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21st Quarterly Report

October - December 2013

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Note on Documentary Series

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The documentary series is arranged as follows:

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

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

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

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Acronyms and Abbreviations

AESPR	Annual Education Sector Performance Report
AESR	Annual Education Sector Review
AR	Annual Review of ESSPIN by IMEP (incl. Annual Review report)
ASC	Annual School Census
BEC	Basic Education Curriculum
CCT	Conditional Cash Transfer
C-EMIS	Community Education Management Information System
CGP	Civil Society – Government Partnership
CGS	Conditional Grant Scheme
CKM	Communications & Knowledge Management
COE	College of Education
CPS	Citizen Perception Survey
CRC	Community Reorientation Committee
CSACEFA	Civil Society Action Coalition on Education For All
CSO	Civil Society Organisation
CT	Class teacher
CUBE	Capacity for Universal Basic Education programme
DBEP	Department for Budget and Economic Planning
DEEPEN	Developing Private Education in Nigeria (Lagos)
DFID	Department for International Development
DFS	Direct Funding of Schools
DG	Director General
DPRS	Director Planning, Research & Statistics
DSO	District Support Officer
DSS	Director School Services
DWP	Departmental Work Plan
EDOREN	Education Data, Research and Evaluation in Nigeria
EMIS	Education Management Information System
ERC	Educational Resource Centre
ESSC	Education Sector Steering Committee
ESSPIN	Education Sector Support Programme in Nigeria
ETF	Education Trust Fund
FCO	Foreign and Commonwealth Office
FCT	Federal Capital Territory
FIS	Federal Inspectorate Services
FME	Federal Ministry of Education
GAE	Gender, Access & Equity
GEP	Girls' Education Project
GMF	<i>Gidauniyar Marayu</i> Foundation (a philanthropic NGO caring for orphans)
GPE	Global Partnership for Education
GPI	Gender Parity Index
HME	Honourable Minister of Education
HODSM	Head of Department, Social Mobilisation

HR	Human Resources
HT	Head Teacher
ICAI	Independent Commission on Aid Impact
IDP	International Development Partner
IEC	Information, Education and Communication materials
IMEP	Independent Monitoring and Evaluation Programme
IQTE	Islamiyya Qur’anic and Tsangaya Education
ISD(P)	Integrated School Development (Planning)
JDP	Journalism Development Programme
JNI	Jama’atul Nasarul Islam
JSS	Junior Secondary School
JTF	Joint Task Force
KSG	Kano State Government
LGA	Local Government Area
LGEA	Local Government Education Authority
LOB	Learning Outcome Benchmark
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal
MLA	Monitoring Learning Achievement
MOE	Ministry of Education
MOEHCD	Ministry of Education & Human Capital Development
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
NEKNet	Nigerian Education Knowledge Network
NEMIS	National Education Management Information System
NERDC	Nigerian Educational Research and Development Council
NESG	Nigeria Economic Summit Group
NTI	National Teachers Institute
ODM	Organisational Development and Management
OPR	Output to Purpose Review
OSSAP	Office of the Special Adviser to the President
PATHS2	Partnership for Transforming Health Systems (Phase 2)
PFM	Public Financial Management
PM1	Permanent Member 1
PPP	Public Private Partnership
PRS	Planning Research and Statistics
P&S	Policy & Strategy
PS	Permanent Secretary
PSA	Programme Support Activity
PTD	Person Training Days
QA	Quality Assurance
RMT	Results Monitoring Table

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 Education Inspectorate & Monitoring Unit
SFP	State Forward Plan
SHoA	State House of Assembly
SIO	School Improvement Officer
SIP	School Improvement Programme
SLP	State Level Programme
SMD	Social Mobilisation Department
SMO	Social Mobilisation Officer
SMOE	State Ministry of Education
SMOEST	State Ministry of Education, Science and Technology
SPARC	State Partnership for Accountability, Responsiveness and Capability
SSIT	State School Improvement Team
SSO	School Support Officer
STT	State Task Team
STTA	Short Term Technical Assistance
SUBEB	State Universal Basic Education Board
TA	Technical Assistance
TDNA	Teacher Development Needs Assessment
TETF	Tertiary Education Trust Fund
TDP	Teacher Development Programme
TPD	Teacher Professional Development
UBE-IF	Universal Basic Education Intervention Fund
UBEC	Universal Basic Education Commission
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas

Section 1: Introduction

Overview

Programme highlights

Headlines

- ESSPIN's School Improvement Programme has now reached **119% of target schools** containing **3.7 million children**, six months earlier than scheduled.
- **N3.1bn (£12 million) of Nigeria's own resources** have been invested in rolling out and scaling up the School Improvement Programme and other ESSPIN initiatives, with **N1bn (£4m) in the past quarter alone**.
- The Secretary of State for International Development has **approved the business case to extend ESSPIN** for 2.5 years to January 2017, to consolidate school improvement gains at scale in the six partner states.
- **73,000 children** in 405 more Enugu schools are now benefiting from the School Improvement Programme, due to the State Government allocating UBEC TPD funds to ESSPIN roll-out for the first time.
- Jigawa State Government has **doubled** the number of ESSPIN School Improvement Programme schools to 1,002 at its own expense, and another **1,500 nomadic children** are gaining access to school through expansion of the successful ESSPIN Challenge Fund intervention.

1. The fourth quarter of every year is a time for reflection on past achievements and gathering energy for the new year's challenges ahead. In the ESSPIN programme, those processes had added significance as we waited for DFID to determine whether the evidence of results and value for money delivered to date would result in an extension of services beyond the programme end date of July 2014. Already the School Improvement Programme has exceeded the July 2014 target coverage of schools by 19%, meaning that there are now more than 3.7 million Nigerian children studying in improving schools: 234 % target achievement. In the first week of January 2014 the UK Secretary of State for International Development approved the business case for a 2.5 year extension of ESSPIN, at a value of £33 million. Having argued consistently that educational development is a series of marathons rather than a sprint, this was welcome news indeed to state partners and ESSPIN staff alike.
2. The extension period allows for the School Improvement Programme scale-up—which has now really taken off in the six states at their own expense—to support teachers, head teachers and schools through several state-wide annual cycles of professional development. This in turn will help embed a widespread reformist and quality improvement mind-set in local government, CSOs and communities. Most importantly, it means that children in early primary grades will receive increasingly competently taught lessons throughout their school

careers, in safer and more inclusive school environments, resulting in better attendance, retention and completion rates, and increased learning by more girls and boys.

3. The extension of ESSPIN speaks directly to the issue of **sustainability**: maintaining and building upon the progress made to date in a lasting way. ESSPIN's emphasis on systemic capacity development and mainstreaming of reform within our state partner MDAs, CSOs and school communities is an example of how sustainability informs our core work on a day to day basis. It is particularly evident in the sustainability represented by Nigerian funding of roll-out, which can be contrasted with the unsustainable aid-dependent alternative. During the past quarter we have also been considering other dimensions of how ESSPIN contributes to long term developmental goals—as well as considering any possible unintended negative impacts.
4. All development programmes entail a sustainability trade-off, because as we help make people's lives better their consumption patterns (notably of energy) increase, which can put additional pressure on the environment. Some areas of Nigeria and communities in them are particularly vulnerable to climate change. Heavy rainfall and flooding regularly damage schools and take lives, rising temperatures can increase susceptibility to disease, and nutrition and livelihoods can be compromised by changing weather patterns. Such pressures can lead to worsening economic conditions and competition for scarce resources such as land for grazing and cropping, resulting in conflict between communities and fuelling resentment and disenfranchisement of marginalised people. Higher standards of education and health care can lead to increases in population, putting stress on urban and rural environments alike, but they are also associated with later marriage, delay of first pregnancy and greater decision-making powers over family size and birth spacing.
5. These are complex issues with multiple virtuous and vicious feedback loops embedded within them. At ESSPIN we are committed to making a positive contribution to the communities we touch and adhering to the principle 'first do no harm'. We acknowledge our responsibility to build awareness of sustainability and climate change considerations into our work, as well making a contribution to communities' resilience in the face of environmental shocks. One practical aspect of this is in the quality assurance mechanisms in the ESSPIN construction programme: building classrooms, boreholes and latrines that are structurally sound and will last; developing the capacity and networks for maintenance of the infrastructure which has been constructed; stimulating community involvement in quality assurance and helping give voice to their demand for better utilisation of resources; and developing the institutional capacity to deliver facilities using state resources in addition to the UKaid spend. Now that final inspection visits are underway and retention payments are being released for the third and final construction phase, ESSPIN's efforts are focused on ensuring that the facilities are used as intended and schools understand how to keep up the facilities to extract lasting value from them. See Annex 2 for examples of the monitoring schedules used. These are quickly revealing which schools and clusters require additional support, as well as showing that standards are improving quarter by quarter.

6. The increasing use of clean energy is another area in which changing patterns of demand resulting from better education and higher living standards can be offset through awareness-raising and planning. Solar power only is used for the electro-mechanical borehole pumps that have already been installed in ESSPIN's largest school water investments. Solar power could equally be applied to the five pilot LGA computing facilities in Kwara State which are being used by ESSPIN to develop an integrated reporting database at school, cluster and LGA levels for SSO and SMO reporting, suitable for replication in other states. In the extension period, the scope for partnerships to improve school lighting and electric supply through solar power can be explored. In other examples of wise use of scarce resources, many schools are using water run-off to start school gardens and plant trees, and some sell clean water as an affordable community service which generates a modest but reliable income for school development.
7. Other dimensions of ESSPIN's work touching on the socioeconomic dimensions of sustainability include the concept note on conflict and education which is currently undergoing peer review and feedback prior to moving into the investigative phase, and the skills development programme for Almajiri and women which has spawned its own pilot project in partnership with DFID. ESSPIN is well placed to draw on multiple partnerships to pursue the sustainability agenda: the programme consortium is led by Cambridge Education, part of the Mott MacDonald group which is a DFID key supplier and has an extensive track record of work on international environment and climate change projects and policy development. The ESSPIN team is also close to colleagues in the Teacher Development Programme and DEEPEN, and works well with EDOREN and increasingly GEP. The British Council and Save the Children are other consortium members with expertise in this field, including aspects such as school science curricula and community response to disasters.
8. It is clear that opportunities to contribute to climate change resilience, adaptation and mitigation will continue to present themselves in ESSPIN's new longer time-frame. ESSPIN's core successes in building financial sustainability through political engagement will increasingly be complemented by broader aspects of sustainability. The standard DFID value chain of economy, efficiency and effectiveness is already routinely balanced by ESSPIN with the 'fourth E' of equity—and now the 'fifth E' of environmental sustainability too.

Annual Review and follow up of recommendations

9. Increasing certainty around the ESSPIN contract extension has allowed detailed planning for Composite Survey 2 to proceed on schedule, as well as planning to undertake complementary studies and extract lessons from the programme's experience to date using qualitative methods. Ties with EDOREN, TDP and DEEPEN are particularly significant in this respect. ESSPIN is mobilising TA to analyse and document lessons learnt to address the knowledge management actions required in the Annual Review.
10. Adjustments to the level of effort invested in each state continue to be made, to reflect the volume of work flowing from state investment in roll-out of the School Improvement Programme and scaling up to state-wide implementation.

Political Engagement and Environment

11. The quarterly meeting of Commissioners and SUBEB Chairs was held in November 2013. It focused on the prospects for extension of ESSPIN, with an emphasis on what the 'deepening' agenda means for states and schools. The numbers game of increasing coverage has to be balanced by an equal focus on quality.
12. The perennial requirement for regular release of funding was discussed. Quarterly monitoring reports showed that all states had caught up somewhat by Q3 after a slow start to the financial year, due to late appropriation in all states besides Lagos.
13. The challenges of delivery at scale were considered, with the expectation that ESSPIN will continue to provide technical assistance to guarantee quality during roll-out, so long as states keep funding increased programme reach.
14. The responsibility of states to manage information and data systems for M&E was another focal point.
15. A new Executive Secretary UBEC took up his post near the end of the year. The ESSPIN SMT has had an introductory meeting at which his priorities of teacher professional development, out of school children and information and communication technology were discussed. There is potential for ESSPIN to engage actively on all three fronts. ESSPIN will continue to provide support to the Academic Services Department with the Teacher Professional Development fund management which has national teacher training reach. ESSPIN is providing quality assurance assistance to the Social Mobilisation Department for the national roll out of SBMCs along the ESSPIN model lines. If invited, ESSPIN is happy to assist planning with the National School Census, which UBEC is responsible for undertaking by July 2014, led by the Department of Planning, Research and Statistics. Out Of School Children's Surveys will be completed in Enugu and Jigawa by ESSPIN and state governments, which can act as examples of good practice for the national exercise and subsequent similar surveys for which UBEC is responsible. ESSPIN expects to build on the early success of securing funds from the UBEC Inclusive Education Intervention Fund and IQTE and Almajiri Special Fund for further state level activity.
16. ESSPIN has been invited by the prestigious Nigeria Economic Summit Group (NESG) to take part in its 20th Session, in recognition of our work in basic education. The Permanent Secretary of FME is the co-chair of NESG and ESSPIN has been asked to provide a discussant for the early childcare and basic education sub-group.
17. A round-up of political engagement in the States is as follows.
 - In the most dramatic turn-around in state fortunes this year, **Enugu** State government and mission schools federations have now each fulfilled their promises and thrown their weight fully behind ESSPIN. This has raised access to the School Improvement Programme through a five-fold increase in coverage of state and mission schools, from 91 last quarter to 496 this.
 - Equally encouraging in **Jigawa** has been the doubling of SIP roll-out, at the state's own

expense, to reach 1,002 schools as planned earlier in the year. Top level politics in the state has been something of a distraction during the quarter but has not as yet directly impinged upon ESSPIN delivery.

- The difficulties in **Kaduna** reported last quarter have successfully been addressed through concerted and coordinated high level engagement conducted by ESSPIN senior management, lead specialists, task leaders and the state-based team. Warm relations and a sense of purpose have been re-confirmed with SUBEB in particular, and cemented by invitation of the ESSPIN STL to the Kaduna State Government top level residential retreat shortly before going to press.
- ESSPIN took something of a gamble when designing the **Kano** Teaching Skills Programme for roll-out to all 5,527 public primary schools, for the first time actively dismantling the comprehensive School Improvement Model in order to respond to the state authorities' priorities. In an excellent turn of events, the aspiration to back-fill additional pillars of the School Improvement Programme is now a reality, with KSG having allocated funding for SBMC roll-out in all public primary schools using the ESSPIN CSO/Government Partnership approach in tandem with UKaid co-financing.
- **Kwara** State roll out remains a cause for concern. Whilst ESSPIN's relations with the authorities have continued to improve, and piloting of the integrated LGEA database of School Support Officer and Social Mobilisation Officer reports is a pioneering innovation with potentially far-reaching applicability, the mainstream school reform agenda is largely stalled due to a lack of state investment.
- **Lagos** State continues to make rapid progress with roll out of the full School Improvement Programme in all public schools, following the policy decision to shift from cluster SBMC development to individual school-based SBMCs. The partnership with Oando corporation has also borne fruit with supply of one term's ESSPIN Lesson Plans coming from that partner. However, the reduced state budget for SIP in 2014 is a cause for concern, if it is not augmented with supplementary funding during the year.

State Budget Performance

18. Table 1(overleaf) shows budget allocation, release and utilisation rates in the 2013 fiscal year, including sub-allocations to and performance of the basic education sub-sector, for which the SUBEB budget line is used as a proxy. In addition to global allocations to education, it is important in terms of equity and efficiency to understand how funds are being deployed at a sub-sectoral level.

Table 1 Budget allocation and release, year to date by quarter, in ESSPIN partner states, including basic education share and cumulative percentage performance

ESSPIN States Budget Release and Utilisation Quarterly Monitoring Reports by Quarter, 2013													
		Quarter 1			Quarter 2			Quarter 3			Quarter 4		
		Year allocation	Budget release	Budget utilisation	Year allocation	Budget release	Budget utilisation	Year allocation	Budget release	Budget utilisation	Year allocation	Budget release	Budget utilisation
Benchmark		NGN	25%	25%	NGN	50%	50%	NGN	75%	75%	NGN	100%	100%
Enugu	All Edu	16,371,108,300	14.8	14.8	16,401,079,334	45.6	45.6	16,353,079,334	60.5	60.6	16,379,079,336	66.0	58.4
	SUBEB	205,883,279	20.2	20.2	180,000,000	43.2	43.2	180,000,000	97.0	97.0	180,000,000	69.0	69.0
Jigawa	All Edu	8,213,000,000	1.2	1.2	8,213,000,000	3.3	3.1	8,213,000,000	59.1	58.0	8,508,400,000	93.5	93.5
	SUBEB	2,535,000,000	0.0	0.0	2,535,000,000	0.1	0.1	2,535,000,000	75.0	75.0	2,535,000,000	110.5	110.5
Kaduna	All Edu	18,209,379,985	7.0	5.7	18,168,921,608	15.5	15.5	22,493,873,613	30.9	21.0	21,008,911,278	35.3	31.0
	SUBEB	5,058,237,123	10.9	6.1	4,851,076,070	24.0	19.0	4,810,497,339.10	58.1	15.0	4,810,634,339	20.4	19.0
Kano	All Edu	44,822,558,605	0.7	0.7	44,167,048,302	15.3	15.1	30,259,779,302	31.0	31.0	30,259,779,302	62.0	62.0
	SUBEB	3,780,549,702	4.0	4.0	3,780,549,702	54.8	54.8	3,780,549,702	70.0	70.0	3,780,549,702	113.0	113.0
Kwara	All Edu	9,220,001,064	8.1	7.8	9,220,001,064	30.4	16.5	9,220,001,064	33.9	21.9	9,220,001,064	43.7	25.6
	SUBEB	4,269,453,256	1.2	1.2	4,269,453,256	7.3	6.1	4,269,453,256	13.6	16.3	4,269,453,256	33.6	24.0
Lagos	All Edu	37,021,650,776	21.5	21.2	34,096,721,483	46.2	33.1	33,716,991,472	44.9	43.1	33,833,430,184	75.0	83.0
	SUBEB	4,161,525,297	25.2	22.0	8,107,990,320	66.4	17.0	7,728,260,308.60	51.7	47.7	7,728,260,308.60	54.0	63.0
All States	All Edu	147,609,456,245	8.9	8.8	130,266,771,791	27.6	23.1	120,256,724,785	40.9	37.6	119,209,601,164	62.7	61.3
	SUBEB	20,010,648,658	9.3	7.1	23,724,069,348	38.0	19.8	23,303,760,606	57.0	39.1	23,303,897,606	59.1	60.0

Note: Number formatting of decimal places, and non-display of kobo, adjusted for consistency between states.

19. The increasing rate of budget release reported for Q3 was sustained in Q4 for the education sector as a whole (Q3: 40.9%, Q4: 62.7%) across the six ESSPIN states combined—see Table 1—but not for basic education releases (Q3: 57.0%, Q4: 59.1%). However, the critical indicator is budget utilisation, for which the change in the SUBEB figures is much more encouraging (Q3: 39.1%, Q4: 60.0%), so that by year-end budget release and budget utilisation proportions for basic education and for the whole sector were quite similar for the six states combined. Whilst these increases are very welcome, it remains the case that even in this remarkable year of roll-out expansion, four out of every ten Naira allocated to education lay unused in the six ESSPIN-supported states. A renewed emphasis on using what has been voted is clearly required.
20. The Quarterly Monitoring Report is one of the key focal points of the quarterly political engagement meetings hosted by ESSPIN. Regarding the data above, it was observed that in 44% of cases, the figures reported by states for budget release and budget utilisation are identical. Any monitoring tool is only as good as the data it contains. State teams were encouraged to concentrate on accuracy and plausibility of their QMR returns in 2014.

Programme Progress and Leverage of Resources

SIP Rollout

21. Oct-Dec 2013 was another exceptional quarter for extension of SIP coverage. Four out of six states have either exceeded their end of programme target total or reached 100% coverage. Several states' School Improvement Programme roll-out figures have moved forwards significantly during the quarter. This investment of states' own funding has resulted in ESSPIN exceeding the programme lifetime target of school coverage by 19% with six months to spare. Extraordinarily, ESSPIN is already reaching 234% of the target number of beneficiary children expected by July 2014.

Table 2 School improvement programme coverage up to Dec 2013, by Phase

State	Phase 1	Phase 2 actuals (Dec 2013)	Target July 2014 (% target completed in Phase 2)	Total no. of public schools (Pry+JSS)	Ph 1 as % of all public schools	Ph 2 as % of all public schools	Target 2014 % of all public schools
Enugu	91	Mission: 186Public: 496	413 (120%)	1,515	6%	33%	27%
Jigawa	198	1,002	1,700 (59%)	2,216	9%	59%	77%
Kaduna	165	1,027	578 (178%)	4,380	4%	23%	13%
Kano	312	5,494	3,309 (166%)	5,834	5%	94%	57%
Kwara	1,448	1,486	1,796 (83%)	1,796	81%	83%	100%
Lagos	100	1,004	1,004 (100%)	1,312	8%	77%	77%
Total	2,314	10,509	8,800 (119%)	17,053	14%	53.3%	51.6%
Total incl Mission	"	10,695	"	"	"	54.4%	"

Key:

Substantial increase during reporting quarter

Target exceeded

100% of schools in the state covered: target reached and no further expansion possible

Leveraged Resources

22. Nigerian resources invested in ESSPIN's school improvement programme exceeded N1 billion (£4 million) in the quarter for the first time. This represents a 50% increase in lifetime leveraged funding at a stroke, which now tops N3.1 billion (£12.4 million).
23. It should be noted that significant additional community, LGA and state investment reported by state teams has not been included in Table 3, subject to verification that attribution is robust, therefore these figures can be considered to be conservative and reliable despite their magnitude. Indeed, they may be adjusted upwards next quarter, subject to adequate evidence of attributability of the additional investments recorded.

Table 3 Leveraged funding commitments by state up to Dec 2013

	Amount Committed (Oct-Dec 2013)	Amount Committed (cumulative to date, from July 2012)	Source (Current quarter)	Purpose (Current quarter)
Enugu	N285m (£1,140,000)	N447.5m (£1,790,000)	SUBEB, Missions, MDG- CGS, Udi LGA, communities, UNICEF W&S	SIP rollout – all LGAs @ 25% of primary schools, Mission support to SIP rollout, school construction in Udi, UNICEF water points in SIP schools
Jigawa	N160m (£640,000)	N407.5m (£1,630,000)	SUBEB (UBEC IF)	SIP rollout to 501 additional schools
Kaduna	N82.1m (£328,400)	N498.4m (£1,993,600)	SUBEB (for SIP), MoE (for QA), QA board	SIP rollout, SSIT salary, QA evaluation 2013/14 ASC and MTSS, IQTE training
Kano	N28.0m (£112,000)	N479.0m (£1,916,000)	SUBEB	SBMC development
Kwara	N20.1m (£80,400)	N116.1m (£464,400)	SUBEB, State govt., LGA	SIP support costs, rural teachers' salaries
Lagos	N80.6m (£322,400)	N558.7m (£2,234,800)	SUBEB, MOE, LGEA	HT, CT training & support, SSIT salaries, school running costs, SBMC devt, SBMC LGEA forum, SBMC policy, ASC, MTSS and AESPR, QA capacity

				building
Federal	N360.0m(£1,440,000)	N593.0m (£2,372,000)	UBEC	National SBMC rollout - community entry phase
Total	N1.016bn (£4,063,000)	N3.100bn (£12,400,800)		

- **Enugu:** For the first time since ESSPIN has been reporting on leverage, Enugu State Government, Missions and assorted other partners have invested more in SIP roll-out (N285m, £1.14m) than any of the other six states. Coupled with the better than average SUBEB budget release and utilisation, and the increase of school coverage from 91 to 496 to beat the Enugu target by 20%, this represents a comprehensive change in fortunes.
- **Jigawa:** With N160m(£640k) of investment, Jigawa leverage is second highest this quarter. These funds have been used to double the number of Jigawa schools in the SIP from 501 to 2,002 and after two quarters of negligible SUBEB expenditure at the start of 2013, Jigawa SUBEB spending has shot up to 110% of its budget for the year. More balanced education expenditure from quarter to quarter should be a JSG priority for 2014.
- **Kaduna:** Kaduna's N82.1m (£328k) SIP spend during the quarter lifts it to second in the cumulative lifetime table, behind only Lagos. There are now 1,027 Kaduna schools in the SIP, representing 178% of its admittedly modest target. Further steady progress is anticipated in the new year, although to do so budget releases and utilisation will have to improve sharply and consistently above the 20% achieved at year end.
- **Kano:** Kano State Government continues to lead the way in numbers of schools and children covered by the SIP. Investment in the quarter continued with a further N28m (£112k) bringing the cumulative total to N479m (£1,916k) and SUBEB budget release/utilisation above 113% by December 2013. Alongside significant UKaid contributions, this represents impressive value for money, with 5,494 schools and 2.3 million children benefiting.
- **Kwara:** At N20.1m (£80.4k), Kwara State continues to struggle with its financial constraints and has invested the least of the six ESSPIN supported states during the quarter. Whilst the programme still has solid foundations as a result of its roots in all-school coverage from the outset, progress with SBMC, school and academic quality improvements will remain fragile and too thinly spread if SUBEB utilisation does not lift above one quarter of the amount budgeted.
- **Lagos:** Another solid quarter of leverage in Lagos State in the quarter, marginally below

that of Kaduna, at N80.6m (£322.4k), means that Lagos is by a fair margin the state with the largest cumulative investment in SIP roll-out to date at N558.7m (£2,234m). A wide range of SIP activity is supported and all public primary schools are now covered.

- **Federal:** It is worth noting the huge investment by UBEC in national SBMC roll out in the quarter. At N360.0m (£1.44m) this represented a larger investment in SIP than any of the individual states during the period, and brings federal leveraged funding on a par with Lagos, the state with the largest economic base from which to draw. This level of federal endorsement and financial support is a major indicator of long term sustainability and national scale up potential for ESSPIN interventions.

The political and economic environment

24. Following the removal of the Federal Minister of Education from post, a pool of potential replacements has been identified with nominees now being screen by the National Assembly.
25. The first round of GPE applications were returned to states due to inconsistent and incomplete data. ESSPIN is mobilising additional TA to assist states to align their long term strategic plans and medium term sector strategies , and ensure that these are in turn aligned with the PAD once that has been approved by the GPE board.
26. Kano and Jigawa have released funds for the annual school census 2013-14, including clearing the back-log of printing of previous years' ASCs in Jigawa.
27. Next year's elections have been scheduled for February 2015. The wave of political realignments witnessed during the quarter have resulted in a change of Commissioner for Education in Kano State, as well as in Kaduna and Kwara.

Coordination

SLP coordination

28. ESSPIN is working with IMEP to develop the cross-SLP evaluation strategy, as well as participating in the VFM working group comprised of SLPs. Two reports have been produced and are now under discussion.
29. ESSPIN and the other SLPs contributed to the 2013 Citizen Perception Survey, for which the draft report is now available.

Coordination with other International Donor Partners

30. ESSPIN continues to support the realignment of GEP3 with specific interactions organised around results reporting, SBMCs, federal engagement, IQTE and baseline surveys. The ESSPIN SMT has engaged with the new UNCIEF GEP3 manager.
31. EDOREN has agreed to coordinate meetings of the DFID-supported education programmes. ESSPIN is actively working on data quality with EDOREN, drawing on experience and lessons

learnt from the programme level, and contributed specifically to EDOREN's knowledge management strategy which is focused on the entire sector rather than individual programmes.

32. ESSPIN has collaborated with the Northern Education Initiative on areas of mutual technical interest, with the latest focus being on IQTE.

33. In Kano ESSPIN is working with Discovery within the Girls' Education Challenge framework on deploying multi-media resources for in-service teacher training.

Security

34. Although there have been a number of big attacks predominantly in Borno State, the security situation has remained relatively calm in all the ESSPIN states with the Christmas and New Year period having passed off without any serious incident reported.

35. The areas that ESSPIN continues to monitor are:

- The situation in the three States of Emergency – Borno, Yobe and Adamawa
- The situation in the 6 ESSPIN States plus FCT
- Whether there are any attacks on the Education Sector – either attacks on offices, schools, teachers or pupils
- The growing level of unrest in the Middle Belt that has spread into Southern Kaduna
- The situation in the Delta and whether the Amnesty holds
- The reaction from outside of Nigeria to the recent change in legislation towards same-sex relationships
- The Political Situation that is emerging particularly in Kano between the PDP and the APC
- The Political Situation as we move towards the 2015 Election
- General levels of Criminality across the country
- The risk of kidnappings, across the country

36. Aside from Borno State, and to a lesser extent Yobe and Adamawa States, evidence suggests that the security situation has calmed in other states – with a definite reduced impact on ESSPIN States. ESSPIN has worked with teams and visitors to ensure that all our security protocols are observed with no complacency creeping into our approach.

37. Through the quarter under review, October to December 2013, a traffic light rating of a traffic lighting of ESSPIN States would be as follows:

Red None

Amber Kaduna and Kano

Green Abuja, Enugu, Jigawa, Kwara, Lagos

38. This does not mean that we are relaxing our internal processes – they are being strictly enforced with regular and continual oversight from the UK. ESSPIN will continue to work with DFID, the BHC, the British Council and other SLPs to ensure that we are alert to any changes in the situation in the up-coming quarter.

National SBMC Replication

39. UBEC continues to make good progress with national SBMC roll out, with only light support required from ESSPIN.

National Four-Year Education Strategy and National Systems

40. The long-awaited National Stakeholder Consultation was convened at the Ministry of Education during the quarter. Draft presentations from all the sub-committees were critiqued by the participants. The sub-committees have been working to reflect improvements to their drafts in update versions for submission to FME.

Changes in key personnel

41. Dr Alh. Suleiman Dikku has been appointed Executive Secretary of UBEC. Chief (Barr) Ezenwo Nyesom Wike, Honourable Minister of State, Federal Ministry of Education continues to lead the ministry whilst the appointments process runs its course. Mrs J.M. Ibe is the Director of the new Department of Education Support Services at the Federal Ministry of Education. Alhaji Ibrahim Ali has been appointed Hon Commissioner for Education, Kaduna State.
42. At DFID Nigeria, Ben Mellor has taken on the Head of Office role and Robert Watt is the new Head of DFID Northern Nigeria Office. State Representative for Kano and Zamfara Ben Fisher is departing, with Siaka Alhassan appointed State Representative for Kano and Katsina and Ben Nicholson taking on the Kaduna and Zamfara State Representative post. Neelam Banga's assignment in the human development team has ended. We congratulate Emily Oldmeadow on her promotion to Senior Education Adviser, and welcome back Esohe Eigbiki to the team.
43. Within ESSPIN, the two vacant State Team Leader posts have been filled, with the appointments of newcomer James Fadokun as Kwara STL and the promotion of Olabode Oyeneye from Education Quality Specialist in Lagos.

Key numbers for July to September 2013

44. The tables below summarise progress on achievement of key results in the current quarter. The results have been collated from the states' Results Monitoring Tables (RMT) which track progress against annual targets defined in the Logframe and explained in the Logframe Handbook. For each result, the quarterly period actual and cumulative actual total for the programme to date are reported.
45. Aggregated data for each of the key results are presented first for the whole programme (portrait orientation tables with commentary and red/amber/green (RAG) coding), and then

disaggregated state by state (landscape tables, with programme aggregates also included for ease of reference).

46. In the tables that follow, key results are set out in three columns:

- Column 1 – Target: this is the result that the programme was expected to achieve by June 2013, the end of Programme Year 5. Results in this column are drawn from the 2013 milestone column in the Logframe and Logframe Handbook. ESSPIN and DFID are due to meet to discuss the appropriate targets to apply for the final year of the first phase of the programme. Alternative versions are contained in the existing logframe and the extension business case.
- Column 2 – Period Actual: this is the result achieved in the current quarter, October to December 2013.
- Column 3 – Cumulative Actual to Date: this is the result achieved in the programme to date since reporting in this format began (Jul 2012 – Dec 2013).
- The Comments column provides a brief explanation of progress towards targets. At the programme level, RAG ratings indicate whether progress is on target to achieve the year-end milestone, action is required to achieve the milestone, or there is a high risk that the milestone will not be achieved.

47. DFID requires ESSPIN to track additional children in school as part of monitoring for the Nigeria Operational Plan. Additional analyses are reported in the Annual Report, October 2013, drawing on 2012-13 Annual School Census data and SSO/SMO academic year reports.

Results Monitoring Tables

Table 4: Programme level results to December 2013 by latest quarter and cumulative against targets

	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	No rating: missing data required.
Key results	Target June 2013 (end Prog Yr 5)	Oct-Dec 2013 actual	Cumulative actual	Notes
Number of target schools (public)				Large increases in Jigawa and Enugu during quarter; 2014 targets exceeded.
Primary	5,067	9,778	10,460	
JSS (and SSS Kano only)	416	480	480	
Total	5,483	10,258	10,940	
Number of learners in target schools (public)				Target exceeded substantially.
Male	838,508	1,731,492	1,916,232	
Female	746,777	1,648,698	1,799,586	
Total	1,585,285	3,380,190	3,715,818	
Number of target schools (non-state)	820	667	858	Target exceeded; institutionalisation underway.
Number of learners in target schools (non-state)				Continued progress beyond target.
Male	23,350	38,350	40,555	
Female	23,330	31,577	33,688	
Total	46,680	69,927	74,243	
Children accessing water from new units				2012-13 ASC data will assist with refinement of targets.
Male	147,156	52,688	88,612	
Female	95,628	53,340	81,806	
Total	242,784	106,028	170,418	
Communities (at 300 Households [ave.] per Unit) in Kaduna only	22,800	-	27,600	
Girls with access to separate toilets	73,452	3,906	72,735	2013 target almost reached.
Learners benefiting from new/ renovated classrooms				2012-13 ASC data will assist with refinement of targets.
Male	76,894	572	39,747	
Female	20,859	348	37,705	
Total	97,753	920	77,452	
Learners benefiting from direct school funding				Significant increase in state support leading to achievement of target.
Male	390,558	369,617	468,495	
Female	359,650	335,627	419,911	
Total	750,208	705,244	888,406	

	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	No rating: missing data required.
Key results	Target June 2013 (end Prog Yr 5)	Oct-Dec 2013 actual	Cumulative actual	Notes
Community members sensitised/ trained and supported to support school improvement.	Functioning SBMCs			No numerical targets, but SBMC functionality responding well.
· Person Training Days (PTDs)				
Male		95,071	710,040	
Female		53,950	461,230	
Total		149,021	1,171,270	
· Actual numbers				
Male		24,764	81,393	
Female		13,570	51,436	
Total		38,334	132,829	
CSO members trained to support school improvement	Effective CSOs			Continued progress as a result of significant buy-in from State partners to CSO services.
· Person Training Days(PTDs)				
Male		542	4,273	
Female		282	2,266	
Total		824	6,539	
· Actual numbers				
Male		176	681	
Female		132	497	
Total		308	1,178	
Safe spaces for women and children	Functional SBMCs with women's and children's sub- committees	6,302	8,425	Progress is satisfactory.
Female learners benefiting from cash conditional transfers (Kano)	4,482	-	11,050	Revised strategy recommended.
Additional girls in school (girl education project - Jigawa & Kaduna)	4,200	6,527	6,633	Targets exceeded.
Teachers trained and supported (Public Schools)	Competent teachers			Substantially exceeded target due to onset of Kano Teaching Skills Programme.
· Person Training Days(PTDs)				
Male		207,965	453,541	
Female		238,037	480,673	
Total		446,002	934,214	
· Actual numbers)				
Male		19,505	37,241	
Female		4,744	24,901	
Total		24,249	62,142	
Teachers trained and supported (non-state schools)	Competent teachers			Teacher competence evidence through successful cohort graduation to JSS in Kano. Transfer of learning to DFID Almajiri Skills Development Pilot starting up.
· Person Training Days(PTDs)				
Male		9,805	37,762	
Female		8,341	29,673	
Total		18,146	67,435	
· Actual Number				
Male		513	570	
Female		959	964	
Total		1,472	1,534	

	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	No rating: missing data required.
Key results	Target June 2013 (end Prog Yr 5)	Oct-Dec 2013 actual	Cumulative actual	Notes
Head teachers trained and supported (public schools)	Competent Headteachers			SIP scale up providing foundations for better performance.
· Person Training Days(PTDs)				
Male		27,238	155,515	
Female		11,436	81,162	
Total		38,674	236,677	
· Actual Number				
Male		7,319	9,274	
Female		1,349	5,004	
Total		8,668	14,278	
Head teachers trained and supported (non- state)	Competent Headteachers			Continued solid progress with Enugu Mission Schools programme.
· Person Training Days(PTDs)				
Male		322	1,156	
Female		980	3,220	
Total		1,302	4,376	
· Actual Number				
Male		46	46	
Female		140	140	
Total		186	186	
State/LGEA officials trained to support school improvement				ASC cycle has slipped behind schedule but training inputs remain buoyant.
· Person Training Days(PTDs)				
Male		85,085	14,977	
Female		21,605	3,528	
Total		106,690	18,505	
· Actual Number				
Male		2,678	9,427	
Female		846	3,696	
Total		3,524	13,123	
Schools inspected using QA methodology	1,726	532	2,594	Last quarter's accelerated progress continues.

Table 5: Programme and state level results to December 2013 by quarter and cumulative to date for indicators with numerical targets

	JUNE 2013 TARGET FROM LOGFRAME AND LF HANDBOOK							PERIOD ACTUAL OCT TO DEC 2013							CUMULATIVE ACTUAL TO DATE: JULY 2012 to DEC 2013						
Key results	TOTAL	ENUGU	JIGAWA	KADUNA	KANO	KWARA	LAGOS	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Number of target schools (public)																					
Primary	5,067	277	959	476	906	1,448	1,001	9,778	496	953	345	5,494	1,486	1,004	10,460	496	953	1,027	5,494	1,486	1,004
JSS (and SSS Kano only)	416	-	240	-	36	140	-	480	-	49	-	33	398	-	480	-	49	-	33	398	-
Total	5,483	277	1,199	476	942	1,588	1,001	10,258	496	1,002	345	5,527	1,884	1,004	10,940	496	1,002	1,027	5,527	1,884	1,004
Number of learners in target schools (public)																					
Male	838,508	29,916	184,646	73,304	204,414	154,036	192,192	1,731,492	53,568	99,348	54,430	1,149,734	149,830	224,582	1,916,232	53,586	175,796	162,704	1,149,734	149,830	224,582
Female	746,777	29,362	129,492	61,404	185,574	139,744	201,201	1,648,698	52,576	73,917	47,000	1,106,795	136,461	231,949	1,799,586	52,576	132,571	139,234	1,106,795	136,461	231,949
Total	1,585,285	59,278	314,138	134,708	389,988	293,780	393,393	3,380,190	106,144	173,265	101,430	2,256,529	286,291	456,531	3,715,818	106,162	308,367	301,938	2,256,529	286,291	456,531
Number of target schools (non-state)	820	120	120	130	450	-	-	667	186	130	222	129	-	-	858	186	130	222	320	-	-
Number of learners in target schools (non-state)																					
Male	23,350	12,850	1,800	1,950	6,750	-	-	38,350	20,088	4,236	9,238	4,788	-	-	40,555	20,088	4,334	9,238	6,895	-	-
Female	23,330	12,830	1,800	1,950	6,750	-	-	31,577	19,716	3,147	4,353	4,361	-	-	33,688	19,716	3,253	4,353	6,366	-	-
Total	46,680	25,680	3,600	3,900	13,500	-	-	69,927	39,804	7,383	13,591	9,149	-	-	74,243	39,804	7,587	13,591	13,261	-	-
Children accessing water from new units	-							-						-							
Male	134,002	3,500	46,200	16,842	46,772	7,533	13,155	52,688	-	-	-	45,155	7,533	-	88,612	2,346	14,264	17,388	45,155	7,533	1,926
Female	108,783	3,500	30,800	14,775	39,872	6,681	13,155	53,340	-	-	-	46,659	6,681	-	81,806	2,129	9,509	14,812	46,659	6,681	2,016
Total	242,784	7,000	77,000	31,617	86,644	14,214	26,309	106,028	-	-	-	91,814	14,214	-	170,418	4,475	23,773	32,200	91,814	14,214	3,942
Communities (at 300 Households [ave.] per Unit) in Kaduna only	22,800	-	-	22,800	-	-	-	-			-	-			27,600			27,600	-		
Girls with access to separate toilets	100,157	5,280	19,200	12,973	29,318	6,681	26,705	3,906	-	-	-	2,784	1,122	-	72,735	3,620	10,128	11,360	41,007	5,014	1,606
Learners benefiting from new/ renovated classrooms														-							
Male	51,190	600	5,832	907	13,660	4,486	25,705	572	-	-	-	432	140	-	39,747	215	432	734	32,478	213	5,675
Female	46,564	600	3,888	773	11,620	3,978	25,705	348	-	-	-	288	60	-	37,705	185	288	626	30,232	125	6,249
Total	97,753	1,200	9,720	1,680	25,280	8,464	51,409	920	-	-	-	720	200	-	77,452	400	720	1,360	62,710	338	11,924

Table 6: Programme and state level results to September 2013 by quarter and cumulative to date for indicators without numerical targets

	PERIOD ACTUAL OCT TO DEC 2013							CUMULATIVE ACTUAL TO DATE: JULY 2012 to DEC 2013						
Key results	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Learners benefiting from direct school funding														
Male	369,617	17,485	-	-	334,385	17,747	-	468,495	17,485	45,496	28,313	334,385	17,747	25,069
Female	335,627	15,255	-	-	304,083	16,289	-	419,911	15,255	34,321	24,119	304,083	16,289	25,844
Total	705,244	32,740	-	-	638,468	34,036	-	888,406	32,740	79,817	52,432	638,468	34,036	50,913
Community members sensitised/ trained and supported to support school improvement.														
· Person Training Days (PTDs)														
Male	95,071	1,956	204	80,944	6,336	5,338	293	710,040	9,101	13,015	80,944	149,056	27,484	430,440
Female	53,950	1,769	51	41,997	3,168	6,663	302	461,230	9,461	5,364	41,997	94,461	16,089	293,858
Total	149,021	3,725	255	122,941	9,504	12,001	595	1,171,270	18,562	18,379	122,941	243,517	43,573	724,298
· Actual numbers														
Male	24,764	1,174	5,808	11,446	1,056	5,152	128	81,393	2,700	5,808	11,446	29,974	21,495	9,970
Female	13,570	1,149	1,452	6,164	528	4,058	219	51,436	3,027	1,452	6,164	21,980	11,956	6,857
Total	38,334	2,323	7,260	17,610	1,584	9,210	347	132,829	5,727	7,260	17,610	51,954	33,451	16,827
CSO members trained to support school improvement														
· Person Training Days(PTDs)														
Male	542	-	-	225	110	34	173	4,273	398	967	971	1,403	328	206
Female	282	-	-	99	25	49	109	2,266	440	550	409	421	280	166
Total	824	-	-	324	135	83	282	6,539	838	1,517	1,380	1,824	608	372
· Actual numbers														
Male	176	-	-	25	22	34	95	681	72	12	81	132	278	106
Female	132	-	-	11	5	49	67	497	69	6	35	42	259	86
Total	308	-	-	36	27	83	162	1,178	141	18	116	174	537	192
Safe spaces for women and children	6,302	121	594	647	4,368	510	62	8,425	242	594	647	4,368	510	2,064
Female learners benefiting from cash conditional transfers (Kano)	-	-	-	-	-	-	-	11,050	-	-	-	11,050	-	-
Additional girls in school (girl education project - Jigawa & Kaduna)	6,527	-	3,598	2,929	-	-	-	6,633	-	3,704	2,929	-	-	-

	PERIOD ACTUAL OCT TO DEC 2013							CUMULATIVE ACTUAL TO DATE: JULY 2012 to DEC 2013						
Key results	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Teachers trained and supported (Public Schools)														
· Person Training Days(PTDs)														
Male	207,965	584	3,295	5,003	31,470	167,613	-	453,541	2,798	29,203	58,333	151,162	173,243	38,802
Female	238,037	5,076	167	4,807	600	227,387	-	480,673	28,109	3,627	55,797	76,535	235,025	81,580
Total	446,002	5,660	3,462	9,810	32,070	395,000	-	934,214	30,907	32,830	114,130	227,697	408,268	120,382
· Actual numbers)	-													
Male	19,505	258	1,763	1,056	15,735	693	-	37,241	68	2,012	5,098	22,296	5,871	1,896
Female	4,744	2,262	241	1,014	300	927	-	24,901	552	263	4,897	4,834	7,850	6,505
Total	24,249	2,520	2,004	2,070	16,035	1,620	-	62,142	620	2,275	9,995	27,130	13,721	8,401
Teachers trained and supported (non-state schools)	-													
· Person Training Days(PTDs)	-													
Male	9,805	295	900	7,989	621	-	-	37,762	655	3,445	15,978	17,684	-	-
Female	8,341	3,165	724	3,891	561	-	-	29,673	11,617	836	7,782	9,438	-	-
Total	18,146	3,460	1,624	11,880	1,182	-	-	67,435	12,272	4,281	23,760	27,122	-	-
· Actual Number														
Male	513	59	73	174	207	-	-	570	59	130	174	207	-	-
Female	959	633	17	122	187	-	-	964	633	22	122	187	-	-
Total	1,472	692	90	296	394	-	-	1,534	692	152	296	394	-	-
Head teachers trained and supported (public schools)														
· Person Training Days(PTDs)														
Male	27,238	846	4,865	787	15,900	4,608	232	155,515	2,390	19,263	26,333	73,332	26,591	7,606
Female	11,436	1,452	145	248	135	8,732	724	81,162	4,293	823	8,315	9,582	39,261	18,888
Total	38,674	2,298	5,010	1,035	16,035	13,340	956	236,677	6,683	20,086	34,648	82,914	65,852	26,494
· Actual Number														
Male	7,319	182	973	262	5,445	225	232	9,274	182	973	780	5,445	1,377	517
Female	1,349	314	29	83	49	150	724	5,004	314	29	247	49	2,333	2,032
Total	8,668	496	1,002	345	5,494	375	956	14,278	496	1,002	1,027	5,494	3,710	2,549

	PERIOD ACTUAL OCT TO DEC 2013							CUMULATIVE ACTUAL TO DATE: JULY 2012 to DEC 2013						
Key results	TOTAL	EN	JG	KD	KN	KW	LG	TOTAL	EN	JG	KD	KN	KW	LG
Head teachers trained and supported (non-state)														
· Person Training Days(PTDs)														
Male	322	322	-	-		-	-	1,156	1,156	-	-	-	-	-
Female	980	980	-	-		-	-	3,220	3,220	-	-	-	-	-
Total	1,302	1,302	-	-		-	-	4,376	4,376	-	-	-	-	-
· Actual Number														
Male	46	46	-	-		-	-	46	46	-	-	-	-	-
Female	140	140	-	-		-	-	140	140	-	-	-	-	-
Total	186	186	-	-		-	-	186	186	-	-	-	-	-
State/LGEA officials trained to support school improvement														
· Person Training Days(PTDs)														
Male	14,977	376	976	4,838	8,013	556	218	117,549	2,687	9,126	33,887	64,132	6,216	1,501
Female	3,528	404	618	1,433	279	592	202	38,900	3,405	1,495	12,751	15,315	4,411	1,523
Total	18,505	780	1,594	6,271	8,292	1,148	420	156,449	6,092	10,621	46,638	79,447	10,627	3,024
· Actual Number														
Male	2,678	33	437	681	891	418	218	9,427	194	686	1,398	3,099	3,697	353
Female	846	35	76	186	55	292	202	3,696	244	81	477	518	2,050	326
Total	3,524	68	513	867	946	710	420	13,123	438	767	1,875	3,617	5,747	679
Schools inspected using QA methodology	532	56	-	-	321	91	64	2,594	91	69	568	1,121	298	447

Financial report

48. This financial section underpins the figures used in the Value for Money analysis, below. Figures are reported according to the ESSPIN financial year, July to June.

Table 7: ESSPIN quarterly, annual (July to June) and programme lifetime budget and expenditure by Output

All Figures in GBP ,000	Output 1	Output 2	Output 3	Output 4	C&KM	Total
Spend – Year 6	275	704	2895	1,612	327	5,814
Budget – Year 6	1,015	2,548	6,331	5,078	643	15,615
% spent – Year 6	27%	28%	46%	32%	51%	37%
Spend – Total	7,605	13,236	39,779	21,653	n/a	82,274
Budget – Total	7,910	15,251	42,851	22,061	4,079	92,152
% Revised Total Spent	89%	87%	92%	98%	n/a	89%

49. Spend in the first half of Year 6 remains slightly lower than expected. This was principally due to a planned slow-down activity in July and August 2013 due to the contractual issues that were resolved with a Contract Amendment in late August 2013, as well as the fact that one of the big Year 6 activities, the Composite Survey 2, will take place predominantly in the last Quarter of Year 6 – April to June 2014. Following a series of budget review meetings that held within the ESSPIN team, the expectation remains that the programme will reach Year 6 targets and Lead Specialists are revising work plans and budgets to ensure that this is the case. The SMT is closely monitoring progress, with support from UK management and accounts sections as well.

UK Financial Year

50. The ESSPIN Programme Year (July to June) is different from the DFID Financial Year (April to March). The table below compares ESSPIN's forecast for the year as agreed with DFID and the actual spend by ESSPIN in the DFID 2013-14 Financial Year. ESSPIN is now 75% of the way through the 2013-14 (April 2013 to March 2014) DFID financial year. ESSPIN's position to date against both the annual target and quarterly targets is as follows:

Table 8: ESSPIN quarterly and annual (July to June) spend against budget

Annual Target	15.6m
Spend To Date	10.3m
Percentage Spent To Date	66.2%

Q1 Target	4.2m
Spend To Date	4.0m
Percentage Spent To Date	95.4%

Q2 Target	3.7m
Spend To Date	3.4m
Percentage Spent To Date	91.0%

Q3 Target	3.1m
Spend To Date	2.9m
Percentage Spent To Date	93.5%

Revised Q4 Target	5.3m
Spend To Date	
Percentage Spent To Date	

51. Despite the slight under-spends in both Quarter 1 and Quarter 2, driven in part by the larger than expected success in achieving states' own investment in ESSPIN roll out, the programme remains relatively on track and we are confident that the programme will make up this slight shortfall and meet the disbursement targets agreed with DFIDN. Plans are in place for significant expenditure in the remaining two quarters (January to March and April to June/July 2014) of the existing ESSPIN contract. Some long term commitments beyond July 2014 will now be entered into as a result of the decision about the ESSPIN business case, although the existing contracted financial ceilings will still be respected at all times. A timetable for processing a contract amendment will be agreed with DFID for seamless continuation of services into the extension period.

Value for money

Economy Indicators

52. ESSPIN monitors economy indicators quarterly, at two levels: operational costs per input, and to track programme development investments. Efficiency and effectiveness measures are handled in the Annual Report and Review process: they are not suitable for quarterly analysis.

Average cost per hotel overnight

53. The ESSPIN Guest House was relocated during October and November 2013. It re-opened for visitors on Monday 25th November. December 2013 was also a relatively quiet month approaching the holiday period. Despite this, though, ESSPIN achieved a good rate of occupancy as shown below:

- February to March 2012 37%
- April to June 2012 42%
- July to September 2012 44%
- October to December 2012 55%
- January to March 2013 60%
- April to June 2013 53%
- July to September 2013 78%
- October to December 2013 72% (26 Nov to 31 Dec).

54. The cost per night of staying at the ESSPIN guesthouse during November and December 2013 was £86. This compares very favourably with the current rates for staying at The Valencia (£96 per night), The Rockview (£104 per night) or The Sheraton (£125 per night).

55. We will be looking at maximizing usage over the coming quarter – a busy period for ESSPIN.

Average km per litre for ESSPIN vehicles

56. ESSPIN vehicle usage over the calendar year 2013 was as shown in Table 9. Use of two-vehicle convoys for security reasons means that it is unlikely the high absolute volume of road miles will reduce in the foreseeable future.

Table 9: ESSPIN total road kilometres by quarter

Quarter 2013	Km driven
1	203,239
2	243,063
3	229,859
4	246,115
Total	922,276

57. The latest fuel consumption figures are as follows:

Table 10: ESSPIN fuel consumption by state and by quarter

Office	2011 km/litre	2012 km/litre	Q1 2013 km/litre	Q2 2013 km/litre	Q3 2013 Km/litre	Q4 2013 Km/litre
Jigawa	10.08	10.43	10.37	9.93	9.85	9.72
Abuja	9.58	9.29	7.94	9.84	8.76	9.06
Kano	8.66	8.23	7.54	7.36	8.06	7.85
Kaduna	8.48	8.24	8.32	7.90	7.97	8.02
Kwara	7.85	7.36	8.22	7.90	8.05	7.98
Enugu	7.12	6.66	6.87	7.00	7.09	5.96
Lagos	6.46	6.47	5.92	5.99	5.64	5.98
Total	8.52	8.18	7.82	8.01	8.01	8.05

58. From these figures, which are an improvement from Year 6 Quarter 1, a traffic lighting of ESSPIN States would be as follows:

Red – Lagos and Enugu

Amber – Kano

Green – Abuja, Jigawa, Kwara, Kaduna

59. ESSPIN is still looking to take this forward and develop performance as far as possible by:

- Working with State teams to strengthen the figures wherever possible – particularly Lagos and Enugu
- Appointing a Security and Transport Officer to oversee this area of operations – in place from February onwards with Lagos and Enugu as a priority
- Carry out a benchmarking exercise with other SLPs and a Mott MacDonald programme elsewhere in Africa
- Carry out further driver training through the provider/trainer Skills and Techniques Ltd – scheduled for June 2014
- Carry out further First Aid training for all drivers – an action point for the new Security and Transport Officer
- Review the fleet to ensure that we have the right numbers of vehicles in an appropriate location to support the work plans that are being developed/approved

Ratio of international/national expenditure

60. The amended Year 6 target for ESSPIN is for Short-Term Technical Assistance to be spent 42% on International TA and 58% on National TA. At the end of the first quarter of Year 6, the split was 70% on International TA and 30% on National TA – some way adrift of our target.

61. As at the end of Quarter 2 of Year 6, of the 873 STTA days that have been invoiced up to and including December 2013, the split is now 49.7% International TA and 50.3% National TA. This is far nearer our target and we expect this trend to continue through Quarters 3 and 4 of Year 6.

62. It is possible that an adjustment to the balance of international and national inputs will be needed for a limited period, as it is normal that there will be an increase in international inputs during a stage of the programme where strategic planning is required to set up the next three years of delivery. ESSPIN will monitor this over the coming months to ensure that we meet our revised targets as per the Contract Amendment. This figure will be updated in the next Quarterly Report.

Unit cost of activity completed against spend to date

63. In the previous quarterly report (No. 20), the trend of rapidly reducing unit costs of activity was illustrated with snapshots of quarterly data for 2013 year to date. That analysis will be shown twice per year, as unit costs at output level are not suitable (too lumpy) for meaningful analysis on such a frequent basis. Relevant items have been extracted from that table and incorporated into Table 11 below.

Unit cost of activity calculated against projected total results and total lifetime spend for the Programme

Table 11: Unit costs of activity against projected lifetime results and lifetime expenditure (GBP)

Indicator	Spend to Dec 2013	Activity	Unit Cost		Target Total Spend	Target Result	Target Unit Cost
3.1 Schools trained to use a SDP	3,389,167	14,464	234.32		3,893,665	7,929	491.07
3.2 Headteachers trained to operate effectively	6,966,075	14,464	481.61		7,754,944	9,404	824.64
3.3 Teachers trained to deliver competent lessons	10,178,877	63,676	159.85		10,481,377	56,241	186.37
3.4 Learners with access to toilets	9,167,738	154,753	59.24		9,877,917	350,594	28.17
3.4 Learners with access to clean water	9,261,674	170,418	54.35		9,936,600	387,912	25.62
3.4 Learners benefiting from new/renovated classrooms	815,463	77,452	10.53		907,191	198,125	4.58
4.1 Community members trained to set up SBMCs	6,953,202	132,829	52.35		7,150,037	126,750	56.41
4.1 Communities where SBMC reflect women/children concerns	3,998,807	8,425	474.64		4,189,966	7,929	528.44

64. In accordance with the workplan, spend to date (Dec 2013) has continued to increase during programme year 6 on all of the eight indicators above. All of the indicators remain within budget. All of the indicators have increased 'activity' levels compared with the previous quarter, i.e. numbers of beneficiaries with improved capabilities¹. In five cases, shaded green, ESSPIN has (a) already exceeded the programme lifetime target result, (b) at a lower total spend than targeted,

¹ 'Capabilities' is used here following Amartya Sen's definition of the capacity of someone to be or to do something they intrinsically value.

and (c) at a lower unit cost than targeted. In the case of the three infrastructure indicators shaded red, ESSPIN has requested an opportunity to discuss with DFID (i) adjustment of the targets because they incorporate difficult to measure attribution of state investment in infrastructure, or (ii) splitting the targets into direct spend and roll-out elements, or (iii) agreeing the basis on which attribution can be claimed. Any one of those amendments would give a truer picture of the genuine successes of the ESSPIN infrastructure component than the current formulation.

Efficiency and effectiveness

65. Efficiency and effectiveness were reported on in the October 2013 Annual Report.

Risks and mitigation strategies

66. See individual state report sections below.

Section 2: State Progress Summaries

Enugu

Security and travel

67. The state capital and all 17 local governments where ESSPIN activities took place during the quarter remained safe for travel and programme delivery. There were no disruptions to ESSPIN's planned activities as a result of security challenges. However, a 16 KVA generator powering the water facility provided by ESSPIN in Central School, Amokwe in Udi LGA was reported to have been removed by unknown persons in the night. This has been reported to the State and local government authorities for necessary action. Communities have also been mobilised to forestall removal of generators in other schools.

Political economy update

68. The local government elections held in the State during the quarter went without any incident. The newly elected chairmen are being sworn into office in January 2014. The State remains stable politically, even though activities are dominated by one political party, the People's Democratic Party (PDP). The politics of who succeeds the incumbent governor in 2015 is gradually gathering momentum with no adverse effect so far on the polity.

Leverage and political engagement

69. Political engagement activities gathered momentum during the quarter with the DFID regional coordinator for the South-east and South-south in Enugu leading the SLPs to two key meetings. The first, 03 Dec 2013, was the quarterly meeting of the State Technical Steering Committee on Donor Coordination chaired by the Secretary to the State Government (SSG) and attended by state commissioners, permanent secretaries and other government officials as well as IDPs operating in the state. The highpoint of the meeting was the adoption of the revised key performance indicators (KPIs) and donor coordination framework for monitoring the progress of donor intervention programmes and the government's performance of its own obligations. The forum afforded the SLPs an opportunity to share their achievements and challenges with officials of the State government.
70. The second meeting was the 6-monthly meeting of DFID SLPs with the State Governor, Barrister Sullivan Chime, which took place at Government House on 05 Dec 2013. The meeting, which was also attended by relevant commissioners and heads of MDAs, afforded the SLPs the opportunity to update the governor on their achievements and challenges. One of the challenges ESSPIN presented to the governor was the need to put in place measures to ensure the security of facilities installed for the benefit of children in the various school communities. The need for the State to fund the Annual School Census (ASC) was also raised. Notably, the sum of NGN 5 million was released to the Ministry of Education for the 2013/2014 ASC within one week of the meeting.

71. The roll-out of key elements of the School Improvement Programme (SIP) in 405 new schools selected from the remaining 16 local government areas (LGAs) (ie, in addition to the pilot LGA, Udi) using the 2013 UBEC Teacher Professional Development (TPD) fund commenced during the quarter. The highpoint was the flag-off of the teacher development component by the executive SUBEB chair on 02 Dec 2013 at Ekulu Primary School, Enugu. SUBEB has also signed MoUs with 8 State-based civil society organisations to help establish, develop, support and mentor 405 SBMCs in the 2013/2014 school year. The roll-out of SIP in the 405 schools will result in improved capacity of:

- 22 SSIT members to facilitate cluster workshops and support professional development of head teachers and class teachers
- 96 education officers to support and monitor teaching and learning in schools
- 405 head teachers to lead and manage schools effectively
- 1,917 class teachers to deliver lessons competently
- 3,200 SBMC members to support schools in their communities.

Table 12: Leverage, Enugu State, by December 2013

State	Amount committed (by December 2013)	Source(s)	Purpose
Enugu	N111.5 million	MoE, SUBEB and LGEA	<ul style="list-style-type: none"> • Salaries and allowances of QAEs, State Task Team on SBMCs, SSIT, SSOs and SMOs involved in ESSPIN SIP Pilot • SIP roll-out of class teacher, head teacher and SBMC development and support • Conduct of 2013/2014 Annual School Census
	N30million	Udi LGA	<ul style="list-style-type: none"> • Construction and furnishing of 2Nos. 6 Classroom Blocks by Udi LGA in 2 ESSPIN SIP Pilot schools and 1 No. 6 classroom block at CPS, Ibuzor Amokwe in Udi LGA by a philanthropist
	N10million	MDGs-CGS LGAs	<ul style="list-style-type: none"> • HTs and LGEA SSOs training by SSIT
	N37million	Missions	<ul style="list-style-type: none"> • School fees waiver for ESSPIN Challenge Fund beneficiaries.
	N61.5million	Missions	<ul style="list-style-type: none"> • Mission resources for SIP rollout in 151 schools (DFS to 151, Salaries of 48-member MSIT; allowances and training materials for training workshops and capacity development of HTs, CTs, SBMCs).

	N9million	UNICEF	<ul style="list-style-type: none"> Promotion of water, sanitation and hygiene in 121 ESSPIN SIP pilot schools and 16 Mission rollout schools.
	N26million	Communities	<ul style="list-style-type: none"> Resources mobilized by SBMCs for school improvement in the 121 ESSPIN SIP pilot schools.

Table 13: Risk matrix, Enugu State, as at December 2013

Risk	Previous rating	Current rating	Management action
Failure of State to provide adequate resources for SIP roll-out to achieve ESSPIN Enugu Logframe targets.	Medium	Low	<p>PE with Government to better appreciate and allocate adequate resources for SIP roll-out.</p> <p>PE with the Civil Society and other relevant stakeholders to appreciate SIP and to more effectively engage with government on its roll-out.</p> <p>Strengthen collaboration with DFID and the SLPs for more effective PE with Government.</p>
Failure of State to utilize Universal Basic Education Commission's TPD Fund for the Roll-out of SIP class teacher, head teacher and SBMC development in the 2013/2014 school year.	Low	NA	<p>On-going PE with SUBEB to guarantee continued roll-out of SIP using the UBE TPD fund even after the current school year.</p>
Lack of budget discipline and ineffective utilization of budgets of education MDAs.	Medium	Medium	<p>Intensify SLP collaboration and coordination for improved public financial management (PFM).</p> <p>PE with government targeting budget discipline, prompt budget releases and effective utilization, tracking and reporting.</p> <p>Continued technical support for</p>

Risk	Previous rating	Current rating	Management action
			education MDAs to develop and work with credible MTSS, Annual Budgets and DWPs that prioritize school improvement.
Failure of Christian Missions to mobilize and provide adequate resources to meet their SIP roll-out targets.	Medium	Medium	PE with the Mission for increased commitment and allocation of resources to SIP roll-out. Capacity development and support for the Missions to identify and access other funding sources for SIP roll-out.
Failure of government and communities to safeguard infrastructure and facilities provided in schools by DFID-ESSPIN for the benefit of children and teachers.	NA	High	<p>PE with Government on the need to provide adequate security and measures and policies to secure school infrastructure.</p> <p>Working with social mobilisation officers to mobilise communities to take ownership of and protect the facilities for their own good.</p> <p>Advocacy visits to relevant traditional and religious leaders and institutions in communities on the need to safeguard facilities provided in their schools.</p>

Safe drinking water in schools

As the old saying goes, water is life and has no enemy. It is essential for human health and well-being. This may explain the joy and positive reactions of pupils, teachers, and the communities of 10 public primary schools in Udi LGA over the clean water ESSPIN provided them.

Ene Nkemjika is a Primary 6 pupil of Community Primary School, Nachi, one of the 10 schools. She says: “I feel happy now that we have drinking water in the school. I can stay in school now, not going round to look for water.”

Her class-mate, Udewani Christian, tells his own story: “After we play football, I come here to drink and wash my hands and legs. I don’t have to use my money to buy *Pure* water again. I also come here to fetch water home. The water is helping my family to do many things.”

Ene too confirms the impact of the water outside the school. “I also fetch water home for cooking. There is enough water for my family to drink too.”



A common sight at the water pumps in the schools are the queues by members of the communities, especially women. They take turns after school hours to collect water for different domestic uses. This is engendering a closer relationship between the schools and communities. Some communities now even run and maintain the facilities on behalf of the schools.

Providing water and toilet facilities in schools is a key element in the School Improvement Programme (SIP) which ESSPIN is promoting to raise standards in Enugu schools. ESSPIN spent about N80million to provide 10 motorised boreholes and another N60million for purpose-built latrines, urinary and hand-wash facilities in the 10 schools.

These interventions have shown how a solid, secure and safe learning environment enhances the learning process and encourages children to attend school.

“Our children don’t go to the bush to ease themselves again. And now that we have drinking water, the children hardly complain of diseases like diarrhoea. All these have improved attendance and punctuality”, says Loretta Ifeoma Ojike, a class teacher in Community Primary School, Okwojo Ngwo.

To increase these impacts, ESSPIN is partnering with the United Nations Children’s Fund (UNICEF) and relevant state agencies in implementing a Water, Sanitation and Hygiene (WASH) programme. The WASH programme helps to provide more portable boreholes or repair old ones. It also helps to introduce and establish School Environmental Health Clubs. All these are improving access to safe water and promoting hygiene and sanitation practices among pupils, teachers and communities.

Moreover, with the rollout of the SIP by the state government, it is expected that more water and toilet facilities will be provided in schools to meet the needs of thousands of pupils and teachers and improve the quality of education.

Jigawa

Security and travel

72. Jigawa State continues to enjoy relative security in and around the state capital. Despite media reports about the Governor's fractious relationship with the national leadership of his political party, the ruling PDP, and speculation of a possible cross-carpeting to an opposition group, that has not materialised and the state remains calm and safe for visitors and programme staff. ESSPIN continues with implementation of planned programmes as the Government remains committed to the collaborative work in the Education Sector.
73. All LGAs are safe to travel and visit. Road accidents have reduced greatly especially on Kano-Ringim –Dutse road with increased Road Safety Corps mounting constant checks on motorists. ESSPIN continues to use two-vehicle convoys to ensure safety of all visiting consultants in and around the LGAs in Jigawa State.
74. LGA elections were scheduled for mid-January 2014 in the state. There is a strong indication of competition as there is an apparent rift between the PDP and the state Governor. It is not clear whether the state will lean towards the 'new coalition' or stick with the old order. In any case this will mean a security challenge for the state to keep to the relative calm in politicking and elections in and around the LGAs. ESSPIN is watchful and will keep to the security advice.

Political economy

75. The new DFID sponsored Teacher Development Programme was successfully launched in the state capital in an impressive Stakeholders' forum. The TDP was welcomed but urged to ensure linking fully to the strategy in the ESSPIN model to ensure credible and sustainable implementation of the Pre-service and In-service programmes. The two programmes are expected to be mutually enhancing in Jigawa—there should be no sense of either favouritism or disadvantage from the perspective of particular schools, teachers and children as a result of contrasting programme coverage, approach or operations.
76. Political engagement with the State Agency for Nomadic Education has resulted in their taking over support to 30 out of the 40 community nomadic schools (75%) previously assisted by the ESSPIN Challenge Fund Initiative. The Agency has included these schools in the current budget as well as posted additional teachers and supplied teaching and learning materials in each of the schools. ESSPIN is supporting an additional 50 schools with a targeted increase of about 1,500 pupils from January to July 2014.

Leverage and political engagement

77. Jigawa SUBEB has allocated the full N160m (£640,000) UBEC TPD funds into the School Improvement Programme to roll out the head teacher and classroom teacher professional development activities. This increases coverage of Jigawa public primary schools by 501, in line with plans which have been in development throughout the previous year.

Table 14: Leverage, Jigawa State, October to December 2013

	Amount committed N	£ GBP	Sources	Purpose
Amount	N160,000,000	£640,000	SUBEB	Additional UBEC funds for SIP rollout in additional 501 schools
Total	N160,000,000	£640,000		

Programme update

78. **MTSS and 2014 Budget:** the 2014/16 MTSS has been completed and used in the 2014 budget proposal. There is an indicative 6% increase in the proposal above the 2013 estimate giving a projection of increased funding of reforms in the education sector.
79. **SIP Rollout:** The SUBEB has committed an additional N160m to fund the second phase of the rollout in 501 new schools. This brings the total number of schools to 1,002. Already the 501 head teachers and 2,000 class teachers have received 5 days training in leadership and literacy/numeracy. The implementation of the full lesson plans is to commence at the beginning of the 2nd term, January 2014.
80. **Direct Funding to Schools:** The first phase of the DFS scheme in 303 SIP rollout primary schools has kicked off with an initial N15.1m allocated as part of the Direct Funding to Schools Programme. This money is for funding activities and improvement identified in school development plans and is intended to trial the DFS using the ESSPIN school grants model.
81. **SBMC development:** The SUBEB in collaboration with ESSPIN has screened and contracted additional nine CSOs to fast track training and support to SBMCs in the new 501 rollout schools.
82. In the October-December 2013 quarter, there has been an increase in enrolment of 630 pupils (9.9%) in the 40 community nomadic schools supported under the Challenge Fund as shown below. ESSPIN has supplied all 7,019 pupils with teaching and learning materials in the 40 Community Nomadic Schools.

Pupils	September 2013	December 2013	Increase in enrolment in the quarter
Boys	3,291	3,611	320
Girls	3,098	3,408	310
Total	6,389	7,019	630

Table 15: Risk matrix, Jigawa, October to December 2013

Risk	Previous rating	Current rating	Management action
Political conflict	Medium	High	<p>The current squabbles between the Governor and the ruling PDP are likely to disrupt Government attention to reforms, however increased capacity building programmes have been intensified to ensure sustainability across the MDAs.</p> <p>The LGA elections slotted for Jan 2014 are also an issue of concern that requires security precautions to avert any breach of peace in the state.</p>
Security	Medium	High	<p>Government has increased security measures around schools to protect pupils and students especially in boarding schools</p>

Hajia Dasolnusa Jikoli: a community education transformer

"We were once an unknown community and our children did not attend school but now we have a school with two classrooms. Our neighbours in other communities also send their children to our school now. ESSPIN has changed the story of my family and our community".

HajiaDaso is from Jikoli village in Birnin Kudu, Jigawa State. Her community has benefitted significantly from ESSPIN's Challenge Fund, which funds pilot initiatives for non-state actors' support to education. She was troubled that her children and many others in her community were not receiving any form of education and only worked on farms or tended cattle. Her passion for education drove her to employ a private teacher from the community to teach her children and those from any other interested family in the community. Gradually the number of children attending that home-school began to increase. It was this effort that has increased community access to education which qualified her school to benefit from ESSPIN's Challenge Fund.



HajiaDasoJikoli *The only classroom HajiaDoso started the school with*

Creating more access and spaces for children from nomadic communities is one of the reforms that ESSPIN supports in Jigawa. This initiative has also attracted the State Agency for Nomadic Education to take over 30 out of the 40 nomadic schools in the Challenge Fund programme.

"Our school has grown from just five children to ten, and then fifteen; now we have more than a hundred children on roll, all because ESSPIN came into our community and supported us. They also provided a bore hole which helped in alleviating the water shortage that had initially contributed to poor school attendance. Indeed, ESSPIN gave us education and gave us water as well" says Hajia enthusiastically.

Now, Jikoli Nomadic LGEA School has a block of two classrooms and a borehole that supplies water to the community and other neighbouring households. The school teacher regularly receives training, is paid a stipend from the ESSPIN Challenge Fun initiative, and is strongly supported by the Jigawa State Nomadic Agency. Through this partnership the sustainability of the initiative is guaranteed and on many occasions the state has shown deep gratitude to ESSPIN for supporting these nomadic schools and eventually handing them over.



Water provided by ESSPIN



A new classroom provided by the Community

Hajia's story was recently part of an international media documentary that captures the untold stories of women in Africa who are transforming their communities.

Kaduna

Security and travel

83. Several incidents of gun attacks and road accidents were reported this quarter. These include: 6 people killed in a fire from a tanker explosion in Maraban Jos, Igabi LGA of Kaduna State on 25th October; 3 policemen shot by gun men at a checkpoint in the Ungwan Dosa area of Kaduna metropolis on 26th October, killing at least one; 9 killed and 7 seriously injured in a road accident at Kujama, Chikun LGA in the early hours of 30th November, and 3 mobile police on patrol killed by unidentified gun men suspected to be armed robbers in Nimbiya forest, Jemaa LGA on 1st December. In spite of these incidents, ESSPIN activities continued to run normally without interruption.

Political economy

84. The State Executive Council which was dissolved in September 2013 has been re-constituted. The swearing-in of the newly appointed Commissioners was done on 04 December. Permanent Member 1 of SUBEB, Alhaji Ibrahim Ali, who is a strong ally of ESSPIN, is now the Commissioner for Education. We paid him a courtesy visit on 09 December and he pledged his full support for ESSPIN programme.
85. 1,500 secondary school teachers (NCE and B.Ed) have been recruited by the State Government. The Teacher Service Board now headed by Mr Habila Dogo, the former Perm Sec of Education, conducted the exercise and it has been judged to be the most thorough and fair recruitment exercise the State has conducted.
86. Budget defence was done in late November 2013. Cash backing has remained low and most projects stalled including SUBEB submission to the State Government for additional funding for SIP. The budget release as at the end of November 2013 was just about 38%.

Leverage and political engagement

87. **Joint Retreat with SUBEB:** A mini-retreat was organized for SUBEB and ESSPIN teams on 06 and 07 November 2013. It was very successful. SUBEB sponsored a Team Building Consultant to facilitate the retreat. Crucial technical issues were brought up and resolved, e.g. delay by some directors in executing projects and the need for the Chairman to be more assertive in keeping to the deadline. It was there that the Chairman decided to adopt the ESSPIN model of group sitting arrangements in all schools. He requested for a set of the furniture to be sent to SUBEB to serve as sample for the contractors. The prototype has been delivered to D/Physical Planning. The Chairman also suggested a joint monthly meeting of SUBEB and Donor partners.
88. **School Quality:** The 2013 UBEC funds have been transferred to Gidan Waya Consultancy for ease of access. The MoU to start drawing the money down has been completed, waiting for the Chairman's signature. Teacher training activities, which began with SSO training before schools resumed, took place this quarter. Teachers and head teachers from 200 Phase 3 schools and 345 Phase 4 schools were trained using state funds. Teachers and head teachers from Phase 1 and

Phase 2 schools continue to enjoy school support visits from their SSO. The term 1 reporting was completed before the end of the term.

89. **Inclusive Education** - The International Day of the Girl Child was hosted in Kaduna targeting 77 (40f/37m) participants including women and girls from three LGAs who shared their experiences and advocated for more support for women and girls participation in education. Also, the women's association conducted a meeting for experience sharing on issues and challenges women face in the community to seek ways to save their girls from falling victim to the Christmas season excesses which can result in unintended pregnancy. The meeting was attended by over 30 women from Rimau District. Present were the LGEA officials, gender champions and members of the women committees. It was resolved that similar meetings will be held across all the Districts of the LGA and a feedback meeting to be later held with the men.
90. **IQTE** – Training and monitoring of the six master trainers and 312 volunteer teachers from cohorts 1-3 has been completed. The State has committed N5m from the UBEC/TPD 2013 funds to IQTE. IQTE is now an integral part of the Inclusive Education budget. The farming scheme for 2012 was a success. In all a total of 810 bags of grains were harvested and all the 116 mallams gave back 20% of the harvest (161 bags). The proceeds from the bags sold have been used to carry out the 2013 farming by all the Mallams. The IE fund of N14.7m has also been transferred to Gidan Waya for ease of access.
91. **SBMC Roll out** - The N25m 2012 TPD fund allocated to SBMC has been released for roll out to other LGEAs and school. Training of trainer trainings were held, one for the 10 (2f/8m) SUBEB master trainers for step-down to 480 schools and a second for the newly selected 26 (9f/17m) who in turn stepped down to 120 (36f/84m) SMOs with the aim of creating the new SBMCs for 1,150 schools. Also, the mentoring cycles 12 and 13 training was held for the 37 (8f/29m) CGPs for step-down to the initial 164 schools.
92. **Planning System Reform and Institutional Development:** The State has fully funded the development and production of 2014-2016 MTSS, 2012 AESPR and ASC. Also, the sum of N17m has been approved for the conduct of 2013/14 ASC.

Table 16: Leverage, Kaduna State, Oct to Dec2013

Areas of leverage	Item leveraged from state	Total Leveraged to Sept 2013	Amount Leveraged Oct-Dec 2013	Total Leveraged to Date	Remarks and Source
School Quality	SIP roll out, using SSIT, DSOs and SSOs for Head Teacher and Teacher training	203,000,000	15,000,000	218,000,000	UBEC TPD, used for roll out to 1,027 schools now included in the SIP. All funds are disbursed through the Consultancy Units of COE Gidan Waya and IE ABU based on the MoU between SUBEB and the 2 Colleges.
School Improvement Programme:	Payment of SSIT salaries	94,339,982	18,828,611	113,168,593	Monthly salary for 22 old SSIT Oct-Dec 2013. Monthly salary for 15 IOE SSIT Oct-Dec 2013
Quality Assurance	Establishment of QA Board/Training of evaluators	42,200,000	1,260,000	43, 460,000	Releases for QA Board activities including the training of Evaluators across the State on new QA processes & instruments.
Planning and Budgeting	MTSS, ASC, AESPR	24,849,000	17,000,000	41,849,000	Release for the conduct of 2013/14 ASC
	SBMC Training	83,000,000	25,000,000.00	108,000,000	Covers mentoring visits to SBMC by LGEA desk officers
	IQTE	3,800,000	5,000,000.00	8,800,000	IQTE training
Total		N451,188,982	N82,088,611	N533,277,593	

Table 17: Risk matrix, Kaduna State, Oct to Dec 2013

Kaduna Key Risk Rating and Management			
Risk	Previous rating	Current rating	Management action
Leverage of sufficient state funds to reach targets for school improvement including IQTE.	High	Medium	Governance structures are stable. Substantial funds leveraged from State for SIP roll out to 1,027 schools. This number almost doubles the July 2014 target of 578.
Over-dependence on UBEC funds for programme roll-out and sustainability	High	Medium	All Programme activities fully embedded in the MTSS. Private partners now involved in funding education. Negotiation on-going for State Government to release matching grants for 2013 UBEC TPD funds of N170m.
Sustainability of SIP	High	Medium	SUBEB has just agreed to adopt ESSPIN furniture prototype. Release of N1.7 billion for 2012-2013 UBEC matching grant for Integrated School Development.
Cabinet Reshuffle	High	Low	Cabinet recently re-constituted. The former PM 1 in SUBEB, a strong ally of ESSPIN, is now the Commissioner for Education.
Security threats	High	High	Regular security reports sent to staff and visitors. Communications and response protocols in place when incidents occur. Safe havens prepared with essential items in case of emergency. Contingency fund available in emergencies.

Decision maker renovates block of classrooms as school and learners demand their rights

The Counsellor in charge of Rimau District in Kajuru Local Government Area has renovated a big block of classrooms at the UBE Primary school Ungwan Kero Rimau. 'It all happened on the first rainy day in May 2010, when I was called to come and see what has happened to our school, and by the time I arrived the school I saw that the roof had been pulled off from that class' said the Head Teacher Mrs. Alheri J. Paul.

The UKaid-funded Education Sector Support Programme in Nigeria has been working with communities and schools to strengthen capacities; to help them know and demand for their rights from political leaders and Governments. 'It used to be very difficult for us to get the attention of Government Officials whenever we had problems in our schools and sometimes we didn't know how to go about reaching out to politicians', says Isiaku Yahaya, Social Mobilisation Officer in Kajuru LGEA.

The Head Teacher said, 'I wrote to the LGEA Office and I was advised to send a copy to the Board. We also followed up on the issue severally but never got a favourable response.'

After ESSPIN introduced the School Based Management Committee, efforts from the school and the community in developing their primary school began to yield more results. 'In May 2013, the school's Head Boy who also participated in SBMC meetings held a meeting with other students. They came up with a resolution- recorded in the minutes of the meeting that 'no student attends the school again until the roof is replaced' and the SBMC took note of it.'

The SBMC documented this resolution from the students and in June 2013 carried it forward to the District Counsellor Mr. Yohanna Barde. Delegates were sent by the Counsellor to see the actual condition of the school and to report back to him. 'In August 2013, the roofs were completely replaced', said Mrs. Alheri, 'and the students have returned to class' she said.

The school is currently running a total enrolment rate of 425 students with expectations that more children will be enrolled. ESSPIN is still working with the Universal Basic Education Board in helping other schools develop functional SBMC's that will translate to better management and enrolment at school level in Kaduna.

Figure 1 A cross-section of the renovated roof



Kano

Introduction, security and travel

93. Kano State was relatively calm in the last quarter. The security situation in Kano State remains unpredictable with the danger of risk of complacency following declaration of state of emergency in three Northeast states: Yobe, Borno and Adamawa States. ESSPIN travel arrangements, particularly with international visitors, is now done in convoy but low profile. In spite of the security challenges, life goes on and ESSPIN employs different levels of mitigating strategies.
94. Travel between neighbouring states and within the state and local government areas can take place with ESSPIN SMT approval after state inputs and with sound journey management.

Political economy, leverage and programme highlights

95. Preparation for the 2014 budget were undertaken during the quarter, and budget releases are top on the agenda for political engagement and leverage. Kano State has released N61m as part of the counterpart funding for Teaching Skill Programme (TSP). The sum of N28m was also released for step down training on Quality Assurance (QA). Finally, government has released the sum of N85m for IQTE implementation. There was also news of engagement of new two M&E staff for monitoring and evaluation of transactions at MoE within the state. This is an on-going activity at programme and SLP levels.

Table 18: Risk matrix, Kano State, Oct to Dec 2013

Risk	Previous rating	Current rating	Management action
Kano			
Security disturbance to operations	Probability: high. Impact: medium.	Probability: Medium. Impact: medium.	<ul style="list-style-type: none"> - Review of working hours - Travel restrictions - All engagements at safe locations - Out of state activities - SLP collaboration - Review of state office security - Information sharing with ESSPIN, Abuja - Travelling of Foreign to North in convoy
KSG commitment & SSIT engagement for school improvement	Probability: high. Impact: high.	Probability: medium. Impact: medium.	<ul style="list-style-type: none"> - Increased, selective political engagement together with DFID - SLP Collaboration - Relationship management – via meetings and clear communication of expectations esp. SUBEB - Orientation of SSIT to lit/num initiative
Funding sources and budget implementation	Probability: high. Impact: high.	Probability: medium. Impact: medium.	<ul style="list-style-type: none"> - Alternative sources e.g. UBEC, GPE, MDG LG CGS - Collaboration with other IDPs - Institutional strengthening - Support proactive system - Quarterly P/E meetings; DFID/ESSPIN

Risk	Previous rating	Current rating	Management action
			joint messaging
Data collection and utilisation	Probability: high. Impact: medium.	Probability: medium. Impact: medium.	- P/E meetings on information supply and demand for policy makers and system leaders - Support planning system
MoE staff restructuring and redeployment	Probability: medium. Impact: medium.	Probability: medium. Impact: medium.	- P/E - Request for staff stability
Staff turnover	Probability: medium. Impact: low.	Probability: medium. Impact: low.	- Motivation, training, career advancement prospects, annual professional development reviews

Table 19: Leverage, Kano State, by December 2013

State	Amount committed (by Dec 2013)	Source	Purpose
Kano	N28m £112,000	SUBEB	SBMC Development
Total	N28m £112,000		

96. Significant additional amounts of Kano State investment in IQTE and the Teaching Skills Programme require further validation in order to eliminate the risk of double-counting from previous quarters. Any investments omitted in error from Oct-Dec 2013 figures will be reported in the Jan-Mar 2014 quarter.

Table 20: Activity and Risk Matrix, Kano, Oct to Dec 2013

Achievement and upcoming workplan, Kano State	Risk	Previous rating	Current rating	Management action
TSP Term 2 will commence on resumption of schools following the approval and release of budget provision to SUBEB.	- Ring fence of UBEC TPD fund - Implementation within scheduled time frame - Budget discipline	Medium	Medium	- Political engagement at MoE level. - On-going engagement with UBEC for release - High level discussion with SUBEB Chair and H/C - Fresh discussion on time management for

Achievement and upcoming workplan, Kano State	Risk	Previous rating	Current rating	Management action
	- Sustainability and continuity next year.			implementation - Engagement of primary stakeholders and budget holders at the MTSS and Budget preparation level
Expansion of IQTE integrated approach	- Budget discipline - Staff reshuffle	Low	Medium	- Engagement with SUBEB Chair and DSS on budget implementation or use of fund - Use of DWP
Inclusion Cost of MTSS, ASC & EMIS networking , QA MTSS and budget	- Budget release - Budget Implementation	Medium	Medium	- Political Engagement - Implementation plan drawn up. E.g. DWP
Quality Assurance - Step down training + Conduct of external evaluations	- Budget implementation	Low	Medium	- Activity planning - Follow up on implementation strategies - Use of SUBEB overhead to support implementation

Balarabe Alhassan of Gwale Special Primary School and the ESSPIN “Phenomenon”

“ESSPIN is the only phenomenon through which teaching and learning can take place in this state. This is my experience so far since I started teaching” says Balarabe Alhassan the Head Teacher of Gwale Special Primary School in Kano. He is one of the Head Teachers in Kano who have undergone series of trainings and support visits from School Support Officers SSOs and members of the State School Improvement Team SSIT.

“Since this programme started anytime we come in contact with ESSPIN supported trainings, something always changes for the better. I am quite happy that ESSPIN is happening” says Balarabe who’s school was also selected for producing an illustrative video.

ESSPIN has supported Kano state particularly in planning and implementing the Teaching Skills Programme which is so far targeting an improvement in the quality of education for all 2.3 million primary school children in the state. ESSPIN strongly believes that quality schools are a product of quality teachers and more incentives are being planned and delivered through quality trainings. These trainings are being funded by the state which underscores the cardinal objectives of the programme: to support and sustain an improvement in the quality of basic education using the state’s own resources. As such ESSPIN constantly seeks to leverage the country’s own resources to improve the quality and delivery of education across the states where it works.

Balarabe and his colleagues in Kano strongly believe that the support they now receive from SSOs and the SSIT will improve their skills not only in teaching in their schools but their leadership roles as well.

He says *“It is instructive that I and my colleagues put our best foot forwards because both ESSPIN and the state government have put in a lot of money into these trainings. They anticipate that positive changes will come out of this and we believe it also”*.

Kwara

Security and travel

97. Security in Kwara is tight and the state authorities are determinedly ensuring continuity. The effects of the clash between Offa and Oyun communities which had made it difficult for teachers to pass through those two communities were felt less during this quarter. Recently, the government lifted a ban on two transport unions as the government declared its willingness to 'partner with the two unions to create a conducive environment and peaceful coexistence'. On the whole, there is peace and free movement within the state.

Political economy

98. The State Executive Council was dissolved shortly before the local government (LG) election in the state. The Permanent Secretary has taken over the mantle of leadership for the time being but the political strength of the Ministry has been diminished as a result.
99. All LG Councils in the recent election were won by PDP. The fate of the Offa LG council election held earlier, with the results rejected by the then opposition (APC), still remains unknown. The cross-over of the leadership of PDP to APC led by Bukola Saraki and the State Governor has thrown the state more into political uncertainty. The Education Secretaries (ES) in twelve LGs who had served up their tenure were laid off and have handed over to the most senior staff in their respective LGEAs, pending the appointment of new ESs in the first quarter of 2014 with the technical support of ESSPIN.
100. The monthly Tripartite meeting in the Honourable Commissioner's (HC) office has been regular and has produced a level of commitment and focus in the areas of teacher development, deployment, infrastructural intervention, quality assurance, management information system and inter-ministerial collaboration. The responses from the political heads of the various agencies are becoming better too with improved commitments to SIP. The relationship between the sector and the Bureau of Statistics improved and there were discussions on how to conduct the ASC or any other data collection process in the state. Budget release is still a problem which may escalate further during 2014 as the state moves towards election year.

Leverage and political engagement.

101. The state reform agenda committees finalised three policies awaiting the HC's sign-off on teacher deployment, teacher development and inclusive education. Government adopted the clustering system for TPD training this quarter using the UBEC TF for Basic Science, Guidance and Counselling, Social Studies, ICT and ECCDE. However, the number of participants in each cluster was too large as there were about 52 participants to every facilitator. Although this is an improvement over previous trainings in these subject areas where all participants were brought into a large hall, there is still need to improve on the system. The literacy and numeracy training will take place next term.

102. The education sector has started to collaborate with the state MDG office on interventions in basic schools. This could be seen in the shared standard designs and specification for furniture and classroom construction adopted by the MDGs, exchange of data between SUBEB and the MDG office to end duplication of interventions, and the inclusion of water and sanitation in the agency's intervention, as well as access for physically challenged pupils. These actions are a major departure from the past, when there used to be uncoordinated and sub-standard interventions in the sector.
103. The ICT Resource Centre in each of the 16 LGEAs were completed and put to use. Trainings were conducted by ESSPIN for SSOs and SMOs on how to input their reports into a combined database. For now, the schools that are housing the centres have the maintenance responsibility with little support from SUBEB but this will soon change as arrangements are being put in place for lasting sustainability. The Quality Assurance Bureau stepped up its collaboration with EMIS and SSIT on data capturing and entry, to ensure it informs bottom-up planning and budgeting in a co-ordinated manner. The Human Resources and Administration department of SUBEB also keyed into EMIS data for its teacher deployment process to ensure teachers are deployed or posted based on needs.
104. Kwara State joined the world to celebrate the International day of the Girl-Child, themed Innovating for Girls' Education. Over 130 stakeholders participated cutting across the education sector, Women Affairs MDAs, State Assembly, Human Rights Commission, pupils, teachers, parents and community members. Pupils made presentations on the importance of girls' education and inherent dangers of girls' illiteracy. A two-day SBMC training took place for the four pilot LGEAs to refresh their memories on their roles and responsibilities and also make new members aware of the SBMCs' activities. UBEC boosted the nationwide roll-out by supporting a four-day training of SBMCs in the state. The state separately trained SBMCs in 44 schools and held a review meeting in each of the four new LGEAs to forge the way forward. ESSPIN supported the training of Department of Social Mobilisation(DSM) and Heads of Section, Social Mobilisation Unit of the 16 LGEAs on Performance Management System, data analysis and utilisation. This is to increase their productivity and skills on data collection, collation, analysis and utilisation. The collaborative training support on desktop publishing enabled DSM to produce their maiden edition of its newsletter for better and wider community information dissemination. Documented community support for school improvement from inception to date amounted to over N89m in 8 LGEAs with over N62m coming from the four new LGEAs.

Table 21: Risk matrix, Kwara State, Oct to Dec 2013

Risk	Previous rating	Current rating	Management action
Kwara			
State funds considerably reduced	Probability: high. Impact: high.	Probability: high. Impact: high.	<ul style="list-style-type: none"> • Political engagement including PE meetings to prioritise use and release of available funds • Support sourcing of alternative funds

Risk	Previous rating	Current rating	Management action
			<ul style="list-style-type: none"> • Support alignment of approved budget with MTSS, development of DWPs and production of QMRs • Support advocacy activities of CSOs • Support media activities • Continuous reinforcement of positive evidence of impact
Insufficient leverage of UBEC funds to reach SIP targets	Probability: high. Impact: high.	Probability: high. Impact: high.	<ul style="list-style-type: none"> • Political engagement • Relationship building • Support use of data, research and reports • Support production of policies, operational frameworks and implementation plans • Institutional strengthening through capacity building and improved systems • Support to bottom up data generation and planning • Support advocacy activities of CSOs • Support media activities • Continuous reinforcement of positive evidence of impact
Resistance to changes in procurement practices	Probability: medium. Impact: medium.	Probability: medium. Impact: medium.	<ul style="list-style-type: none"> • Political engagement to strengthen the new shift on procurement of Contractors • Continue to strengthen project monitoring and reporting systems • Support inclusion of SBMCs in formal project monitoring and reporting systems • Support advocacy activities of CSOs • Support media activities • Continuous reinforcement of positive evidence of impact
Changes in key personnel	Probability: medium. Impact: medium.	Probability: medium. Impact: medium.	<ul style="list-style-type: none"> • Political engagement with new appointees • Broaden the range of stakeholders aware of, committed to and who understand SIP • Support succession planning and in-house training and mentoring

Table 22: Kwara State, leverage, by December 2013

Areas of leverage	Item leveraged from state	State budget 2013	Amount leveraged Oct – Dec 2013	Cumulative Amount leveraged July 2013 – June 2014	Remarks and Source
HT and CT training and support	<ul style="list-style-type: none"> P4-6 Literacy and Numeracy training SSO allowances SSIT allowances SSIT running costs TOTAL	70,000,000 14,040,000 2,688,000 <u>1,200,000</u> 87,928,000	0 3,510,000 672,000 <u>300,000</u> 4,482,000	0 7,020,000 1,344,000 <u>600,000</u> 8,964,000	UBEC TPD SUBEB recurrent SUBEB recurrent SUBEB recurrent
SBMC: Training and Support	In 44 Schools In 4 LGAs TOTAL		2,200,000 <u>1,200,000</u> 3,400,000	2,600,000 <u>1,200,000</u> 3,800,000	UBEC Nationwide rollout programme SUBEB recurrent
CSO implementation	Supporting SUBEB DSM in the activities above		0	321,000	No figure for this quarter
QAB	Monthly running cost School evaluation process Infrastructure Vehicles TOTAL		900,000 150,000 3,500,000 <u>6,500,000</u> 11,050,000	1,800,000 150,000 3,500,000 <u>7,700,000</u> 13,150,000	State Budget
Rural School Teachers	Salaries to 39 Teachers Rural housing		1,170,000 0 1,170,000	2,340,000 <u>5,000,000</u> 7,340,000	LGC
TOTAL			20,102,000	33,575,000	

105. Significant additional amounts of Kwara State investment from SBMC communities in schools, LGAs in ICT resource centres, and infrastructure require further validation in order to eliminate the risk of questionable attributability undermining confidence in the leveraged funding reported. Any investments omitted in error from Oct-Dec 2013 figures will be reported in the Jan-Mar 2014 quarter following further enquiries.

Kwara Parents Acclaim Changes After Challenge Fund

“My children now wake up on their own to prepare for school. When they come back, they organise group study and also do their class assignments. They add up, subtract and multiply numbers correctly. They translate it to me in the local language (*Fulfulde*), and I am able to know they are correct,” Alidu Abubakar from Ka’agbona community said. Mr Abubakar has four girls and one boy in school who benefitted from the distribution of Challenge Fund materials from ESSPIN.

Parents in Kaiama are appreciating the changes the Challenge Fund has made on their school children. Children are becoming consistent in school; now find the school environment more conducive for learning; follow up on their class assignments after school; organise group studies at home; and have also improved on their literacy and numeracy skills. The rate of truancy among school children in the twenty benefitting communities has also dropped significantly.

“Before the intervention”, Mrs Hawa Sabi from Gorobani community who has four girls and six boys in school, said, “My children used to play in the bush during school hours and come home at break time. After break, they would go back to the bush to play till school closes. This truancy stopped after they received the support materials.” “My children are now consistent in school after they benefitted from the materials,” Mr Sule Bembe added. “I am now ready to encourage them to stay in school, and to take their education seriously for their future.” Mr Sule Bembe has three boys and two girls in Ka’agbona KLGEA school.

Following the intervention, parents have resolved to support their children in school to high levels according to their capabilities. “I now encourage them to remain consistent and focused in school for their future,” Mallam Umar Adamu from Gwettekuta community having five girls and three boys in school, added.

The Challenge Fund has provided school facilities to at least 3,756 pupils in 20 schools in Kaiama LGA in December 2011 and December 2012. The aim of the distribution of CF materials in Kwara has been to provide teaching and learning facilities to indigent pupils and schools, improving child-centered learning. Benefitting schools include Nassarawa-Gatte, Bani-Moshe, Bani-Sunlla, Vobera, Nuku, Hamdallahi, Tungan-Garuwa, Tenebo, Dada, Moshe-Gada, Degeji, Camp, Tunga-Zabaruma, Gorobani, Gwettekuta, London, Gwaria-Labe, Olori, Adogun and Ka’agbona. Pupils from these schools received sandals, school uniforms, socks, exercise books, school bags, and writing materials, while schools received school band, and numeracy and literacy boxes containing teaching aid. The activity is part of a series of interventions from ESSPIN to increase enrolment in schools, encourage pupils to stay in school, and ensure quality basic education delivery in Kwara State and in Nigeria.



Lagos

Introduction, security and travel

106. The security and travel challenges for Lagos State remained largely unchanged. Kidnapping and robbery remain the major threats. Travel continued to be hindered by on-going repairs, coupled with heavy and slow traffic on the Lagos to Ibadan Expressway due to bad roads and the rains. Road rehabilitation affected Ikorodu and other parts of the state including construction of drainages in Ikeja area, maintenance and construction of new roads. There was a fire outbreak at the Great Nigerian Building in Lagos and the building was sealed off by the police. Media reported two power-cuts at Lagos International Airport on 14 Nov 2013 – the first lasting minutes, but with the second lasting more than an hour. Details of the number of flights affected by this were not released. Some clashes were experienced around Ikota in Ibeju-Lekki LGA for a few days but was brought under control. Gatherings of people, tankers and trailers were reported at Trinity-Coconut, Apapa Lagos but dispersed by police. The protest was apparently against alleged mismanagement of Tincan Port. As Christmas drew near and the amount of shoppers increased, the traffic situation also worsened.

Political Economy Update

107. In a welcome development, the Chair of Lagos SUBEB has settled in for another term. Likewise, the new Director of Social Mobilisation, another strong ally of the DFID ESSPIN reform programme is also fully engaged. The new Chair of the Teacher Competency Framework has taken up the reins and shown much enthusiasm for the work. She held several meetings in a bid to push for the report to be submitted to the Governor before the end of the year. She also expanded the Technical Committee to include all the other Tutors –General/Permanent Secretaries from the other Education Districts.

108. Lagos continued to improve upon the State's budgetary process. The budget circular was released during this quarter with stronger determination than ever to ensure that all ministries used the MTSS as the basis for budget responses. Ministries were assigned budget envelopes, within which shares by MDA were agreed for the education sector. The timelines for commencement of the budget process show that Lagos will be on target to sign the 2014 appropriation law on time, as has been achieved consistently in the last six to seven years.

Leverage and Political Engagement

109. The non-release of 2012 UBEC-funded SIP money to participants became a serious problem, with SIOs, head teachers and class teachers unwilling to attend training without the backlog of allowances paid. A special planning meeting was initiated by ESSPIN to resolve payment issues and facilitate the removal of logistics bottlenecks. The bankers involved were invited to explain reasons for the delay. There was a renewed agreement on the process. Some amounts were paid and most of the outstanding submissions were presented to the SUBEB Chair for approval.

110. Activities in the quarter resulted in the capacity of M&E, EMIS personnel and Budget Officers of MOE and SUBEB being further enhanced to lead on annual school census, annual sector reviews and producing the relevant reports. This enhanced capacity was demonstrated during the DFID-organized School Census Experience Sharing Workshop among South-west States (including Kwara) at Osunin December 2013. The Planning, Research and Statistics staff of Lagos State Ministry of Education and State Universal Basic Education Board respectively, led the experience sharing sessions with presentations on: Lagos Planning Cycle, Stages in ASC Conduct, and Making Data Meaningful. A platform for networking among states was established.

111. There was an increase in the Lagos State education budget from N69.944 billion in 2013 to N77.423 billion in 2014, although the overall state budget for 2014 was reduced by about N10 billion. Many MDAs had their budgets cut, including SUBEB, despite the share for education rising from 13.2% to 15.81%. The amount available for Schools Support Services Department for school improvement work shrunk from N89 million in 2013 to just N20 million in 2014, which is a potential cause for concern. Below is a summary of the comparison of the 2013 and 2014 budgets.

Table 23: Lagos State budgets including education, 2013 and 2014

YEAR	TOTAL LAGOS STATE BUDGET (Nbn)	EDUCATION BUDGET (Nbn)	EDUCATION BUDGET PERCENTAGE OF TOTAL STATE BUBGET(%)
2013	499.105	69.944	13.20
2014	489.69	77.423	15.81

Table 24: Leverage (NGN), Lagos State, by December 2013

Areas of leverage	Item leveraged from state	State budget 2013 (NGN)	Amount leveraged Oct - Dec 2013	Amount leveraged July 2012 – June 2013	Remarks and Source
School Improvement Programme	Head teacher training, teacher training , mentoring and support visit	90,000,000	6,322,000	170,000,000	Leveraged amount here is made up of total amount utilised out of total NGN 290 M (NGN 150M 2011 TPD budget from UBEC and part of NG 140 M UBEC 2012 TPD budget. NGN 90M to be utilised for deepening in 600phase 1 and 2 schools
School Improvement Programme	Infrastructure	785,985,634		775,941,697.35	50% counterpart funding paid up in 2013 budget(Amount leveraged in this quarter
School Improvement Programme	Quality Assurance capacity building			10,000,000	2012 Budget
School Improvement Programme	Quality Assurance Report			100,000	State budget 2013
School Improvement	Salaries of SSIT		11,000,000	32,994,000	State Budget- estimated from salaries paid to SSIT
School Improvement	School running cost	240,000,000	60,000,000	240,000,000	Figure made up of total amount budgeted for 12months .Approximately NGN20million is given to schools every month.
School Improvement	SBMC Development	25,000,000		10,000,000	Already utilised last quarter
School Improvement	SBMC Development			6,300,000	Already utilised last quarter
School Improvement	SBMC LGEA FORUM			4, 767, 950	This comes from LGEA spending leveraging SBMC development. Specific amount budgeted by LGEA is unknown
School Improvement	SBMC development in			67,500	Amount leveraged for LGEAs

	3 LGEAs (Agege, Alimosho and Ifako/Ijaiye)				
School Improvement	School Improvement (SBMC Policy) dissemination		2,000,000	1,750,000	UBEC funding and State Budget 2012
School Improvement	Inclusive schools support (hearing aid)			800,000,000	Starkey Hearing Foundation USA through CSO linkage
Support for planning and management of school improvement	Annual School Census and ISD including printing of ASC 2012	7,000,000	1,300,000	3,500,000	SUBEB and MOE
Support for planning and management of school improvement	MTSS and AESPR	9,000,000		18,000,000	Already utilised last quarter
Support for planning and management of school improvement	Direct Fund to Schools	131,000,000			Budgeted 2013 but yet to be released
School Improvement	LGEA special school support fund	60,093,997.19			No details of release yet
Total(NGN)		1,348,079,631.19	80,622,000	2,070,419,147.35	

Table 25: Risk matrix, Lagos State, December 2013

Risk	Previous rating	Current rating	Management action
Full and timely budget release	Probability: medium. Impact: high.	Probability: medium. Impact: high.	Regular political engagement including with those outside the current immediate circle of influence. Work planning, MTSS and budgets to include SIP finances and objectives. Encouragement and follow up the use of DWP especially in MOE
Change of key personnel committed to SIP	Probability: medium. Impact: medium.	Probability: medium. Impact: medium	Broaden the range of stakeholders who are aware of, committed to and understand SIP. Increased engagement with local level education managers Engagement with Board Members of SUBEB and Special Assistants to HE
Marginalisation of key beneficiaries e.g. urban slum dwellers	Probability: medium. Impact: low.	Probability: low Impact: low.	Strengthening the pro-poor evidence base through initiatives such as the out-of-school survey pilot. Share findings with senior government officials who often meet with Governor to provoke action.
Slow progress in uptake of some organisational development reform issues in Ministry of education	Probability: Medium Impact Medium	Probability : Medium Impact Medium	Increased engagement with HC who is the champion on this to ensure steady progress
Bottlenecks with the implementation of the Lagos procurement in MDAs and effect on programme implementation and planning	Probability: Medium Impact medium	Probability : low Impact low	Engaging programme partners on strategies to factor considerations of procurement process into implementation plans
Continuous funding and sustainability of SIP in the face of rumoured change of procedure of UBEC TPD Fund	Probability High Impact High	Probability High Impact High	Flagging of this at State Steering Committee meeting. Supporting costing of SIP Teacher and head-teacher training

			<p>component and insertion of cost into the MTSS</p> <p>Support to Lagos SUBEB to adapt to proposed changes by UBEC and support to generate evidence on the success of existing practice</p>
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The best public primary school in Lagos State

Christ Assembly Primary School in Ajeromi Ifelodun LGEA was awarded the best public primary school in Lagos State at a recent ceremony organised by the Lagos State Universal Education Board (SUBEB).

The pupils and teachers of the school have been relishing the achievement, beaming with smiles and pride. The Head-Teacher, Mr Zomelo Gbenga Samuel, was particularly ecstatic.



Pupils of Christ Assembly proudly display their award

“To be the best out of 1,004 public primary schools in Lagos State is not an ordinary feat,” Zomelo said. “Our school is the first school in Ajeromi Ifelodun area to win the award. We are so proud of it.”

He continued: “We won the award because of the many assistance we received. When SUBEB officials came, they were impressed to see a standard library, a fish pond, a school garden, the merry-go-round and swing, a computer room, an audio visual room. They said ‘but we didn’t give you these things’. And we told them most of the assistance came from ESSPIN.”

In 2011, ESSPIN piloted a School Improvement Programme (SIP) in 100 public primary schools in Lagos State. Christ Assembly was one of them. The school’s head-teacher and teachers were trained; they received grants to improve their facilities; communities were mobilised to support them; while some schools got water and toilet facilities.

“The trainings made a lot of difference in my leadership skills. And for the teachers, go to our classrooms, they are more professional now. They use instructional materials and make the pupils sit and work in groups,” the head teacher explained.

The state has adopted the SIP and rolled it out in phases in all its public primary schools. It is worth noting that like Christ Assembly, the second best public primary school (L.A. Primary School, Apa in Badagary) is among the first 100 ESSPIN-supported schools (Phase 1). The third (Lupetoro Primary School in Epe) is among Phase 2 schools that started enjoying the SIP in 2012.

An assessment indeed showed that 92% of Phases 1 and 2 schools are meeting the needs of all their pupils; 94% of head-teachers are operating effectively; while 74% of teachers are delivering competent lessons. And all these are having impacts on the pupils.

“The Primary 6 (state organized placement exams into secondary schools) result in Christ Assembly was 79% in 2012. Then it increased to 99% in 2013. Before this period, the score used to be less than 54%,” Zomelo added.

“I like my school because my teacher teaches us well. He makes us to understand things. I also like my school because we have many things like a library, a fish pond and a big garden,” Chioma Ekehweulo, 10, in Basic 4, said.

Federal

Federal Ministry of Education and national systems development

112. The Planning Department of FME has been split to restore the Department of Education Support Services. The Federal Scholarships Board has also been made a Department. There are now 11 Departments in the Ministry, as follows:

- Human Resource Management
- Finance and Accounts
- Education Planning, Research and Development
- Basic and Secondary Education
- Tertiary Education
- Federal Inspectorate Services
- Federal Scholarships Board
- Technology and Science Education
- Education Support Services
- Information and Communication Technology and
- Procurement

113. A Unit has also been created for Public-Private Partnership (PPP)

114. The long-awaited Stakeholders Critique Workshop on Draft National Systems Frameworks took place, hearing presentations of draft reports and commenting on:

- Quality Assurance
- Monitoring of Learning Achievement
- Teacher Development Needs Assessment (TDNA)
- Teacher Professional Development Framework and
- Guidance and Counselling

115. The process included a special session for Commissioners of Education and SUBEB Chairs. After the workshop, the MLA Committee met to finalize their draft paper. The TDNA Committee has also met to finalize the test instrument.

116. Alhaji Suleiman Dikko has been appointed the Executive Secretary of the Universal Basic Education Commission (UBEC). He was formerly Chairman of the Katsina SUBEB.

117. The President has directed the conduct of concurrent school census across the country to determine actual enrolment. The FME has directed UBEC to support this.

118. ESSPIN will assist FME with planning and implementing a process to develop a national policy on inclusive education in the coming quarter.

119. The quarterly meeting of the Commissioners' of Education Forum was held in November 2013. It involved discussions on way forward on "accelerating progress on EFA". ESSPIN TA worked with the Secretariat of the Forum to organize this. To enhance communication and also to enable the Commissioners raise issues of concern, a meeting was organized between the Commissioners of Education and Supervising Minister of Education.
120. The TVET Design Team consulted ESSPIN during their scoping visit to Nigeria and provided necessary information and guidance on areas and organizations to visit; as did the DFID Education Team on support for accelerating EFA through the involvement of key public officials.
121. ESSPIN was also consulted by EDOREN on supporting collaborative information management system to link a number of agencies. Support was also provided by ESSPIN for the FME budget, the National Innovations Exhibition as well as setting up of a team from UBEC and FME on close collaboration on enhancing access.

Funding

122. GPE Secretariat returned the applications from Nigerian states for further work on alignment of planning tools, and consistency and completeness of financial data. ESSPIN is supporting states with technical assistance to respond according to the timetable agreed at the Local Education Group.
123. UBEC's investment in national SBMC roll out, planned in close consultation with ESSPIN and adopting an approach informed by ESSPIN practice, is a major step forwards.
124. As planned, ESSPIN has commissioned Lesson Plans for all Lagos Public Primary Schools in a tripartite shared funding agreement between the State Government, the Oando corporation and ESSPIN/UKaid.

Programme-wide issues

Monitoring and evaluation

125. Progress with the 2012/13 cycle is summarised in Table 26 below: behind schedule but catching up at last—and still better than non-ESSPIN supported states.
126. As reported in the previous quarter, all ESSPIN-supported states' 2013-14 Annual School Census schedules have slipped significantly (Table 27), although a sharp acceleration has been observed following end of Q4 2013. Processes leading to ASC enumeration have started in three states – Enugu, Kaduna and Jigawa – where government funds have been made available.

Table 26:2012-13 Annual School Census progress by state (ESSPIN supported)

2012/2013 States ASC Status Report							
		Key		Completed			
				Ongoing			
				Outstanding			
S/N	Activities	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
1	ASC Enumeration	Mar-12				Mar-12	
2	Collation of Forms						
3	Data Entry						
4	Data Cleaning						
5	Data Analyses						
6	Preparation of Tables						
7	Development of Draft ASC Report						
8	Vetting and Finalization of ASC Reports						
9	Preparation of LGA and School Report Cards						
10	Printing and Dissemination of ASC Reports						
11	Update of ISDP Database						
12	Publication and Dissemination of ISDP Database						

Table 27: 2013-14 Annual School Census progress by state (ESSPIN supported)

2013/2014 States ASC Status Report							
		Key	Completed				
			Ongoing				
			Outstanding				
S/N	Activities	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
1	ASC Enumeration						
2	Collation of Forms						
3	Data Entry						
4	Data Cleaning						
5	Data Analyses						
6	Preparation of Tables						
7	Development of Draft ASC Report						
8	Vetting and Finalization of ASC Reports						
9	Preparation of LGA and School Report Cards						
10	Printing and Dissemination of ASC Reports						
11	Update of ISDP Database						
12	Publication and Dissemination of ISDP Database						
13	Provision of Cleaned low level data to Abuja						
14	Provision of ISD Dataset to Abuja						
15	Soft copy of final approved report to Abuja						

Communications and Knowledge Management

127. Editing and post- production of the Community Theatre film version in Pidgin, Hausa, and Yoruba and Ibo languages has been completed. The films will be broadcast on TV and available on DVD to ESSPIN partners and use by Social Mobilisation Department of SUBEBs for public viewing at community level.
128. Broadcast of ESSPIN radio drama Gbagan-Gbagan (The Bell is Calling You) in ten radio stations across the six ESSPIN states and national radio station continues. The stations are at various stages of the broadcast of the Pidgin, Hausa and Yoruba series. The series will run till June 2014.

129. Jigawa's "Better Schools Better Nigeria" 5mins documentary on Girl Child Education Initiative was broadcast on national television and state stations in commemoration of the International Day of the Girl Child on 11 October 2013. C&KM also facilitated focus on the celebration by African Independent Television (AIT) and Channels Television as well as feature articles in The Guardian and The Sun newspapers.
130. The tenth ESSPIN Express digest of programme news and information, evidence of impact and case study documentation was compiled for printing and distribution to relevant stakeholders in Q1 2014.
131. Inclusive Education and SBMC posters in English, Hausa, Yoruba and Ibo languages reprint was commissioned to support roll-out and scheduled for distribution by SMD in January 2014.
132. IQTE Impact Documentary which captures transformative moments in the lives of beneficiaries of the programme in Kano State was contracted and shooting completed. Post-production scheduled for completion in Q1 2014.
133. Illustrative Classroom Training Video Production was contracted. The film will show different aspects of quality good classroom practice to serve as reference materials to teachers who attend trainings and those who do not. Shooting completed and post-production commenced and scheduled for completion in Q1 2014. Potential exists for collaboration with Discovery and TDP on this initiative.
134. The ESSPIN website generated over 196,350 hits in this quarter. Two reports were published and are available at www.esspin.org or by clicking its hyperlink below:

[ESSPIN 066 20th Quarterly Report](#)

[ESSPIN 539 Journalism Development Programme](#)

Gender, social inclusion, access, equity, voice and accountability

National Level

135. **National Level:** In November 2013 UBEC requested technical support from ESSPIN for the next level of training in the SBMC development process with substantial levels of planning and directives to states. Total technical support investment from ESSPIN is N129, 000 with UBEC providing approximately N10 million to each state for this stage of the process nationwide, meaning a leverage of N60 million for ESSPIN supported states and N300 million (equivalent to £1,240,000) for other states. In ESSPIN supported states, UBEC agreed with states that the funds would be used to boost ongoing SBMC roll-out in states rather than for a separate UBEC initiative. This stage, consist of SBMC members training at cluster levels in approximately 100 schools per state and 8 members per school which followed the community entry conducted in July 2013.

136. **Challenges:** Whilst UBEC are committed to following the SBMC development process step-by-step, one of the challenges in non-ESSPIN supported states remains that of institutional capacity (technical and organisational) for example of Social Mobilisation Departments at SUBEB and Units in LGEAs to lead the process and partner positively with civil society. Secondly, UBEC request for technical support is very short which limits the timeframe within which to deliver essential content and support to the replication.
137. Additional capacity is also needed within the UBEC Core Team itself to support the process; states need to be well prepared in advance for each visit by the Core Team (SUBEB DSM, CSOs and other key stakeholders); and adequate time for the implementation of each stage is key for effective delivery of the programme.
138. The SUBEBs in ESSPIN-supported states have been able to some extent to leverage on the national UBEC replication process to continue roll-out of SBMCs as per their plans already in place. This reflects the growing capacity of the relevant institutions to lead the process. Plans for the next stage of scale up which is the ToT for the mentoring process which will commence in the first quarter of the 2014.
139. **16 Days of Activism Against Gender Violence Campaign** :A one day National Policy Dialogue to commemorate this year's 16 days Activism Against Gender Based Violence with the Theme – **"Nigerian Children Learning without Fear"** was organized on the 10th of December by ESSPIN in collaboration with the Senate Arm of the National Assembly with the theme- Nigerian Children schooling without fear. The dialogue identified **policy** entry points for improved zero tolerance for violence in schools in primary and secondary schools in Nigeria especially in ESSPIN supported schools.

State Level update:

140. **Gender and Inclusion:** Girl's Education, Jigawa State: This quarter, the Access and Equity state specialist has been appointed and will start in January 2014.
141. **International day:** ESSPIN commemorated the International Day of the Girl Child (October 11th, 2013) in all the six states with media briefings at the national level with the Theme- Girls education for Nigeria's Development: Girls Speak. This event excellently amplified the voices of the girls that have benefitted from ESSPIN'S work over the years for school improvement.

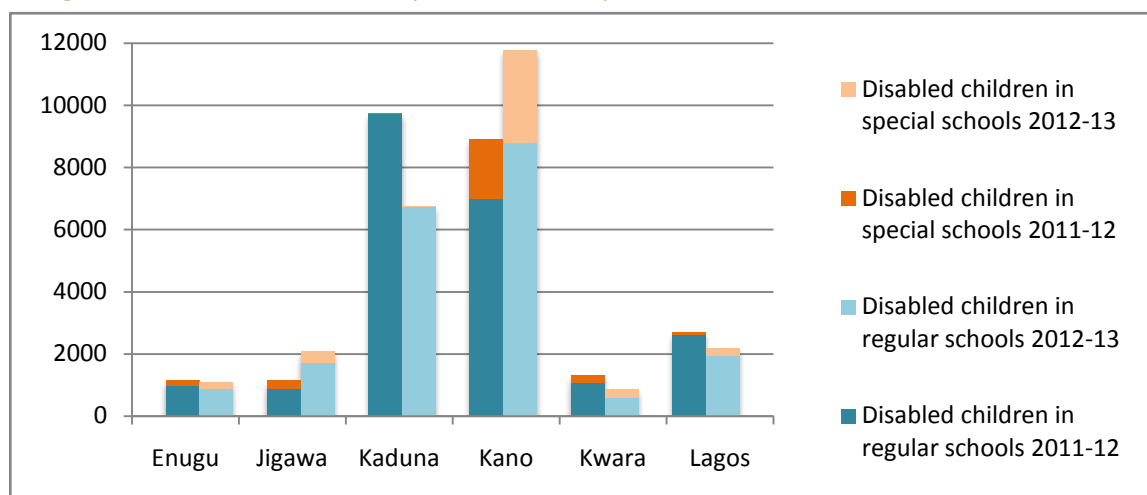
Inclusive Practices:

142. Continued progress is being made on inclusion practices as there is growing ownership and enabling environment within diverse groups of education stakeholders in the states. State Governments and UBEC are strengthening investments and prioritising the improving of educational opportunities for the marginalised groups.

The key milestones are:

- Data collection on enrolment is now being captured through the SMO reporting format;
- CGP reports highlight that SBMCs are taking a range of actions to improve enrolment and regular attendance of children affected by disability in Kaduna State (e.g. provision of wheel chairs, providing uniforms, books and school materials, actively talking to parents of children affected by disability and raising awareness; CSOs are taking additional actions to meet the educational needs of children affected by disability;
- Inputs were provided to the 2nd version of the composite survey on better capturing inclusive education impacts at the community and school level;
- As part of the quest towards data availability for improved education planning to reach out to all children, Plans to undertake Out of school survey in Jigawa and Enugu states is schedule to commence late January 2014;
- Kano State has produced the 1st draft of the IE Policy;
- Expenditure on access and equity activities in schools based on the Medium Term Sector Strategy (MTSS) – However, limited funds have been released yet to carry out such initiative;
- Inclusive Education Committees and SUBEB Inclusive Education Officers have plans to continue to collect data, increase awareness on the importance of education for children affected by disability and supporting schools to find solutions to address issues related to disability – See graph of the enrolment of children with disability:

Figure 2: Children with disability in school: comparison 2011-12 with 2012-13



Follow-up plans for Inclusion

Federal Level Work	- IE Meetings and workshops on Policy and budget
Policy Level Work in the States	- Further support to inclusive education Committees in the State - Strengthening the work on the development, dissemination and implementation of inclusive education policies

	<ul style="list-style-type: none"> - Supporting the states to conduct out-of-school surveys - Encouraging public, private partnerships around IE activities - Organising advocacy meetings with high level stakeholders and CSOs
School level work	<ul style="list-style-type: none"> - Support to special schools to become inclusive - Provision of support materials to pupils especially for children affected by disability - Support further training of teachers on children affected by disability - Sharing information and supporting newly enrolled children based on their learning needs
Community level work	<ul style="list-style-type: none"> - Experience sharing event on IE - Gathering information on children's being enrolled as a result of SBMC work

Developing Safe Spaces for Women's and Children's Participation in SBM:

Women and Children:

143. **SBMCs:** Mentoring visits on a termly basis by CGPs to SBMCs continued between September and December. The relevant mentoring visits were conducted in the 1,150 first phase schools (between mentoring visit 11 – 13, depending on progress by state, and completion of visit 7 in Enugu). The focus of mentoring visits to SBMCs in this period were again agreed at state level by CGPs and informed by the data and information in the latest SMO and CSO reports. This means that the CSO and government partners are now continuing to utilise the data they have to identify gaps and areas for strengthening as they continue to mentor SBMCs. Most states focused on strengthening the participation of women and children in the SBMC.

144. In the Community Engagement and Learner Participation Meeting held in October 2013 it was agreed with Directors of Social Mobilisation that the SMO reports should collect information on children joining or returning to school as a result of SBMC action in addition to information on how functional SBMCs are becoming and the extent to which they are supporting inclusive education.

145. **C-EMIS:** In Kwara State discussions are ongoing as to how to take forward the C-EMIS work which was part of the Challenge Fund initiative in only 20 schools of one LGEA. ESSPIN and Kwara State government are discussing how it might be scaled up to strengthen SBMC understanding and action around access and retention of marginalised children. Jigawa and Enugu States are also interested in adopting C-EMIS as an extension of what SBMCs are

already doing in schools to support children to enrol or return to and stay in school. Plans for this were underway in this quarter.

SBMC Roll-out:

146. **Lagos** has continued to restructure and roll-out school-based SBMCs in this quarter. Plans have been finalized to release the sum of N15 million to train the SBMCs in the remaining 404 primary schools of the state. This will mean that all of the Lagos schools will be ready at the same time to start the follow-up mentoring support in the first quarter of 2014 as funding becomes available. To support the roll-out across the state to 1,004 schools Lagos state has deployed and to train 120 Social Mobilisation Officers on SBMC development, additional 5 CSOs contracted and partnership redefined for a mutual benefit in supporting community participation in education.
147. In this quarter **Enugu** State has progressed well on SBMC development in the new 400 public schools as part of the school improvement package. State Partners with limited technical support from ESSPIN selected an additional 4 CSOs in addition to the 4 which are already working with SMOs on SBMC development. Enugu State, as with all other ESSPIN supported states has adopted the partnership model with local CSOs and contracted 8 CSOs in complementing and supporting government efforts to mobilise communities through SBMCs to support school improvement.
148. Introductory orientation training was conducted with new and old CSOs and SMOs prior to starting the roll-out and all initial steps were funded by Enugu State. Enugu State decided to use N40 million of the Teacher Development Funds from UBEC for SBMC development and they have the additional N10 million from UBEC to complement this. ESSPIN will provide technical support at a higher level with support to trainings and orientations for Enugu Master SBMC Trainers.
149. **Jigawa** State have continued in this quarter to support consolidation work in the 198 pilot schools including mentoring support to SBMCs with a strong focus on women and children's participation. They have also completed the initial stages of the SBMC development process (Community Entry and SBMC Training) in the new 303 roll-out schools with mentoring visit 1 completed.
150. Work in the state has begun in planning for another 501 schools. This includes planning for additional CSOs and SMOs to support the process, and the capacity development they will require to ensure quality delivery. The ESSPIN Jigawa team have supported state partners to plan for an additional 46 SMOs to support roll-out and to develop key criteria on which to base selection. The selection process will be driven by the Social Mobilisation Department with some support from the Jigawa State SBMC Task Team. The state, with support from ESSPIN completed the CSO capacity assessment and selected additional 14 CSOs (6 new and 8 Old) to support the SMOs on roll-out. Leverage in Jigawa State on SBMC development totals N144 million (£576,000) over 2013-14.

151. In **Kano** State during this quarter the SUBEB Chair approached ESSPIN for support to SBMC development proposal linked to existing TSP and to the Global Partnership for Education (GPE) intended to be rolled out to all schools in the State. The involvement of the Kano Social Mobilisation Department was a key feature of discussions on this proposal development from the outset so that SMD are fully engaged from the beginning and able to make inputs linked to their current SBMC roll-out in the state. Their inputs have been added and this has increased confidence within SMD and promoted a sense of ownership of the process.
152. The proposal was developed and presented to the Chair SUBEB, with an initially abridged programme of SBMC development in the State, given the scale of implementation. The abridged version includes the activation of SBMCs and SBMC training in all primary schools of the state, with a sum total of N196 million (£784,000). It adopts the same partnership model of CSOs working with SMOs to train and mentor SBMCs as piloted in the initial 312 schools and now being rolled out in 264 schools in all LGEAs of the state.
153. The SUBEB Chair is committed to taking the proposal forward with funding options including state funds, UBEC intervention TDP funds (2014) and ESSPIN support. He sees it as strengthening Kano State's package of school improvement. A memo has been written with technical support from ESSPIN and submitted by the SUBEB Chair to His Excellency the Governor for consideration and funding.
154. In **Kaduna** State, high level political engagement between ESSPIN and the Kaduna State Government in this quarter led to strong agreement on how Kaduna State will move forward on SBMC development. The Chair of SUBEB welcomed discussion with ESSPIN on how to continue to plan for and support ongoing SBMC consolidation and roll-out, streamlining it with planning the necessary requirements for much larger scale SBMC roll-out expected through the Global Partnership for Education (GPE) funding.
155. ESSPIN provided technical support to the Department of Social Mobilisation in October to develop a plan and budget which would support current roll-out including outstanding mentoring visits in 480 schools, and include the initial stages of the SBMC development process (Community Entry and SBMC Training at cluster level) in an additional 1,150 schools. This was largely endorsed with funding by the SUBEB Chair with key activities are already underway with a total of 12 CSOs selected to support the process as well as 26 Master SBMC Trainers.
156. In **Kwara** State in this quarter consolidation work has continued with the CGPs embarking on the 14th mentoring visit to phase 1 schools. Kwara has already rolled out SBMC development to an additional 390 schools with initial workshops and SBMC training with one mentoring visit funded by the state, and has planned for roll-out to another 155 schools, with funds from ESSPIN. With the support of N23 million from ESSPIN the new 155 schools will benefit from the SBMC development process and the 390 phase 2a schools will benefit from 4 follow-up mentoring visits.

Forums/Events Linked to Access and Equity:

Community Engagement and Learner Participation Team Meeting

157. This meeting was held in October 2013 bringing together Access and Equity and Community School Interaction Specialists from all 6 states with the consultants supporting the work and the Lead Specialist. The key areas addressed in the meeting and incorporated into workplans included the following:

- Inclusive education and gender: workplans to June 2014 and plans for possible extension
- Civil Society Government Partnership and SBMCs: workplans to June 2014 and way forward on the Voice and Accountability strand of the work.
- The Composite Survey (2): review of experience, review of the CS1 tool with changes, review of appropriate evidence on which to base judgements
- SMO and CSO reporting: Discussion held with the 6 Directors of Social Mobilisation who attended on the final day of the workshop. Reviewed format – strengths and gaps; reviewed quality of flow of information and extent of sharing of information gathered in SSO and SMO reports. One of the key highlights of the discussion from the Director's viewpoint was that the two departments – School Services and Social Mobilisation are not working together or sharing information. This was identified as a large gap because information from the SMO reports is useful for School Services and vice versa. The Directors requested further technical support on reporting and that any workshops on reporting include both school services and social mobilisation staff.

Education and Conflict

158. Conflict was another session covered in the Team Meeting with the Social Mobilisation Directors. The outcomes of the discussion were as follows:

- The Directors generally felt that the conflicts which affect their schools fit within a broader definition of conflict and not only the on-going conflict in the north. They felt that broader dimensions of conflict and insecurity were disrupting education in their state. These dimensions included:
 - inter and intra-communal violence
 - disputes over land – both where land was sequestered by government to build schools, and where encroachment on schools was happening by people wanting to take over the land.
 - hoodlums and gangs occupying schools or part of schools
 - occasional terrorist violence (as is happening in some northern states)
 - illegal shops etc operating on school premises
- One SMD raised the point that often education contributes to conflict and violence as well as being affected by it: high levels of school dropout often lead to boys joining gangs or causing trouble.
- The idea of how schools, pupils, teachers and school journeys can be strengthened as safe spaces through collaborative action was of interest.

159. The discussion was a useful starting point to formulate a needs assessment framework on how different dimensions of conflict and insecurity are playing out in education. A concept note to guide next steps is currently undergoing peer review and further consultation.

Annex 1:ESSPIN Workplan Jan – July 2014

WORKPLAN FOR THE PERIOD JANUARY - JUNE 2014						Completed					
						Planned					
O1 - National Systems & Political Engagement						Partially completed					
O	Output indicator	SO	Sub-output / Workstream	A	Activity	2014					
						Jan	Feb	Mar	Apr	May	Jun
O1.1	Disbursement rate of UBE Intervention Funds for basic education (3-year rolling)	1.1.1	States' capacity to access the UBE-IF strengthened	1.1.1.1	Support UBEC to clarify existing guidelines for states to access UBE- Intervention Funds						
				1.1.1.2	Support UBEC to clarify procedures for accessing non-matching grant elements of UBE-IF						
				1.1.1.3	Support the dissemination of the finallised guidelines to a wide audience, including media and civil society						
				1.1.1.4	Provide support to ESSPIN focal states in engaging with the UBE Commission to access UBE-IF						
		1.1.2	States' capacity to utilise the UBE-IF for school improvement strengthened	1.1.2.1	Provide technical support to improve the quality of UBEC-SUBEB meetings and support ESSPIN states to showcase school improvement at UBEC-SUBEB meetings						
				1.1.2.2	Provide technical support to improve the quality of Commissioners meetings by supporting ESSPIN states to raise issues on funding of basic education, budget releases and utilization at the Commissioners of Education Forum						
O1.2	National Systems Established, for: a. Monitoring of Learning Achievement b. Assessment of Teacher Competence c. Annual School Census d. Quality Assurance e. Accreditation of teacher education colleges f. SBMC implementation	1.2.1	Policy on MLA established and implemented	1.2.1.1	Provide technical support to the set up and functioning of a Ministerial committee on MLA						
				1.2.1.2	Provide technical assistance to the committee on MLA to review and agree a new national policy on MLA						
				1.2.1.3	Support the committee to strengthen the capacity of the revelant MDAs to conduct MLA						
		1.2.3	Decentralised Annual School Census implemented	1.2.3.1	Provide support to Ministerial efforts to improve ASC, EMIS and use of quality data in States						
		1.2.4	Revised policy and Quality Assurance methods implemented	1.2.4.1	Provide support to the setting up and functioning of a Ministerial committee on QA						
				1.2.4.2	Provide technical assistance to the committee on QA to review and agree a new national QA policy and guidelines						
				1.2.4.3	Support FIS to strengthen the capacity of states to quality assure schools						
		1.2.6	SBMCs activated in states	1.2.6.1	Support the development and dissemination of a national policy on SBMCs						
				1.2.6.2	Strengthen the capacity of UBEC to support states to establish functional SBMCs in schools						

						Completed							
WORKPLAN FOR THE PERIOD JANUARY - JUNE 2014						Planned							
O2 - Institutional Development						Partially completed							
O	Output indicator	SO	Sub-output / Workstream	A	Activity	2014							
						Jan	Feb	Mar	Apr	May	Jun		
O2.1	Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level	2.1.1	Evidence-based plans developed and integrated between state, LGEA & school	2.1.1.1	Support review of Medium Term Sector Strategies (MTSSs)								
				2.1.1.2	Support development of LGEAs Action plans								
				2.1.1.3	Develop capacity of SUBEBs and LGEAs to use evidence from lower-level plans in their planning & budgeting								
		2.1.2	Appropriate budget management systems for efficient service delivery in place	2.1.2.1	Support transparent budget presentation systems								
				2.1.2.2	Support development of Departmental Work Plans (DWP) for domesticating budgets and presenting budgets transparently								
				2.1.2.3	Train relevant MDAs personnel to use the DWPs								
				2.1.2.4	Support key departments (PRS & School Services) to use DWPs in a phased implementation plans								
				2.1.2.5	Support rollout of DWPs across MDAs								
		2.1.3	Monitoring & Evaluation units and systems established	2.1.3.1	Facilitate the establishment of M&E units in SUBEBs / MoEs								
				2.1.3.2	Support the development of an integrated M&E framework and system in states and train deployed M&E personnel								
				2.1.3.3	Develop the capacity of M&E units to lead on annual sector reviews and produce annual review reports.								
				2.1.3.4	Support sector reporting including AESPR								
		2.1.4	Functional EMIS and Annual School Census cycle established	2.1.4.1	Support establishment of State EMIS Committees and systems								
				2.1.4.2	Provide training for data management personnel (Planning and training, information and promotion)								
				2.1.4.3	Support conduct of Annual School Census, data processing and production of ASC reports and processing of inspection reports								
		2.1.5	Strengthen organisations (Ministry, SUBEB, LGEA) to manage service	2.1.5.1	Support development of MoE & SUBEB strategic plans								
				2.1.5.2	Clarification of mandate and setting service charters								
				2.1.5.3	Support development of MDA corporate vision and mission								
		O2.2	Quality of service delivery systems and processes at state and LGEA levels	2.2.1	Strengthen human resource development & management systems at state and local government levels	2.2.1.1	Support MOE and SUBEB in undertaking functional reviews and organisational restructuring						
						2.2.1.2	Support MOE and SUBEB in undertaking HR systems & process review						
2.2.1.3	Facilitate establishment planning on basis of HR reviews												
2.2.1.4	Support MOE and SUBEBs in workforce planning to implement establishment plans												
2.2.1.5	Support MOEs and SUBEBs to initiate performance management systems reviews												
2.2.2	Strengthen financial management systems and processes for efficiency & effectiveness			2.2.2.1	Support review of financial management systems								
				2.2.2.2	Support payroll audits and development of payroll management systems								
				2.2.2.3	Support budget tracking and financial reporting								
				2.2.2.4	Support strengthening of internal control systems including audit								

O2 - Institutional Development

O	Output indicator	SO	Sub-output / Workstream	A	Activity	2014					
						Jan	Feb	Mar	Apr	May	Jun
O2.1	Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level	2.1.1	Evidence-based plans developed and integrated between state, LGEA & school	2.1.1.1	Support review of Medium Term Sector Strategies (MTSSs)						
				2.1.1.2	Support development of LGEAs Action plans						
				2.1.1.3	Develop capacity of SUBEBs and LGEAs to use evidence from lower-level plans in their planning & budgeting						
		2.1.2	Appropriate budget management systems for efficient service delivery in place	2.1.2.1	Support transparent budget presentation systems						
				2.1.2.2	Support development of Departmental Work Plans (DWPs) for domesticating budgets and presenting budgets transparently						
				2.1.2.3	Train relevant MDAs personnel to use the DWPs						
				2.1.2.4	Support key departments (PRS & School Services) to use DWPs in a phased implementation plans						
				2.1.2.5	Support rollout of DWPs across MDAs						
		2.1.3	Monitoring & Evaluation units and systems established	2.1.3.1	Facilitate the establishment of M&E units in SUBEBs / MoEs						
				2.1.3.2	Support the development of an integrated M&E framework and system in states and train deployed M&E personnel						
				2.1.3.3	Develop the capacity of M&E units to lead on annual sector reviews and produce annual review reports.						
				2.1.3.4	Support sector reporting including AESPR						
		2.1.4	Functional EMIS and Annual School Census cycle established	2.1.4.1	Support establishment of State EMIS Committees and systems						
				2.1.4.2	Provide training for data management personnel (Planning and training, information and promotion)						
				2.1.4.3	Support conduct of Annual School Census, data processing and production of ASC reports and processing of inspection reports						
		2.1.5	Strengthen organisations (Ministry, SUBEB, LGEA) to manage service	2.1.5.1	Support development of MoE & SUBEB strategic plans						
				2.1.5.2	Clarification of mandate and setting service charters						
				2.1.5.3	Support development of MDA corporate vision and mission						
O2.2	Quality of service delivery systems and processes at state and LGEA levels	2.2.1	Strengthen human resource development & management systems at state and local government levels	2.2.1.1	Support MOE and SUBEB in undertaking functional reviews and organisational restructuring						
				2.2.1.2	Support MOE and SUBEB in undertaking HR systems & process review						
				2.2.1.3	Facilitate establishment planning on basis of HR reviews						
				2.2.1.4	Support MOE and SUBEBs in workforce planning to implement establishment plans						
				2.2.1.5	Support MOEs and SUBEBs to initiate performance management systems reviews						
		2.2.2	Strengthen financial management systems and processes for efficiency & effectiveness	2.2.2.1	Support review of financial management systems						
				2.2.2.2	Support payroll audits and development of payroll management systems						
				2.2.2.3	Support budget tracking and financial reporting						
				2.2.2.4	Support strengthening of internal control systems including audit						

O2 - Institutional Development											
O	Output indicator	SO	Sub-output / Workstream	A	Activity	2014					
						Jan	Feb	Mar	Apr	May	Jun
		2.2.3	Strengthen procurement and supplies management processes and systems	2.2.3.1	Support development of IE-compliant infrastructural designs and prototypes						
				2.2.3.2	Facilitate adherence to standard procurement rules						
				2.2.3.3	Support measures to improve the quality of supervision of						
		2.2.4	Undertake political engagement to win support for institutional reforms and school improvement programme	2.2.4.1	Engage with Commissioners to provide leadership and mobilize resources						
				2.2.4.2	Engage with SUBEB Chairs for commitment to support implementation of school improvement programme						
				2.2.4.3	Engage with SHoA to win support for school improvement						
				2.2.4.4	Engage with LG chairmen to provide resources for school improvement programme						
O2.3	Quality of school support and quality assurance services at state and LGEA level	2.3.1	Build capacity to plan and budget for school improvement programmes	2.3.1.1	School improvement targets (with budgets) established						
				2.3.1.2	Support relevant State working groups to incorporate school improvement targets in the MTSS						
				2.3.1.3	School development plans aggregated and analysed						
				2.3.1.4	Provide technical assistance for appropriate costing of						
		2.3.2	Quality Assurance (QA) programme for schools established and maintained	2.3.2.1	Facilitate institutional support for an effective QA system (funding of inspections, recruitment of inspectors, reporting, etc.)						
				2.3.2.2	Support states in developing QA policies and legislative frameworks						
				2.3.2.3	Link QA system with school improvement programme						
				2.3.2.4	Link QA system to state and LGEA planning, budgeting & M&E						
				2.3.2.5	Build skills in evidence collection, analysis and distribution						
		2.3.3	School support and teacher advisory service established and	2.3.3.1	Facilitate resource allocation to school services in the MTSS						
				2.3.3.2	Facilitate development of job descriptions focused on school						
				2.3.3.3	Provide training for relevant personnel						
O2.4	Capability of education agencies to engage and collaborate with local communities and CSOs at state and LGEA level	2.4.1	Strengthen capacity of LGEAs to support schools	2.4.1.1	Strengthen capacity of LGEAs to support schools						
				2.4.1.2	Communications function of LGEA Social Mobilisation						
					Consultative planning processes established including mechanisms for stakeholder participation						
		2.4.2	Strengthen capacity of CSOs to hold government accountable	2.4.2.1	Engagement with civil society to develop priority areas for political engagement at federal, state and local government levels for increased accountability						
				2.4.2.2	Support civil society to give voice to disadvantaged groups in the planning process						
				2.4.2.3	Facilitate the composition of broad based working groups for strategy planning						

EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA (ESSPIN)						Completed					
WORKPLAN FOR THE PERIOD JANUARY - JUNE 2014						Planned					
Output 3 - Education Quality						Partially completed					
O	Output indicator	SO	Sub-output / Workstream	A	Activity	2014					
						Jan	Feb	Mar	Apr	May	Jun
O3.1	No.of schools using school development plans (SDPs)	3.1.2	School grants disbursed	3.1.2.1	Implement fiduciary controls						
				3.1.2.2	Disburse grants to schools based on agreed formulae						
				3.1.2.3	Support allocation of DFS through State budgets						
				3.1.2.4	Support LGEAs and SUBEB to utilise school level data in their planning processes (ref. O2.1.1)						
O3.2	No. of head teachers operating effectively in public and non-state schools	3.2.1	Evidence of impact generated	3.2.1.1	Support 2014 composite impact evaluation survey						
				3.2.1.2	Support analysis of composite survey data						
				3.2.1.3	Support dissemination and use of survey findings						
		3.2.2	On-the-job support system in place for head teachers	3.2.2.1	Provide training in School Self Evaluation and School Development Planning for new SIP head teachers						
				3.2.2.2	Provide training for School Support Officers						
				3.2.2.3	Provide training and on-the-job support for head teachers						
				3.2.2.4	Produce headteachers' guidebook						
				3.2.2.5	Facilitate CPD of the SSIT						
				3.2.2.6	Facilitate integration of the SSIT into State systems, e.g. SUBEB						
O3.3	No. of teachers in public and non-state schools who can deliver competent lessons in literacy (English) and numeracy	3.3.1	Lesson plans produced	3.3.1.1	Support production of Grade 1-3 lesson plans						
				3.3.1.2	Support use of grades 1-3 literacy & numeracy lesson plans (Kwara)						
				3.3.1.3	Support introduction of grades 1-3 lesson plans in literacy & numeracy in other states						
				3.3.1.4	Support development of Grade 4-6 literacy and numeracy lesson plans						
				3.3.1.5	Support training of teachers in use of lesson plans						
		3.3.2	Teachers trained	3.3.2.1	Ref. 3.2.3.2						
				3.3.2.2	Provide phased training for teachers						

Output 3 - Education Quality											
O	Output indicator	SO	Sub-output / Workstream	A	Activity	2014					
						Jan	Feb	Mar	Apr	May	Jun
		3.3.3	In-service support system in place for teachers	3.3.3.1	Provide on-the-job support for teachers through SSIT support to SSOs						
				3.3.3.2	Develop expertise of SSIT to address identified problem areas in pedagogy						
				3.3.3.3	Introduce benchmarks for learning outcomes to set targets and improve accountability						
				3.3.3.4	Promote inclusive education practices at school and classroom levels						
				3.3.3.5	Finalise school improvement training and support package (materials)						
		3.3.4	IQTE programme scaled up	3.3.4.1	Expand Islamiyya and Tsangaya programmes in Kano and Jigawa and Tsangaya schools in Kaduna						
				3.3.4.2	Support integration of Islamiya and Tsangaya programmes into SUBEB departmental and delivery systems						
				3.3.4.3	Support vocational skills development						
				3.3.4.4	Finalise modular training materials						
3.4	Number of learners, especially girls, benefitting from better infrastructure	3.4.1	Separate latrines for boys and girls	3.4.1.1	Supervise construction of latrines						
				3.4.2.2	Facilitate application of standard procurement rules						
		3.4.2	Boreholes installed in schools using cost	3.4.2.1	Supervise installation of boreholes						
				3.4.2.2	Facilitate community involvement in supervision and maintenance						
		3.4.3	Model classrooms constructed	3.4.3.1	Facilitate application of standard procurement rules						
				3.4.3.2	Support SUBEBs to carry out effective supervision						
				3.4.3.3	Facilitate community involvement in supervision and maintenance						

[illegible]

O4 - Community Engagement & Learner Participation						Schedule					
O	Output indicator	SO	Sub-output / Workstream	A	Activity	Jan	Feb	March	April	May	Jun
O4.3	Inclusive policies and practices at state, school and community levels	4.3.1	Inclusive policies implemented	4.3.1.1	Support baseline research on out-of-school children (Jigawa and Enugu)						
				4.3.1.2	Support SUBEBs to coordinate partnerships with NGOs working to promote inclusive education						
				4.3.1.3	Provide relevant training for State and LGEA level personnel in inclusive education						
		4.3.2	Inclusive practices demonstrated in schools	4.3.2.1	Provide training for teachers in inclusive practices (ref. 3.3.1.3)						
				4.3.2.2	Provide training for head teachers on measures to increase school attendance and retention (ref. 3.2.2.1)						
		4.3.3	Inclusive practices demonstrated in communities	4.3.3.1	Provide training for SBMCs on measures to increase school attendance and retention (particularly for disadvantaged children) (ref. 4.1.1.3)						
				4.3.3.2	Support CSOs to mobilise communities to give all children a chance at schooling (ref. 4.2.2.1)						
		4.3.4	Kano CCT programme implemented	4.3.4.1	Revive Kano CCT programme through political engagement with KSG						
				4.3.4.2	Review and finalise co-funding arrangements with KSG						
				4.3.4.3	Disburse outstanding transfers						
				4.3.4.4	Monitor attendance, transition to JSS, etc. through impact evaluation						
		4.3.5	Girls education pilot (Jigawa) completed	4.3.5.1	Evaluate girls education pilot in Jigawa						
				4.3.5.2	Agree and implement scale up of GE plan in Jigawa (with SUBEB)						
				4.3.5.3	Gender Champion and women leaders initiatives in states						
		4.3.6	Challenge Fund projects completed and rollout planning	4.3.6.1	Finalise roll out proposals and commence implementation						
				4.3.6.2	Implementation of nomadic education initiatives in Jigawa, rural teacher housing in Kwara and JSS capacity for girls in Kano						
				4.3.6.3	Documentg lessons learnt from challenge fund						
		4.3.7	C-EMIS roll out	4.3.7.1	Introduce C-EMIS for Participatory community monitoring in Enugu and Jigawa states						

ESSPIN Technical Programme Workplan

	Completed
	Planned
	Partially completed

Jan-Jun 2014

Activity	2014					
	Jan	Feb	Mar	Apr	May	Jun
C&KM						
Radio Production						
Radio Broadcast						
Film Production						
Film Broadcast						
Press in Education Development						
Comms Polls and Surveys						
Print Materials / Graphics (Prog)						
Print Materials / Graphics (IEC)						
Production of Lessons Learned resources						

Annex 2:Infrastructure use and maintenance logs: examples

Maintenance and Sustainability Quarterly Report												
Jigawa										Date		Dec-13
										12/12/2013		Annex 14.2
Water Supply												
Sanitation												
LGEA	School	Date of Visit	Functional	Corrective Action	Maintenance + Sustainability Rating	Remarks	Condition	Com. Managmt	Maintenance+ Sustainability Rating	Remarks		
			Yes/No	Bearings/Seal/Foot-valve Riser/Cylinder/Handle/Other			Structure	H/Washing	In use	Clean		
					Rate 1- 10				Rate 1- 10	Rate 1- 10	Rate 1- 10	
1	Dutse	Zai Primary	18/11/2013	Yes	foots valves,seals/ Landbase	7	yes	ok	ok	10	7	yes
2		Gidan Sarkin As	18/11/2013	Yes	pipes and seals	7	yes	ok	ok	7	6	7
3		Chai-Chai JSS	18/11/2013	yes		8		ok	ok	10	10	10
4		Kourin Mekera	18/11/2013	yes		8		ok	ok	8	8	yes
5		Galadanchi Pr	18/11/2013	No	pipes and cylinder	5	yes	ok	ok	7	5	7
6		Chamo J.S.S	19/11/2013	yes	spourt break	10	yes	ok	ok	10	10	10
7		Malamawa	19/11/2013	yes		10	yes	ok	ok	8	8	8
8		Yalwasa P.S	19/11/2013	No	Carling Earth to repair		yes					No sanitation
9		BPS/JSS Kudai	19/11/2013	yes		8						No sanitation
10		Fagogi	19/11/2013	yes		7		ok	ok	5	5	5
11		Kudai Yamma	20/11/2013	yes		8		ok	ok	8	7	7
12		GJSS Baure	20/11/2013	yes		10		ok	ok	10	10	10
13		Dr Nuhu Md Sunusi	20/11/2013	yes		10	yes	Ok	ok	10	8	8
14		Y'argaba PS/JSS	20/11/2013	yes		7	yes	ok	ok	6	6	7
15	Buji	Sagu JSS	20/11/2013	yes	pipes and cylinder	7	yes	ok	ok	10	8	8
16		Lafiya P. S	21/11/2013	yes		8		ok	ok	7	7	7
17		Gantsa Special PS	21/11/2013	yes	seals and pipes	7		ok	ok	7	7	7
18		Nurul Huda Islamiya	21/11/2013	yes		8						No sanitation
19		Kora	21/11/2013	yes		8		ok	ok	8	7	7
20		GJSS Kukuma	21/11/2013	yes		8		ok	ok	7	7	7
21		Gwadayi	22/11/2013	yes		8		ok	ok	7	8	8
22	Miga	Zareku P. S	22/11/2013	yes	pipes	8		ok	ok	8	8	8
23		Dan Gyatin Isl. P.S	22/11/2013	yes		6	yes	ok	ok	6	6	6
24		Damaganawa P. S	22/11/2013	yes		7		ok	ok	8	7	7
25		Kirnanke P.S	22/11/2013	yes		8		ok	ok	7	6	7
26		Shumawa P.S	25/11/2013	No	Borehole collapsed	4	yes	ok	ok	4	4	4
27		Dabuka Ladan P.S	25/11/2013	yes		7		ok	ok	7	7	7
28		Agufa Islamiyya P.S	25/11/2013	yes		8		ok	ok	7	7	7
29		Ganawa	25/11/2013	yes		10		ok	ok	8	8	8
30		Koya P.S	25/11/2013	yes		10		ok	ok	8	7	8
31		Sabon Gari	26/11/2013	yes		9		ok	ok	10	7	7
32		Romawa	26/11/2013	yes		8		ok	ok	10	7	7
33		Sarawuya	26/11/2013	yes		8		ok	ok	10	7	7
34	Kaf-Hausa	Kamugatawa P. S	26/11/2013	yes		10		ok	ok	8	7	6
35		Sarawa JSS	26/11/2013	yes		10		ok	ok	8	8	8
36		Kafin-Hausa Spec	27/11/2013	yes	cylinder	9	yes	ok	ok	10	8	8
37		Waek P.S	27/11/2013	yes		10		ok	ok	10	8	8
38		Mezan P.S	27/11/2013	yes		10		ok	ok	10	9	10
39		Ruba P.S	27/11/2013	yes		8		ok	ok	7	7	7
40		Gafaya PS	27/11/2013	yes		10		ok	ok	6	6	6
41		Kanzawa PS	28/11/2013	yes		8		ok	ok	7	7	7
42		Bulangu Spec	28/11/2013	yes		8	yes	ok	ok	7	7	7
43		Baradawa	28/11/2013	yes		8		ok	ok	8	8	7
44		WuiWui	28/11/2013	yes		8		ok	ok	8	8	8
45		Shakato	28/11/2013	yes	splits pipes	5	yes	ok	ok	7	5	6
46	Birniwa	Gabus Mari P. S	29/11/2013	yes		8		ok	ok	5	5	5
47		Birniwa Spec	29/11/2013	yes		8		ok	ok	6	5	5
48		Birniwa JSS	29/11/2013	yes		8		ok	ok	6	6	6
49		Dagil Fani P. S	29/11/2013	yes		7	yes	ok	ok	6	6	6
50		Nurul Huda Islamiya	29/11/2013	yes		8		ok	ok	6	7	7
51		Kachallari P.S	12/02/2013	yes		9		ok	ok	7	6	7
52		Karanka	12/02/2013	yes		8		ok	ok	6	6	5
53		Tosarawa P. S	12/02/2013	yes		8		ok	ok	8	8	9
54	M-madori	Mallamawa P. S	12/02/2013	yes		10		ok	ok	8	7	7
55		Malugi P. S	12/02/2013	yes	pipes,seals,connecting rods	6	yes	ok	ok	9	7	9
56		Jarniski P. S	12/03/2013	yes		8	yes	ok	ok	9	8	7
57		Kadawa P.S	12/03/2013	yes		9		ok	ok	7	7	7
58		Jama'are Islam	12/03/2013	yes		10		ok	ok	8	8	8
59		M/Madori Spec(pilot)	12/03/2013	yes		8		ok	ok	10	7	7
60		Dumari PS	12/03/2013	yes		8		ok	ok	8	7	7
61		Dantamo	4/12/2013	yes	connecting rods	6	yes					No sanitation
62		Tahafizu Islamiya PS	4/12/2013	yes		8						No sanitation
63		Garin Gabas Isl PS	4/12/2013	yes		10		ok	ok	10	10	10
64		Garin Mallam Isl PS	4/12/2013	yes		9		ok	ok	8	8	8
65		GJSS Makaduri	4/12/2013	yes		10		ok	ok	10	10	10
66		Zaro	4/12/2013	No	Borehole by others collapsed	0	yes	ok	ok	8	5	5
67		M.R.A. Isl. P.S	5/12/2013	yes	pipes and cylinder	7	yes	ok	ok	9	5	5
68	Gumel	Zango GJSS	5/12/2013	yes		8	yes	ok	ok	8	7	7
69		Maidabara P.S	5/12/2013	yes		10		ok	ok	8	8	8
70		J S S Nasoro	5/12/2013	yes		10		ok	ok	10	9	9
71		Bariki P.S	5/12/2013	yes	seals and foots valves	7	yes	ok	ok	8	7	7
72		C O EPS	6/12/2013	yes		8		ok	ok	7	8	8
73		Nasoro Spec Science	6/12/2013	yes		9		ok	ok	10	6	6
74		Nakota Islamiya PS	6/12/2013	yes		10		ok	ok	8	8	8
75		Model Boarding PS	6/12/2013	yes		10		ok	ok	10	8	8
76	Roni	Dansure P.S	6/12/2013	yes	cylinder	7	yes	ok	ok	6	5	5
77		Amurawa P.S	9/12/2013	yes		7	yes	ok	ok	6	5	5
78		Janhulo Islamiyya	9/12/2013	yes		9	yes	ok	ok	10	8	8
79		Roni Arewa J S S	9/12/2013	yes		8		ok	ok	8	7	7
80		Roni Kudu JSS	9/12/2013	yes		8		ok	ok	8	7	7
81		Takwardawa PS	9/12/2013	yes	pipes	5	yes	ok	ok	7	6	6
82		Tsalut PS	9/12/2013	No	pedstal(base) needs recasting	5		ok	ok	7	6	6
83		Roni Arewa PS	10/12/2013	yes		8		ok	ok	8	7	7
84		Kyarama P. S	10/12/2013	yes		9		ok	ok	8	7	7
85	Ringim	Gidan Ari P. S	10/12/2013	yes	pipes,seals,connecting rods and cylindr	5	yes	ok	ok	7	6	7
86		Karshi P. S	10/12/2013	yes		8		ok	ok	8	7	7
87		Chai Chai PS	10/12/2013	yes		9		ok	ok	8	7	8
88		Kijamal PS	11/12/2013	yes		9		ok	ok	8	7	7
89		JSS Sankara	11/12/2013	yes		10		ok	ok	10	8	8
90		JSS Beguwa PS	11/12/2013	yes		10		ok	ok	8	8	8
91		GJSS Ganjin Gabi	11/12/2013	yes		9		ok	ok	8	8	8
92		Sabon Gari PS	11/12/2013	yes		8		ok	ok	8	7	7
93		GJSS Yan-Dutse	12/12/2013	yes		10		ok	ok	8	8	8
94		Galadanchi Transit	12/12/2013	No	Borehole by others collapsed	0		ok	ok	9	4	5

Remarks			Water	Sanitation
1	FAGGE	Gobirawa P.P.S	Tank to be wash next visits	over usages and poor management of toilets,SBMC needs to be sensitised on sanitations
2		Fagge Model	borehole owned by others	
3		Thirmarul Qur'an	water is lodging around the borehole platform,now repaired	SBMCs needs to be mobilise,promised to connect toilet with water from anot
4		Aisha Shehu G.G.J.S.S	SBMC to make more arrangements for fueling	improved from previous reports
5		Kurna S.P.S.	boerhole owned by others	
6		Maikwaru Pri. Islamiyya	borehole to be upgrade by philontropic community member	community fully engaged for the school general improvement
7		Riga Special Pri. Sch.	needs more commitments	
8		Suleiman Chambers	Tank to be wash next visits	
9		Rumfa SPS	water is lodging around the pumps,now repaired	
10		Dan Waire SPS		toilet sorrounding bushy,school needs to weeds the grasses
11		GJSS Kwakwachi	borehole fully controled by SBMC	
12		Kundila PS		
13		Dabo SPS	borehole backfill from within the casing,need major repairs	
14		Suka SPS		community youth uses toilet after school hours
15		Zawai SPS	borehole sorrounding not clean,SBMC to follow up,poor sanitaions arroung b	community youth uses toilet after school hours
16		Dadin Kowa Islamiyya	borehole aquifers blocked by mica,need flushing or backwashing	borehole not functional as during the visits toiletes not cleans
17		IQTANUL Quran	borehole fully controled by SBMC	
18		Hassan Bin Sale	borehole fully controled by SBMC now repaired	
19		Riadu Islam	Borehole over worked by community members,needs SBMC to be mobilise	
20		Liman Malik	borehole fully controled by SBMC	
21		GGJSS T/Bojuwa	bore discharge low,leakages from pipes/cylinder,Fortia to visits	very clean
22		GGJSS Maikwatashi		very clean
23		Raulatu Islamiya PS	Borehole over worked by community members,needs SBMC to be mobilise	
24		Miadorowa p S		
25		GGJSS S/Abacha		
26		GGJSS M/Fagge	bore sorrounding not properly clean	SBMC to provide easy access road to toilets from the classes area