

# **Education Sector Support Programme in Nigeria (ESSPIN)**

## **11<sup>th</sup> Quarterly Report**

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This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

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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

ABMF	Ahmadu Bello Memorial Foundation
AESPR	Annual Education Sector Performance Report
AESR	Annual Education Sector Review
AIT	African Independent Television
ASC	Annual School Census
BCIA	Big Common Impact Area
BSBN	Better Schools, Better Nigeria
CCT	Conditional Cash Transfer
CGP	Civil Society – Government Partnership
CGS	Conditional Grant Scheme
COE	College of Education
CSACEFA	Civil Society Action Coalition on Education For All
CSO	Civil Society Organisation
DEO	District Education Officer
DES	District Education Secretary
DFID	Department for International Development
DWP	Departmental Work Plan
EMIS	Education Management Information System
ENR	Enhancing Nigeria's Response to HIV/AIDS
ESSC	Education Sector Steering Committee
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
GEMS	Growth and Employment in States
HR	Human Resources
IDP	International Development Partner
IMEP	Independent Monitoring and Evaluation Programme
IQTE	Islamiyya Qur'anic and Tsangaya Education
JCCE	Joint Consultative Council on Education
KERD	Kano Educational Resource Department
LGA	Local Government Area
LGEA	Local Government Education Authority
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal
MLA	Monitoring Learning Achievement
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
MOU	Memorandum of Understanding
MTR	Medium Term Review

MTSS	Medium Term Sector Strategy
M&E	Monitoring and Evaluation
NAO	National Audit Office (UK)
NCCE	National Commission for Colleges of Education
NCE	National Council on Education
NEKNet	Nigerian Education Knowledge Network
NEMIS	National Education Management Information System
NERDC	Nigerian Educational Research and Development Council
NIEPA	National Institute for Educational Planning and Administration
ODM	Organisational development and Management
PATHS2	Partnership for Transforming Health Systems (Phase 2)
PRS	Planning Research and Statistics
PSA	Programme Support Activity
QA	Quality Assurance
QSMT	Quality and Standard Management Team
RUWASSA	Rural Water Supply and Sanitation Agency
SAVI	State Accountability and Voice Initiative
SBMC	School Based Management Committee
SCOIE	State Committee on Inclusive Education
SDP	School Development Plan
SEIMU	State Educational Inspectorate and Monitoring Unit
SESP	State Education Sector Project
SLP	State Level Programme
SMD	Social Mobilisation Department
SMOE	State Ministry of Education
SMOEST	State Ministry of Education, Science and Technology
SMS	Short Message Service
SPARC	State Partnership for Accountability, Responsiveness and Capability
SSIT	State School Improvement Team
SSO	School Support Officer
STT	State Task Team
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TDNA	Teacher Development Needs Assessment
TRCN	Teachers' Registration Council of Nigeria
UBE-IF	Universal Basic Education Intervention Fund
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas
W&S	Water and Sanitation

## Quarterly Headlines

- 11,050 girls received their first **conditional cash transfers** in Kano.
- In Kwara, the establishment of SBMCs has led to enrolment in schools by around 2,000 former **out-of-school children**.
- Nearly 100,000 school students (50% girls) are now benefiting from **toilet facilities** provided by the British Government through the ESSPIN programme.
- The recent **impact of SBMCs** in Lagos includes the donation of land to build 4 schools and classroom renovation in 12 further schools. SBMCs have also obtained support from private companies, operating locally, such as ExxonMobil, Etisalat and Nigerian Flour Mills.
- 3,711 **head teachers and assistant head teachers** have been trained (58,292 person days).
- 10,302 **classroom teachers** have been trained (298,992 person days).
- Jigawa SUBEB has made provision in its strategic plan for **replication of the DFID-ESSPIN school improvement programme** to over 2000 schools and 7200 teachers. Lagos SUBEB has decided to replicate school improvement to a further 100 schools.
- Kaduna and Enugu States have now joined Kwara in publishing literacy and numeracy benchmarks, by which **parents can hold schools accountable** for their performance
- The **private school census** in Lagos identified over 12,100 (previously unrecorded) private schools. The UK government, through ESSPIN, has also contributed towards liberalising the government regulations for private schools.
- Data entry for the **Annual School Census** has been completed on time in the 6 DFID-ESSPIN States. Another 7 States are being assisted to complete the 2010 Census. Through ESSPIN, the UK Government has helped to address a data backlog and ensure that a 2005-10 national report will soon be published (the first national report since 2006).
- Lagos State has now produced **QA reports** on 690 schools, leading to the publication of an annual education report. Kaduna has now produced QA reports on 157 schools and the Bill to establish a **QA Board** is with the Ministry of Justice.
- The position of the **State School Improvement Teams (SSITs)** as in-service training providers has been established in State structures in all DFID-ESSPIN-supported States. DFID funding has met all office accommodation needs
- Monitoring and Evaluation Units have been established in each State to **monitor the performance of the education sector** and report publicly.
- In Jigawa, the budget is aligned to the MTSS with a variation of only 3%; education **budget release** has improved from 46% in 2009 to 95% in 2010; and the State accessed 96% of UBEC Intervention funds.
- The DFID-ESSPIN **radio drama** 'Gbagan, Gbagan' is broadcasting to an estimated audience of 10 million. **Interactive community theatre** performances, based on education themes were delivered in 20 locations in Kano to over 5000 people.



- Work at Federal level has been critically evaluated, decisions made on suspending activities in less productive work streams, and discussions initiated with UBEC and NIEPA on a strategy for **replicating school improvement reforms** in new States
- Following internal work on development of efficiency indicators for ESSPIN, consultants have conducted a **VFM audit** with recommendations for a more comprehensive VFM strategy

## Section 1: Introduction

### Overview

1. This report comes at an important juncture for ESSPIN, with national and state elections now happening and a Mid-term Review of the programme imminent. Both these events will change the operating environment for ESSPIN and much of the work of the last months has been devoted to preparing for this change.
2. In the States the emphasis has been on making as much progress as possible within the existing political environment and consolidating the gains made, to ensure that reform processes set in motion survive the transition of administration. The main focus of ESSPIN Management has been on clarifying ESSPIN's results, deriving means of demonstrating value for money and setting out strategies for the future.
3. The format of this quarterly report has been altered in response to a request from DFID for key results to be more prominent and accessible. A table that quantifies results to date and targets by the end of the programme is included in this section of the report. A set of notes to explain the indicators is attached in Annex 1. The rest of the report follows the normal pattern of narrative reports against work plans, based on results derived from the programme logframe.
4. The latest iteration of the logframe (February 2011) together with an explanatory handbook has been agreed with DFID *pro tem*, pending inevitable changes that will stem from the work of the Independent Monitoring and Evaluation Programme (IMEP) and the Mid-term Review. Three factors that will influence whether the logframe is still an appropriate reflection of the programme are the shift in DFID expectations towards impacting service delivery, DFID's new priorities (especially non-state education and girls education) and the implications of ESSPIN's work on value for money.
5. The Value for Money strategy is work in progress. It has helped to identify the list of results set out in the table below. These are effectiveness indicators drawn from the Logframe indicators. They were influenced by the need to develop efficiency indicators, the approach being to calculate unit costs for each effectiveness indicator. This involved formulating

some results over and above those in the Logframe. As the Logframe is revised, following the MTR, it is intended to address this partial lack of fit.

6. The Value for Money strategy explains how economy, efficiency, effectiveness and relevance will be monitored and sets out a methodology for the attribution of programme costs to the different results. A draft of the strategy has been shared with IMEP. A report from an internal value for money audit carried out by ESSPIN at the end of March will inform the next version of the strategy. The revised strategy is likely to include a proposed set of 'headline results' for strategic monitoring and benchmarking and which should also serve DFID's external communication needs. The revised strategy will be more closely aligned with the NAO framework and DFID's requirements and will indicate more clearly how VFM data will be used for flexible planning and active risk mitigation.
7. ESSPIN is also aware of the need to provide qualitative evidence of impact on schools, in addition to the primarily quantitative results indicators. A first set of State Evidence of Impact reports have been produced. However, we plan to refine and improve our qualitative reporting, drawing on advice from the VFM consultants and ongoing discussion with IMEP.
8. The table below set out progress against key result indicators. An explanation and rationale for each line of the table is in Annex 1.

Results Reporting Framework				
No	Results indicators	Cumulative to date	Target for programme	
	<i>Access and Equity</i>			
1	Number of additional learners accessing basic education owing to ESSPIN activities (awaiting 2010 ASC)	*	223,000	
2	Number of "at risk" female learners who are recipients of CCTs	3,000	12,000	
	<i>School improvement</i>			
3	Person days of teacher training supported	298,992 days	21,133 teachers	
4	Person days of head teacher training supported	58,292 days	3,260 HTs	
5	Person days of training for State/LGEA officers supporting school improvement	84,700	1,990	
6	Number of schools supported to use school development plans	1,010	7,680	
7	Number of schools graded satisfactory or better under the reformed QA inspection process (not yet possible to measure)	*	5,250	
8	Number of private schools engaging in school improvement activities (not yet possible to measure)	*	400	
	<i>Water, sanitation and infrastructure</i>			
9	Number of learners accessing water from new W&S units	99,050	303,100	
10	Number of girls with access to new separate toilets	45,280	138,560	
11	Number of learners benefitting from improved classrooms	1,000	40,320	
12	Number of learners benefitting from school health clubs	7,000	303,100	
	<i>Direct funding of schools</i>			
13	Number of learners in schools which receive direct funding from government	0	3,104,500	
	<i>Community voice and empowerment</i>			
14	Number of community members trained to participate in SBMCs	19,788	102,000	
15	Number of communities where women and children perceive SBMC decisions to be reflecting their concerns (no data until 2012 Community Survey)	*	3,840	
16	No of schools providing relevant information to parents and guardians (no data until the 2012 Community Survey)	*	7,380	
17	Number of CSOs working with government in engaging with communities	40	60	
18	Number of schools where community demand was responded to with provision of resources (no data until 2012)	*	6,150	

No	Results indicators	Cumulative to date	Target for programme
	<i>Consolidation and Replication of Education Reform</i>		
19	Number of States whose budget utilisation rate exceeds 90%	0	6
20	Amount saved through systems transparency and accountability improvements (£) (not yet possible to measure)	*	*
21	Number of States accessing UBE-IF funding	2	10
22	Number of states where the MTSS is aligned with MTEF/budget ceilings and the activities funded in the budget are derived from the MTSS	6	10
23	Number of States conducting regular M&E and publishing AESRs	6	10
24	Number of States publishing Annual School Census by August	6	20
25	Number of States producing outcome-based QA reports on schools	6	12
26	Number of States which follow national SBMC policy	6	20
27	Number of States conducting assessments of teacher competence	6	10
28	Number of States conducting periodic assessments of students' learning	6	10
29	Number of States with reorganised education management structures and systems	6	10
30	Number of States practising inclusive policies towards non-state providers of education	0	6
31	Number of States with established in-service teacher training capability	6	10
32	Number of States with improved teacher career structures	0	2
33	Number of teacher education colleges complying with Federal QA guidelines	0	2

9. In preparation for the IMEP Inception Mission, which began at the end of March, ESSPIN has produced a series of draft papers that explain what has been achieved to date and what the broad plans are for the rest of the programme. There are papers on each of the Outputs, Monitoring and Evaluation and an overview paper which attempts to put the results and future strategies in context. These papers restate the centrality of school improvement in the programme and sharpen the focus of the other outputs in supporting school improvement.
10. By the time of the Mid-term Review, these results and future planning papers will be finalised. They will be supplemented by costed scenarios for replication of school improvement to other States and other LGAs within the current ESSPIN-supported States. The default position is that ESSPIN will continue within current budget parameters and current work plans are based on this assumption. The costed scenarios will provide clear options for DFID on results that could be achieved with additional funding.
11. Separate papers will also be submitted on ESSPIN strategies on political engagement, non-state education provision, girls' education and gender. A list of the papers in preparation is appended in Annex 2.
12. A draft concept paper on private schools (non-state education provision) was submitted to DFID in February, ahead of a gathering of Education Advisers in East Kilbride. This identifies the challenges facing private schools. These include familiar problems of leadership and teacher quality, but also the crucial problem of access to funds.

### The political environment

13. The elections have dominated the political backdrop to ESSPIN activities over the last quarter. Although political leaders have been preoccupied with electioneering, much of ESSPIN's technical work with officials has progressed relatively uninterrupted. Activity involving short-term visiting consultants will be reduced during the month of April, but it is hoped that the work of long-term staff can continue as normal, as long as the security situation remains calm.
14. The SLPs have been collaborating on the development of an agreed political economy analysis and political engagement strategy. This process continued in the first three months of the year with cross-SLP sessions in Enugu, Kwara and at the Federal level.
15. One outcome of this collaborative work has been a review of the options for engaging in different States. The official political engagement approach based on negotiating MOUs with Governors, as the basis for SLP work, has been relatively ineffective. SLPs need to work with a variety of different interest groups in order to advance a reform agenda.
16. The conditions in each State are different, but the political environment is more conducive in some States than others. Election surprises notwithstanding, it is likely that the SLPs will gain

some traction in Lagos, Kwara and Jigawa, in each of which political legitimisation includes a form of social compact on the delivery of services.

17. In Kaduna, Kano and Enugu, each for different reasons, progress in achieving political support is likely to be slower. There are a number of implications for ESSPIN strategy in this latter group of States. These will be addressed in the paper on political engagement alluded to above. Wholesale withdrawal from States is not a practical option and, quite apart from the political fallout, such a policy would undo a lot of good work that has gone on. However a shift of approach is likely and this will involve placing greater emphasis on engagement of civil society and non-government education providers. In Enugu, for example, if opportunities for making progress with reform through government are limited, there is scope for working to improve schools through the Missions.
18. At the Federal level, engagement with some of the traditional organs of State, such as the Ministry of Education is not proving to be an effective way of influencing service delivery in the States. Here the strategy will be to work through UBEC and its relations with the SUBEB chairs and with NIEPA. The aim is to develop a partnership with these two key agencies to develop and implement an integrated package of school improvement reforms in selected states (ones that demonstrate a real commitment to funding and implementing a reform process). It will also include capitalising on the contacts SPARC has with the Nigerian Governors' Forum and the Office of the Senior Special Advisor to the President on MDGs (the MDG Office). In addition, ESSPIN will seek to work with the Forum of Commissioners of Education and the private sector Nigerian Economic Summit Group. Contacts are already established with both of these bodies. Opportunities for engaging the support of religious and traditional leaders will also be sought.

### Changes in key personnel

19. The new Permanent Secretary of the Federal Ministry of Education is Professor N. Damachi. Mrs P.K. Lawal has been appointed Director, PPM&R, replacing Mr A.F. Salami. The Head of NEMIS, Mr B. Ismail, was replaced by Dr Mrs Ifeoma Agunwa.
20. It is with great sadness that ESSPIN records the recent death of Adebayo Ajibade, ESSPIN Organisational Development and Management Specialist in Kwara.

## Coordination

### *SLP coordination*

21. Fruitful collaboration has continued around the political engagement workshops that SPARC has led. These have now been completed in all SLP States, including Kwara, in which ESSPIN works without the support of the other SLPs. A series of Federal level political engagement meetings have also been held.
22. In the States, collaboration meetings have continued amongst the State teams. The process of following up the political engagement workshops with agreed strategies in each State is difficult in the pre-election period, but progress is being made for implementation later in the year. In parallel, work is continuing on the Big Common Impact Areas (BCIAs), which is intended to dovetail with the useful work on political engagement.
23. Agreement has been reached with SPARC on the once contentious issue of common guidance to States on the MTSS process. Cross-SLP meetings on Communications and Knowledge Management, Monitoring and Evaluation and Voice and Accountability continue to take place. ESSPIN attended the inception meeting of GEMS. From a broad DFID perspective the programmes share common goals. On an operational level the points of common interest and connections between ESSPIN and GEMS are more difficult to discern.
24. The work of SPARC on the MDG Office Conditional Grants Scheme (CGS) presents interesting opportunities for SLP collaboration. The provision of CGS funds to selected LGAs for education health and water on a matching grant basis offers the chance for ESSPIN and PATHS2 to provide supplementary support. For ESSPIN the scheme offers the potential for replicating packages of school improvement activities, through the use of government funds. It also offers the chance of collaborating with SPARC's work with Ministries of Local Government and SAVI's work to assist in the monitoring of the Scheme. Further SLP planning meetings are scheduled for April.

### *Coordination with other International Donor Partners*

25. Cooperation with the USAID Northern Education Initiative (NEI) has continued. Two ESSPIN State Specialists from Kano have provided valued assistance to NEI in Sokoto on strategic planning and there are plans for further State Government to State Government experience sharing on school improvement. The use of comparable student reading tests in ESSPIN and NEI presents the chance of obtaining MLA data over eight States.
26. ESSPIN- USAID collaboration has also been productive in helping to remove a major obstruction to sensible resolution of the recurring problems of national EMIS data. USAID consultants have concluded that the NEMIS system is not fit for purpose as a means of decentralised data entry and analysis. They are proposing major changes to simplify the system, which will provide an easy interface with the systems that ESSPIN supporting in the six States and beyond.

27. Collaboration with UNICEF needs to be significantly improved. Some progress has been made over the assistance to be given to NEMIS and State EMIS units. However, a proposed meeting of the Northern Governors Forum, which UNICEF and ESSPIN were proposing to fund jointly, took place in March without either organisation having to provide financial support. ESSPIN's discussions with UNICEF on involvement of UBEC's plans for rolling out SBMCs needs to be followed up.
28. The preparations for a further phase of the Girls' Education Project (GEP 3) present opportunities for much closer collaboration. ESSPIN is assisting the GEP 3 Preparation Mission and has committed to work closely with UNICEF, if asked, in implementing the programme.
29. ESSPIN senior staff attended the first day of a meeting on teacher education held at the National Commission for Colleges of Education (NCCE) in March, which was facilitated by UNESCO.



## Section 2: State Progress Summaries

### Jigawa

#### *Introduction*

30. The commitment of Jigawa State Government to reform has enabled the UK Government, through ESSPIN to engage constructively with the State Ministry of Education and its related parastatals. State responsiveness has created an enabling policy environment for ESSPIN which has facilitated State and Local Government reform processes. It has also presented the opportunity for ESSPIN to leverage State funds for the roll-out of school improvement work throughout the State.
31. Jigawa is the site of exciting new initiatives to improve girls' participation and retention in the education system. These initiatives could provide models for replication in other Northern States.
32. ESSPIN coordination with other SLPs is fully established. A monthly programme diary is produced and a work plan on Big Common Impact Areas has been agreed and is in process. The strategy for political engagement in the state is being worked out with the support of other SLPs. Programme sub-committees have been set up to coordinate cross SLP activities, especially in achievement of the BCIA objectives and political engagement.

#### *State and Local Government support to school improvement*

33. The 25-member Jigawa State Education Steering Committee has met for the third time, taking prompt decisions on budgetary processes, the Annual School Census and the Annual Sector Performance Review. This signifies a change in the way the sector is managed, allowing the Ministry and its parastatals to focus on what it is trying to achieve and how it is going to work to do so.
34. Resources available to the education sector have increased. Education's share of the State budget has risen from 26.8% in 2009 and 27.9% in 2010 to 27.5% in 2011. The MTSS was aligned to the budget with a variation of 4.27% and 3.06% in 2010 and 2011 respectively. Budget release for the Education Sector has improved from 46% in 2009 to 94.8% in 2010. Moreover the state is able to access 96% of UBEC-IF funds. These developments give credence to the State Government's commitment to replicate ESSPIN's school improvement package, which is built into the SMOEST and SUBEB strategic plans and the LGA departmental work plans.
35. ESSPIN has instituted a systematic ODM process through capacity development of 1350 staff across 27 LGAs in completing Departmental Work Plans (DWPs) and identifying targets and priorities that feed into the SMOEST and SUBEB plans. ESSPIN has supported the completion of a personnel audit and a financial systems review, using the state ASC and payroll audit

reports. This has increased the capacity of the MOEST and the related agencies to focus on realistic projections, as demonstrated in the review of the 2011/13 MTSS.

36. The MLA and TDNA reports indicate the full reality of the abysmal performance of pupils and teachers. The reports have been discussed with government, but have not been publicly released. ESSPIN is working with the Ministry and SUBEB on a plan to address the deficiencies.
37. ESSPIN has trained 45 School Inspectors and 1372 school Heads on Quality Assurance methodology and coordinated the operations of the new QA school inspection formats. However, the State Educational Inspectorate and Monitoring Unit (SEIMU) which is the unified body responsible for QA, has not been able to carry out many inspections so far this year, because of lack of fund releases. ESSPIN is in discussion with SEIMU on ways of overcoming this problem.

### *School improvement*

38. The School improvement Programme is fully established in SUBEB with an initial formation of a 33 member State School Improvement Team (SSIT). This team now has an institutional “home” in the SUBEB Department of Schools Services.
39. Provision for replication and expansion of the ESSPIN school improvement model, using the UBEC-IF funds, is incorporated into the SUBEB strategic plan. This is a major development, as it signifies that ESSPIN is leveraging State and Federal funds. Over two thousand schools and 7200 teachers in the 27 LGAs will be reached in an extended training programme.
40. The SSIT has conducted training and follow-up visits for 198 Head Teachers, 84 LGEA school officers and 900 Classroom teachers. Thirty-three “hub schools” have been designated centres of better practice, bringing in teachers from surrounding schools for structured learning, which builds on the face to face training they receive.
41. Work has been continuing on the development of a school advisory service, to increase the capacity of LGEA School support officers to lead school development activities and conduct teacher meetings on classroom interaction. All the 198 intervention schools have conducted school self evaluation and developed SDPs.
42. School enrolments have increased from 488,903 in 2009 to 528,301 in 2010. Part of this increase may be attributable to these quality improvements. Primary school teachers are now better able to use child-centred methodologies in their lessons. This has changed the atmosphere of many schools and contributed to increased retention of pupils, as well as interest of community in schools affairs.
43. On behalf of the UK Government, ESSPIN has completed the provision of 20 water points in schools. Contracts have been awarded for the construction of nine classroom blocks (one in each pilot LGAs) and 100 school toilets and hand washing facilities in 100 schools.

Community monitoring to ensure the quality and delivery of infrastructure facilities is an essential part of the process. The infrastructure programme will benefit 38,400 pupils (23,040 boys, 15,360 girls) and 3,636 teachers. Moreover ESSPIN, in collaboration with PATHS 2, has established School Health Clubs in each of the 20 schools where water was provided. About 23,000 pupils are expected to benefit from the activities of these health clubs.

44. School operational grants have been disbursed to 198 schools. The scheme is operated through the SUBEB financial system, thereby increasing the capacity to institutionalize direct school funding, which is already incorporated in the 2011 budget.

#### *Community engagement and learner participation*

45. SBMCs have been formed in all pilot schools in the 9 target LGAs. The SBMC guidebook and policy have been distributed and are now used in all schools in the state. This has increased the capacity of the SBMCs to engage with communities and participate meaningfully in school affairs.
46. 1384 SBMC members have benefited from the training and follow-up school visits conducted by 8 contracted CSOs working with Social Mobilisation officials. The SBMCs have begun community self directed projects, demonstrating increased community support to schools. A number of SBMCs and communities have provided school uniforms, wheel chairs, land and instructional materials. They have also helped to renovate dilapidated school toilets, classrooms and furniture. In some places SBMCs have initiated feeding for poor children.
47. Replication of the Kano Tsangaya model commenced in 30 pilot schools in 3 LGAs. Thirty community teachers, six support teachers and three LGEA staff from three LGAs have been trained. The programme, which is targeted to benefit out-of-school children, has so far enrolled 900 pupils. Community members have demonstrated acceptance of the model. SUBEB and the Islamic Education Board (IEB) have made a commitment to expand the programme. The State is now constructing Almajiri institutions in two ESSPIN pilot LGAs (Buji and Birniwa).
48. ESSPIN has commenced implementation of a Girls' Education Pilot, targeting 6,000 girls. This pilot is focused on increasing the retention and completion of girls in primary 4, 6 and JSS1. Girls will be provided with learning materials, school uniforms and sports materials. The Programme will also train Gender Coordinators in SUBEB and LGEAs.
49. Implementation of a pilot scheme, funded from the Challenge Fund, targeted at Nomadic children is about to commence. ESSPIN is collaborating with the State Agency for Nomadic Education, SUBEB and Miyetti Allah Fulani Association in an initiative to provide better opportunities for nomadic children, support community efforts in dealing with out-of-school

children and engage proactively with non-state service providers. The programme targets 40 schools to reach 6,000 children in 200 nomadic communities.

50. Over 300 communities have been reached with communications materials and advocacy kits. The ESSPIN documentary film (BSBN) was disseminated through the state Radio and TV stations and has resulted in increased community dialogue on educational issues. Following a state-level forum in December, led by the CSOs working with ESSPIN, discussing the issues raised in the documentary film, public debate has continued in the local press on the deficiencies of education in Jigawa, especially the poor performance of Jigawa students in national examinations.

#### *Major features of the work plan for the coming months*

51. ESSPIN will support the SUBEB to implement its plans for the replication of the School Improvement Programme in schools and LGAs not covered in ESSPIN pilot LGAs. Already the SUBEB has developed plans to expand the programme using the UBEC-IF funds.
52. Implementation of the Challenge Fund initiative in 40 community nomadic schools will be started.
53. A major initiative will be the development of a suite of activities aimed at improving girls' access and continued participation in education. Jigawa is developing pilot activity which has the potential for replication throughout the Northern States, hopefully in collaboration with Girl Hub.

## **Kaduna**

### *Introduction*

54. Election fever continues, with some minor disturbances at party rallies but little overall interruption to routine activity. Senior figures, such as the Commissioner, however, are now 100% devoted to political activity and simply unavailable. Implementation of any activities based on the late-2010 SLP Political Engagement sessions is on hold. The SLPs, however, have met to up-date Health and Education BCIA plans. There will be no attempt to resuscitate entry engagements with LGA Chairmen until after the elections.
55. Final education indicators for the Kaduna State – IDP MoU Development Collaboration Framework have been agreed, including 2 on the impact areas of Teacher Performance and Learner Outcomes using data from the ESSPIN-supported TDNA & MLA surveys.
56. In March, ESSPIN Kaduna attended the 2nd Northern Governors' Education Summit co-hosted by Arewa House and Ahmadu Bello Memorial Foundation (ABMF) and submitted a report to DFID. A further meeting with the ABMF CEO broached possible collaboration as ABMF, a new body, seeks to define its role in supporting northern education reform.

### *State and Local Government support to school improvement*

57. A second full MTSS planning cycle is now complete. While the 2010-2012 MTSS required substantial ESSPIN TA and workshops, the 2011-2013 MTSS has been produced with a reduced MDA team of c. 35 members. TA inputs and workshops, (Ministry funded), were also reduced. Planning and costing technicalities are better understood and the process has been diligently led by Director, PRS. A team from SMOEP also played a role, thus building cross-Ministry collaboration. The 2011 MTSS budget was the reference document for the Ministry's 2011 budget submission.
58. The 2010-2011 Annual School Census is work in progress. The implementation team, (58 Field Coordinators, 426 data collectors, 27 data entry operators, 6 data analysts, and 35 monitoring officers), was trained by ESSPIN, but this was ESSPIN's only input. Out of the total ASC N7M budget, the Ministry put up N5 million (compared to a zero input last year). Data analysis is in progress. The ASC Report will be produced (possibly with SESP support) in time to feed into the Annual Education Sector Performance Report (AESPR).
59. Following the 2010 inaugural Kaduna AESPR, produced with ESSPIN support, a dedicated M&E Unit has now been established in the PRS Department to lead all MTSS M&E and AESPR work. ESSPIN has provided report-writing training to the M&E Unit team.
60. SUBEB has strengthened its organisational systems to improve overall effectiveness, efficiency, transparency and accountability, enabling it to better support LGEAs and LGEAs to better support schools. SUBEB has made available a sum of N10m for school support activities, some of which may be allocated to schools as direct grants (a portion may go to support other developments related to schools, such as a strengthening of the LG-SEA-based SMD Units) the new School Advisory Unit structure and interface with QA has been defined; and funding constraints affecting DES school visits have been resolved. Departments now deliver their mandated functions, e.g. teacher training programmes are now coordinated by HR/SS departments instead of QA.
61. SUBEB has spent over N1.5m publicising its new direction. SUBEB and LG-SEA Vision and Mission statements are now on public display in premises and offices. SUBEB/LG-SEA departments held collaboration meetings with 23 Education Secretaries, Heads of LG-SEA Departments and SUBEB management staff (210 participants). Outcomes include a uniform structure for all LG-SEA departments mirroring that of SUBEB, and coordinated SUBEB/LG-SEA plans and targets focused on school support. SUBEB will chair subsequent departmental meetings on a quarterly basis. Following finance and HR Review report recommendations, SUBEB has asked ESSPIN to do an in-depth payroll and HR update. Savings from these exercises could potentially provide funds for direct school-based interventions.
62. The Hon. Commissioner has forwarded the draft QA Board Bill to the Ministry of Justice, a key stage in the assent process. 157 QA reports from the 7 Divisions were reviewed to determine their quality, record school status and propose targeted training needs. Of the

157 reports, 120 have been sent back for re-evaluation or additional evidence to support the judgements made.

63. ESSPIN's cross-State programme to support better quality education reporting has produced results in Kaduna, including newspaper articles, e.g.: *'Northern Leaders poised to tackle Almajiri'* in the Nation newspaper, and a radio broadcast on *'Kaduna schools using new methods'*.
64. SUBEB's revamped Social Mobilisation Department now has a dedicated Communications Unit. Four Impact-focused Case Studies have been produced.

### **School improvement**

65. Work is in progress on 7 classroom blocks and 26 sanitation units in the ESSPIN pilot schools. A schedule of cascade-based training involving a training team from SUBEB, LGEA and RUWASA to establish School Health Clubs in the 21 Phase 1 and 40 Phase 2 Schools has been agreed. Fellow SLPs PATHS2 and ENR are collaborating in this initiative.
66. Refurbishment of the Gidan Waya Campus Offices at Kafanchan for the 24-member SSIT (State School Improvement Team) is complete, including some furniture and equipment provision. The offices are now occupied and in use and were used for the first time in February to host the 3<sup>rd</sup> SSIT head teacher-focused Module on 'Leading Teaching & Learning'. The Hon. Commissioner of Education visited the SSIT during this module and engaged in discussions with the SSIT on their work. The SSIT then delivered the 3<sup>rd</sup> Module to 165 head teachers, 13 DEOs, 42 DESs, 7 Heads of Department from School Services and 7 Education Secretaries in 8 centres. School support visits have followed, with the SSIT team in a mentoring role.
67. The 24-member SSIT team is now a capable unit, delivering quality training and able to articulate (as they did to the Hon. Commissioner) the value of their work. This is confirmed in monitoring reports from the Ministry's Teacher Education Quality Task Team. Members of senior management staff, including the Hon. Commissioner, need to see and appreciate quality training as this may help inform the Ministry response to Kaduna's TDNA and MLA results.
68. Literacy and Numeracy Benchmarks for Primary 1 – 6 have been developed, while the Advisory Service Unit Task Group, chaired by Director, Schools/SMoE, has agreed new Job Descriptions for Advisory Unit personnel, including District Education Supervisors (now called School Support Officers). This group is also addressing important linkages between the new Advisory Unit and QA, the SSIT and the State College of Education.
69. ESSPIN has continued to support the State College of Education's reform planning programme, the aims of which are to align the College's activities with the State's pre-service training needs. To date of over 50 Management and Academic Staff have participated in this

process. A long-term Institutional Development Plan is in the pipe-line. The active involvement of SMoE and SUBEB officials in this programme is strengthening the College-Ministry strategic link which has been hitherto noticeably absent.

### *Community engagement and learner participation*

70. ESSPIN has helped develop coalitions of stakeholders (formal and non-formal) to focus on social inclusion issues, in particular on the school as an inclusive institution. As well as strengthening the State Committee on Inclusive Education (SCOIE), pilot training programmes for 42 teachers together with 23 LGEA and CSO personnel have been held. Two survey instruments (one linked to the ASC, the other household based) have been developed for use in a State-wide survey to establish out-of-school numbers. 15 SUBEB/LGEA staff members were trained as Enumerator Trainers and over 400 directly as Enumerators. The Household Survey is scheduled to roll-out within the next 2 months (election season permitting). SUBEB is providing financial support for this in 10 LGAs and discussions are in progress with PATHS2 on their possible contribution.
71. Through ESSPIN, the UK Government has supported SUBEB's pilot programme in a number of IQTE schools for almajiri, providing training on resource materials and child-centred teaching for 38 integrated teachers, 6 LGEA Desk Officers and 2 Desk Officers each from SMoE and SUBEB. 15 Tsangaya, with about 450 pupils, have registered an interest in taking part in the pilot programme and have already been 'clustered' as a preparatory step.
72. Over 2,800 SBMC members in the 165 pilot school communities where ESSPIN is working are ready to support school development plan implementation as grants are now ready to go to the schools. Over 300 traditional and religious leaders, sensitised through scoping visits and community fora, will support school-community links, as will the partnership which ESSPIN has forged through bringing together Civil Society Groups and key government officials (CGP). ESSPIN has also held sessions with CGP personnel but including other key groups with power and influence at the LGA and community, such as LGA Councillors and District Heads, thus forming a broad coalition of stakeholders who can contribute to improving the quality of education.
73. The ESSPIN SBMC model is attracting attention outside ESSPIN States – Kaduna hosted a UBEC Zonal Directors meeting to hear of and discuss progress on SBMCs. Within Kaduna, SUBEB Social Mobilisation Department has already made plans to cluster schools and their SBMCs in 5 non-ESSPIN LGAs, using its own funds to replicate the ESSPIN model.

### *Major features of the work plan for the coming months*

74. ESSPIN will support the development of Departmental Work Plans, (known as Annual Implementation Plans in Kaduna) for 2011, in order to facilitate budget releases and lay the basis for the next MTSS. The AESPR will be completed in May in time to feed into the 3<sup>rd</sup> cycle of MTSS development for 2012-2014. A joint SLP/Line-Ministry orientation session is

scheduled to harmonise all MTSS work. A full SMOE Departmental Functions Review and SUBEB Payroll & HR review are scheduled.

75. A priority for ESSPIN will be to support both ODM and technical development work required to embed both the new Advisory Service Unit and the Social Mobilisation Department within SUBEB.
76. As SUBEB disburses the first school grants (N25 million is in the dedicated SUBEB/ESSPIN account), 165 SBMCs will support SDP implementation activities, including infrastructure monitoring. SCOIE and SUBEB SMD will hold a Public-Private Partnership forum to mobilise support for schools from State corporations.
77. The extended IQTE pilot, involving c. 450 Almajiri in 15 clustered IQTE schools in 3 LGEAs, will begin by training 28 volunteer community teachers (including young female secondary school leavers) to provide access for more out-of-school girls. Plans for the pilot will be finalised in April and implementation should begin in May.
78. ESSPIN Kaduna's Challenge Fund proposal, focussing on out-of-school children (particularly girls) in poor, isolated schools, will begin implementation. ESSPIN will also support an initiative to train 'gender champions' to act as role models to promote women's participation in school development.

## Kano

### *Introduction*

79. Kano State Governor H.E. Shekarau's final term of office ends in March 2011. All 44 LGEA Education Secretaries have been replaced by Interim Managers as part of the election cycle.
80. The expansion of the DFID Northern Nigeria Office in Kano reflects the increase in support to girls' education and maternal and child health in northern states, announced in the DFID Bilateral Aid Review.
81. The Kano education sector political engagement strategy and big common impact area framework for State Level Programmes (SLPs) are now integrated. Good progress has been made by SLPs on the financial and planning analyses needed to improve the prospects of UBEC funds release in Kano in 2011. A meeting to develop a coherent approach to community- and local government-level school improvement identified three main areas for SLP collaboration:
  - Civil society representation in the AESPR and monitoring of MTSS and state budget implementation;
  - Use of school report cards and compacts by SBMCs and communities to hold local government to account;



- Exploring the potential for local government investment to make schools more inclusive (i.e. better suited to *all* children's learning needs).
82. State House of Assembly relations and school health are additional areas identified for cross-SLP work streams in education.
83. Fatimah Alkali's post as ESSPIN Kano State Communications and Knowledge Management Officer has come to an end and driver Mohammed Baba has left to join DFID. The Knowledge Management Specialist for Kano and Jigawa, Olugbenga Adebola and driver Abdullahi Adamu have taken up their posts.

#### *State and Local Government support to school improvement*

84. In Kano, the UK government's ESSPIN Programme supports the use of local resources to ensure that every school is an improving school. To that end, 2010 represented a watershed in the Kano State education sector, with publication of well-grounded Annual School Census, MTSS, Activity-Based Budget/Economic Classifications Budget and AESPR documents. The challenges for 2011 are to reach similar technical standards, whilst ensuring that the preparation and review *processes* are genuinely state-led and owned by a broad constituency of Kano stakeholders and to ensure that the MTSS focuses on integrated school improvement processes. A progressive reduction in the level of external technical assistance is being implemented in each of these work streams, as the capacity of government officers to take the lead is demonstrated.
85. ESSPIN supported the Kano State Government's (KSG) Education Sector Steering Committee (ESSC) meeting in Feb 2011. This endorsed a three-tier structure for sector performance monitoring, consisting of a Report Committee, Review Committee and Steering Committee responsible respectively for preparing, finalising and approving the sectoral planning documents listed above. At key points, representatives of civil society organisations, the religious and private schools sectors, media and school communities will participate in the evidence-based performance monitoring system.
86. ESSPIN is working with KSG to establish a Monitoring and Evaluation (M&E) Unit at the Kano State Ministry of Education (KnSMOE). A series of training events has begun, in which joint sessions were conducted with the SUBEB M&E Unit to ensure that a common approach is adopted. In particular, the term 'monitoring and evaluation' needs to be understood in the contemporary sense of systematically assessing whether a programme is on track and on the right track, rather than the narrower current usage in Kano which refers to administrative compliance monitoring in the old inspections framework.
87. This is one of a number of ESSPIN/SLP initiatives to ensure that schools belong to the communities of parents, children and local stakeholders in their catchment area, and are not wholly dependent on exogenous state-led improvement. (This approach is in line with the cross-SLP political engagement strategy.) ESSPIN conducted a workshop for senior education

officials on how to collate, analyse and interpret data to secure evidence-based management decision-making. Annual School Census 2010 data cleaning and validation are proceeding on schedule in the EMIS Unit. ESSPIN is working in partnership with KSG and SPARC to develop Key Performance Indicators which are consistent with other sectors' KPIs and with those in the existing education sector planning documents.

88. Replication beyond Kano has been advanced through work undertaken by ESSPIN Kano Specialists in response to an invitation from Sokoto and Bauchi state governments and NEI to provide guidance on strategic planning and organisational development. This endorses the inter-government and inter-programme collaborative relationships established in late 2010. It also contributes to the impact and increased value for money achieved by the Kano ESSPIN team's work in this area.
89. Further progress has been made with organisational development during the first quarter of 2011, to ensure all state organs contribute fully to school improvement. Notable milestones passed include the functional review of SMOE; approval of the revised SUBEB and LGEA organogram by SUBEB management and its subsequent endorsement by the Hon. Commissioner; agreement and implementation of 44 LGEA annual work plans in 2011, which will feed into the development of the 2012-2013 MTSS; the completion and acceptance of financial and human resources reviews of SUBEB; and the start of the long-awaited payroll audit of SUBEB.

### *School improvement*

90. The State School Improvement Team continues to set the benchmark for quality of training of head teachers and classroom teachers in Kano State. There is consistently positive feedback from the step down training facilitated by the SSIT and their follow-up work with participants back in their own schools. The most telling testimony comes from examples of SSIT members and participants organising replication of ESSPIN training in non-ESSPIN-supported LGEAs. In each case, this has been done spontaneously without further ESSPIN inputs, with the officers concerned raising funds proactively or utilising government resources under their authority. A summary document of ESSPIN Kano impact on schools and communities provides further details from just several of the hundreds of participants. The renovated SSIT training base at KERD is nearing completion.
91. ESSPIN's model of support for all Kano schools to become improving and inclusive schools, requires resources increasingly to be managed at school level, so that communities can meaningfully hold school managers to account for decisions made and ultimately for the quality of education provided. SUBEB has set up a committee to manage Direct Funding of Schools (initially ESSPIN's operational school grants), entered into agreement with ESSPIN regarding the formula to set the level of funds appropriate for schools of varying sizes. It has verified the standard of school development plans of the initial 280 partner schools, collated bank details for the SBMC of each school, and arranged for the first transfer of funds.

92. A major concern is to ensure that all partner schools receive the full, broad-based bundle of school improvement support measures: teacher training, head teacher training, SBMC development, community mobilisation, school direct funding. Where applicable, the package includes water, sanitation and support for conditional cash transfers for girls. A great deal of effort has therefore been expended in partnership with SUBEB, CCT PMU, LGEA Desk Officers, EMIS Unit, banks and schools, to set up an accurate database of schools and ESSPIN interventions, using the unique EMIS school ID codes.
93. Phase 2 water and Phase I sanitation are on schedule, with work being completed to a high standard, although a greater sense of urgency is required at SUBEB with respect to release of funds to contractors, otherwise goodwill will be lost and the dry-season window for project completion missed. Community support for the infrastructure work remains strong, with various case studies of positive impact now documented. The demonstration of what quality can be achieved for given unit costs of investment forms an important part of the strategy for community level school improvement.

#### *Community engagement and learner participation*

94. The Kano Conditional Cash Transfers for Girls Education (CCT) programme was officially flagged off by HE the State Governor amidst widespread media coverage. 11,050 beneficiary girls received Transfer 1 of N5,000 or N2,500 over a two week period. Despite some bottlenecks at banks, both the centralised and decentralised payment modalities were successful. The Transfer 1 reconciliation report and operational report are in preparation. Impact evaluation team spot checks and arrangements for Transfer 2 are in hand, bearing in mind lessons learnt from Transfer 1.
95. Interest in the ESSPIN approach to integrated education continues to grow. A meeting between Islamiyya school proprietors and ESSPIN satisfactorily clarified the curriculum and timetabling requirements of both parties for the new girls' pilot to begin. Dissemination of the IQTE Census Report led to a strong endorsement of ESSPIN's work with Tsangaya cluster community schools and Islamiyya General Schools, by a wide range of stakeholders in the religious schools community. Government and civil society representatives called upon ESSPIN to develop further proposals to use allocated KSG IQTE funds in ways which would build upon the trust and effectiveness observed in the ESSPIN pilot communities to date.
96. The development of training and reference materials for IQTE work continues, as does the training of Support Teachers and Community Teachers. Results of the assessments of IQTE teachers and pupils will be released shortly, with encouraging preliminary results. In another example of replication from Kano ESSPIN experience, the team has been supporting establishment of IQTE pilots in Jigawa and Kaduna.
97. The SBMC guidebook and policy are now available in Hausa, and Education Secretaries have instructed that other key documents should also be translated. Training on resource mobilization, child protection and participation, and mentoring and monitoring for

community members and LGEA social mobilization officials, have continued. These inputs are leading to better awareness of how to generate funds for school activities, protect children from all forms of oppression and collaborate for school support. Increased attendance of women at SBMC meetings and greater female participation in school planning and decision-making are being reported. Replication of community awareness training in non-ESSPIN LGAs has resulted in establishment of SBMCs in Tarauni, Dala and Nassarawa LGAs.

98. Fifteen productions of ESSPIN's community theatre play, based on familiar education themes, were presented to enthusiastic school and community audiences across three LGEAs. Interactive sessions followed with discussions on community participation, the role of SBMCs and communities in education.<sup>1</sup>

#### *Major features of the work plan for the coming months*

99. The SLPs and DFID will assist the Kano Transition Committee to focus on the principal policy priorities in the post-election period. Work on the BCIA framework will continue: to maximise chances of UBEC funds release when the new administration is on seat; and to make progress with community/local level initiatives.
100. The CCT launch has focused attention on the assumptions underlying the programme design. In particular, analysis of primary completion rates and JS1 enrolments reveals the extent of supply-side constraints on girls' secondary education. KSG welcomes the mobilisation of Kano's ESSPIN Challenge Fund consultant in April 2011 to address this issue systematically.
101. The SMOE will follow the agreed schedule of data collection, analysis and consultative steps in order to support production of the 2012-2014 MTSS and 2011 AESPR. The EMIS Unit will aim to publish the 2010 ASC by mid-year. Organisational development reforms at SMOE and SUBEB will be taken to the next stage, and the SUBEB payroll audit pushed forwards.
102. SSIT training will continue, with a renewed emphasis also on Quality Assurance, Advisory Services and regularising the institutional arrangements of the SSIT itself. Plans for replication, expansion and sustaining the SSIT's work need to be drafted and discussed, if the current model is to have wider and lasting impact. The water and sanitation projects need to reach completion before the rains set in during May/June 2011.
103. Classroom teacher, head teacher and especially community capacity strengthening work will step up to a new level, as integration of the Output 3, Output 4 and CCT schools lists drive the total of Kano ESSPIN partner schools to 315 (from 280). Options for expanding and replicating the successful Tsangaya and Islamiyya integrated education pilots will be complemented with discussion of the vocational training options which are currently in development.

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<sup>1</sup> See also the section on Communications and Knowledge Management at the end of Section 2 of this report.

## Kwara

### *Introduction*

104. The political system within Kwara State is interesting, as the Governor has completed two terms and there is a reported schism in the “ruling family”. However, no radical departure from current legitimisation strategies is anticipated. Policies on the provision of services are likely to be maintained. A political engagement workshop was held in early March, which SPARC and SAVI provided very useful contributions.
105. Lea Knowles has joined the Kwara team as a VSO. He will be supporting the development of the Education Resource Centre at Oro College of Education on a part time basis.

### *State and Local Government support to school improvement*

106. Kwara State’s reform agenda is being institutionalised. The State House of Assembly is currently debating the new and revised laws and the policy framework to the House and these are expected to be enacted before the elections. Weekly phone-in TV and radio slots and regular newspaper articles have ensured that the work of the reform has been shared with over 2 million people across the state. This has been supported by 50 training days of orientation for journalists.
107. Following the functional review of the Ministry of Education (MoEST), based on the Strategic Plan, new functions and a revised organisational structure have been approved. This has ensured that policy-making structures and staffing establishment fully reflect the reform groups which currently drive the Every Child Counts charter. A cross-reform group committee has been set up to manage the transition post election.
108. Building on the success of the 2009 ASC, the MDAs have been managing the 2010 ASC with modest support from ESSPIN. Training was provided for over 620 officials to carry out data collection and entry, which is now almost complete. Kwara State piloted the AESPR process last year culminating in a presentation which allowed a wide group of stakeholders to contribute to the initial identification of priorities for the 2011 – 2013 MTSS process. Although ESSPIN provided most of the technical support for the process last year, the establishment and training of M&E units in the MDAs since then has enabled collection and collation of information for the 2011 AESPR to be coordinated by the M&E officers.
109. The 2011 State budget has been approved and signed. The Director of PRS in the Ministry is leading the development of the 2011 Departmental Work Plans by the 19 Directors. To support the inclusion of LGEAs in the annual planning and budgeting cycle and to ensure that funds reach the implementers of school improvement, ESSPIN has supported SUBEB’s PRS department to carry out an intensive MTSS process with the 16 LGEAs. This planning process has also involved an identification of functions at the LGEA level resulting in a uniform LGEA structure which complements that of SUBEB.

110. Although the Quality Assurance Bureau has been established and the officers have received training in work planning and school evaluation, funding continues to be a major challenge and this has prevented the officers from putting their training into practice. ESSPIN has proposed sustainable funding options for the Bureau. QA officers continue to be involved in the process of developing an operational framework for teacher development and advisory services.

### *School improvement*

111. In 2008, Learning Outcome Benchmarks were developed for numeracy and literacy for primary 1-6 and were disseminated to parents across the state. One of the outcomes of last year's MLA will be a revision of the benchmarks. This will provide information for parents to hold teachers accountable for the level of learning their children achieve.
112. Kwara State's strategy to improve the quality of teachers continues to be implemented two years after the results of the TDNA were released. The first strand is aimed at professionalising teachers by developing a career path. A transparent set of guidelines for the process of recruitment, assessment and promotion has been developed based on the Teacher Professional Standards and has been accepted by the relevant unions. The standards have been simplified and assessment forms have been developed. Once the policy has been accepted by the State Executive Council, an implementation strategy for the career path will commence. The guidelines have been used for recruitment of teachers and appointment of head teachers. The career path documentation has been presented to the Presidential Task Team on Education. If this is adopted, it will support the acceptance of these guidelines as a national framework for strengthening teaching profession.
113. The second strand of the strategy, improving the quality of new teacher graduates from Oro College of Education, continues. This is the third year of the reform programme and the quality of students being admitted is still high. The State Government has increased the subvention to the College as a result of the reform. Based on the new curriculum, new schools have been set up and learning programmes are being implemented which incorporate Teacher Professional Standards. The College has also established a Quality Assurance Unit to ensure teaching and learning meets agreed standards. For the first time N120 million of ETF funding has been secured based on the institutional plan. This will be used among other things to develop the Education Resource Centre at the College. One of the aims of this is to ensure that each graduate of the Primary Education course leaves the College with the toolkit of resources used in the lesson plans on numeracy and literacy.
114. The third strand – improving the teaching of numeracy and literacy, continues to progress with improved learning and classroom environments for the over 100,000 primary 1-3 children in the state. Feedback from schools and LGEA staff shows that teachers are starting to adopt different teaching methods, including an improved use of phonics; pupils are becoming more involved in their learning and are attending more regularly. Oro lecturers are being trained along with the SSIT in some areas and the two groups have worked together on

the lesson plans. This will result in both new and existing teachers using and understanding the lesson plans.

115. N5 million of state funding has been allocated to the printing of the primary 1-3 lesson plans. A strategy for the development of primary 4-6 lesson plans has been developed and the process has shown the increased ability of the SSIT to analyse the curriculum and think strategically. Over N300million of government funding has been leveraged so far for this training and support programme, from UBEC intervention funds and state funds. This shows considerable political commitment, which has resulted in 58,000 teacher training days and over 30,000 head and assistant head teacher training days since ESSPIN's inception.
116. The fourth and fifth strands involve developing effective teacher development (in-service) and advisory services (TDAS). Using the draft policy on TDAS prepared last year, an operational framework, including the components, roles and skills of TDAS team, has been developed by relevant state and LGEA staff. This has included staff at Oro, where the in-service element will reside. The SSIT have continued to work at the LGEAs to assist SSOs to support class teachers for effective use and delivery of the lesson plans. Many SSOs have commented that this assistance has helped them considerably to do their job more effectively. The State Government showed its backing for this process by providing each of the 300 SSOs with a heavily subsidised motorbike and a monthly transport allowance.
117. ESSPIN's support to decentralised school management has continued with the programme of school self-evaluation and school development planning being completed in the 226 schools in the 4 pilot LGAs by head teachers and SBMCs. SUBEB has set up a Direct Funds to Schools (DFS) committee which has trained LGEA staff on how to monitor and support the fund release and utilisation. Since the state is expected to use this grant as a demonstration package, which the government will sustain to make school improvement continuous, one of the key elements of this pilot is to record the impact of these operational grants on teaching and learning.
118. The UK Government, through ESSPIN, is using engagement in infrastructure in Kwara for two purposes. One of these is to improve access to education by providing water and sanitation facilities in schools. An evaluation of the first phase of has revealed that boreholes supplied to 19 schools are not only encouraging communities to send more children to school, but also to come early to school and stay. Schools for the next phase of 40 boreholes have been identified. These are in rural locations, where many children do not currently attend school regularly. It is hoped that these water interventions will encourage teachers to serve in rural schools. In support of this, two schools in Kaiama LGA will be identified for pilot housing for teachers.
119. The second purpose for UK involvement in infrastructure is to improve government systems to ensure more projects are completed and the quality of projects improves. Following the success of the training workshop for all project officers at state and LG level on improved



quality, a furniture strategy has been developed. This has already resulted in more appropriate pupil furniture being made by SUBEB contractors using the UBEC intervention funds. Sample sets of furniture for primary 1-3 and 4-6 are also to be kept at the 4 pilot LGAs for communities to use as a guide if they have included construction of furniture in their school development plans. Payment certificates for the ESSPIN sanitation project must be signed by SBMC members and the ultimate aim is that this system will be introduced for all projects carried out by SUBEB.

### *Community engagement and learner participation*

120. To strengthen accountability systems, ESSPIN is piloting community participation in education in 4 LGEAs in Kwara State. Over 7,000 stakeholders have been reached in a process of sensitisation and mobilisation, culminating in the establishment of representative SBMCs in all primary schools in these 4 LGAs. The voice of communities is now being heard at the LG level and a strategy has been developed to ensure that government is able to respond appropriately. Community demands are beginning to be met. Communities are also taking responsibility for developing their own solutions to the challenges their schools are facing. Teachers and head teachers are now accountable to communities for their presence at work. Pupil enrolment and attendance has improved in the majority of the schools where SBMCs have been established. Over 2000 former out-of-school children are now enrolled.
121. A state task team has developed the strategies for implementing this community participation model and ESSPIN has supported it by providing funding and training. A state policy on SBMCs has been widely distributed, along with the guidebook for SBMC members. The Social Mobilisation Departments at SUBEB and the LGEAs have trained SBMC members through a series of capacity building activities which include cluster training and mentoring and monitoring in schools. Areas covered include the roles of the parents, community and schools in promoting and supporting child protection and participation. New methods of resource mobilisation and management have also been introduced. The mentoring and monitoring process also allows SBMCs to reflect on their own performance and to identify the constraints they face.
122. Social Mobilisation officials, at both the LGEA and SUBEB level, are feeding back messages from the mentoring process to other department. This is stimulating policy dialogue, improved services from other departments and better communication. One example of this is the issue of teacher deployment in rural areas. The new structure of the MoEST PRS Department includes an Information and Social Mobilisation division. This division will become a channel for community voice to feed into policy formulation and evaluation and also planning and budgeting. It will also be the channel for communications from government to communities.
123. The positive impact of community participation has influenced policy makers at SUBEB to invest N1.5 million in replication. This has been used by the state task team to train all 60



SMOs in the non-pilot LGAs on community entry, interaction, sensitisation, mobilisation, child awareness and resource mobilisation.

124. Accountability strengthening in Kwara has been possible due to the positive involvement of CSOs in the community participation pilot. 6 CSOs were identified and trained by ESSPIN to partner with government in the formation, development and mentoring of the SBMCs. This has contributed to an improved relationship between civil society and government and ESSPIN has supported CSACEFA to develop a MoU which sets out mechanisms for collaboration. The fundamental principles behind this MoU are accountability and transparency, child protection and participation.
125. Private education is not currently a focus of ESSPIN's work in Kwara, but a new policy is being developed, which ensures that government inspections of private schools are based on quality and give schools, especially low-fee paying schools a staged timeframe in which to improve.

*Major features of the work plan for the coming months*

126. The annual planning and budgeting cycle will start over the next quarter with the production of the AESPR. The ASC process will continue with data cleaning and analysis and production of the ASC report. As part of this process, the centralised State EMIS centre will be staffed and trained.
127. The main focus of output 3 in the next quarter will be the development of the primary 4-6 training and support programme including development of the lesson plans. In line with this the process for a staged handover from the SSIT to the teacher development and advisory services will be finalised. Following a recent ESSPIN study on teacher deployment in the state, work will start on supporting a task team to look for innovative ways of piloting improvements at one or two LGEAs.
128. In output 4, the mentoring and monitoring of SBMCs will continue with additional training provided on gender and inclusive education. Traditional Rulers will be supported to initiate forums for LGEAs/ CSOs and SBMCs to provide bottom-up mechanisms for channelling community voice. This process will be supported at the state level by the new State Knowledge Management Specialist to ensure the voice influences policy. The SBMC replication process is expected to gain momentum as more funds are released by the State Government. ESSPIN is supporting the mainstreaming of child protection and the SSIT will be trained on this in the next quarter.

## Lagos

### *Introduction*

129. It is widely expected that the current Governor of Lagos state will win a second term in office and that the pace of reform will continue. This has mainly focused on growth, transport and security, but there have been signs that the new administration will turn its attention to education in the next four years.
130. ESSPIN's relations with SUBEB continue to become closer. A significant development has been SUBEB's decision to replicate ESSPIN's school improvement work beyond the pilot schools to a further 100 schools.
131. ESSPIN, on behalf of the UK Government, is continuing to broker better relations between the government and private schools, with work on a new accreditation system and the private schools census.

### *State and Local Government support to school improvement*

132. ESSPIN support to the State has aimed at creating an enabling environment for better and improved management and resourcing of schools. For the State Universal Basic Education Board (SUBEB), this has involved new corporate vision and mission statements, the development of a strategic plan and functional and structural reviews. These have led to a reduction of departments from eleven to seven. In order to sustain school improvement and sector performance reporting, the new structure includes the SSIT and the Monitoring and Evaluation Unit. Structural reforms are also being carried out in 18 of the 20 LGEAs to facilitate activity planning and better support to schools.
133. The ESSPIN-assisted reform of the inspectorate has experienced significant success. The QA function of various MDA inspectorate bodies has been coordinated. Following earlier training, 300 inspectors are now working as quality assurance evaluators, producing better quality reports and operating according to harmonised QA schedules for 2010 and 2011. 690 quality assurance reports, produced in 2010 are contributing to the production of a consolidated state of education report.
134. Ensuring improved allocation of resources to schools involves supporting the state to build capacity to develop plans that are well costed. ESSPIN supported the development of 2010-2012 Medium Term Sector Strategy in 2009. Revision and updating was done in 2010 to produce 2011- 2013 MTSS. Alignment between the MTSS and the budget improved over the two years.
135. Budget releases remain a problem. In order to enhance increased access to budgeted funds departments were supported to produce departmental work plans, to monitor and ensure that allocated funds in the budget are requested for in a timely fashion and utilised for the benefit of schools.

136. The process of ensuring that the education sector is accountable and that it is monitored and assessed has involved the production of sector performance reports. Work is now in progress on the second sector performance report (2011).
137. The Annual School Census in late 2009 led, for the first time, to the publication of reliable statistics on public schools in the state - ASC Report 2010. This process was repeated in 2010 by trained government officials with minimal support from ESSPIN and the production of ASC report 2011 is underway.
138. The State government with considerable ESSPIN support and the collaboration of Civil Society Organisations and private school associations is undertaking the first comprehensive private school census ever conducted in Lagos. The exercise, when completed, will provide crucial information on the private sector contribution to schooling in Lagos and specific information on an estimated 13,000 private schools. A research exercise investigating the nature of the private schools sector and its challenges and the attitudes of school proprietors to government has also been completed.

### *School improvement*

139. Various baseline studies undertaken by ESSPIN revealed that there are serious quality challenges in Lagos schools. ESSPIN's response has been the provision of an integrated school improvement package to 100 pilot schools. Through the activities of the 22-member SSIT, the capacity of 200 head teachers and assistant head teachers, and 200 local supervisors has been developed. 1,100 teachers have also been trained and are using new-found skills delivering child-centred teaching and learning to over 60,000 learners in basic education classrooms.
140. Enrolment in ESSPIN-supported schools increased from 55,921 in early 2010 to 60,393 in 2011 - an increase of 8%. An increased enrolment of 218 pupils was recorded in Community Primary school Ilapo, Alimosho LGEA. In Awodiora Primary school, Ajeromi Ifelodun LGEA, enrolment increased from 138 to 240. This may be a happy coincidence, but at least some of the increase may be attributable to ESSPIN. There is also some anecdotal evidence the head teachers are now more alert to their responsibilities and are supervising teaching and learning more effectively.
141. As part of an integrated approach, ESSPIN has provided water and sanitation facilities in some pilot schools. Provision of water in 13 schools under the first phase has been completed. The provision serves approximately 12,000 staff and pupils and additional 35,000 persons within the school complexes and surrounding communities. The communities have pledged to monitor and maintain the facilities. The second phase water provision in 17 schools (the contract for which is about to be awarded) will serve a total population of 12,750 pupils and teachers in the immediate pilot schools and an additional number of almost 38,000 pupils in schools sharing the same compound with the pilot schools.

142. The provision of sanitation facilities has commenced in 13 schools. The toilets, when completed in June, will serve 9,220 people (staff and pupils).
143. All the pilot schools have completed School Development Plans and school grants have been channelled through SUBEB to various school accounts to help fund these plans.

#### *Community engagement and learner participation*

144. At inception school management committees were found to be ineffective and non functional in Lagos schools. The level of community participation in school governance and decision making was poor. There was little demand for improved services and virtually no accountability by schools to their communities. Though SBMCs had been inaugurated, there was no policy to guide their operations. Civil society organisations were not trusted by government as partners in the promotion of access, equity and quality.
145. SBMC development and Civil Society-Government Partnership (CGP), sponsored by ESSPIN, has produced several notable results.
- In response to SBMC pressure, the government has donated land to communities in Eti Osa, Alimosho and Ikorodu LGEAs for the purpose of establishing public schools to complement the existing ones. Six schools were renovated in Somolu.
  - In Ikorodu LGEA the community provided four plots of land for the establishment of a community school.
  - At Odogunyan, parents constructed a shed to accommodate over 400 students who were learning under the trees. SUBEB have responded to the SBMC by including the school among those that will benefit from UBEC infrastructure intervention funds.
  - SBMC advocacy in Obalande Primary school has led to the reconstruction of classrooms by ExxonMobil. Three schools were also reconstructed by Telecom giant Etisalat while Nigerian Flour Mills also renovated one primary school in Apapa.
146. ESSPIN support has improved relations between the private school associations and government. ESSPIN is brokering the formation of a coalition of private schools associations, to which government and schools have agreed, as a way of facilitating quality improvement. In response to a request from the State government, ESSPIN has assisted with a review and liberalisation of the existing restrictive guidelines on registration of private schools.

#### *Major features of the work plan for the coming months*

147. By the end of next quarter, the development of the 2012 – 2014 MTSS will have been advanced. Corporate planning work in SUBEB especially on the human resources fit for the new structure will have been completed. Capacity for budget preparation in LGEA will have been improved. QA external evaluation of schools using 2011 evaluation schedule will have reached advanced stage and preparation of the QA state of education report will have been completed.

148. Phase 2 water and phase 1 toilet provisions will have been completed. The strategy for the Challenge Fund to improve access and equity will have been set. Classroom teachers will have been trained on module 2. Regular CSO mentoring and monitoring visits will continue to deepen community involvement in schools.
149. As DFID policy on non-state provision of education becomes clearer, ESSPIN will continue to develop a strategy for engagement with private schools, based on the solid foundation of information from the private school census and further research.

## Enugu

### *Introduction*

150. DFID's ESSPIN programme has continued to attract and benefit from increasing State buy-in to make progress in Enugu State. Within one year of operation, a good working relationship has been established with critical State partners, including the Honourable Commissioner of Education and Chairman of the Universal Basic Education Board. Relations among key education stakeholders have improved. Collaboration and coordination among the education MDAs have been enhanced through ESSPIN's support in developing an integrated planning and budgeting framework for reform through a sector-wide approach to the ASC, AESR and MTSS processes.
151. The government is beginning to engage with private education providers and the civil society as partners to improve service delivery. A significant proportion of educational provision in the state is in the non-state sector. ESSPIN's partnership with the Missions in the Challenge Fund (CF) Scheme presents an opportunity to explore the potential of working with non-state providers to promote social inclusion, particularly the education of disadvantaged children.

### *State and Local Government support to school improvement*

152. A significant milestone was achieved with the successful conclusion of the 2010/11 Annual School Census (ASC). All 1,467 public primary and secondary schools were enumerated. 1,200 private schools were enumerated compared to 150 private schools counted in the 2009/2010 ASC. This represents over 95% coverage of private schools. Data entry to the State EMIS database has been completed by the 13-member State EMIS Team, after refresher training on data entry by ESSPIN.
153. As a result of more timely and credible data, the next 2012-2014 MTSS will be more realistic than the 2011-2013 MTSS and education policy dialogue and decision making will be more informed and evidence-based.
154. ESSPIN trained 22 selected staff of education MDAs including the staff of the newly established Monitoring and Evaluation (M&E) Unit in the Ministry of Education (MoE) on education sector M&E. Following the training, the M&E Unit has begun the data collection phase of the 2010/2011 annual education sector performance review.

155. Technical support was provided to 60 management staff and senior directors of the MoE, Enugu State Universal Basic Education Board (ENSUBEB) and other relevant MDAs to develop Draft 2011-2013 Organisational Strategic Plans. Corporate vision, mission, core values and key result areas were articulated for each MDA. The goals, objectives and key activities required for MoE and ENSUBEB to achieve expected results were also specified. Functional Reviews of MoE and ENSUBEB were carried out and recommendations made to reposition the organisations for efficient and effective service delivery. Reports of the reviews with their findings and recommended structures and departmental functions have been presented to the respective managements for further action.
156. 25 senior officials have been given orientation training in school evaluation Quality Assurance. They originate from MoE, ENSUBEB, Post Primary Schools Management Board (PPSMB) and Science, Technical and Vocational Schools Management Board (STVSMB). A detailed work plan for QA training for all school inspectors in the State was developed and agreed with this group.

### *School improvement*

157. Institutional structures and arrangements for implementing school improvement were agreed through consultation exercises involving several workshops for MoE, ENSUBEB, Udi LGEA officials and representatives of Missions and civil society. Udi LGA has been endorsed as the ESSPIN pilot LGA in the State with 91 schools becoming focal schools for ESSPIN interventions. Ten public primary schools in the LGA will receive the full ESSPIN school improvement package, including water and toilet provision, SBMC capacity development, head teacher and teacher training and support and provision of learning resources. Work on water supply to the 10 pilot schools has begun.
158. An eight-member Quality and Standards Management Team (QSMT) to oversee the implementation of the school improvement has been set up and inaugurated. The QSMT developed terms of reference for the State School Improvement Team (SSIT) and agreed criteria for the selection of its members. The process of selection of suitable staff and their secondment to SSIT has commenced. The SSIT will carry out in-service training and support for Udi LGEA school supervisors, head-teachers and teachers.
159. Learning Outcome Benchmarks (LOB) for primary school pupils have been developed by the QSMT with the support of ESSPIN. These specify the expected literacy and numeracy competencies of every child at the end of each primary year. They will be used for monitoring the education system and as an accountability tool for all primary education providers. 6,000 copies of the Benchmark document have been disseminated to public and private schools, teachers and communities across the State.

### *Community engagement and learner participation*

160. An SBMC participatory rapid assessment was carried out jointly with MoE, ENSUBEB and Udi LGEA social mobilisation officers. The purpose of this was to establish a baseline of SBMC

numbers and their functions and the extent of community participation in education. Findings and recommendations of the study were presented to a large group of stakeholders. Follow up activities have led to an agreed strategy and work plan for the development of Enugu State SBMCs policy guidelines and capacity development for SBMCs to strengthen community voice and participation in education. All 91 SBMCs of public primary schools in Udi LGA and the 30 SBMCs of the Mission schools participating in the Challenge Fund Scheme will be trained and supported by ESSPIN.

161. With support from SAVI, a large group of CSOs in the State were consulted on education reform and community participation in education. Four CSOs have been selected to deliver SBMC training and community engagement work in the State. The SAVI-PATHS 2 Joint Report: "Mapping of Community Groups, CSOs and CBOs in Enugu State" and CSACEFA's "CSO Corporate Information Booklet" were very helpful in the CSO profiling and selection process.
162. The plan for the provision of primary education, on a no-fee basis, to 1,200 children from very poor households for 2 years through the ESSPIN Challenge Fund Scheme was agreed with the Christian Missions. Among the provisions of the MoU between ESSPIN and the Missions is a commitment by the Missions to sustain the Scheme at the end of the 2 years, so that the beneficiaries can complete their primary education. Assessment of a long-list of 65 mission schools nominated by the Missions has begun, with the aim of selecting 30 to participate in the subsidized places scheme.

#### *Major features of the work plan in the coming months*

163. ESSPIN will retrain and support the State EMIS Team to analyze and produce the report of the 2010/2011 ASC. Support will also be provided for dissemination of the ASC Report and its use for the conduct of 2010 AESR by the M&E Unit.
164. Technical support will be provided for the development of MoE and ENSUBEB Departmental Work Plans (DWPs) for 2011 within the framework of the 2011-2013 MTSS and 2011 Budget provisions.
165. ODM work will focus on finalizing and disseminating the 2011-2013 Strategic Plans of MoE and ENSUBEB and assisting with the implementation of the recommendations of the functional reviews. These include harmonizing the roles and responsibilities of the departments and developing job descriptions for various staff positions.
166. The 12-member SSIT will be appointed and inducted along with 18 Udi LGEA Education Officers (EOs). The first module training for SSIT and head teachers will be delivered.
167. 40 school inspectors will be trained on the new approach to education quality assurance and school evaluation.

168. Enugu State Policy Guidelines on SBMCs will be developed and disseminated. Training-of-Trainers on School-Based Management will be conducted for the 4 selected CSOs, members of the State SBMC Task Team (STT), and ENSUBEB and Udi LGEA Social Mobilization officers. Thereafter, step-down training will be conducted for SBMC members.
169. The 30 Mission schools to enroll beneficiaries of the ESSPIN Challenge Fund Scheme will be agreed and the selection of the first batch of beneficiaries will commence.

## **Federal support to national replication of school improvement**

### ***Introduction***

170. The coming elections do not seem to have adversely affected work taking place at the Federal level although the involvement of senior people, including the Minister of Education, in political activities has made scheduling difficult.
171. The new Permanent Secretary of the FME was named as Professor N. Damachi in January. Mrs P.K. Lawal was appointed Director, PPM&R in March, replacing Mr A.F. Salami, who had held the post from January 2010 to February 2011. The Head of NEMIS, Mr B. Ismail, was replaced by Dr Mrs I. Agunwa
172. A process of internal review within ESSPIN has led to a reorientation of federal work towards replication of an integrated approach to school improvement which has been piloted in ESSPIN-supported states. The approach to date has been to work with Federal partner organisations, which influence the policy, funding and standards framework in which work in States operates. The renewed emphasis on replication to non-ESSPIN states is a way of sharpening the focus of federal level activities. It has implications for the choice of external partners as ESSPIN will in future concentrate on those agencies which will actively spread the lessons learned in ESSPIN's six states to other states (see below).
173. A cross-SLP session on federal political engagement, held in March, highlighted ways in which SLPs can benefit from engaging in a coordinated way with institutions and groups at the federal and national level. These groups include the Nigerian Governors' Forum (NGF), the Forum of Commissioners of Education, the MDG Office, the media and religious and traditional rulers. ESSPIN is developing an engagement strategy for each of these groups.

### ***Federal Ministry of Education (FME)***

174. The accreditation process for 25 Federal inspectorate Service (FIS) staff was completed in February. This is a significant step as FIS is now in a position to provide leadership to states who wish to set up QA agencies with suitably qualified staff. So far attempts to execute the first of such engagements, with Ondo state, have not succeeded, in part due to budgetary constraints on the part of the state.



175. ESSPIN's collaboration with FME and USAID in supporting improvements in NEMIS has yielded significant results in this quarter. Progress was assisted by a change of personnel in NEMIS. The Ministerial sub-committees on data, on which ESSPIN is strongly represented, have focused on:
- Gathering, reviewing and publishing national education data from 2006-10.
  - Developing a strategy for NEMIS and States' EMIS that ensures decentralisation of data gathering and processing, with appropriate support from the centre (NEMIS). Critical to this is a revised IT system for gathering education data which should be more flexible than the previous system.
176. FME has requested ESSPIN assistance in helping 7 "orphan" states which have yet to complete data entry and analysis for the 2009/10 ASC. Communications and training materials, prepared by ESSPIN, will be sent to these states. Training planned for early May will be a significant step in concluding the national ASC process.
177. ESSPIN has worked with PPM&R to produce a policy memo submission template for the policy formulation process. In order to complete this aspect of ESSPIN's work, training will be provided for Chairmen and Secretaries of Reference committees and JCCE/NCE Secretariat staff. This training is provisionally scheduled for the period prior to the start of the next round of JCCE/NCE meetings.

### UBEC

178. ESSPIN was invited to a UBEC management retreat in Minna in January and a meeting of UBEC-SUBEB Chairmen the following month in Port Harcourt. On both occasions future strategies for collaboration were discussed. While there is interest a more coordinated approach to school improvement, agreement is yet to be reached on how this can happen within existing funding and management frameworks at federal and state level.
179. ESSPIN has responded positively to the plans of the UBEC Social Mobilisation Department to encourage the development of SBMCs on a national scale. A letter of agreement between ESSPIN and UBEC has been drawn up setting out the responsibilities of each party. Crucially, UBEC has committed to finding the necessary funding.
180. A financial management review of UBEC was completed and a debriefing held for senior UBEC staff. The report highlighted uncomfortable problems at various stages in UBEC's accounting procedures and procurement processes and gave recommendations for improvement. Further discussions will be held between UBEC and ESSPIN to iron out challenges and agree steps forward. An updated UBEC financial management manual and guide to SUBEBs on financial management will be produced.

**NCCE**

181. The planned accreditation visit to Oro College to test the revised QA Toolkit has had to be postponed this quarter due to a strike by staff of the College. In March, ESSPIN contributed to a conference at NCCE on teacher education, resourced by UNESCO.

**TRCN**

182. Meetings in January and February enabled Kwara state officials and ESSPIN to share with TRCN the Kwara experience of developing Teacher Professional Standards and a Teacher Career Path. Technical discussions confirmed significant differences in approach between TRCN, whose accreditation system is based on levels of qualifications and Kwara state, where the emphasis is on competence levels. ESSPIN collaboration with TRCN on professional standards is unlikely in the immediate future.

**NIEPA**

183. ESSPIN has held discussions with NIEPA management with a view to collaborating in a joint replication agenda for non-ESSPIN states. Common interests lie in areas such as strategic planning, head teacher training, EMIS and quality assurance. NIEPA's leadership has expressed enthusiasm to work in partnership with ESSPIN.

***Major features of the Federal work plan for the next quarter***

184. The key federal agencies with which ESSPIN will work in future will be UBEC and NIEPA, with an explicit agenda of replicating school improvement and enabling support services from ESSPIN-supported states. ESSPIN will also seek to coordinate work with the Office of the Senior Special Adviser to the President on MDGs (the MGD Office), based on the Conditional Grants Scheme. Work with the MDG Office will be part of a coordinated approach by the SLPs to improve service delivery on the back of the Local Government Conditional Grants.
185. ESSPIN intends pursue a more focused political engagement strategy, based on the cross-SLP political economy analysis. One part of this will be to take advantage of relationships with other SLPs especially SPARC's relationship with the NGF and the MDG Office. It is intended to have early post-election engagement with the NGF and the Commissioners Forum.
186. The work to support reforms in the education policy process will be wound down. Further support to PPM&R will depend on the leadership strength of the new Director and her longevity in post.
187. Technical work with UBEC will include facilitating an interactive session between UBEC and SUBEBs from ESSPIN states to discuss UBEC-SUBEB relations. It will also involve: a review of HRM structures and systems, particularly the ways in which the various departments dealing with different aspects of the UBE Intervention Fund interact; further development of the joint SBMC strategy; and a review of M&E systems within the QA Department. The aim of the M&E work is to analyse the current methods of monitoring the utilisation of UBE funds

and suggest recommendations that would improve the quality of M&E being undertaken and the value of M&E reports to decision making.

## Cross-cutting Issues

### EMIS

188. All six ESSPIN-supported states completed enumeration of the 2010/11 Annual School Census (ASC). Data entry software was improved with data quality checks and features that facilitate analysis and tabulation. It was also expanded to accommodate data from quality assurance reports. Refresher training was provided to the six states using updated versions of the training manual and data dictionary. Data entry has been completed in Enugu, Kaduna, Kano, and Lagos (public) where work has started on data checking. In Kaduna all school coordinates have been captured and entered. Although the updating of school lists proved challenging, there appears to be a significant increase in the number of schools captured. This is largely due to better capture of private school data
189. In Lagos, the first private school census has been completed. A team has been contracted to enter the data in premises provided by Lagos SUBEB.
190. An agreement has been reached with the Federal Ministry of Education to support states that are struggling with the 2010/11 ASC data entry. This support will be provided through the provision of guidelines, input templates and other materials. An offer of assistance with training and mentoring has been made.

### Monitoring and evaluation

191. With respect to the ESSPIN survey programme, the following progress was made:
  - The drafting of the community survey was completed and the data were used, among other, to inform the baseline of the programme logframe.
  - Support was provided to the preparation of the report on the Kano IQTE census report which was presented to the stakeholders in February.
  - The preliminary report of the 2010 Nigeria Education Data Survey was submitted by the contractor.
  - Six State MLA reports are at near-final draft stage. The process of data entry analysis and reporting has taken longer than it should have. We will draw lessons so as to improve performance in future
192. With respect to capacity building at the state level, the sector performance M&E training programme was completed: three-day courses were delivered in Enugu, Jigawa, Kaduna and Kano to prospective staff members of future M&E units in the respective ministries and SUBEBs. Emphasis was placed on two areas:
  - Establishing a process for monitoring the implementation of the MTSS. States had committed to do this, but did not carry it out in 2010.

- Reaffirming the Annual Education Sector Performance Report (AESPR) as the vehicle for monitoring the results from the implementation of the MTSS. The first steps for the preparation of the 2011 AESPR were taken in Enugu, Kaduna, Kano and Lagos.

### *Communications and Knowledge Management*

193. There has been a reorganisation of ESSPIN Communications and Knowledge Management personnel. Three new Knowledge Management Specialists have been recruited to replace the six officers previously in post.
194. In February, Community Theatre performances were delivered in over 20 locations in Kano LGAs to an estimated total audience of 5,000 people. A short drama was developed with input from community and government stakeholders to raise awareness and mobilise communities around key education issues – notably the role of SBMCs in improved governance in schools and the importance of girl-child education. The drama concluded with the actors turning to engage the crowd in responding to the questions raised in the drama. Further tours scheduled for Kaduna and Jigawa have been postponed until after the elections.
195. The 5-minute versions of the state documentaries “Better Schools, Better Nigeria” were broadcast nationally on AIT in the second half of March with 30 second TV education advocacy “spots” also being broadcast in the run up to the elections. The second series of the weekly ESSPIN radio drama, “Gbagan, Gbagan – the Bell is Calling You” started national broadcast in March to an estimated audience of up to 10 million. Broadcast of the first series in Yoruba in the south and in Hausa across the north began during February and March. All first series episodes are available on the ESSPIN website. TV and radio broadcasts were promoted by SMS to over 1,300 education stakeholders in ESSPIN and non-ESSPIN states with over 200 responses received and increased website traffic.
196. Following the initial sensitisation of over 100 journalists and the skills development of a selected 60 from all ESSPIN states and FCT, the Journalism Development Programme has now moved on to a national level “immersion” programme with 20 of the most promising and prolific reporters on education.
197. ESSPIN is in the process of contracting a service provider to survey the impact of the programme’s Communications and Knowledge Management work and to ensure that content and style are appropriate to purpose and audience.
198. ESSPIN has ceased its limited support to NERDC to develop the NEKNet education sector web based electronic information database of research, pending NERDC progress and resource allocation.
199. Various materials were produced at short notice to help DFID promote the Bi-lateral Aid Review and International Women’s Day, in liaison with DFID Communication Advisers.

200. ESSPIN collaborated with SAVI and PATHS2 to plan a joint approach to working through Civil Society and the media, as part of a broader political engagement strategy, which will be launched after the elections.
201. Efforts continued through January to engage with the Social Mobilisation Departments in SUBEBs with the completion of the first round of initial briefings and consultations. Developing their information management capacity and embedding ESSPIN KM work within government allows greater prospects of sustainability and closer synergy with ESSPIN support to community engagement efforts.
202. To promote replication of programme learning and best practice and provide evidence of impact:
  - Reader-friendly ESSPIN “Experiences” documents are in production, with those for MTSS and IQTE now out and others on school and curriculum development in the pipeline.
  - Various aspects of ESSPIN’s work are being presented in a series of “Briefing Notes” for stakeholders, available in printer-friendly format.
  - Each of the ESSPIN state teams has produced a simple format “Evidence of Impact” document, noting examples of outcomes in schools and communities.
  - The second ESSPIN Express digest of impact and case study documentation is in production.

### *Gender and social inclusion*

203. Specific initiatives are being developed in the northern ESSPIN-supported States to address issues of gender and social exclusion. In Jigawa a suite of pilot activity is being prepared, clustered around the issues of girls’ participation and their retention in school. The challenge Fund is being used to support nomadic community schools. In Kaduna the inclusive education pilot is challenging the barriers to participation of disadvantaged groups and encouraging a more inclusive policy approach to out-of-school children. In Kano, ESSPIN is engaged in a major Conditional Cash Transfer scheme to retain girls through to the end of junior secondary school.
204. In Enugu the Challenge Fund is being used to provide assisted places for disadvantaged children in Mission schools. In Lagos the focus is on hard-to-reach low-fee private schools serving poor communities.
205. Work with communities through SBMC training and mentoring has the explicit objective of encouraging opportunities for women and children to voice their opinions and feelings. The mainstream teacher and head teacher training organised through the SSIT encourages inclusive approaches in the classroom.
206. ESSPIN realises that the disaggregation of results data by gender is an important priority for DFID and is developing systems to record this information on a regular and routine basis.

### Section 3: Emerging Issues / Risks

207. The obvious uncertainty at this time is whether the elections will yield results which are generally acceptable to most Nigerians. A lot hangs on the political situation, because ESSPIN, and indeed DFID, planning for the future is based on a set of assumptions based on political stability.
208. ESSPIN is, by design, dependent on leveraging State resources. There are signs that this is happening in Lagos, Kwara and Jigawa. Even in Kaduna, where it has been hard to achieve traction, there is a commitment from SUBEB to provide funds for the replication of some ESSPIN-inspired reforms. However, the delivery of State funding is beyond ESSPIN's capacity and while there are grounds for optimism, this remains a risk.
209. At the Federal level, ESSPIN is placing increased dependence on certain institutions, mainly UBEC and NIEPA, to deliver an integrated replication strategy. This goes beyond the simple roll-out of single stream activities, such as head teacher training or SBMC development and involves a more sophisticated approach to school improvement, in which packages of inputs are delivered in a coordinated way. ESSPIN is under no illusions that gaining the enthusiastic support for such an approach in essentially conservative, business-as-usual organisations, is going to be easy. However ESSPIN has made some headway in explaining this approach to its partners and remains optimistic that agreement can be reached over the coming months.

## Annex 1: Notes on the Results Reporting Framework

RI	Comment and Rationale
1	<p><u>Comment</u></p> <p>Cumulative: Data from two ASCs – 2009/10 and 2010/11 – to compare increases in enrolment. As 2010/11 data is yet to be finalized, values for this indicator will be provided in the next quarterly report.</p> <p><u>Rationale</u></p> <p>Target:</p> <p>ESSPIN will impact on 6,370 schools with some form of school improvement as follows:</p> <p>All schools in Kwara, Jigawa and Lagos – 1,781, 2,115 and 1,224 respectively</p> <p>25% of schools in Enugu – 363</p> <p>10% of schools in Kaduna and Kano – 378 and 508 respectively</p> <p>Taking an average of 35 learners per school, target = 6370 x 35</p>
2	<p><u>Comment</u></p> <p>By the end of the Programme, the result will be ‘no. of at-risk female learners who are retained in schools’.</p> <p><u>Rationale</u></p> <p>The target is based on support to all girls in the current CCT cohort to complete the JSS cycle (on the assumption that the Kano SG will not fund beyond the pilot period).</p>
3	<p><u>Comment</u></p> <p>Initially, this result will be an input measure. By the end of the Programme, the result will be ‘no. teachers achieving sufficient professional knowledge’, as measured by the TDNA.</p> <p><u>Rationale</u></p> <p>Cumulative: 18,687 teachers trained to date x 10 days of training and 6 days of school support</p> <p>Target:</p> <p>6,370 ESSPIN impact schools x 9 teachers per school (assuming average school size of 350 and PTR of 40:1)</p> <p>6,370 divided as 29,330 (northern States) and 28,000 (southern States)</p> <p>10% increase applied to northern States, 65% to southern States</p>
4	<p><u>Comment</u></p> <p>Initially, this result will be an input measure. By the end of the Programme, the result will be ‘no of headteachers with near-sufficient professional competence, as measured by the HT Survey.</p> <p><u>Rationale</u></p> <p>Cumulative: 2,242 headteachers trained to date x 20 days of training and 6 days of school support</p> <p>Target:</p>

	6,370 HTs based on number of ESSPIN impact schools divided as 3,370 (northern States) and 3,000 (southern States) 30% increase applied to northern States, 75% to southern States
5	<u>Comment</u> The cumulative value refers to no. of training days while the target is expressed as nos. of officials trained. <u>Rationale</u> ESSPIN States – total of 1,195 State officials Projected for 4 additional States – 795
6	<u>Rationale</u> Cumulative: total no. of ESSPIN pilot schools minus Enugu Target: 50% of all schools in ESSPIN States (total no. of schools = 15,364)
7	<u>Comment</u> Not yet possible to measure due to poor quality of State inspection reports <u>Rationale</u> Sum of the following proportions of all schools in ESSPIN States: Jigawa and Kwara 60% (1,269 and 1,068) Kaduna and Kano 25% (946 and 1,272) Lagos 45% (550) Enugu 10% (145)
8	<u>Comment</u> Early stage of initiative so cumulative is 0 <u>Rationale</u> 250 low cost private schools in Lagos, 150 mission schools in Enugu
9	<u>Comment</u> Assumption that States are put in as much as ESSPIN by 2014, i.e. doubling provision. <u>Rationale</u> Cumulative: 283 W&S units to date @ 350 children Target: 433 W&S units @ 350 children x 2
10	<u>Comment</u> 1 toilet block contains 4 cubicles. Utilisation is a ratio of 40 girls to one cubicle. Assumption that States are put in as much as ESSPIN by 2014, i.e. doubling provision <u>Rationale</u> Cumulative: based on 283 toilet blocks (or 1,132 cubicles) Target: 433 toilet blocks (or 1,732 cubicles) x 2
11	<u>Comment</u> Assumption that States are put in as much as ESSPIN by 2014, i.e. doubling provision. <u>Rationale</u> Cumulative: 25 classrooms constructed to date at utilisation ratio of 40:1. Target: The target includes ESSPIN's planned 42 classrooms and assumes that each of the 6 States provide 84 classrooms each influenced by the ESSPIN approach. Total x 2



12	<p><u>Rationale</u></p> <p>Only Jigawa has got school health clubs organized to date.</p> <p>Cumulative figure is based on a total of 20 health clubs @ 350 children.</p> <p>Target is the same as for W&amp;S.</p>
13	<p><u>Comment</u></p> <p>Not yet possible to measure, hence no cumulative.</p> <p><u>Rationale</u></p> <p>Target:</p> <p>DFS to all schools benefiting from SI package in ESSPIN States (6,370) and 25% of schools in 4 additional States assuming an average of 2,500 schools per State (2,500). Total x 350 (assuming an average of 350 learners per school).</p>
14	<p><u>Comment</u></p> <p>Of the cumulative figure, 7,000 are female.</p> <p><u>Rationale</u></p> <p>16 SBMC members trained and mentored in each of the 6,370 schools benefiting from the SI package in ESSPIN States (102,000). Of these, 30,000 will be female.</p>
15	<p><u>Comment</u></p> <p>No cumulative data available until 2012</p> <p><u>Rationale</u></p> <p>25% of all schools in ESSPIN States (15,364)</p>
16	<p><u>Comment</u></p> <p>No cumulative data available until 2012. Rather than count no. of parents/guardians, the target projects no. of schools providing information to parents/guardians.</p> <p><u>Rationale</u></p> <p>Target: sum of proportions of all schools in ESSPIN States as follows:</p> <p>Jigawa 35% x 2,115</p> <p>Kaduna 60% x 3,784</p> <p>Enugu 35% x 1,452</p> <p>Kano 40% x 5,088</p> <p>Kwara 70% x 1,781</p> <p>Lagos 50% x 1,224</p>
17	<p><u>Comment</u></p> <p>The target assumes that CSOs with strong capacity will take on multiple communities. It also assumes that the CGP approach (civil society-government partnerships) approach introduced by ESSPIN continues to work.</p>
18	<p><u>Comment</u></p> <p>No cumulative data available until 2012.</p> <p><u>Rationale</u></p> <p>40% of all schools in ESSPIN States (15,364)</p>
19	<p><u>Rationale</u></p> <p>Target = ESSPIN States</p>
20	<p><u>Comment</u></p> <p>Payroll audits have just commenced with no indication yet of the value of potential savings to be made</p>

21	<p><u>Comment</u></p> <p>Initially, this result will be an input measure. By the end of the Programme, the result will be 'no. of States making full use of UBE-IF.</p> <p><u>Rationale</u></p> <p>Cumulative: Jigawa and Lagos</p> <p>Target: ESSPIN States + 4 additional States</p>
22	<p><u>Rationale</u></p> <p>Cumulative = ESSPIN States</p> <p>Target: ESSPIN States + 4 additional States</p>
23	<p><u>Rationale</u></p> <p>Cumulative = ESSPIN States</p> <p>Target: ESSPIN States + 4 additional States</p>
24	<p><u>Rationale</u></p> <p>Cumulative = ESSPIN States</p> <p>Target: ESSPIN States + 14 additional States</p>
25	<p><u>Rationale</u></p> <p>Cumulative = ESSPIN States</p> <p>Target: ESSPIN States + 6 additional States</p>
26	<p><u>Rationale</u></p> <p>Cumulative = ESSPIN States</p> <p>Target: ESSPIN States + 14 additional States</p>
27	<p><u>Rationale</u></p> <p>Cumulative = ESSPIN States</p> <p>Target: ESSPIN States + 4 additional States</p>
28	<p><u>Rationale</u></p> <p>Cumulative = ESSPIN States</p> <p>Target: ESSPIN States + 4 additional States</p>
29	<p><u>Rationale</u></p> <p>Cumulative = ESSPIN States</p> <p>Target: ESSPIN States + 4 additional States (2 NEI, 2 GEP3)</p>
30	<p><u>Comment</u></p> <p>Non-State provision includes private schools, mission schools, and IQTE</p> <p><u>Rationale</u></p> <p>Target = ESSPIN States</p>
31	<p><u>Rationale</u></p> <p>Cumulative = ESSPIN States</p> <p>Target: ESSPIN States + 4 additional States</p>
32	<p><u>Rationale</u></p> <p>Target: Kwara and Jigawa</p>
33	<p><u>Rationale</u></p> <p>Target: Oro (Kwara) and Gidan Waya (Kaduna) Colleges of Education</p>

## Annex 2: Papers in Preparation for Mid Term Review

The following papers are being prepared for the Mid Term Review.

### Results and Future Planning Papers

- Overview and Future Directions
- Federal Support to National Replication of School Improvement (Output 1)
- State and Local Government Support to School Improvement (Output 2)
- School Improvement (Output 3)
- Community Engagement and Learner Participation (Output 4)
- Monitoring and Evaluation

### Costed scenarios

- For replication of school improvement reforms to other States
- For replication of school improvement to other LGEAs within ESSPIN States

### Strategy papers

- Non-state education sector strategy<sup>i</sup>
- Girls education strategy<sup>ii</sup>
- Gender strategy

### VFM Strategy and Analysis

### Political Engagement Strategy

### Papers on Partnerships

- The Consortium
- SLPs
- Government partners
- IDPs

### Recommendations of 2010 OPR

### Work Plans

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<sup>i</sup> This may include IQTE. If not, a separate paper on IQTE strategy will be developed.

<sup>ii</sup> The girls education and gender papers may be combined.