiveness*

46. ESSPIN supported four states (Kano, Kwara, Enugu and Jigawa) to continue capacity development of over 100 staff at both state and LGEA on documentation especially around SMO reporting, uses by all departmental heads at the LGEA and links between all departments on the importance of data use for planning, budgeting and advocacy for sustained support to school improvement.
47. SMO data on SBMC effectiveness collected during the quarter highlighted four states to have already met 2016 targets for SBMC functionality, women's and children's participation, and SBMCs supporting inclusive education. Those states are Kaduna, which managed to get monitoring information for the first time from the latest 1,150 rollout schools and therefore meeting targets; Lagos; Jigawa; and Enugu State which surpassed targets and added the remaining 627 schools in the state to those already involved in SBMC development.
48. The SMO reports also collect data on the numbers of children that have been enrolled into schools as a result of SBMC action. According to the figures from April 2016, a total of 128,023 children (54,340 boys and 73,683 girls) are estimated to have joined schools due to efforts from SBMCs between January and March. This is an extraordinary number of children. Further work is required to assess whether the figures may be collecting children who may have attended school in any case or were ready to enrol in P1. It would be beneficial if SBMCs could also collect information on the numbers of children that are retained too. The proposal for EAC would look to develop this if successful.

### *Communications and Knowledge Management*

49. Our online activity included publishing one programme report. On Twitter, @ESSPINUKAID had 352 visitors, 30 mentions and reached 7,860 people. On Facebook ESSPIN reached 7,318 people.
50. The ESSPIN website generated over 97,823 hits in the quarter with visitors from 62 countries. The top ten visitor countries are Great Britain, United States of America, Nigeria, France, Germany, Russia Foundation, China, South Korea and Brazil. In all 17,637 materials were downloaded from the website from April to June 2016.
51. Thirteen episodes of *Gbogbolomo* (Every Child Counts) were broadcast on radio through Royal FM 95.1 to a listenership of about 900,000 within Kwara state. The broadcast addresses topics including SBMC and community involvement in schools, inclusive education, girl child education, child health in schools, infrastructure and nomadic education.
52. We supported the design and printing of the Child Protection Charter in the six states. The material is being used by CSOs to advocate for children's right to education and safe spaces in schools and communities.

53. We finalised shooting of a short knowledge management video highlighting the programme's achievements on an output basis in Lagos and Enugu. Post-production of the videos will be completed in the next quarter for distribution. We also completed distributing the illustrative classroom training video in Enugu. The films shows different aspects of quality good classroom practice to serve as reference materials to both teachers who attend trainings and those who do not.
54. We commenced collating the stories of 100 children that have been impacted by ESSPIN. Also collation of materials for the publication of ESSPIN's case studies compendium has commenced in the states.
55. Initial discussion with State partners on C&KM sustainability plan is on-going. The plan is to strengthen our effectiveness in sharing evidence of what works with key stakeholders. There will be greater devolution of KM roles to state partners, especially within the Social Mobilisation Department of the State Universal Basic Education Boards in the six states. The discussion is focused on the need for the establishment of a virtual library that will house all relevant materials that will enhance implementation of the School Improvement Programme (SIP). With this in place, relevant materials produced by the programme like lesson plans, audio-visual materials, training guides, policies and other related materials from the four outputs will be domiciled in this library and can be accessed to guide progress. The plan will be consolidated and implementation will commence next quarter.
56. The ESSPIN End-of-Programme Dissemination planning continued in the quarter with initial discussions with State Teams and development of concept notes on state and national plans. The end-of-programme dissemination will aim to publicise the programme's outcomes (products, processes and impact), key lessons learnt and the benefits gained so as to provide implementing partners with on-going access to information while engaging other stakeholders with the programme's experience to date. The plan will be consolidated with implementation of pre-event activities in the next quarter.

### **Leveraging government resources through political engagement**

57. In April, we held the quarterly meeting of the forum of Honourable Commissioners of Education and SUBEB Executive Chairpersons of ESSPIN-supported states, UBEC and ESSPIN. The meeting was co-chaired by the Enugu education commissioner. Deliberations revolved around strategies for strengthening government funding and ownership of the School Improvement Programme (SIP) for the consolidation and scale up of the gains of ESSPIN. A remarkable outcome of the meeting is the setting up of a committee comprising representatives of the states and UBEC to work out modalities for the continuation of the meetings of the forum at the expiration of ESSPIN as a platform for political engagement and peer review mechanism to prioritize basic school improvement.

### **Leveraged Resources**

58. 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 N76m or approximately £254,000 in the period April to June 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 Figure 4. Cumulative leverage from 2012 to March 2016 was NGN 6.1bn or £20m as shown in Table 7.

Figure 4: Cumulative Financial Resources Leveraged from States and Federal to support School Improvement (Million, GBP)

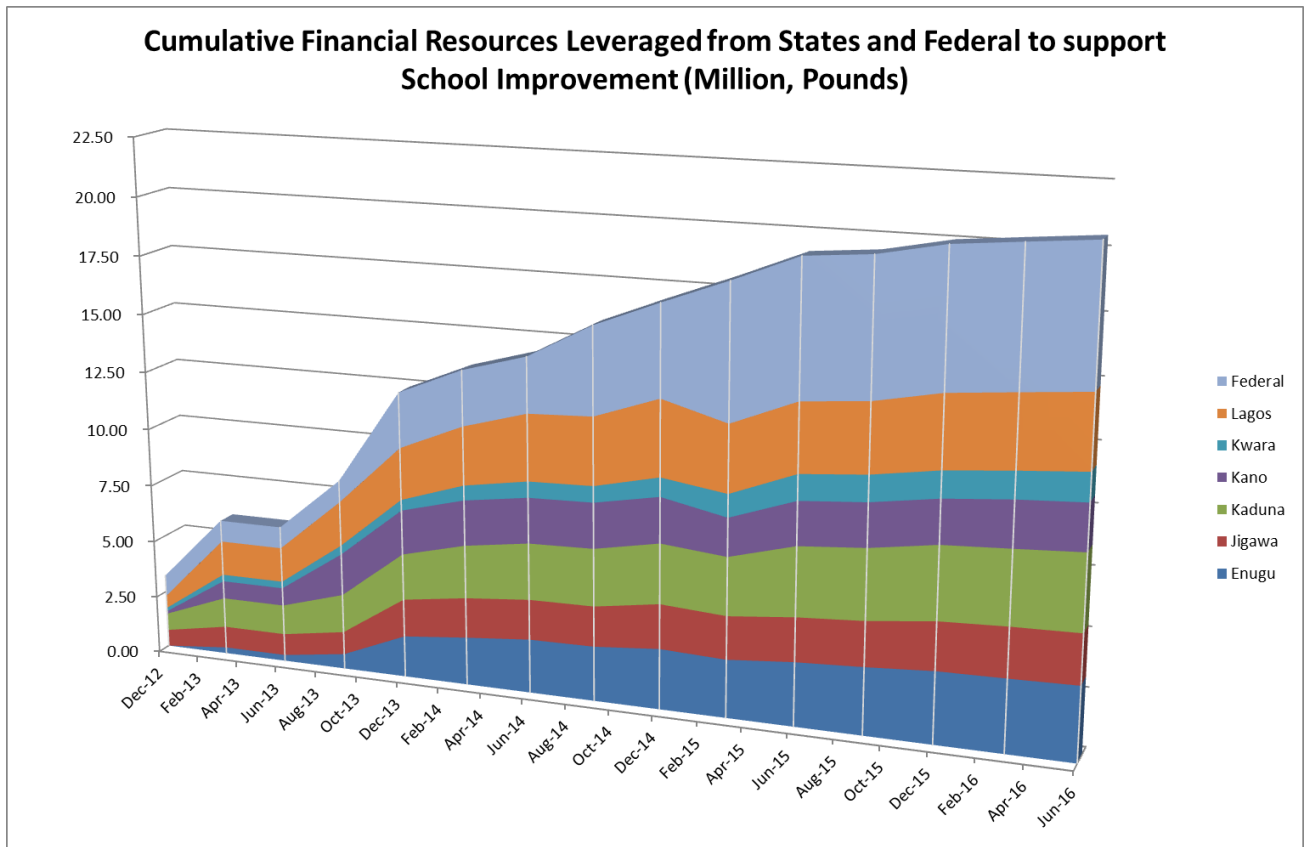




Table 7: Financial resources leveraged by state up to June

	State resources leveraged (Apr - Jun 2016)		State resources leveraged (cumulative to Jun 2016, from July 2012)		Source	Purpose	Comment
	NGN	GBP	NGN	GBP	(Current quarter)	(Current quarter)	(Current quarter)
<b>Enugu</b>	NGN 19,799,158	£65,997	NGN 959,240,948	£3,197,470	SUBEB	Sse training, CSO grants, LGEA strategic planning	
<b>Jigawa</b>	NGN 0	£0	NGN 637,043,519	£2,123,478			No funds leveraged
<b>Kaduna</b>	NGN 28,434,490	£94,782	NGN 970,476,365	£3,234,921	TPD, State budget	QA, SBMC rollout to JSS, ASC	
<b>Kano</b>	NGN 0	£0	NGN 588,000,000	£1,960,000			No funds leveraged
<b>Kwara</b>	NGN 19,235,000	£64,117	NGN 360,506,760	£1,201,689	UBEC intervention funds	Training QA officers, ASC, HT and T support	
<b>Lagos</b>	NGN 8,852,600	£29,509	NGN 925,893,400	£3,086,311	State budget, UBEC intervention fund	ASC, LGEA forum, SMO step down training, CGP meeting	
<b>Total</b>	NGN 76,321,248	£254,404	NGN 4,441,160,992	£14,803,870			
<b>Federal</b>	NGN 0	£0	NGN 1,719,100,000	£5,730,333			
<b>Grand Total</b>	<b>NGN 76,321,248</b>	<b>£254,404</b>	<b>NGN 6,160,260,992</b>	<b>£20,534,203</b>			

### ***Political Engagement for SBMC Development in States and at Federal Level***

59. In this quarter, political engagement continued with states for further rollout of SBMC development in states using state resources. The community engagement specialists accompanied by CSO representatives visited SUBEB Chairs and Social Mobilisation Directors in Enugu, Lagos and Kwara.

### ***SBMC Policy Guidelines Review***

60. In line with the new national policy guideline on SBM recently presented at the JCCE, Kwara state with ESSPIN technical support reviewed and domesticated the national SBM guideline to suit its current needs and SBMC development in the state. Plans are underway to support Enugu and Kano during the next quarter. This is another significant step in sustaining SBM development through reviews and changing realities with the inclusion of secondary schools not limited to primary education.

### ***National Dialogue on Inclusive Education***

61. In June we supported the Federal Ministry of Education to lead a ***National Dialogue on Inclusive Education (IE)***. This brought together a wide range of inclusive education stakeholders at national level to introduce the drafted National Policy on Inclusive Education, provide conceptual clarifications on IE, increase awareness of the importance of IE, and share best practices of the implementation of the policy in Nigeria. The dialogue provided a platform for discussion amongst teachers, parents, civil society and international development partners at Federal level on the strategies and resources that can best support inclusive education educators in Nigeria. A Communique was developed at the end of the dialogue and this has been shared for final input before it is presented with the draft policy to the Joint Consultative Committee on Education (JCCE) for scrutiny.

### ***Building other partnerships that support school improvement***

62. A central strand of ESSPIN's sustainability strategy is to help states secure funding streams with which to build on ESSPIN's foundations of strengthened system capacity, community participation and better schools. Considerable support has been given to UNICEF over the last quarter as they look to change their mode of delivery with regards to school and teacher improvement and move to a model similar to that being implemented by ESSPIN. Training materials and Lesson Plans have been shared and they are also looking into the mechanisms of using ESSPIN trained SSIT in their training programme. Close co-operation continues with TDP, particularly in relation to their planning with regards to their start-up in Kano and Kaduna.

63. External monitoring of the Worldreader initiative is currently being undertaken by a Worldreader team from Ghana. Initial feedback reports have been very positive in terms of students' ability to use the readers and how the schools have managed and organised their

use. Of the readers distributed to schools, there has only been a problem with one of the units and this has been replaced. It is intended that at the end of this term all the units will be collected in and more books loaded. This will be done at the ESSPIN offices in Lagos and Kaduna. Assessment of literacy levels against the baseline is planned for November.

64. Cambridge Education in partnership with Save the Children, has continued to work with DFID to establish access to USD21m grant funding from the Educate A Child programme (EAC) of the Qatari Education Above All foundation. A 'draft for discussion' was submitted to EAC with the objective of supporting 210,000 out-of-school children to access primary education. If approved, the programme known as Ilmantar Da Yara (IDY, Hausa for 'educating all children') will commence in Jan 2017, providing a seamless transition from ESSPIN to IDY. In view of feedback received on the draft for discussion, the design of the full proposal provides for co-funding from the remaining UK aid TDP budget elements that relate to primary schooling plus a smaller element of federal, state and community investment. Activities will complement TDP with school improvement, community engagement and open information services in Jigawa, Kano and Kaduna plus Kwara; as well as incorporating Zamfara and Katsina in the whole IDY joint programme scope. The latter will take those states' existing UNICEF/EAC commitments into account to avoid duplication of effort and confused accountability and attribution of results. [Editor's note: at the time of issuing this QR, a full costed proposal has been submitted to EAC, due diligence checks are underway, and we await feedback as the iterative negotiation process proceeds.]
65. ESSPIN's partnership continued with UBEC and UNICEF during this quarter with efforts around the second National Conference on Community Participation in Basic Education. Several meetings were held with the UBEC Social Mobilization Director on timing yet nothing is confirmed to date.
66. At the instance of Actionaid, ESSPIN was invited to share its experience on key learning with regard to scalability and leveraging the government's own resources as they review their country strategy. This development is in line with ESSPIN sustainability strategy as the programme continues to disseminate key achievements and lessons in the remaining programme months.

### *Global Partnership for Education*

67. Three ESSPIN supported states (Jigawa, Kaduna and Kano) are among the five states benefiting from the Nigeria Partnership for Education Project (NIPEP) funded with a Global Partnership for Education (GPE) grant in the total sum of US\$100 million. The project could be said to have moved into the implementation phase in the quarter under review with the formal launch of the project by state governments in each of the three states. Summary of progress in each of the states is indicated below.
68. Jigawa: The Project was launched on June 2, 2016 by the State Governor. 'No Objection' was received from the World Bank for three key activities, i.e. (a) disbursement of school

improvement grants to 1,392 primary schools; (b) disbursement of school improvement grants to 199 pre-primary schools; and (c) disbursement of scholarships to female teachers/prospective female teachers to obtain the Nigeria Certificate in Education (NCE). Selection, verification and validation of beneficiaries were in progress as the time of reporting. Disbursements of grants to schools and scholarships to prospective female teachers are expected in the new quarter. The appointment of a new Project Coordinator is anticipated in the new quarter following the retirement of the incumbent coordinator from service.

69. Kaduna: The project was launched in May 2016 sequel to the review of the work plan by the incumbent administration in the state to align the work plan with the state's education agenda. The State received 'No Objection' from the World Bank for two sub-components, i.e. (1) Disbursement of School Improvement grants to primary schools; and (2) Disbursement of school improvement grants to pre-primary schools. Selection, verification and validation of beneficiaries had been conducted and disbursement expected to start in July. Selection and verification of girls for the award of scholarships was also on-going as the time of reporting. The State also appointed a new Project Coordinator following the redeployment of the former coordinator to the Office of Head of Service.
70. Kano: Following the official State launch of the project in the previous quarter, implementation process made progress during this quarter in each of the three components: (i) Promoting School Effectiveness and Improved Learning Outcomes; (ii) Increasing Access to Basic Education for Out of School Children with a Focus on Girls; and (iii) Project Management and Monitoring and Assessment. The State received 'No Objection' from the World Bank for two activities: (1) Disbursement of School Improvement grants to pre-primary schools; and (2), scholarships for girls in primary schools. Verification of beneficiaries was carried out across the LGEAs by each of the component leads. Disbursement of funds will follow in the coming quarter. The Project Coordinator has been elevated to the position of Permanent Secretary for the Ministry of Education. It is not yet clear whether he will relinquish project coordinator to his successor as DPRS.

## Overview: Programme management

### Risk monitoring

72. 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 integrates the key risks from the state risk matrices and rates them 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"> <li>• Death or injury to someone working on ESSPIN</li> <li>• Kidnapping</li> <li>• Damage to CE/DFID reputation</li> <li>• Inability to meet results targets and deliver against DFID objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Review of working hours</li> <li>• Travel restrictions</li> <li>• Convoy travel for inter-LGA and inter-state trips</li> <li>• Identification of safe havens</li> <li>• Safety audit of meeting venues</li> <li>• Active information networks</li> <li>• Security clearance protocols for all travelers</li> <li>• Business continuity plans, including evacuation plans, in place</li> <li>• Up-to-date communications equipment, including satellite phones</li> </ul>
Implementation risk- FME lacks vision and commitment to national systems	High probability, medium impact	High probability, medium impact	<ul style="list-style-type: none"> <li>• Important policy reforms are not initiated</li> <li>• Delays in approval of national policies</li> <li>• Lack of funding for operationalising national systems, e.g. on MLA</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with the FME's Office (in conjunction with DFID) to support national strategy</li> <li>• Engagement with wider definition of education sector leaders (particularly UBEC leadership)</li> </ul>

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"> <li>• Reduced budget will lead to reduced activity</li> <li>• Reduced activity will impact on reaching agreed results and targets</li> <li>• Implications on current staff levels and staff profile</li> <li>• Possible impact on ability to deliver in 6 states in Nigeria</li> </ul>	<ul style="list-style-type: none"> <li>• Diversify SIP funding base through engagement with budget process, ExCo subventions, etc.</li> <li>• Maintain the partnership by providing TA to UBEC in its drive to establish functioning SBMCs and effective QA system in all Nigerian schools</li> <li>• Support UBEC’s efforts in other intervention areas, e.g. Inclusive education, IQTE and QA.</li> <li>• Support eligible states to explore other sources of school improvement funding, e.g. GPE, EAC</li> </ul>

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"> <li>• Financial wastage</li> <li>• Low VFM</li> <li>• Reputational damage to UK aid, DFID, ESSPIN and Cambridge Education</li> <li>• Disciplinary procedures, leading to prosecution of perpetrator(s)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• All financial processes checked, approved and authorized in accordance with Mott MacDonald policies, directives and procedures. Monthly spotchecks conducted too.</li> <li>• Procurement procedures strictly adhered to. Procurement committee in place and functioning.</li> <li>• Payment hubs ensure segregation of payment approval, authorization and transactions.</li> </ul>
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"> <li>• The changes ESSPIN introduces to states are not continued after the programme finishes</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing political engagement, including quarterly meetings of principal State officials</li> <li>• Collaboration with DFID in high level engagements with State executives</li> <li>• Support of alternative funding partnerships, e.g. UBEC, GPE</li> <li>• Capacity building for State technical cadres, CSOs and local communities</li> <li>• Development of Sustainability Strategy</li> </ul>

<b>Risk</b>	<b>Current rating</b>	<b>Previous rating</b>	<b>Possible Consequences</b>	<b>Key mitigation strategies</b>
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"> <li>State budget allocations insufficient to continue SIP</li> <li>The changes ESSPIN introduces to states are not continued after the programme finishes</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing political engagement to influence favourable allocations to education</li> <li>Clear prioritisation of programmes in MTSS and DWPs</li> <li>Close monitoring of allocation and expenditure trends through QMRs</li> <li>Reinforcement of positive evidence of impact of the SIP</li> <li>Support to CSOs to carry out issues based advocacy</li> <li>Proactive exploration of alternative funding sources, e.g. donor opportunities, EAC</li> </ul>
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"> <li>Expected funds not leveraged. Programme does not reach targets</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing political engagement</li> <li>Quarterly Monitoring Reports by HCs to promote transparency and accountability</li> <li>Robust data management and reporting systems, including access to school performance data by communities</li> <li>Involvement of CSOs in strategic planning and monitoring, e.g. MTSS, budget tracking</li> </ul>
Implementation risk- Failure of states to respond to severe school quality problems, including using the SIP approach to raise standards.	Medium probability, High impact	Medium probability, High impact	<ul style="list-style-type: none"> <li>Standards do not improve as expected or decline</li> </ul>	<ul style="list-style-type: none"> <li>Continue to demonstrate effectiveness of the school improvement model through consolidation work in phase 1 schools and roll out to new schools</li> <li>Support States to incorporate Composite Survey findings in their Annual Sector Performance Review reports.</li> </ul>



<b>Risk</b>	<b>Current rating</b>	<b>Previous rating</b>	<b>Possible Consequences</b>	<b>Key mitigation strategies</b>
Implementation risk - Shortage of teachers in rural areas; retired teachers not replaced	High probability, Medium impact	High probability, Medium impact	<ul style="list-style-type: none"> <li>Lessons do not take place and children do not meet basic learning outcomes in literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Encourage State implementation of teacher recruitment &amp; deployment policies</li> <li>Engage LGAs in provision of rural infrastructure for teachers</li> <li>Improve teacher attendance monitoring systems</li> </ul>
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"> <li>Programme is gender-blind or does not take account of needs of women and children</li> <li>Women and children have no voice in school improvement activities</li> </ul>	<ul style="list-style-type: none"> <li>Safe Spaces (women and children's committees) created in SBMCs</li> <li>Ongoing mentoring of SBMCs by CSOs</li> <li>Documentation and dissemination of examples of women contributing effectively to school improvement as a good advocacy tool</li> <li>CSOs undertake advocacy campaigns on behalf of women and children</li> </ul>
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"> <li>Programme does not meet our objectives of working with vulnerable children and is not inclusive.</li> <li>Lack of equity in state expenditure on basic education as only 'visible' children will benefit</li> </ul>	<ul style="list-style-type: none"> <li>Progress on enabling policy environment for inclusive education in ESSPIN States as evidenced in State self-assessments.</li> <li>Every State now has an inclusive education programme with a clear policy basis</li> <li>Selected States conducting surveys of out-of-school children with ESSPIN technical assistance.</li> <li>Ongoing CSO advocacy work including regular interaction with traditional / religious leaders.</li> <li>Policies and practice on posting of rural, local language and female teachers.</li> </ul>

<b>Risk</b>	<b>Current rating</b>	<b>Previous rating</b>	<b>Possible Consequences</b>	<b>Key mitigation strategies</b>
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"> <li>Teacher (re-) postings dissipate impact of training and critical mass of change agents at school level</li> <li>Teacher competency targets are not achieved and school quality does not improve</li> </ul>	<ul style="list-style-type: none"> <li>Re-assess theory of change.</li> <li>Re-assess intervention model.</li> <li>Work with TDP on sustainable teacher deployment models</li> <li>Ongoing engagement with SUBEBs to encourage retention of trained teachers</li> </ul>
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"> <li>Poor costing framework for school feeding makes spend impact unrealistic</li> <li>Pressure on ongoing initiatives to relinquish funding to support school feeding</li> <li>Rapid increases in access and governments are unable to deal with the surge</li> </ul>	<ul style="list-style-type: none"> <li>Working with DFID to provide TA to planners of the school feeding programme to ensure realistic implementation</li> </ul>
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"> <li>Violent conflict disrupts school attendance and leads to possession of school buildings/shelters for displaced persons</li> <li>Children drop out of school as school routes become unsafe</li> </ul>	<ul style="list-style-type: none"> <li>Climate change resilience and sustainability consultations with stakeholders, analysis, recommendations</li> <li>Review and implementation of findings from conflict and education study</li> </ul>

<b>Risk</b>	<b>Current rating</b>	<b>Previous rating</b>	<b>Possible Consequences</b>	<b>Key mitigation strategies</b>
Implementation risk – Climate change produces flood disasters (Jigawa)	Medium probability, Medium impact	High probability, High impact	<ul style="list-style-type: none"> <li>• Disruption of school activities leading to failure of children to achieve learning outcomes</li> <li>• Safety of children and school staff is compromised</li> </ul>	<ul style="list-style-type: none"> <li>• Climate change resilience and sustainability consultations with stakeholders, analysis, recommendations</li> <li>• Emergency awareness training introduced through child protection work</li> </ul>
Sustainability risk- lack of state government recognition of CSOs	Medium probability, medium impact	Medium probability, medium impact	<ul style="list-style-type: none"> <li>• SBMC support decreases and has impact on school governance</li> <li>• LGEA officials become complacent in their community support role</li> <li>• Lack of CSO involvement in strategic planning processes limits government accountability</li> <li>• Community level data collection processes are undermined</li> </ul>	<ul style="list-style-type: none"> <li>• ESSPIN consistently encourages states to engage CSOs directly to help train, mentor and monitor SBMCs.</li> <li>• 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.</li> <li>• Evidence gathering on the impact that CSOs are helping to achieve with regards to voice and accountability.</li> <li>• New challenges to CSOs and States to forge sustainable service delivery partnerships through a proposal and grant funding mechanism.</li> </ul>

<b>Risk</b>	<b>Current rating</b>	<b>Previous rating</b>	<b>Possible Consequences</b>	<b>Key mitigation strategies</b>
Sustainability risk – Slow institutional uptake of reform programmes	Medium probability, Medium impact	Medium probability, Medium impact	<ul style="list-style-type: none"> <li>• The states are not institutionally ready to continue with SIP once ESSPIN finishes</li> <li>• States may be willing but lack the institutional capacity to consolidate SIP activities</li> <li>• Impact of SIP dissipates after a few years and reversal occurs</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing political engagement</li> <li>• Sustained capacity building through the Extension phase of ESSPIN</li> <li>• Deepening of LGEA engagement strategy</li> </ul>
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"> <li>• Programme activities get delayed with negative effects on learning outcomes of children</li> <li>• New officials reject the SIP due to lack of understanding or low priority</li> <li>• SIP funding is diverted to other objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Political engagement strategy with incoming administrations</li> <li>• Orientation exercise for newly appointed principal officials</li> <li>• Ongoing capacity building for technical cadre</li> </ul>

<b>Risk</b>	<b>Current rating</b>	<b>Previous rating</b>	<b>Possible Consequences</b>	<b>Key mitigation strategies</b>
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"> <li>School infrastructure and resources deteriorate. Schools become unsafe for pupils and un conducive for learning</li> <li>DFID’s investment in school infrastructure is lost</li> </ul>	<ul style="list-style-type: none"> <li>Social Mobilisation Officers mobilising communities to take ownership</li> <li>Monitoring tools transferred to state actors from consultants</li> <li>Community asset management introduced into infrastructure maintenance workstream</li> <li>Political engagement with governments on provision of measures for school security and safety</li> <li>Climate change, adaptation, sustainability and resilience component launched</li> </ul>
Sustainability risk – Conflicting and confusing institutional roles (e.g. Jigawa SEIMU taking responsibility for teacher recruitment and deployment)	Medium probability, High impact	New	<ul style="list-style-type: none"> <li>Conflict between SEIMU and SUBEB with regards to teacher training implementation slows down SIP progress</li> <li>Utilisation of UBEC IF is delayed</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing discussions with HC for functional assessment of institutional mandates and better coordination across MDAs</li> </ul>
Sustainability risk – Slow setup and implementation of GPE due to coordination challenges in JKK states	Medium probability, Medium impact	New	<ul style="list-style-type: none"> <li>Failure to achieve GPE targets</li> <li>Missed opportunity to build on the gains of ESSPIN</li> <li>GPE resources are not optimized to benefit children</li> </ul>	<ul style="list-style-type: none"> <li>Clarification of ESSPIN’s TA role to include advice and coordination with PCU</li> <li>Political engagement with state leadership for strong supervision of GPE</li> </ul>

Risk	Current rating	Previous rating	Possible Consequences	Key mitigation strategies
Implementation risk – Non-payment of teachers’ salaries due to persistent economic crisis	High probability, High impact	New	<ul style="list-style-type: none"> <li>Teachers stop going to work and children drop out of school</li> <li>Learning outcomes get worse</li> </ul>	<ul style="list-style-type: none"> <li>Organisation of school based activities by ESSPIN to engage teachers</li> <li>PE with SUBEB to ensure SSO school visits continue</li> </ul>
Implementation risk – Conduct of 2015/16 ASC is delayed due to political factors (Lagos)	High probability, High impact	New	<ul style="list-style-type: none"> <li>Up-to-date data not available for annual planning cycle (MTSS, budgeting, etc.)</li> <li>The state slips back into the habit of not conducting the ASC annually</li> </ul>	<ul style="list-style-type: none"> <li>PE with MOE, SUBEB and Dep Governor’s office</li> <li>Contributory support from ESSPIN</li> </ul>
Implementation and Sustainability risk – SSIT/SSO structure and personnel not retained	Medium probability, High impact	New	<ul style="list-style-type: none"> <li>The quality of teacher training and in-school support is reduced</li> <li>States lose local capacity to implement SIP</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing PE with SUBEB</li> </ul>

## Security

73. The Nigerian military continues to make gains against Boko Haram in the North East of Nigeria. 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.
74. The threat remains of 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.
75. 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. Significant unrest was reported around the Democracy Day holiday on Monday 30th May with reports of violent clashes and killings from Onitsha in Anambra State as well as rallies and protests in Abia, Rivers, Enugu, Ebonyi, Imo and Cross River States.

76. A growing number of militant groups appear to have emerged in the Niger Delta – launching attacks against western oil and gas companies in the Niger Delta. The most prominent have been the Niger Delta Avengers although other groups (The Joint Niger Delta Liberation Force, The Ultimate Warriors of Niger Delta and The Ekpeye Liberation Group) have also emerged. The main threat seems to be in the Niger Delta region although it must be noted that some of the groups (JNDLF) have also threatened attacks against high profile targets in Abuja, Lagos and Kaduna. Although not directly impacting directly on ESSPIN activity, this is a growing risk causing more economic challenges as well as unrest in the Niger Delta.
77. Kidnappings remain a threat across Nigeria. Advice is constantly given to ESSPIN staff and visitors and we continue to monitor.
78. Unrest continues across the Middle Belt. One key development that we have noticed was the spread of unrest across the Benue State border into Enugu State with unrest and large-scale killings reported from Uzo-Uwani LGA. The Enugu team are monitoring this for any impact on ESSPIN activity or ESSPIN travel routes.
79. The economic situation continues to cause concern. The Naira was finally devalued in June and moved away from the position that had been held with \$1 = around N200 and £1 = around N300 to close the month \$1 = N282.88 and £1 = N379.39. We will continue to monitor. Similarly, inflation is also increasing up from 12.8% in March 2016 to 16.5% in June 2016. A country where the overall economy is struggling with a weak currency, rising prices and a weak infrastructure is often a country with rising levels of crime and unrest and we are starting to see the signs of that around Nigeria – including in Abuja.
80. The pressure on petrol and filling stations has eased over the quarter with the fuel subsidy removed with little or no widespread reaction as the price of petrol increased from N86.50 to N145 per litre. There have, though, been shortages reported of both diesel and aviation fuel with the shortage of aviation fuel impacting on domestic flights within Nigeria – causing long delays and cancellations.
81. State Rating: The traffic light rating of security in ESSPIN locations as at 1st July 2016 is:
- **Red** – none
  - **Amber** – Kaduna and Enugu
  - **Green** – Abuja, Jigawa, Kano, Kwara and Lagos
82. Following attacks in later 2015 in Mali and Paris and early 2016 in Burkina Faso, Ivory Coast and Brussels, a further attack was carried out in late June when Istanbul Airport was attacked and terrorists killed at least 36 people.

83. 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 in Nigeria – especially when findings are published by the enquiry panel that is on-going
- Continued protests in the southern states linked to MASSOB and IPOB
- Continued unrest across the Middle Belt between herdsmen and villagers/farmers
- Growing unrest by militant groups in the Niger Delta
- Economic pressures linked to the continued low oil price, the reduced production levels of oil as a result of action by militants, rising inflation and the pressures on the Naira causing a knock-on effect of increased crime levels

### Financial report

84. ESSPIN has completed 23 months or 76.7% (August 2014 to June 2016) of its 30-month Extension Contract (August 2014 to January 2017). As at June 2016, we have spent 78.2% of the Extension budget. We remain pretty much exactly where we should be and on track to spend the Extension budget – especially with the majority of activity planned and expected to be completed by 30<sup>th</sup> November 2016.

Table 8: High level review of the ESSPIN finances for the extension phase

Total Extension Budget (millions)	£32.4
Spend to June 2016 (millions)	£25.4
Percentage of Total Budget Spent	78.2%

85. 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 78.3% spent, but this is because Years 7 and 8 represent full years of ESSPIN activity and staffing – Year 9 will start to see a reduction in our LTTA staffing levels and STTA requirements
- 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 – we will tighten this area during the remaining months of ESSPIN
- PSA spend remains slightly low - part of this is explained by CS3 which is ongoing.



Table 9: Extension contract by area of spend

Area of Spend	Budget (millions)	Spend To June 2016 (millions)	Percentage Spent
Fees	£18.4	£14.4	78.3%
Reimbursables	£4.0	£3.8	95.0%
PSA	£10.0	£7.2	72.0%
Total	£32.4	£25.4	78.2%

86. ESSPIN has now completed 11 months of Year 8 (August to June 2016), so 91.7% of the programme year has been completed and 91.8% of the budget has been spent – we remain on track to spend our Year 8 budget.

Table 10: ESSPIN year 8 spend position

Year 8 Target (millions)	£13.6
Year 8 Spend (millions)	£12.5
% Spent	91.8%

87. We have now started the 2016-17 DFID Financial Year and our budget has been discussed and clarified with the DFID team.

Table 11: ESSPIN spend position in relation to DFID 2016-17 financial year

DFID 2016-17 Financial Year Target (millions)	£10.7
DFID 2016-17 Financial Year Gross Spend (millions)	£4.0
% Spent – Gross spend	37.6%

**Error! Reference source not found.** 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 12: 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%

<b>Year 8 Spend to date (millions)</b>	£0.5	£2.1	£5.8	£3.7	£0.4	<b>£12.5</b>
<b>Year 8 Budget (millions)</b>	£0.6	£2.1	£6.5	£4.0	£0.4	<b>£13.6</b>
<b>% Year 8 Budget Spent To Date</b>	83.3%	100.0%	89.2%	92.5%	100.0%	<b>91.8%</b>
<b>Total Extension Spend To Date (millions)</b>	£1.3	£4.8	£11.6	£6.8	£0.9	<b>£25.4</b>
<b>Total Extension Budget (millions)</b>	£1.7	£5.3	£15.0	£9.5	£0.9	<b>£32.4</b>
<b>% Total Extension Budget Spent To Date</b>	76.5%	90.6%	77.3%	71.6%	100.0%	<b>78.2%</b>

**Error! Reference source not found.** presents spend by Output – against the full programme budget covering 2008-2017.

**Table 13: Spend by output against the full programme budget 2008-2017**

	<b>Output 1</b>	<b>Output 2</b>	<b>Output 3</b>	<b>Output 4</b>	<b>KM and Comms</b>	<b>Total</b>
<b>Total Spend 2008 To Date (millions)</b>	£7.0	£19.9	£55.5	£29.6	£5.1	<b>£117.1</b>
<b>Total Budget 2008 to 2017 (millions)</b>	£9.6	£20.5	£57.9	£31.6	£5.0	<b>£124.6</b>
<b>% Total Budget Spent To Date</b>	72.9%	97.1%	95.8%	93.7%	102.0%	<b>94.0%</b>

88. ESSPIN has completed 23 months or 76.7% (August 2014 to June 2016) of its 30-month Extension Contract (August 2014 to January 2017). As at June 2016, we have spent 78.2% of the Extension budget. We remain pretty much exactly where we should be and on track to spend the Extension budget – especially with the majority of activity planned and expected to be completed by 30<sup>th</sup> November 2016.

## Value for money

### Economy Indicators

89. 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 June 2016. Financial information is based on the June 2016 invoice to DFID.

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

Indicator	Unit Cost Jul-Sept 2014	Unit Cost Oct-Dec 2014	Unit Cost Jan-Mar 2015	Unit Cost April-June 2015	Unit Cost September 2015	Unit Cost December 2015	Unit Cost March 2016	Unit Cost June 2016	Comment
3.1 Schools trained to use a SDP	£294.70	£320.04	£229.22	£219.04	£223.36	£280.13	£268.90	£282.62	Slight decrease
3.2 Headteachers trained to operate effectively	£624.73	£689.04	£492.77	£478.82	£492.07	£623.48	£600.16	£638.73	Increase
3.3 Teachers trained to deliver competent lessons	£101.91	£115.73	£100.53	£93.71	£89.55	£82.21	£85.78	£89.82	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	£60.43	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	£55.52	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	£10.16	Slight increase

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	Unit Cost June 2016	Comment
4.1 Community members trained to set up SBMCs	£34.01	£35.22	£33.42	£34.15	£31.62	£30.46	£24.85	£28.95	Slight increase
4.1 Communities where SBMC reflect women/children concerns	£280.84	£284.07	£275.70	£276.48	£241.93	£231.56	£247.26	£258.81	Slight increase

### *Efficiency and effectiveness*

90. Efficiency and effectiveness measures are reported with annual reports as they rely on annual logframe results. They will be presented in the VFM self-assessment and summarised in the end of programme report

## State Progress Summaries

### Enugu

#### *Security and travel*

91. The hike in fuel price from the official 87 per litre to 145 naira per litre has finally brought to an end the fuel scarcity and long queues in filling stations; it is now easy to access fuel and diesel in almost all the filling stations across the State. The price of diesel has also increased to 195 naira per litre. Both changes has had an implication for effective programme delivery as the increase in fuel and diesel had also led to increases of other goods and services required.
92. The recent clashes between the Fulani herdsmen and some communities has led to an increase of local vigilante groups working alongside law enforcement agent to keep the communities safe and prevent future occurrences. Aside from this, the state has remained relatively safe and visits to communities has remain without any incidences.

#### *Political economy*

93. The education sector had a major political shake up recently. In June, the Governor constituted a new board for SUBEB with the appointment of a former PDP chairman as the new Board chairman, Chief Ikeje Asogwa. He retained two of the previous board members, Mrs Ekwutosi Ngwu, member three, and Mrs. Bernadine Ezengwu, member four, however the roles and responsibilities of the some of the board members have been switched. Member 3, who was leading the work on training of teachers, is now in charge of human resource, while member 4 is still in charge of quality assurance.
94. The March 2016 UBEC report showed that Enugu State Universal Basic Education Board received its matching grant of 876,756,756.76 naira for construction and renovation of public primary and secondary schools infrastructure across the state.

#### *Leverage, political engagement and programme update*

95. The highpoint of political engagement in the state during the quarter was a two-day event that had the trappings of political engagement, sharing of learning from ESSPIN and induction for the chair and members of the reconstituted Enugu State Universal Basic Education Board (ENSUBEB). It was also part of ESSPIN's dissemination and sustainability agenda. The event which held at Awka, Anambra State, 1-2 June 2016, was well attended by political office holders/appointees, permanent secretaries and directors of MDAs. The political office holders/appointees that participated in the event included the Commissioner for Education, the Special Adviser to the Governor on Education, Chairman, Enugu State House of Assembly Committee on Education and Permanent members of ENSUBEB. The DFID South-east/South-south Regional Coordinator also participated in the conference. The conference created a forum for exchange of ideas between ESSPIN, Enugu government officials directly involved in SIP activities and policy level state officials to exchange ideas on how the initiatives piloted, rolled-out and consolidated with the support of ESSPIN could be sustained over time. The State

Commissioner for Education, Professor Uchenna Eze gave assurance that the state would do everything possible to ensure that the gains of the SIP are sustained. He also assured that the state government had no plans to disband SIP support structures such as SSIT and SSOs as was being rumoured at the time.

96. There appeared to be an improvement in leveraging resources from the government with the newly appointed chairman of the board releasing 4 million naira to conduct school evaluation for 119 schools in Udenu Local Government Area. However, the State is yet to access its 2014/15 UBEC TPD fund.
97. Discussions with the new SUBEB chairman have started in earnest on alternative sources of funding for continuity and sustainability of 1) the teacher training programme and 2) mentoring and follow visits on trained SBMCs members in the 627 schools. A comprehensive and detailed work plan and budget for the completion of the proposed training of all public primary 4 and 5 teachers have been developed and submitted to the chairman who promised to present it to the board for further discussion.
98. During the quarter, the formal handover of the water and sanitation facilities in Udi to the communities, ENSUBEB and Enugu State for Rural Water and Sanitation Agencies (ENRUWASA) for maintenance and sustainability took place. All the boreholes are fully functional except the one in Amokwe which has no power source and the community are waiting to connect to the national electricity grid. The SBMC chairman in the community promised to procure a generator to pump the water by August 2016.
99. Until this quarter SBMCs were developed in 626 schools of Enugu State. The state has recently used its own funds to roll SBMCs out to the remaining 675 public primary schools in the state. These SBMCs are not yet at the monitoring stage so there is no monitoring data available, but they have received initial SBMC training and are well established.

#### *Aspects of Work likely to be sustained*

100. Aspects of work likely to be sustained include:
  - i. There is a strong indication that the ENSUBEB wants to take further the QA process and quality assure all public primary schools. This was reinforced in the State of Education Report that was recently disseminated to all stakeholders. The board released 4 million naira to carryout quality assurance for the 72 public primary schools in Udenu Local Government.

Table 15: Leverage (NGN), Enugu state, to June 2016

Areas of Leverage	Amount Leveraged - April- June 2016	Remarks and Source
Quality Assurance	8,686,000	1-week SS workshop for 62 head teachers in Nsukka LGA (April.2016). External Evaluation in 62 Public Primary Schools in Nsukka LGA (April-May 2016). 1-week SS-e workshop for 72 head teachers in Udenu LGA (June.2016). LGEA-based Forum to disseminate 2015 SoER in 5 LGAs
Development of State and Local Government Plans	1,948,158	Lunch and transport allowances to LGEA officers involved in development of LGEA 2016-2018 strategic plans
Development and Functionality of SBMCs	6,400,000	Fund released to partner CSOs by SUBEB this quarter
Community Contributions to SIP	5,350,000	Total community contribution captured in SMO reports in the pilot plus 405 roll-out schools.
Challenge Fund (CF) and Missions' SIP	2,765,000	School fees waived for beneficiaries @N3,500 per child for term Jan. to March 2016 by 30 Missions
<b>Total</b>	<b>25,149,158</b>	

### Risk Monitoring

Table 16: Risk Matrix, Enugu state to June 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
The new board unwillingness to buy into the intervention programme and continue at the same pace with ESSPIN in implementation of planned activities	High/Medium	High/Medium	Failure to achieve targets  Low sustainability of SIP after ESSPIN's exit	Continuous PE with the new board chairman for more fund release to SIP. Continuous support to CSOs on actualization of the MOU with state government. Continuous reinforcement of positive evidence of impact

Deployment of core professional staff from key departments/agencies to another within the education sector and retirement of key officers from service bringing about disconnect in programme especially at the ministry where coordination should take place.	High/medium	High/ Medium	Slow implementation of the exit strategy/sustainability of ESSPIN SIP	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
Shortage of rural teachers and other SIP personnel due to retirement without replacement	High/High	High/ medium	Failure to meet learning outcome targets due to shortage of teachers in rural schools	<ul style="list-style-type: none"> <li>• High PE on implementation of Teacher Recruitment &amp; Deployment Policy</li> <li>• Support MDAs for continuous use of policy and other strategic documents</li> <li>• Getting relevant stakeholders to be involved in teacher deployment</li> </ul>
Inadequate security on ESSPIN supported infrastructure and facilities (Teacher Housing, Water and Sanitation facilities)	Medium/Medium	NA/NA	Rural housing facilities not properly managed and sustained for the benefit of learners and teachers	Handover of the water and sanitation facilities to relevant SUBEB and ENRUWASSA for maintenance and sustainability.
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	<ul style="list-style-type: none"> <li>• Usage of the EMIS data base</li> <li>• PE with State Civil Service Commission.</li> <li>• Engage with relevant authority to develop an integrated Personnel Management Information System</li> </ul>
Fraud, bribery and/or corruption	Low/High	Low/High	Financial wastage Reputational damage to UK aid, DFID, ESSPIN and Cambridge Education	Adherence to MM rules on procurement procedures and financial transactions



## The impact of using lesson plans



A learner demonstrating his reading skill in Modern Primary School 1, Nsukka

The lesson plan development and usage is part of the strategic and systemic in-service training forum provided to improve teachers' content and pedagogical skills. It is structured in such a way as to provide the necessary guidance and direction to meet the standards and criteria, as developed by the Enugu state stakeholders, on teacher's competency and pupils improved learning achievement. The teachers are to focus on outcomes to be achieved in line with the curriculum with room for innovation and creativity- the crux of child-centred learning. Pupils are provided with variety of teaching aids, activities to promote peer learning, songs and rhymes, role plays, artistic and creative writing skills. All these are expected to help the pupils to improve learning and gain self-confidence. Relishing the impact of the lesson plan on her teaching skills, Ugwoke Virginia, a teacher in Modern Primary School 1, Nsukka said:

*"To teach well, you must prepare very well by going through the lesson plan, securing the recommended teaching aids, domesticating the role plays, and mastering the actions and sounds of the letters. Before now we do all the talking but with lesson plan we talk less and allow the pupils to take an active part in their learning processes. The learning is easier and fun as pupils handle the objects and interact with themselves because the things they see and handle, they remember".*

Confirming her assertion on her experience on the use of the lesson, she confidently invited members of the SSIT, SSOs and the ESSPIN State Education Quality Specialist to assess her pupils. She also said the pupils' pronunciation and spelling skills have greatly improved. She believes that a lazy teacher cannot use the lesson plan because it requires a lot of planning and preparation to achieve a maximum impact. She have this to say about preparing the lesson plan *"before the introduction of the lesson plan, we have no particular focus. We just pick the textbook and teach, do what we like"*.

When she was asked on the effect of the lesson plan on the learner future career path, she was quick to add that *"the learners' mental alertness and artistic skills have been sharpened. A good number of pupils have developed interest in drawing and art work; pupils now easily express themselves by sharing their future aspirations: want to be doctor, engineer, lawyer, teacher, scientist, pilot etc. The fear of mathematics has been removed."*

In conclusion she praised the entire support process and said she is happy to be part of those trained on the usage of these awesome lesson plans and using her own word , she said *"now I think I can pass for a competent teacher"*.

## Jigawa

### *Security and travel*

101. Security in the state remained stable during the quarter under review as there were no events that undermined peace and security. Travel to the state capital, LGAs, schools and communities remained and no disruptions to planned activities were recorded. ESSPIN and other SLPs revised the state security status especially in a resolve to continue the collaborative monthly meetings of administrative officers. The fuel crisis situation got ameliorated with the partial deregulation of the pricing of petrol by the federal government during the quarter, although the attendant increase in price of between 140 and 145 naira meant increase in operational costs.

### *Political economy*

102. The State Global Partnership for Education (GPE) programme was officially launched during the quarter. The State received a 'No Objection' from the World Bank for the disbursement of grants to pre-primary and primary schools and a scholarship for girls aspiring to train and become primary school teachers. The State appeared to have challenges with proper coordination among members of the GPE team, especially the MoE and SUBEB. ESSPIN will work to support the state to sort out this in the coming quarter.

103. The school improvement programme activities were seriously affected during the quarter under review. The ASU joint account managed by ESSPIN & SUBEB since 2012 was questioned by the Executive Governor of the State. As a result of this, all training activities were suspended. It should be noted that all the necessary documents including MoUs backing up the agreement were presented by ESSPIN.

### *Leverage, political engagement and programme update*

104. The second edition of LGEA Self- Assessment workshop was conducted between 23<sup>rd</sup> and 30<sup>th</sup> June, 2016. It involved participants from the 27 LGEAs including Ministry, SUBEB and CSOs. Assessment of ESSPIN activities at the LGEA was conducted with an eye on sustainability of SIP interventions. The preparation of the draft report is ongoing.

105. Forty-eight schools in three LGAs were supported with the Girl's Sport Initiative which complements SUBEB's efforts to encourage more girls to play games, enjoy, stay in and complete school. The Director of Jigawa State Sports Council confirmed that sport is a strong incentive for pupils, providing a platform for them to develop their team capabilities, keep healthy, do well in their studies and facilitate their development. The initiative recognises that the physical games that girls play when they are younger tend to 'fizzle out' leaving girls with fewer extracurricular activities that keep them healthy, motivated and interested. It attempts to fill this gap.

Table 17: Leverage (NGN), Jigawa State, April to June 2016

No funds were leveraged in Jigawa during this quarter.

**Risk Monitoring**

Table 18: Risk matrix, Jigawa State, April – June 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)		
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 engage with MoE, SUBEB and LGEAs to involve middle level cadre officers in decisions and implementation of 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	Medium/High	There will be conflict with UBEC & SUBEB especially in the utilization of UBEC Intervention Fund	PE with HCE to reconsider the issue.

Adverse effect of Climate Change and floods disaster on programme implementation	Medium/Medium	High/High	Disruption in School activities leading to failure to achieve outcomes/impact	Increased awareness and enlightenment on climate change and its effects on education PE with government to adopt preventive measures
Fraud, bribery and/or corruption	Low/High	Low/High	<ul style="list-style-type: none"> <li>•Financial wastage</li> <li>•Low VFM</li> <li>•Reputational damage to UK aid, DFID, ESSPIN and Cambridge Education</li> </ul> Disciplinary procedures, leading to prosecution of perpetrator(s)	All financial processes checked, approved and authorized in accordance with Mott MacDonald policies, directives and procedures. Monthly spotchecks conducted too.  Procurement procedures strictly adhered to. Procurement committee in place and functioning.
Slow implementation of GPE activities due to coordination challenges within the state team	Medium/High	NA/NA	Failure to achieve GPE targets	PE with HCE and technical assistance to project team to sort out challenges

## Malams deliver lessons in English, Arabic and Hausa in Jigawa Tsangaya Schools



*'Before now, I cannot imagine myself speaking to you in English, not in my wildest dream! Even when we were told by ESSPIN that all we need is commitment to take in all the training conducted on literacy and numeracy, we assumed it was just wishful thinking, but thank God today I am standing before you and delivering my vote of thanks on behalf of all Malams in Miga LGEA in English; thanks in no small part to ESSPIN and SUBEB for the wonderful job they are doing on IQTE.'*

### **-Malam Auwalu Musa, a Tsangaya Malam from Miga LGEA.**

Malam Auwalu was a recipient of an ESSPIN issued certificate of attendance of Cohorts IQTE teacher capacity enhancing Trainings conducted by SUBEB with the full support of ESSPIN.

While declaring that receiving certificate was one of the highpoints of his career as a Tsangaya teacher, Malam Auwalu proudly stated that most of his pupils are now proud English speakers. As he put it, *'My students are today happily brandishing their aptitude in both Quranic, Islamic, Literacy and Numeracy lessons to anybody that cares to pick interest in what they are learning in our Tsangaya schools, scattered across the length and breadth of Jigawa State'*.

While corroborating Malam Auwalu's assertion, Garba Ubandi, the IQTE Desk Officer, SUBEB, who represented the Director Social Mobilization Department during the occasion said, *'Today, we are witnessing a very encouraging trend in Jigawa State where our Tsangaya students are competing favorably with their counterparts in secular schools during transition exams, a feat inconceivable before now'*.

First piloted in Miga, Roni and Birniwa LGEAs of Jigawa State in 2011, IQTE has now successfully propelled Tsangaya pupils (male and female) to transit from Tsangaya to junior secondary schools (JSS), thereby greatly unlocking career opportunities for these teeming children through its condensing of the 6 year basic education curricular into a 4 year programme embedded in traditional Tsangaya schools. Birniwa's success rate is also very encouraging where 242 Tsangaya pupils out of 300 that enrolled successfully passed the transition exam and transited to JSS, while Roni recorded a 100% success rate with all the 300 pupils enrolled transiting to JSS.

In its first two years, ESSPIN initiated and funded a school feeding programme that grounded the pupils in their respective Tsangaya schools thereby keeping them away from roaming the streets seeking for alms. It also exposed the Malams to a series of trainings on how to deliver competent literacy and numeracy lessons, while also supporting them with a token fee for upkeep.

*Malam Auwalu Musa*

## Kaduna

### *Security and travel*

106. Several incidents of violence were reported this quarter. In May, gunmen raided Ninte village in Jema'a LGA, leading to the death of at least two people. On 7th June, some Muslim youths stabbed a Christian man for eating lunch during Ramadan, and on 16th June, the people of Janruwa, a community along Yakowa Way, blocked the by-pass to motorists and passers-by, protesting against the State Government's failure to provide an electric transformer for the community for a long time. However, these incidents had no impact on MM travel routes, activity or staff. Travel within and outside the State capital was safe during the daylight, and funded activities went on as scheduled.

### *Political economy*

107. The political climate remained stable. A minor cabinet shuffle resulted in the posting of a new Commissioner to the Education Ministry. He is Professor Jonathan Andrew Nok. He was transferred from the Health Ministry where he still has oversight responsibilities. The Government also announced the appointment of a SUBEB Chairman, Alhaji Nasir Umar and two permanent members (PM 1 and PM 2) whose names have not yet been revealed. We are already in touch with the new Chairman, who seems eager to assume duties and collaborate with ESSPIN. The Director of Planning, Research and Statistics of the Ministry of Education, Shehu Raubilu, has been transferred to the office of the Head of Service, along with three other Directors, but without portfolio. His deputy, Ubale Salisu, is now the Acting Director. He is also very conversant with our work, but it is not certain if he will be confirmed as substantive director. The Director Schools, Dahuru Musa Anchau, is now the coordinator of the GPE programme.

### *Leverage, political engagement and programme update*

108. State approved funds have not yet been released for school improvement activities, but the Honourable Commissioner has set the process in motion to ensure that funds are released.

109. A two-day training was held on child protection, the IE Policy, gender sensitive budgeting, addressing and ensuring gender equity in the education sector. The workshop reached out to 35 participants from the SCOIE and the CGP. The group later carried out advocacies to the new Permanent Secretary of KADSUBEB, the Honourable Commissioner of Education, the Chairman House committee of education, the National Television Authority (NTA) and Federal Radio Corporation of Nigeria (FRCN), to solicit their support for the successful implementation of the IE Policy in the State. A four-day workshop was also held to support the implementation of the IE Policy in Kaduna and for efficient sustainability of IE plans. The 40 participants that attended the workshop were drawn from the CSOs, civil service and private sector. The eleven Kaduna CSOs paid advocacy visits to the Permanent Secretary, KADSUBEB, HC for Education and Chairman House Committee on Education to share the findings of the just concluded CSO research on education. The CSOs also had media talks to

ensure a wider dissemination of their findings and to solicit the support of all stakeholders in ensuring that children enjoy the benefit of free and quality basic education as provided by the State.

110. The proposed establishment work plan has been finalised showing Job roles/responsibilities, structure, alignment and cadre. In SUBEB and LGEAs, the 6-department structures have been condensed to 3.
111. Orientation training was conducted for the SMoE master trainers for roll-out of SBMC to 100 JSS Schools with the UBEC funds and the step-down has been concluded.
112. The implementation of the Nigeria Partnership for Education Project (NIPEP) funded by the Global Partnership for Education (GPE) grant got well under way with the launch of the project in May 2016. This was sequel to the review of the work plan by the incumbent administration in the state to align the work plan with the state’s education agenda. The State has received ‘No Objection’ from the World Bank was received for two sub-components of NIPEP, i.e. School Improvement grants for Primary schools and pre-primary schools. Disbursement will start on 1st July.

**Table 19: Leverage (NGN), Kaduna State, to June 2016**

<b>Areas of leverage</b>	<b>Total amount leveraged Apr-Jun 2016</b>	<b>Remarks and Source</b>
<b>Quality Assurance</b>	NGN 2,434,490	State’s releases for QA activities and evaluation of 73 schools this quarter
<b>Planning and Budgeting</b>	NGN 16,000,000	State budget released for 2015/16 ASC
<b>SBMC</b>	NGN 10,000,000	Last tranche of 2014 TPD funds released for roll out of SBMC training to 100 JSS
<b>TOTAL</b>	NGN 28,434,490.00	

### **Risk Monitoring**

**Table 20: Risk matrix, Kaduna State, January – March 2016**

<b>Risk</b>	<b>Current rating (Probability - High/medium/low, Impact- High/medium/low)</b>	<b>Previous rating (Probability - High/medium/low, Impact- High/medium/low)</b>	<b>Possible Consequences</b>	<b>Key mitigation strategies</b>
Non-Sustainability of SIP	Low probability, high impact	Low probability, low impact	<ul style="list-style-type: none"> <li>• Little or no effects of ESSPIN interventions on learning outcomes.</li> <li>• Wasted resources, wasted efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous PE with the newly appointed HC, SUBEB Chair and PMs to ensure the sustainability of SIP through the prompt release of the approved State budgets for SIP.</li> </ul>
Non-release of approved state funds for school improvement programmes	Medium probability, high impact	Medium probability, high impact	Poor CS3 results and poor SIP reports.	Aligning SIP to State's reform agenda. This will ensure State's commitment to release funds for implementation of SIP
Cabinet Reshuffle/Change of key education drivers	High probability, high impact	Low probability, medium impact	<ul style="list-style-type: none"> <li>• Total halt of work in progress because all the key Management staff of the Ministry, SUBEB and LGEAs are new, i.e. new HC, SUBEB Chair, PMs, Perm Secs and ESs.</li> <li>• PE has to start afresh to orientate the new officers.</li> </ul>	<ul style="list-style-type: none"> <li>• Early PE to introduce the new officers to ESSPIN work</li> <li>• Constant dialoguing/meeting with the newly appointed officers to ensure full understanding of SIP</li> </ul>



Financial Fraud	Low probability, high impact	Low probability, high impact	Financial wastage. Low VFM	<ul style="list-style-type: none"> <li>• Strict adherence to Procurement procedures.</li> <li>• Procurement committee in place and functioning.</li> <li>• Payment hubs checkmate possible connivance</li> </ul>
Security threats	Medium probability, high impact	Medium, high impact		<ul style="list-style-type: none"> <li>• Regular security reports sent to staff and visitors. Communications and response protocols in place when incidents occur</li> <li>• Safe havens prepared with essential items in case of emergency</li> <li>• Contingency fund available in emergencies</li> <li>• Volatile areas are avoided.</li> <li>• No night travels, Travel in convoy. Ensuring vehicles have fuel at all times.</li> </ul>

### **Learning outcomes continue to improve as teachers keep children in the centre of learning**

Teachers from UBE Primary School Aduwan 5 share stories of improvement in pupils' performances. The school, which is located in Kafanchan, Jema'a Local Government Area of Kaduna, is one of those benefiting from the UK Department for International Development's intervention in the Nigerian education sector. The DFID sponsored Education Sector Support Programme in Nigeria ESSPIN is helping to change the way teachers teach their students in over 400 Kaduna schools.

*'Before ESSPIN began to support us, the situation was terrible. We were getting tired of our work and the pupils were not enjoying class sessions the way they do today. Sincerely, children were not doing well; they could neither do good pronunciations nor read clearly. But today, they do all these, happily'* said the School's Head Teacher Comrade Abel Amos.

Ten year old Jessica Lazarus in primary 3 is proud to tell how she is enjoying better lesson sessions in class and also achieving better results in tests and exams. She said, *'My teacher is good now; she has changed the way she teaches us. She uses bottle corks, number lines and flash cards to show us what she is teaching'*. The improvement, Jessica explained, is a result of the new teaching and learning method introduced into ESSPIN supported schools. *'The bottle caps, number lines and flash cards help us to count, to do additions and subtractions. We can also recognise sounds, do pronunciations and spellings. In our groups, we are also able to quickly provide answers to questions when our teachers instruct us,'* said Jessica.

For Jessica's teacher, Rifkatu Bege, *'it was difficult for us to teach our pupils and make them understand lessons very well; we got them memorising instead of showing them to know how to solve problems by themselves, but today I can say teaching has become interactive and easier. And this is producing better results in pupils' performances'*.

The children may have maintained their former positions in the classes, but this time their performance grades are rising higher. However, DFID ESSPIN is still working together with Kaduna State Government, State School Improvement Team and schools to further raise learning outcomes at school level.



**Jessica (in the middle) and her group members solving a mathematics assignment**

## Kano

### *Security and travel*

113. The second quarter of 2016 marked the beginning of peace and tranquillity in Kano State. The State was quiet and peaceful during the quarter. It recorded no bomb blasts in and around Kano State. This calmness may not be unconnected with the Ramadan period and the concerted efforts by all stakeholders, particularly government and growing rate of private security outfits in the state to nip in the bud any act capable of steering up a security problem. Kano State also benefitted from the renewed military tactics of handling the insurgency in the Northeast leading to dramatic reduction in migration from neighbouring states.
114. The presence of security operatives on the streets and incidences of 'stop and check' by security agencies also reduced drastically. However, the state witnessed an increase in the activities of kidnapers, armed robbers, and other criminals. For example, 35 kidnap cases were reported, and many people declared missing. The Police Command also arrested 32 suspected kidnapers and rescued 21 abductees. In one instance, in April, a controversial singer aligned with the ruling party in the state, Dauda Adamu Kahutu (also known as Rarara) was kidnapped, but released after he reportedly paid a ransom of N2.8m. In June, kidnapers abducted and murdered a ten-year-old in Naibawa Quarters, along Zaria Road (8km from CENL office). Similarly, Reverend Father Gospel Inalegwu of Catholic Diocese, Kano was also kidnapped by unknown assailants and is yet to be located or released.
115. In the same month, Madam Bridget Agbahime, a 74-year-old Igbo female trader was stoned to death by some incensed Muslim youths. This act took place at the famous Kofar Wambai cloth market in the presence of her husband, a sad incident that almost provoked the other ethnic group into launching reprisal attacks but for the intervention of authorities both national and state.
116. Transportation and travelling within and outside Kano were comparatively smooth during this quarter except for fear of kidnapping and abductions on the highway, particularly the Kaduna- Zaria - Kano road. ESSPIN visits involving Kaduna – Zaria – Kano links were approached with caution and compliance with the necessary protocols. The partial deregulation of pump price of fuel (petrol) had a relieving effect on the system leading to the availability of the product in the state. Most filling stations in Kano metropolis sold at a price between N144 – N150 per litre. Interstate travels, including LGEA visit by ESSPIN staff, during the period, were smooth but guided by ESSPIN security guidelines. The curfew in Kano State remained from 6 pm to 10 am for private/individuals' motorcycles.

### *Political economy*

117. Although, the second quarter was characterised with peace and calmness in the state, the cold war between the former and incumbent governors persisted. Governance may suffer as the rift widens leading to irreconcilable differences between the two parties and their followers. This rift may escalate into political thuggery, kidnappings, robbery and other crimes across the state, if not nipped in the bud. The situation was made worse by the recent sacking of the Secretary to the State Government, Rabiu Suleiman Bichi alongside other politicians perceived as Kwankwaso's loyalists by the incumbent governor. The Deputy Governor/ Honourable Commissioner for Education, Professor Hafiz Abubakar regarded as another ally of Kwankwaso may be gradually side lined in the scheme of activities. The present situation portends a complicated political engagement challenge for the programme.

118. The implementation of 2016 budget (N274.8b) has been very slow, thanks to the dwindling economic and financial resources of the country. FAAC allocation to states of the Federation has reduced considerably which potentially affects most of the projected activities of the state. For instance, Kano State was only able to receive 69% FAAC allocation for the first quarter. The first budget performance review of the state took place in April 2016, but the result is yet to be made public. The implementation of Education Sector budget (N54.6b), notwithstanding its priority rank, is suffering the same fate as others. For instance, only 7% of the total 13% released to Education sector went to basic education in the first quarter. The releases in the second quarter have also been challenging and slow in coming.

#### **Leverage, political engagement and programme update**

119. Project and programme implementation in the education sector has been very slow due to the on-going financial crisis in the country. It appears that not enough funds are available for capital project implementation after the payment of salaries and overhead. Although the budget releases for the first and second quarters were not encouraging, some education activities were still implemented with the support of ESSPIN, Global Partnership for Education (GPE) and other development partners. For instance, the 2015/16 ASC data collection and entering were completed; the LGEA database was established in five additional LGEAs by the joint partnership arrangement of MoEST, ESSPIN and Mercy Corps; Summer Camp Academy coaching in all the 484 wards in Kano State was completed; LGEA strengthening support and visits to schools were conducted; LGEA establishment plan and workforce planning reports (in piloted LGEAs) were shared; the State of Education Report (SoER), 2015 was developed by Quality Assurance Team.

120. The IQTE conference scheduled to mark the end of ESSPIN's support to the programme and to be held in this quarter in Kano was cancelled due to a national strike. The conference has been rescheduled to take place on the 18<sup>th</sup> and 19<sup>th</sup> of July. ESSPIN's funding of the IQTE programme was planned to finish at the end of this quarter. However, due to budget release constraints within the States it was decided to continue funding activities until the end of the year when the current cohort will have finished the programme. It is hoped that

the continuation of the funding will give States additional time to sort out their funding issues. During the quarter, 1,978 IQTE pupils sat for the 2016 State transition examination on 23/04/16 for eligibility for admission to junior secondary schools. The transition examination was funded by ESSPIN. The challenge here is how to sustain the support and enthusiasm of IQTE teachers without government funding or paying them salaries. A failure to do so does raise sustainability issues for the programme.

### Global Partnership for Education

121. Following the official State launch of the Nigeria Partnership for Education Project (NIPEP) with funding from the Global Partnership for Education (GPE) grant in the first quarter of the year, the GPE/NIPEP implementation process has commenced in the three components: (i) Promoting School Effectiveness and Improved Learning Outcomes; (ii) Increasing Access to Basic Education for Out of School Children with a Focus on Girls and, (iii) Project Management and Monitoring and Assessment. About 2,000 pre-primary and primary school are to benefit from school grants, 7,000 girls to take advantage of the girls' scholarship, 1660 schools SBMC to benefit from SBMC training and 1,240 female teachers to take advantage of the female teachers' scholarship across selected 25 LGEAs. Verification of beneficiaries was carried out across the LGEAs by each of the component leads. Other activities, such as disbursement of funds will follow in the coming quarter.

### Summer Camp Academy

122. The Kano Summer Camp Academy (KSCA) has completed a full session of coaching at the end of the third term. The KSCA programme was aimed at promoting retention of girls in primary 5 & 6 in the schools and increasing their transition from primary 6 to JSS 1. It is also an attempt to increase the girls' academic performance in literacy and numeracy, enhance their self-esteem and improve their knowledge of personal hygiene. The KSCA gives the community an opportunity to participate in the education of girls through community support and provision of security. A total of 10,648 girls participated in the programme across 484 Wards/clusters, involving 374 teachers, 44 Education Secretaries, 57 SSIT members, spread across 44 LGEAs in Kano State. A transition examination had taken place at the end of the session and awaiting results. Each of the successful participants will proceed to JSS1 with an incentive of a school in a bag containing two sets of uniforms, 12 exercise notebooks, pencils, sharpener, eraser and other items. KSG is planning to scale up the programme and make it a permanent feature for every primary six pupil during their transition holiday.

123. During this quarter, a consultant was deployed in this 3rd phase of the Summer Academy initiative to document the process and key learning as part of a wider inclusion framework. The main purpose being to provide technical support in strengthening the collection of learning and evidence based data to capture the progress, learning and challenges in the Kano Summer Camp Academy. A full final programme report to be completed once the

girls' placement is effected into JSS and materials distributed according to plans. Procurement processes for the materials now completed with distribution planned for August in preparation for the new academic session which commences in September, 2016. Lastly, during this visit a draft framework was developed for a possible programme role out for Kano state.

## Personnel

124. The death of the Permanent Secretary, Ministry of Education, Science and Technology, Ibrahim Gazawa (RIP), was announced during the quarter. Also, the appointment of Danlami Garba, the former DPRS, MoEST as the new Permanent Secretary was confirmed. SUBEB has also experienced changes of two directors and one retirement. The Director of Personnel Management and Director of Finance have been redeployed and replaced by Sanni Mohammed and Musbau Baba respectively. The Director Planning, Research and Statistics (DPRS) retired and the deputy has taken up in acting capacity.

125. His Excellency, as part of his restructuring and fine-tuning of this Administration, had removed the Secretary to the State Government (SSG), Rabi'u Suleiman Bichi and replaced him with Usman Alhaji Usman (former Hon. Commission of Education). Director General media and communication to the governor, Alhaji Halilu Dantiye, was posted as Permanent Secretary and replaced by Salihu Tanko Yakasai as new DG media.

**Table 21: Leverage (NGN), Kano State, to June 2016**

Areas of leverage	Amount leveraged April – June 2016	Remarks and Source
LGEA Strategic and Action Plan		Awaiting release of funds
TSP Year 3		KSG approved budget. Also awaiting release of GPE.
QA		Awaiting release of both GPE and State funds
IQTE		N150m is also still being expected for IQTE
SBMC Roll-Out		Awaiting release of both GPE and State funds
Leveraged from State for SIP		

## Risk Monitoring

Table 22: Risk matrix, Kano State, to June 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"> <li>- Low success rate in sustainability.</li> <li>- Insecurity with learning outcome</li> </ul>	Continuing P/E with key stakeholders
Lack/inadequate funding for SIP by partners	Low/Medium	Medium/High	<ul style="list-style-type: none"> <li>- Low success rate of SIP sustainability</li> <li>- Depletion in target rate on Log frame</li> <li>- Low impact on learning outcome in future</li> </ul>	<ul style="list-style-type: none"> <li>- Effective monitoring and delivery on GPE plan</li> <li>- Exploring other sources. e.g. IDB funding</li> <li>- State leverage on PPP and other opportunities from IDP</li> </ul>
Trained staff/partners reshuffled, transferred, retired, or resigned.	Medium/Medium	Medium/Medium	<ul style="list-style-type: none"> <li>- Loss of institution memories</li> <li>- Drop in agencies capacity for service delivery</li> </ul>	<ul style="list-style-type: none"> <li>- Political engagement with relevant authorities. e.g. Office of the Head of Service and the MDAs</li> <li>- Support state to develop or building of succession plan</li> <li>- Incentivized the system</li> </ul>
Disruption of planned activities due to security risk	Medium/High	Medium/Medium	<ul style="list-style-type: none"> <li>- Loss of man hours</li> <li>- Depletion of budget for provision &amp; mitigation due to increase spending</li> <li>- Change in delivery date</li> </ul>	<ul style="list-style-type: none"> <li>- Develop alternative cause of action. e.g. Plan B</li> <li>- Reinforce ESSPIN BCP</li> <li>- Collaborate with other SLP</li> </ul>
Lack of government commitment to education reform	Low/High	Medium/Medium	<ul style="list-style-type: none"> <li>- Drop in chances of sustainability</li> <li>- Change in programme/engagement direction</li> </ul>	<ul style="list-style-type: none"> <li>- Continuing P/E with key stakeholders</li> <li>- Engagement with Accountability Responsiveness and Capacity Programme (ARC) in Kano</li> </ul>
Non-release of approved budgeted funds for operation	Medium/Medium	Medium/Medium	<ul style="list-style-type: none"> <li>- Delay in implementation of projects</li> <li>- Challenge with</li> </ul>	<ul style="list-style-type: none"> <li>- Continuing P/E with key stakeholders</li> <li>- Engagement with Public Sector</li> </ul>

			scale of activities	Governance and Accountability Programme (PSAG) in Kano - Engagement with MoF and AG office
Slow implementation of GPE- QA	Medium/Medium	High/Medium	- Loss of momentum for implementation - Discouragements by stakeholders and funders	- 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	- Reputation risk with stakeholders who are not paid on time - Operational hiccup	- Adherence to Process map - Implementation of internal control procedure - Guidance on control process in a matrix structured environment - Timely reconciliation of accounts



## Annual Education Sector Performance Review Document helps government effectively realign policies and interventions



The AESPR report put together in 2015 and disseminated in 2016 exposed a critical short fall in number of toilets and water facilities available in schools around Kano State. The pupil to toilet ratio, 239 pupils to 1 toilet, highlighted in the report, came as a result of a painstaking performance review carried out by the State Ministry of Education, Science and Technology (SMoEST) with the support of ESSPIN.

The document sits in a league of documents developed by SMoEST and SUBEB with the technical and financial support of ESSPIN to help the state make an informed policy decision towards strengthening the basic education sector of the state. Other reports in this group are: the Annual School Census Report, Medium Term Sector Strategy (MTSS), State of Education Report, among others.

While praising ESSPIN for its intervention in the education sector of Kano state, Munzali Muhammad Mustapha, who is the sitting Deputy Director, Planning SUBEB said, *“We cannot underscore the achievements of ESSPIN in Kano State enough! ESSPIN supported the state in developing the Annual Sector Performance Review documents used by the former Kano State Governor to launch his educational programmes in the state which culminated in massive infrastructural intervention for the education sector and upgrade of teacher capacity”*.

The review encompasses monitoring of enrolment trends, assessing pupil transition rates, reviewing teacher quality as it affects performance of pupils as well as recommending ways to fill in gaps identified by the review.

Also in his remarks, Alhaji Rabi’u Alhaji, the incumbent Deputy Director Budget SMoEST said, *“I cannot imagine us going this far in terms of reforming the basic education sector of the state without the exceptional technical and financial support we enjoyed, year in and out since 2008 from this glowingly benevolent organization, ESSPIN. What can I say; we sure will miss you when you eventually leave the scene. Your track records, as a supportive partner can hardly be matched. We are once again thanking you for supporting the AESPR process.”*

The 2016 AESPR is currently being finalised and is planned for dissemination in the final quarter of this year.

## Kwara

### *Security and travel*

126. Disputes between Fulani herdsman settled at the Gidan Magajia Grazing Reserve and farmers continued. A conflict management workshop was held on 21 of June by the Ministry of Agriculture to bring both the pastoralists and the farmers together to try to solve the issues. Despite this, 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*

127. The IGR Base of the state is improving gradually and this is positively robbing on the financial status of the state but this is still yet to have effect on the issue of payment of BE teachers' salaries and so most schools are closed.

128. Universal Basic Education Commission released 60 Million naira as first tranche of its Intervention Fund for teacher Professional Development for 2015. The funds are allocated for the following professional development: training of teachers at the basic level on Jolly Phonic, training of ECCDE teachers, Training of teachers in Science and Mathematics and training of Quality Assurance officers. The training on Jolly Phonics had commenced and monitored by SUBEB and ESSPIN.

### *Leverage, political engagement and programme update*

129. In continuing the pursuant of sustainability beyond ESSPIN in the state, ESSPIN made two visits to the House Committee on Education at the State House of Assembly. The first visit was at the instance of the committee when the management of the ministry was invited to the house on the issue of funding Basic Education in the state. At that meeting, ESSPIN shared the journey so far on our programme in the state and the need for sustainability post ESSPIN. At the second visit, there was an in-depth discussion on how the state can move forward to improve the quality of education.

130. Due to non –payment of teachers' salaries, there has been consistent teacher absenteeism in Schools especially towards the end of the quarter. This has led to instructional time loss for the students as they were not attended to by teachers most of the periods. In addition, it has become very difficult to collate any report as teaching and learning has not been regular. SSOs' support, which should lead the process, has also been epileptic as most complain of finding it difficult to travel to their schools. The SIU and D/QA have mounted concerted efforts on the ESs to bring previous terms' reports from SSOs yet they have only come in trickles.

131. ESSPIN is engaging with the ministry on a number of initiatives. The ministry is proposing an Education Summit for the next quarter and ESSPIN is deeply involved in the planning process. As a rider to the LGEA Database project, a staff of the ministry has recently designed a School Locator that can complement the existing database. This was showcased to a cross

section of senior officers from MOPED, MOF, BOS and Surveyor General Offices. The HC is advised to introduce the product to HE. ESSPIN had a meeting with the PA to HE on ICT and discussed the issue of putting education document on the state's website. The PA is creating a repository with a link to the State Website whereby all documents shall be hoisted for public to have access to the reports. The state government embarked on a complete auditing of the staff to create a database on HR. Work is still on going.

132. ESSPIN infrastructural support to Kwara SUBEB ended in June with a political Engagement meeting with the State Water and Sanitation Committee. The meeting was chaired by the DPRS Ministry of Education. At the meeting It was considered that for water supply systems to be sustainable three actions from the state and local government have to be rightly in place: instilling a sense of ownership, promoting participation and sharing costs. All these three actions were not adequately addressed well in advance and hence sustainability will be at risk. Proper training and technical support at all levels and for all groups engaging in water project implementation and management should give priority. Projects officers and community should be given basic technical training which serves a purpose for minor repairs in case of system breakdowns as was done during the six years intervention.

133. The CSOs' capacity to advocate on evidence-based issues was tested with the outcome of the evidence based research carried out by them. The two issues identified and researched upon were:

- Preferred language of instructions in schools
- Uneven distribution/redeployment of teachers

134. The research was borne out of the poor performance by pupils particularly at the basic level in addition to poor attendance at the rural schools. The target audience included the State Governor, House of Assembly Education Committee Members, Hon. Commissioner, Permanent Secretaries, SMOEHCD & SUBEB, Traditional Rulers and other State and Community level Education Actors. The State Executive Governor and the State House of Assembly Education Committee saw the merit in the outcomes of the research and pledged their support to the implementation. The child protection issue was further strengthened with the development of child charter and reporting mechanism for reporting issues of child abuse and violence against children. The State now has an agreed child charter and process of reporting cases of child abuse and violation. The message was further driven home with this year's Children Day celebration in the State theme: 'STOP VIOLENCE AGAINST CHILDREN'.

135. The roles of the women and their responsibilities in supporting the children's welfare was strengthened during a one day cluster training for over 5,000 participants. The SBMC Policy for the State was reviewed in line with the National Policy which has now been extended to cover the Senior Basic Schools. The membership of the SBMC membership has increased

from 15 to 17. The capacity of the LGEAs' Heads of Section on collaborative working relationship, gathering and use of data for bottom-up planning was also strengthened along with that of SMOs on how to sustain the community engagement process. 72 participants attended the 2 day workshop.

136. The State celebrated the National and International Albinism Days for the first time with 10 children with albinism granted scholarship by the Albino Foundation in Nigeria. The Global Action Week on Education for All was also celebrated in the State with the theme: 'Education Financing' to draw the attention of the Government on the need to increase and prompt release of education financing.

**Table 23: Leverage (NGN), Kwara State, to June 2016**

Areas of leverage	Amount leveraged Jan –March 2016	Remarks and Source
Teacher training Head teacher training	NGN 5,205,000	For SSOs' monthly allowance and SSIT allowance and running cost
Annual School Census	NGN 4,030,000	Conduct of the ASC
QAB	NGN 10,000,000	Training of QA Officers at the basic education Level
Total	NGN 19,235,000	

### *Risk Monitoring*

**Table 24: Risk matrix, Kwara State April – June 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/Medium	High/High	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	Medium/Medium	Failure to achieve targets	Induction and PE with new Board when reconstituted
Shortage of teachers and other SIP personnel due to retirement without replacement	Medium/Medium	High/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, teachers and partners due to the increasing incidences of kidnapping, armed robbery and clashes between farmers and herdsmen	Medium/Medium	Medium/Medium	Delay in operations and increased cost	Continuous monitoring of the security of the security situation Sensitization and 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/Medium	Low/High	Financial wastage Low VFM Negative perception of programme (and DFID)	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
Non-payment of workers' salaries	High/High	NA/NA	Failure to meet ESSPIN logframe targets;  Low sustainability of SIP after ESSPIN's exit	Political engagement including meetings with Political office holders (LG chairs, Commissioners, SHO A committee on Education and Executive Chairman, to prioritise use and release of available funds and continued
Shortage of teachers and other SIP personnel due to retirement without replacement	Medium/Medium	NA/NA	Failure to meet learning outcome targets due shortage of teachers in rural schools	Continuous PE with State government Developing succession plan with partners .

### Kwara SBMC moves to mainstream inclusive education



*"I am now able to take myself to school without waiting for a guide since I can now see", Rofiat Abiodun said. "I can now do my classwork with assistance from other pupils", she continued. Rofiat, a girl of 10 years in Primary 2, now enjoys school because she is able to see, play with and study with her fellow pupils in school. The opportunity to surgically recover her sight was made possible through the concern and action of the School-Based Management Committee (SBMC) of Ajegunle LGEA School in Offa, and the LivingCare Community Development Foundation (LCCDF), Kwara state. The SBMC, believing that all children must learn together, had encouraged Rofiat to enroll in school, despite her sight impairment. According to the Rofiat's father, Mr Lateef Abiodun, the 10-years old girl had once asked, "Why can I not go to school, would I eventually become a beggar?"*

The head teacher, Mrs Tunrayo Awotunde has been keen to ensure that Rofiat catches up in school. According to her, *"Rofiat had difficulties in learning because she could not see. We used to conduct oral examination for her at the end of the term."* Mrs Awotunde is also thankful for the inclusive education initiative and says, *"The inclusive education initiative motivated the SBMC to convince her parents to allow Rofiat to enrol in school. If she had not enrolled in school, she would not have been identified on time and taken for surgery."*

The initiative for all children to learn together, pioneered by ESSPIN, is rapidly being adopted in Kwara state. Different categories of children now support one another to learn in the same schools. Children who are physically challenged, the albinos, the Fulanis and other marginalised groups are now learning together under the inclusive education initiative. As inclusive education is becoming widely embraced, the Albino Foundation is also getting institutionalised in Kwara. Some of the steps taken by the leadership of the foundation for inclusive education include the commemoration of the National Albinism Day and the International Day for Albinism. The days provided opportunity for advocacy and to sensitise the general public that people with albinism have skills and professional capabilities where applicable. The Foundation also awarded scholarships to 10 children with albinism. To further entrench inclusive education into the state education system, the state is domesticating the national inclusive education policy. This is to enable all children have access to education irrespective of social status, geographical location or physical challenges.



A bright new day in school: Rofiat Abiodun (left, standing) with the Director of LCCDF, Mr Olusesan Adewoye (right, standing) at Ajegunle LGEA school. LCCDF had facilitated the surgery process and sight recovery for Rofiat.

## Lagos

### *Security and travel*

137. The fuel crisis lingered until the increase in pump price. There were also deadly attacks by gunmen and cultists in Ikorodu Axis. However, none of these incidences affected the programme adversely, except for suspension of 2015-2016 school census exercise in the affected areas of Ikorodu.

### *Political economy*

138. Lagos State civil servants have continued to enjoy regular and prompt payment of their salaries.

### *Leverage, political engagement and programme update*

139. The Deputy Governor of the State, Dr. Idiat Oluranti Adebule, who also doubles as the Hon. Commission for Education, has many responsibilities so it is proving difficult to solve emerging issues with the required urgency. A case in point is the 2015 – 2016 school census exercise which is facing challenges getting off the ground. The retirement of the Director, Policy, Planning, Research and Statistics department, Ministry of Education in June 2016 also compounded the problem as he did not hand over to the successor before quitting. However, the new Permanent Secretary (Mr. Adesina Odeyemi) who resumed in May 2016 after Mrs. Ariyo retired from service has shown the zeal to follow up matters promptly with the Deputy Governor.

140. Engagement with SUBEB Management on sustainability and school support has continued to yield positive results. In one such engagement in May 2016, the Executive Chair of Lagos SUBEB pledged his support and that of entire SUBEB team to sustain the gains of SIP, post-ESSPIN.

141. The Director General has requested ESSPIN's support in many areas of her assignment. She invited ESSPIN to a meeting of QA directors where ESSPIN made presentation on school improvement programme in Lagos, the journey so far and the relationship of SIP with QA.

Table 25: Leverage (NGN), Lagos State, to June 2016

Areas of leverage	Amount leveraged Apr - June 2016	Remarks and Source
SMO Step-down Training	N3,102, 000	UBEC Fund
SBMC LGEA Forum (in 7 LGEAs)	N590, 600	State Budget allocation to Social Mobilisation Section in LGEA
CGP Quarterly Meeting	N160,000	State Budget allocation to Social



		Mobilisation Dept in SUBEB
ASC 2015/16	N5,000, 000	State Budget
Total	N8,852,600	

### Risk Monitoring

Table 26: Risk matrix, Lagos State, April – June 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
Late conduct of public school census and further delay in the conduct of the 2015/16 Annual School Census private school census	High/High	High/High	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.
Sustaining SSIT/SIO structure	Medium/Medium	Medium/Medium	Loss of institutional memory	Continuous PE with the Board
Inadequate budgetary provision for SBMC development activities	Medium/Medium	Medium/Medium	Possibility of stalling SBMC development	Advocacy and PE with SUBEB – Chairman has pledged SUBEB support
Retirement of four Head of Sections in August 2016	Medium/Medium	Medium/Medium	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
Plan to replace retired and withdrawn SIOs by staff from other sections of LGEAs as being done currently in Somolu LGEA.	Medium/Medium	High/High	Possibility of reduction in staff strength of other sections	Engagement with ESs to adopt the system with discretion

Financial fraud	Low/High	Low/High	CENL integrity being compromised	<p>The use of Transformed Laptops for authorizations</p> <p>Adherence to CENL rules on procurement procedures and financial transactions</p>
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### Luciene Segun comes to school

*"I always played at home and have never been to school before until Mrs. Elegbede the head teacher came to speak with my father". (Translated)*

- Luciene Segun



Luciene Segun standing in the school compound

Luciene Segun is from a very rural community in Badagry Lagos state. He and his many friends have never been to school before and often stay at home helping out with chores and playing with each other. Some of his friends whose parents make a living selling fish often help their parents with fishing and are always by the river side. Luciene's father is a traditional healer and kept all his children at home to help him in his trade. It was when the SBMC Chairman of Our Lady of Fatimah Nursery and Primary School , Ganyingbo observed that he was always at home even during school hours that he realized that there was a problem. He discovered that Luciene did not attend school and had never actually been to school. The handling of such cases and other access issues has been the theme of trainings given to community members through the School Based Management Committees.

ESSPIN has supported the development, training and mentoring of SBMCs on how to support creating access to quality education in various communities across Nigeria especially in states that it supports. Some of the trainings they have given also include how to carry out monitoring visits and it was during one of these meetings that the case of Luciene was discussed and addressed. The Head Teacher and other SBMC members paid regular visits to the father and discussed the importance of letting his children attend school. He resisted initially but after persistent sensitization visits and discussions agreed.

*"I have new friends in school now" says a thoughtful Luciene. " some of them help me in school. We work together during group activities and when the teacher gives us class work to do "*

Civil Societies and the Social Mobilization Section of SUBEB/LGEA through a sustained partnership called the Civil Society Government Partnership (CGP) carry out sensitization activities periodically. They visit both urban and very rural communities sensitizing them on the need to allow their children have access to quality basic education.

*"I am happy I am in school and I may be the governor of Lagos State someday" Luciene says with a smile on his face.*

## Annex 1: High level workplan

	Sub-output / Workstream	Activity			
			Aug	Sep	Oct
<b>Output 3 - School Quality</b>					
3.1	State school improvement (Systems)	Support State senior officials to engage with Composite Survey 3 data and School Report Systems Work with States on exit strategy and sustainability planning re 3.1.1			
3.2	State Reporting Systems	Work with schools and School Support Officers to improve the accuracy of data collection and recording Facilitate capacity building for LGEAs/SUBEBS to disseminate and utilise school data for planning, resource allocation and leverage			
3.3	Institutional strengthening of SUBEB/UBEC	Strengthen political engagement for school improvement, funding and in-service provision within States Collaborate with UBEC to implement reforms and funding mechanisms for teacher professional development Support the wider introduction of Direct Funding to Schools Support States to consolidate rollout of the School Improvement Programme to full coverage Ensure collaboration with DFID's TDP, GEP3 and other IDP programmes (GPE in particular) to best support school improvement, cost effectiveness and VfM			
3.4	School level improvements	Facilitate ongoing professional development of the SSIT along with action research Facilitate SSOs to better support head teachers to effectively introduce simple generic teaching skills (as defined by teacher competency standard) to their teachers and to monitor teachers' use of these skills in their teaching			

	Sub-output / Workstream	Activity			
			Aug	Sep	Oct
		<p>Facilitate the training of SSIT and SSOs to enable them to move teachers to a better understanding of the curriculum and learner progression</p> <p>Consolidate pilot programme on how special needs schools and teachers can support inclusion in public primary schools (Kwara and Kaduna). Share experience with other States</p> <p>Support introduction and implementation of policies on teacher and pupil behaviour</p> <p>Secure use of full lesson plans in primary grades 1-3 across all States, and introduce full lesson plans for grades 4-5 in Kano, Lagos, Enugu and Kwara</p> <p>Disseminate Headteachers Handbook and Guide to Assessment for Teachers</p> <p>Establish repository in States to facilitate use of teaching and learning materials produced by ESSPIN post ESSPIN</p> <p>Introduce/demonstrate use of learner materials in schools through the WorldReader initiative (Lagos, Kaduna)</p> <p>Consolidate maintenance and sustainability infrastructure programme</p>			
<b>Output 4 - Community Engagement, Inclusion and Gender</b>					
4.1	Inclusive education policies	<p>Build State and LGEA capacity for collection, analysis of IE data to inform IE policy devt and implementation</p> <p>Strengthen the capacity of FME and UBEC to produce and implement a national IE policy</p> <p>Support the institutionalisation of Inclusive Education Committees in all six states</p> <p>Carry out political engagement to leverage available resources at federal and State level to scale up IQTE</p> <p>Strengthen gender and inclusion committees in all states</p>			
4.2	Inclusive practices in schools and communities	<p>Support Kano SUBEB/SMOST capacity to sustain/ scale up Summer Camp Academy project for girls</p> <p>Support Jigawa SUBEB and ANE to consolidate and scale nomadic community education project</p>			

	Sub-output / Workstream	Activity			
			Aug	Sep	Oct
4.3	Child protection and participation	Support states' review of implementation of child protection charters, workplans and response mechanisms Support implementation of child protection charters at community, school and state levels			
4.4	Buidling partnerships for Voice and Accountability	Support CGPs to establish platforms for voice and accountability and follow up on state level advocacy Promote SBMC clusters and forums at LGEA and State level to strengthen demand for good quality services Support broad partnership platforms to share lessons, experiences on implementation of school improvement Strengthen women's SBMC sub-committees and children's Safe Spaces to improve voice Support monitoring and documentation of community engagement activities in states Ref. 4.4.2, support SBMC forums to consolidate engagement with traditional and religious leaders Use International Days for women and girls as platforms for ongoing advocacy including '16 days activism' Facilitate coordination between SMD and Education Secretatrics at LGEA levels on SBM development Ensure collaboration with Oando, GEP3 and other IDP programmes to improve coordination around SBM Provide technical support to GPE implementation on SBMC (JKK states) and out of school survey (Kano) Promote green and safe schools with SBMCs, communities and traditional/religious stakeholders			
4.5	LGEA, state and federal capacity to consolidate SBM	Implement requisite political engagement for SBM consolidation and school improvement Support continuing professional development of SMD & SMO officers to support school improvement			

	Sub-output / Workstream	Activity			
			Aug	Sep	Oct
		Collaborate with UBEC and advocate on funding mechanisms for SBMC development Support UBEC to review and document its experience of replicating the ESSPIN SBMC model nationally Facilitate partnership between CSOs and UBEC to accelerate the passage of the revised UBE Law			
4.6	Evidence and Learning	Facilitate State annual planning of SBMC rollout based on existing capacity and available resources Strengthen SMO reporting and documentation system (community level indicators) and facilitate linkage to State level planning and budgeting Support states to update SBMC guidelines in line with current realities working with other key stakeholders Support National Conference on school governance and Direct Funding to Schools Support development and standardisation of IEC materials and products on communities, gender and inclusion Facilitate CSO market place for experience sharing, promotion of services and sustainability Introduce celebration of SBMC Day in states as part of wider sustainability activities Support the development of an SMO guidebook as part of reference materials for SBMC development			
4.7	Gender sensitive education policies and practices	Develop and deliver capacity building support on gender for programme staff Support LGEA Gender Champions Mobilisation Day in communities			
<b>Output 2 - State and LGEA capacity</b>					
2.1	State annual planning cycle (including LGEA plans)	Support annual updating of 2017-2019 MTSS incl production and dissemination to stakeholders Support production and dissemination of 2015 Annual Education Sector			

	Sub-output / Workstream	Activity			
			Aug	Sep	Oct
		Performance Review (AESPR) reports Support production and dissemination of State Quarterly Monitoring Reports (QMRs) and SIP rollout progress reports to stakeholders Strengthen State capacity to streamline Call Circular responses, including use of Activity Based Budgeting Support SUBEBs to streamline annual and quarterly workplanning and implementation to ensure timely access to UBEC Intervention Funds Support annual review and update of SUBEB and LGEA strategic plans			
2.2	State EMIS development for timely, available and credible data for planning and sector performance monitoring	Support production and dissemination of 2015/16 Annual School Census reports  Generate and disseminate School Report Cards from 2015/16 ASC data and develop capacity of State/LGEA personnel and SBMCs to use for micro planning Generate the ISD Index from ASC data for individual school needs analysis Support States & LGEAs capacity strengthening for the consolidation and use of Phase 1 LGEA Database Rollout Support and facilitate Phase 2 Roll out LGEA integrated database for managing school improvement data and build capacity of State & LGEA personnel to implement Support integration of school inspection reports, QA, SSO and SMO reports into LGEA Database and EMIS Provide ongoing capacity support to MoEs, SUBEBs and LGEAs M&E Units, including training of new personnel Support 2015/16 ASC data quality validation and States' EMIS Capacity Assessment report production and dissemination			



	Sub-output / Workstream	Activity			
			Aug	Sep	Oct
2.3	Organisational capacity of MOEs, SUBEBs to support SIP	<p>Support and facilitate SUBEBs and LGEAs Establishment and Workforce planning, including personnel job descriptions and schedules</p> <p>Support SUBEBs to streamline LGEA personnel roles, aligning job roles with school improvement support needs</p> <p>Support streamlining of education QA roles in States and support establishment of functional States' QA systems</p> <p>Support capacity development of education QA Evaluators and state (SoERs) and school-level report production and dissemination to stakeholders</p>			
2.4	Integration of GPE into school improvement programme	<p>Undertake political engagement to improve the quality of GPE coordination and leadership</p> <p>Support State planning and implementation of GPE NIPEP to ensure alignment with SIP</p>			
2.5	Political engagement	<p>Conduct quarterly meetings of education Commissioners, SUBEB Chairs and UBEC</p> <p>Engage relevant state senior political officials, LG Chairmen and Education Secretaries to strengthen state buy-in and ownership of SIP</p> <p>Carry out political engagement to secure funding for Phase 2 LGEA database rollout</p> <p>Disseminate LGEA Engagement Strategy and engage relevant states officials, LG Chairmen and Education Secretaries on LGEA capacity development and functionality</p> <p>Collaborate with DFID and other programmes in strengthening engagement with new governments</p>			
<b>Output 1 - National Systems</b>					
1.1	Access to UBEC Intervention Funds	<p>Engage UBEC to facilitate access to UBE Intervention Funds and its effective utilisation by ESSPIN-supported states for SIP rollout and sustainability</p> <p>Explore opportunities for collaboration with UBEC on utilisation of its Inclusive Education funds and support FME's drafting of IE policy</p>			

	Sub-output / Workstream	Activity			
			Aug	Sep	Oct
		Support ESSPIN-supported States to access and effectively utilise UBE-IF for SIP rollout, consolidation and sustainability of school improvement reforms Explore opportunities for collaborating on IQTE with UBEC and facilitate States' access to IQTE funds Engage UBEC to facilitate sustainable funding of national rollout of QA and SBM reform and institutionalisation in the 36 states and FCT			
1.2	National system for MLA	Collaborate with DFID and other education programmes for coordinated MLA approaches Support FME in the finalisation and endorsement/approval of a National MLA Policy Framework and Implementation Guidelines by JCCE and NCE Develop and strengthen capacity of relevant FME Department for effective dissemination of the National MLA Policy Framework and Implementation Guidelines			
1.3	National system for QA	Support FEQAS and UBEC to disseminate the revised National QA Handbook and Evaluation Schedule to the 36 states and FCT Support capacity development of FEQAS and UBEC to jointly roll out national QA reform and facilitate states' capacity development in education QA Strengthen capacity of QA Evaluators in FEQAS and UBEC as Master-trainers to step-down training to states' QA Evaluators for sustainable QA practice in states and LGEAs			
1.4	National system for SBM	Support FME to present National SBM policy to the National Council on Education (NCE) for approval Support FME to reproduce and disseminate National SBM Policy to the 36 states and FCT			
1.5	National EMIS capacity development	Support and participate in 2016 National EMIS Committee meeting  Support FME NEMIS and UBEC EMIS capacity development and use of UIS ASC Software to effectively provide support to states and FCT in collaboration with UNICEF			

	Sub-output / Workstream	Activity			
			Aug	Sep	Oct
		Support FME NEMIS (with UNICEF) to conduct National EMIS Capacity Assessment and disseminate report			
1.6	FME strategy and coordination (DFID request - possible conversion to TA)	Support the Office of the HME to coordinate development of a national education strategy Support FME capacity for IDP coordination and resource mobilisation from donors and private sector			
<b>Communications &amp; Knowledge Management</b>					
		IEC materials (newsletters, posters, leaflets) Lessons and Evidence of Impact State CKM support (incl support to SUBEB SMD) Document repositories Practice Papers Radio and film broadcasts DVD production			
<b>Learning and Evidence</b>					
		CS3 PFM studies Beneficiary study Inclusive education study IQTE longitudinal study National and state-level dissemination events (inc. CS3 dissemination) Support to school attendance monitoring			
<b>Support to GPE</b>					
		Support to GPE coordination and implementation (JKK states)			

## Annex 2: Quarter 6 Milestone Deliverables, Apr - Jun 2016

Output	Deliverable	Weight	RAG status	Evidence	Y/N	Comments
1	Updated National QA Handbook and Evaluation Schedule printed and distributed to MoEs and SUBEBs in 36 states and the FCT through FIS (now FEQAS)	10%	G	Print copy of Handbook/ Schedule distributed to states	Y	This milestone has been fully achieved. A report on this deliverable has also been submitted along with the disseminated Handbook.
2	Validation Survey on the 2015/16 Annual School Census conducted in conjunction with EDOREN and UNICEF	15%	G	ASC Progress report	Y	This milestone was exceeded. An additional component of the Validation was an EMIS capacity assessment exercise which has extended coverage to non-ESSPIN states and engaged the attention of FME (HME and PS level) and NBS.
3a	Grade 4-5 Literacy & Numeracy Lesson Plans with some state specific variations distributed and in use in at least 4 states (20%)	20%	A/G	Grade 4-5 L&N Lesson Plans	Y/N	The lesson plans are 94% complete for Enugu, Kano, Kwara and Lagos. The final units (weeks 26-30, 16 publications, 80,000 copies) are with the printers and are expected to be distributed in the next quarter.
3b	Grade 1-3 LPS available and in use in all states (20%)	20%	G	ESSPIN Lesson Plans Status Report (monthly tracker)	Y	This deliverable has been fully achieved. Grade 1-3 LPS, all units in all states, are 100% complete, with the final outstanding set for Kaduna delivered in the July-Sept quarter and in use for teacher training.
4	10,000 girls in P5 and P6 in Kano receive materials and coaching to remain in school through the Kano girl education initiative	25%	A/G	Project Progress report	Y/N	The coaching element of this milestone has been exceeded with 10,648 girls receiving 33 days of coaching over the 2015/16 school year. The materials element is dependent on still awaited JSS placements.
5a	Special political engagement meeting with State Commissioners and SUBEB Chairs showcasing achievements and best practice around states held	5%	G	Aide Memoire of meeting	Y	This milestone was achieved with full participation of new state government officials and dissemination of the ESSPIN sustainability plan.

5b	A draft Closure Plan for ESSPIN produced	5%	G	Draft Closure Plan	Y	This milestone was achieved.
<b>Progress and issues for the quarter</b>						
<p>Printing and dissemination of the revised and updated National Quality Assurance Handbook and Evaluation Schedule to the 36 states and FCT was achieved with substantial government leverage to deepen consolidation and sustainability of national education QA reform. Building on NCE approval of the QA policy and allocation of rollout funding by UBEC, joint FEQAS-UBEC teams have received Master Trainer training and stepped down phase 1 training to QA evaluators in all 36 states and the FCT. Following the successful national launch of the Handbook by the Minister, UBEC has undertaken to reprint additional copies and carry out further dissemination at State and LGA levels.</p> <p>Field work was successfully completed for 5 ESSPIN states, 5 GEP3 states, 6 orphan states and the FCT. Lagos was not included as enumeration for the 2015/16 ASC was yet to be concluded following funding delays due to the inability of the Deputy Governor and HC to mobilise the required resources on time. Staff of NEMIS and the NBS joined ADEA personnel in the field and this resulted in some useful capacity building. The introduction of a national EMIS capacity assessment component to ADEA's ToRs brought a valuable national outlook to the validation exercise. The HME and Perm Sec of the FME were engaged and will consider the final report of the assessment in taking decisions to revamp NEMIS. The final report will include pull-outs for ESSPIN states, GEP3 states and an aggregate for NEMIS.</p> <p>Grade 4-5 LPs, all units in 4 states - Enugu, Kano, Kwara and Lagos - are 94% complete. The final units (weeks 26-30, 16 publications, 80,000 copies) are with the printers and are expected to be distributed in the July-Sept quarter. Although Jigawa and Kaduna are yet to request Grade 4-5 LPs, we are committed to producing print-ready versions for the two states so they are available in the near future.</p> <p>Grade 1-3 LPS, all units in all states, are 100% complete, with the final outstanding set for Kaduna delivered to the state in the July-Sept quarter. As is the case in all other states, the LP materials are already used for teacher training. Usage will be further consolidated when KadSG releases N315m in counterpart funds for SIP approved with the aid of the new HC at the end of August 2016.</p> <p>The KSCA initiative successfully completed its programme of face-to-face coaching, comprising 33 days of coaching time for 10,648 girls in P4 and P5 delivered by 372 teachers and supported by 836 community members, over the 2015/16 school year. Virtually all the girls reported satisfaction with the experience in a short post-course survey. The process of procuring materials has been comprehensive with due process requirements fully complied with. However, school uniforms are yet to be secured for the school bags as they depend on release of transition exam results and JSS placements for the beneficiary girls before they can be made. SUBEB has made the decision to publicly hand over the school bags to the girls in a public ceremony to be held after the next Sallah break, by which time allocation of JSS places for the 2016/17 school year will have been completed.</p> <p>The 16th quarterly Political Engagement meeting held in April 2016 was the first full engagement with newly appointed state government officials following the protracted delay by the new Nigerian APC government in appointing key public officials. In spite of being first-time attendees, participants were engaged, lively and without caginess. The meeting was considered special in offering the opportunity to 1) blend political engagement and programme briefing into an early engagement exercise with new government officials, 2) present and discuss ESSPIN's sustainability plan and implications for states, and 3) observe the states debate and resolve a plan to carry on the quarterly meetings post-ESSPIN.</p> <p>To complement the ESSPIN Sustainability Plan which established a programme exit strategy and technical direction for the remainder of the programme, a Closure Plan has been developed to guide a responsible and focused wind-down of operations. The Closure Plan document is a spreadsheet containing gantt charts which set out closure activities and timelines by state. Closure activities span key business support services including finance, HR, operations, comms &amp; knowledge management and IT.</p>						
<b>DFID review of deliverables</b>						

<p>1. Milestone achieved. DFID is disappointed with the Project for not ensuring sufficient involvement from DFIDN in the launch event for the QA Handbook. For an event of this nature, the Project must ensure that participation from a DFID representative is confirmed. (The project did well to do just this in the case of the IQTE event in Kano in terms of ensuring DFID buy in). Projects need to fully understand the importance of taking opportunities to demonstrate UKAid support and UKAid presence at high level events. It was unacceptable that UNICEF gave a goodwill message in an area of intervention that only DFID has been supporting for several years through the ESSPIN project.</p> <p>2. Milestone achieved. Important to note the involvement of UNICEF in this exercise as this was the project working in partnership. ADEA final report expected next quarter.</p> <p>3.a DFID discussed the status of this deliverable and some of the challenges that had been faced so far. A decision was made to approve this deliverable given the progress made as set out in the comments.</p> <p>3.b Milestone achieved.</p> <p>4. Milestone achieved. The challenges around the quality of this initiative as set out in the Progress report were discussed at the PMC. The report set out the outputs achieved and the remaining elements which were dependent on state's finalising placements. Final report still expected.</p> <p>5.a Deliverable achieved</p> <p>5.b Deliverable achieved</p>		
<p><b>2. Milestone achieved. Important to note the involvement of UNICEF in this exercise as this was the project working in partnership. ADEA final report expected next quarter.</b></p>		<p><b>Issues/risks and mitigation</b></p>
1.9	National Policy on Inclusive Education including clarification of federal IE funding drafted by UBEC-FME	On track
2.9	20% of LGEAs in at least 4 states realign sections, units and job roles with SUBEB departments to improve synergy	We propose replacing with logframe based indicator of service delivery at LGEA level: "2016 logframe target for quality of service delivery systems and processes at LGEA level achieved in at least 4 states" (Info source: 2016 State & LGEA Self Assessment).
3.9a	100% of 2016 Logframe milestone for head teachers operating effectively achieved in at least 4 states (15%)	On track - logframe reporting in process
3.9b	100% of 2016 Logframe milestone for teachers delivering competent lessons in literacy & numeracy achieved in at least 4 states (15%)	On track - logframe reporting in process
3.9c	Child Assessment Manual produced as part of knowledge management element of ESSPIN sustainability plan (10%)	On track
4.9a	12,127 School Based Management Committees evaluated as operating at basic and advanced levels of functionality (15%)	On track - logframe reporting in process

4.9b	2 case studies from each of 6 states on direct actions taken by traditional/religious leaders following participation in LGEA forums (10%)	On track
5.9a	End of Programme Evaluation terms of reference agreed with DFID and evaluator (5%)	Need to check with DFID whether this is still a relevant deliverable given DFID's plan to carry out the PCR internally. If a new deliverable is needed, we propose " <i>Table of key docs for PCR mapping sources of information onto evaluation questions produced</i> " ( <i>Info source: Table of key docs</i> ).
5.9b	5.9b: Composite Survey 3 carried out in all states (5%)	On track