

Education Sector Support Programme in Nigeria (ESSPIN)

Assignment Report

Impact Assessment of Challenge Fund in Six States

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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)
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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

ANE	Agency for Nomadic Education
CELP	Community Engagement and Learner Participation
CGP	Community and Government Partnership
C-EMIS	Community Education Management Information Systems
CF	Challenge Fund
CSO	Civil Society Organisation
ES	Education Secretary
ESSPIN	Education Sector Support Programme in Nigeria
GPI	Gender Parity Index
JSS	Junior Secondary School
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
MACBAN	Miyetti Allah Cattle Breeders Association of Nigeria
MTSS	Medium Term Sector Strategy
NAR	Net Attendance Ratio
NER	Net Enrolment Ratio
PCM	Participatory Community Monitoring
PSA	Programme Support Activity
SBMC	School-Based Management Committee
SIP	School Improvement Programme
SMD	Social Mobilisation Department
SMO	Social Mobilisation Officer
SSC	School Support Committee
SSIT	State School Improvement Team
SSO	School Support Officer
STL	State Team Leader
SUBEB	State Universal Basic Education Board
TEVS	Targeted Education Voucher Scheme
UBEC	Universal Basic Education Commission

Abstract

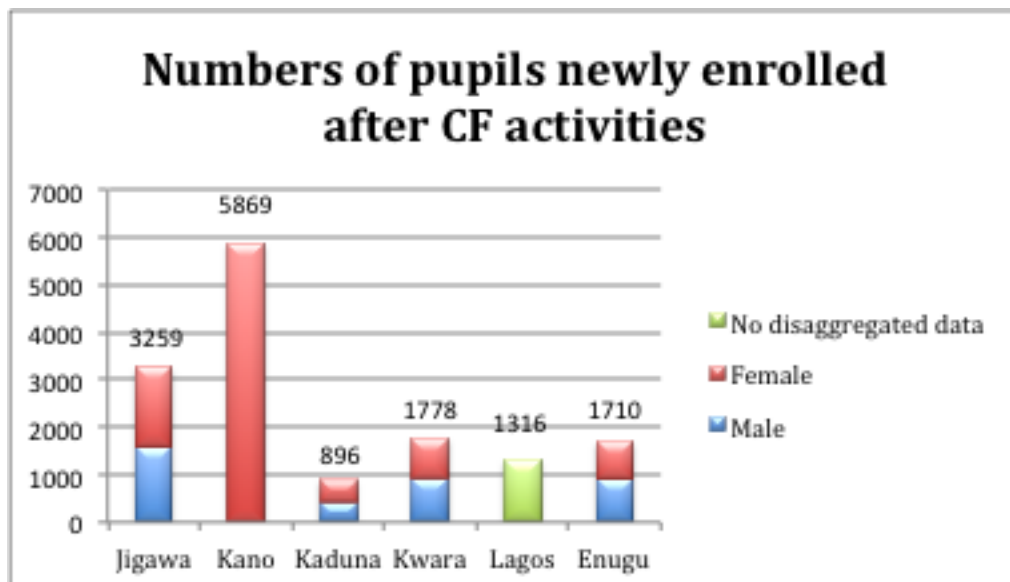
1. This assignment aims to assess the impact of the Challenge Fund initiative – a two year fund, devolved to State teams to promote access to quality education for poor children – and to identify lessons learnt and their future implications for the programme.

Executive Summary

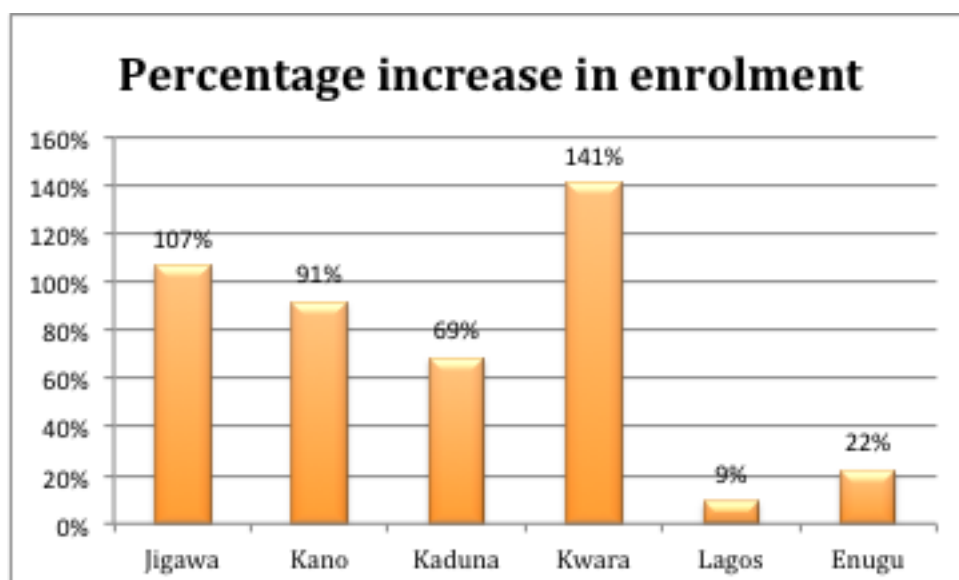
2. A total of £1.2m was allocated to the Challenge Fund from the PSA budget to cover Years 3 & 4 of the ESSPIN programme. Management of the CF was fully devolved to State programmes. Each State had a maximum of £100,000 per year to spend on CF activities, and was free to decide whether to focus on access and equity issues, quality issues or both.
3. Across the six states, utilisation of this fund varied in scale and approach.

State	No of LGEAs worked with under CF	No of schools worked with under CF	General description of CF usage
Jigawa	19	40	Developed a partnership with the State Agency for Nomadic Education (ANE) and focused on increasing the number of nomadic children accessing education through improvements to schools and provision of uniforms. Worked largely in remote rural areas.
Kano	3	25	Focused on increasing number of girls accessing Junior Secondary Schools through infrastructure and equipment.
Kaduna	2	12	Selected 12 schools across two LGEAs and combined direct incentives to pupils/parents and school improvements to increase access and enrolment in rural community schools.
Kwara	1	20	The focus was to reach out to the children in the most disadvantaged communities in Kaiama LGA: the children that are out of school, who are in school but the school environment is unfriendly, and those who have no intention of going to school. Locally recruited teachers were to be made accountable to the communities for their regular attendance. C-EMIS was piloted in all 20 schools.
Lagos	5	53	Focused on increasing available places in schools and creating more conducive learning environments.
Enugu	6	30	Worked with the three Missions (Catholic, Anglican, Methodist) to provide free access for poor and disadvantaged children to quality primary education in fee-paying mission schools.

4. The chart below shows the increase in enrolment in CF schools. In terms of numbers of children now accessing education, it is clear that the CF has had the most dramatic effect in Kano (an additional 5,869 children now enrolled), although this data has yet to be verified through monitoring visits. (This level of impact in Kano is surprisingly high, given that they are only one year into the two year programme completed by all other states, and have used only half of their budget.) The lowest increase was in Kaduna (896 children newly enrolled).



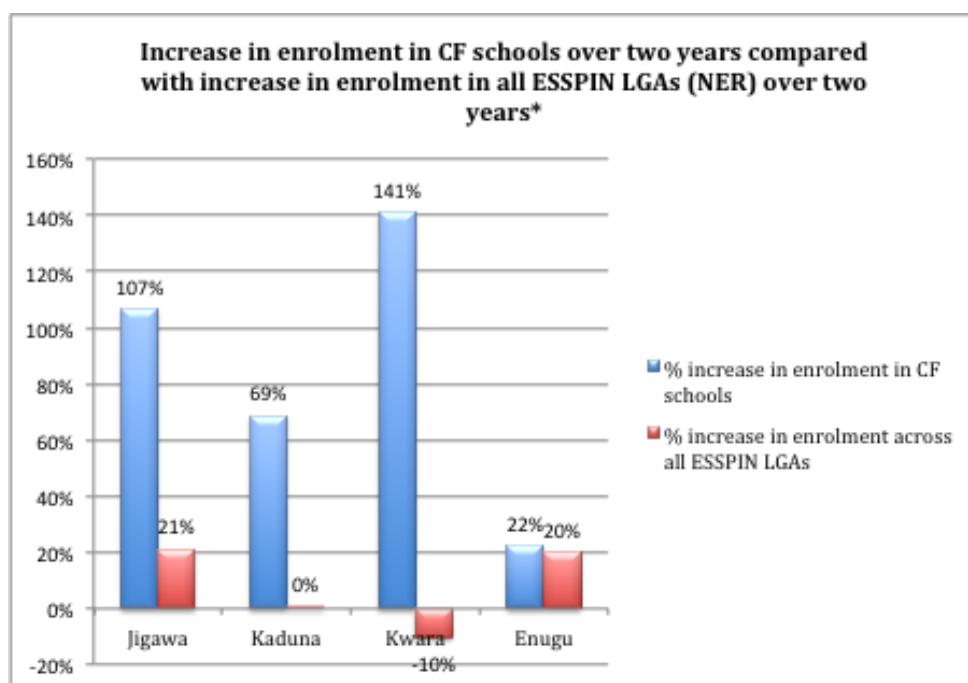
5. Where baseline data was available, it was possible to calculate the percentage increase in enrolment in CF schools:



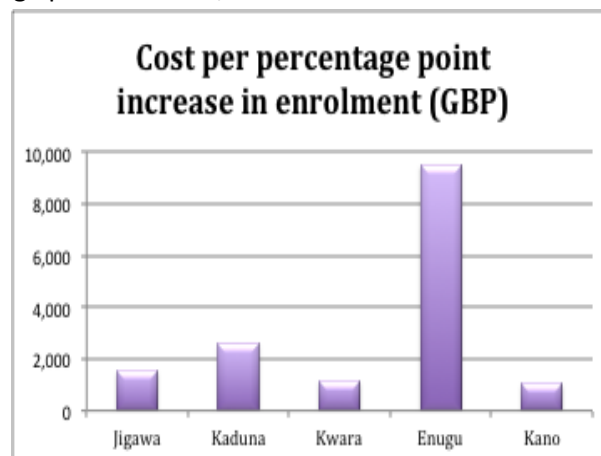
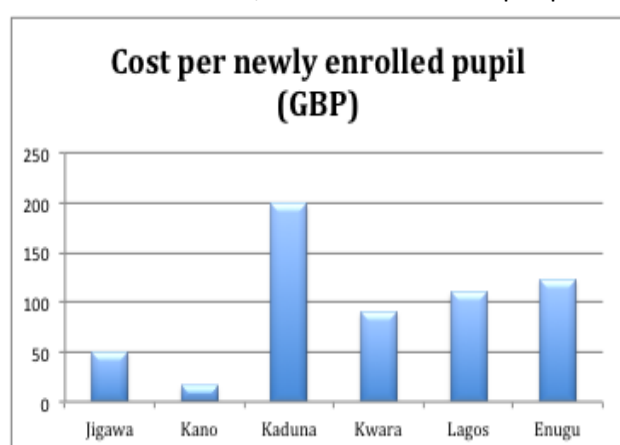
6. Whilst, without control schools, it is in most cases not possible to state categorically that the measured increase in enrolment is a direct result of CF activities, it is certainly highly

likely that the Challenge Fund was, at least, a catalyst for this sudden increase, building on other previous and current interventions.

7. When compared with the overall ESSPIN package of inputs, CF activities were significantly more successful at increasing enrolment¹:



8. CF inputs also had significant impact in other areas, such as improved gender parity, changing community attitudes, strengthening SBMCs and Women's Committees, leveraging support from elsewhere, and improvements in quality of learning.
9. Across the whole programme, the cost per newly enrolled pupil was £71 and the cost per percentage point increase was £13,058; however, this varies from state to state. This variation, as well as the costs per percentage point increase, can be seen in the charts below.



¹ Kano is only one year into the CF programme. Lagos could not provide baseline data, so percentage increase cannot be calculated.

11. Most states' CF activities benefitted all children in the community/school. In Jigawa, Nomadic communities were targeted. Kano focused its initiatives on girls' education. In Enugu, efforts were made to create a robust selection process that ensured CF beneficiaries were from the poorest and most disadvantaged households.
12. Where CF initiatives have focused on remote, rural communities we have seen the greatest impact in terms of percentage increase in enrolment. The approach in these instances has in some cases involved an element of sensitisation and community engagement to address attitudinal and social barriers. However, the inputs in these circumstances – often used as incentives – are in most cases not sustainable. Long-term impact relies on the strength of the attitudinal changes and strengthened relationships (which are not insignificant). However, the use of community mobilisation as well as provision of tangible supplies / infrastructure has led to a more holistic approach.
13. In Kwara, another problem in rural communities was tackled: that of regular and satisfactory supply of teachers to rural areas as well as increasing their accountability to local communities. This added another dimension to the CF approach, meaning a wide range of challenges were addressed through the initiative.
14. On the other hand, where CF initiatives have targeted large (mostly urban) schools which are over-subscribed and struggling to cope with demand, and have provided support to repair and create classrooms and other infrastructure projects, there has been no need to convince parents to send their children to school: demand is already higher than supply. In these cases, the impact on communities has been smaller, but the structures created through CF projects will remain beyond the life of the initiative.
15. A lack of data in some states means that thorough analysis of impact has been challenging.
16. If funds were available, a 'second round' of Challenge Fund inputs would be recommended. However, it would be necessary to carefully define the desired outcomes (e.g. increase in enrolment numbers, impact on community attitudes, understanding of barriers etc) in order to ascertain which of the states' models it would be best to scale up, since they have all tackled slightly different aspects and have, in some cases, been embedded in – and supported by – other state-specific programme activities.

Introduction

17. The ESSPIN technical proposal refers to use of incentives to effect educational improvement including school grants, challenge funds and capacity building funds. A DFID Review in 2011 recommended that *“PSA proposals for use of the Challenge Funds are defined as a matter of urgency”*.

18. The desired outcome of the ESSPIN programme is *‘Improvements in basic education services in terms of access, equity and quality’* and one of the indicators of success is:

Outcome Indicator 2: ‘Public primary and junior secondary education net attendance ratio (NAR) of the lowest economic status quintiles in focus states (%)’²

Within this remit, the purpose of the Challenge Fund was to:

- promote access to quality education for poor people; and/or
- promote innovative approaches to addressing access and equity issues at school level.

19. A total of £1.2m was allocated to the CF from the PSA budget to cover Years 3 & 4 of the ESSPIN programme. Management of the CF was fully devolved to State programmes. Each State had a maximum of £100,000 per year to spend on CF activities.

20. One option proposed to states for consideration was adoption of the Targeted Education Voucher Scheme (TEVS). TEVS is an internationally tested approach to public-private partnerships in education provision, and has been shown to be successful in places such as Chile, India and Pakistan.³ TEVS addresses equity by offering poor people increased access to private schools and can bring about improvement in school quality through upward market pressures. There are two models for application of the TEVS scheme.

- ***The Access Model***

In its simplest form, TEVS involves provision of vouchers to parents which represent an amount of money equal to the cost of educating their children (total or partial costs may be met). Pre-selected private schools access these funds if children with vouchers attend their schools.

- ***The Quality Model***

A variation of TEVS involves direct financial support to pre-selected low fee private schools equivalent to the tuition costs of a targeted number of children. The schools then have the responsibility of mobilising and enrolling indigent children in their localities. Over the course of the programme, participating schools are quality assessed periodically and a

² ESSPIN Logframe Final_18Jan2012

³ Challenge Fund Paper, ESSPIN

minimum pass rate for children can be required annually. Provision of CPD opportunities to teachers of participating schools is another avenue for improving quality.

Within a TEVS scheme, a combination of the Access and Quality models is possible.

21. Another option given to states was that the Challenge Fund could be used to address unique access and equity issues already identified through existing work (not already covered in an explicit way by work in Outputs 3 and 4). The concept of the Challenge Fund was to stimulate states or challenge them to develop innovative and effective practice. A proportion of the Challenge Fund could be used to support innovative approaches to addressing access, equity and quality issues at school level.

Examples of what had worked elsewhere include:

- School feeding
- Bussing (in areas where children live a long way from their nearest school)
- Support for orphans and vulnerable children (OVCs)

Purpose of the Consultancy

Objectives of the Assignment

22. The main objectives of this consultancy are: (1) to undertake an in-depth qualitative, quantitative and financial assessment to explore the main changes/impact of the challenge funds and its contribution to ESSPIN outcome level 2 – ***“increase enrolment of poor children in focus schools”*** (2) to explore what works and does not work and why; and (3) explore way forward to further scale up and strengthen what works for improving access for all children especially the marginalized groups.

Key Assessment Questions

- What are the key changes/impact of the challenge funds in 6 states on poor and marginalized children (boys and girls) in terms of attendance, completion and transition?
- To what extent are the challenges understood by key stakeholders at the state, school and community levels? And why?
- What did not work and why?
- What are the implications of the ways in which the challenge fund has been implemented for questions of access, inclusion, equity, quality, partnerships and sustainability?
- What strategies do the findings suggest for future ESSPIN scale up and engagement with government/agencies, SBMCs/SSCs as well as women and children SBMC committees?

Methodology and Main Activities

Methodology

23. A desk review was conducted by the Lead CF Consultant of all planning, monitoring and analysis data and documentation made available with the states.
24. Two data gathering tools were developed by the Lead CF Consultant – one for use in the Community (comprising three Questionnaires A-C, and questions for use in focus group discussions with children) and one for use in interviewing State Specialists. (See Annex 2)
25. The Field Consultant travelled to all six states and conducted monitoring visits to a minimum of 10% of schools involved in the CF activities.
26. Using the data gathering tools, the Field Consultant interviewed a range of different respondents, using different methods:
 - LGEA staff / partner agencies / CF Steering Committees – Questionnaire A
 - Head Teachers / SBMCs/ SSCs / Women’s Committees – Questionnaire B
 - Parents / Other community members – Questionnaire C
 - State Specialists – Questionnaire D
 - Children – focus group discussions using prompt questions in community tool

Challenges

27. Time was short for the Field Consultant’s visits to states. Therefore, some respondents were interviewed in groups.
28. With one member of the team working on the ground and seeing all evidence first hand, and another analysing data remotely, there were communication challenges. Nonetheless, this set-up worked successfully and an initial face to face meeting, coupled with a Skype conversation at the end of the process facilitated a greater understanding.
29. There are a significant number of instances in which, where a Yes or No answer was desired in order to help with data analysis, a qualitative response has been given with no clear Yes or No indicated. This has led to a lack of accuracy when analysing some of the data.
30. All states have faced challenges with gathering accurate data from all of the CF schools they are working with, and have responded to this challenge differently and with varying levels of success. This has made it difficult to compare like with like across the states.

31. In Lagos, no baseline data was available, which meant that percentage increases and comparisons could not be calculated. In Kano, the number of newly enrolled pupils – which is considerably larger than in other states, a fact which is even more astonishing, given Kano is only halfway through its CF initiative – had not been verified at the time of the report.
32. The assignment was to assess impact against Outcome Level 2 in the ESSPIN Logframe, which uses NAR (Net Attendance Ratio) as it is measurable. However, there is no available data on this. NER (Net Enrolment Ratio) was used instead, but since data was not available for the exact same period as the CF implementation, this made for an unsatisfactory comparison.

Findings

Uses of the Challenge Fund

33. Each state team was free to use the Challenge Fund in the most appropriate way to tackle access to quality education in their state. There is a range of ways in which CF was implemented across the six states (see table below).
34. It should be noted that there was a delay with the activation of the Challenge Fund in Kano state, which has therefore only completed year 1 of its activities (with further activities planned and budget remaining for next year). All details given for Kano's activities, therefore, do not represent the full impact of the Challenge Fund, as implementation stands at only 50%.

State	No of LGEAs worked with under CF	No of schools worked with under CF	General description of CF usage	Specific CF activities
Jigawa	19	40	Developed a partnership with the State Agency for Nomadic Education (ANE) and focused on increasing the number of nomadic children accessing education through improvements to schools and provision of uniforms. Worked largely in remote rural areas.	<ul style="list-style-type: none"> Establishment of School Support Committees to increase community participation, ownership and demand for better services Recruited and trained one Volunteer teacher from each school to demonstrate and support quality teaching and learning process. Training based on IQTE condensed curriculum modules Supplied instructional materials to schools and pupils to encourage quality learning process Provided school uniforms to girls only to stimulate girls enrolment and retention in schools Provided maintenance grants for construction of additional class sheds and

				<p>additional learning materials .This was according to improvements in school enrolment and attendance rates.</p> <ul style="list-style-type: none"> • Support to Infrastructure development in 15 schools • Media engagement for advocacy and mobilization
Kano	3	25	<p>Focused on increasing number of girls accessing Junior Secondary Schools through infrastructure and equipment.</p>	<p>Worked with a Consultant to design an application process and eligibility criteria. Schools to apply for direct disbursement of funds for school improvements, including:</p> <ul style="list-style-type: none"> • Renovation of class room- wall / flooring. • Doors and windows. • Black-boards. • Furniture. • Toilets. • Temporary shoulder. • Roofing and Ceiling. • Completing existing structures. • Plastic chairs. • Mats.
Kaduna	2	12	<p>Selected 12 schools across two LGEAs and combined direct incentives to pupils/parents and school improvements to increase access and enrolment in rural community schools.</p>	<p>For each school, there was a ‘package’ of inputs (not 100% uniform across all schools – each school’s own circumstances were taken into consideration) which together provided an incentive/attraction to the children and parents in the local community who had children not enrolled to send their children to school.</p> <p>These inputs included:</p> <ul style="list-style-type: none"> • School bags • Daily snacks (biscuit and small drink) • Exercise books • School specific touch up (paintings on wall, minor repair of furniture, simple

				<p>teaching aids...)</p> <ul style="list-style-type: none"> • Modest level of reinforcement training (e.g. classroom methodology from the TPD SIP) • Playgrounds and facilities
Kwara	1	20	<p>The focus was to reach out to the children in the most disadvantaged communities in Kaiama LGA: the children that are out of school, who are in school but the school environment is unfriendly, and those who have no intention of going to school.</p>	<ul style="list-style-type: none"> • All 20 schools had ESSPIN supported SBMCs and received 2 years of Direct Funds to Schools Grants • Recruitment, training, monitoring & payment of locally hired rural teachers • Construction of rural teacher housing • Provision of school uniform, sandals, bag, socks, writing materials, exercise books and drum sets. • 2 Boxes of books for literacy & numeracy for reading corners • Provision of pupils/teachers' furniture • Construction/Renovation of classroom • Financial support to 3 communities to access World Bank Assistance for school improvement & community development • C-EMIS <p>In addition, all 20 CF schools were provided with water and sanitation. Some received classrooms and teacher / pupil housing.</p>
Lagos	5	53	<p>Focused on increasing available places in schools and creating more conducive learning environments.</p>	<p>Schools in 5 LGEAs were invited to submit proposals for school improvement funds. A Challenge Fund Committee made validation visits and selected schools for inputs.</p> <ul style="list-style-type: none"> • Improved infrastructure • Instructional materials (e.g. computers) • Borehole, toilets, classroom furniture etc were provided according to the identified need of individual schools). <p>Lagos also used a portion of the CF to commission a significant piece of research into the</p>

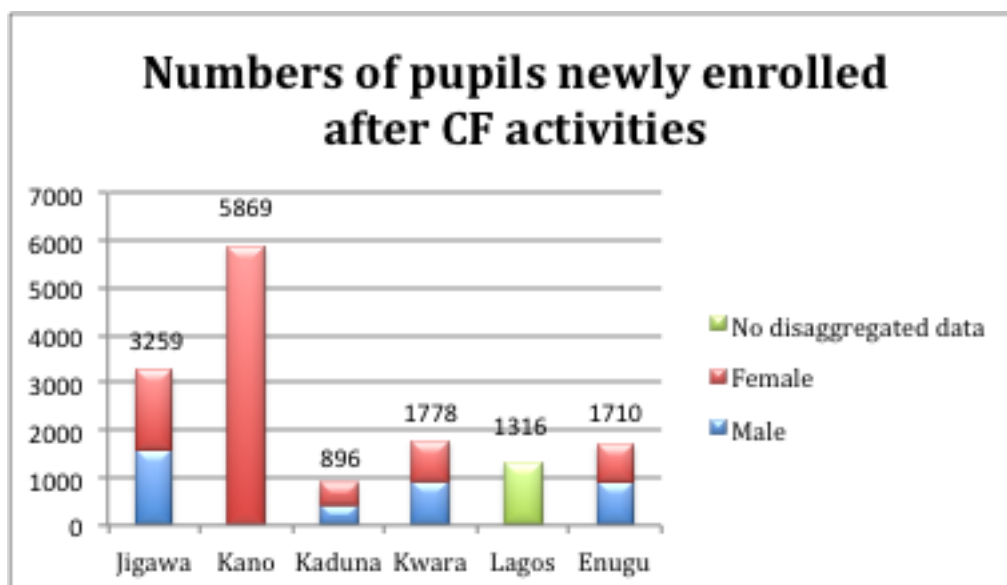
				riverine Makoko community, where access to education was very low.
Enugu	6	30	Worked with the three Missions (Catholic, Anglican, Methodist) to create free places for poor and disadvantaged children at fee-paying mission schools.	An MoU was signed by all three missions, who all agreed to waive schools fees for the benefitting children. Schools and children were selected by partner CSOs, using eligibility criteria. School supplies like uniform, textbooks, exercise books, pen and pencils, school sandals/shoes, stockings, school bags were provided for the children while the schools where they are enrolled get N4, 000.00 annually per child enrolled in the school for the provision of teaching aid (maps, pictures, charts, skeleton, etc) and facility maintenance.

Enrolment and Attendance

35. No data has been captured on NAR through the ESSPIN programme and there is currently no clear agreement on how to measure this indicator. Instead, ESSPIN uses the Net Enrolment Ratio (NER) as a key performance indicator and has data on this since 2009. NER is a calculation of the number of children enrolled in school as a percentage of the total number of school age children in the population.
36. Furthermore, there is a challenge with reliable data at school level, as many schools do not keep records, or do not do so accurately. Where enrolment data is held by Head Teachers or SBMCs, there is often no attendance data – meaning that lists of pupils can be greatly inflated where pupils have dropped out post-enrolment or significant underestimates where an initiative has taken place post-enrolment to increase attendance. States managed this challenge in different ways. In Kaduna, for example, all school visits conducted by any member of the state team involved headcounts, which were then used to collate more accurate enrolment/attendance figures. In most states, teams were able to assure researchers that the vast majority of newly enrolled pupils were attending regularly (as a result of frequent school visits either by ESSPIN state teams or partner CSOs).
37. Therefore, enrolment was, necessarily, the measure of the success of the CF initiatives against Outcome Indicator 2, rather than attendance.

Changes in Enrolment

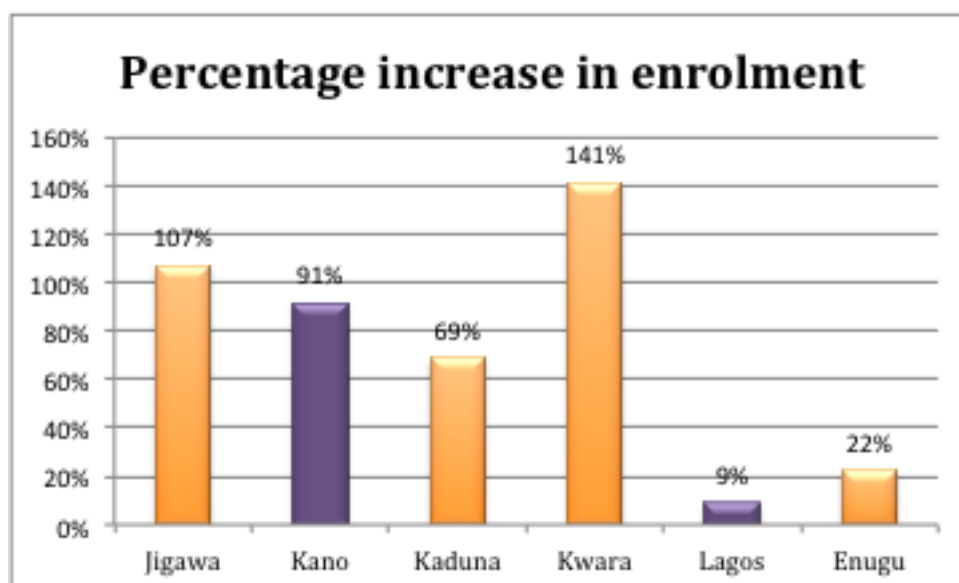
38. The chart below shows the increase in enrolment in CF schools. In terms of numbers of children now accessing education, it is clear that the CF has had the most dramatic effect in Kano (an additional 5,869 children now enrolled). The lowest increase was in Kaduna (896 children newly enrolled).



39. It should be noted that the data supplied for Kano was based on letters of admission having been sent out to an additional number of children (total of 5,869), for the academic year 2013/14: whilst the Kano team reported that they were hopeful that these places have already been filled, monitoring visits had not been completed at the time of this report, and the increase in Kano can therefore not be verified as a real increase. This is also the case in Lagos, where additional enrolment figures are largely based on the additional capacity created within over-burdened schools as a result of infrastructure improvements. However, it was the impression of the Field Consultant that there was a very high demand for education in the targeted schools (the majority of which are large, urban JSS schools) in these two states, and he was told that children who wanted to attend had been turned away. It can therefore be assumed that there is not a lack of demand for education in these communities, rather a lack of capacity, and that many of these additional offers of school places will be taken up. Since the stated objective of CF activities in Kano was targeted at girls' education (and in many cases CF worked with single sex girls' schools), it has been assumed that all additional places have been offered to (and will be taken up by) girls.
40. Where disaggregated data on gender was available, it is clear that gender parity has been taken into consideration in CF activities: roughly half of all newly enrolled pupils at CF schools are girls. The table below shows the gender parity index (GPI) in CF schools' baseline enrolment figures, and the GPI after CF activities. In almost all cases (with the exception of Enugu, which already had the highest GPI), CF appears to have had a positive impact on gender parity.

State	GPI in selected schools before CF	GPI in selected schools after CF
Jigawa	0.81	0.94
Kano	No data available	
Kaduna	0.67	0.82
Kwara	0.51	0.72
Lagos	No data available	
Enugu	1.10	1.05

41. Five of the states were able to provide baseline enrolment data for CF schools. The percentage increase in enrolment after CF activities (see chart below) is, in most cases, very significant. Where CF activities were focused on (often rural) communities where there had been low access rates and little take-up of educational opportunities – such as Kwara and Jigawa – the percentage increases are the highest. Where Kaduna and Kwara show lower numbers of newly enrolled pupils, this is put into perspective by their percentage increases (69% and an astonishing 141%, respectively), showing that the impact on the targeted communities has been considerable.



42. Unfortunately, in the two states (Lagos and Kano) where CF activities were focused on increasing capacity of schools (i.e. the ability of schools to accept more pupils safely and with enough space/equipment), and where demand apparently exceeds supply, it was not possible to gather full, reliable data: in Lagos no baseline data was available; in Kano, the number of newly enrolled pupils had not yet been verified. The above chart assumes that all additional places created in Kano have already been filled with newly enrolled pupils. In Lagos, a report provided by the team –

written by a CSO as an evaluation of the CF programme – states that there had been a 9.2% overall increase in enrolment in CF schools⁴, and it is this figure which has been used here. (Note: the source report from which this data is taken could not be located by the state specialist.) These numbers are shown in a different colour in the chart above, as they could not be verified. The percentage increase in Lagos is considerably lower than the other states shown in the chart above, which is perhaps not surprising considering the CF activities were focusing on enhancing the capacity of already over-subscribed schools (although we might also expect to find this in Kano, which used a similar approach, but the percentage increase in Kano is considerable higher).

43. It should also be noted that it is not possible to verify that, in all cases, newly enrolled pupils were previously out of school. It is therefore possible that some of the children counted in the ‘newly enrolled’ figures for CF schools, may have been moved from other schools, thus not actually having a positive overall impact on enrolment rates.

However, some states were careful to reduce this possibility to a minimum. In Kaduna, for example, CF schools were specifically selected in remote rural communities where no other schools were available, in order that any increase could be reliably attributed to CF activities. In Kwara and Jigawa, remote rural communities were also targetted for CF inputs, and so it is highly likely that if children were not enrolled in the target school, they were not enrolled at all.

In Enugu, however, where the selection process for benefitting children was the most detailed, being out of school was not a criterion for eligibility.

In Kano and Lagos, where CF inputs were used to increase space and capacity in oversubscribed schools, it is possible to argue that, since demand exceeds available places, newly enrolled children had not been able to attend school before CF inputs.

Attributing Increases in Enrolment to the Challenge Fund Initiatives

44. Respondents to Questionnaire A (LGEAs, partner agencies, CF committees etc.) and Questionnaire B (Head Teachers and SBMCs) were asked the following question:

Apart from the Challenge Fund work, has anything else happened which could explain any changes in attendance figures (e.g. other initiatives / improvements, local events, involvement in other programmes)?

⁴ April-May Lagos State CF, report provided by Lagos State Specialist

State Specialists were also asked:

Where enrolment has increased, can we directly relate this to CF inputs? i.e. how do we know that this would not have happened anyway, or that it is not a result of other factors?

The table below shows the results:

State	Y	N	No response	% of respondents attributing changes in enrolment solely to CF activities	State Specialist response: Can we directly relate increases in enrolment to CF inputs?
Jigawa	11	1	3	7%	Yes
Kano	2	7	1	70%	Yes
Kaduna	1	5	1	71%	Yes
Kwara	0	5	2	71%	Yes
Lagos	8	2	2	17%	Yes
Enugu	3	5	0	63%	Yes

45. Although State Specialists all attribute the increase in enrolment in selected schools to the CF activities, not all stakeholders would agree. Examples given by respondents as to other factors which may have affected enrolment include other ESSPIN inputs (outside of CF) as well as external factors/inputs:

- *The challenge Fund initiative attracted the attention of **Rural Water Supply and Sanitation Agency** who provided the school with toilets. This, together with the blocks of classroom blocks built by State Agency for Nomadic Education and ESSPIN changed the face of the school. The involvement of the members of the community in the overall initiative added colour to the increase in enrolment success. (ANE Zonal Inspector, Jigawa)*
- *“The stand of government determines the behavior of everything. **The present governor** is a nomad and will respond to the nomadic schools, positively”. The people see the occupation of the government house by a fellow nomad as a huge motivation to also getting educated. (ANE Representative, Jigawa)*
- *Before this time, the state Government was privileged to access into the 2 Billion naira **UBE funds** for education. The state was able to provide textbooks, teaching materials, classroom renovation/construction in Kano’s State. The CF initiative came to give more impetus to the UBE funds, thus,*

resulting in enrolment figure for the year 2013/14. (Director JSS, Kano State Secondary Schools Management Board)

- *The increase in enrolment can also be as a result of the **trainings the teachers of the school have received** (recording keeping, teacher-parents interactions/relationship, leadership, etc.). Also the **activities of the SBMC** are a contributory factor, mobilizing the community to be more involved in the affairs of the school. The **Direct Funds from ESSPIN** also help in building the infrastructure (borehole, Toilets, etc.) of the school, making it attractive. The **LGEA**, also provided text books to add to other interventions in the school. (Doka LGEA, Kaduna)*
- *The role of **SBMC** and the **Gender Champions** also has helped in increasing enrolment. In a case under **inclusive education**, a crippled boy who walks with his hands over a distance that takes a normal man 40mins from his home was given a tricycle. Such encouraged the entire community and foster incensement in enrolment. (Kachia LGEA, Kaduna)*
- *The changes in attendance figures are as a result of the **cumulative effects of many other interventions** that have taken place in the school. The CF initiatives thus leverage on other initiatives. (Social Mobilisation Officer, Alimosho, Lagos)*
- *The CF intervention of building a toilet for the school started on...the day the school vacated for the current long holidays. Children are yet to see the project, but news have gone round the village on current happenings in the school...The expected increase in enrolment is solely based on the provision of the toilets and **many other ESSPIN interventions** in the school. Parents are currently attracted to ESSPIN supported schools like this one. (Head Teacher, RCM Primary School, Ibeju-Lekki, Lagos)*

46. It is clear from the range of responses given, that, in some circumstances, CF initiatives were seen as part of a wide range of inputs which, as a whole package, have contributed to an increase in enrolment. This is particularly the case in Lagos and Jigawa. Indeed, several State Specialists had also identified the need for CF to work with other ESSPIN interventions rather than being a stand-alone initiative (e.g. in Kwara, CF involvement was a pre-requisite for schools to be selected for water and sanitation inputs; in Lagos, functioning and effective SBMCs were key to eligibility criteria for CF involvement). There are also, obviously, other political and social factors which may have led to increases in enrolment (e.g. the Jigawa State Governor).

The CF initiative leveraged on the activities of the State School Improvement programme and the direct fund to school (DFS) to increase enrolment as the teachers were trained in very unique teaching skills that makes learning interesting. All these measure has indeed changed community's attitude towards education and has brought about increase in enrolment. (RACTI, CSO Partner, Enugu)

47. State Specialists' reasons for attributing these changes to CF alone were largely based on the fact that the sudden spike in enrolment figures only occurred after CF initiatives had been introduced (even though there was a slow or steady increase leading up to the this).

Kaduna: "Other intervention were on board before CF; the teachers, SMO and SBMC members had been trained, SBMC was on ground, borehole and toilets were there etc, but the enrolment was still low. It was when meals were served through CF that the enrolment went up. Poverty permeates the community. The quality of the teachers and the enrolment drive of the SBMCs could not bring a high proportion of children to school; talk less of keeping them in school. CF was capable of doing both."

Kwara: "Before CF the enrolment figure for the 20 schools was 1362 (835 boys and 427 girls). The figure shot up to 3030 (935 boys and 843 girls) after CF intervention."

48. Enugu is the only state where increases in enrolment can be directly attributed to CF inputs, since the Challenge Fund was used to create spaces for 1,710 specifically selected children. These 'scholarships' (in which schools waived school fees and in return received a small grant per child towards supplies and maintenance) were directly created by the Challenge Fund and data was kept on all beneficiaries.
49. Although there were no 'control' schools for this initiative, we can use ESSPIN's NER data (based on ASC data) for the six states to compare changes in CF schools with trends across all ESSPIN LGAs and gauge the level of impact CF had on enrolment rates.

While there are a number of difficulties with this comparison⁵, it nonetheless provides some sort of indicator as to the success of CF initiatives specifically, as compared with the wider ESSPIN support package in terms of increasing enrolment.

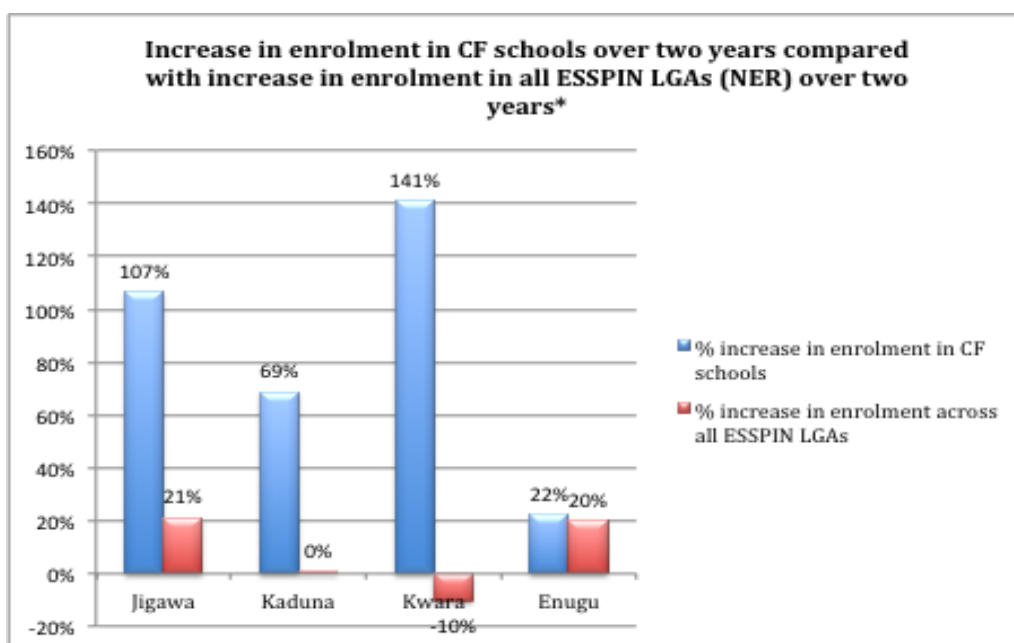
While it is not possible to state categorically that the measured increase in enrolment is a direct result of CF activities (with the exception of Enugu), it is certainly highly likely that the Challenge Fund was, at least, a catalyst for this sudden increase, building on other previous and current interventions. The graph above shows that, without CF initiatives, the increase in enrolment in ESSPIN LGAs was considerably lower in most states.

50. The chart below shows the % increase in enrolment (NER) across all ESSPIN LGAs as compared with the % increase in enrolment (numbers) in CF schools. This has only been possible for the states where baseline data was made available in order to calculate a percentage increase (and has not been carried out for Kano, which started later and is only a year into its CF programme). (See Annex 4 for NER data and calculations used).

5

- It is not possible to calculate NER for CF schools, since we do not have population data for CF communities. Therefore, a comparison has had to be made on percentage increases in the respective enrolment measures (NER for
- all ESSPIN LGAs and enrolment numbers for CF schools) rather than comparing like for like.
- There is no available NER data for the year 2012/13. The comparison, therefore, has had to be against a different 2 year period (not the same 2 years of CF implementation). The earliest available NER data relates to 2009/10 and this has been taken as a baseline. The percentage increase in NER has then been calculated two years later (2011/12).
- The CF schools will have been included in the ASC data, and therefore we are not directly comparing against a control set. However, the CF initiative only overlaps with the ASC data by one year (2011/12) and the majority of CF activities did not take place until the second year: therefore the overlap is slight. Furthermore, the CF schools represent only a very small proportion of all of the schools in ESSPIN LGAs, and are therefore unlikely to have affected the ASC data to any great extent.

*The data gathered for Enugu in 2009/10 (our baseline) was poor. Therefore, % increase in NER for Enugu has been calculated based on only one year (2010/11 – 2011/12).



Selection of Beneficiaries: Targeting the Poorest Children

51. A key part of Outcome Indicator 2 is that the increase in enrolment/attendance should apply to “**lowest economic status quintiles**”. However, in most states, whereas selection criteria may have been used to identify the schools and/or communities which would benefit most from CF inputs, no eligibility criteria were applied to the selection of benefitting children.
52. The Community Tool asked respondents at all levels (LGEA, partner agencies, Head Teachers, SBMCs, parents) to identify which children had benefitted from CF initiatives (from a list of categories). In Jigawa, Kaduna, Kwara and Lagos, 100% of respondents stated that ALL children had benefitted from CF activities, indicating that there had been no perceived targeting of those in the poorest quintile.
53. In Kano, only 70% of respondents identified that CF activities had targeted girls, even though the entire initiative had been focused on girls. The fact that 30% of respondents stated that CF inputs had benefitted *all* children may indicate a lack of clear communication about the initiative so far in the process (Kano has only completed Year 1 of CF inputs).
54. An exception is in Enugu, where eligibility criteria were drawn up for selecting BOTH schools and children for the CF initiative (see list below). Partner CSOs were used to conduct validation visits to beneficiaries’ homes, in order to ascertain levels of disadvantage using a scoring system.

CRITERIA/FACTORS FOR SELECTION OF BENEFICIARIES OF CHALLENGE FUND -**ENUGU**

1. Must be between 6-15 years
2. Must be indigent orphans either of both or single parents
3. Health condition of the parents {must be poor}
4. Occupation of parents or guardian must be considered
5. Income of parents or guardian must be considered
6. Health/Status or abilities of the potential benefiting child
7. Number of siblings in the family
8. Age of parents of the child
9. Willingness of the child and parents to participate/benefit from the scheme.

It is unsurprising, given the specific selection of beneficiaries from disadvantaged groups, that Enugu was the only state which returned a wider range of responses on the targeting of CF inputs:

Category	% of respondents in Enugu selecting each category as beneficiaries of CF
All	5%
Poor children	18%
Disabled children	23%
Nomadic	3%
Girls	20%
Boys	20%
Ethnic/Religious Minorities	0%
Other (please explain)	13%
None	0%
Don't know	0%

55. While it may be argued that the selection of schools in need of infrastructure improvements, or remote rural communities, may necessarily mean that the children benefitting from CF activities belong to the poorest economic status quintiles, most of the states had gathered no data on the economic status of benefitting children and this assessment could find no evidence of a clear definition of how the poorest quintile is quantified. Even in Enugu, although the selection process was robust and focused on selecting children from disadvantaged backgrounds, there was no data to demonstrate that they belonged to the lowest quintile.

Other Changes Following Challenge Fund Initiatives

Impact on completion / transition

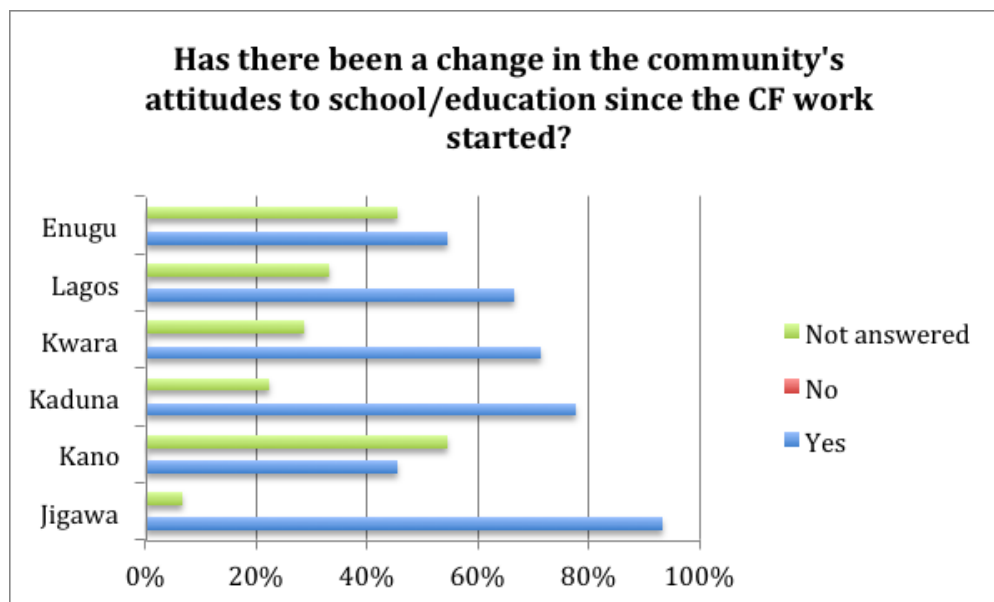
56. The Challenge Fund initiative lasted just two years and has only just finished. Indeed, in some states it is still ongoing: for example, at the time of the research, play equipment still needed to be delivered and installed in Kaduna CF schools, construction of pupil/teacher housing was ongoing in Kwara, and Kano was only half way through its activities. It is therefore difficult to assess whether CF initiatives have had any impact on transition and completion. Nonetheless, State Specialists were able to provide a few examples of success in this area, and were largely optimistic about future impact.

Responses from State Specialists:

Jigawa	Yes	There has been transition of children from primary one to primary 2 and 3. Three children in Maiwando Community Nomadic School completed their primary education and have got admission into JSS in Miga. However, most of these schools are still at their infancies, yet to produce graduates.
Kano	No	Not yet, but it is expected that more than 80% attendance would be achieved this year because of the CF initiative. The community members are aware of the development in the school. The space and convenient learning environment so created is expected to bring to pass our expectations.
Kaduna	Yes	Yes, although Kaduna State runs on automatic promotion. No child is made to repeat a class. Since teachers have been trained and other interventions had been carried out before CF, the CF helped in bringing more children into the school to leverage on the interventions already carried out. So, more quality children who actually passed their exams now transit into higher classes and schools.
Kwara	Yes	The policy is that no child, (unless otherwise stated by the HM) repeats a class. All transit from one class to the other. For completion, the CF has only operated for 2 years and most of the schools are yet to have pry 6. See report of CFC appraisal.
Lagos		Though figures were not available to buttress this, the State Specialist was optimistic that given the current repairs and provision in schools as a result of the CF initiative, which also has attracted lots of children to school, evidence of impact exists. An impact assessment needs to be done. Most of projects in schools were completed within 3 months. However, it must be said here that though visible change can be seen, the direct impact is yet to be ascertained.
Enugu	Yes	The families are very happy that the financial burden of their children's schooling is off them. The children perform well in school, those who enrolled last year performed well and moved to the other class. The program is in its second year so issue of completion or rate may be too early to measure now. However, even the non CF supported children in the schools benefited from the facilities provided through the CF and were able to learn better and transit to the next class even to JSS. But it is important to note that a good number of the beneficiaries were enrolled in the lower classes {class1, 2, 3} and are transiting to the next class. All these are contained in the CSO monitoring report.

Community attitudes to education

57. Respondents in schools and communities were asked whether CF had changed their community's attitudes towards education. Not a single respondent answered that they had not.



“Some of the pupils trek over 3Km to get to school because of the awareness that has been created on education among community members.” (ANE Zonal Inspector, Jigawa)

“Using of block buildings has never been part of the Fulani settlement. The building blocks of these classrooms are viewed as a good foundation to starting the foundation of city building amongst the Fulanis.” (MACBAN representative, Jigawa)

“Before the intervention, there was no link between the community and the school. Most members of the community, when approached by the SSC, paid deaf ears in sending their children to school. The reverse is the case now as many parents are pressing to bring their children to school. The headmaster is being approached in the market places, naming ceremonies and other places of festivals of their interest to bring their wards to school.” (SSC, Gidan Maje, Jigawa)

“More members of the community are gradually taking to the education of their wards. The whole world is changing. Even we, the fulanis must change or we will be grossly left behind. One singular thing that can be about change is education and we are now embracing it. As the school grows, parents who are still involved in sending their children into the Almajeri institution, will recent in their decision as many are already doing so now.” (Parents, Gidan Wanzamai, Jigawa)

“The advent of CF initiative opened the eyes of the community towards the benefit of education. Communities also find time to watch over the still in the School. Parents now take interest in what their children had been taught in School and what takes place in the school.” (HoD SMD, Kachia LGEA, Kaduna)

“The community’s receptiveness of education is growing stronger by the day. They now see education as being intertwined with their future.” (Head Teacher, Makarfi, Kaduna)

“The attitude of members of the community has really changed positively towards the school. Seeing all the inputs of CF in place has changed the outlook of the whole community which is located many miles from the nearest town. This has motivated everyone to send their children to school. Before, the community had no interest on education.” (SBMC, C-EMIS & PTA respondents, Kwara)

“Awareness has increased. People are more aware of the essence of education, now. The CF initiative has made education popular in the community. Many are eager to send their wards to school. Also, other community philanthropists are keying into this initiative to help the poor.” (Parent, Agbani, Enugu)

Mini Case Study: Doka, Kaduna

During the course of the Field Consultant’s interview with an SBMC in Doka, LGEA the village head walked in. He applauded the activities of ESSPIN through the CF initiative. His presence further demonstrated the community’s receptivity, appreciation and participation in things touching the school and education as a whole. The attitude of the community can be captured in this quotation of the SBMC’s Chairman:

“If people can come all this way to help us for our children to be educated, why can’t we who are being helped won’t be more serious in the education of our children ... education is very important, without it we can’t eat”.

One of the women added: *“Without education one will be limited in scope and influence and won’t be able to talk in the midst of educated people”.*

Mini Case Study: Agbani, Enugu

There is a case of a child who insisted in following her CF supported sister to school even though she has not been registered. Effort to persuade her to stay back failed. The parents are very poor to register her in school. The school has finally let her be, though she is not a registered pupil. (Head Teacher, Agbani, Enugu)

58. Some respondents see a gradual change in community attitudes which, although furthered by CF, is not directly a result of CF activities, but rather a cumulative effect of all interventions over the past few years.

“The feeling now is that on completion of secondary schools, the children would be of immense benefit to the community having watched them increased in different school acquired skills. They also believe that the educated children will come back to help as maternal health care. One case study already exists where an educated child of theirs who read health related subject in the College of Health Technology is back home helping under the maternal healthcare service. This conceived benefit has further improved the attitude of the communities towards education.” (Makarfi LGEA, Kaduna)

“Now, with the formation of the SBMC, and the CF climaxing the initiatives, the community’s attitude has really changed towards education and the school. Members of the community no longer regard the school as government school. They see themselves as stakeholders in the school. When there is a delay in the supply of the CF inputs, the community do ask questions.” (Doka LGEA, Kaduna)

59. In Kano – where the percentage of respondents identifying a change in community attitudes was lowest – some respondents were less convinced that there had been a significant shift, or that a shift was needed. Since CF work was taking place in over-subscribed schools, in order to create additional places to meet demand, it is unsurprising that the communities were already convinced of the benefits of education.

“However, with or without the initiative, the community members appear to be very aware of the importance of education. The school is a solely girls school and receives huge admission request from members of the public. The only limiting factor is the number of classrooms. The community members were very happy contributing the 5%, knowing well it is capable of releasing more admission space. The training of the community through the SBMC conferred a sense of community ownership and participation in the school.” (Principal, Girls Secondary School Albasu, Kano)

“The neatness of the girls and other CF inputs has indeed attracted the attention of the community. The community contributed labour and 5% of the lump sum of the initiative. This is not the first time the community is supporting the school. The community was involved in the renovation of the toilets, making them good to use by members of the school’s community.” (SBMC Member, Kumbotso)

This was also the case for some respondents in Lagos:

“The attitude of the community towards education has ever been high in Alimosho. The main challenge is the availability of classrooms for the pupils. This while, the SBMC and the Parent’s forum are very keen towards making contribution to the building of more classrooms.” (SMO Alimosho, Lagos)

“Here, parents having knowledge of the importance of education send their children to school. More children do however come to school because of what they heard has been happening in this school.” (Parents, Ajegunle, Lagos)

60. It was clear from responses to these questions that involvement of the communities and all stakeholders from the outset of planning for CF initiatives and at every stage of the process has been key to the success of CF.

One particular success was in Nassarawa Gatte, Kwara, where the holistic CF approach was used to bring together two clashing communities:

“The communities, led by the SBMCs, were part of the whole process. Before CF initiative, the communities were very passive towards the schools. The uniform was a very big attractant. Seeing the schools with plenty of trained teachers also boosted their interest in sending their children to school. During the construction of the buildings, they gave themselves as labourers, the women cooked and brought water to sites, either for drinking or for mixing and molding of blocks. In Nassarawa Gatte, the CF initiative played a reconciliatory role of bringing a rivalry Christian and Moslem community together through the establishment of a common school for the children of both communities. In some other schools, the community, through the SBMC bought desk for the school, renovated buildings, and some give teachers allowances to encourage them. The SBMC provided a spring board for community participation, especially when the CF initiative came on board.” (CF Steering Group, Kwara)

“Generally speaking, the attitude of the people, especially of the Nassarawa Gatte, toward school has indeed changed. They see the school as a symbol of their unity and development. You [don’t?] have to tell them to send their wards to school. They already know this.” (Kaiana LGFA, Kwara)

61. It is also clear, that there is more work to be done in terms of sensitization and advocacy within these communities: the Challenge Fund is not a panacea.

“Though generally speaking, people know the value of education, there still remain a few people who pay less attention to education. You still see some parents who give encouragement to children who indicate desire to drop out of school to do so. This can be associated with poverty, low level of literacy, etc.” (EEDI, Partner CSO, Enugu)

“They, however, still feel that it is the responsibility of government to improve the educational sector. Presently, education is free in Lagos State. The SBMC seem not to have been able to have a gasp on the community. This could be attributed to the fact the school is located in an urban area (a heterogeneous environment). The community’s attitude towards sending their children to school, however, has been impressive as the enrolment figure has increased.” (Head Teacher, Ajegunle, Lagos)

Strengthened SBMCs (and SSCs) and Women’s Committees

62. There is evidence to suggest that the Challenge Fund had a positive effect on the functionality of SBMCs. Even where SBMCs were present and robust, CF inputs added momentum to their efforts and reinvigorated these committees.

We have been working with SBMC before CF initiative began. It was increasingly difficult to persuade parents to send their children to school. The questions always asked include, “take a look at the school. The children sit on the bare floor, not even on cemented floor. The school does not have classrooms, children appear dirty when they come back from school”, etc. This was typical of Nasarawa Gatte. The CF initiative brought a new impetus to the drive of the SBMC; A situation where children were provided with new uniforms, toilet, classrooms, teachers’ quarters, band sets and borehole water. CF made the job of both the SBMC and the C-EMIS very easy. (RHHF, CSO Partner, Kwara)

63. In Lagos, a functional SBMC was a pre-requisite to a school being selected for CF inputs. (This was also one of several factors considered when selecting Kano CF schools.) The project proposal states that CF was to focus on “community-supported public schools i.e. schools where functional and active SBMCs are providing support for the purpose of improving access and equity and quality education issues in Lagos state.” The intention was to demonstrate the value of having a functional SBMC to other schools, and that this would then increase the quality and effectiveness of SBMCs more widely. (No monitoring data was available to assess whether this impact has been achieved.)
64. However, it is also clear that in some cases, more work needs to be done to strengthen SBMCs. The Field Consultant reported this example of interviewing SBMC members who knew nothing about the CF activities in their school: or even, in one case in Jigawa, an SSC member who was not aware that he belonged to the SSC.

The first three, though claimed were SBMC members couldn’t demonstrate knowledge on the activities and involvement of the SBMC on the CF initiative. The word Challenge Fund was very strange to them though they had attended meeting on the CF initiative. When asked if they knew who was renovating the storey building (four classrooms), they asked for confirmation that it was done by ESSPIN; (“I thought that it was ESSPIN that was doing it”). (Uwem Umoh, Field Consultant, reporting on an interview with SBMC members in Government JSS, Zowai, Kano)

The interviewee initially was to be interviewed as a member of the school support committee as identified by the Headmaster. When personally asked on his membership of the committee, he declined and told the team that he does not know if he was a member. People were only called to attend meetings in the school. (Uwem Umoh, Field Consultant, reporting on interview in Guruma, Jigawa)

65. This quote from Lagos suggests that relationships between SBMCs and communities – particularly in urban areas – could be improved:

Though the financial capacity of members of the community is said to be generally low, they were able to contribute 40,000 to support the work of CF. They, however, still feel that it is the responsibility of government to improve the educational sector. Presently, education is free in Lagos State. The SBMC seem not to have been able to have a grasp on the community. This could be attributed to the fact the school is located in an urban area (a heterogeneous environment). The community's attitude towards sending their children to school, however, has been impressive as the enrolment figure has increased. (Head Teacher, Ajegunle, Lagos)

66. Women's Committees – and women from the wider community – also seem to have been active in implementation of CF activities.

"Philanthropists are donating things in support of the CF initiatives. In some schools where water is not available, women in the neighbourhood volunteered to provide water to the schools as their form of contribution." (MACBAN representative, Jigawa)

"Parents, including women are mobilizing community members in participating and sending their children to school, stressing on the benefits of education." (SSC member, Wanzamai, Jigawa)

67. An interesting finding in Makarfi LGEA, Kaduna, was that women were refusing to send their children to school because they needed them to earn money in order to provide basic household items like soap. Once a portion of the CF money was utilised on providing soap for the women in the community, instead of biscuits for the children, women became an active force for advocating the importance of education.

"Husbands do fail in providing their wives with such basic things as soap (detergent) for washing. This is an important item for most women in this community. To ensure that this item was provided, the women made sure that their children go hawking and farming hindering any attempt of attending school, even when asked to attend by the fathers. At the entrance of CF and with the provision of food, school bags and exercise books there was a change. A greater applause to the intervention came when tablets of soap were distributed. This was a onetime thing when it was done to substitute the supply of biscuits and juice, as the contractor ran out of their supplies. In fact, it was told that the women, in their numbers, went the following morning to the school to thank the Head master. When husbands tried sending the children to farm, the wives will object and insist that the children go to school knowing well that the children will be back with soap." (Makarfi LGEA, Kaduna)

Case Study: Women's Committee in Nuku, Kwara



In the community of Nuku, in Kwara, the women's committee was keen to explain to the Field Consultant what their contributions had been and their desire to also access education. This was his report:

WOMEN'S CONTRIBUTIONS

The contributions of women were as follows:

1. Provided the workers with food and water
2. Provided morale support by greeting them on a daily basis
3. Ensure that our children come to school regularly and on time

ACTIVITIES TO MAKE SURE OTHER CHILDREN WHO ARE CURRENTLY NOT IN SCHOOL TO BE IN SCHOOL:

The women said they have been involved in trying to sensitize other women on the need to allow their children in school. They have succeeded in some cases, but much work is still needed.

REQUEST FROM THE GROUP

They pleaded that:

1. The promised quarters for the teachers should be fulfilled.
2. Evening lessons should also be organized to take care of the women who cannot join the children in the school, just as it has been done for the men.

SOLUTION

The group was linked up with the SMO. The advised given was that they should

1. Discuss with other women in the community
2. Get the list of interested women
3. With a covering letter from the HT, send their request to the Adult Education Department of the LGEA requesting for support through the provision of a teacher (preferably a female teacher
4. Discuss with the teachers and kick start classes, making themselves available and ready for inspection by the adult literacy department of the LGEA
5. Their interest must be demonstrated in their willingness to attend classes regularly and on time.

Other funds leveraged as a result of the Challenge Fund

68. In Kano and Lagos, where a self-help model was implemented, communities were required to raise a certain percentage of funds towards their infrastructure project to qualify for disbursement of CF funds (10% in Lagos, 5% in Kano). In many cases, this amount was exceeded.

69. In Jigawa, examples were given of contributions from communities, philanthropists and other agencies as a result of CF inputs:

- In 16 communities, individuals provided land for permanent structures in their respective schools;
- The State Rural and Water Sanitation Agency constructed 2 block of three seated toilet at Tsamai and Gidan Wanzamai Community Nomadic School;
- A member of the House of Representatives, representing Birnin Kudu and Buji constituency constructed a block of 2 classroom in Jikoli Community Nomadic School in Birnin Kudu LGEA.

70. In Enugu, the Missions' contribution of waiving school fees for CF beneficiaries (up to a maximum of N15, 000.00 per pupil) is an in-kind donation (i.e. no money changed hands) but nonetheless has a monetary value. This was calculated by the Enugu team as N43, 650,000.00 In addition, the Missions paid the salaries of 8 members of staff (SSO and SSIT) to support the CF schools, at the rate of N30,000 per month for 2 years – a total of N5,760,000. The contribution leveraged from the Missions equates to a total of N50, 850,000.00: this is £203,400, meaning the Missions match-funded the contribution made from the Challenge Fund (£200,000).

71. In Kaduna, CF inputs to improve access were seen as key aspects of the drive towards inclusive education. Thus, the work plan for the state policy of inclusive education became a tool for initiating a sustainable mechanism in place. N68 million has been voted by the state through UBEC for inclusive education. N14 million has already been released. This invitation by the state has not occurred as a result of other interventions and it is felt that CF inputs were the catalyst.

Improvements in learning quality

72. In all states, a portion of the Challenge Fund was used to provide or improve teaching and learning materials, classroom environments.

73. The response from parents show that in most states there is a clear perception of improved learning quality, and, what's more, a heightened engagement by parents in their children's education.

Enugu
<ul style="list-style-type: none"> • <i>“My children can now read and write. They are very helpful to me, helping me to operate things and read my letters. My boy does this for other, too.”</i> • <i>“My child is learning very well. He can now read and write. He is very happy to go to school. He dresses clean and neat, unlike before.”</i> • <i>“Our children can now read and write. Their word pronunciation is increasingly better. They are outspoken, neat and can now associate well with others. They are excited about school now than before.”</i>
Jigawa
<ul style="list-style-type: none"> • <i>“Children are no longer disturbed by rain while learning is taking place.”</i> • <i>“We do ask the children what were taught in school on a daily basis.”</i> • <i>“Children are now disciplined.”</i>
Kaduna
<ul style="list-style-type: none"> • <i>“Before pupils in primary 6 were not able to read and write, even the names. Learning has really improved and more children move into secondary schools. Before children do not stay in class throughout school hours. This has also changed, giving room for more teacher-child contact time. The strategy here is that the biscuits and sachets of juice are given at closing hours.”</i>
Lagos
<ul style="list-style-type: none"> • <i>“The building has just be built and yet to be put to use. But learning will be improved.”</i> • <i>“Learning has indeed improved since these projects took place. Children no longer had to go home or mess up the environment because they are easing themselves. There is increase in teacher-pupil time for interaction. Performance in classes has also improved. Children no longer come late to school because of spending long hours looking for water. The community was provided with a water point just outside the premises of the school.”</i> • <i>“Children now have full concentrations/attention in classes. This has enabled them to improve upon their exam scores.”</i>

74. In Enugu, the Challenge Fund initiative created an entry point for ESSPIN to work with the Christian Missions and led to the School Improvement Programme (SIP) being rolled out in a total of 151 mission schools, with an estimated 5,000 children benefitting from the improved school quality.

Use of Challenge Fund for Participatory Community Monitoring (C-EMIS)

75. Although there was at one stage a proposal from Lagos which included PCM within CF initiatives, this was later dropped in favour of infrastructure support, and Kwara was the only state to use the Challenge Fund for C-EMIS work.
76. C-EMIS was piloted in the first 10 CF schools selected in Kwara and a further ten schools have recently been selected for round 2. C-EMIS was seen as a complementary part of the CF package, helping to improve access.
77. The aims of the C-EMIS project in Kwara were as follows:
 - Increased capacity of SBMCs and communities to monitor and advocate on behalf of out-of-school and drop-out children through local level data collection
 - Increased access to quality education for commonly marginalised groups
 - Wider community participation in the monitoring and planning of basic education service provision
 - More inclusive schools and communities, inclusive policies and planning for education
78. A CSO (RHHF) was engaged to manage the C-EMIS project. The CSO selected, trained, mentored and monitored the C-EMIS teams, who were made up of community members, including children (aged 10-14).
79. In order that C-EMIS could be seen as complementary to government held data – and in order that issues could be responded to effectively when raised with LGEA staff – training was also conducted for SSOs, SMOs and other government officials on C-EMIS.
80. Monitoring tools were used to gather information on children who were not regularly attending from a number of sources – including teachers, parents/carers and the children themselves – in order to ascertain the reasons for dropping out and to identify solutions to the problems.
81. The use of C-EMIS has generated a bank of information which gives greater insight into the issue of out of school children and barriers to access. This information can be used to support planning at all levels.⁶
82. C-EMIS was fully integrated into the CF initiative in Kwara, with C-EMIS committees working closely with SBMCs to identify children who were out of school and ways of

⁶ For more information and analysis of the C-EMIS initiative in Kwara, see **Community EMIS: 'Every Child Counts', Kaiana LGA Kwara State February 2013** (report provided by ESSPIN CELP Consultant)

bringing them back. This then informed how CF funds should be utilised. The Field Consultant noted that this holistic approach had been very successful in strengthening relationships between different stakeholders, engaging communities, and ensuring that inputs were targeted and effective. This can be seen in the high percentage increase (141%) seen in the enrolment figures in Kwara's CF schools.

Use of Challenge Fund for Research (Makoko)

83. Lagos used a portion of its CF funds to commission an in-depth piece of research into the Makoko riverine community, which has an estimated population of 850,000. Specifically, this was an out of school census and an analysis of the barriers to children from the Makoko community accessing education.⁷
84. The research found that, in 2012, there were 4,031 children out of school in the Makoko community, and that of those, 92.5% have never been to school.
85. The reasons for children being out of school in this community are many and varied, but one of the most commonly cited was that of safety: this has partly to do with the fact that members of this lagoon community have little experience of land and were frightened to let their children near busy roads.
86. Another factor leading to insecurity was the fragility of the community and the constant threat of government driven demolitions and evictions. Unfortunately, as a result of a stated intention of Lagos State Government to demolish the entire area, and the ensuing hostility and insecurity, no follow-up work has taken place following the research exercise and the team were advised not to visit the area.

Use of Challenge Fund to increase accountability of teachers to local communities (Kwara)

87. In Kwara, initial round table discussions about the Challenge Fund, identified teacher's accountability as an issue which could be tackled:

⁷ For an in-depth report on this research, see **Makoko Out of School Census**, ESSPIN January 2013

The Challenge Fund – overall Kwara approach and justification

*In 2010, discussions were held with our State partners, the Honourable Commissioner (HC) for Education, the Chairperson, State Task Team on SBMC and the Chair of the Teacher Quality Improvement Reform Group to agree on the most effective way to apply the Challenge Fund in Kwara State. The focus of the State's Every Child Counts Reform Agenda has been on improving the quality of teaching and learning in schools. Therefore, our partners were in favour of using the school improvement model in order to attract those children who are out-of-school. **The HC was also interested to see the effect of direct accountability of teachers to the local community on pupil outcomes.** Any positive effect could then be used to influence state policy.*

88. The biggest challenge faced by CF schools in Kwara was the lack of teachers. One of the aims of the CF was to provide teachers in these very rural communities and ensure they stayed there and taught regularly. This was achieved through various mechanisms such as recruiting the teachers from the local areas, providing accommodation for them either through rural teacher housing, or by ensuring the community provided suitable accommodation for those who did not have, providing resources for the schools in terms of both infrastructure and learning aids, giving the teachers additional training and support through the SSIT, and also making them accountable to the local communities.
89. ESSPIN paid the newly appointed teachers a monthly stipend of N10,000 per month through SUBEB: SUBEB transferred this to each teacher's account upon the confirmation from the ES that the teacher had worked effectively throughout the month. For the first six months of the two year programme, this was matched by N10,000 per month from the LGEA. When the Challenge Fund came to an end in July 2013 and ESSPIN ceased payment of this stipend, the LGEA resumed their contribution of N10,000, indicating a recognition of the importance of the achievements of CF and their commitment to continuing it.
90. The final outcomes have been very positive – 39 teachers have been recruited over the 2 years and 2 have been replaced due to reports from the communities and the LGEAs of their lack of attendance. All the other teachers have been attending and teaching regularly. These issues that were raised through this have had a significant influence on state policy. A new teacher deployment policy has been drafted, the State House of Assembly and SUBEB have made rural teacher deployment a priority and a rural teacher allowance is in the process of being approved. SUBEB and LGEAs are also pursuing the construction of further rural teacher houses.

Implementation

Partnerships

91. Existing partnerships – with CSOs, state partners (eg SUBEB, SMOE) and LGEAs – were also heavily relied upon (and, indeed, strengthened) throughout the delivery of CF inputs. However, the initiative also gave rise to a number of new and fruitful relationships.
92. In Jigawa, a partnership was developed with the State Agency for Nomadic Education (ANE) and the local chapter of Miyetti Allah Cattle Breeders Association of Nigeria (MACBAN). All partners were involved from the design stage, through implementation and to the monitoring stage. Although the State Specialist identified that there was a lack of capacity within MACBAN with regard to monitoring and reporting, all stakeholders agree that this partnership was key to successfully targeting nomadic communities and to the overall success of the CF initiative.
93. CSO partners were key to the implementation of CF activities several states. For example, in Enugu, EEDI and RACTI were involved in the design of the selection process and were the main agents in conducting validation visits to schools and households in order to select CF schools and benefitting children. In Kwara, RHHF were the main agency in carrying out the C-EMIS work.
94. In Enugu, a key new partnership was that with the three Missions (Catholic, Anglican and Methodist). The State Specialist feels that not only has this been crucial to the success of the CF initiatives, but that it has also had a transformative effect:

“Capacity of the Mission education secretariat has been built in terms of programme management. Children are now seen as the reason for the existence of the school. Schools are better run and the Missions are beginning to manage their schools centrally and decisions taken on standards and quality are enforced generally. This is not the case before CF intervention. Relationship between the schools and the missions that own them has improved. The Mission now sees themselves as providers of education more than before. The CSO now work in partnership with the Missions more now than before.” Enugu State Specialist

However, there is an ongoing sense of mistrust between the Missions and ESSPIN/CSOs. This may be because it is a new relationship. However, it is also clear that there has not always been a clear understanding between the Missions and ESSPIN and that this is only now coming to light. Whereas all three Missions signed an MoU at the start of the CF initiative and committed to continuing to waive CF children’s fees for their time at the schools, it is now becoming evident that the Missions do not have as much authority over individual schools as they originally

claimed; nor are they confident that they can manage this commitment financially. (See Sustainability section)

95. In most states, a CF committee, working group or steering group was established, to include representatives of all partner agencies. This worked well in all cases to engage all stakeholders and ensure good communication.

Clarity of Objectives and Monitoring Success

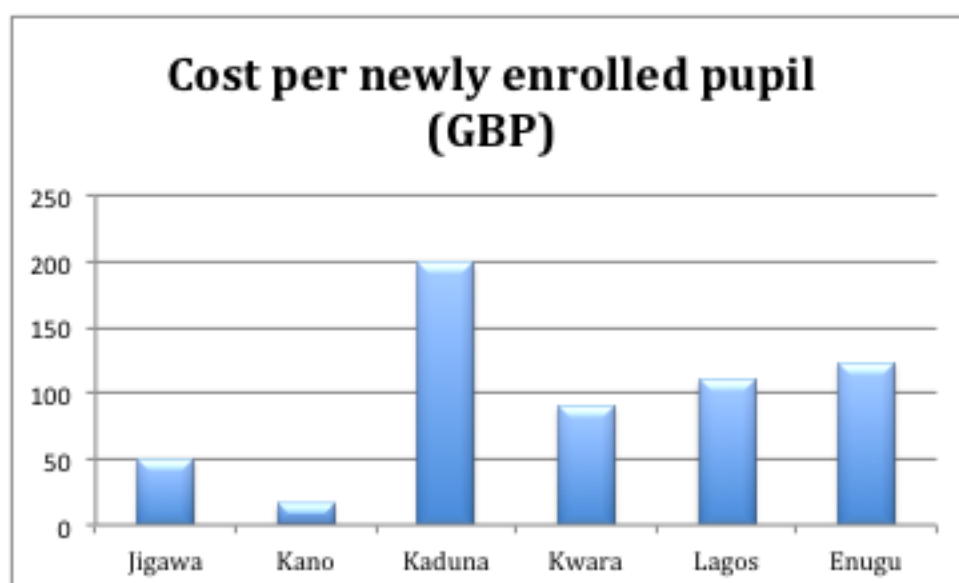
96. When asked what their state's objectives were for the CF initiative, State Specialists were, by and large, able to clearly express the aims of the programme and their inputs. These were often far clearer after the event than in the original proposals.
97. In no state were there any SMART objectives set in terms of the extent to which the states were aiming to increase enrolment or attendance (although in some cases, quantitative outputs were identified (e.g. Kaduna identified wanting to provide school bags to 1,500 children)). It is therefore difficult to know whether the inputs have been successful against expectations or not.
98. Unsurprisingly, given the lack of SMART objectives, there was a lack of monitoring data in several states. Lagos and Kano are particularly lacking in data: Lagos was unable to provide any baseline data for enrolment in the schools it had worked with; Kano had so far been unable to verify enrolment data after CF work. These two states were also unable to provide enrolment data disaggregated by gender.
99. Enugu is the only state which has kept records of children enrolled as a direct result of CF inputs (since CF was used as a scholarship scheme): this will be very useful in conducting any follow up research on long term impact.

Value for Money

Cost per child newly enrolled

100. Over the entire Challenge Fund initiative, across all five states for which data was available, the cost of each newly enrolled child is £71. However, this varies significantly from state to state.

State	Total CF Expenditure (GBP)	Total number of newly enrolled pupils	Cost per newly enrolled pupil (GBP)
Jigawa	164,820	3259	51
Kano (Year 1)	95,896	5,869	16
Kaduna	178,071	896	199
Kwara	160,791	1778	90
Lagos	144,680	1316	110
Enugu	210,474	1710	123

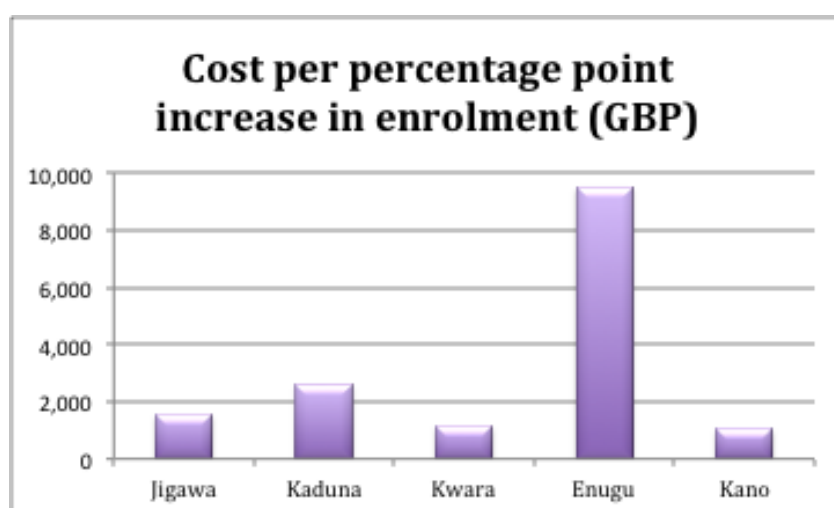


Cost per % increase

101. The cost per percentage point increase in enrolment across the whole CF initiative so far (in the five states where it has been possible to calculate this) is £13,058.

102. The table below shows the cost of one percentage point increase in enrolment in CF schools in five states.

State	Total CF Expenditure (GBP)	% increase in enrolment	Cost per percentage point increase in enrolment (GBP)
Jigawa	164,820	106.71%	1,545
Kano	95,896	91.42%	1,049
Kaduna	178,071	68.61%	2,596
Kwara	160,791	140.89%	1,141
Enugu	210,474	25.37%	9,509
Lagos	No baseline data available		



103. Though Enugu shows quite a high cost per newly enrolled pupil, and a significantly higher percentage point cost than anywhere else, this is largely because they chose to work with Mission schools, where enrolment was already fairly high, but targeting those children who were excluded due to poverty and disadvantage.

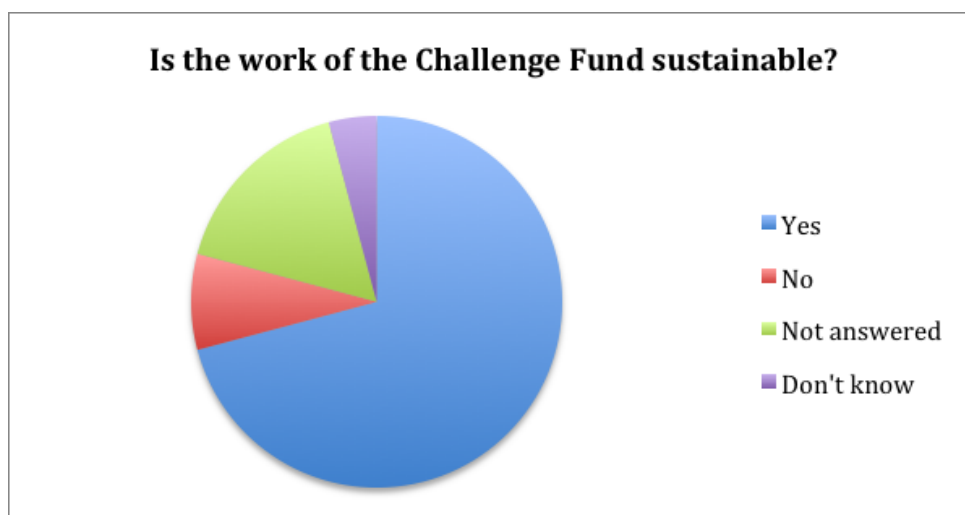
104. At the halfway stage of its Challenge Fund programme, Kano appears to be showing the greatest value for money, costing only £16 per newly enrolled pupil (less than a quarter of the cost per newly enrolled pupil across the whole initiative (£71)) and costing the least per percentage point increase (£1,049). However, it is important to remember firstly that the new enrolment data had not been verified at the time of this report, and secondly that Kano is only one year into the initiative and it is therefore not yet possible to know whether the approach of simply creating more places (without additional mobilisation or sensitisation) will lead to the new level of enrolment being sustained.

105. The value (in financial terms) of the other changes which have been achieved through the Challenge Fund – such as strengthened SBMCs, new or improved relationships – is harder to quantify, but these additional benefits should not be ignored.
106. For example, with the C-EMIS work in Kwara, not only have strong foundations for Participatory Community Monitoring been laid in Kaiama LGEA, but learning from this pilot will be useful in replicating the model in other LGEAs and other states.
107. There is also a significant benefit in the information which has been gathered as a result of this project. Not only through Kwara's C-EMIS or the specific research project in Lagos, but also the information which has been gathered on the barriers to education, the children who are out of school and those who have been able to access education as a result of CF.

The process used by Enugu involved robust selection procedures for benefitting children, including visits to households, which has built a bank of information about those children excluded from education. Enugu is also the only state to have kept records of the children who have directly benefitted from CF inputs, which means that there is a bank of data available to help with future monitoring.

Sustainability

108. Respondents from partner agencies and LGEAs were asked whether they thought the CF activities were sustainable:



109. Key themes which arose from responses regarding sustainability were:
- Ongoing provision of feeding (Kaduna) or per-child maintenance grants (Enugu) is not sustainable.

- Where structures had been built or improved, this had a lasting impact as they would remain after CF withdraws.
- The visible signs of CF initiatives – such as children with new uniforms and bags, newly installed play equipment, construction projects, toilets, boreholes – have aroused interest and awareness in the community and made school a more attractive prospect, which will continue to attract children to the schools.
- Involvement of all stakeholders from the outset was an in-built sustainability mechanism: all parties were invested in and understood the activities which had taken place and were committed to continuing them.
- Strengthened relationships between different agencies and heightened engagement from communities would remain beyond CF inputs, and would be key to continuing the work.
- Community involvement in CF had proved to government that they are committed to their children's education and would get involved in any future interventions.
- Enhanced capacity – of teachers, SBMCs, C-EMIS teams etc – would have a long-lasting effect.

110. State Specialists were asked: Has CF work been integrated into state budgets and plans?

Jigawa – The CF work has been incorporated into state budgets under the heading “Promotion of Access”.

- ANE has made provision in their budget and MTSS towards supporting the school
- ANE planned to recruit and post more teachers.
- Community Nomadic schools are to be factored in Out of School Survey to be conducted by SUBEB. The schools are to be included in the Out of School Census.
- The state specialist believed that maintaining the relationships with the two partner agencies (ANE and MACBAN) would be key to maintaining the CF success going forward. He felt that ANE could be involved with funding ongoing initiatives and that MACBAN could be involved in mobilisation.

Kano – Although the State Specialist said CF work had been incorporated in state budgets, no documentation or figures were provided.

Lagos – Not officially yet, but discussions are still on-going.

Kwara – The long term agreement is that SUBEB will absorb the newly appointed rural teachers in CF schools through their next recruitment exercise. This is currently being finalised, but all approvals for this have been given.

Enugu – Not relevant, since CF was being implemented with Missions private schools that do not come under state remit (see Enugu section, below).

Kaduna – No. Though not in the MTSS, it is in the State's departmental work plan. The Director, Social Mobilisation made an attempt to push for school feeding but was not successful because of the politics and other undisclosed interest behind its approval. The only aspect on the departmental work plan is the play items (swings and other play equipment) which was initiated through the CF.

Enugu – School Fees

In Enugu, the 30 Mission schools selected, all agreed to waive tuition fees (ranging from N2,800 to N6,000 per term) for the duration of the scheme. In addition, each of the three Missions signed an MoU in which they agreed to: 'Assist with follow-up on beneficiaries to ensure their effective participation and progress in schooling.'

111. The State Specialist reports that, although Missions are not disputing the commitment made at the outset of the CF initiative, they are now expressing concerns that they do not have the financial capacity to uphold this commitment. Furthermore, although the Mission secretariats indicated that they had centralised control over the Mission schools (further demonstrated by the fact that top level Mission leadership were involved in selected the specific CF schools), it has recently emerged that this is not always the case and that some schools have the autonomy to be able to refuse to continue with waiving fees.
112. Further concern was raised by the Catholic Mission Secretariat, whose representative was newly appointed and had not been present at the outset of the programme when the MoU was signed. During the interview, he expressed concern that Priests had not been more involved in selection of schools, although the State Specialist reported that all three Secretariats had been heavily involved in this process. This highlights the threat posed by changes in key personnel to the continuity of the CF benefits.
113. Although ESSPIN has at no stage paid the school fees for the CF beneficiaries, it is possible that the grant made to schools of N4,000 per year for each CF beneficiary enrolled, while intended to cover equipment, teaching aids and maintenance, may have been viewed by some of the CF schools as a contribution towards the waived school fees (though even in the schools with the lowest fees, this would not cover the waived fees). The withdrawal of these grants now that the CF scheme has come

to an end, has led to some concern that the beneficiaries will no longer be supported.

Some [parents] said that the programme would put them into more shame if it was only scheduled for 2yrs. They posed such questions as, who will help see the children through school when CF initiative stops?. They were of the view that they would be better off if the child stays at home than starts a programme which is not programmed for completion, thereby putting the already poverty stricken and ridiculed family to more shame. The mission might throw them out when CF stops.

The fear of these parents is now heightened as the CF programme draws to an end. We have been receiving calls from them asking what is next. It is our hope that the mission will take up the responsibility of making sure that all the children complete their education. This was part of the CF initiative MOU agreement jointly signed by the Mission and ESSPIN. Preliminary discussions with the Mission Secretariat saw the Mission pleading for more time (probably 2yrs) to enable them root in a structure that would enable the Mission have the capacity to shoulder the responsibilities. Some are planning to set up an educational board and trust fund to carry this CF model forward. (RACTI, CSO Partner, Enugu)

114. Nonetheless, the Anglican and Catholic Secretariat representatives interviewed both assured the Field Consultant that no CF children will be thrown out of school and that all would be seen through to graduation (although no new children will be taken on on this basis). They also seemed to have some ideas as to how CF beneficiaries can be funded going forward:

“People will be encouraged to contribution to the trust funds. However, the use of the funds is subject to the church’s decision. Currently, an Education Trust Fund day is set aside. On this day, one tenth of the offering so collected in the entire diocese are gathered and put into the fund. The crux of the matter is that the fund can only support the infrastructure of the school, and not scholarship to all children, irrespective of their denomination. Discussions are still on and it is the belief of the team that all will end on a positive note.”

115. Another response from a Head Teacher was equally optimistic:

“The 48 CF supported children in this school would be helped by the mission to complete their education in the events that the CF initiative stops. Remember that this is a mission school and is used to this kind of operations. The SBMC will also likely step in to ensure this. The SBMC has also started contacting wealthy citizens for help.” (Head Teacher, Agbani)

116. One of the CSOs involved with the CF inputs in Enugu has calculated the full cost of seeing the existing CF beneficiaries through to the end of Primary 6 (including school fees, text books, writing materials, uniform, footwear, and school bag).⁸

Cost of all CF Beneficiaries Completing Primary 6	
Catholic Mission	N9,612,650
Anglican Mission	N8,498,700
Methodist Mission	N15,639,040

Kaduna – Feeding

117. In Kaduna, a key feature of the CF initiative was the provision of snacks and drinks to children in selected schools. (In one case, where supply of biscuits and juice was interrupted, the funds were used to provide soap to mothers instead, with great impact.) All stakeholders agree that the provision of these items is not sustainable beyond the CF scheme. However, respondents were optimistic about the sustainability of the impact of CF inputs:

Though the provision of these items is not sustainable, especially when CF exits, the effect would have been well established in the hearts of members of the community. It is expected that there would be a gradual shift from the present nonchalant perception on education to a more purposeful and result oriented posture having seen and experienced the benefits of education. These initial inputs are necessary to provide the initial catalyst for embracing education in these communities. (Senior SMO, Makarfi LGEA, Kaduna)

118. The Kaduna State Specialist agreed that the loss of school feeding would not lead to a decline in enrolment in CF schools:

“At the end of CF, things would have been put in place to ensure that the school remains attractive:

- *Training received by the teachers will ensure sustained quality in education*
- *SBMC drive functionality on enrolment*
- *Other inputs to the school by other ESSPIN’s interventions*

⁸ For full analysis, see **CF Beneficiaries Enrolment Cost** spreadsheet, provided by Enugu CELP State Specialist

- *Change in community's attitude and perception towards education*
- *Transition and completion benefits on children*
- *Roll out through inclusive education funds to more schools –attraction through play areas.”*

Challenges: Where did CF initiatives not work?

Guruma Datti, Jigawa

119. The only example found of a CF school where initiatives did not lead to an increase in enrolment was in Jigawa.

The school in Guruma Datti decreased from 96 pupils before CF inputs to 46 following activities, and on the day the team visited the school there were only 17 pupils present (although this was the first day back after the summer holidays).

The Head Teacher explained that the drop in enrolment is due to the fact that most of the girls who started with the school have been married. Immediately girls are physically matured (after their first menstruation), they are quickly given out for marriage. The boys are usually sent to the farms. All of the pupils in attendance when the Field Consultant visited were between 5 and 7 years old.

Discussions with ESSPIN's State Team Leader revealed that there were some initial quarrels about the siting of the school right at the beginning of its establishment. While some in the community wanted the school to be sited in their vicinity, others disagreed. The initial peace effort seems to have failed. He was optimistic that as the school continues to exist with permanent structures and quality teachers posted to the school, things will stabilize. Meanwhile the headmaster is the only teacher in the school taking the whole 4 classes.

Although there is no suggestion that CF activities were the cause of this drop, it is clear that in this case, the inputs were not suitably targeted towards the specific challenges of this community.

Limitations of CF Initiatives in Enugu

120. CF initiatives in Enugu were not universally welcomed or praised, and in some cases, children who were initially selected as beneficiaries were withdrawn:

It soon became clear that attending school does not end in waiving school fees or providing sandals, uniforms, exercise books etc. Despite all the inputs of the CF, some parents still withdrew their children from school and send them to live with wealthy relatives to serve as house help. When approached for answers, some of these parents replied that CF only succeeded in taking care of the child but failed to take care of the child's feeding, nor the welfare of the parents. There was an occasion where in a school of 36 of CF beneficiary, 7 were withdrawn in the light of this. Some other parents who knew what had happened pleaded for an opportunity for their wards to be used as replacement.

Actually when the project started, some parents refused the offer to allow their wards to be a beneficiary (even though some of the children cried against the decisions of their parents). Their reason was that the programme was too good to be true. (RACTI, CSO Partner, Enugu)

This experience perhaps points to a need for more intensive sensitization with target communities to ensure full understanding of what the scheme is offering.

Conclusions

121. Targeted, specific initiatives focused on increasing enrolment will have a very significantly greater impact on achieving Outcome Indicator 2 than the regular ESSPIN inputs.
122. However, the success of CF inputs builds upon a cumulative effect of previous interventions and CF has had most impact where it has worked with other inputs and taken a holistic approach.
123. The use of C-EMIS in Kwara is a prime example of taking a holistic approach to utilising CF funds: this work has fully supported and enriched the other CF inputs.
124. In order to fully achieve progress against Outcome Indicator 2, more work should be done on identifying the poorest children to benefit from (re-)enrolling. The Enugu model was the most successful in this respect.
125. Where CF initiatives have focused on remote, rural communities where attitudes to education and social factors can be a barrier to access, we have seen the greatest impact in terms of percentage increase in enrolment. The approach in these instances has necessarily involved an element of sensitisation and community engagement. However, the inputs in these circumstances – often used as incentives – are in most cases not sustainable. Long-term impact relies on the strength of the attitudinal changes and strengthened relationships. However, the need for

community mobilisation as well as provision of tangible supplies / infrastructure has led to a more holistic approach.

126. On the other hand, where CF initiatives have targeted large (mostly urban) schools which are over-subscribed and struggling to cope with demand, and have provided support to repair and create classrooms and other infrastructure projects, there has been no need to convince parents to send their children to school: demands is already higher than supply. In these cases, the impact on communities has been smaller, but the structures created through CF projects will remain beyond the life of the initiative.

127. In addition to the increases in enrolment, the CF initiative has also led to a range of other positive changes:

- Changes in community attitudes
- Strengthening of SBMCs and Women's Committees
- Leveraging of funds and support from other sources
- Improvements in learning quality
- Gathering of data on barriers to access (Enugu selection process, Kwara C-EMIS, Lagos Makoko research)

128. One lesson learnt is that it is essential to fully understand the barriers to access before implementing any CF-style initiatives (e.g. provision of soap to mothers in Kaduna; parents in Enugu not satisfied with waiving of school fees).

Options and Next Steps

129. If ESSPIN is aiming to have further significant impact on enrolment, then the Challenge Fund initiatives have demonstrated a highly effective method of achieving this. If funds were available, a 'second round' of Challenge Fund inputs would be recommended. However, it would be necessary to carefully define the desired outcomes (e.g. increase in enrolment numbers, impact on community attitudes, understanding of barriers etc), in order to ascertain which of the states' models it would be best to scale up, since they have all tackled slightly different aspects.

130. Some suggestions for next steps and options for scale up in each state are listed in the table below:

State	Recommendations
Jigawa	<ul style="list-style-type: none"> Partnership with ANE and MACBAN should be maintained and built upon. Possibility of ANE funding continued inputs should be explored. Progress with 'Provision for Access' in the MTSS should be monitored. If funds allow, new communities should be identified for inputs.
Kano	<ul style="list-style-type: none"> Kano is only halfway through CF implementation. The programme should continue, with renewed efforts to capture accurate enrolment data, including baseline information for newly selected schools. Kano could also explore ways to learn from Jigawa's experience in addressing difficulties with nomadic communities.
Kaduna	<ul style="list-style-type: none"> If funds allow, the Kaduna model could be scaled up beyond the originally selected 12 schools. However, it would be important to carry out research into specific challenges faced by targeted communities, in order to ensure inputs were effectively addressing these (e.g. feeding, uniforms etc.)
Kwara	<ul style="list-style-type: none"> C-EMIS, as piloted in the 20 CF schools, should be scaled up to include other schools. The success in holding teachers to account (e.g. being replaced as a result of poor attendance) should be replicated across the state. Situation of newly appointed rural teachers should be monitored closely (through SBMCs) now that responsibility has been handed over to LGEA/SUBEB.
Lagos	<ul style="list-style-type: none"> All CF constructions projects should be completed, and enrolment data gathered from CF schools in order to fully measure impact of new structures (research took place during school holidays, with some structures only just having been completed)
Enugu	<ul style="list-style-type: none"> Discussions with Missions should be continued in order to find a solution to continued funding for selected beneficiaries. The calculated costs (compiled by CSO) are a useful tool for this. Without significant funds, scale up of this model is not achievable, as any additional funds would prioritise supporting the existing beneficiaries to complete.

131. The C-EMIS model piloted in Kwara could also be replicated in other states to support future efforts.

132. Enrolment in CF schools should continue to be monitored in order to measure longer terms impact of CF inputs. Retention, transition and completion data should also be gathered.

133. In Enugu, where a full list of beneficiary details has been maintained, a selection of individual beneficiaries should be followed up in order to monitor the impact of CF on their education.

Annex 1: Programme of Activities

This timetable was drawn up at the initial face to face meeting with the Field Consultant and Lead Specialist CELP:

W/c 12/8/13	<ul style="list-style-type: none"> Lead Specialist emailed all state specialists to request that all CF documentation sent to CF Consultant for Desk Review
W/c 19/8/13	<ul style="list-style-type: none"> Desk Review Design of data gathering tools – feedback and approval from Lead Specialist and Field Consultant
26/8/13	Tools finalised
27/8/13 – 29/8/13	Field consultant visit to Kaduna
2/9/13 – 4/9/13	Field consultant visit to Jigawa
4/9/13 – 6/8/13	Field consultant visit to Kano
9/9/13 – 10/9/13	Field consultant visit to Lagos
12/8/13 – 13/9/13	Field consultant visit to Enugu
18/9/13 – 20/9/13	Field consultant visit to Kwara
W/c 23/9/13	All data submitted to Lead CF Consultant
W/c 30/9/13	Analysis and report writing

Annex 2: Data Gathering Tools

Challenge Fund Assessment

Community Tool

Notes for Data Collectors

- Data collectors MUST visit a minimum of 10% of Challenge Fund schools in each state – if possible, more schools SHOULD be visited.
- In each state, interviews MUST be conducted with:
 - at least one representative from each partner agency /CSO involved in the Challenge Fund initiative; and
 - at least one representative from each LGEA involved in Challenge Fund activities.
 - If available, an interview SHOULD be conducted with the State Challenge Fund committee/Mission secretariat.
- In each Challenge Fund school/community, interviews MUST be conducted with:
 - the Head Teacher and a member of the SBMC; and
 - at least one parent of a child who has benefitted from Challenge Fund activities (e.g. recipient of learning materials or newly enrolled pupil)
 - The above interviewees MUST contain at least one woman.
- In each Challenge Fund school/community, a children's focus group discussion MUST be held with at least 2 boys and 2 girls.
- Data collectors SHOULD try to interview as many people as time allows in each community visit.
- This tool contains different questionnaires for different members of the community – please ensure you are using the right questionnaire in each interview:

Questionnaire A – representatives from LGEAs or partner agencies / Mission secretariat /CSO

Questionnaire B – Head Teachers, SBMC members, community members

Questionnaire C – Parents

Focus Group Discussion – Children

- Data collectors can work separately, thus interviewing twice as many people in the community. (NOTE: Where interviewing children or vulnerable adults, ensure interviews take place in open, safe, visible spaces, where the interviewee feels comfortable.)
- Where there is a language barrier, State Specialists should aim to translate or find a member of the community who can do so.

- Remember that the term 'Challenge Fund' may not be used at community level to describe this initiative – seek advice from partner agencies or LGEA staff about how to refer to this work so that interviewees will understand.
- With ALL interviewees, try to adapt the wording of questions to best aid understanding.
- Remember that, in an interview/conversation, information may not be given in the same order as the questionnaire: data collectors SHOULD use their initiative to include information against the relevant question as it is revealed (rather than making interviewees stick rigidly to the order of questions).
- Where there is visual evidence available (e.g. new or renovated structures, water points, minutes from SBMC meetings, school records/register/C-EMIS record sheets, budgets and expenditure etc.) please take photos wherever possible! If taking photos of people, please ensure you gain their permission.
- Where case studies already exist (e.g. in CGP reports), there is no need to duplicate these through this tool – take copies of existing data, and use this tool to add to this knowledge.
- Data collectors MUST record ALL answers and information given by interviewees, both positive and negative – we want to build an accurate picture of the impact of this work.

Questionnaire A: LGEA / Partner Agency / CSO / Mission Secretariat

Name of interviewee: _____

Organisation: _____

Position / Job Title: _____

Interview conducted by (tick) ☐ Consultant ☐ State Specialist

Date of interview: ____ / ____ / ____

	Question	Answer
1	<p>- Has there been an impact on enrolment/attendance rates as a result of the Challenge Fund work?</p> <p>- How does this compare to the enrolment trends in non-CF schools?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/></p> <p>If yes, please explain :</p>
2.	<p>Apart from the Challenge Fund work, has anything else happened which could explain any changes in attendance figures? (e.g. other initiatives / improvements, local events, involvement in other programmes)</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/></p> <p>If yes, please explain:</p>
3	<p>Which children have benefitted from the Challenge Fund work? (select all that apply)</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> All <input type="checkbox"/> Disabled children <input type="checkbox"/> Girls <input type="checkbox"/> Ethnic/Religious Minorities <input type="checkbox"/> None <input type="checkbox"/> Don't know </div> <div style="width: 50%;"> <input type="checkbox"/> Poor children <input type="checkbox"/> Nomadic <input type="checkbox"/> Boys <input type="checkbox"/> Other (please explain) </div> </div>
4.	<p>Has there been a change in the community's attitudes to school/education since the</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/></p> <p>If yes, please explain:</p>

	Challenge Fund work started?	
5.	Have there been any other changes as a result of the Challenge Fund work?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> If yes , please explain:
6.	Were additional funds leveraged from elsewhere, as a result of the Challenge Fund?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> If yes , please list amounts and sources:
7	Do you think the relationships between partner agencies/organisations have worked well in the implementation of the Challenge Fund?	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:
8.	Is there anything you don't like about the Challenge Fund initiative?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes , please explain:
9	Is the work of the Challenge Fund sustainable ? What already exist to sustain this initiative by your organization/community?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> If yes, how will the work be taken forward and by whom?
10	What more needs to be done to increase enrolment of marginalized / poor children?	

Questionnaire B: Head Teacher / SBMC Member / Community member

Name of interviewee: _____

Position (e.g. Head Teacher): _____

Interview conducted by (tick) ☐ Consultant ☐ State Specialist

Date of interview: ____ / ____ / ____

	Question	Answer
1.	How many children were attending your school before the Challenge Fund work started?	Number: Boys _____ Girls _____
2.	How many children are attending now?	Number: Boys _____ Girls _____
3.	Apart from the Challenge Fund work, has anything else happened which could explain any changes in attendance figures? (e.g. other initiatives / improvements, local events, involvement in other programmes)	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> If yes , please explain:
4.	Has your school been improved by the Challenge Fund work?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> If yes , please explain the improvements: What was it like before? What is it like now?

5.	Were additional funds leveraged from elsewhere, as a result of the Challenge Fund?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> If yes, please list amounts and sources:	
6.	Which children in your community have benefitted from the Challenge Fund work? (select all that apply)	<input type="checkbox"/> All <input type="checkbox"/> Disabled children <input type="checkbox"/> Girls <input type="checkbox"/> Ethnic/Religious Minorities <input type="checkbox"/> None <input type="checkbox"/> Don't know	<input type="checkbox"/> Poor children <input type="checkbox"/> Nomadic <input type="checkbox"/> Boys <input type="checkbox"/> Other (please explain)
7.	Has there been a change in the community's attitudes to school/education since the Challenge Fund work started?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> If yes, please explain:	
8.	Have there been any other changes as a result of the Challenge Fund work?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> If yes, please explain:	
9.	Is there anything you don't like about the Challenge Fund initiative?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please explain:	
10	What more needs to be done to increase		

	<p>enrolment of marginalized / poor children in your community?</p> <p>In your view, what more needs to be done to sustain this initiative by Government/Mission, LGEA, School and community?</p>	
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Questionnaire C: Parent

Name of interviewee: _____

Interview conducted by (tick) ☐ Consultant ☐ State Specialist

Date of interview: ____ / ____ / ____

	Question	Answer
1.	When did your child start attending this school?	
2.	Why did your child start coming to school?	
3.	<p>Has your school been improved by the Challenge Fund work?</p> <p>Has your child's learning improved?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/></p> <p>If yes, please explain the improvements: What was it like before? What is it like now?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/></p> <p>If yes, how?</p>

4.	How did you feel about school before the Challenge Fund work?	
5.	How do you feel about school now ?	
6.	Which children in your community have benefitted from the Challenge Fund work? (select all that apply)	<input type="checkbox"/> All <input type="checkbox"/> Disabled children <input type="checkbox"/> Girls <input type="checkbox"/> Ethnic/Religious Minorities <input type="checkbox"/> None <input type="checkbox"/> Poor children <input type="checkbox"/> Nomadic <input type="checkbox"/> Boys <input type="checkbox"/> Other (please explain) <input type="checkbox"/> Don't know
7.	Has there been a change in the community's attitudes to school/education since the Challenge Fund work started?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> If yes , please explain:
8.	Have there been any other changes as a result of the Challenge Fund work?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> If yes , please explain:

9.	Is there anything you don't like about the Challenge Fund initiative?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes , please explain:
10	What more needs to be done to help children like yours come to school?	

Focus Group Discussion

Suggested questions:

1. Do you like coming to school? Why / why not?
2. What was your school like before the Challenge Fund? What is it like now?
3. What else should be done to help other children come to school?

Questionnaire D: State Specialists/State Team Leader

Note for interviewer: This is an in-depth questionnaire (30 questions). It is estimated that up to half a day will be needed with each State Specialist to make sure that all information is captured. Answers can be typed directly into the boxes. Bullet point answers are fine, except for where a particular quote is worth capturing.

State: _____ Name of State Specialist interviewed: _____

Date: ____ / ____ / ____

Planning and Monitoring		
1	In your state, what were you aiming to improve with the Challenge Fund (CF)? (please tick all that apply)	<input type="checkbox"/> Quality of learning (incl. conducive learning environments) <input type="checkbox"/> Access (enrolment, retention, transition, completion for all children) <input type="checkbox"/> Equity (marginalized groups, especially girls) <input type="checkbox"/> Participatory Community Monitoring (e.g. C-EMIS) <input type="checkbox"/> Research
2	What were your objectives for use of the CF in your state? i.e. what were you aiming to achieve? Please list	<ul style="list-style-type: none"> • <p>If these are different from your original proposal, why did your plans change? Timeframe?</p>
3	Have you achieved your objectives? Please explain	
4	What did you use the CF to do? How were decisions taken – activity, budget and monitoring? (Please also provide a full budget/expenditure list)	
5	How have you measured the success/impact of CF inputs?	Evidence of tools? If not why?

Selection		
6	How many LGEAs have you worked in with the CF?	Number: (Please list)
7	How many schools have you worked with?	Number:
8	How were the schools/LGEAs selected	

	as focuses for CF work?	
9	How were the benefiting children selected as beneficiaries of CF inputs? <i>Were levels of need/poverty/marginalization measured? Were eligibility/selection criteria used?</i>	

Beneficiaries		
10	How many children <i>directly</i> benefited as a result of CF inputs? <i>By directly we mean children who were given bags/uniforms/etc. OR were enrolled directly as a result of CF inputs</i>	Number: Boys Girls
11	Do you have data on these children? <i>E.g. a list of names, a record of how they were selected, gender distribution</i>	Yes <input type="checkbox"/> No <input type="checkbox"/> (If yes, please provide this data to Jenny/Uwem)
12	How many children benefited <i>indirectly</i> from CF inputs? <i>By indirectly, we mean, for example, children already enrolled in schools where structural improvements were made who will also benefit from these improvements</i>	Number: Boys Girls

Impact		
13	Where enrolment has increased, can we directly relate this to CF inputs? <i>i.e. how do we know that this would not have happened anyway, or that it is not a result of other factors?</i>	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:
14	How many children are now regularly attending school as a result of CF initiatives in your state? <i>i.e. they were not attending before and AS A DIRECT RESULT of CF inputs have started to attend regularly?</i>	Number: Boys Girls
15	Can you see any evidence of impact on transition or completion rates as a result of CF initiatives in your state?	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:
16	Have there been any other /	Yes <input type="checkbox"/> No <input type="checkbox"/>

	unexpected outcomes? <i>e.g. new schools opening, community action, strengthened data gathering (C-EMIS)</i>	Please explain:
17	Has the use of the CF prompted any action from LGEA/SUBEB?	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:
18	Were funds leveraged from other sources as a result of the CF?	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:

Sustainability

19	Is the CF work represented in the state's MTSS/departmental work plan? <i>If yes: what is it called? How much budget has been allocated? What % of the CF work does this represent (i.e. same scale, reduced or up-scaled?)</i>	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:
20	Have any other funds been allocated at state level (e.g. SUBEB/ Mission secretariat/agency for nomadic education) for the continuation of CF work?	Yes <input type="checkbox"/> No <input type="checkbox"/> Please explain:
21	What mechanisms have been put in place to protect/guarantee the children who have benefited from CF? <i>i.e. if a child has been able to attend school as a result of CF, what will happen to that child when the CF funds are no longer available?</i>	

Relationships

22	Which partner agencies / organisations did you work with in order to deliver the CF work?	
23	What has worked well in these relationships?	
24	What has not worked well with these relationships?	
25	Could/should any of these agencies be	Yes <input type="checkbox"/> No <input type="checkbox"/>

	involved in taking forward the CF work?	Please explain:
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Evaluation		
26	What has worked well with CF activities in your state?	
27	What has not worked well? What lessons can be learnt?	

Looking forward		
28	Has CF work in your state finished now?	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, when was it completed? If no, what stage are you at now? When will the CF activities finish?
29	In your view, what is the effectiveness or value for money of your initiative?	
30	How would you rate your initiative on a scale of 1- 10 (1 lowest and 10 highest) in terms of sustainability by your partners? At the end of the two years, to what extent are there scale up plans for continued funding by partners? If not, why not?	Rating:

Please also ask State Specialists for these as collated during the CF audit:

- A final budget/expenditure list for Challenge Fund activities
- Any reports or documentation which may help to support the information given above

Annex 3: Enrolment Data

	Baseline enrolment in CF schools			Post CF enrolment in CF schools			Difference			Percentage difference		
State	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Jigawa	1684	1370	3054	3251	3062	6313	1567	1692	3259	93%	124%	107%
Kano			6420			12289	0	0	5869			91%
Kaduna	784	522	1306	1,208	994	2202	424	472	896	54%	90%	69%
Kwara	835	427	1262	1770	1270	3040	935	843	1778	112%	197%	141%
Lagos			0			0	0	0	1316			
Enugu	3065	3373	6438	4037	4251	8288	900	810	1710	26%	25%	22%
TOTALS			18480			32132			13512			73%

Annex 4: ESSPIN NER Data

NER in ESSPIN LGAs 2009-10							
Pry Public Only (Based on 2009/10 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos *	Enugu	Overall *
Enrolment Pry 1-6 aged 6-11 (Public & Private)* Except for Lagos (ESSPIN LGAs)(Enugu poor private info this year)	140,670	145,055	233,035	247,907	359,161	11,072	1,136,900
Population aged 6-11 (ESSPIN LGA's)	272,867	132,095	261,518	426,263	1,210,869	36,428	2,340,040
Percentage in Public Schools	97%	92%	88%	75%	39%	93%	80%
Net Enrolment Rate	0.53	1.19	1.02	0.78	0.76	0.33	0.60
NER in ESSPIN LGAs 2010-11							
Pry Public(Based on 2010/11 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Enrolment Pry 1-6 aged 6-11 (ESSPIN LGA's)	149,546	177,343	271,006	238,858	395,187	15,921	1,247,861
Population aged 6-11 (ESSPIN LGA's)	278,856	134,993	267,257	435,613	1,237,443	37,448	2,391,610
Percentage in Public Schools	98%	95%	88%	72%	39%	71%	81%
Net Enrolment Rate	0.55	1.39	1.15	0.76	0.82	0.60	0.64
NER in ESSPIN LGAs 2011-12							
Pry Public Only(Based on 2011/12 ASC Data)	Jigawa	Kano	Kaduna	Kwara	Lagos	Enugu	Overall
Enrolment Pry 1-6 aged 6-11 (ESSPIN LGA's)	177,896	182,180	245,314	211,493	388,748	16,013	1,221,644
Population aged 6-11 (ESSPIN LGA's)	284,481	137,721	272,666	444,426	1,262,545	38,497	2,440,336
Percentage in Public Schools	97%	95%	88%	68%	39%	68%	90%
Net Enrolment Rate	0.64	1.39	1.02	0.70	0.79	0.61	0.56
% increase 2009/10 - 2010/11	3%	17%	13%	-3%	7%	83%	7%
% increase 2010/11 - 2011/12	18%	0%	-11%	-8%	-4%	2%	-14%
% increase 2009 - 2012	21%	17%	0%	-10%	4%	88%	-8%

Annex 5: Terms of Reference

Title of the Input Visit: Impact Assessment of Challenge Fund in Six States

Location of Assignment: Kaduna, Kwara, Kano, Lagos, Jigawa and Enugu States

Duration of the Input Visit: August – October, 2013 (7 days)

Background

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year DFID programme of education development assistance and is a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. As a support programme, it is attempting to work through existing government structures on the supply side of education and to effect change from within. It is also attempting to stimulate demand for higher quality education services. It is currently operating in six States (Kano, Kaduna, Enugu, Kwara, Jigawa and Lagos) and at the Federal level.

The purpose of the challenge fund between 2011 -2013 was enable states to work with partners to seek innovative ways to improve access and quality of education for all children especially the marginalized groups. For this reason, each state in consultation with its partners came up with strategic approaches with implementation framework to achieve set target. Key elements of the school improvement programme are mainstreamed for effective project delivery. The challenge fund has it unique features as it varies from state to state in terms of concept, methodology, set target and key outcomes.

Objectives of the assignment

The main objectives of this consultancy are: (1) to undertake an in-depth qualitative, quantitative and financial assessment to explore the main changes/impact of the challenge funds and its contribution to ESSPIN outcome level 2 – ***“increase enrollment of poor children in focus schools”*** (2) to explore what works and does not work and why; and (3) explore way forward to further scale up and strengthen what works for improving access for all children especially the marginalized groups.

Key Assessment questions

- What are the key changes/impact of the challenge funds in 6 states on poor and marginalized children (boys and girls) in terms of attendance, completion and transition?

- To what extent are the challenges understood by key stakeholders at the state, school and community levels? And why?
- What did not work and why?
- What are the implications of the ways in which the challenge fund has been implemented for questions of access, inclusion, equity, quality, partnerships and sustainability?
- What strategies do the findings suggest for future ESSPIN scale up and engagement with government/agencies, SBMCs/SSCs as well as women and children SBMC committees?

Specific tasks for the consultancy

- Work with the ESSPIN Lead Specialist Community Engagement and Learner Participation and state teams to agree on a framework and schedule for the assessment in the six states;
- Develop assessment tools in collaboration with national consultant and agree with Lead Specialist Community Engagement and Learner Participation;
- Conduct a desk review of key ESSPIN Challenge fund background documents and reports, including the state proposals and progress reports;
- Plan for National Consultant to undertake field visit to six states working with state teams and partners;
- Select key information and case-studies from the progress reports and field level analysis related to the key intended and unintended outcomes;
- Articulate what has been done to date highlighting areas of good practice, challenges and lessons that can be learned from the work as well as opportunities resulting from it for scale up;
- Compare and further analyze the extent to which the project represent value for money?
- what do different stakeholders interviewed perceive to have been the catalyst for change?
 - Analyse the findings from the field as to determine what is working well and what is not working well by state and by the sample locations;
 - Analyse the differences in state in terms of ; a) scope of intervention and targeting, b) use of resources and its effectiveness, c) sustainability prospects, d) decision making reflection wider stakeholders participation in practice, e) resource mobilization by schools through direct funding to schools, and f) impact on attendance especially girls.
- Broadly deduce from interviews and documentation the scale of change within state and across states, with particular reference to:
 - How many girls and boys from poor household are accessing quality education within the challenge fund intervention across state;
 - Categories of marginalized groups e.g by gender, ethnicity

- In how many of the states is there a partnership with other structures for sustainability and its prospects?
- Is there Value for Money and with which approaches?

Itinerary and activity plan

- Wk/c 12th/08 – email to STL and SS
- Wk/c 19th – all documentation to Jenny for desk review and tools design with inputs from All
- Wk/c 26th – tools finalized and Kaduna started
- Wk/c 2nd/09 – Jigawa and Kano
- Wk/c 9th/9 – Lagos and Enugu
- Wk/c 16th/9 – Kwara
- Wk/c 23rd/9 – report writing
- Final draft report 30th/09.
- Editing comments responded to and final report issued by 15 Oct.

Institutional/administrative arrangements

The assignment is proposed to take place from **19th August to 15th October 2013**. It is proposed that one international and one national consultants are mobilized for the assignment with the international taking a lead role and responsible for reporting. Field level task and compilation of field data would be the responsibility of the national consultants in consultation with the lead consultant. Both consultants will report to the Lead Specialist Community Engagement and Learner Participation, and will receive support from Community Engagement state specialists and teams as appropriate.

The consultants will undertake this assignment in phases over a total period of **7 contractual days over a 6 days/ week**. The consultants will develop an itinerary for their work schedule upon agreement with Lead Specialist Community Engagement and Learner Participation and state teams.

Competencies

Qualifications/experience

1. A postgraduate qualification or its equivalent in education, social development or development management and experience of strategies to community mobilization, inclusive education, child participation and social service delivery.
2. Extensive practical experience of community mobilization, working the socially excluded and marginalized groups, and school development management structures in developing countries.
3. Experience of providing professional and technical inputs in development assistance programmes/projects.
4. Experience of working with civil society and government partners around issues of inclusion and participation.

Knowledge

1. Practical knowledge of educational development issues in developing countries
2. Knowledge of strategies to enhance inclusion and inclusive education principles at both community and school level

Abilities

1. Ability to communicate appropriately with clients and stakeholders and to elicit reliable information in an appropriate, ethical manner
2. Ability to inspire colleagues and work as member of a team.
3. Ability to develop, coordinate and lead participatory activities/discussions with groups of stakeholders and children
4. Ability to write clear reports, relevant to purpose and audience with high quality presentation.