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July - September 2016

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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. During this quarter, we completed the 8th programme year and commenced year 9. This report includes our results from Year 8 and no separate Annual Report is being prepared. The final report, to be issued in January, will be an end of programme report.
2. We have reviewed the programme's progress against logframe targets and these are presented in the 'Improving Evidence and Learning' section below. ESSPIN has met the majority of its overall targets for outputs 2, 3 and 4, but missed the targets for output 1. At the outcome level, ESSPIN has exceeded its targets for increasing access to school, particularly of marginalised children. The logframe has been updated with the 2016 results and is available in Annex 3.
3. Results from the third composite survey were also made available this quarter. Overall the composite survey results have shown that ESSPIN is making a positive difference in the schools with which it has worked the longest. Those schools score better for school quality, school developing planning, SBMC functionality and inclusivity. In addition teachers that have trained by ESSPIN are judged to be more competent and perform better on literacy and numeracy tests. The scores of pupils in schools with maximum ESSPIN intervention are higher on the literacy and numeracy tests than those in schools with minimum intervention.
4. However, when looking at all schools across the six states, the results are mixed. School quality, SDP and SBMC functionality indicators have improved between 2012 and 2016. Teachers competence and performance on the literacy and numeracy tests is low though. Pupil's learning outcomes are improving in grade 4 numeracy but worsening in grade 2 literacy and grade 2 numeracy. A full discussion of the composite survey results will feature in the final report.
5. Preparations for ESSPIN's Project Completion Review (PCR) got underway this quarter. The PCR's objectives are:
 - to independently review and assess the work carried out by ESSPIN from 2008 to January 2017 (with a focus on different phases of the Programme – before the MTR, up to the original completion date, and then after the extension) covering:
 - i. the results and outcomes of ESSPIN and what it has achieved;
 - ii. what lessons have been learned and how they have been shared; and
 - iii. recommendations for future programmes.
 - to review issues of coordination, synergy and linkages across the levels of programme engagement (federal, state and local) and make recommendations to assist future programme planning and implementation.

6. The PCR will focus on key themes and a number of guiding questions for each theme have been developed. The themes are:
- Performance and Conclusions
 - Operational Delivery Effectiveness and Risk Management
 - Gender, Inclusion and Conflict
 - Sustainability
 - Value For Money
 - Lessons Learned and Recommendations for Future Projects
7. The PCR will involve a comprehensive review of ESSPIN-produced documentation as well reports that the programme has supported federal and state partners to develop. The team will undertake visits to key stakeholders including government, development partners, civil society organisations, schools and other education programmes. ESSPIN’s end of programme dissemination events and other high profile events such as the CSO Marketplace also offer opportunities to listen to stakeholders’ views.
8. Within the states, this quarter has been a hopeful one as we prepare to exit. It has witnessed increased understanding on the part of the education managers, particularly in relation to the importance of sustaining the school improvement programme once ESSPIN finishes. The bulk of the programme activities are scheduled for completion by 30 November.
9. Last quarter, we highlighted the possibility that DFID would reduce the programme budget for ESSPIN in Year 9. A £372,000 cut was confirmed and as such certain activities planned for the final quarter have been cancelled and the end of programme dissemination events have been scaled back.

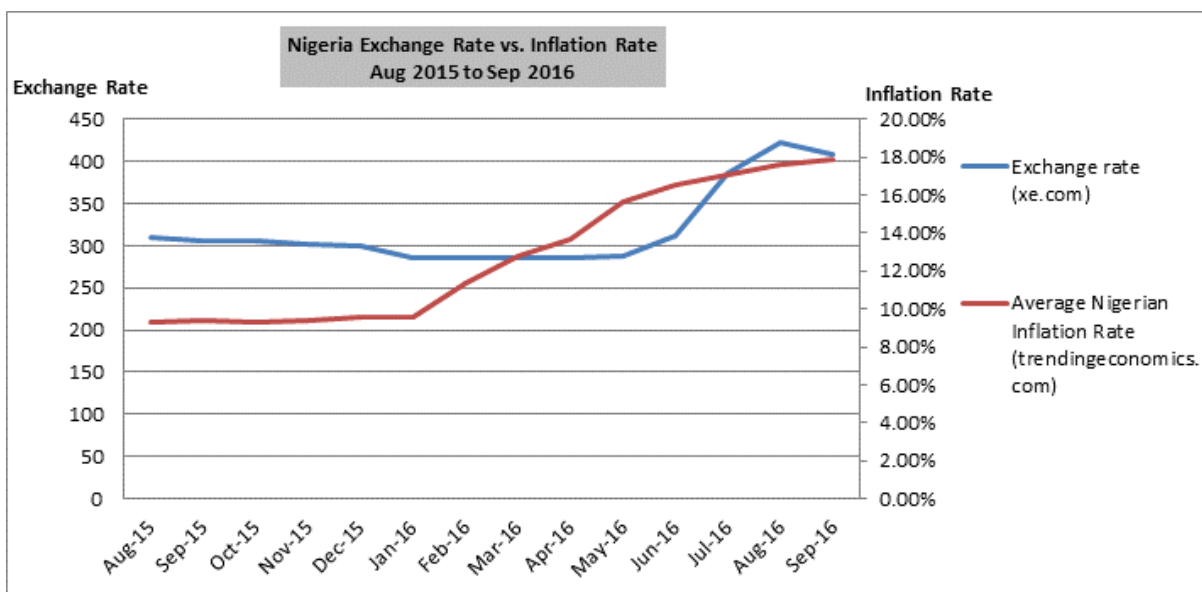
Table 1: Some highlights this quarter

- Despite challenging financial circumstances ESSPIN has leveraged a total of £20m, including £254,000 in the current quarter, , in government direct funding for the School Improvement Programme
- Through collaborations with UNICEF and other DFID partners, we have leveraged 76.6m naira to support school improvement.
- The IQTE conference in Kano was hugely successful attracting attention of commissioners and SUBEB chairs from 19 northern states

Political and economic environment

10. The nation's political and economic environment during the quarter was overshadowed by the on-going economic recession, which has seen the economy shrink although Nigeria retained its top-spot as the largest economy in Africa, by the latest International Monetary Fund (IMF) ranking. As part of its efforts to reverse severe foreign exchange shortages, the Federal Government adopted a floating foreign exchange regime which many analysts have interpreted as devaluation of the local currency by other means. The policy which effectively ended the erstwhile policy of pegging the exchange rate, has seen the Naira take its worst hit in performance against foreign currencies in over twenty years. Even though the interbank rate hovered around N304 to the US Dollar, the black market rate was high as N460 to the one US\$ in September. Expectedly, inflation hit the roof largely because the Nigerian economy is import driven. Annual inflation rate rose to 17.9% in September. Volatility in the exchange rate has been a mixed bag for ESSPIN, which has recorded both savings and losses consequently as reflected in the two paragraphs below in relation to the exchange rate of the Naira to the British Pound.
11. With effect from week ending 29th June, 2016 there was a sharp increase in exchange rate. The average exchange rate between January 2016 to 29th June, 2016 was NGN285 to 1GBP. From that week to end of September, 2016 the exchange rates have been fluctuating on an average of NGN402 to GBP1. This represents a percentage increase in savings of about 41% because of the exchange rate rise. There have been moderate savings because of the official exchange rate increase since mid-year with exchange rates against the GBP rising from NGN284 in June 2016 to NGN396 in September 2016.
12. However, the inflation rate has risen from 9.6% in January 2016 to 17.9% in September 2016. This represents a substantial percentage increase of 86% i.e. more than double the savings from exchange rate difference (see Figure 1). It is also useful to note that the multiplier effect on the prices of commodities have been more than this inflation rate going by the price at which we procure goods and services which are persistently increasing at a sharp rate. Furthermore, the Parallel Market rate has a direct relationship with prices of goods and commodities in the open market. The majority of items used/procured with funds under the reimbursable budget lines are obtained in the local market which is more dependent on the parallel market exchange rate and the associated perception that consumer prices must rise to compensate for devaluation of the Naira. Prices of commodities are rising at a geometric progression as our service providers have come back to ask for upward review in prices even after initially committing themselves; service charge deposits of properties have been depleted and more funds paid. Retainership contracts with service providers have been adjusted upward due to pressures on prices and quality. Cost of servicing fleets have sky rocketed in recent months as our frequent purchases price list rapidly goes out of date because of persistent increases in prices.

Figure 1: Nigeria's exchange rate vs inflation rate Jan to September 2016



13. **Error! Reference source not found.** 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"> The education sector could access and expend only 25.7% of its approved budget for 2016 by the third quarter with the implication that targets might not be achieved due to funding gaps. Efforts by SUBEB to employ teachers for primary schools after long advocacy by ESSPIN and its partner CSOs were dogged by political interference by the Enugu State House of Assembly who wanted their favoured candidates employed without meeting the standards. The Assembly suspended the recruitment process in the State because the SUBEB chair refused to take less qualified persons for the teaching positions recommended by the House members.
Jigawa	<ul style="list-style-type: none"> The current economic recession being experienced in the country has adversely affected the activities and performances of all MDAs in the State. The government addressed funding shortages by slashing the monthly overhead running costs of MDAs. Notably, the quality assurance activities under the State Educational Inspectorate and Monitoring Unit (SEIMU) is worst hit as fewer schools are now being quality assured than previously.
Kaduna	<ul style="list-style-type: none"> The political climate continued to be stable during the quarter. However, a few personnel changes were recorded in the polity. The provost of the College of Education, Gidan Waya, Mrs. Hope Gajere, was removed and replaced with one Professor Emmanuel Chom, a lecturer from ABU, Zaria. The Director, PRS of SUBEB was relieved of his post and taken back to the Office of Head of Service without a portfolio, while his deputy, Thaddeus Joseph, became the acting DPRS. The Director, SMD also submitted his letter of voluntary retirement from service after attaining the retirement age.

State	PE highlights
Kano	<ul style="list-style-type: none"> On-going political rivalry between the incumbent governor and his predecessor created political divides and tension among the political elite in the state and could potentially undermine peace and security. It also threatens the chances of government delivering socio-political and economic services to its citizens. Some argue that the incumbent governor is on quarterly basis removing loyalists of his predecessor from the incumbent governor's cabinet because of the growing feud. First, it was former Secretary to the State Government (SSG) and recently the State Accountant General; both were members of the previous administration. This tension is also becoming apparent in the Ministry of Education, Science, and Technology, where the executives are also divided along political loyalty lines. The on-going economic recession has further degraded the ability of the government to deliver on its promises to the people. For instance, the state projected revenue of N60bn from Internally Generated Revenue (IGR) sources for the year 2016 but achieved only N10.6b (17.7%) at the end of the second quarter (Jan –Jun). The state only reached 33.1% of its estimated total revenue at the end the second quarter.
Kwara	<ul style="list-style-type: none"> The state indicated that it would like to roll out the school improvement programme to all levels of education in the state. The Teaching Service Commission in charge of secondary schools is committed to having State Monitoring and School Support Officers (SMSSO) to support schools to deliver the SIP package to ensure quality service. This has been included in their 2017 Medium- Term Sector Strategy. The State Governor reconstituted the SUBEB Board. It is now chaired by Alhaji Ladi Hassan, a former Commissioner for Health. He was also former Chief of Staff, Government House, during the time of Dr. Bukola Saraki. The ESSPIN team visited the new Board to introduce the School Improvement Programme. The Board chair promised to continue to leverage state resources to ensure the sustainability of SIP.
Lagos	<ul style="list-style-type: none"> Two months ago, the Court of Appeal granted the right to wear hijab in all public primary and secondary schools in Lagos State. As Lagos schools resume this session, the Lagos State Area Unit of Muslim Students' Society of Nigeria, MSSN, warns tutor-generals/permanent secretaries, principals, and teachers, to adhere to the Appeal Court judgment. A meeting on ESSPIN's sustainability was held by the MOE and SUBEB with the approval of the Deputy Governor. An ESSPIN CSO coalition platform has been formed to take forward ESSPIN gains. The platform visited the Executive Chair of SUBEB who promised his support for this course.

State Budget performance

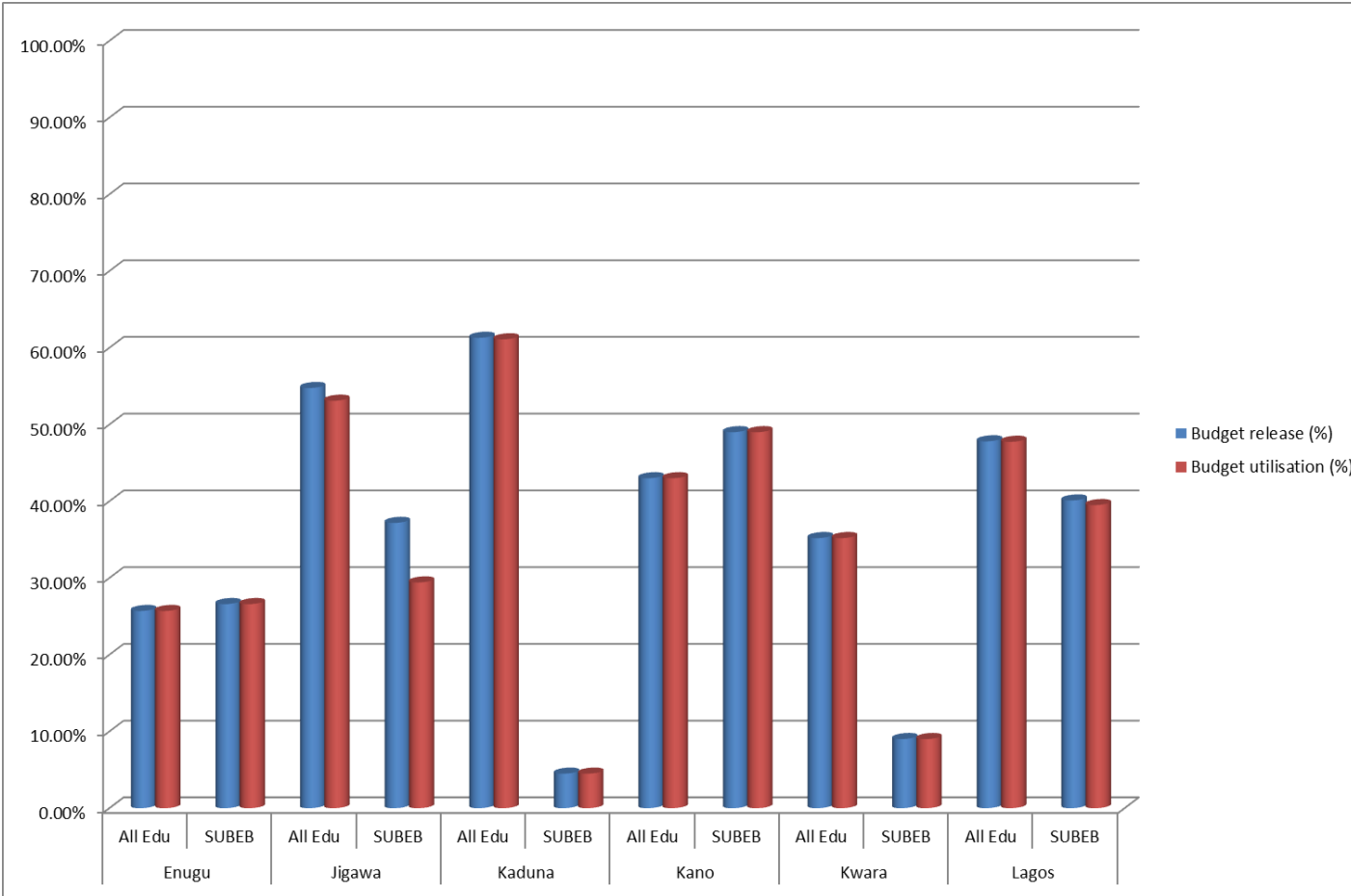
- Table 2 and Figure 2 summarise the state budget release and utilisation for quarter 3 in 2016.
- By the end of the third quarter, all states were behind in budget releases and utilisation. As per last quarter, Kaduna remains ahead in terms of release and utilisation, yet the SUBEB allocations for the year to date stay extremely low at just 4.5%. Kwara SUBEB also has a long way to go. To date, it has released just 9% of its annual budget. More positively, Kano SUBEB made great progress this quarter by increasing release to SUBEB from 3% to 49. In Lagos, progress slowed down with just a 7% increase in budget release over the past quarter. In

Enugu, release and utilisation to education as a whole and that of ENSUBEB remain behind target. Just 26% of the budget has been released. It is hoped that budget releases increase in the last quarter to lay as good as possible foundations for continuing support to school improvement once the programme finishes in January.

Table 2: 2016 State Budget Performance Summary for Quarter 3

		Quarter 3 (July – September)		
		Year allocation	Budget release (%)	Budget utilisation (%)
Benchmark		NGN	75%	75%
Enugu	All Edu	31,480,710,230.00	25.70%	25.70%
	SUBEB	1,266,004,412.00	26.60%	26.60%
Jigawa	All Edu	43,620,432,000.00	54.76%	53.10%
	SUBEB	6,794,367,000.00	37.18%	29.42%
Kaduna	All Edu	21,907,125,853.00	61.30%	61.10%
	SUBEB	3,228,736,000.00	4.50%	4.50%
Kano	All Edu	54,512,050,017.00	43.00%	43.00%
	SUBEB	4,452,068,515.00	49.00%	49.00%
Kwara	All Edu	13,627,887,487.00	35.20%	35.20%
	SUBEB	524,429,091.00	9.01%	9.01%
Lagos	All Edu	84,618,049,565.00	47.81%	47.75%
	SUBEB	2,036,258,238.00	40.10%	39.50%
All States	All Edu	249,766,255,152.00	45.70%	45.38%
	SUBEB	18,301,863,256.00	34.83%	31.53%

Figure 2: State 2016 3rd Quarter Budget Releases and Utilisation



Personnel changes

16. One significant change in the education sector at the federal level was the appointment of Dr. Hamid Bobboyi as the Executive Secretary of UBEC following the removal of the erstwhile Executive Secretary, Dikko Suleiman. New Chief Executives were also appointed for 16 other education parastatals including the National Commission for Colleges of Education (Bappa Aliyu), National Teachers Institute, (Garba Dahuwa Azare), National Commission for Nomadic Education (Bashir I. Usman) and Teachers Registration Council (Sunday Josiah Ajiboye). At UBEC, Wadatau Madawaki is now the acting director of Academic Services subsequent to the retirement of Pius Osaghae. Bellow Kagara also took over from Usman Aliyu Kaoje as the director of Social Mobilisation.
17. Personnel changes were also reported in four of the six ESSPIN partner states. In Kaduna, Emmanuel Chom, a professor at ABU, Zaria replaced Hope Gajere as the provost of the College of Education, Gidan Wada. The Director, PRS of SUBEB was relieved of his post and taken back to the Office of Head of Service for redeployment; his deputy, Thaddeus Joseph, became the acting DPRS. In Kano, a new Permanent Secretary, Bilkisu A. Waziri, was appointed for Higher Education. The former PS for Higher Education was moved to the Ministry of Information. The KnSG reshuffled its cabinet during the quarter following which Yardada Maikano Bichi, former Executive Director for Agency for Mass Education was appointed as the Commissioner for Women Affairs. Yardada Maikano Bichi was a staff of Cambridge Education before she moved to the government side. In Kwara, the government reconstituted Kwara SUBEB. It is now chaired by Ladi Hassan, former Commissioner for Health and Chief of Staff, Government House.
18. In the GPE funded Nigeria Partnership for Education Project (NPEP), new project coordinators were appointed in two of the states, Jigawa and Kano. In Jigawa, Babawuro Fate, DPRS State Agency for Nomadic Education was appointed following the retirement of the former coordinator. In Kano, Abdul Shakur Nuhu Abba, Director, Schools at Kano State Senior Secondary School Management Board, was appointed to take over from the erstwhile PC who is now the Permanent Secretary of MoEST.

Key numbers for July to September 2016

19. 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 3: Key numbers table

	PERIOD ACTUAL ()							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
New' public primary schools: not counted in previous quarters.	443	0	0	59	376	8	0							
New JSS	0	0	0	0	0	0	0							
Total new schools this quarter	443	0	0	59	376	8	0							
Number of target schools (public)														
Primary	15,838	1,223	1563	4284	6,218	1536	1014	15,838	1,223	1,563	4,284	6,218	1,536	1,014
JSS (and SSS kano only)	569	0	0	106	33	430	0	569	0	0	106	33	430	0
Total	16,407	1,223	1,563	4,390	6,251	1,966	1,014	16,407	1,223	1,563	4,390	6,251	1,966	1,014
Number of learners in target schools (public)														
Male	3,150,213	150,256	312524	751,358	1,505,793	185,160	245,122	3,150,213	150,256	312524	751,358	1,505,793	185,160	245,122
Female	2,952,944	145,245	234745	669,598	1,479,894	171,266	252,196	2,952,944	145,245	234745	669,598	1,479,894	171,266	252,196
Total	6,103,157	295,501	547,269	1,420,956	2,985,687	356,426	497,318	6,103,157	295,501	547,269	1,420,956	2,985,687	356,426	497,318
Number of target schools (non-state)														
	722	0	180	222	320	0	0	908	186	180	222	320	0	0
Number of learners in target schools (non-state)														
Male	27,981	0	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
Children accessing water from new units														
Male	0	0	0	0	0	0	0	97,826	2,346	14,593	17,388	45,155	16,290	2,054
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
Communities (at 300 Households [avg] per unit) in Kaduna only														
	0	0	0	0	0	0	0	27,600	0	0	27,600	0	0	0
Girls with access to separate toilets														
	0	0	0	0	0	0	0	64,107	6,540	10128	11,360	41,007	9,565	1,606

	PERIOD ACTUAL ()							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Learners benefiting from new/renovated classrooms														
Male	0	0	0	0	0	0	0	68,656	10,715	1776	734	32,478	16,989	5,964
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
Learners benefiting from direct school funding														
Male	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	592,620	145,245	77040	24,119	304,083	16,289	25,844
Total	0	0	0	0	0	0	0	1,250,514	295,501	179,164	52,432	638,468	34,036	50,913
Community sensitised/trained and supported to support school improvement - Persons Training Day(PTDs)														
Male	49,844	6,752	6012	28,442	1639	3,276	3,723	921,485	48,886	85,099	371,894	244,046	145,565	25,995
Female	23,298	4,592	1503	12,337	161	2,184	2,521	500,520	39,218	25,890	178,718	137,940	101,030	17,724
Total	73,142	11,344	7,515	40,779	1,800	5,460	6,244	1,422,005	88,104	110,989	550,612	381,986	246,595	43,719
Community sensitised/trained and supported to support school improvement - Actual Numbers														
Male	45,668	3,716	6012	28,442	499	3,276	3,723	214,498	27,661	42,510	28,442	40,768	55,749	19,368
Female	21,191	2,596	1503	12,337	50	2,184	2,521	133,162	21,247	11,880	12,337	29,063	46,885	11,750
Total	66,859	6,312	7,515	40,779	549	5,460	6,244	347,660	48,908	54,390	40,779	69,831	102,634	31,118
CSO members trained to support school improvements - Person Training Days (PTDs)														
Male	37	12	0	0	0	17	8	11,048	800	1339	2265	5239	786	619
Female	50	18	0	0	0	24	8	5,839	1205	730	1002	1330	1043	529
Total	87	30	0	0	0	41	16	16,887	2,005	2,069	3,267	6,569	1829	1,148
CSO members trained to support school improvements - Actual numbers														
Male	25	4	0	0	0	17	4	1404	46	481	97	510	170	100
Female	34	6	0	0	0	24	4	708	64	137	43	133	221	110
Total	59	10	0	0	0	41	8	2,112	110	618	140	643	391	210

	PERIOD ACTUAL ()							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Safe spaces for women and children	4,386	596	0	3,790	0	0	0	23,052	1,252	2004	3,790	10,322	3,612	2,072
Female learners benefiting from cash conditional transfer (Kano)	0	0	0	0	0	0	0	11,050	0	0	0	11,050	0	0
Additional girls in school (girl education project - Jigawa & Kaduna)	0	0	0	0	0	0	0	12,647	0	9718	2,929	0	0	0
Teachers trained and supported (Public Schools) - Person Training Days (PTDs)														
Male	6,955	0	0	0	6,955	0	0	978,358	18,878	191,510	96,001	378,627	248,456	44,886
Female	2,096	0	0	0	2,096	0	0	822,723	154,318	34,352	90,807	105,357	332,978	104,911
Total	9,051	0	0	0	9,051	0	0	1,801,081	173,196	225,862	186,808	483,984	581,434	149,797
Teachers trained and supported (Public Schools) - Actual number														
Male	6,955	0	0	0	6955	0	0	113,627	487	20938	16,646	59,002	14,242	2,312
Female	2,096	0	0	0	2096	0	0	51,265	3,949	3277	16,292	9,300	10,651	7,796
Total	9,051	0	0	0	9,051	0	0	164,892	4,436	24,215	32,938	68,302	24,893	10,108
Teachers trained and supported (non-state Schools) - Person Training Days (PTDs)														
Male	0	0	0	0	0	0	0	37,413	1,364	5674	11,643	18,732	0	0
Female	0	0	0	0	0	0	0	34,265	16,379	1389	6,653	9,844	0	0
Total	0	0	0	0	0	0	0	71,678	17,743	7,063	18,296	28,576	0	0
Teachers trained and supported (non-state schools) - Actual number														
Male	0	0	0	0	0	0	0	1602	98	438	174	892	0	0
Female	0	0	0	0	0	0	0	1,899	1,440	99	122	238	0	0
Total	0	0	0	0	0	0	0	3501	1538	537	296	1130	0	0
Head teachers trained and supported (public schools) - Person training days (PTDs)														
Male	942	602	0	0	340	0	0	615,203	24,844	58,340	163,356	319,224	39,167	10,272
Female	657	621	0	0	36	0	0	178,254	28,305	1,260	53,886	14,293	48,363	32,147
Total	1,599	1,223	0	0	376	0	0	793,457	53,149	59,600	217,242	333,517	87,530	42,419

	PERIOD ACTUAL ()							CUMULATIVE ACTUAL TO DATE						
	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Head teachers trained and supported (public schools) - Actual numbers														
Male	942	602	0	0	340	0	0	16,045	602	3589	3,285	6072	2,254	243
Female	657	621	0	0	36	0	0	4,126	621	40	1,046	146	1,507	766
Total	1,599	1,223	0	0	376	0	0	20,171	1,223	3,629	4,331	6,218	3,761	1,009
Head teachers trained and supported (non-state, Enugu only) - Person training days (PTDs)														
Male	0	0	0	0	0	0	0	1,606	1,606	0	0	0	0	0
Female	0	0	0	0	0	0	0	5,702	5,702	0	0	0	0	0
Total	0	0	0	0	0	0	0	7,308	7,308	0	0	0	0	0
Head teachers trained and supported (non-state, Enugu only) - Actual Number														
Male	0	0	0	0	0	0	0	40	40	0	0	0	0	0
Female	0	0	0	0	0	0	0	146	146	0	0	0	0	0
Total	0	0	0	0	0	0	0	186	186	0	0	0	0	0
State/LGEA officials trained to support school improvement - Persons Training Days (PTDs)														
Male	5,975	196	390	538	3,109	778	964	304,972	19,508	25,911	90,175	138,924	21,163	9,291
Female	3,001	65	0	162	197	261	2316	123,350	26,977	4,517	44,574	23,858	11,411	12,013
Total	8,976	261	390	700	3,306	1,039	3,280	428,322	46,485	30,428	134,749	162,782	32,574	21,304
State/LGEA officials trained to support school improvement - Actual Number														
Male	3,540	96	168	155	2,135	618	368	31,670	473	5781	6673	13955	2080	2708
Female	802	65	0	45	105	179	408	12,292	682	1344	2759	2758	2471	2278
Total	4,342	161	168	200	2,240	797	776	43,962	1,155	7,125	9,432	16,713	4,551	4,986
Schools inspected using QA methodology														
All states	232	72	0	0	136	0	24	7,825	259	187	1,721	4,073	835	1,585

Building Lasting Change

20. In this section we review some of the key initiatives under each of the four pillars in our sustainability plan. The section on improving evidence and learning for school improvement contains details of our Year 8 results against the targets that were set in the programme logframe.

Developing capacity at state and LGEA level

SIP Rollout and Deepening

21. This quarter recorded continuous support to SUBEB and LGEAs in carrying out their duties in delivering quality education to all pupils in the states. Many LGEA officials are happy to carry out their duties now that they understand what roles to play. SUBEBs and LGEAs now have monitoring schedules domiciled in Schools Department detailing whom and what to monitor. They also know whom and what to support during trainings and support visits.

Materials development

22. There was a huge push to complete the outstanding lesson plans at the start of the quarter. The writing and designing of all the remaining lesson plans (P4 and P5 – Term 3) were completed, sent to the printers and are waiting to be delivered to the schools in all the four states (Kwara, Lagos, Kano and Enugu).
23. We also 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 lesson plans will be available to go into the states' repositories in November. In Kaduna, they may be printed at the end of year using state funds, as promised by the Honourable Commissioner.
24. **Error! Not a valid bookmark self-reference.** shows the development status of the lesson plans by the end of September. In summary, by the end of the quarter, development of all lesson plans was complete, 22 were in production and 338 sets were in schools- an increase of 16 on the last quarter. In total over 1.2m lesson plans have been printed and distributed to schools.

Table 4: Lesson Plan Development Status (30 September 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	●	●	●	●	●	●	100
P1	21-25	Num	●	●	●	●	●	●	100
P1	26-30	Lit	●	●	●	●	●	●	100
P1	26-30	Num	●	●	●	●	●	●	100
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	●	●	●	●	●	●	100
P2	21-25	Num	●	●	●	●	●	●	100
P2	26-30	Lit	●	●	●	●	●	●	100
P2	26-30	Num	●	●	●	●	●	●	100
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	●	●	●	●	●	●	100
P3	21-25	Num	●	●	●	●	●	●	100
P3	26-30	Lit	●	●	●	●	●	●	100
P3	26-30	Num	●	●	●	●	●	●	100
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	●	●	●	●	●	●	77
P4	26-30	Num	●	●	●	●	●	●	77
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	●	●	●	●	●	●	83
P5	21-25	Num	●	●	●	●	●	●	83
P5	26-30	Lit	●	●	●	●	●	●	77
P5	26-30	Num	●	●	●	●	●	●	77
P6	tbd								TOTALS
TOTAL not due	●		0	0	0	0	0	0	0
TOTAL in devt	●		0	0	0	0	0	0	0
TOTAL in production	●		4	0	0	6	6	6	22
TOTAL in school	●		56	60	60	54	54	54	338
TOTAL all LPs			60	60	60	60	60	60	360
Additional LPs in school this month			2	0	12	2	0	0	16

25. The Literacy and Numeracy Assessment handbooks for P1 to P3 were completed and are ready to go into the states' repositories by early November. Due to budget cuts, it is no longer possible for ESSPIN to print them.
26. Twenty-five thousand head teacher handbooks were printed and delivered to all six ESSPIN states and also to the schools with which the Teacher Development Programme works. A copy was given to each HT, SSIT or SSO. Additional copies were distributed to other relevant SUBEB staff and LGEA staff. Furthermore, UNICEF has also printed copies for the states in which it works.
27. A School Support Officer Handbook has been finalised and is currently with the printers. Copies of this handbook will get to all the states early next quarter. Induction training for the SSOs on the handbook could not be held but is planned for the end of October.
28. The design of IQTE training manuals for teachers is in the final stages. Print-ready versions of the 20 modules will be completed in the next quarter and sent to the states' repositories.

Supporting SBMC Consolidation

29. The CSOs and SMOs working in partnership in each state delivered the last Tranche 4 of the SBMC Consolidation Workplan. A community feedback forum organised for all school communities focused on school level aiming to communicate to the diverse stakeholders that sustainability and ownership of the process now lie with everyone playing their part, particularly the government in promoting and developing partnership with civil society to improve education delivery at community, school, LGEA and state levels.
30. In Lagos, SBMC refresher training at cluster level was provided to all 1,007 schools with technical support from ESSPIN. This training focused on SBMC roles and responsibility amongst other topics. This was key for Lagos due to change over time in SBMC membership and the need to build the capacity of new members. The training also included new information related to SBMC support to schools, particularly on school level child protection charters and broader reporting mechanisms for child protection in schools, developed by schools and states with technical support from ESSPIN.

Support to inclusive education

31. In each of the six states, ESSPIN continued efforts to embed inclusive education at different levels – with MoE/SUBEB (policy, reforms and planning), with local government authorities, at the district level (strengthening systems, building capacity and targeting planning); and at the community levels. The key activities for this quarter carried out across the six states included:
 - holding IE awareness raising workshops in all states especially at the SUBEB, MOE, a LGEA and community levels. Over 300 key stakeholders were reached directly and many more through indirectly through media outlets (NTA, TVC, AIT and radio stations);

- holding targeted lobby meetings and informed discussions with policy makers, media houses on the barriers children especially girls and with disability and other marginalised groups encounter in enrolling and attending school;
- Enhancing the capacity of IE State Committees on IE advocacy and networking techniques for the inclusion of marginalised children, especially those with disability, the many myths associated with disabilities within the school and communities and how to improve teaching and learning for children with disabilities;
- establishing linkages and networking between The Albino Foundation, Joint National Association of Persons with Disabilities, Nigeria National Association of the Deaf, National Association of the Blind, National Association of Mentally Challenged Persons, National Association of Persons with Physical Disabilities, Civil Society Action Coalition on Education for All (CSACEFA) as well as educational institutions such as National Teachers Institute (NTI) so as to improve enrolment, teaching and learning for all children with disabilities; and
- Inclusive Education Committees organising meetings with state education stakeholders aiming to lobby and advocate on implementation of the Inclusive Education Policy Frameworks and developing sustainability plans.

Sustainable infrastructure maintenance

32. Development of school infrastructure database in Jigawa and Kano was concluded with a 3 day workshop in Abuja with concerned SUBEB directors and RUWASA staff from both states converging to review the designed database. The purpose of the database was to establish the quantum of dilapidation of school infrastructure and through this determine cost of restoration to help allocate 10% of annual budget for maintenance in enhancing sustainability of school infrastructure. Directors of Physical Planning and School Services demonstrated good leadership in carrying out the tasks which included baseline studies and deployment of TOs to all LGEAs for collection of data in all schools. The exercise was jointly funded by SUBEB / ESSPIN in Jigawa and solely funded by SUBEB in Kano. The workshop was to review collated data and standardise presentation. Achievements highlighted at the workshops included:

- Establishment of scope of dilapidation and costing
- Establishment of shortfalls in facilities in each school
- Determination of cost of providing shortfalls
- Determination of cost of repairs for maintenance
- Extractions for annual maintenance allocation
- Advice to send funds direct to school system

33. Actions were taken at the workshop to fine tune the inputs and standardise for publishing.

Improving evidence and learning for school improvement

34. As mentioned above, in this quarter we reached the end of the 8th programme year. For each of our logframe indicators, we have collected and analysed reports in order to assess the extent to which they have been achieved. The logframe is available in Annex 3. Here, we highlight key results from self-assessments, SSO and SMO reports. The results from the third round of the composite survey will be discussed in more detail in the final programme report, due in January 2017 (some initial findings are below though). Each indicator is scored as exceeded, met, partially met, unmet or not applicable. Figure 3 contains the key for dashboards showing the extent to which the programme achieved the 2016 targets (see below).

Figure 3: Key for target achievements dashboard

Key	
★	Exceeded
●	Met
●	Partially met
●	Unmet
●	Not applicable

Outcome level indicators

35. ESSPIN has been pretty successful at meeting its outcome level targets for indicators 2, 3 and 4 (Figure 4). The overall cumulative number of additional children in public primary schools exceeded its target substantially, achieving a total of 717,531 children (369,096 girls) against a target of 398,395. Targets were exceeded in all states apart from Enugu and Lagos. At programme level, the target (6,511) for additional children with disabilities was unmet; there was a shortfall of fewer than 200 children though (6,335) This is largely due to Kano and Lagos failing to meet their targets as the other four states exceeded their targets. As reported last year, there are still some concerns that the children with disabilities are not being properly captured during the annual school census. There may be some differences in how each school identifies and categorises a child with a disability which may lead to fluctuations with the data.
36. The target for improving access for marginalised children to education was exceeded. In total 96,094 children (66,321 girls) benefited through IQTE, nomadic education and other girls education initiatives against a target of 89,085.
37. The level of financial resources available for school improvement measured by the annual percentage change (in real terms) in the release/utilisation of state funding also exceeded the target (60%) at programme level reaching 76% and for all states except Kaduna where it was partially met (58%) and Kwara which was unmet (achieving 46%). Jigawa recorded the highest release at 79% followed by Lagos with (77%).
38. As reported towards the end of 2015, the school improvement programme has rolled out to all public primary schools across the states. Naturally those that joined the programme in

2014 or 2015 have had less intervention than schools that have been part of the programme for longer. This achievement has means that the target for the total number of children benefiting from the school improvement programme 5,766,815 (2,710,403 girls) was exceeded. According to the Annual School Census for 2015/16, 6,556,783 children (3,171,309 girls) are now attending public primary schools across the six states and therefore benefiting from at least some of the programme’s interventions.

Figure 4: Achievement of outcome level indicators

Indicator	Programme	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
2a Cumulative number of additional children in public primary school in focus LGEAs (male)	★	●	★	★	★	★	★
2a Cumulative number of additional children in public primary school in focus LGEAs (female)	★	●	★	★	★	★	●
2a Cumulative number of additional children in public primary school in focus LGEAs (Total)	★	●	★	★	★	★	★
2a Cumulative number of additional children with disabilities in public primary school in focus LGEA (male)	●	★	★	★	●	★	●
2a Cumulative number of additional children with disabilities in public primary school in focus LGEA (female)	●	★	★	★	●	★	●
2a Cumulative number of additional children with disabilities in public primary school in focus LGEA (total)	●	★	★	★	●	★	●
2b Cumulative number of marginalised children with improved access to basic education through IQTE, and nomadic community schools disaggregated by gender	★	●	●	●	●	●	●
3 Level of financial resources available for school improvement measured by the annual percentage change (in real terms) in the release/utilisation of State funding	★	★	★	●	★	●	★
4 Number of children to benefit from school improvement programme (SIP) in public primary schools,disaggregated by gender.	★	●	●	●	●	●	●

Output 1 indicators

39. The programme had four federal level (output 1) indicators as shown in Figure 5. For indicator 1.1 the target disbursement rate for programme states had been 84% and 74% for non-programme states. The achievement was 70% for programme states and 61% for non-programme states. Based on earlier results, the target was known to be too high; however DFID does not allow programmes to lower their targets. It is worthy of note that programme states performed much better in accessing UBE-IF at 70% aggregate disbursement rate compared with 61% for non-programme states in the 2013-2015 rolling period under review. Programme states also made an improvement of 4% increase over their 66% disbursement rate for 2012-2014 rolling period, while non-programme states declined by 1% from the 62% disbursement rate achieved. The better performance of programme states indicate the efficacy of ESSPIN’s strategy and interventions in influencing political will and attention to improved funding for basic education by states.

40. Although considerable support was provided and substantial progress made, the planned LF targets for the establishment of functional national systems for MLA, QA and SBM were not achieved by FME and UBEC based on their own self-assessments. The sub-indicators for the establishment of quality national systems for MLA, QA and SBM were revised after the 2014 Self-Assessment exercise for ESSPIN Extension Phase. The Dimensions and Performance criteria were upgraded and made more challenging in order to build on the progress and achievements of ESSPIN Phase 1. At the time of these revisions and Target setting, the national economic outlook and forecasts were very encouraging. The assumption was that government revenues and education budgets would continue to rise or at least remain stable. It was expected that FME and UBEC plans and activities for the national systems would be funded and carried out. The assumptions did not hold. The impact of the political transition at federal and state levels on the education sector was largely underestimated by both ESSPIN and DFID political economy analyses. There were uncharacteristically long delays in the appointment of Honourable Ministers, Commissioners and SUBEB Chairs as well as government budget releases. Progress and achievement of the LF targets are dependent on FME, FEQAS and UBEC funding and carrying out clarified planned activities. This is aimed at ensuring ownership, institutionalisation and sustainability in line with programme approach and strategy.

Figure 5: Achievement of Output 1 Indicators: Federal

Indicator	Programme
1.1 Disbursement rate of UBE Intervention Funds funds for basic education (3-year rolling) for programme states compared to non-programme states	●
1.2a Quality of national systems established for Monitoring learning achievement (MLA)	●
1.2b Quality of national systems established for Quality assurance (QA)	●
1.2c Quality of national systems established for SBMC implementation	●

Output 2 indicators

41. In terms of increasing capability of State and Local Governments for governance and management of basic education at State and LGEA levels (Output 2), the majority of targets at state and LGEA levels were either met or exceeded (Figure 6). The full details of the scoring from the self-assessments are available in the 2016 self-assessment reports. Kaduna and Kano met or exceeded all of the composite indicators, Lagos failed to meet just one with the remainder met or exceeded, Kwara didn't meet two. Enugu and Jigawa both failed to meet targets for four of the 10 composite indicators. There are some concerns amongst the programme team with regards to Kano's evidence to support its rating on the quality of inclusive policies at state level.

Figure 6: Achievement of Output 2 Indicators: Institutional Capacity

Output	Indicator	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
2. Institutional capacity	2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at State level	●	●	●	●	●	●
	2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at LGEA level	●	●	★	★	●	●
	2.2 Quality of service delivery systems and processes at State level	●	●	●	●	●	●
	2.2 Quality of service delivery systems and processes at LGEA level	●	●	★	★	★	★
	2.3 Quality of school support and quality assurance services at State level	●	●	●	●	●	●
	2.3 Quality of school support and quality assurance services at LGEA level	●	●	★	★	★	●
	2.4 Level and quality of State engagement with local communities on school improvement	●	●	●	●	●	●
	2.4 Level and quality of LGEA engagement with local communities on school improvement	●	★	★	★	●	★
	2.5 Quality of inclusive policies at State levels	●	●	●	●	●	●
	2.5 Quality of inclusive policies at LGEA levels	●	●	●	★	●	●

Output 3 indicators

42. The Output 3 indicators on school quality are measured at Programme and State levels (Figure 7). The majority of the targets have been exceeded when comparing the absolute numbers for the targets and the achievements. It should be noted that the logframe uses 2015 results for Kwara. As reported over the past year, school support visits in Kwara have been limited. A fuller discussion of the results for output 3 is available in the 2016 SSO report summary.
43. In this year 40% of schools, or 6,487, were found to have effective school development plans, of which 4,470 (27%) were at the advanced level. This was against a total target of 4,563 (30%) of which 4,185 (would be advanced). In Lagos, 74% of schools (748) were found to be at an advanced level. This represents continuing progress in a measure that has historically been challenging to meet (missed in 2012, 2013, and 2014), and represents an increase on 2015 performance in all states. The advanced milestone has been significantly missed in Enugu; it is because of this that the overall milestone for advanced planning has been (just) missed in percentage terms. This is overwhelmingly a result of the small number of schools that have managed to complete 4 or more activities. That this figure is so low (34% in term 3) suggests strongly that schools and LGEAs are still entirely focused on SDP activities that cost money, and not ones that can be undertaken independent of outside support.
44. A total of 8,406 (51%) head teachers in public primary schools were found to be operating effectively against a target of 8,477 (57%). Despite the overall result being slightly less than the target, the number of head teachers operating effectively at an advanced level was higher than the milestone by about 750. The overall milestone has been exceeded in Jigawa and Lagos, and missed by small margins (1% and 4% respectively) in Enugu and Kaduna. It has been missed more significantly in Kano, which is also the only state to see a decrease in achievement against 2015. It is worth noting that the numbers attaining advanced status have

increased quite significantly since 2014 in every state, more than doubling in Jigawa, Kaduna, and Kano. Indeed, all states other than Enugu have exceeded the milestone for number of head teachers at advanced quality. This is an encouraging indication that those head teachers with whom we have been working for some time have progressed from effective to advanced status, and it is reasonable to hope that they will now be able to sustain some level of improved quality post-ESSPIN.

45. As in previous years, the target for the number of teachers who can deliver competent lessons in literacy and numeracy (3.3) has been exceeded. This indicator is based upon observations by head teachers. Targets for both effective and advanced teachers are exceeded everywhere, apart from in Lagos. It is encouraging though that the decline in numbers noted in last year's report has been reversed with a massive increase of over 4,000 in the number of teachers attaining advanced status. The extremely high achievement of the advanced criteria in Kaduna should be treated with some caution. Work in Kaduna has been sporadic and limited over the last twelve months and so the enhancement in understanding what the advanced criteria mean, and the value of accurate, rather than high reporting, has not been delivered as fully to SSOs and head teachers as it needs to be. There is still considerable work to be done on developing an understanding of effective reporting and of what advanced teaching really looks like.
46. The target for the number of inclusive schools at programme level was exceeded at the effective and advanced levels. Overall 7,720 schools were judged to meet the criteria for inclusive schools with 5,645 of those judged as advanced effective. This was against a target of 6,960 schools (5,125 advanced effective). As predicted last year, every state has seen an increase in attainment from 2015, and significant increases in attainment of the advanced level since 2015. Attainment of the effective level has remained largely static, with slight decreases in Enugu and Lagos and slight increases in Jigawa, Kaduna, and Kano. Achievement is, again, comparatively low in Enugu. This may reflect different rates of SBMC roll out work (reducing the chance that a school will have activities about inclusion and access in their SDP), or reflect the challenges teachers face in making their delivery inclusive, given that most of them only began training on basic content two years ago.

Figure 7: Achievement of Output 3 Indicators: School Quality

Output	Indicator	Programme	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
3. School quality	3.1 Number (and percentage) of public primary schools using school development planning (effective level)	★	★	★	★	★	●	★
	3.1 Number (and percentage) of public primary schools using school development planning (advanced level)	★	●	★	★	★	●	★
	3.1 Number (and percentage) of public primary schools using school development planning (total)	★	●	★	★	★	●	★
	3.2 Number (and percentage) of head teachers in public primary schools operating effectively (effective level)	●	★	★	●	●	●	●
	3.2 Number (and percentage) of head teachers in public primary schools operating effectively (advanced level)	★	●	★	★	★	●	★
	3.2 Number (and percentage) of head teachers in public primary schools operating effectively (total)	●	●	★	●	●	●	★
	3.3 Number (and percentage) of teachers in public primary schools who can deliver competent lessons in literacy and numeracy (effective level)	★	★	★	★	★	★	●
	3.3 Number (and percentage) of teachers in public primary schools who can deliver competent lessons in literacy and numeracy (advanced level)	★	★	★	★	★	●	●
	3.3 Number (and percentage) of teachers in public primary schools who can deliver competent lessons in literacy and numeracy (total)	★	★	★	★	★	★	●
	3.4 Number of inclusive schools (effective)	★	★	●	●	★	●	●
	3.4 Number of inclusive schools (advanced)	★	●	★	★	●	●	★
3.4 Number of inclusive schools (total)	★	●	★	●	★	●	●	

Output 4 indicators

47. Three of the indicators for community engagement draw from results collected by Social Mobilisation Officers of SUBEBs Departments of Social Mobilisation (4.1, 4.2 and 4.4). Indicator 4.3 is measured by the CSO self-assessments. The overall targets have been met for each indicator, and the target number of schools which was 12,127 is surpassed by 599 making a total of 12,726. There has been clear progress on SBMC development in 2016 with all states meeting all targets by September. The progress is the result of more SBMCs moving from ‘basic effective’ to ‘advanced effective’ level on their key roles and responsibilities as set out in state SBMC policy guidelines, and as a result of the expansion of SBMCs to more schools in a state by state governments. A fuller discussion of the results are available in the SMO results and analysis report.
48. The 2016 target for public primary schools with functional SBMCs was 12,127 schools of which 5,136 would be at advanced effective level. Overall the target was exceeded (12,726 schools) with 9,130 operating at an advanced level. All states met their 2016 targets too with Kaduna and Kano exceeding theirs substantially at the advanced effective level. In Kano this was due to SUBEB managing to organise and fund their SMOs and CSOs to conduct the first and second monitoring and mentoring visits to all 5,081 schools. This large scale exercise and subsequent results are a very significant achievement for Kano State. In Kaduna in 2015, 1,150 schools were added to SBMC rollout, had activated and begun training, but they had not yet reached the monitoring stage of the process so could not be counted in data. In 2016, 1,895 Kaduna schools have generated monitoring data and the difference is clear in the results.

49. The target for the number of SBMCs taking measurable action based on issues raised by women and children (indicator 4.2) was exceeded. At the programme level the advanced effective target of 4,507 was exceeded with 7,958 SBMCs achieving that level and indeed the advanced effective targets were surpassed in each state. In Jigawa and Kano particularly, targets were exceeded due to the commitment and resources directed towards SBMC development.
50. The quality of CSOs and Communities to demand for quality and inclusive education target of A was met in all states. The indicator is measured through the CSO self-assessment. In addition to all states meeting the target, all individual CSOs achieved an 'A' with scores of either 18 or 19 out of a possible 20 marks.
51. The number of SBMCs supporting Inclusive Education target was exceeded overall with 12,726 SBMCs meeting the criteria against a target of 12,127. In addition, 8,575 SBMCs were judged to be advanced effective against a target of 4,856 with every state exceeding the target set.

Figure 8: Achievement of Output 4 Indicators: Community engagement

Output	Indicator	Programme	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
4. Community	4.1 Number of public primary schools with functioning SBMCs (effective level)	●	★	●	●	●	●	●
	4.1 Number of public primary schools with functioning SBMCs (advanced level)	★	★	★	★	★	★	★
	4.1 Number of public primary schools with functioning SBMCs (total)	★	★	●	●	●	●	●
	4.2 Number of SBMCs in public primary schools that take measurable actions based on issues raised by women and children (effective level)	★	★	●	●	●	●	●
	4.2 Number of SBMCs in public primary schools that take measurable actions based on issues raised by women and children (advanced level)	★	★	★	★	★	★	★
	4.2 Number of SBMCs in public primary schools that take measurable actions based on issues raised by women and children (total)	★	★	●	●	●	●	●
	4.3 Quality of CSO and community demand for quality and inclusive education	●	●	●	●	●	●	●
	4.4 Number of SBMCs supporting inclusive education (effective level)	●	★	●	●	●	●	●
	4.4 Number of SBMCs supporting inclusive education (advanced level)	★	★	★	★	★	★	★
	4.4 Number of SBMCs supporting inclusive education (total)	★	★	●	●	●	●	●

Federal self-assessments of progress on establishing national systems concluded

52. The 2016 Federal Self-Assessment on progress in establishing functional national systems for school-based management (SBM), monitoring of learning achievement (MLA) and education quality assurance QA was successfully conducted. There was clear demonstration of increasing government ownership and attempts at institutionalising the exercise. All relevant departments of UBEC and FME, including FEQAS participated in the exercise. Evidence provided by participants also indicate improved use of Federal Self-Assessment findings and recommendations to inform budgeting and work planning. However, as shown above, weak implementation of UBEC and FME departmental work plans due to huge shortfalls in budget

releases because of diminished government releases prevented the achievement of ESSPIN Logframe targets for 2016. Despite this, considerable advancement was made on the establishment of all three national systems supported by ESSPIN.

Support to QA National System

53. Sustained FEQAS and UBEC joint work continue to strengthen federal and state institutional linkages towards a functional national QA system and harmonised approach to education quality assurance in Nigeria. The implementation of the National QA policy was further consolidated with the joint FEQAS-UBEC finalisation of the National Quality Assurance Handbook and its national launch by the Honourable Minister of Education. Dissemination of the document has commenced. The joint UBEC-FEQAS national rollout of states' capacity development for Whole School Evaluation (WSE) in line with National QA policy remained on course.

Support to National MLA

54. The final Draft National MLA Policy that articulates a national MLA framework clarifying institutional arrangements and funding responsibilities was completed and ready for presentation to 2017 JCCE and NCE. The FME 2016 Federal Self-Assessment team reported that conducting a national MLA that will be consistent with the provisions National MLA has been included in FME 2017 Budget proposal.

Support to States and National Capacity Development for ASC and EMIS

55. Implementation of ESSPIN sustainability strategy for EMIS and ASC was advanced. Joint ESSPIN-UNICEF follow-up training on UIS Software and EMIS data management was provided to state EMIS and FME NEMIS teams. 2015/16 Annual School Census (ASC) data entry and analyses were completed in all ESSPIN-supported states except Jigawa. Data and evidence from the ASC is informing the development of the 2015 Annual Education Sector Performance Review (AESPR) and 2017-2019 Medium-term Education Sector Strategies (MTSSs) in the 5 states.
56. Field work and data collection for the joint ESSPIN-UNICEF-FME-ADEA 2015/16 ASC data validation and Nigeria EMIS Capacity Assessment were completed. ADEA completed and presented the Interim Report of Nigeria EMIS Capacity Assessment to FME and NBS for comments and further inputs. The Final Reports of the ASC Validation and national capacity assessment are expected in the 4th quarter. ESSPIN collaborate with UNICEF in the presentation and dissemination of the Reports at federal and state levels as well as in the development of strategies for the effective implementation of the recommendations of the Reports.

Composite Survey 3

57. Work continued on the third ESSPIN Composite Survey. As mentioned last 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.

58. During this quarter, the survey team focused on cleaning the data, conducting analyses and preparing the reports. By the end of the quarter a draft overall technical report and a draft gender and inclusion report were available. These were reviewed by ESSPIN and feedback provided to the survey team. Six state reports are being prepared too as well as a research summary and policy brief.
59. Figures from the updated composite survey are available in Annex 3. As the reports are still being finalised, we do not discuss them in detail in this report. However, some initial findings are available. It is important to remember that ESSPIN only scaled up to all schools across all six states by the end of 2015. Some schools have therefore only had 1-2 years of intervention. These schools are classified as minimum intervention schools. Those with 5-6 years of intervention are classified as maximum intervention schools.
60. The composite survey used a representative sample of schools which means that the results are generalisable across all schools in each state. If we look at overall results of the six states together, the results are mixed and showed:
- big improvements during 2012-2016 in School Development Planning, SBMC functionality, inclusion, and overall school quality
 - only 20% of schools meet overall quality standard / 4% using a stricter measure¹
 - improvement in teacher competence since 2014 but not since 2012 (although this baseline may be suspect)
 - no improvement in teachers' content knowledge
 - learning outcomes improving in grade 4 numeracy but worsening in grade 2 literacy and grade 2 numeracy
61. The composite survey then looks particularly at the schools which have had maximum, medium and minimum levels of intervention to ascertain whether or not the programme is making a difference. The survey finds that:
- ESSPIN appears to be effective in improving school quality
 - Schools with more intervention have better head teachers, better SDP, more inclusive, and more functional SBMCs

¹ The stricter measure includes a change to the teacher competence indicator. Using the stricter measure, a teacher must score over 50% in the literacy and numeracy tests to be considered competent.

- Teachers trained through ESSPIN are more competent and better in tests
 - Learning outcomes are higher in ESSPIN schools even after controlling for school characteristics, state, and earlier learning outcomes
62. There is clear evidence that ESSPIN is making a difference and that the integrated model of school improvement works. However, there are still challenges. A major challenge relates to the teachers' competence. It varies considerably between the states and few teachers reach the highest performance bands in the English and maths tests. The programme is having a significant effect on pupils' learning outcomes in the schools in which it has worked longest; however overall, the programme is yet to prevent further decline in learning outcomes.
63. The final reports are due next quarter and will be disseminated widely through a series of presentations before the end of the programme.

Validation Study on Resource Mobilisation by SBMCs

64. The SBMC resource mobilisation validation study was completed this quarter. The main thrust of the SBMC resource validation study was to collect robust data to complement current SMO reporting instruments and to validate their robustness. The study visited over 1,000 schools from the SBMC pilot phase. The report indicated that returns were generally bigger in the first year of SBMC development, suggesting that intensive support to SBMCs may be a big factor in their motivation to mobilise resources. It showed that DFID invested approximately £944,000 in pilot SBMC development which led to £4.8 million being raised by SBMCs (cash and in-kind inputs). This represents a 500% return on investment. These successes in resource mobilisation could be linked to: a) SBMCs having specific resource mobilisation training and mentoring, and b) SBMCs getting frequent mentoring visits and reports, i.e. a high quality SBMC development model gets you better results.

Community Education Initiatives in Jigawa

65. The documentation on the nomadic education intervention in Jigawa state was completed this quarter. The 2016 review found that the work has been effective and popular with stakeholders. Over 16,000 additional children (48% girls) have been reached with primary education since 2012. Sustained partnership, ownership and collaboration is evident, as 75% of the first phase of supported schools have already been taken over by ANE, which is posting teachers to schools, taking responsibility for textbooks and monitoring, and planning to bring nomadic volunteer teachers onto the payroll. Some improvements for sustainability had been made since 2014, such as increased numbers of teachers supported by government, distribution of textbooks and other materials by government, institution of preschool classes, and inclusion of nomadic schools in training for teachers and community committees. School

² SUBEB data reported in ESSPIN Inclusive Education Review, 2016

records showed that access to secondary school was increasing, particularly for boys but also for some girls. Stakeholders reported this was a result of the scheme's improvements to primary schools. The full report is available online.

Communications and Knowledge Management

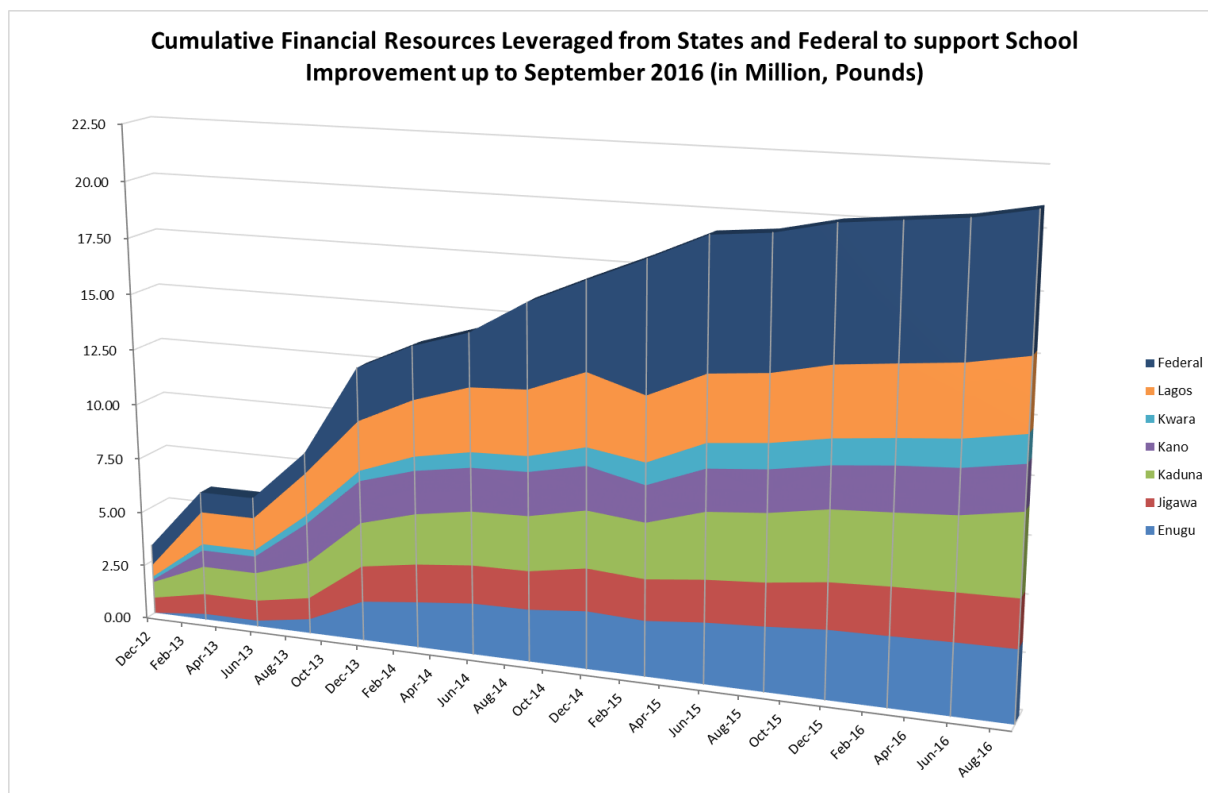
66. Our online activity included publishing two programme reports, two publications, four case studies, 78 Lesson Plans and one video. ESSPIN's 49 tweets made 7,776 Impressions. ESSPIN profile was visited 571 times and had 57 mentions. ESSPIN gained 21 new followers during the period. On Facebook ESSPIN made 9 posts and reached about 3,916 users. ESSPIN's Facebook posts were shared or commented on 309 times.
67. The ESSPIN website generated 66,459 hits in the quarter with visitors from 61 countries. The top ten visitor countries are Nigeria, United States of America, Great Britain, France, China, Russian Federation, Germany, Romania, Netherland, and Canada. In all 5,499 documents were downloaded from the website from July to September 2016. The Civil Society Organisations' (CSO) Marketplace website was also developed to promote the event and register participants.
68. Lagos commenced production of the last edition "Eko Lagba". The programme will be broadcast in the next quarter. During the quarter, 13 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, inclusive education, girl child education, child health in schools, infrastructure, and nomadic education.
69. Film production work in Lagos, Enugu and Kaduna was completed during the quarter. The films are short knowledge management videos highlighting the programme's achievements. The films will be used as part of materials for the ESSPIN End of Programme Dissemination events.
70. Discussion with State partners on C&KM sustainability plan was ongoing. The discussion is focused on the need for the establishment of a virtual library that will house all relevant materials that will enhance the implementation of School Improvement Programme. With this in place, relevant materials produced by the programme such as lesson plans, audio-Visual materials, training guides, policies, and other related materials from the four outputs will be put in this library allowing easy access for states. The plan will be consolidated and implementation commenced in the next quarter.

Leveraging government resources through political engagement

Leveraged Resources

71. 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 N195m or approximately half a million pounds in the period July to September. This is more than double the amount of money leveraged in the previous quarter. Cumulative leverage from 2012 to September 2016 was NGN 6.6bn as shown in Table 5.

Figure 9: Cumulative Financial Resources Leveraged from States and Federal to support School Improvement (Million, GBP)³



³ The previous exchange rate used has been 1 GBP: 300 NGN. This was reviewed this quarter and 1 GBP: 400 NGN is now being used.

Table 5: Financial resources leveraged by state to September

	State resources leveraged (Jul - Sep 2016)		State resources leveraged (cumulative to Sep 2016, from July 2012)		Source	Purpose
	NGN	GBP	NGN	GBP	(Current quarter)	(Current quarter)
Enugu	NGN 13,154,158	£43,847	NGN 972,395,106	£3,241,317	SUBEB	CSO grants, SSE training, LGEA strategic plan development
Jigawa	NGN 7,573,100	£25,244	NGN 644,616,619	£2,148,722	SUBEB, SAME	CSO grants, Support to nomadic schools
Kaduna	NGN 149,026,666	£496,756	NGN 1,119,503,031	£3,731,677	GPE, State budget	Teacher training, LGEA database roll out
Kano	NGN 0	£0	NGN 588,000,000	£1,960,000		No funds leveraged
Kwara	NGN 4,000,000	£13,333	NGN 364,506,760	£1,215,023	SUBEB	Annual School Census
Lagos	NGN 19,307,000	£64,357	NGN 945,200,400	£3,150,668	State budget, UBEC intervention fund	ASC, MTSS, AESPR
Total	NGN 193,060,924	£643,536	NGN 4,634,221,916	£15,447,406		
Federal	NGN 2,100,000	£7,000	NGN 1,721,200,000	£5,737,333	UBEC	Printing of QA handbook
Grand Total	NGN 195,160,924	£650,536	NGN 6,355,421,916	£21,184,740		

Ministerial Strategic Plan

1. ESSPIN played a major role in the review and upgrade of the Ministerial Education Strategic Plan (MSP) 2016-2019. ESSPIN made significant comments and input to the draft was largely taken on board in the final document. Engagement with UBEC on drawing down a national basic education strategic plan and states' strategic plans for basic education was initiated. This is to synchronise and synergise UBE Programme implementation with the federal government agenda for education for desired outcomes. It is hoped that UBEC will request ESSPIN support in the development of these strategic plans for improved resources utilisation and better results on investments in basic education.

Support to National School Based Management System

2. The final stage of the establishment of a functional national SBM system, based on the SBMC national strategic plan 2011-2015, has been reached. With ESSPIN technical support, the Federal Ministry of Education presented the SBMC National Policy at the last National Council on Education meeting and approval was given. SBMC guidebooks, training and mentoring strategies and materials have been harmonised, developed, and disseminated. Training and capacity development for SBMC members across the 36 states and FCT by UBEC and NIEPA is ongoing in coordinated manner with support from UNICEF and ESSPIN. However, sustainable government funding for states' SBM activities remain a challenge. The unexpected suspension of UBE-IF allocation to states for SBM in 2015 disbursements to states and FCT aggravated this.
3. In line with the new national policy guideline on SBM recently presented at NCE, Kano and Enugu states were supported to review and domesticate in line with state context and new scope. A final harmonisation meeting is planned for the next quarter to articulate consensus reached on the revised SBMC policy guidelines for both states' key stakeholders. The Lagos state review will also be organised and supported during the next quarter. This is another significant step in sustaining SBM development through reviews and changing realities with the inclusion of secondary schools.

National Dialogue on Inclusive Education

4. With ESSPIN's support, FME collaborated with UBEC, NERDC and NMEC to present the final Draft National Policy on Inclusive Education to 2016 JCCE Plenary meeting. The document was endorsed for presentation at 2017 JCCE Reference Committee to further sensitise and secure full buy-in of the 36 States and FCT. The national IE policy articulates strategies and key actions for enhancing and sustaining the capacity of the Nigerian education system and schools for inclusive quality education provision for all learners. The policy clarifies the institutional framework and funding arrangements as well as the roles and responsibilities of government and key stakeholders in the promotion of IE in Nigeria.
5. ESSPIN in partnership with UBEC raised awareness on inclusive education at a national level workshop organised for IE education officers nationwide. This was another strategic

opportunity to clarify perceptions around the concept of inclusive education and special needs education and build synergy during implementation.

Building other partnerships that support school improvement

6. ESSPIN's sustainability plan reaffirms the strategic importance of partnerships around system strengthening with diverse stakeholders on education. In addition to increasing commitment to school improvement, the sustainability strategy also aims to help states secure funding streams with which to build on ESSPIN's foundations of strengthened system capacity, community participation and better schools. Over the current quarter, it is estimated that collaboration with non-government partners amounted to approximately 76.6m Naira. These partnerships included the printing of materials developed by ESSPIN such as lesson plans and head teacher training materials, use of the ESSPIN model in teacher training and roll out of the LGEA database.
7. ESSPIN continued to strengthen its partnership with UBEC and UNICEF during this quarter through the provision of joint support to UBEC in updating the current SBMC mentoring and monitoring guide. Additional information was included and sessions edited based on lessons learnt by UNICEF, UBEC and ESSPIN during implementation. Participants were drawn from UBEC, UNICEF, FME, GEP 3 states and ESSPIN states. Key sessions strengthened were child protection, conflict and response, and a new session was written on advocacy based on the SBMC consolidation work 2014-16. The SBMC Monitoring Template for monitoring SBMC development in Nigeria was also updated, finalised and endorsed with agreement from all partners. The instrument, anchored by UBEC, is now ready for printing and for use nationally. A final critique workshop is planned for October, 2016.
8. ESSPIN continued its partnership with the National Commission for Nomadic Education (NCNE) during the quarter. Outcomes of an initial meeting were:
 - Agreement that NCNE staff and including the ES will undertake a visit to Jigawa State with a view to sharing experiences with schools and communities on implementation of CEI for Nomadic Children upon communication of dates by Jigawa SANE.
 - That the Jigawa Model of intervention needs to be disseminated more widely for other states to adapt as appropriate as it have proven to work.
 - That an operational guide (How To) is developed by ESSPIN on Community Education Initiative for Nomadic Children before ESSPIN ends- 'Jigawa Model'. The operational guide will serve as reference material to the Commission for further action to sustain the tempo on promoting access to Nomadic Children and possible nationwide replication.
 - That the Commission be allowed during the state visit to come along with their press crew to document some of the successes for airing on the national TV stations – “ the ES

said, we cannot hide this successes, the commission needs to promote and sustain what has worked”

- Plans are underway for the visit by first week of November, 2016.
9. This quarter a significant measure of support has been given to UNICEF’s GEP3. In addition to providing training materials, ESSPIN specialists supported Leadership 2 training of all the TDTs from the five GEP3 states (Bauchi, Niger, Katsina, Zamfara and Sokoto) in Kaduna. Praise for the team was received from UNICEF’s education specialists following the workshop. Further support was provided by Kano and Jigawa SSITs as the TDTs returned to their states to deliver same trainings to their Teacher Facilitators. Three SSIT members were chosen from Kano and two from Jigawa to support step down training in the five GEP3 states. Preparation is on for Bauchi teacher training in next quarter. Three or four ESSPIN staff members will be in Bauchi to write training sessions for delivering literacy and numeracy to primary class teachers and head teachers. ESSPIN-produced leadership session notes have been bound beautifully and lesson plan soft copies have been given for UNICEF to print and distribute to their schools.
 10. ESSPIN’s quality education team has also provided extensive support to the Teacher Development Programme in designing sessions for the term 1 teacher training programme in both Kaduna and Kano. The sessions explored diverse ways of linking TDP teachers’ guides and media to ESSPIN-produced lesson plans to enable teachers to use them for their lessons and own development. Training was delivered in Kano and Kaduna for five days to Kano SSIT (50) and Kaduna SSIT (20) / LGSIT (46).
 11. Following the ESSPIN/Worldreader e-reader monitoring exercise last quarter, it was recommended to design a monitoring framework for the two states (Lagos and Kaduna) actively involving SUBEB and the concerned LGEAs / communities. A second recommendation was to organise a summer reading programme. Being the first of its kind, we were not too sanguine about it considering the fact that parents may want their children to assist them during the holiday. Nevertheless, teachers, with their head teachers, drew up a rota for managing the programme to give the pupils opportunity to have more access to as many books as possible in the e-readers. The turnout was very impressive: Lagos recorded about 700 consistent pupils and Kaduna recorded about 2,000 pupils attending the programme. Plans are made for the end line survey next quarter. It will measure the impact of the devices on learning outcomes, reading comprehension, and knowledge, attitude and practice (KAP) of pupils, teachers and parents to reading.
 12. The states have mandated Learning Solutions to work within the existing system for school improvement especially in Kwara and Jigawa. SSIT members have been drafted to deliver Jolly Phonics training through the SSOs to the HTs and CTs. Efforts are being made to ensure that there is synergy among all programmes in our states.

13. The integration of Learn English Audio Pilot (LEAP) materials into the lessons continued in Jigawa and Kwara. The SSITs/SSOs in both Jigawa and Kwara delivered training to one head teacher and one class teacher from 300 schools in each per state. Kwara recorded more challenges because of non-payment of teachers' salaries. Good classroom practice has been recorded in schools that are using the Lifeplayers.
14. Continued partnership with Actionaid during the reporting period centred on organising an experience-sharing visit to Kwara state to understudy the ESSPIN model of SBMC development. The visit is planned for November with a high level entourage including the Honourable Commissioner for Education and SUBEB Chair amongst others.
15. 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. Following feedback on the initial 'draft for discussion', a final proposal was submitted to EAC in September with the objective of supporting 210,000 out-of-school children to access primary education. Due diligence checks were carried out in September. The proposal was endorsed by the technical committee, but a final approval is awaited from the board of Education Above All. [Editor's note: at the time of issuing this report, the proposal is still under consideration by the Board]

Nigeria Partnership for Education Programme (NIPEP) Updates

16. The three ESSPIN partner states benefiting from the Nigeria Partnership for Education Project funded by the Global partnership for Education (GPE) (Jigawa, Kaduna and Kano) made varying levels of progress in programme implementation. Two of the states, Jigawa and Kano, filled the leadership vacuums in project coordination created by the retirement of the former PC in Jigawa and elevation of the former PC to the post of permanent secretary in Kano. In ESSPIN's last quarter, efforts will be made to address some of the lapses revealed by the independent monitoring report on the levels of project implementation in the various states. There are also plans to support the state teams with technical capacity and team building activities. Summary of the progress each of the states is indicated below.
17. Jigawa: Babawuro Fate, DPRS State Agency for Nomadic Education, was appointed Project Coordinator following the retirement of the former coordinator. The State also received 'No Objection' from the World Bank to conduct verification and validation of eligible girls for the award of scholarships to girls to encourage enrolment, attendance, and retention of girls in schools. A project office was set up in the MoE with all the state level structures inaugurated and functioning. ESSPIN in Jigawa will redouble its efforts to support the state to offset its implementation deficits especially in girls' scholarship and teacher professional development.
18. Kaduna: School Improvement grants were disbursed to 1,713 schools, including 96 IQTE and 80 pre-primary schools. The list of all School Improvement grant beneficiaries was printed in

two newspapers in August 2016. Cheques were also distributed to 7600 female teachers for the female teachers' scholarship. The teacher development sub-component of the project also got underway as 'No Objection' was received from the World Bank to conduct training for the teachers and head teachers.

19. Kano: Scholarships were awarded to 6,996 girls across the 44 LGAs in the state under the GPE girls' scholarship sub-component. School improvement grants (were also disbursed to eligible primary and pre-primary schools for the implementation of school development plans. The state appointed Abdul Shakur Nuhu Abba, Director, Schools at Kano State Senior Secondary School Management Board as new Project Coordinator for NIPEP following the promotion of the former DPRS, MoEST to the position of Permanent Secretary.

Overview: Programme management

Risk monitoring

20. 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. This quarter the format has been updated in line with DFID's new risk assessment.

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
1	Operational	Security risk – attack on staff or offices (northern States)	ESSPIN	5	2	10	<ul style="list-style-type: none"> • Review of working hours • Travel restrictions • Convoy travel for inter-LGA and inter-state trips • Identification of safe havens • Safety audit of meeting venues • Active information networks • Security clearance protocols for all travellers • Business continuity plans, including evacuation plans, in place • Up-to-date communications equipment, including satellite phones 	5	1	5	Yes
2	Delivery	Implementation risk- FME lacks vision and commitment to national systems	ESSPIN	3	4	12	<ul style="list-style-type: none"> • Engagement with the FME's Office (in conjunction with DFID) to support national strategy 	3	3	9	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
							<ul style="list-style-type: none"> Engagement with wider definition of education sector leaders (particularly UBEC leadership) 				
3	Delivery	Financial risk –states do not utilize or disburse funds as intended	ESSPIN	5	4	20	<ul style="list-style-type: none"> Diversify SIP funding base through engagement with budget process, ExCo subventions, etc. Maintain the partnership by providing TA to UBEC in its drive to establish functioning SBMCs and effective QA system in all Nigerian schools Support UBEC’s efforts in other intervention areas, e.g. Inclusive education, IQTE and QA. Support eligible states to explore other sources of school improvement funding, e.g. GPE, EAC 	4	3	12	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
4	Fiduciary	Financial risk- Fraud, bribery and/or corruption	ESSPIN	5	3	15	<ul style="list-style-type: none"> • Training and compliance measures on anti-bribery and corruption led by senior management, regularly refreshed, fully documented, and zero tolerance of deviation from the highest international standards. • All financial processes checked, approved and authorized in accordance with Mott MacDonald policies, directives and procedures. Monthly spot checks conducted too. • Procurement procedures strictly adhered to. Procurement committee in place and functioning. • Payment hubs ensure segregation of payment approval, authorization and transactions. 	4	1	4	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
5	Delivery	Sustainability risk – State’s commitment to school improvement expansion reduces	ESSPIN	5	4	20	<ul style="list-style-type: none"> • Ongoing political engagement, including quarterly meetings of principal State officials • Collaboration with DFID in high level engagements with State executives • Support of alternative funding partnerships, e.g. UBEC, GPE • Capacity building for State technical cadres, CSOs and local communities • Development of Sustainability Strategy 	3	2	6	Yes
6	Delivery	Sustainability risk – reduced federal allocations to states due to drop in oil revenue	ESSPIN	4	3	12	<ul style="list-style-type: none"> • Ongoing political engagement to influence favourable allocations to education • Clear prioritisation of programmes in MTSS and DWPs • Close monitoring of allocation and expenditure trends through QMRs • Reinforcement of positive evidence of 	4	2	8	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
							<ul style="list-style-type: none"> impact of the SIP • Support to CSOs to carry out issues based advocacy • Proactive exploration of alternative funding sources, e.g. donor opportunities, EAC 				
7	Delivery	Implementation risk – diversion of SIP resources, including UBEC-IF; lack of budget discipline in education MDAs	ESSPIN	5	3	15	<ul style="list-style-type: none"> • Ongoing political engagement • Quarterly Monitoring Reports by HCs to promote transparency and accountability • Robust data management and reporting systems, including access to school performance data by communities • Involvement of CSOs in strategic planning and monitoring, e.g. MTSS, budget tracking 	4	2	8	Yes
8	Delivery	Implementation risk- Failure of states to respond to severe school quality problems, including using the SIP	ESSPIN	3	4	12	<ul style="list-style-type: none"> • Continue to demonstrate effectiveness of the school improvement model through 	3	3	9	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
		approach to raise standards.					consolidation work in phase 1 schools and roll out to new schools • Support States to incorporate Composite Survey findings in their Annual Sector Performance Review reports.				
9	Delivery	Implementation risk - Shortage of teachers in rural areas; retired teachers not replaced	ESSPIN	3	4	12	<ul style="list-style-type: none"> • Encourage State implementation of teacher recruitment & deployment policies • Engage LGAs in provision of rural infrastructure for teachers • Improve teacher attendance monitoring systems 	3	3	9	Yes
10	Safeguards	Implementation risk- Failure to recognise the role of women and children in school governance	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Safe Spaces (women and children's committees) created in SBMCs • Ongoing mentoring of SBMCs by CSOs • Documentation and dissemination of examples of women contributing effectively 	3	1	3	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
							to school improvement as a good advocacy tool • CSOs undertake advocacy campaigns on behalf of women and children				
11	Delivery	Implementation risk- Marginalised groups in states continue to be sidelined due to overriding cultural factors	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Progress on enabling policy environment for inclusive education in ESSPIN States as evidenced in State self-assessments. • Every State now has an inclusive education programme with a clear policy basis • Selected States conducting surveys of out-of-school children with ESSPIN technical assistance. • Ongoing CSO advocacy work including regular interaction with traditional / religious leaders. • Policies and practice on posting of rural, local 	3	2	6	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
							language and female teachers.				
12	Delivery	Implementation risk-Teacher (re-) postings dissipate impact of training and critical mass of change agents at school level	ESSPIN	3	4	12	<ul style="list-style-type: none"> • Re-assess theory of change. • Re-assess intervention model. • Work with TDP on sustainable teacher deployment models • Ongoing engagement with SUBEBs to encourage retention of trained teachers 	3	3	9	Yes
13	Delivery	Implementation risk – introduction of new government priorities, e.g. school feeding, takes away resources from SIP work	ESSPIN	5	4	20	<ul style="list-style-type: none"> • Working with DFID to provide TA to planners of the school feeding programme to ensure realistic implementation 	4	3	12	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
14	External Context	Implementation risk- Climate change drives conflict between herdsman and crop farmers	ESSPIN	4	2	8	<ul style="list-style-type: none"> Climate change resilience and sustainability consultations with stakeholders, analysis, recommendations Review and implementation of findings from conflict and education study 	4	1	4	Yes
15	External Context	Implementation risk – Climate change produces flood disasters (Jigawa)	ESSPIN	3	3	9	<ul style="list-style-type: none"> Climate change resilience and sustainability consultations with stakeholders, analysis, recommendations Emergency awareness training introduced through child protection work 	2	3	6	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
16	Delivery	Sustainability risk- lack of state government recognition of CSOs	ESSPIN	4	3	12	<ul style="list-style-type: none"> • ESSPIN consistently encourages states to engage CSOs directly to help train, mentor and monitor SBMCs. • ESSPIN's SBMC model now includes the concept of Civil Society/Government Partnerships (CGPs) that brings CSOs and LGEA Desk Officers together as SBMC training and support teams. • Evidence gathering on the impact that CSOs are helping to achieve with regards to voice and accountability. • New challenges to CSOs and States to forge sustainable service delivery partnerships through a proposal and grant funding mechanism. 	3	2	6	Yes
17	Delivery	Sustainability risk – Slow institutional uptake of reform programmes	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Ongoing political engagement • Sustained capacity building through the 	3	2	6	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
							Extension phase of ESSPIN • Deepening of LGEA engagement strategy				
18	External Context	Sustainability risk – State Cabinet reshuffles result in new appointees with low commitment to education	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Political engagement strategy with incoming administrations • Orientation exercise for newly appointed principal officials • Ongoing capacity building for technical cadre 	3	3	9	Yes
19	External Context	Sustainability risk – failure of communities and governments to safeguard school facilities provided by DFID-ESSPIN	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Social Mobilisation Officers mobilising communities to take ownership • Monitoring tools transferred to state actors from consultants • Community asset management introduced into infrastructure maintenance workstream • Political engagement with governments on provision of measures for school security and safety 	3	2	6	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
							<ul style="list-style-type: none"> Climate change, adaptation, sustainability and resilience component launched 				
20	Delivery	Sustainability risk – Conflicting and confusing institutional roles (e.g. Jigawa SEIMU taking responsibility for teacher recruitment and deployment)	ESSPIN	4	3	12	<ul style="list-style-type: none"> Ongoing discussions with HC for functional assessment of institutional mandates and better coordination across MDAs 	4	2	8	Yes
21	Delivery	Sustainability risk – Failure to meet NIPEP targets due to low capacity of state personnel and coordination challenges in JKK states	ESSPIN	3	3	9	<ul style="list-style-type: none"> Clarification of ESSPIN’s TA role to include advice and coordination with PCU Political engagement with state leadership for strong supervision of GPE TA and Team building activities for states teams 	3	2	6	Yes

ESSPIN				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
22	Delivery	Implementation risk – Non-payment of teachers’ salaries due to persistent economic crisis	ESSPIN	4	4	16	<ul style="list-style-type: none"> • Organisation of school based activities by ESSPIN to engage teachers • PE with SUBEB to ensure SSO school visits continue 	4	3	12	Yes
23	Delivery	Implementation risk – Conduct of 2015/16 ASC is delayed due to political factors (Lagos)	ESSPIN	4	5	20	<ul style="list-style-type: none"> • PE with MOE, SUBEB and Dep Governor’s office • Contributory support from ESSPIN 	4	2	8	Yes
24	Delivery	Implementation and Sustainability risk – SSIT/SSO structure and personnel not retained	ESSPIN	5	3	15	<ul style="list-style-type: none"> • Ongoing PE with SUBEB 	5	2	10	Yes

Security

21. The Nigerian military continues to make gains against Boko Haram (BH) in the North East of Nigeria. However, Boko Haram (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.
22. During the quarter under review, different factions of BH have emerged indicating both a split and a power-struggle within the group. The threat remains that either faction could launch a one-off spectacular attack against a high profile target (Including Abuja) to show that they are the dominant faction, to gain international/global coverage and to show that the undoubted military gains in the north have not affected capabilities to launch such attacks.
23. 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 Abuja and Kaduna, but also in Kano and elsewhere in Northern Nigeria. Contradictory reports have been published – one blames the Shia Muslim sect, the other blames the Nigerian military. There has been no widespread unrest linked to this so far, but we continue to monitor as there are potential flashpoints ahead.
24. 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.
25. Unrest continues in the Niger Delta with multiple militant groups are now launching attacks against western oil and gas companies in the Niger Delta, predominantly through attacks on pipelines. The main threat seems to be in the Niger Delta region; militant groups continue to threaten 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.
26. Kidnappings remain a threat across Nigeria. Advice is constantly given to ESSPIN staff and visitors and we continue to monitor.
27. Unrest continues sporadically across the Middle Belt and we continue to monitor for any impact on ESSPIN activity or ESSPIN travel routes.
28. The economic situation continues to cause concern. After the relaxation in currency controls the exchange rates that were held at \$1 = approximately N200 and £1 = approximately around are now \$1 = N310-N315 and £1 = N385-390. Inflation is also increasing, up from 12.8% in March 2016 to 16.5% in June 2016 and now up to 17.9% as at

September 2016. A country where the overall economy is struggling with a weak currency, rising prices and a struggling infrastructure is often one with rising levels of crime and unrest and we are starting to see the signs of that around Nigeria, including in Abuja.

29. The situation with regards to domestic flights remains difficult with delays and cancellations highly likely on many domestic routes. A number of domestic airlines have suspended their operations – some indefinitely (Aero and First Nation) and others temporarily (Arik). This presents challenges to a programme that operates at various locations around the country – especially with road travel as the only realistic alternative, but still seen as a High Risk activity.
30. A number of international airlines, including BA and Lufthansa, have had disruption to their schedules, particularly with flights to/from Abuja, with a reduced number of travellers and currency challenges quoted as the reasons for various cancellations with little notice.
31. The first cases of polio since 2014 were reported from Borno State – part of a growing humanitarian crises in the North East.
32. Eid Holidays in July and September passed off peacefully with no significant security incidents reported.
33. The traffic light rating of security in ESSPIN locations as at 1st October was:
 - **Red** – none
 - **Amber** – Kaduna and Enugu
 - **Green** – Abuja, Jigawa, Kano, Kwara and Lagos
34. 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 – including possible targets in Kano and Abuja
 - Continued protests in the northern states and Abuja 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
 - Further challenges around both domestic and international flights
 - Control Risks will carry out a review of ESSPIN offices and accommodation in Lagos and Abuja as well as carry out Security Awareness and First Aid Training for all staff and all offices

Financial report

35. ESSPIN has completed 26 months or 86.7% (August 2014 to September 2016) of its 30-month Extension Contract (August 2014 to January 2017). As at September 2016, we have spent 89.1% of the Extension budget. The programme is roughly on track to spend the Extension budget – especially with the majority of activity planned and expected to be completed by 30th November 2016.

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

Total Extension Budget (millions)	£32.4
Spend to September 2016 (millions)	£28.9
Percentage of Total Budget Spent	89.1%

36. Overall, we remain on target to reach the total spend figure. As previously reported, due to some overspend on the reimbursable line and a request by DFID to reduce spend in the current UK financial year, a Contract Amendment proposal has been prepared and submitted to DFID. If agreed the Contract Amendment will:

- reduce the fees line;
- increase the reimbursables line;
- reduce the PSA line; and
- reduce the overall extension budget by £372,000 as requested by DFID

Table 7: Extension contract by area of spend

Area of Spend	Budget (millions)	Spend To September 2016 (millions)	Percentage Spent
Fees	£18.4	£16.5	89.8%
Reimbursables	£4.0	£4.1	101.5%
PSA	£10.0	£8.3	83.0%
Total	£32.4	£28.9	89.1%

37. ESSPIN has now completed Year 8 (August 2015 to July 2016) and the final position is presented in Table 8: ESSPIN year 8 spend position. The Year 8 budget was overspent by 2.9%.

Table 8: ESSPIN year 8 spend position

Year 8 Target (millions)	£13.6
Year 8 Spend (millions)	£14.0
% Spent	102.9%

38. ESSPIN is now into Year 9 of the programme with two (August and September) of the six (August 2016 to January 2017) months now completed, so 33.3% of Year 9 has now been completed. Spend is currently slightly high although this is expected as activity moves towards completion by 30th November 2016. The full position, based on the agreed budget, is in remaining is shown in Table 9: ESSPIN Year 9 spend position.

Table 9: ESSPIN Year 9 spend position

Year 9 Target (millions)	£5.2
Year 9 Spend (millions)	£2.0
% Spent	38.5%

39. We are now six months (April to September) through the 2016-17 DFID Financial Year. For ESSPIN, this equates to 60% as we will operate for 10 months (April to January) of this financial year. To date, we have spent 72.9% of the budget that has been discussed and clarified with the DFID team. This is in line with our workplan which has more activity in the first four months of the programme half-year.

Table 10: 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)	£7.8
% Spent – Gross spend	72.9%

40. Table 11 presents spend by Output – for Year 7 against budget, Year 8 against budget and for the full Extension Phase budget. The Year 7 budget reflects the previous budget prior to the Contract Amendment. As Year 7 has now been completed, we have not gone back and amended the budget. The Year 8 budget is in line with the latest and newly-signed Contract Amendment. The new Year 9 budget is in line with the position set out in the proposed Contract Amendment. For the Extension phase of ESSPIN, we remain on track to spend the full budget as set out in the Contract Amendment proposal submitted to DFID.

Table 11: ESSPIN spend by output - against year 7, 8 and 9 actuals 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%

	Output 1	Output 2	Output 3	Output 4	KM and Comms	Total
Year 8 Spend to date (millions)	£0.7	£2.6	£6.2	£4.1	£0.4	£14.0
Year 8 Budget (millions)	£0.6	£2.1	£6.5	£4.0	£0.4	£13.6
% Year 8 Budget Spent To Date	116.7%	123.8%	95.4%	101.5%	100.0%	102.9%
Year 9 Spend to date (millions)	£0.1	£0.4	£0.9	£0.5	£0.1	£2.0
Year 9 Budget (millions)	£0.3	£1.2	£2.1	£1.2	£0.4	£5.2
% Year 9 Budget Spent To Date	33.3%	33.3%	42.9%	41.7%	25.0%	38.5%

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

Table 12: Spend by output against the full programme budget 2008-2017

	Output 1	Output 2	Output 3	Output 4	KM and Comms	Total
Total Spend 2008 To Date (millions)	£7.3	£20.8	£56.7	£30.6	£5.2	£120.6
Total Budget 2008 to 2017 (millions)	£9.6	£20.5	£57.9	£31.6	£5.0	£124.6
% Total Budget Spent To Date	76.0%	101.4%	97.9%	96.8%	104.0%	96.8%

Value for money

Economy Indicators

42. ESSPIN measures unit costs of activities completed against spend to date in order to report on programme development costs. The costs and results are based upon actuals as at September 2016. Financial information is based on the September 2016 invoice to DFID. As we have rolled out to all schools there is generally no scope for reduction of unit costs, but we still continue to spend money on training therefore resulting in a slight increase for most of the indicators.

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

Indicator	Unit Cost Jul-Sept 2014	Unit Cost Oct-Dec 2014	Unit Cost Jan-Mar 2015	Unit Cost April-June 2015	Unit Cost September 2015	Unit Cost December 2015	Unit Cost March 2016	Unit Cost June 2016	Unit Cost Sept 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	£287.55	Slight increase
3.2 Headteachers trained to operate effectively	£624.73	£689.04	£492.77	£478.82	£492.07	£623.48	£600.16	£638.73	£650.40	Slight 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	£92.50	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	£60.79	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	Unit Cost Sept 2016	Comment
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	£55.86	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	£10.43	Slight increase
4.1 Community members trained to set up SBMCs	£34.01	£35.22	£33.42	£34.15	£31.62	£30.46	£24.85	£28.95	£29.91	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	£269.43	Slight increase

Efficiency and effectiveness

43. 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

44. This quarter under review witnessed several security challenges in the State. Fulani herdsmen attacked Atakwu community in Nkanu West LGA leaving one seminarian dead and several injured in August. There is a threat of future attacks on communities. The sudden attacks on communities have disrupted several planned activities and have led to postponement or shifting of activities to other venues considered less vulnerable to Fulani attack. The State also witnessed a spate of armed robbery attacks and killing of security personnel in Enugu metropolis and some of the local government areas.

Political economy

45. The present recession in the country has had a ripple effect on all sectors. The usual level of contribution of total annual resource allocated to the education sector has dropped considerably since the recession. The sector has been able only to access and expend 12.4% in second quarter and by the third quarter the education sector had only accessed 25.7% of its annual budget. The implication is that there is the possibility of not achieving the planned objectives for the year thereby leaving a wide gap for achieving complete access and quality education for all.

46. The State Universal Basic Education Board received its teachers professional development fund of N60 million for the first tranche. It will be using the fund to complete the training for over 3,000 primary 4 and 5 teachers on use of the Primary 4-5 lesson plans. The members of SSIT and all the SSOs have had training through ESSPIN support.

47. For the first time in the history of employment process for teachers in the State, a new recruitment process was introduced by the Executive Chair of SUBEB; over 20,000 candidates took the examination to compete for 3,000 vacancies to address the shortage of teachers in the public primary schools in the State. About 1,900 passed and were interviewed for teaching positions. This has led to political upheaval in the State, with the State House of Assembly putting the recruitment process on hold as the Executive Chair of SUBEB refused to accept less qualified persons to vacant posts.

Leverage, political engagement and programme update

48. To improve on SBMC support to schools, the ESSPIN CSO partners' finance officers' capacity was further enhanced on financial management. The aim was to improve the capacity of SBMC members and schools in resource mobilisation and efficient management of school funds.

49. The State has developed a communique to address some of the major challenges that impede sustainability of the ESSPIN intervention in the State. A key aspect of the communique is implementing the Inclusive Education policy. The communique was drafted during an

engagement meeting with the Commissioner for Education, the heads of all Education MDAs, board members and the State House of Assembly House Committee Chair for Education to address some of the major challenges that impede sustainability of the ESSPIN intervention in the State. A key aspect of the communique is implementing the Inclusive Education policy.

Building Lasting Change

50. ESSPIN, building on its strategies for ensuring that the state takes ownership of the school improvement process, launched the Primary 4-5 lessons plan with class teachers using the forum to testify on how the use of primary 1-3 lesson plan has aided their effective delivery of lessons to pupils.
51. A strategic approach on sustaining the process of school support to classroom teachers to perform to their maximum was introduced through DVD training on best practices on school support for 121 head teachers and 208 SSOs.
52. As part of the sustainability plan to ensure SBMC continual support to schools, 100 women and 20 men were engaged in developing an action plan to be used as a guide for supporting schools beyond ESSPIN intervention.
53. ESSPIN printed and handed over 3,000 copies of the State of Education Report (SoER) to State Basic Education Board for dissemination and distribution.

Table 14: Leverage (NGN), Enugu state, to September 2016

Areas of Leverage	Amount Leveraged - July-September 2016	Remarks and Source
Quality Assurance	8,686,000	Conduct a 1-week SS-e workshop for 62 head teachers in Nsukka LGA(April.2016). Conduct External Evaluation in 62 Public Primary Schools in Nsukka LGA(April-May 2016).Conduct a 1-week SS-e workshop for 72 head teachers in Udenu LGA(June.2016). Conduct 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	2,520,000	Fund released to partner CSOs by SUBEB this quarter
Community Contributions to SIP	7,345,000	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
Total	23,264,158	

Risk Monitoring

Table 15: Risk Matrix, Enugu state to September 2016

ESSPIN - Enugu				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
1	Delivery	Sustainability risk- Retirement and relocation of key Officers at State and LGA levels to schools because of shortage of teachers	ESSPIN	3	3	9	<ul style="list-style-type: none"> Engagement with MoE, SUBEB and LGEAs to involve middle level cadre officers in decisions and implementation of activities. -SUBEB to recruit more teachers to free key officers for reposting to LGEA officer for strategic support to Schools 	2	2	4	Yes
2	External Context	Implementation risk- Climate change causes flood disaster	ESSPIN	1	1	1	<ul style="list-style-type: none"> Increase awareness and enlightenment on climate change and its effects on education. PE with government to adopt preventive measures. 	1	1	1	Yes
3	Delivery	Sustainability risk- Delay in producing ASC Data.	ESSPIN	2	3	6	Continuing PE with ESG and other stakeholders on the effect of climate change on education	2	2	4	Yes

ESSPIN - Enugu				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
4	Fiduciary	Fiduciary risk- Fraud, bribery and/or corruption	ESSPIN	3	2	6	<ul style="list-style-type: none"> All financial processes checked, approved and authorized in accordance with Mott MacDonald policies, directives and procedures. Monthly spot checks conducted too. Procurement procedures strictly adhered to. Procurement committee in place and functioning. 	2	1	2	Yes
5	External Context	The interference of the State House of Assembly in major decisions in basic education, .eg. recent interference in the employment of teachers for primary schools	ESSPIN	2	3	6	Support SUBEB to engage with the members of the House committee for Education to have proper understanding of issues in the basic education sub-sector	2	2	4	Yes
6	External Context	Attack from Fulani herdsmen which is posing a security risk to working in communities	ESSPIN	2	2	4	Taking measure to reduce travelling to risk identified areas and re-assessing locations for carrying out activities.	2	2	4	Yes
8	Delivery	Inadequate security on ESSPIN supported infrastructure and facilities(Water and Sanitation facilities)	ESSPIN	3	2	6	Handover of the water and sanitation facilities to relevant SUBEB and ENRUWASSA for maintenance and sustainability.	2	2	4	Yes

SBMC Chair of Ugbo Odogwu Enugu East Local Government shares his experience



Dominic K. Okolo the SBMC Chairman of Ugbo Dogwu

Dominic Ikechukwu Kachetan Okolo, SBMC Chair of Ugbo Odogwu Enugu East Local Government, is a former bank worker. He once had a child in Ugbo Odogwu School. Although the child graduated, his mind never left the school. He constantly thought of ways to improve the school's welfare of the school. Prior to ESSPIN, Dominic had never heard of SBMCs and neither did he know of ways to engage with school development.

"It was as a result of the numerous challenges we faced that I became the SBMC chairman of Ugbo Dogwu. I was always called upon to fix problems in the school and I never complained, not once. People need to understand that the SBMC work is selfless and there is no remuneration from the work. It was with this understanding that we set about making a difference. Thus I became the SBMC Chair of Ugbo Dogwu".

Dominic shared a story about: *"Let me tell you, a particular girl was observed to always come late to school and she had been scolded a number of times but things did not change. The SBMC decided to intervene and find out what was actually going on. We approached her guardian who insisted that the girl had to run errands for her early in the morning before she left for school every day. This was a tough case but we sorted it eventually and she has never missed coming early to school".* These are some of the life transforming stories of the ESSPIN programme and the impact it has in the lives of ordinary people in Enugu.

So Dominic Okolo had this to say;

"If we do not care for the children now when they grow up they will become a threat to others. The SBMC gives us the opportunity of 'intruding' into the lives of un-cooperating parents who don't want to send their children to school. We can engage with them using the numerous approaches that we learned during the ESSPIN trainings".

Jigawa

Security and travel

54. The security situation in Jigawa during the quarter was stable with no reports of incidences of violence or breach of the peace. ESSPIN continued to share information with relevant state MDAs and other SLPs. ESSPIN and other SLPs revised the State security status especially in a way to continue the collaborative monthly meetings of administrative officers.
55. Travel in and around the state capital and LGAs remained safe, but clearance was encouraged to minimise risks. Fuel was available at prices ranging from N141- N145 per litre. This increased the cost of road travel in programme vehicles.

Political economy

56. The current economic recession being experienced in the country has adversely affected the activities and performances of all MDAs in the State. In Jigawa State, the government addressed the economic recession by slashing the monthly overhead running costs of MDAs. Notably, the quality assurance activities under the State Educational Inspectorate and Monitoring Unit (SEIMU) is worst hit as fewer schools are now being quality assured than previously.

Leverage, political engagement and programme update.

57. The highpoint of political engagement in the state during the quarter was the lifting of the embargo on transactions on the ASU account jointly managed by SUBEB and ESSPIN following evidence of transparent transactions and proper documentation provided by ESSPIN. An additional N30 million was also remitted to the account for SIP activities after the embargo was lifted. Political engagement with the HCE and other stakeholders in the state also yielded dividends that helped to remove the bottlenecks that hampered the early completion of 2015/15 Annual School Census.
58. On IQTE, the State supported the mock examination for IQTE pupils in Miga, Roni and Birniwa LGEAs comprising about 1,800 pupils in preparation for the placement examination into JSS1 coming up in October, 2016. The Inclusive Education strategy document was endorsed by the Honourable Commissioner for Education, Science and Technology and dissemination of the document was carried out both at the State and LGA levels. Experience sharing visits with the National Commission for Nomadic Education (NCNE) Kaduna on Community Education Initiative (CEI) for Nomadic Children in Jigawa State took place. As a result of this, the Executive Secretary NCNE agreed to undertake a visit to the State with a view to sharing experiences with schools and communities on implementation of CEI for nomadic children.

Nigeria Partnership for Education (NIPEP) Updates

59. The Nigeria Partnership for Education (NIPEP) in the State recorded some progress, including the appointment of a new project coordinator, Babawuro Fate, following the retirement of the former coordinator. Babawuro Fate, who until this new appointment was the DPRS, State Agency for Nomadic Education (SANE). He comes into the post with a lot of passion and has already hit the ground running. The State also received 'No Objection' from the World Bank to conduct verification and validation of eligible girls for the award of scholarships to girls to encourage enrolment, attendance and retention of girls in schools. A project office has been set up in the MoE with all the state level structures inaugurated and functioning. However, the state is lagging behind other states in the number of activities for which 'No Objection' has been received and implemented. ESSPIN in Jigawa will redouble its efforts to support the state to offset its implementation deficits especially in girls' scholarship and teacher professional development.

Table 16: Leverage (NGN), Jigawa State, July- September 2016

Areas of leverage	Amount leveraged July-September 2016	Remarks and Source
Support effective implementation of the SIP in the State.	3,073,100.00	SUBEB budget for SBMC and SIP.
Supply of School Uniforms, bags and Sandals to pupils in Community Nomadic Schools on CEI Consolidation work	4,500,000.00	State Agency for Nomadic Education budget
Total N	7,573,100.00	

Risk Monitoring

Table 17: Risk matrix, Jigawa State, July – September 2016

ESSPIN Jigawa				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
1	Delivery	Sustainability risk-Retirement and relocation of key Officers at State and LGA levels	ESSPIN	4	4	16	<ul style="list-style-type: none"> Engagement with MoE, SUBEB and LGEAs to involve middle level cadre officers in decisions and implementation of activities. SUBEB to appoint deputies and Desk officers to support implementation and management of programmes. 	3	3	9	Yes
2	External Context	Implementation risk- Climate change causes flood disaster	ESSPIN	3	2	6	<ul style="list-style-type: none"> Engage with stakeholders to create awareness and enlightenment on climate change and its effects on education. PE with government to adopt preventive measures. 	2	2	4	Yes
3	Delivery	Sustainability risk- Delay in producing ASC Data.	ESSPIN	3	3	9	PE with State Education sector leaders on the importance of timely ASC on planning, decision and efficiency of the education sector	3	2	6	Yes
4	Fiduciary	Fiduciary risk- Fraud, bribery and/or corruption	ESSPIN	4	3	12	<ul style="list-style-type: none"> Procurement committee in place and functioning. All financial processes checked, approved and authorized in accordance with Mott MacDonald policies, directives and procedures. Procurement procedures strictly adhered to. Monthly spot checks conducted too. 	3	1	3	Yes

ESSPIN Jigawa				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
5	External Context	Sustainability risk – Conflicting and confusing institutional roles (e.g. Jigawa SEIMU taking responsibility for teacher recruitment and deployment)	ESSPIN	4	3	12	<ul style="list-style-type: none"> Ongoing discussions with HC for functional assessment of institutional mandates and better coordination across MDAs 	3	1	3	Yes
6	Delivery	Sustainability risk – Failure to achieve NIPEP targets due to low capacity of state personnel	ESSPIN	3	3	9	<ul style="list-style-type: none"> Increased TA to state NIPEP team Political engagement with state leadership for strong supervision of NIPEP Team building for NIPEP team 	2	2	4	Yes



"I can now read and write in English" : From Almajiri to IQTEI –Salihu Ado’s Testimony of Change

Most of the Almajiri children interviewed in Miga Local Government of Jigawa State, disclosed their dream and willingness to earn another tier of education besides the religious studies that comes with the Almajiri system they went through. They want to become both endowed with religious knowledge as well as a specialization that comes with enrolling in conventional/secular schools. But poverty and lack of awareness on the part of their parents on the benefits of acquiring quality basic education blocks the children’s path to progress. This situation is, however, changing with the introduction of the Integrated Qur’anic and Tsangaya Education or IQTE for Almajiri children by the State Universal Basic Education Board, Jigawa State with the technical and financial support of ESSPIN.

Salihu Ado, a very promising and enterprising child from Tsakuwawa community of Miga Local Government is a case in point. According to Salihu, *“To be candid, I was out of school for a very long time. My typical day starts with waking up in the morning and wandering about. I will be going round the town playing, looking for food and just wasting time without doing anything. I honestly can’t recall when I ever had interest in going to school especially because I was thinking that, there is no way I can fit into the normal school system; then one day, as Allah will have it, I heard some of my friends talking about a new system of learning both Islamic and Western education with little difficulty that came into town.”*

That new system is the IQTE which engages the services of volunteer teachers in exposing these Almajiri children to literacy, numeracy, basic science and other secular courses alongside their usual religious studies on term by term basis leading to their smooth transitioning to Junior Basic classes like any other child enrolled in school.

Salihu went on to say: *“Some of my friends whose parents enrolled them in these new schools claimed to have fallen in love with the system immediately they enrolled, and I immediately became seriously interested in taking the advantage of this new system from that moment on”.*

The first thing Salihu did was to break the news to his parents and urge them to enrol him in one of the IQTE schools and they did. After a few terms in the IQTE system, Salihu said, *“Most of us could not even read or write when we enrolled. The first thing our IQTE teachers did in our first year was to introduce us to alphabets; they taught us how to write and pronounce them in Hausa helped us memorize vowels in Hausa and then gradually introduced us to literacy in English.”* An excited Salihu said, *“I honestly cannot imagine myself doing some things I am doing now few years back. I can now read and write in English and can do simple and relatively complex arithmetic.”*

As a way of driving enrolments into the IQTE schools while at the same time supporting the children already enrolled in these schools, ESSPIN provided the schools and the pupils with teaching and learning materials such as books, pencils, sandals, chalk, duster, and educational posters for free.

Kaduna

Security and travel:

60. The incidents of violence reported this quarter include killing, kidnapping and protests. Two of the kidnapping incidents involved close relatives of one of our ESSPIN Specialists. The two victims (one male and one female at separate times), were released after paying a ransom a few days after the kidnap. The third incident involved a member of the House of Representatives and his aid in a village in Birnin Gwari LGA.
61. At least 11 people were killed when suspected herdsmen raided three villages in Jema'a LGA with several properties torched during the raid. Also protests were reported from Kaduna City as the Islamic Movement in Nigeria (IMN) marched through the streets calling for the release of their leader. No security incidents were reported although the protesters said that they would also march to Abuja to support their cause.
62. These incidents, however, had no impact on MM travel routes, activities or staff. Travel within and outside the State capital was safe during the daylight, and funded activities went on as scheduled.

Political economy:

63. The political climate continued to be stable during the quarter. However, a few personnel changes were recorded in the polity. The provost of the College of Education, Gidan Waya, Mrs. Hope Gajere, was removed as provost and replaced with one Professor Emmanuel Chom, a lecturer from ABU, Zaria. The Director, PRS of SUBEB was relieved of his post and taken back to the Office of Head of Service without a portfolio, while his deputy, Thaddeus Joseph, became the acting DPRS. The Director, SMD also submitted his letter of voluntary retirement from service after attaining the retirement age.

Leverage, political engagement and programme update:

64. The State Government released the sum of N316.8m that was in the approved budget for teacher professional development (TPD). It will be utilised in the final quarter of 2016. The Honourable Commissioner in Kaduna in mid-September sent the Director Schools in SUBEB to ESSPIN office Abuja to collect the print-ready copies of ESSPIN produced lesson plans because he is interested in printing more copies for all the 4250 schools in the states. Kaduna now has the largest pockets of money from the state government, UBEC, GPE and support from TDP / ESSPIN SIP model.
65. Senatorial meetings took place in five centres with 150 participants and ASU leading the facilitation as a sustainability strategy. Participants included Education Secretaries, HODs, SSSOs, LGSITs and 1 SSO from each LGEA. The 10 e-readers schools in Chikun and Igabi introduced the Vacation Reading Programme during the long vacation where pupils were encouraged to attend for 3 days in a week for 4 weeks. Over 2,000 pupils attended this programme.

66. This quarter, the Ministry of Education decided to use the ESSPIN IQTE modules as a training tool for supporting over 1,000 teachers in the regular schools with 20 IQTE master trainers identified to support the process. The decision was taken as a result of evidence of impact the modules have had in empowering young volunteer teachers to successfully support inclusion of basic education to Almajiri boys and hard-to-reach girls in the 9 ESSPIN focal LGAs leading to a successful transition of 5785 children over the years (4,453 boys and 1,332 girls). The highest transition rate was recorded in the last common entrance examination held during the quarter.
67. The stories of 20 school children from Kaduna were captured to feature in the documentary and write up targeting 100 school children nationwide. The stories touch all areas of ESSPIN's work from IE, SBMC, children's committee, access, infrastructure, W&S to education quality.
68. The State Committee on Inclusive Education (SCOIE) quarterly meeting was held to chart a way forward for the committee after the exit of ESSPIN and the retirement of the SUBEB Director, Social Mobilisation, who was the chair of the committee, and in whose department the committee is domiciled. Kaduna is successfully putting its child protection charter to the test by following up on a case of a 10 year old who was raped in her community. The case was reported to a member of the SCOIE who informed the specialist. The child protection working group has been involved in ensuring that the case is seen through to a just conclusion. As at time of writing this report, the case has been scheduled for hearing in the high court.
69. 2015/16 ASC has been finalised and signed off by the Hon. Commissioner for Education. The data generated was used as baseline indicators for the development of 2017-2019 Education Sector Implementation plan. N24m was released for Data Base Roll out in 20 LGEAs. Computer materials and accessories have been procured to be deployed immediately. The 2015 Annual Education Sector Performance Report is in the process of being finalised.

Nigeria Partnership for Education Project (NIPEP) Updates

70. The implementation of the Nigeria Partnership for Education Project (NIPEP) funded by the Global Partnership for Education (GPE) made much progress during the quarter. School Improvement grants were disbursed to 1,713 schools, including 96 IQTE and 80 pre-primary schools. The list of all School Improvement grant beneficiaries was printed in two newspapers in August 2016. Cheques were also distributed to 7600 female teachers for the female teachers' scholarship. The teacher development sub-component of the project also got underway as 'No Objection' was received from the World Bank to conduct training for the teachers and head teachers. Training was also conducted for EMIS personnel in all the 23 LGEAs in the state.

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

Areas of leverage	Actual amount Leveraged Jul-Sept 2016	Remarks and Source
School Improvement Programme	NGN 122,449,000	N122,449,000.GPE funds released for ESSPIN teacher training mode. (N316,862,430m approved State budget for ESSPIN joint project on teacher training, but not yet utilised)
Quality Assurance	NGN 0	No activities took place this quarter because Schools were on holidays
Planning and Budgeting	NGN 26,577,666	State releases for procurement of computer hardware, installation and networking of database in 23 LGEAs
SBMC	NGN 0	All SMBC activities were funded by ESSPIN this quarter
IQTE	NGN 0	All IQTE activities were funded by ESSPIN this quarter
Inclusive Education	NGN 0	All IE activities were funded by ESSPIN this quarter
TOTAL	NGN 149,026,666	

Risk Monitoring

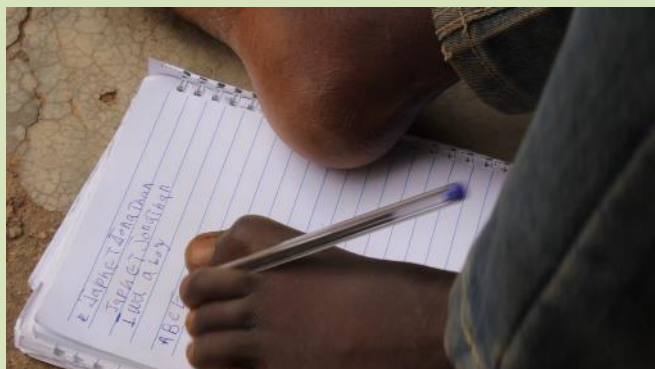
Table 19: Risk matrix, Kaduna State, July - September 2016

ESSPIN Kaduna				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
1	Operational	Security risks: violent attack on staff or offices. Road accidents . Office accidents. 24- hr curfew as a result of violence	ESSPIN	4	4	16	Regular security reports sent to staff and visitors. Communications and response protocols in place when incidents occur Safe havens prepared with essential items in case of emergency Contingency fund available for emergencies and curfews Volatile areas are avoided. No night travels. Travel in convoy. Ensuring vehicles have fuel at all times Adherence to all health and safety rules	4	3	12	Yes
2	Delivery	Implementation risk: Non-implementation of SIP for lack of funds	ESSPIN	4	2	8	Continuous PE with key policy makers for complete ownership of SIP by retaining the SIP activities in the State budget support budget officers to retain the	3	1	3	Yes

ESSPIN Kaduna				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
							SIP budget line in the State budget				
3	Delivery	Implementation risk: Non-release of approved state funds for school improvement programmes	ESSPIN	4	3	12	Align ESSPIN intervention activities with the State's reform agenda on school improvement. On-going PE with key policy makers for quick release of approved budget	3	2	6	Yes
4	Fiduciary	Financial risk: Fraud, Bribery, Corruption, Conflict of interest	ESSPIN	3	2	6	Enforce strict adherence to all financial procedures. Ensure transparency in all transactions. Block all loopholes. Fill Conflict of Interest form periodically Adhere strictly to all procurement and financial processes	2	1	2	Yes
5	Delivery	Sustainability risk: Cabinet Reshuffle/Change of key education drivers	ESSPIN	3	4	12	Work more closely with the technical team/ policy implementers rather than the policymakers. Work within the existing structures and systems. Early PE with newly-appointed officers	2	3	6	Yes

ESSPIN Kaduna				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
6	Delivery	Sustainability risk: Transfer of trained personnel	ESSPIN	4	3	12	On-going PE with SUBEB. Expand scope of training to increase the number of trained personnel	2	3	6	Yes

“I feel at home in class in spite of my condition”-- Japheth Jonathan



Above: Japheth is writing with his left toe

Japheth Jonathan writes with his toes instead of his fingers, yet he is seen and treated with as much attention as any other learner. In so many primary schools in Kaduna, it was not common to have pupils with special needs; sometimes it is either that parents were reluctant to enroll their wards (in order to avoid being abused or insulted) or the kids refuse to go to school for fear of some difficulties or inferiority complex. But as a result of the ESSPIN's Inclusive Education initiative, it is now a common sight to have children with special needs enrolled in same schools and classrooms as other children.

The Education Sector Support Programme in Nigeria has introduced an Inclusive Education initiative amongst a wide range of improvements into Kaduna schools. This initiative has helped parents to gain confidence in enrolling children like Japheth into school, because they are aware that teachers and pupils are trained to accept and treat learners with special needs with equity and fairness.

'My brother Joel would usually bathe me, cream my body and clothe me in the morning before I go to school. He escorts me to school regularly and I enjoy going to the school. I enjoy the way they teach me.' Japheth also said, 'I can use my hands to do other things; I can pick up my cup from the floor, I can also pick other items, but when it comes to writing, I do it with my toes.'

Japheth 13 is presently in primary 5 at the UBE Madama 2. He lives with a condition that means he has to write with his toes in the class while others write with their fingers. Japheth has not lost his self-esteem as a result of his condition.

'I always feel at home in the class because my teachers and fellow pupils always treat me with lot of love and care; they would help me to do things when I need their help, they also like to make sure that I am not left behind in any class work.'

Kano

Security and travel

71. Kano State was relatively quiet and calm during the third quarter, 2016 as both the state capital and LGAs were safe for visit and implementation of programme activities. The filling stations in Kano operated smoothly with available petroleum products, but the price still hovered between N142 – N150 per litre. Interstate travel, including LGEA visits by ESSPIN staff, during the period, were guided by ESSPIN security plans. The curfew in Kano State remained from 6 pm to 10 am for private/individuals motorcycles. ESSPIN drivers and other road users were advised to be cautious and comply with the Highway Code as the end of the year approached. The quarter also witnessed the struggle against scarcity of aviation fuel, which put pressure on the alternative means of transport and travel such as the road. The risk of kidnapping and abductions on the highway, particularly the Kaduna – Zaria – Kano road remained very high. In July alone, over 30 cases of missing children were reported. The state also witnessed a fire incident at the farm centre. This threatened the economic livelihood of some of the citizens.

Political economy

72. The political economy of the state was foreshadowed by the on-going political rivalry between the incumbent governor of the state and his predecessor. This has created political divides and tension among the political elite in the state and could potentially undermine peace and security. Moreover, it threatens the chances of government delivering socio-political and economic services to its citizens. Some argue that the incumbent governor is on a quarterly basis removing loyalists of his predecessor from the cabinet as a result of the growing feud. First, it was former Secretary to the State Government (SSG) and recently the State Accountant General (Dr Danjuma Adamu); both were members of the previous administration. This tension is also becoming apparent in the Ministry of Education, Science and Technology, where the executives are also divided along political loyalty lines.

73. The on-going economic recession has further degraded the ability of the government to deliver on its promises to the people. For instance, the state projected revenue of N60b from Internally Generated Revenue (IGR) sources for the year 2016 but achieved only N10.6b (17.7%) at the end of the second quarter (Jan –Jun). The state reached only 33.1% of its estimated total revenue at the end the second quarter. Unfortunately, the amount generated so far was spent mostly on recurrent expenditure (salaries and overhead) without much on capital projects or programmes for development. The implementation of the Education Sector budget also suffered a critical setback due to non-release of funds in the approved budget.

Leverage, political engagement and programme update

74. Notwithstanding challenges occasioned by the current economic crisis in the country, the state in collaboration with ESSPIN and other development partners implemented critical and time-

bound programmes. For instance, the 2015/16 Annual School Census (ASC) report, the School Integrated School Development (ISD) and Schools/LGEA Report cards were completed and produced. Also, the capacity of core EMIS team was built to support the LGEAs. The 2015 AESPR draft report was completed in readiness for the preparation of MTSS and 2017 budget.

75. The IQTE National Conference took place in Kano with the aim of sharing success stories, exploring how the Federal Government and International Development Partners might be able to support KSG to expand the model. Nineteen northern states and representatives of federal agencies, such as UBEC, participated in the conference. The KERD also released the transition examination results, which included those of IQTE pupils sponsored by ESSPIN. Despite strong political commitment to IQTE, funds were not available for salaries. ESSPIN stepped in to cover these for September while government attempted to find funding to keep the programme running.

Nigeria Partnership for Education Project (NIPeP) Updates

76. The Nigeria Partnership for Education Project (NIPeP) funded by the Global Partnership for Education (GPE) finally awarded scholarships to 6,996 girls across the 44 LGAs in the state under the GPE girls' scholarship sub-component. School improvement grants were also disbursed to eligible primary and pre-primary schools for the implementation of school development plans. The Kano State Government appointed a new coordinator for NIPeP following the promotion of the former DPRS, MoEST as Permanent Secretary of MoEST. The new coordinator, Abdulshakur Nuhu Abba (Director, Schools at Kano State Senior Secondary School Management Board) was a member of the NIPeP team heading the M&E component before this appointment.

Summer Camp Academy

77. Following the completion of a series of coaching sessions in the last quarter, the Kano Summer Camp Academy (KSCA) has completed all arrangements to conduct end of the KSCA project and distribute the 'School in a Bag' with all the components (such as uniform and sewing monies, hijabs, writing materials, hygiene materials, etc.) to all the successful 10,648 beneficiaries (girls). The KSCA project aimed at promoting retention of girls in primary 5 & 6 in primary school and increasing their transition from primary 6 to JSS 1. Besides, it is an attempt to increase the girls' academic performance in literacy and numeracy, enhance their self-esteem and improve their knowledge of personal hygiene. The end of the KSCA will be conducted on Saturday, October 08, 2016.

Personnel

78. The Ministry of Education, Science and Technology is coordinated by two permanent Secretaries: one for Basic Education and International Development Partners and the other for Higher Education. A new Permanent Secretary for Higher Education has just been appointed to replace the former. Her name is Hajia Bilkisu A. Waziri. The former PS for Higher Education has been moved to the Ministry of Information. The KSG has reshuffled its cabinet again. Hajiya Yardada

Maikano Bichi, former Executive Director for Agency for Mass Education has been appointed as the Commissioner for Women Affairs, while the erstwhile Commissioner in charge of the Ministry, Barr. Zubaida D. Abubakar moved to the Ministry of Budget and Economic Planning. Hajjiya Yardada Maikano Bichi was a staff of Cambridge Education before moving to the government side. She continued to support ESSPIN and other development programmes.

Sustainability, Continuity and Collaboration

79. As part of preparations for ESSPIN's exit from Kano State, the government is making efforts to take the lead in most of the programmes introduced by ESSPIN. His Excellency, the Deputy Governor who is also the Commissioner for Education has instructed that many of the initiatives supported by ESSPIN should be captured in the on-going Medium Term Sector Strategy (MTSS) to enable them to feature in the 2017 Appropriation Bill. Currently, the state is already carrying out the following initiatives on their own with minimum or no support from ESSPIN: Teaching Skill Programme (TSP), Quality Assurance, SBMC roll out, Medium Term Sector Strategy (MTSS), Annual School Census, LGEA engagement on the establishment of a database, strategic planning, and action planning. The NIPEP funding of TSP took place, for the first time, during the third quarter.

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

80. As per previous quarters no funds have been leveraged in Kano.

Areas of leverage	Amount leveraged July–September 2016	81. 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 21: Risk matrix, Kano State, to September 2016

ESSPIN Kano				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
1	Operational	Security risk – attack on staff or offices (Kano States)	ESSPIN	5	2	10	<ul style="list-style-type: none"> • Travel restrictions • Convoy travel for inter-LGA and inter-state trips • Identification of safe havens • Safety audit of meeting venues • Collaborate with other SLP • Active information networks • Security clearance protocols for all travellers • Business continuity plans, including evacuation plans, in place • Up-to-date communications equipment, including satellite phones 	4	1	4	Yes
2	Delivery	Non-continuity of School Improvement Programme due inadequate funding by the government and	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Political Engagement with the MoEST's Office (in conjunction with DFID) to support the state reform programmes. • Other key stakeholders engagement with wider reach on sustainability critical 	2	1	2	Yes

ESSPIN Kano				Gross Risk				Net / Residual Risk			
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	Acceptable Risk Appetite? (Yes/No)
		other stakeholders					initiatives. Exploring other sources of funding, e.g. IDB				
4	Fiduciary	Financial risk- Fraud, bribery and/or corruption	ESSPIN	5	2	10	<ul style="list-style-type: none"> • All financial processes checked, approved and authorised in accordance with Mott MacDonald policies, directives and procedures. Monthly spot checks conducted too. • Ensure compliance with internal control procedures • Ensure segregation of payment approval, authorisation and transactions. • Adherence to Process Map • Implementation of internal control procedure • Guidance on control process in a matrix structured environment • Timely reconciliation of accounts 	3	1	3	Yes

ESSPIN Kano				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
5	Delivery	Trained staff/partners reshuffled, transferred, retired, or resigned.	ESSPIN	3	3	9	<ul style="list-style-type: none"> Political engagement with relevant authorities. e.g. Office of the Head of Service and the MDAs Support state to develop or building of succession plan Incentivized the system 	3	2	6	Yes
6	Delivery	Lack of government commitment to education reform	ESSPIN	4	3	12	<ul style="list-style-type: none"> Continuing P/E with key stakeholders Engagement with Public Sector Governance and Accountability Programme (PSAG) in Kano 	3	1	3	Yes
7	Delivery	Non-release of approved budgeted funds for operation	ESSPIN	4	3	12	<ul style="list-style-type: none"> Continuing P/E with key stakeholders Engagement with Public Sector Governance and Accountability Programme (PSAG) in Kano Engagement with MoF and AG office Involvement of CSOs in strategic planning and monitoring, e.g. MTSS, budget tracking 	3	2	6	Yes

ESSPIN Kano				Gross Risk				Net / Residual Risk			
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	Acceptable Risk Appetite? (Yes/No)
8	Delivery	Slow implementation of NIPEP	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Provide TA to state NIPEP team • Team of building for state personnel • Engagement and support to state GPE coordinator and team • Quarterly report and review of milestone and progress • Build technical capacity of state personnel 	2	2	4	Yes

Islamiyya, Qur'anic and Tsangaya Education (IQTE) – a success story in Kano State

The Islamiyya, Qur'anic and Tsangaya Education (IQTE) National Conference kicked off today in Kano with a revelation that 673 children initially enrolled in the initiative in the state have transitioned to Junior Secondary School (JSS). Also, 2,000 of the children have registered for the transition examination this year while the state government committed N150m to support the school in 2016 budget. Governor Abdullahi Ganduje made this revelation at the opening IQTE National Conference in the state on Monday 18 July 2016.

The Governor represented by Deputy Governor and Commissioner for Education, Science and Technology, Prof Hafiz Abubakar said, *“the government has established the Qur'anic and Islamiyya Schools Management Board which would facilitate the attainment of the objective of integration of modern education. Tsangaya Schools cater for some of the poorest children in our community, thus making it an obligation to Federal and State governments to reach the most impoverished children and ultimately help to reduce the challenge posed by Almajiri children”* .

Prof. Abubakar in his speech commended the UKAID –funded Education Sector Support Programme in Nigeria (ESSPIN) for the IQTE intervention, which has done a lot of good in Kano State. *“IQTE has provided a cost-effective way of integrating modern education in both Tsangaya and Islamiyya schools. It is one of the most important interventions whose impacts will remain with us for long. We cherish this intervention, and we are very grateful”* He added that the state government is working hard to expand this IQTE integrated model to all non-formal schools.

Minister of Education, Alhaji Adamu Adamu, represented by the Executive Secretary, Universal Basic Education Commission, Alhaji Suleiman Dikko, said that the Federal Government is committed to eradication of Almajiri from the street of Nigeria.

Since 2008, Kano State Government and ESSPIN have forged a highly successful partnership to provide quality education to children in Islamiyya and Tsangaya schools. At the heart of this partnership rest two community-based schooling models: one targeted at Almajiri children from the Tsangaya schools and the second at girls enrolled in un-integrated Islamiyya schools. These models have proven exceptionally successful in overcoming traditional challenges faced in integrating IQTE schools: resistance from Mallams, low student retention, and poor transition to Junior Secondary Schools (JSS). Today, over 12,000 children from over 500 IQTE schools from across 16 LGAs in Kano are receiving quality primary education through these integrated schooling models. Moreover, the model has proven that Tsangaya children taught in these schools can successfully transition to JSS. While many northern Nigerian states agencies, the federal government and donors have tried to integrate IQTE schools; no other model has been able to record such successful transition to JSS for children from Tsangaya schools. The learning from Kano is thus unprecedented. Given the large scale of the IQTE sector in northern Nigeria, it is widely agreed that integrating IQTE schools is the most cost-effective strategy to reach education for all targets. Further, it is also recognised that integrating Tsangaya schools can help the government better control the Almajiri problem and check possible recruitment of these children to radical groups.

Kwara

Security and travel

82. During the quarter, there was a communal clash between Share (Ifelodun LGA) and Tsaragi (Edu LGA). These resulted in a heavy army presence in Share and tight security. A curfew in Share meant that journeys to some LGAs had to be modified in order to leave the zone in good time.

Political economy

83. The states has indicated that it would like to roll out the School Improvement Programme to all levels of education in the state. The Teaching Service Commission in charge of secondary schools is committed to having State Monitoring and School Support Officers (SMSSO) to support schools to deliver the SIP package in order to ensure quality service. This has been included in their 2017 Medium- Term Sector Strategy.

Leverage, political engagement and programme update

84. The LGEA Database in all the LGEAs has become a good planning tool. The LGEAs are fully in control to use the data to generate support for their schools for resource mobilisation and support. There is, therefore, full ownership of the database at the LGEA level and this is a full assurance that the project shall be sustained beyond ESSPIN.

85. During the quarter under review, the State Governor reconstituted the SUBEB Board. It is chaired by Alhaji Ladi Hassan, one time Commissioner for Health and former Chief of Staff, Government House, during the time of Gov. Saraki. The ESSPIN team visited the new Board to introduce the School Improvement Programme. The Board Chairman made a strong commitment that state government will continue to leverage state resources to ensure the sustainability of SIP in Kwara State.

86. It is gratifying that the ESSPIN-supported SIP for basic education has been bought in at the senior secondary level. Following the pattern of SSIT, SSOs, head teachers, class teacher and pupils' support structure, the state's Teaching Service Commission has built strengthening school support into their MTSS.

87. Due to the fact that most of the period under review fell into the holiday time, there was a lull in the school support activities. However, since schools resumed, there has been the regular SSOs' support to all schools. As part of the leverage, the state government has continued to pay the salaries and allowances of SSIT and SSOs. It is hoped that the Literacy and Numeracy training to class teachers as well as leadership training to head teachers will commence shortly as they form part of the second tranche of UBEC fund.

88. In addition, ESSPIN, through SUBEB, supplied the newly printed Head Teacher's Handbook to all schools in the state. This is with a view to further strengthen the capacity of head teachers to provide professional leadership.

89. Community engagement to support school improvement was boosted in three LGEAs: Baruten, Ifeoldun and Patigi with the first mentoring visit covering 364 schools out of 423. The first visit had impressive results with a total of 5,460 participants (3,276 males and 2,184 females) in attendance. Across the three LGEAs, communities mobilised N47,169,000. The visit also found that 2,340 girls and 2,597 boys were enrolled as a results of SBMC activities. Furthermore, these additional children included 67 girls and 84 boys with disabilities. In total, 298 of the schools monitored were found to be supporting Inclusive Education effectively.
90. During the quarter, 46 participants across MDAs and LGEAs were trained so as to strengthen SMO reporting and the documentation system (community level indicators) to facilitate linkage to state level planning and budgeting. The emphasis was on the SDP as a vital document linking the various sections at the LGEAs and SUBEB level planning as source of information for bottom-up planning and efficient resource allocation to schools. The need for collaboration for synergy for sustainable development was also stressed.
91. A series of meetings were also held with the new SUBEB by CSOs and the DSM on how to support and sustain the gains of the State’s Education Reform Agenda with promises of improved support from the Board. However, dearth of funds is still a major challenge as the State is still unable to release any funding for the community engagement process during the period under review due to teachers’ and LGEA staffs salary arrears.
92. As part of ESSPIN’s knowledge sharing and dissemination strategies, two presentations were made at the 7th Annual Ibadan Sustainable Development Summit (ISDS) at the Centre for Sustainable Development, University of Ibadan, Ibadan held between August 21 – 26, 2016. The Sustainable Development Summit (ISDS) is a global annual event that engages participants from all walks of life including development practitioners, policy makers, heads of government, entrepreneurs, academic and research professionals to explore strategies and mechanisms to drive the implementation of the global development agenda in Nigeria and beyond. This year’s theme: “Making Sustainable Development Goals (SDGs) work for People in Africa”. The event took place on August 21 – 26, 2016. The keynote speakers included the Minister of Environment, Amina J. Mohammed, and other scholars. Two papers were presented at the parallel session in the Education and Health Water and Sanitation sessions by ESSPIN:
- Exploring The Access And Equity Dimensions Of Quality Education In The Context Of SDGs— Lessons From DFID’s Education Sector Support Programme In Nigeria
 - Community Participation and Ownership In The Sustainability Of DFID Water And Sanitation Programme In Schools In Nigeria.
93. There were many positive reactions on the presentations and the paradigm shift provided by ESSPIN in ensuring access and equity and ownership in the education and development landscape in Nigeria.

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

Areas of leverage	Amount leveraged July – September 2016	Remarks and Source
SBMCs Rollout	47,169,000	Community contributions in 3 LGEAs
Annual Schools Census	4,000,000	From the Monthly running cost of the Ministry to upgrade the EMIS equipment
KM	98,000,000	Community contributions for advocacy
Total	149,169,000	

Risk Monitoring

Table 23: Risk matrix, Kwara State July - September 2016

ESSPIN Kwara				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
1	Operational	Security risk – 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	ESSPIN	3	2	6	<ul style="list-style-type: none"> • Review of working hours • Travel restrictions • Convoy travel for inter-state trips • Identification of safe havens • Safety audit of meeting venues • Active information networks • Security clearance protocols for all travellers • Business continuity plans, including evacuation plans, in place • Up-to-date communications equipment, including satellite phones 	2	1	2	Yes
2	Delivery	Failure of State to continue to fund SIP roll-out and consolidation	ESSPIN	3	2	6	<ul style="list-style-type: none"> • PE with State government • PE with CSOs and other relevant stakeholders to engage more effectively with government 	2	1	2	Yes

ESSPIN Kwara				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
3	Delivery	Shortage of teachers	ESSPIN	3	2	6	<ul style="list-style-type: none"> • Continuous political engagement with State Government. • Redistribution of teachers to rural schools • Support SBMC functionality • Implementation of teacher deployment policy and engagement of Youth Corpsers 	2	2	4	Yes
4	Fiduciary	Financial risk- Fraud, bribery and/or corruption	ESSPIN	3	2	6	<ul style="list-style-type: none"> • Continuous support for open and transparent financial process. • Tracking of budget utilisation for SIP • .Audit exercise • Procurement committee in place and functioning • Compliance with Mott MacDonald financial and procurement guidelines 	2	1	2	Yes
5	Delivery	Sustainability risk – State’s commitment to school improvement expansion reduces	ESSPIN	3	2	6	<ul style="list-style-type: none"> • Ongoing political engagement, including quarterly and monthly meetings of principal State officials • Support of alternative funding partnerships, e.g. IGR • Capacity building for State technical cadres, CSOs and local communities • Development of 	2	1	2	Yes

ESSPIN Kwara				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
							Sustainability and Exit Strategy				
6	Safeguards	Implementation risk- Failure to recognise the role of women and children in school governance	ESSPIN	3	2	6	<ul style="list-style-type: none"> • Safe Spaces (women and children’s committees) created in SBMCs • Ongoing mentoring of SBMCs by CSOs • Documentation and dissemination of examples of women contributing effectively to school improvement as a good advocacy tool • CSOs undertake advocacy campaigns on behalf of women and children 	3	1	3	Yes
7	External Context	Implementation risk – Climate change causes flood disasters (Kwara Patigi and Edu LGAs)	ESSPIN	2	1	2	<ul style="list-style-type: none"> • Climate change resilience and disaster reduction strategies • Emergency awareness training introduced through child protection work 	1	1	1	Yes

ESSPIN Kwara				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
8	External Context	Sustainability risk – State Cabinet reshuffles result in new appointees with low commitment to education	ESSPIN	3	2	6	<ul style="list-style-type: none"> • Political engagement strategy with incoming administrations • Orientation exercise for newly appointed principal officials • Ongoing capacity building for technical cadre 	2	1	2	Yes
9	External Context	Sustainability risk – failure of communities and governments to safeguard school facilities provided by DFID-ESSPIN	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Social Mobilisation Officers mobilising communities to take ownership • Monitoring tools transferred to state actors from consultants • Community asset management introduced into infrastructure maintenance workstream • Political engagement with governments on provision of measures for school security and safety • Equipment for maintenance provided and project officers trained in maintenance of facilities 	3	2	6	Yes
10	Delivery	Sustainability risk – Conflicting and	ESSPIN	3	2	6	<ul style="list-style-type: none"> • Ongoing discussions with HC for functional assessment of institutional mandates and 	2	1	2	Yes

ESSPIN Kwara				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
		confusing institutional roles (e.g.SUBEB QAD taking responsibility forQuality assurance)					better coordination across MDAs				
11	Delivery	Implementation – Conduct of 2015/16 ASC is delayed	ESSPIN	4	4	16	<ul style="list-style-type: none"> • PE with MOE, SUBEB and BOS • Contributory support from ESSPIN and usage of ICT/EMIS centres' facilities 	3	2	6	Yes
12	Delivery	Implementation and Sustainability – SSIT/SSO structure and personnel not retained	ESSPIN	2	2	4	<ul style="list-style-type: none"> • Ongoing PE with SUBEB 	1	1	1	Yes

Kwara Education Management Information System Enables Sustainable Planning

ESSPIN has supported Kwara state to consolidate education-related data into one database. The database supports information from Social Mobilisation Officers, School Support Officers, Quality Assurance Bureau, and information from the Annual Schools Census. *“Information from the field is now available to high-level officers and policy makers for educational planning. Officers collect reports from communities and schools during visits and during Annual Schools Census. This makes it possible for data to be accessed at any time without recourse to papers,”* Zakariyau Abdulqadir, Head of Statistics and ICT Unit of Kwara SUBEB said.

Hassanat Abdulqadir, the SMO for Ilorin South observed that her ability to view SSO reports within the database helps her determine which schools need more infrastructure, teachers or learning materials, and forward same accordingly. *“As SMO”, she continued, “the data we feed into the system also enables the State Universal Basic Education Board (SUBEB) to have a broader perspective of the educational resources available in school, and the needs yet to be met.”*

Before the initiative, reporting was all paper work and unsustainable as the papers mostly ended up on shelves unused. This hampered planning and caused seasonal recurrent data-gathering processes annually. The innovation and its backup now help to preserve information from schools and communities.

To guarantee sustainability, Local Government officers now integrate data collection processes into their regular service mandate. During visits to schools and communities, SMOs and SSOs gather information and feed them into the database weekly. The on-going process of data collection saves the state from the high cost of Annual Schools Census. In this way, the budget for Annual Schools Census caters for the necessary processes of data cleaning, validation, analysis and publication.

Still on sustainability, training on the use of the database has also become an on-going process for new officers in Kwara state as necessary, for sustainable planning. Appropriate education planning is part of the integral education policy thrust of the state which ESSPIN supports, that Every Child Counts.



Head of Statistics and ICT Unit of Kwara SUBEB, Zakariyau Abdulqadir, (2nd right) and Paul Wildenberg, database software developer (right), during a training for SSOs and SMOs on data entry

Lagos

Security and travel

1. The security and travel situation in Lagos has generally been without issues this quarter. However a shortage of aircraft made travelling by air frustrating.
2. Isawo Primary School, Ikorodu was demolished barely two weeks before resumption. Pupils have been redistributed to other schools far from their residence which is a concern with regards to their personal safety. Fortunately, this school is not one of the beneficiaries of the ESSPIN Challenge Fund Phases I and II.

Political economy

3. Two months ago, the Court of Appeal granted the right to wear the hijab in all public primary and secondary schools in Lagos State. As Lagos schools resume this session, the Lagos State Area Unit of Muslim Students' Society of Nigeria, MSSN, warns Tutor-Generals/Permanent Secretaries, principals and teachers, to adhere to the Appeal Court judgment.
4. A meeting on ESSPIN's sustainability was held by the MOE and SUBEB with the approval of the Deputy Governor. An ESSPIN CSO coalition platform has been formed to take forward ESSPIN's gains. The platform visited the Executive Chair of SUBEB who promised his support for this course.

Leverage, political engagement and programme update

5. To strengthen LGEAs on reporting, ESs & HOSs were trained on the process of data gathering for school termly reports. HOSs can now lead the process of report writing confidently under the supervision of the ESs. SSITs and SIOs' capacity was strengthened in the use of assessment to improve learning by exposing them to more methods of raising teachers' level for individual support of pupils. A planning meeting was held with SSIT members to prepare them for resumption. With the approval of the Executive Chair of SUBEB, an e-reader holiday programme was organised for pupils to interact more with the e-reader with a view to improving their reading. A total number of 676 pupils attended the programme in the 10 Pilot schools. Excel training was organised for the CSOs to further enhance their capacity to accurately retire funds after every disbursement.
6. The voices of 100 pupils on their personal stories and the changes they encountered in their schools as a result of the ESSPIN school improvement programme were captured and documented. Similarly, voices of key partners and stakeholders cutting across the MDAs and the LGAs on the positive impact of the ESSPIN programme on their lives were captured. Interviewed stakeholders gave their personal accounts of the programme and how it changed their work and personal lives.
7. A one-day Stakeholders' Dialogue on Inclusive Education was organised to initiate discussions among educational stakeholders; teachers, parents, civil society and State partners on the intellectual/infrastructural resources that can best support Inclusive

Education in Lagos State. It provided the conceptual clarification and advocacy for support to inclusive education policy and practices in Lagos State. One-day re-training meeting was organised for SBMCs to equip them more effective community participation in school improvement programme. The roles and responsibilities of SBMCs were reiterated, particularly with relation to the resource mobilisation processes and inclusive education.

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

Areas of leverage	Amount leveraged July - Sept 2016	Remarks and Source
2015-16 School Census - public	3,700,000	MOE and SUBEB 606 enumerators trained - 1 day 1817 schools enumerated in 5 days
2015-16 School Census - Private	9,000,000	Ministry of Education 586 enumerators/supervisors trained – 1 day 14,000 schools enumerated so far in 3 weeks. Enumeration to continue for the next two weeks
Annual Education Sector Performance Report	1,607,000	Ministry of Education 37 people critiqued the AESPR in 5 days non-residential meeting
Medium Term Sector Strategy	5,000,000	Ministry of Education 65 participants in 5-day residential MTSS workshop
	19,307,000	

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Risk Monitoring

Table 25: Risk matrix, Lagos State, July – September 2016

ESSPIN Lagos				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
1	Delivery	Late conduct of public school census and further delay in the conduct of the 2015/16 Annual School Census private school census	ESSPIN	4	4	16	<ul style="list-style-type: none"> • PE with MOE, SUBEB and Dep Governor's office • Contributory support from ESSPIN 	3	2	6	Yes
2	Delivery	Implementation Risk: Possibility of loss of institutional memory consequent upon failure to sustain SSIT/SIO structure and retain personnel.	ESSPIN	4	3	12	<ul style="list-style-type: none"> • Continuous PE with SUBEB 	3	2	6	Yes
3	Delivery	Implementation Risk: Inadequate budgetary provision for SBMC	ESSPIN	3	3	9	<ul style="list-style-type: none"> • PE with SUBEB • SBMC members are already trained and effective in resource mobilisation. 	2	1	2	Yes

ESSPIN Lagos				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
		development activities may stall SBMC development									
4	Delivery	Sustainability Risk: Replacement of 4 Social Mobilisation Heads of Section who retired in August 2016 with officers from other departments like PR&S who are not at the same level of capacity with their counterparts who have been long on the job	ESSPIN	3	3	9	Engagement with ESs to adopt the system with discretion	2	2	4	Yes
5	Delivery	Implementation Risk: Plan to replace retired and withdrawn SIOs by staff	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Contributory support from ESSPIN • Deepening of LGEA engagement strategy 	2	2	4	Yes

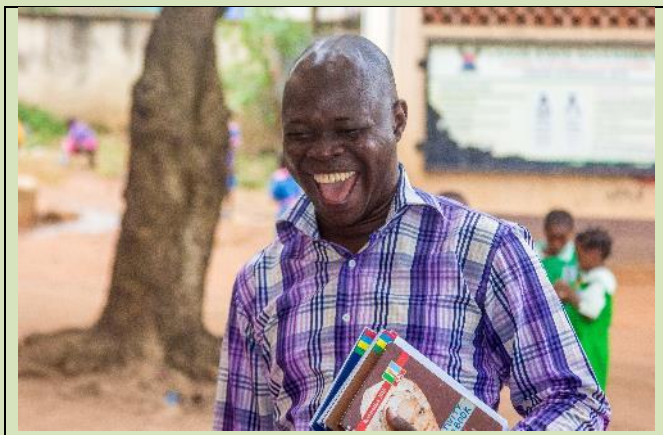
ESSPIN Lagos				Gross Risk				Net / Residual Risk			Acceptable Risk Appetite? (Yes/No)
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	
		from other sections of LGEAs as being done currently in Somolu LGEA.					<ul style="list-style-type: none"> Engagement with ESs to adopt the system with discretion 				
6	Fiduciary	Fiduciary Risk: Financial fraud, bribery and/corruption	ESSPIN	3	2	6	<ul style="list-style-type: none"> The use of Transformed Laptops for authorizations Adherence to CENL rules on procurement procedures and financial transactions Procurement committee in place and functioning 	2	2	4	Yes
7	Delivery	Implementation risk - Shortage of teachers in rural areas; retired teachers not replaced	ESSPIN	3	3	9	<ul style="list-style-type: none"> Encourage State implementation of teacher recruitment & deployment policies Engage LGAs in provision of rural infrastructure for teachers Improve teacher attendance monitoring systems 	2	2	4	Yes

ESSPIN Lagos				Gross Risk				Net / Residual Risk			
Risk No	Category	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	Acceptable Risk Appetite? (Yes/No)
8	External context	Sustainability risk – failure of communities and governments to safeguard school facilities provided by DFID-ESSPIN in some communities	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Social Mobilisation Officers mobilising communities to take ownership • Monitoring tools transferred to state actors from consultants • Community asset management introduced into infrastructure maintenance workstream • Political engagement with governments on provision of measures for school security and safety • Climate change, adaptation, sustainability and resilience component launched 	2	2	4	Yes

Hamzat Teslim Omolaja and the School Improvement Programme

“I think of my schools even when I am sleeping, always pondering on newer ways to support them; innovative ways to achieve improvements in teaching and learning in Lagos schools”

- Hamzat Teslim Omolaja SSIT member, Lagos SUBEB



ESSPIN since inception has supported the development and training of the State School Improvement Team (SSIT), a strong aspect of the School Improvement Programme (SIP). The SSIT are a strong team of educationist supporting the improvement of teaching and learning in all public primary schools in Lagos while developing a strong institutional base for sustaining reforms. Hamzat is a member of that team, oiling the machinery of the SIP, supporting School Improvement Officers (SIOs) as they deploy their time and resources to supporting Head Teachers and teachers. This support is provided throughout the academic year of these public primary schools. Hamzat is currently one of the team leaders with the SSIT, dedicated and thorough in all he does with an eye for excellence. The School Improvement Officers he supports are confident that there will always be something innovative from him to improve their work,

“Our Lives as the SSIT of Lagos is one very busy cycle. I think about the welfare of the schools, how to improve supporting the SIOs and their schools even in my sleep” says Hamzat. He and his team of SIOs support 56 schools in Lagos while his colleagues support others in various local governments all over Lagos.

Some of the challenges that Hamzat faces as a hard working member of the highly successful SSIT in Lagos are access to some of these interior schools in the heart land of Lagos and the logistics of getting there.

There was a case of a Head Teacher who had the challenge of making her teachers come early to work. She was supported by the SIO and the SSIT to overcome this challenge. Her teachers are now very friendly and respect her even more because of trainings on leadership she received. The teachers have stopped coming to work late and are even more dedicated to ensuring the pupils get quality teaching and learning time when they come to school. *“It is even more challenging when planning the support of the schools that are quite far into the interior of Lagos. It’s always work round the clock as from planning the visits, to informing them about your visit. Sometimes even when a school is not on the visiting schedule you would have to still go especially when the head teachers call you for certain support”*, says a smiling Hamzat, *“this work has just begun.”*

Annex 1: High level workplan

	Sub-output / Workstream	Activity	Schedule (Aug 2016 - Jan 2017)																				
			Nov			Dec			Jan														
Output 3 - School Quality																							
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																					

	Sub-output / Workstream	Activity	Schedule (Aug 2016 - Jan 2017)																			
			Nov			Dec			Jan													
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																				
		Facilitate the training of SSIT and SSOs to enable them to move teachers to a better understanding of the curriculum and learner progression																				
		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																				
		Support introduction and implementation of policies on teacher and pupil behaviour																				
		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																				
		Produce Headteachers Handbook, Guide to Child Assessment for teachers, and IQTE Teacher Manuals																				
		Establish repository in States to facilitate use of teaching and learning materials produced by ESSPIN post ESSPIN																				
		Introduce/demonstrate use of learner materials in schools through the WorldReader initiative (Lagos, Kaduna)																				
		Provide interim stipends to IQTE volunteer teachers (Kano) pending KSG release of budget																				

	Sub-output / Workstream	Activity	Schedule (Aug 2016 - Jan 2017)																				
			Nov			Dec			Jan														
		Prepare final project cohorts of children (IQTE) for state transition exams (Kaduna and Kano)																					
		Classroom observation research on use of language and lesson plans by teachers																					
		Consolidate maintenance and sustainability infrastructure programme																					
Output 4 - Community Engagement, Inclusion and Gender																							
4.1	Inclusive education policies	Build State and LGEA capacity for collection, analysis of IE data to inform IE policy devt and implementation																					
		Strengthen the capacity of FME and UBEC to produce and implement a national IE policy																					
		Support the institutionalisation of Inclusive Education Committees in all six states																					
		Carry out political engagement to leverage available resources at federal and State level to scale up IQTE																					
		Strengthen gender and inclusion committees in all states																					
4.2	Inclusive practices in schools and communities	Support Kano SUBEB/SMOST capacity to sustain/ scale up Summer Camp Academy project for girls																					
		Support Jigawa SUBEB and ANE to consolidate and scale nomadic community education project																					
4.3	Child protection and participation	Support states' review of implementation of child protection charters, workplans and response mechanisms																					

	Sub-output / Workstream	Activity	Schedule (Aug 2016 - Jan 2017)		
			Nov	Dec	Jan
		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 impovement			
		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 Secretatries 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)			

	Sub-output / Workstream	Activity	Schedule (Aug 2016 - Jan 2017)																			
			Nov			Dec			Jan													
		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	█	█	█	█																
Output 2 - State and LGEA capacity																						
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 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																				

	Sub-output / Workstream	Activity	Schedule (Aug 2016 - Jan 2017)																			
			Nov			Dec			Jan													
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																				
2.3	Organisational capacity of MOEs, SUBEBs to support SIP	Support and facilitate SUBEBs and LGEAs Establishment and Workforce planning, including personnel job descriptions and schedules																				
		Support SUBEBs to streamline LGEA personnel roles, aligning job roles with school improvement support needs																				

	Sub-output / Workstream	Activity	Schedule (Aug 2016 - Jan 2017)																				
			Nov			Dec			Jan														
		Support streamlining of education QA roles in States and support establishment of functional States' QA systems																					
		Support capacity development of education QA Evaluators and state (SoERs) and school-level report production and dissemination to stakeholders																					
2.4	Integration of GPE into school improvement programme	Undertake political engagement to improve the quality of GPE coordination and leadership																					
		Support State planning and implementation of GPE NIPEP to ensure alignment with SIP																					
2.5	Political engagement	Conduct quarterly meetings of education Commissioners, SUBEB Chairs and UBEC																					
		Engage relevant state senior political officials, LG Chairmen and Education Secretaries to strengthen state buy-in and ownership of SIP																					
		Carry out political engagement to secure funding for Phase 2 LGEA database rollout																					
		Disseminate LGEA Engagement Strategy and engage relevant states officials, LG Chairmen and Education Secretaries on LGEA capacity development and functionality																					
		Collaborate with PERL and other relevant programmes on public sector reform issues																					
		Collaborate with DFID and other programmes in strengthening engagement with new governments																					
Output 1 - National Systems																							

	Sub-output / Workstream	Activity	Schedule (Aug 2016 - Jan 2017)																				
			Nov			Dec			Jan														
1.1	Access to UBEC Intervention Funds	Engage UBEC to facilitate access to UBE Intervention Funds and its effective utilisation by ESSPIN-supported states for SIP rollout and sustainability																					
		Explore opportunities for collaboration with UBEC on utilisation of its Inclusive Education funds and support FME's drafting of IE policy																					
		Support institutional capacity building for UBEC based on scope defined by new UBEC management; collaborate with TDP and WB-led institutional review as appropriate																					
		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																					

	Sub-output / Workstream	Activity	Schedule (Aug 2016 - Jan 2017)		
			Nov	Dec	Jan
		Document repositories			
		Practice Papers			
		Radio and film broadcasts			
		DVD production			
Learning and Evidence					
		CS3			
		VFM Self Assessment			
		Beneficiary study			
		Inclusive education study			
		IQTE longitudinal study			
		National and state-level dissemination events (inc. CS3 dissemination)			
		CKM support (C Jordan)			
		Conferences, seminars			
		PCR preparations			
		Support to school attendance monitoring			
Support to GPE					
		Support to GPE coordination and implementation (JKK states)			

Annex 2: Quarter 7 Milestone Deliverables, Jul - Sep 2016

Output	Deliverable	Weight	RAG status	Evidence	Y / N	Comments
1	National Policy on Inclusive Education including clarification of federal IE funding drafted by UBEC-FME	10%	G	Draft National Policy on Inclusive Education	Y	This milestone has been fully achieved. A summary report on this deliverable has also been submitted along with the draft policy.
2	100% of 2016 Logframe milestone for quality of school support and quality assurance services at State and LGEA level met in at least 4 states.	15%	G	Annual State Self Assessment report	Y	For every indicator, at least 4 states have met or exceeded 100% standard, therefore

					<p>O2 indicators are satisfied in full. A summary report on LF milestones and the Annual Self-Assessment reports have been submitted.</p>
3a	100% of 2016 Logframe milestone for head teachers operating effectively achieved in at least 4 states	20%	G	SSO monitoring reports	<p>This milestone has been achieved. At the advanced level 5 states have met or exceeded 100% standard. As point</p>

					ed out in the repo rt, the LF had to use data from 2015 for Kwar a as SSOs were not visiti ng scho ols.
3b	2016 Logframe milestone for teachers delivering competent lessons in literacy & numeracy achieved in at least 4 states (15%)	20%	G	SSO monitoring reports	This milestone has been exceeded. The LF targets were exceeded at effective and advanced levels in all six states.
3c	Child Assessment Manual produced as part of knowledge management element of ESSPIN sustainability plan	10%	G	Child Assessment Manual for	This milestone has been fully achieved.

				teachers	The three print ready copies of the assessment manual were submitted and have been uploaded to the ESSPIN website.
4a	12,127 School Based Management Committees evaluated as operating at basic and advanced levels of functionality	15%	G	SMO monitoring reports	Y Over all the target was exceeded (12,726 schools) with 9,130 operating at an advanced level.
4b	2 case studies from each of 6 states on direct actions taken by traditional/religious leaders following participation in LGEA forums	10%	G	Case studies	Y This milestone was exceeded. In total 22

						case studies have been prepared. A report was submitted. The milestone was fully achieved. The field work report was submitted as evidence.
5	Composite Survey 3 carried out in all states	5%	G	Progress report	Y	The milestone was fully achieved. The field work report was submitted as evidence.

Progress and issues for the quarter

A final Draft National Inclusive Education policy developed through the collaborative effort of FME, UBEC, NCCE, NMEC and key education CSOs with technical support from ESSPIN is in place. The Final Draft National Inclusive Education Policy will be disseminated to the 36 States and FCT at the 2017 JCCE Reference Committee Meeting as endorsed by 2016 JCCE Plenary Meeting and to 2017 NCE Meeting for approval and adoption as National Inclusive Education Policy.

In terms of increasing capability of State and Local Governments for governance and management of basic education at State and LGEA levels (Output 2), the majority of targets at state and LGEA levels were either met or exceeded

Achievement of the 2016 target in percentage terms by state is as follows: Jigawa exceeded 100%. Overall it achieved 1,280 against a target of 899. Lagos missed the target at effective level but this was due to the target being exceeded at advanced level and exceeded overall (achieving 941 against a target of 906) therefore the effective level target becomes 'not applicable'. Enugu exceeded the target at effective level but missed the target at advanced level. It was almost met overall (achieving 911 against a target of 917). Kaduna did not meet the target at effective level but exceeded the target at advanced level and almost met the target overall (achieving 1,053 against a target of 1,098). Kano did not meet the target at effective level but exceeded the target at advanced level. It did not meet the target overall (achieving 2,881 against a target of 3,726). Kwara did not meet the target at effective level but met the target at advanced level. It did not meet the target overall (achieving 1,340 against a target of 1,527).

As in previous years, the target for the number of teachers who can deliver competent lessons in literacy and numeracy (3.3) has been exceeded. As the results show the targets were exceeded in all states except in Lagos at the effective, advanced and total levels, apart from in Kwara for advanced. Lagos is the only state to miss any of its milestones. It is encouraging that the decline in numbers noted in last year's report has been reversed with an increase of over 2,000 in the number of teachers attaining advanced status. This is clearly a result of the advanced criteria becoming more embedded in schools.

The three child assessment manuals were completed to print-ready standard this quarter. They have been added to the ESSPIN website and will be sent to the state repositories. DFID has now also given permission to print £25,000 worth of manuals and this will be done in the next quarter.

The 2016 target for public primary schools with functional SBMCs was 12,127 schools of which 5,136 would be at advanced effective level. Overall the target was exceeded (12,726 schools) with 9,130 operating at an advanced level. All states met their 2016 targets too with Kaduna and Kano exceeding theirs substantially at the advanced effective level. In Kano this was due to SUBEB managing to organise and fund their SMOs and CSOs to conduct the first and second monitoring and mentoring visits to all 5,081 schools. This large scale exercise and subsequent results are a very significant achievement for Kano State. In Kaduna in 2015, 1,150 schools were added to SBMC rollout, had activated and begun training, but they had not yet reached the monitoring stage of the process so could not be counted in data. In 2016, 1,895 Kaduna schools have generated monitoring data and the difference is clear in the results.

22 case studies on direct actions taken by traditional and religious leaders to improve the delivery of primary school education in the six ESSPIN states were collected. The studies highlight the areas of successes resulting from partnership between traditional and religious rulers, civil society organisations, SBMCs and the state government to improve schools. Consolidation work on school based management committee (SBMC) development began in 2014 when DFID granted ESSPIN a 2 year programme extension, and the consolidation activities placed more emphasis on voice and accountability, particularly the voice of women and children SBMC committees, SBMCs themselves, and the traditional and religious leaders. Much focus has been on developing community capacity to engage in and take action for school improvement including making request to government for improving education for all children. As a result, these case studies are rooted in reflecting how voice, empowerment and accountability have been improved during the reporting period.

During this quarter, the composite survey team focused on cleaning the data, conducting analyses and preparing the reports. By the end of the quarter a draft overall technical report and a draft gender and inclusion report were available. These were reviewed by ESSPIN and feedback provided to the survey team.

DFID review of deliverables

DFID concurs that ALL deliverables as set out above have been achieved.

DFID is keenly interested in reading across from these logframe achievements to the results of the CS3 and the validation surveys as there appears to be a disconnect between what the SSO and SMO reporting is providing as "results" and the "results" emanating from the programme evaluation. One of the areas for the ESSPIN Project Completion review to consider is the extent of the "gap" between what state reporting systems (supported by ESSPIN) are saying and what the Composite surveys are saying about the levels of teacher quality and SBMC effectiveness. Better understanding these issues will help DFID and other partners and programmes better support state systems in ways which can yield more "valid" data with which to plan and base decisions.

To note - the GBP25,000 for printing of the Child Assessment Manuals was later deprioritised for funding, in light of other priorities. ESSPIN should actively engage with TDP on using these manuals to support teaching and learning efforts in Kano, Kaduna, Jigawa (plus Katsina and Zamfara).

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.	Issues/risks and mitigation
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1.10	National capacity to roll out harmonised EMIS strategy strengthened	On track
2.10	LGEA Integrated Database rolled out to at least 30% of all LGEAs in ESSPIN focus states	On track
3.10	Repositories for ESSPIN lesson plans and training materials established in each state in conjunction with SUBEBs	On track
4.10	"100 Voices of Change", beneficiary accounts by children across 6 ESSPIN states, produced and disseminated	On track
5.10	Composite Survey 3 technical reports, state reports and policy briefs produced	On track

Annex 3: Logframe

Provided as an Excel document