

Activities → **Outputs** → **Intermediate Steps** → **Outcomes** → **Impact**

Working with public schools

Support states in training and support for school management and teachers
 Provision of materials for teachers, and for teacher-trainers
 Provision of water, toilets and better classrooms

Developing Teachers & heads knowledge & skills & attitudes changes teaching and management practice
 Whole school approach delivers better quality provision
 ESSPIN activities are "sufficiently whole"

Teachers deliver competent lessons in literacy and numeracy
 Head teachers are effective school managers
 School infrastructure is of good quality and enables access for all children
 SSO provide effective support to schools

Strengthened capacity of primary schools to deliver improved learning outcomes

Community engagement through SBMC has a positive impact on quality and inclusion

Working with communities and civil society

Help communities establish management committees that support school improvements and make schools more accountable
 Support NGOs and communities to ensure that schools meet needs of all children

Community mobilisation changes community attitudes to their role in school governance
 CSOs can play an important intermediary, role in building and sustaining communities to participate in school governance

Effective SBMCs are established in all schools
 Community members including women and girls influence the ways schools are run
 Communities and NGOs are better able to press for school improvement
 Schools and communities ensure that the needs of all children are met

Greater community participation in school governance and improvement



Working with hard-to-reach/marginalised children

Conditional cash transfers
 Support to IQTE & nomadic education
 Challenge Fund projects for access and inclusion

Being trained to produce and use data leads to reliable data, and to using data for planning

Households with low incomes have increased resources available for direct and indirect costs of education
 Non-formal education meets the learning needs of hard-to-reach children

Strengthened capacity of non-formal schools (IQTE, nomadic education) to reach marginalised children

Working with State and Local Governments

Gather data to support effective education planning (bottom-up)
 Support planning and budgetary reform
 Support performance monitoring and reporting
 Improve skills and systems in state agencies
 Work with other IDPs to coordinate efforts to improve data collection practices & policies

Using state data for programme reporting creates genuine demand for improving system performance

States and LGEAs improve their analysis and use of data for planning
 States and LGEA improve their strategic and operational planning and budgeting, budget execution, performance monitoring, and reporting
 States have improved inclusion policies and practices
 States and LGEAs improve the support and quality assurance services that they provide to schools
 State and LGEA engagement with local communities on school improvement improves

Increased capability of state and local governments for governance and management of basic ed

There is political stability within the state including in relation to personnel deployment and capacity

Working with Federal Government

Build capacity of national government agencies in financial disbursements, data, collection, quality assurance and training

Political engagement helps secure, and builds motivation to deploy federal (UBEC) and state resources effectively for education

Disbursement rate and utilisation rate of UBE Intervention Funds, and other Federal Resources, improves
 National systems are established for MLA; QA; SBMC implementation

Strengthened Federal systems supporting State's implementation of school improvement

Teachers are sufficiently skilled to assess individual pupil's needs; to deliver curriculum content to higher grades
 Communities are more willing to send their children to improving schools

Community action targets marginalised children
 States are prepared to work through their LGEAs

Evidence of the effective-ness of SIP motivates States to leverage funds
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Children enjoy a sense of belonging in school
 Schools are safer environments in which children learn
 Teachers' performance, attendance and morale improves
 Head teachers monitor and manage the quality of learning in their schools
 Head teachers and SBMC form strong and effective partnerships for school governance
 Schools implement their SDP and demonstrate good financial and administrative performance
 Schools and SBMC encourage all children to enrol and ensure schools accommodate their needs

More children that are hard-to-reach are enrolled in IQTE, nomadic education and non-formal education
 Government (State and LGEAs) responds to community demands for improved schools and education for all children
 LGEAs form strong partnerships with schools and work together to improve governance and learning
 LGEAs are engaged in a cycle of supporting school improvement planning, based on SDPs, monitoring schools and supporting further school improvements

State planning is based on evidence from LGEA data, LGEA plans and SDPs
 States improve schools through annual reviews of system performance
 States' resources (and additional funding sources) are leveraged to expand the SIP model to more schools and are used effectively
 Well formed Federal and State level policies lead to significant resource allocations/releases to implement better schooling
 CSOs and Federal Ministries form effective partnerships to improve national education policies and practices
 Coherent national policy, financing mechanisms, and procedures strengthen coherence of the national system

Children's attendance at school is sufficient for learning
 Children are less likely to drop out of good quality education
 Schools have sufficient capacity and resources to enrol all children without compromising quality

Sufficient capacity is available and can be identified in non-formal schools
 Capacity is sufficiently robust for sustainability
 Federal policies and practices support states to implement best practices in education including teacher recruitment

Children attend school regularly

Children are enrolled in school and participate fully in learning

Drop out rates decrease, particularly for girls, children with disabilities, and poor children

More children from marginalised backgrounds access basic education

All children's learning outcomes begin to improve

Schools, SBMCs, CSOs, and LGEAs have sustainable capacity to keep improving school governance and management

States and LGEAs have institutional capacity to sustain policies, systems and practices

Curricula are well designed to meet the benchmark learning standards
 Better quality provision leads to better learning for pupils

Better learning outcomes for children of basic education school age in the programme's six states

More Nigerian children of primary school age are accessing basic education

More Nigerian children, especially girls, complete their primary education