

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

ESSPIN Annual Report 2013-2014

(Incorporates July 2014 Quarterly Report data)

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Contents

Tables.....	ii
Acronyms and Abbreviations	iii
Introduction.....	1
Programme Context	1
Programme Strategy.....	2
Overall Progress on Outputs	6
2014 Programme Performance – Outputs, Outcomes and Impact	7
Output 1 – Strengthened National Systems.....	7
Output 2 – Strengthened Institutional Capacity at State and LGEA level	9
Output 3 – Improved School Quality.....	11
Output 4 – Inclusion	14
Outcome – Better Quality Education Services	18
Impact – Better Learning Outcomes for all children	20
Progress in Key Cross-cutting and Thematic Areas	24
Communications and Knowledge Management	24
Education Management Information System (EMIS).....	25
Alternative data and knowledge management systems	26
Islamiyya, Qur’anic and Tsangaya Education (IQTE)	28
Inclusive Education.....	30
Resources and Value for Money	32
Deployment of ESSPIN Resources	32
Value for Money	34
Risk Monitoring and Management.....	6
Health, Safety and Security Risk Assessment, Management and Mitigation.....	6
Programme Risk Assessment, Management and Mitigation	8
Annex Quarterly Results Table, April-July 2014	12
Results Monitoring Tables.....	13

Tables

Table 1: Programme level results to July 2014 by latest quarter and cumulative against targets.....	13
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Acronyms and Abbreviations

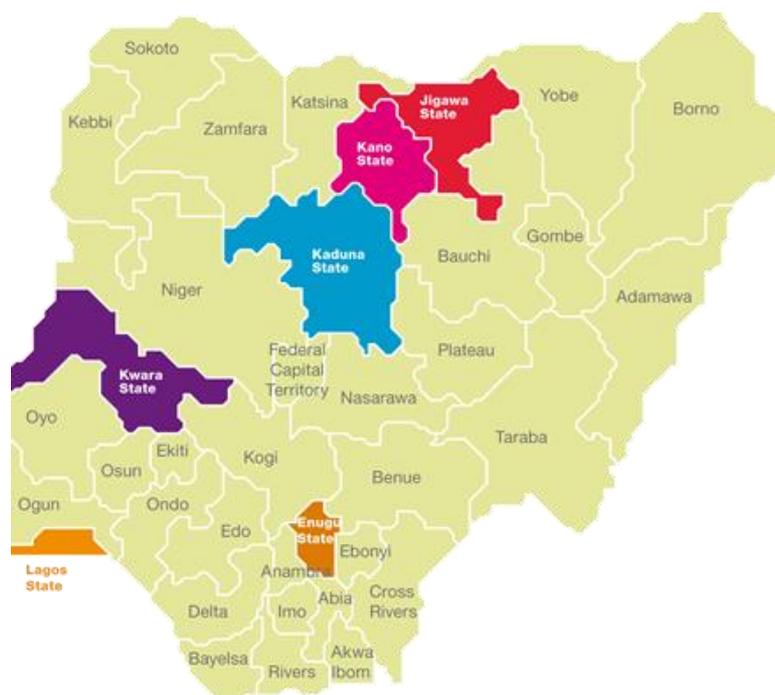
ABB	Activity Based Budgeting
AESPR	Annual Education Sector Performance Report
AESR	Annual Education Sector Review
ASC	Annual School Census
CCT	Conditional Cash Transfer
CGP	Civil Society - Government Partnership
CKM	Communications and Knowledge Management
CSO	Civil Society Organization
DE	Data Entry
DFID	Department for International Development
DWP	Departmental Work Plan
EENET CIC	Enabling Education Network – International Consultants
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme in Nigeria
FME	Federal Ministry of Education
GE	Girls Education
HC	Honourable Commissioner
HR	Human Resources
IQTE	Islamiyya Qur’anic and Tsangaya Education
ISD (P)	Integrated School Development (Planning)
LG	Local Government
LGEA	Local Government Education Authority
M&E	Monitoring and Evaluation
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goal
MLA	Monitoring Learning Achievement
MTR	Mid-Term Review
MTSS	Medium Term Sector Strategy
NCCE	National Commission for Colleges of Education
NEDS	Nigeria Education Data Survey
NEMIS	National Education Management Information System
NMC	National Mathematical Centre
NTI	National Teachers Institute
PMC	Programme Management Committee
PMU	Project Management Unit
PRS	Planning Research and Statistics
QA	Quality Assurance
QAB	Quality Assurance Bureau
RMT	Result Monitoring Table
SBMC	School Based Management Committee
SDPs	School Development Plans
SLP	State Level Programme
SESP	State Education Sector Project

Introduction

Programme Context

1. ESSPIN is one of DFID's key public sector reform programmes in Nigeria. It is providing technical assistance and direct project support in six Nigerian States (Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos) in order to enable more Nigerian children to complete a full cycle of basic education of acceptable quality, leading to meaningful learning outcomes. Its first cycle ran from July 2008 to July 2014 on a budget of £92m. In July 2014, ESSPIN was extended for a further 2.5 years on a budget of £33m to consolidate on the progress made in reforming public schools in partner States. The extension phase is to run from August 2014 to January 2017.
2. ESSPIN's partner States are some of the most populous in Nigeria and their combined population accounts for approximately 25% of Nigeria's total population currently estimated at 173 million.

Figure 1: Map of Nigeria showing ESSPIN partner States



3. ESSPIN's operational context remains challenging. In spite of Nigeria being listed as Africa's fastest growing economy in 2014, its poverty headcount ratio indicates 48% of the population living at the \$1.25 national poverty line¹. The majority of the poorest States are to be found in the North. An estimated 10.5 million children are reported to be out of school, nearly half the population of all primary age children,

¹ World Bank Country Brief 2014

with the worst affected demographics being children in the North, from rural and poor households, and girls².

4. Learning outcomes are critically low. Basic education funding is unavailable, poorly targeted or diverted to other uses resulting in poor quality schools. Teachers and head teachers have limited capacity and little motivation, and receive weak institutional support in terms of professional development and welfare. Communities are fragmented and lack the voice to call education service providers to account. School infrastructure is inadequate, decaying or both. The flow of direct funds to schools is limited and uneven. The monitoring of, and support for schools is weak. Government planning systems are limited, unable to draw on relevant evidence. The priority accorded to education by the political establishment, notably State Governors is unpredictable. Consequently, levels of financing and attention to systemic reform vary by State and over time.
5. These challenges are compounded in some Northern States, including Kano and Kaduna and Jigawa to a lesser extent, by increasing levels of insecurity. This has required careful measures to ensure the safety of ESSPIN programme staff and define ways of working that can sustain programme delivery. State governments are under pressure to divert resources from social sectors, including education, to security.
6. The Nigerian General Elections are scheduled for February 2015 with political campaigns authorised from November 2014. In practical terms, time and resources in the public sector are likely to be engaged by political concerns in the period leading up to and following the elections. It was, therefore, important for ESSPIN to proactively seek as much scale up as possible during 2013/14 to minimise the impact of the elections on the school improvement work.

Programme Strategy

7. ESSPIN's 2011-2014 Programme Strategy developed in response to the Mid Term Review in 2011 has been fully implemented. Its success in achieving rapid scale up of the School Improvement Programme, exponentially increasing the number of children benefitting to 4.7 million by 2014, accounts for the approval of a 2.5-year extension by DFID. The Extension Business Case and the 2013 Annual Review were unequivocal in recommending 'consolidation' or 'deepening' of the gains of the first cycle of ESSPIN.
8. ESSPIN's theory of change³ is fundamentally unchanged since the 2011 Mid Term Review which recommended increased focus on service delivery. Long term impact

² Research evidence is limited to verify reported numbers of out of school children in Nigeria

³ Detailed ToC narrative in Annex 1

is defined as more children acquiring basic literacy and numeracy in the first four years of primary school, and more children, especially girls and other marginalised groups, entering and going on to complete primary education. For this long term change to occur, medium term outcomes must include a) better quality schools providing improved learning environments, b) more children attending these better quality schools, especially those from disadvantaged backgrounds, and c) State governments establishing effective school support systems and funding school improvement sustainably. In the short term, ESSPIN will support State interventions to:

- Improve school quality by training head teachers and teachers, introducing school development planning and freeing up direct funding of schools, promoting inclusive practices, encouraging the provision of teaching/learning materials, and improving classrooms, water supply and toilets.
- Help communities, through School Based Management Committees, to support and monitor the quality of their schools, to hold government accountable for quality service, and to address the needs of out-of-school children.
- Strengthen State and local government capacity to support school improvement through more effective utilisation of federal and State funds, better planning, budgeting, and monitoring systems based on credible school data, and well trained school advisory and support personnel.
- Engage with federal institutions to ensure timely and efficient disbursement of education support funds, and facilitate the establishment of national systems for supporting school improvement.

9. ESSPIN's current programme delivery strategy is:

- To generate evidence of the effectiveness of the School Improvement model, ie. demonstrate how coordinated integration of effective school leadership, competent teaching, active community involvement in school management, and inclusive practices can improve the overall quality of a school, thereby creating an environment in which children's learning can improve.
- To secure State commitment, ownership and funding for scaling up the School Improvement Programme to as many additional schools as possible through evidence based advocacy and political engagement at all levels of the political hierarchy.

- To provide technical assistance to build up the capacity of State personnel so that available resources can be utilised properly and the School Improvement Programme managed effectively and efficiently.
- To prioritise direct impact at school and community levels in the allocation of programme resources.
- To maintain a robust cost and benefit analysis framework aimed at enabling judgements of value for money.
- To implement a clear monitoring & evaluation strategy incorporating systems for monitoring and assessing sector performance in States as well as informing regular reporting to DFID.

Taking the School Improvement Programme to scale

10. ESSPIN recorded substantial scale up of the School Improvement Programme based on targeted use of States' own resources in 2013/14. Three out of six States have achieved 100% coverage of primary schools while plans are on track in the remaining three States to achieve similar coverage by the 2014/15 school year.

Table 1: Cumulative coverage of public primary and JSS – actuals against targets

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

Source: ESSPIN records and State Annual School Censuses 2011-12

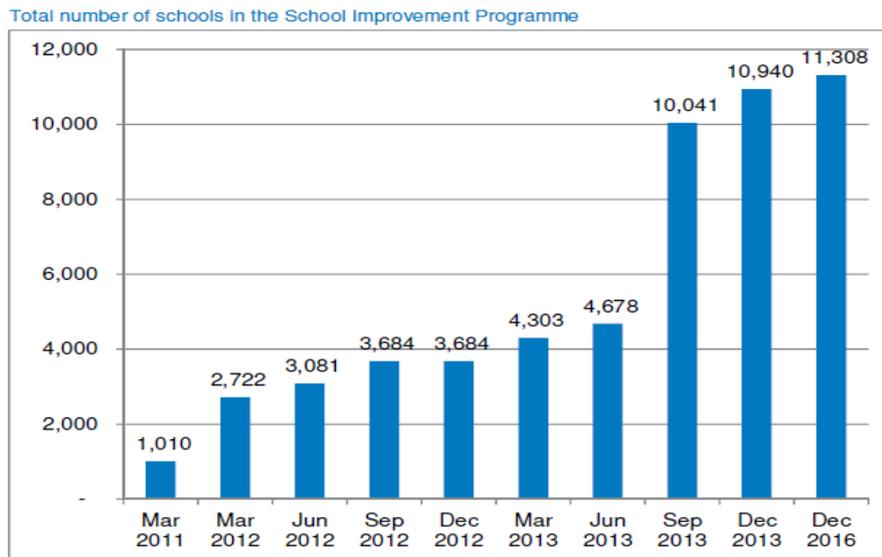
Key:

XXX Target exceeded

XXX 100% of public primary schools in the state covered: no further primary expansion possible

11. The positive trajectory of rollout since the 2011 revised strategy and increased focus on service delivery has been achieved largely through firm ownership of the SIP and commitment to fund it by State governments.

Figure 1: Trajectory of SIP rollout against projection for 2016 programme endline



Leveraging State resources

12. ESSPIN's approach to political engagement is based on trusting and long term relationships with State partners and building access to principal political actors. SUBEBs and Ministries, and more recently UBEC, now see ESSPIN and DFID as partners in progress and co-campaigners in efforts to improve budget releases for timely implementation of school improvement activities. By July 2014, ESSPIN has leveraged a cumulative total of £14.4m of State government resources in direct funding of different aspects of the School Improvement Programme.

Table 2: Financial resources committed to school improvement, July 2012-July 2014

	Amount Committed (Apr-Jun 2014)	Amount Committed (cumulative to date, from July 2012)	Source (Current quarter)	Purpose (Current quarter)
Enugu	N68.9m (£255,185)	N592.9m (£2,328,515)	SUBEB, Missions, SBMCs	SIP training (HT, teachers, SBMCs), SUBEB functional review, fees for poor children (Mission schools), Mission schools rollout
Jigawa	0 (0)	N436.5m (£1,737,410)	-	-
Kaduna	N38.5m (£142,593)	N616.5m (£2,431,163)	SUBEB (for SIP), UBEC-IF, MoE, QA board	SIP rollout to 1,027 schools, SSIT salary, QA training, planning and budgeting
Kano	0 (0)	N489m (£1,953,000)	-	-
Kwara	N14.4m (£53,333)	N177.4m (£691,593)	SUBEB, QA Board	SIP support costs, QA
Lagos	91.1m (£337,407)	724.7m (£2,849,617)	SUBEB, UBEC-IF, MOE, LGEA	SIP support (TPD), SSIT salaries, school running costs, SBMC forum, planning & budgeting
Federal	0 (£0)	N593m (£2,372,000)	-	-
Total	N213m (£0.789m)	N3.63bn (£14.364m)		

13. Funding accessed through federal sources, specifically the UBE Intervention Fund, remains the most predictable and accessible resource for school improvement rollout. While States like Lagos and Kano are getting better at releasing funds allocated in the State annual budget, all States still rely on the non-matching funds for teacher professional development released by UBEC every year.

Overall Progress on Outputs

Overall progress on Outputs by State

14. 2014 logframe targets were largely achieved or on track as shown by the preponderance of green and amber in the table below, particularly in the

Programme column. Green indicates target achieved or exceeded, amber means broadly on track, and red off target.

Table 5: State progress against Output targets

	Output Indicators	Programme	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
Institutional capacity	2.1	Green	Green	Green	Green	Green	Green	Green
	2.2	Green	Green	Green	Green	Green	Green	Green
	2.3	Green	Amber	Green	Green	Green	Green	Green
	2.4	Green	Green	Green	Green	Green	Green	Green
School quality	3.1	Amber	Amber	Green	Amber	Amber	Green	Amber
	3.2	Green	Green	Green	Amber	Green	Green	Green
	3.3	Green	Green	Green	Green	Green	Green	Green
	3.4	Green	Green	Green	Green	Green	Green	Green
	3.5	Green	Green	Green	Green	Green	Green	Green
Inclusion	4.1	Green	Amber	Green	Green	Green	Amber	Green
	4.2	Green	Amber	Green	Green	Green	Green	Green
	4.3	Amber	Green	Green	Red	Green	Green	Green
	4.4	Green	Green	Green	Green	Green	Green	Green
	4.5	Green	Green	Green	Green	Green	Green	Green

2014 Programme Performance – Outputs, Outcomes and Impact

15. This section reviews actual results against 2014 annual targets at the levels of Output, Outcome and Impact. It also briefly reviews impact in important cross-cutting areas, namely Inclusion, IQTE, EMIS, M&E, and communications & knowledge management.

Output 1 – Strengthened National Systems

16. The objective of Output 1 is to strengthen the capacity of federal institutions to effectively support school improvement in States through making national funds for education more easily available to States and by establishing relevant national systems for monitoring school improvement.

Output Indicator 1.1 Disbursement rate of UBE Intervention Funds (Matching Grants) for basic education (3-year rolling)

	Milestones	
	(2010-12) June 2013 Actual	(2011-13) June 2014 Actual
Enugu	54%	23%
Jigawa	73%	78%

Kaduna	64%	100%
Kano	100%	100%
Kwara	64%	63%
Lagos	64%	100%
ESSPIN States	70%	77%
Non-ESSPIN States	51%	63%

Source: UBEC publication of IF disbursements from 2005-2013
(ubeconline.com 18 June 2014)

17. The UBE Intervention Fund (UBE-IF) is a major source of funding of basic education in Nigeria. It is the most predictable source of funding for school infrastructure, teacher training and learning materials and requires matching funds from the 36 States and the Federal Capital Territory. Equal allocations are provided annually but disbursements require satisfactory utilization of previous disbursements and payment of the statutory matching State funds.
18. There is significant progress over last year with ESSPIN states averaging 77% of total allocations in actual disbursements compared with 63% for non-ESSPIN states. Both averages represent marked improvements in States' access to the UBE-IF.

Output Indicator 1.2 National systems supporting school improvement

	<i>Milestones</i>		
	<i>March 2013 Actual</i>	<i>June 2014 Actual</i>	<i>August 2014 Target</i>
Monitoring Learning Assessment	D	C	C
Quality Assurance	B	B	B
SBMCs	B	A	B

Source: Federal Self-Assessment Report, June 2014

19. National systems supported by ESSPIN have been rationalised from six to three: the College of Education accreditation/National Commission for Colleges of Education (NCCE) and teacher development needs assessment workstreams have been taken on by the new DFID Teacher Development Programme, while a national system to support the Annual School Census is now fully established. Further technical assistance to national Education Management Information System (NEMIS) is currently led by USAID with other donor programmes, including ESSPIN, in support roles.
20. The draft report produced by the Ministerial Committee on Monitoring Learning Achievement (MLA) in which ESSPIN has provided technical support has led to a Stakeholders' Forum to critique the report. In consequence, the document has

incorporated stakeholder feedback and now awaits harmonization of these inputs prior to submission to the National Council on Education for policy approval. On Quality Assurance (QA), progress has been made in terms of clarifying the rationale, roles and responsibilities of Federal agencies – Federal Inspectorate Service and Universal Basic Education Commission (UBEC) – involved in QA below tertiary level. The Ministerial Committee on QA has supported the development of a draft policy that was presented to the Joint Consultative Committee on Education (JCCE), where it was ‘stepped down’ and has been represented at the reference Committee. It now awaits reconsideration at the JCCE Plenary and NCE later in the year. On School Based Management Committees (SBMCs), UBEC has spent nearly £2.4m to date on national replication of the ESSPIN SBMC model. ESSPIN is currently supporting UBEC to ensure that quality is not compromised in delivery.

Output 2 – Strengthened Institutional Capacity at State and LGEA level

21. The objective of Output 2 is to strengthen the capacity of State and Local Governments to support their own schools through more effective planning and budgeting, improved skills and competencies of key personnel, additional funds directed at school improvement, and collaboration with non-government stakeholders.
22. There are four indicators for assessing progress in Output 2. They are all qualitative and are, therefore, measured through an annual State Self Assessment exercise.

- Indicator 2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at State and LGEA level
- Indicator 2.2 Quality of service delivery systems and processes at State and LGEA level
- Indicator 2.3 Quality of school support and quality assurance services at State and LGEA level
- Indicator 2.4 Level and quality of State/LGEA engagement with local communities on school improvement

Output Indicators 2.1 – 2.4: Strengthening State and LGEA capacity

	<i>Milestones</i>							
	<i>2.1</i>		<i>2.2</i>		<i>2.3</i>		<i>2.4</i>	
	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>
	<i>Aug</i>	<i>June</i>	<i>Aug</i>	<i>June</i>	<i>Aug</i>	<i>June</i>	<i>Aug</i>	<i>June</i>
	<i>2014</i>	<i>2014</i>	<i>2014</i>	<i>2014</i>	<i>2014</i>	<i>2014</i>	<i>2014</i>	<i>2014</i>
Enugu	B	A	B	A	B	C	B	B
Jigawa	A	A	B	A	B	A	B	A
Kaduna	A	A	B	A	A	A	B	A
Kano	B	A	B	A	B	A	B	A
Kwara	A	A	B	B	A	A	A	A

Lagos	A	A	A	A	A	A	A	A
Programme	A	A	B	A	B	A	B	A

Source: State Self-Assessment Reports, June 2014

23. This report of progress addresses State capacity only, the logical progression of work in the first phase of ESSPIN. During the extension, there will be increased focus on LGEA capacity. The Self Assessment performance criteria will be updated to reflect this focus, and the 2015 Self Assessments will measure LGEA as well as State capacity.
24. The Self Assessment results across all six States and across the four Output 2 indicators show that performance targets set out for the first phase of ESSPIN have been substantially achieved. In 11/11 cases (100%), ESSPIN States have met the maximum A target set. In the remaining 14/17 cases (82%), they have exceeded the B target and met it in a further two cases. 1/28 targets was missed overall (3.6%) with 27/28 (96.4%) met or exceeded.
25. Participatory workshops will be held in September 2014, including ESSPIN and State partners, to agree new performance targets for the extension period based on further development needs. Three important dimensions will inform the new performance targets – internal integration, horizontal integration and vertical integration:
- The first concerns the internal efficiency of these systems. When separate components do not deliver on time, the whole system is thrown out of kilter. This happens when the Annual School Census (ASC) is late in execution and completion or when Departmental Work Plans (DWPs) are not prepared on time. These problems are most marked in the planning systems but also can be seen in Quality Assurance, financial management and Human Resource Management.
 - A second dimension is horizontal integration - the cross-institutional linkages within and between systems. Insufficient cooperation between ministries, departments and agencies (MDAs) and bureaucratic protocols that inhibit communication at technical levels all affect service delivery, as for example when QA Units fail to integrate their work with the EMIS Unit and the State School Improvement Team (SSIT).
 - The third dimension is vertical integration – the linkages between state, local government and schools/ communities. Much is now happening across the six states that depend on effective LGEA delivery. Problems are, in part, the limited capacity of the LGEA staff, requiring professional development and recruitment; resource problems requiring office space, computers and transport; political,

relating to relations with Local Government Areas (LGAs), the appointment of Education Secretaries and links between the Education and Local Government Ministries. A clear priority arising from the Self-Assessments is the need to promote integrated bottom-up planning, so that school needs, prioritised in school development plans, are aggregated and analysed at LGEA level. The LGEA action plans derived from this analysis then contribute to SUBEB planning and to the necessary resource provision enabled through the MTSS and annual budget.

Output 3 – Improved School Quality

26. The objective of Output 3 is to improve the quality of schools in partner States through a combination of school improvement measures – effective head teachers, competent teachers, better school development planning, and functional SBMCs.
27. The SSO reporting system that collects monitoring information for assessing these indicators is still only operational in public primary schools in all States and selected Mission schools in Enugu. Results in the following tables, therefore, are for public primary schools except Enugu where public primary and Mission schools are aggregated.

- Indicator 3.1 Number of schools using a School Development Plan
- Indicator 3.2 Number of head teachers in public primary schools operating effectively
- Indicator 3.3 Number of teachers in public primary schools who can deliver competent lessons in literacy and numeracy

Output Indicators 3.1 – 3.3 Number of schools using a school development plan, head teachers operating effectively, and competent teachers

	<i>Milestones</i>					
	<i>3.1</i>		<i>3.2</i>		<i>3.3</i>	
	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>
	<i>Aug</i>	<i>June</i>	<i>Aug</i>	<i>June</i>	<i>Aug</i>	<i>June</i>
	<i>2014</i>	<i>2014</i>	<i>2014</i>	<i>2014</i>	<i>2014</i>	<i>2014</i>
Enugu	289	162	289	446	931	1,785
Jigawa	701	710	701	752	2,243	5,308
Kaduna	508	333	749	521	2,363	3,195
Kano	522	-	2,132	3,376	8,151	12,560
Kwara	1,008	1,300	1,014	1,359	4,054	7,313
Lagos	701	666	703	875	2,178	7,658
Programme	3,730	3,171	5,646	7,329	19,992	37,819

Source: State School Support Officer (SSO) Reports, April and July 2014

28. Targets are substantially over-achieved for head teacher effectiveness (130%) and teacher competency (189%). There has been less progress with schools using SDPs and the milestone is missed by 15% for three reasons: 1) the key means by which

schools implement their SDPs is through access to direct funding (school grants). Outside ESSPIN's disbursement of school grants under the phase 1 pilot, the uptake by State governments has been low with limited resources prioritised for SIP expansion. 2) Data for the second school term (April 2014) has largely been used for monitoring; in Enugu, only two of the monitoring sub-indicators had been covered by the school leadership programme by the time of reporting. 3) The rate of SIP expansion has been slower than anticipated in Kaduna and the denominator of focus schools required to hit targets has not grown significantly as in other States. Although the August 2014 target is missed for SDPs, the gap overall between actual and target is 15%, narrowing steadily from 20% in 2013 and 32% in 2012.

29. As in 2013, the State reporting system works through a range of key actors at State, LGEA, and school level. Data is collected at school level by School Support or School Improvement Officers (LGEA-level education field officers – SSOs or SIOs). This is done as part of their reformed responsibilities during routine school visits funded by the State, and is recorded at the end of each term in a School Report. These reports are then analysed and collated at Cluster, LGEA and State level. The punctuality, rigour and accuracy of reports has increased in all States for those SSOs and schools now into their second or third year of working in this way. As predicted two years ago, results for these schools have flattened or fallen as a result, e.g. in Kaduna, where there has been no significant increase in the number of schools worked with. The 2014 Composite Survey should provide validation of the increased accuracy of the reporting process.
30. Actuals are taken from State reports from the end of the second term (April 2014), with the exception of Kano where an earlier end of term enabled the use of the most recent figures, from July 2014.
31. The total number of schools, head teachers, and teachers worked with has increased dramatically. This is primarily due to the scaled work in Kano. As requested by the State, the programme there is in a reduced form. In its first year, it has not covered output 3.1 or fully covered output 4.3; for this reason, no figures are given for these outputs in Kano. As a result, overall achievements for these outputs are lower than those for 3.2 and 3.3.
32. During the extension phase, monitoring of these school level indicators will take a more nuanced approach, distinguishing between basic effectiveness and advanced effectiveness levels to reflect more realistically the differentiated rate of progress being made by schools coming into the SIP at different times. The SSO monitoring tool is yet to be upgraded to accommodate this improvement. The necessary adjustments to data collection instruments and associated training of SSOs will take place during the coming school year.

33. The two SBMC indicators, formerly in Output 4, have been brought into Output 3 through a revised logframe introduced in the ESSPIN Extension Business Case and approved by DFID.

- Indicator 3.4 Number of public primary schools with functioning SBMCs
- Indicator 3.5 Number of communities where SBMCs reflect concerns of women and children

Output Indicators 3.4 – 3.5 Number of schools with functioning SBMCs and number of communities where SBMCs reflect concerns of women and children

	<i>Milestones</i>			
	3.4		3.5	
	<i>Target</i>	<i>Actual</i>	<i>Target</i>	<i>Actual</i>
	<i>Aug</i>	<i>June</i>	<i>Aug</i>	<i>June</i>
	2014	2014	2014	2014
Enugu	293	680	268	680
<i>Basic</i>	208	440	190	525
<i>Advanced</i>	85	240	79	155
Jigawa	711	1,002	651	1,002
<i>Basic</i>	572	526	523	568
<i>Advanced</i>	139	476	129	434
Kaduna	760	1,795	696	1,795
<i>Basic</i>	644	1,257	588	1,311
<i>Advanced</i>	116	538	107	484
Kano	502	5,081	460	5,081
<i>Basic</i>	284	4,525	257	4,627
<i>Advanced</i>	218	556	203	454
Kwara	625	880	572	880
<i>Basic</i>	446	51	406	120
<i>Advanced</i>	179	829	166	760
Lagos	713	1,004	653	1,004
<i>Basic</i>	643	180	588	181
<i>Advanced</i>	70	824	65	823
Programme	3,590	10,442	3,299	10,442
<i>Basic</i>	2,784	6,879	2,551	7,332
<i>Advanced</i>	806	3,563	748	3,110

Source: Social Mobilisation Officer (SMO) Reports, July 2014

34. The 2013 Annual Review results reflected mainly the Phase 1 ESSPIN pilot 1,151 schools, with a comparison of how these SBMCs had progressed over time (2011-13). These schools were well into the ‘mentoring’ phase of SBMC development where CSO and Government Partners (CGPs) mentor SBMCs on a regular basis and use the SBMC/SMO monitoring tools.

35. At that time, there were already many additional SBMCs which had been activated and trained in new schools and LGEAs as a result of state roll-out of the SBMC model (an additional 1,557) but due to the fact that they had not reached the mentoring stage of the process where monitoring tools are applied, they were not visible in any of the monitoring data. This under-reporting resulted in underachievement against 2013 targets.
36. The more nuanced approach to reporting effectiveness (basic/advanced) in the extension phase has now made it possible for SBMCs to be captured in the data whether they have reached the monitoring stage or not, through developing standards for basic SBMC effectiveness and advanced SBMC effectiveness. Advanced effectiveness includes SBMCs which have scored 'met' against criteria in the SMO monitoring tools for SBMC functionality, women and children's participation and SBMCs supporting inclusive education. Basic effectiveness applies to SBMCs which have not yet achieved 'met' against criteria, and SBMCs which are already in the development process but not yet at the monitoring stage where the tools are applied and information collected. Notwithstanding their relatively young status, these 'basic effective' SBMCs, upon establishment, have begun to take positive actions on behalf of their communities and schools.
37. The 2014 Civil Society Organisation (CSO) Self Assessment exercise and two qualitative studies undertaken in 2014, SBMC Qualitative Study of Impact and CSO Synthesis Report, both validate the tremendous progress that SBMCs have made in the last year as captured in the SMO reports.

Output 4 – Inclusion

38. The objective of Output 4 is to promote inclusive policies and practices in basic education at all levels – State, school and community.

Output Indicator 4.1 Number of marginalised children with improved access to basic education through IQTE, nomadic community education and girl education initiative

	Milestones					
	Actual June 2014			Target Aug 2014		
	<i>Female</i>	<i>Male</i>	<i>Total</i>	<i>Total</i>	<i>Female</i>	<i>Male</i>
IQTE (Kano, Kaduna, Jigawa)	11,544	15,818	27,362	23,000		
Nomadic education (Jigawa)	5,956	6,469	12,425	9,285		
Girl Education Initiative (Jigawa)	4,806	0	4,806	6,000		
CCT (Kano)	1,831	0	1,831			
Albino foundation (Kaduna)	174	158	332			
Programme	24,311	22,445	46,756	38,285		

ESSPIN and SUBEB project reports (annual)

39. The IQTE programme has received huge support from the Kano State government with over N150m released for rollout in the last 18 months. The 2014 release is currently in process. There is less traction in Kaduna and Jigawa where the State governments have not prioritised investment in IQTE. Further political engagement with these two governments will be carried out in 2014/15 to determine whether commitment can be mobilised. The net result is 119% achievement of the target.
40. ESSPIN has recommended closure of the Kano CCT pilot to DFID based on lack of State government backing. In an environment where KSG has invested significantly in SIP rollout, demonstrating interest and commitment, no matching funds have been provided in nearly two years to enable continuation of the project. ESSPIN has requested permission from DFID to reallocate already committed funds to other relevant initiatives for improving participation of girls in junior secondary education in Kano.

Output Indicator 4.2 Inclusive education policies at State level

	<i>June 2013 Actual</i>	<i>June 2014 Actual</i>	<i>August 2014 Target</i>
Enugu	D	B	C
Jigawa	B	B	B
Kaduna	A	A	A
Kano	C	B	B
Kwara	B	A	A
Lagos	B	B	B

Source: State Self-Assessment Reports June 2014

41. The 2014 Self Assessment results are positive and indicate that all States are on track in ensuring that enabling policies are put in place for the needs of all children, especially those from marginalised groups, are met. All six States have either met or exceeded the targets set. Four out of the six States now have inclusive education policies in place with Kaduna also managing to secure appropriate legislative backing. UBEC has now accepted the existence of an IE policy as the pre-condition for States to access its small IE non-matching grant; Kaduna successfully accessed N14m as a result in 2013. The two States yet to fully sign off their IE policies, Jigawa

and Kano, are however already addressing inclusion issues on the basis of the draft policy framework, e.g. Jigawa has just concluded a survey of out-of-school children.

Output Indicator 4.3 Number of Inclusive Schools (public primary schools meeting the needs of all pupils)

	<i>Milestones</i>	
	<i>June</i>	<i>August</i>
	<i>2014</i>	<i>2014</i>
	<i>Actual</i>	<i>Target</i>
Enugu	425	289
Jigawa	821	701
Kaduna	298	749
Kano	-	1,599
Kwara	1,349	1,014
Lagos	746	703
Programme	3,639	5,167

Source: State School Support Officer (SSO) Reports, April and June 2014

42. Targets are exceeded in all States except Kano and Kaduna, representing real progress in pupils' experiences of school. In Kano, no data was collected for this indicator as there was very limited coverage of inclusive behaviours in the training content of the 2013/14 Teaching Skills Programme which prioritised basic literacy and numeracy for teachers. Inclusive behaviour is a higher order skill that will be introduced gradually in the next phase of development. The overall programme target would be easily achieved with Kano schools factored in.
43. The measurement of 'inclusive schools' relies in part on the degree to which schools are addressing access and inclusion within their SDPs. Where SDP work has not progressed smoothly or performance depressed, this has had a knock-on effect on the inclusive schools indicator. This was the case in Kaduna.

Output Indicator 4.4 Number of communities supporting inclusive education

	<i>Milestones</i>	
	<i>June</i>	<i>August</i>
	<i>2014</i>	<i>2014</i>
	<i>Actual</i>	<i>Target</i>
Enugu	680	293
<i>Basic</i>	451	208
<i>Advanced</i>	229	85
Jigawa	1,002	711
<i>Basic</i>	527	572
<i>Advanced</i>	475	139
Kaduna	1,795	760
<i>Basic</i>	1,319	644
<i>Advanced</i>	476	116

Kano	5,077	502
<i>Basic</i>	4,572	284
<i>Advanced</i>	505	218
Kwara	880	625
<i>Basic</i>	79	446
<i>Advanced</i>	801	179
Lagos	1,004	713
<i>Basic</i>	144	643
<i>Advanced</i>	860	70
Programme	10,438	3,590
<i>Basic</i>	7,092	2,784
<i>Advanced</i>	3,346	806

Source: State Social Mobilisation Officer (SMO) Reports, June 2014

44. The results demonstrate great improvements in efforts of local communities to support access to education for all children, monitor children dropping out of school – understanding the causes and making the community at large aware, and encouraging greater interaction between parents and schools with regards to children’s well being and learning progress. This positive indicator also suggests that SBMCs and head teachers are taking action to address and report child protection issues in and around the school.

Output Indicator 4.5 Quality of CSO and community demand for quality and inclusive education

	Milestones	
	June	August
	2014	2014
	Actual	Target
Enugu	A	B
Jigawa	A	B
Kaduna	A	B
Kano	A	B
Kwara	A	B
Lagos	A	B
Programme	A	B

Source: State Self-Assessment Reports, June 2014

45. ESSPIN has provided capacity development to 43 CSOs across the six States to work in partnership with government to activate, train, mentor and monitor SBMCs as the vehicle for improving community engagement in education and school governance. Initial SBMC research (2009) highlighted that the relationship between civil society and government in states was extremely weak and there was generally a very high degree of scepticism that such a partnership could work. However, in July 2014 the

situation has changed with almost all of the CSOs which supported the pilot SBMC development work now contracted directly by State governments to roll out SBMCs in new schools and LGEAs. UBEC has also adopted this approach and has directed all other states to partner with CSOs to activate, train and mentor SBMCs.

46. CSOs working on ESSPIN have produced approximately 700 monitoring reports between 2011 and 2014. These were recently analysed and pulled together in a 2014 CSO Synthesis Report.
47. Performance criteria defined for CSO capabilities in the first phase of ESSPIN are now largely achieved as shown in the 2014 Self Assessment score of A across all States, universally exceeding expectations. New criteria will be drawn up for tracking performance over the extension phase. These criteria will challenge CSOs to take their voice and accountability work further and a competitive Consolidation Fund will be introduced to make CSOs more efficient in how they organise themselves and support the SIP, tailoring their work to the particular circumstances of the children and communities in which they are embedded.

Outcome – Better Quality Education Services

ESSPIN's stated outcome is quality of, and access to, basic education improved equitably and sustainably.

48. Data availability and credibility in Nigeria continue to be major issues in the effective monitoring of education related changes at Outcome and Impact levels. For example, it became impossible to track ESSPIN's poverty indicator on school attendance rate of children from poor homes (Outcome) due to the absence of a household survey since NEDS 2010 which established the baseline for the indicator. DFID, therefore, approved for the indicator to be replaced by 'the number of additional children in school in ESSPIN focus LGEAs' (a DFID Operational Plan indicator), thereby enabling ESSPIN to make a direct contribution to DFID's own country results. Similarly, ESSPIN's monitoring of State expenditure on school improvement was hampered by a persistent lack of transparent and timely data on State expenditure, particularly at Local Government level. DFID approved for quarterly State budget release rates to be used as a proxy measure given ESSPIN's success in obtaining real time data through a Quarterly Monitoring Report presented and signed off by State Education Commissioners as part of their quarterly meeting facilitated by ESSPIN. Both of these changes are incorporated within ESSPIN's new Extension logframe.
49. The following Outcome and Impact indicators are based on the Extension logframe. With the exception of the two new indicators mentioned above, additional children

in school and budget release rates, all of the indicators in the previous logframe are covered. Gender parity in basic education is addressed through disaggregation of net enrolment rates by sex.

Outcome Indicator 1: Number of public primary schools that meet the benchmarks for a good quality school

50. This indicator relies on Composite Survey 2 currently in progress.

Outcome Indicator 2: Number of additional children in public primary schools in focus LGEAs

	Baseline 2009	Actual June 2014			Target June 2014		
		Male	Female	Total	Male	Female	Total
Enugu	0	2,124	1,706	3,830			
Jigawa	0	8,826	17,827	26,654			
Kaduna	0	60,926	55,063	115,989			
Kano	0	137,055	142,928	279,983			
Kwara	0	36,826	38,198	75,024			
Lagos	0	-22,015	-22,752	-44,767			
Programme	0	223,742	232,970	456,713	119,388	129,502	248,890

Source: Annual School Census, 2009/10 – 2013/14

51. The number of additional children takes cumulative year-on-year differences in gross enrolments between the 2009/10 and 2013/14 academic years in ESSPIN focus LGEAs. The result as at June 2014 exceeds target in spite of challenging factors such as the perennial migration of children from public to private primary schools in Lagos and escalating conflicts affecting communities and schools in northern Nigeria.
52. Significantly, the largest numbers of additional children in primary school are recorded in the northern States where enrolment rates are historically low. Further, in three of the four northern States – Jigawa, Kano and Kwara – there are more additional girls in school than boys.
53. The positive trend in primary school enrolments is depressed by the Lagos returns which show fewer children in primary school in 2014 than was the case in 2010. Movement from public to low cost private schools is widely conjectured as a factor; however, this cannot be validated until there is a comprehensive census of children attending private schools. A more recent factor, also worthy of investigation, is the reported withdrawal of children from Lagos primary schools back to Ogun schools following cancellation of prohibitive levies which had forced many parents in Ogun to send their children to schools on the Lagos side of the Ogun-Lagos border. Lagos and Ogun are contiguous States with free flow of business and human traffic.

Outcome Indicator 3: State budget release and utilisation rates, 2013 fiscal year (monitoring target – budget release)

	Year Allocation (N)	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
		Budget release	Budget utilisation						
<i>Benchmark</i>		25%	25%	50%	50%	75%	75%	100%	100%
Enugu	16.4bn	14.8	14.8	45.6	45.6	60.5	60.6	66	58.4
Jigawa	8.2bn	1.2	1.2	3.3	3.1	59.1	58	93.5	93.5
Kaduna	18.2bn	7	5.7	15.5	15.5	30.9	21	35.3	31
Kano	44.8bn	0.7	0.7	15.3	15.1	31	31	62	62
Kwara	9.2bn	8.1	7.8	30.4	16.5	33.9	21.9	43.7	25.6
Lagos	37bn	21.5	21.2	46.2	33.1	44.9	43.1	75	83
Programme	147.6bn	8.9	8.8	27.6	23.1	40.9	37.6	62.7	61.3

Source: State Quarterly Monitoring Reports, Q1-Q4 2013

54. The 2013 year-end education budget release rate of 62.7% (average for the six ESSPIN States) is a marked improvement on the 38% logframe baseline recorded at the end of September 2013 and exceeds the 50% logframe target for August 2014. The release and utilisation data is gathered through the quarterly meeting of education Commissioners and SUBEB Chairs and is currently the most reliable means of tracking State expenditure related to school improvement activities.
55. Jigawa, the strongest performing State by the end of the 2013 fiscal year, exemplifies the pattern of budget releases in Nigerian States: there was virtually no activity in the first half of the year (only 3.3% of the year's allocation released by June), but frantic financial activity in the second half of the year ensured that relevant school improvement activities as per agreed workplans had been fully funded by December. In Enugu and Kwara, SIP rollout to date has been funded exclusively out of the UBEC TPD non-matching grants; so although appreciable levels of releases are recorded, State government funds in 2013 did not supplement SIP rollout funding.

Impact – Better Learning Outcomes for all children

ESSPIN's stated impact is better learning outcomes for children of basic education school age in the programme's six States.

Impact Indicator 1a: Proportion of Primary 2 and Primary 4 pupils in public primary schools in focus States with ability to read with comprehension and do basic arithmetic calculations

56. This indicator relies on Composite Survey 2 currently in progress.

Impact Indicator 1b: Number of primary 4 and primary 2 pupils in public primary schools in focus states demonstrating improved learning outcomes

57. This indicator relies on Composite Survey 2 currently in progress.

Impact indicator 2a: Public primary and junior secondary education net enrolment rate (NER) (%)

	Actual June 2014				Target August 2014	
	Primary		JSS		Primary	JSS
	Total	Girls	Total	Girls		
Enugu	51%	54%	57%	-	92%	60%
Jigawa	55%	48%	27%	-		
Kano	100%	100%	37%	-	Baseline 2009	
Kaduna	85%	81%	39%	-	Primary	JSS
Kwara	55%	54%	51%	-	84%	54%
Lagos	26%	26%	53%	-		
Programme	62%	60%	41%	-		

Source: Annual School Census June 2014

58. Calculation of school demographic indicators in Nigeria remains bedevilled by the unreliability of age population data from the 2006 national population census. In a number of States, including Kano, the census reported fewer children in the primary school age population than there were in primary schools, thereby translating into net enrolment rates of over 100% (this is nonsensical given what is known about large numbers of out-of-school children). Based on the 2013/14 ASC, Kano returned NERs of 117% and 122% for all primary age children and for girls respectively. Both results have been capped at 100% in the table above; however, it is inaccurate to conclude that all primary age children in Kano are now in school, in spite of the commendable efforts of the State government.
59. Another factor currently limiting the utility of school demographic data relates specifically to Lagos. Over the last few years, public schools appear to be losing children increasingly to private schools – a 19% drop in public primary enrolment was recorded between 2013/14 and 2012/13. However, comprehensive census data on children attending private schools is not yet available. Until this happens, the pattern of low enrolments in public primary schools cannot be fully explained.
60. Data quality issues aside, it is positive that overall NERs for girls in primary school broadly keep up with the rates for all children (even in Jigawa which has always had the lowest rate of female participation). Efforts to get more girls into school appear to be yielding results. In gross enrolment terms, current gender parity indices in primary schools stand at: Enugu 0.9, Jigawa 0.75, Kaduna 0.86, Kano 0.97, Kwara 0.94 and Lagos 1.03.

Impact indicator 2b: Number of children to benefit from school improvement programme (SIP) in public primary schools

	Actual June 2014			Target August 2014		
	Male	Female	Total	Male	Female	Total
Enugu	103,717	92,892	196,609			
Jigawa	211,714	162,213	373,928			

Kaduna	192,191	168,631	360,821			
Kano	1,485,096	1,431,061	2,916,157			
Kwara	208,887	196,208	405,095			
Lagos	230,165	237,401	467,566			
Programme	2,431,770	2,288,406	4,720,176	1,500,600	1,300,800	2,900,400

Source: Annual School Census June 2014

61. The rate of SIP expansion over the last 18 months has been substantial. Primary school coverage is currently 100% in Lagos, Kano and Kwara. In Jigawa, Kaduna and Enugu – coverage rate of 59%, 23% and 33% respectively – all LGEAs, if not all schools, are covered. ESSPIN’s institutional capacity building work, aimed at equipping SUBEBs to effectively support SIP delivery, adopts a State-wide outlook to ensure that all schools benefit from management improvements. This indicator, therefore, takes State level enrolments and applies proportions of SIP coverage in each State to estimate the number of children reached by the programme. DFID is currently benefitting an estimated 4.7m children, 48% of them girls, across the six ESSPIN States. This represents 72% of children currently enrolled in primary schools in the six States.

Impact indicator 3a: Public primary education completion rate (%)

	Actual June 2014		Target August 2014	
	Total	Girls	Total	Girls
Enugu	86%	88%	55%	
Jigawa	83%	77%		
Kaduna	75%	73%	Baseline 2009	
Kano	70%	70%	Total	
Kwara	87%	91%	48%	
Lagos	52%	51%		
Programme	75.5%	75%		

Source: Annual School Census June 2014

62. The calculation of primary completion rates is based on the UIS proxy: grade 6 enrolment less repeaters expressed as a proportion of 11-year olds in the general population. The 2013/14 results are very positive. Significantly, completion rates for girls are roughly at par with the averages, including in northern States where it is widely believed that early marriage prevents girls from completion. An analysis of dropout rates in grade 6 corroborates the emerging picture that perhaps more girls than widely believed are completing primary education in northern States. Dropout rates in upper primary (grades 5 and 6) were: 2% for both girls and boys in Jigawa, 1.3% for girls and 1.4% for boys in Kaduna, while only Kano still shows disparity in favour of boys at 9% for girls and 6% for boys.

63. The Lagos result would again suggest that substantial numbers of children leave public primary schools before grade 6. In addition to possible flight to private schools, it is also known that many children transit to JSS after grade 5.

Impact indicator 3b: Number of children supported per annum completing primary school (DFID OP indicator)

	Actual June 2014			Target August 2014		
	Male	Female	Total	Male	Female	Total
Enugu	15,574	15,204	30,778			
Jigawa	47,880	32,508	80,388			
Kaduna	71,920	60,168	132,088			
Kano	136,867	127,652	264,519			
Kwara	14,131	12,968	27,099			
Lagos	35,943	38,307	74,250			
Programme	322,315	286,807	609,122			
June 2012						
Actual	275,888	244,655	520,543			
Cumulative Actual	598,203	531,462	1,129,665	396,931	355,672	752,603

Source: Annual School Census June 2014

64. This indicator is linked to 3a above and takes the numerator used for the calculation of completion rates (i.e. grade 6 enrolments less repeaters) to estimate the number of children supported to complete primary school in 2013/14 as well as the cumulative total between 2009 and 2014.

Progress in Key Cross-cutting and Thematic Areas

Communications and Knowledge Management

65. ESSPIN's C&KM activities and products are designed to directly support effective delivery of the various programme outputs. The following table summarises key activities, products and results for 2013/14.

Table X Communications and Knowledge Management results, as at July 2014

Activity	Product	Outcome
Film	<ul style="list-style-type: none"> 30 min film version of community theatre script produced in four languages (Pidgin, Hausa, Yoruba and Ibo) for public viewing in all six states and broadcast on national and state television stations. 3 Impact documentaries on IQTE and results of interventions in Lagos and Enugu produced for broadcast. 2 Illustrative Classroom Teaching video for North and South produced. 	<p>120,000 member audience directly sensitised and mobilised on a range of education issues, e.g. parents' responsibilities, inclusive education, community participation, School Improvement Programme and teacher attitudes, plus DVD and web audience informed, sensitised and mobilised on education issues and developments.</p> <p>12 million stakeholders sensitised on results of ESSPIN and state partners reform interventions</p> <p>30,000 teachers informed different aspects of quality good classroom practice.</p>
Radio	<ul style="list-style-type: none"> 39 episodes of <i>Gbagan Gbagan</i> weekly drama continued rebroadcast on 10 state and national radio stations carrying education themes and story lines 26 minute radio discussion programme in six languages (English, Hausa, Yoruba, Ibo, Nupe and Batunu) relating to teachers' competence standards produced and broadcast on national and state based stations 	<p>24.6 million radio listeners across Nigeria, plus DVD and web audience informed, sensitised and mobilised on education issues and developments</p> <p>40 million radio listeners across Nigeria informed and sensitised on expected learning outcome achievement by pupils</p>
Information, Education and Communication	<p>12 Evidence of Impact papers 24 Case Studies 2 ESSPIN Express publications</p>	<p>10,000 education sector and programme stakeholders informed/sensitised/ and</p>

(IEC) printed materials	47,600 Inclusive Education posters 47,600 SBMC posters	mobilised on ESSPIN approach to school improvement with lessons shared and evidence of impact provided 300,600 community members sensitised on inclusive education and community participation in basic education
SUBED Social Mobilisation Departments C&KM capacity development	6 SUBEB SMDs' capacity enhanced and producing newsletters, radio programming, drama production and jingle productions with state funds	More strategic and better quality communications for social mobilisation, including for SBMC development and promotion of inclusive education More effective and accessible use of field data for reporting/providing evidence of impact, and improving SUBEB communications

Sources: TV, radio, press coverage based on Annual Media Planning Service (AMPS) 2010 and ENABLE media audience surveys 2009-2010. Website Resources (documents/IEC materials/Audio/Visual) at <http://www.esspin.org/index.php/resources>

Education Management Information System (EMIS)

66. Originally scheduled as the final year of ESSPIN, the 2013/14 programme year was intended to be a transitional period with respect to EMIS. The progressive reduction year-on-year of ESSPIN support to States for conducting the Annual School Census (ASC) continued. It was observed that the majority of States slipped several months behind schedule in conduct of the census enumeration, and several again struggled with full and timely budget allocation and release to support the exercise. Despite the centrality of the ASC evidence in sector performance reviews, medium term planning and budget defence, and the urgency of the exercise for three States which needed the data for Global Partnership for Education submissions, there remains an impression that the stakes remain highest for DFID/ESSPIN as the ASC is the source of key results data for the programme. Therefore, although the States have caught up admirably this year, and the quality of the exercise in ESSPIN States is still relatively high compared to other States in Nigeria, this does raise concerns about sustainability of the process after the ESSPIN Extension period is completed, which needs to be addressed in the remaining 2015 and 2016 exercises.
67. The following table summarises progress by State with respect to the 2013/14 ASC cycle up to end of Programme Year 6.

Table X ASC 2013/14 Annual School Census State status report as at July 2014

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

Alternative data and knowledge management systems

68. The Annual School Census represents only one strand of ESSPIN’s support to increased capacity for knowledge generation and use in partner States. It is a rigorous foundation for evidence-based planning and guiding financial investments. It has been applied to management decision-making through tools such as the Integrated School Management approach which prioritises schools for investments required. The ASC is strongest in terms of input monitoring. It is now complemented by a range of other systems and approaches.
69. All ESSPIN States have introduced data collection, collation and analysis systems relating to the work of School Support Officers (SSO) and Social Mobilisation Officers (SMO) respectively. Conceptually speaking, these data systems are positioned between the Annual School Census (ASC) on the one hand, and ESSPIN Composite Surveys (CS) on the other. Like the ASC, they cover all schools, thereby providing a comprehensive snapshot of schools services at a given point in time—in this case,

termly. Like the CS, they focus on *processes* and indicators of the *results* from inputs such as training, professional development and community engagement in school governance. To the extent that they are aligned to the ESSPIN logframe indicators, they provide a means of on-going monitoring of standards and progress with reform of school service delivery. Above all, they are conducted and managed as mainstreamed education data systems: part of the day job of the cadres of government officers who are proximate to schools and communities. Their introduction has expanded the group of State and Local Government personnel who regard evidence-based planning as part and parcel of their own responsibilities, ie, going beyond administrative data collection to meaningful engagement with the issues of quality of education in schools, and access of all children to school. These systems also allow a time series of trend data to be built up in due course, although it is important to allow a period for the systems to bed down and become sufficiently reliable and valid in terms of the capacity of the thousands of personnel responsible.

70. At a different scale, the ESSPIN Challenge Fund was used in Kaiama LGEA, Kwara State, to pilot the Community EMIS (C-EMIS) methodology. That has been adapted to local context with a second pilot in Jigawa, using a focus group, community representative approach rather than the exhaustive house by house system originally used in Kaiama. Looking ahead, Programme Year 7 will see a review of the two experiences leading to recommendations about the way forwards for State interested in applying a similar approach to understanding the fine grained detail of children's access to, marginalisation from and participation in schooling.
71. Another successful Kwara-based pilot, the LGEA Database, is scheduled for rolling out to four LGEAs in each of the other five ESSPIN-supported States in Year 7. This is designed to fully align with the SSO and SMO reporting systems, thereby enhancing the analytic and practical applications of those knowledge management systems.
72. In addition, ESSPIN is partnering Charlie Goldsmith Associates to address the critical question of children's attendance in school. To the extent that ESSPIN's theory of change is founded on the assumption that more competent teaching, more inclusive schools, enhanced academic leadership and school management, improved school environments, and better school governance result in better learning outcomes, it is crucial that a critical mass of children should actually be present in school regularly. An SMS-based daily reporting system, feeding into a real-time updated online public access website, on a pilot scale initially, will start to inform education stakeholders at school, community, local, state and programme levels about that dynamic.

Islamiyya, Qur'anic and Tsangaya Education (IQTE)

73. The IQTE programme is running at scale in Kano State, having been institutionalised under SUBEB. State engagement has been substantial, resulting in expansion from 3 LGEAs to 16, and a joint plan to cover the remaining 28 LGEAs during the 2014/15 academic year. 11,900 children are now benefiting from access to the core primary curriculum in the learning centres of choice decided by their parents and communities. These are children who are currently counted within the official 'out of school' statistics because they are not enrolled in conventional public or private primary schools or integrated Islamiyya. Critically, although they are not counted as being *in school*, we can say with confidence that they are being *educated*: out of the 679 candidates who sat the Kano State Transition Exams 2014/15, 658 passed (97%) and have received offers to enter mainstream junior secondary schools. That will have a major impact on those children's life opportunities, potentially setting them on a different path from that which would have been their lot in life in the absence of this intervention.
74. Kano State has instituted a new Islamic Education Board—something that was the focus of ESSPIN's technical assistance in the inception phase of the programme—which is likely to assume responsibility for the IQTE intervention once it reaches full establishment. Concerted efforts are required from a broad coalition of partners to secure Kano State Government release of the funding required for the Community Teachers and Support Teachers to be paid. Currently a N109m backlog in pending payments threatens the sustainability of the existing programme, even before Cohort 5 expands the number of children served by another 14,560 with the balance of these funds. ESSPIN is assisting Kano SOME to apply for matching grant funds from the Qatari Educate A Child Foundation, in order to increase access to the IQTE programme throughout the State.
75. Uptake of the IQTE model in Kaduna and Jigawa States has been more limited. ESSPIN has adopted the position of not funding any new cohorts in those States: technical assistance remains available but additional enrolments and coverage must be at the States' own initiative and cost for sustainability. Participation data by IQTE Cohort, school type and gender across the three States are shown in the tables below.

Student and Teacher Data
in ESSPIN Supported IQTE
Schools in Kano, Kaduna
and Jigawa (31 July 2014)

Number of students in ESSPIN support IQTE schools (Kano, Kaduna, Jigawa)

States	Tsangaya Schools & students				Islamiyya Schools			Total Students
	Schools	Teachers	Students (Boys)	Students (Girls)	Schools	Teachers	Students	
Kano (cohort 1,2, 3 & 4)	160	199 Male	6,895	44	158	190 Female	6,819	13,758
Kaduna (cohort 1,2 & 3)	196	279 (70 female, rest male)	7,738	2,983	--	--	--	10,721
Jigawa (cohort 1 & 2)	60	72 Male	1185	798	30	30 Female	900	2,883
Total	416	550	15,818	3,825	140	188	7719	27,362

IQTE data per cohort: Kano State

States	Tsangaya Schools & students				Islamiyya Schools			Total Students
	Schools	Teachers (male)	Students	Students (Girls)	Schools	Teachers	Students	
Kano								
Cohort 1	30	43	1,195	44	30	36	1,017	2,256
Cohort 2	30	36	1,200	--	28	34	1,302	2,502
Cohort 3	50	60	2,500	--	50	60	2,500	5,000
Cohort 4	50	60	2000	-	50	60	2000	4000
Total	160	199	6,895	44	158	190	6819	13,758

IQTE data per cohort: Kaduna state

States	Tsangaya Schools & students				Islamiyya Schools			Total
Kaduna	Schools	Teachers (Male + Female)	Boys	Girls	No Islamiyya school programme in Kaduna. Female students are absorbed within Tsangaya schools.			
Cohort 1	27	65	1250	700				1950
Cohort 2	94	111	3488	1163				4651
Cohort 3	75	103	3000	1200				4120
Total	196	279	7738	2983				10,721

IQTE data per cohort: Jigawa state

State	Tsangaya	Students			Islamiyya Schools			Total Students
Jigawa	Schools	Teachers	Boys	Girls	Schools	Teachers	Students	
Cohort 1	30	36 Male	753	330	--	--	--	1083
Cohort 2	30	36 Male	432	468	30	30 Female	900	1800
Total	60	72 Male	1185	798	30	30 Female	900	2883

Inclusive Education

76. ESSPIN's Approach Paper on Inclusive Education established a common approach and language shared between the programme's Outputs. It articulated a simple model in which better educational quality, access and equity each play a part in expanding the 'space' of safe and effective learning opportunities for all children in Nigeria. To the extent that the programme's main quality, access and equity initiatives—which increasingly touch all schools in most of the six States—are not of themselves sufficient to address the needs of all marginalised children, specific interventions such as the Challenge Funds, IQTE, Girls' Education in Jigawa, engagement with the Albino community and stakeholder groups concerned with education of children affected by disability are provided for.
77. Moving forwards, ESSPIN proposes to develop this thinking with explicit adoption of a Capabilities Approach to the inclusive education discourse. Put simply, this places the child at the centre of our work. What does each child value in his or her life? What does she or he want to *do*, and to *be*, both now and in the future? What constraints does she or he face? Who controls those barriers in their lives? We have already witnessed the successful application of this approach in the Nigerian context in the Kwara rural female teachers study, and can now apply it more broadly to the challenge of making education inclusive for all.
78. One of the strengths of the capabilities lens is that it takes away the sense of blame and failure which can permeate the education sector, particularly with respect to the role and position of teachers. This is certainly not to say that teachers are unimportant in improving children's education. It is to recognise that a teacher on her own is relatively powerless to guarantee a decent education to the children in her class if she is not adequately supported by the enabling environment of school, local community, local government and state authorities. If we identify obstacles to participation and learning, the root causes of those can be analysed, and appropriate agents and resources mobilised to overcome them. By extension, the same goes for head teachers, SBMC members, CSO partners, local government staff such as SSOs and SMOs, and indeed State School Improvement Team members and education sector managers. What competences do each of them need, in order to help children achieve their aspirations and potential? In this way, the Capabilities Approach is an excellent fit to ESSPIN's ambition to help every school to continuously improve and raise the standard of education it provides for every child. In doing so, and teaching *children* as individuals not teaching the *curriculum* as such, education will become more inclusive of all.
79. The next step in the process will be to extract the testimony of children, teachers and community members from the rich voice and advocacy resources in ESSPIN's archives, in order to identify the key constraints in context. Those in turn will be

related to the different Inclusive Education work streams that ESSPIN has in train and planned for Years 7 and 8. Typically, those work streams cut across Output domains and require integrated teams for successful engagement with stakeholders and State, local and school partners.

80. They also map directly onto ESSPIN spheres of influence: schools, communities, civil society, local government, State government and federal level. We expect the insights gained to work in synergy with the new initiatives being launched in Year 7: building on the findings of the education and conflict analysis; identifying the climate change adaptation and mitigation measures required for overcoming constraints to participation in education in Nigeria; and monitoring of pupil attendance which is expected to reveal patterns of exclusion and prioritising how to remove those.

Resources and Value for Money

Deployment of ESSPIN Resources

81. DFID approved a contract amendment in August 2013 that increased ESSPIN’s total programme budget from £83.5m to £92m. The amendment was approved “to secure the service delivery results in the ESSPIN logical framework”⁴. Specifically, the increased budget was to help ESSPIN cope with the rising costs of operations due to the security situation in the North, fund the Composite Survey in 2014, support Community-EMIS and surveys of out-of-school children, provide TA to support GPE applications by Jigawa, Kaduna and Kano States, and provide interim TA to the National Commission for Colleges of Education (NCCE) in advance of DFID’s Teacher Development Programme (TDP).
82. This section presents ESSPIN’s high level financial report for 2013/14. It analyses deployment of ESSPIN Year 6 resources by type of expenditure, by State and by Output. The balance of spend across Outputs continues to be guided by the 2011 Programme Delivery Strategy which called for differentiated allocations to reflect the order of emphasis assigned by the theory of change, ie. Output 3, Output 4, Output 2 and Output 1.

Table 10 High level final position for ESSPIN finances in 2013/14

Total Year 6 Budget Forecast	£15,615,000
Total Year 6 Actual Spend	£15,223,000
Percentage Spent	97%

Table 11 High level programme lifetime position for ESSPIN finances

Total Programme Budget Forecast	£92,152,000
Total Year 6 Actual Spend	£91,683,000
Percentage Spent	99%

83. This represents a strong budget performance given that the operational context continued to be challenging – the worsening security situation in the North made programming less predictable, and although substantial resources were leveraged from States it was often impossible to determine exact amounts until they were released by State governments.
84. ESSPIN’s 2011-2014 Programme Strategy reallocated resources to achieve greater focus on schools/communities (Outputs 3 and 4). The following tables compare lifetime actuals against lifetime projections of resource allocation across Outputs.

⁴ ESSPIN Contract Amendment, 23 August 2013

The actuals take into account the 2013 contract amendment, and costs related to Communications & Knowledge Management are reported outside the Outputs.

Table 12 Programme Strategy 2011-2014 projection of resource allocation across outputs

Output	Forecast	Percentage Spent
1	£7.2m	8.7%
2	£14.2m	17%
3	£35.7m	42.8%
4	£26.4m	31.6%
Total	£83.5m	100%

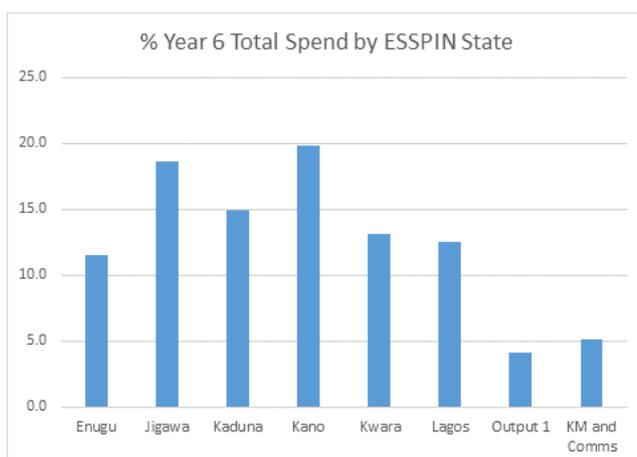
Table 13 Lifetime actuals (2014) of resource allocation across outputs

Output	Spend	% of Total	Difference
1	£5.7m	6.2%	Under target by 2.5%
2	£15.1m	16.5%	Within 0.5% of target
3	£43.8m	47.8%	Over target by 5%
4	£22.8m	24.9%	Under target by 6.7%
Comms & KM	£4.2m	4.6%	n/a
Total	£91.6m	100%	n/a

85. The reduction in overall spend on Output 1 is due to the fact that two out of six workstreams on developing national systems wound down early – NCCE work was completed in Year 5 while national Teacher Development Needs Assessment (TDNA) work was suppressed with the advent of DFID’s TDP programme. Output 2 spend is precisely on target. Output 3 is slightly over target but within the 5% margin due to the deepening of the literacy and numeracy workstream in response to findings of the Composite Survey, e.g. the introduction of lesson plans in all States. This additional level of activity is consistent with recommendations from the last two Annual Reviews and is in line with the Extension Business Case.

Table 14 Programme spend by State 2013/14

State	Total Spend	% of Total Spend
Enugu	£1,763,000	11.6%
Jigawa	£2,846,000	18.7%
Kaduna	£2,278,000	15%
Kano	£,3,017,000	19.8%
Kwara	£1,995,000	13.1%
Lagos	£1,914,000	12.6%
Output 1	£629,000	4.1%
KM and Comms	£782,000	5.1%
Total	£15,224,000	100%



86. Kano State is by far the largest State programme, accounting for approximately 30% of ESSPIN’s school level results. The comparatively large investment of DFID resources in the State has yielded the largest scale rollout of the school improvement programme in ESSPIN States, reaching all 5,700 primary schools at State government expense.

Table 14 Programme spend by Output by State 2013/14

State	Output 1	Output 2	Output 3	Output 4	KM and Comms	Total
Enugu	0k	410k	742k	611k	0k	1,763k
Jigawa	0k	286k	1,392k	1,168k	0k	2,846k
Kaduna	0k	346k	1,188k	744k	0k	2,278k
Kano	0k	330k	1,393k	1,294k	0k	3,017k
Kwara	0k	362k	814k	819k	0k	1,995k
Lagos	0k	415k	951k	548k	0k	1,914k
Output 1	629k	0k	0k	0k	0k	629k
KM and Comms	0k	0k	0k	0k	782k	782k
Total	629k	2,150k	6,478k	5,184k	782k	15,224k

87. The relative emphasis across Outputs prescribed by the Programme Strategy is reflected in the distribution of Output spend within each State, although there are variations in the balance of spend between Outputs 3 and 4. In Kwara, for example, Output 3 and 4 spends are broadly at par because the Kwara programme piloted the school improvement at scale; therefore, current costs of consolidation in existing focus schools are not as high. Community and inclusion work (Output 4), on the other hand, was not prioritised by the State government for funding and ESSPIN been filling in gaps.

Value for Money

88. ESSPIN’s VfM monitoring framework continues to be based on tracking indicators of Economy, Efficiency and Effectiveness. A new introduction to the VfM discourse is Equity, potentially the fourth point on the VfM chain. Indicators for measuring this

were developed for the first time in 2013/14 and will be further refined in due course.

Economy

89. ESSPIN tracks economy indicators quarterly and monitoring information is contained in Quarterly Reports. The following economy report is presented here as the 2014 Annual Report incorporates the July 2014 Quaterly Report due to the timing of the 2014 Annual Review of ESSPIN.

90. Economy indicators are monitored on two levels: a) operational cost per input and b) programme development investments. The latter was introduced in response to the Extension Business Case. Eight indicators were identified which account for approximately 62% of ESSPIN’s total spend, so are significant to programme delivery.

Average cost per hotel overnight

91. The Guest House occupancy rate for the period April to July 2014 has been added to the list below:

• February to March 2012	37%
• April to June 2012	42%
• July to September 2012	44%
• October to December 2012	55%
• January to March 2013	60%
• April to June 2013	53%
• July to September 2013	78%
• October to December 2013	72%
• January to March 2014	61%
• April to July 2014	71%

92. The increased utilisation rate in the latest period is based on expanded calculations that now factor in additional days spent by visitors in other project accommodation, a total of 245 days at the time of reporting. Additional savings were achieved through visitors being accommodated with long term TAs rather than in the guesthouse or hotels. Despite that, the cost per night of staying at the ESSPIN guesthouse during January to March was £91. This continues to compare favourably to the current rates for staying at The Valencia (£96 per night), The Rockview (£104 per night) or The Sheraton (£125 per night).

Average km per litre for ESSPIN vehicles

93. The latest fuel consumption data is as follows:

Table 15: ESSPIN total road kilometres by year and latest quarter

Office	2011 km/litre	2012 km/litre	2013 km/litre	Q2 2014 Km/litre	Q2 2014 Km/litre
Jigawa	10.08	10.43	9.93	9.70	9.62
Abuja	9.58	9.29	8.68	8.77	9.15
Kano	8.66	8.23	7.74	8.36	8.93
Kaduna	8.48	8.24	8.05	7.75	7.71
Kwara	7.85	7.36	8.05	7.36	7.85
Enugu	7.12	6.66	6.74	6.73	7.55
Lagos	6.46	6.47	5.89	5.79	8.08
Total	8.52	8.18	7.98	8.00	8.41

94. The period in question shows a significant improvement from the figures for 2012, 2013 as well as Q1 of 2014. Much of this is down to:

- A number of new vehicles to replace some of the older and less cost effective vehicles in the fleet
- The benefits of the Defensive Driver Training run annually by Skills and Techniques Ltd
- The appointment of a Transport and Security Manager who has started to visit all ESSPIN States

95. For the period under review, ESSPIN vehicles drove 318,713km and purchased 37,891 litres of fuel, returning a utilisation unit of 8.4km per litre.

96. From these figures, a traffic lighting of ESSPIN States over the past Quarter would be as follows:

Red – None

Amber – Enugu, Kwara and Kaduna

Green – Abuja, Jigawa, Kano and Lagos

Table 16 Unit cost of activity (programme investment) calculated against projected total results and total lifetime spend for the Programme

Indicator	Spend to July 2014	Activity	Unit Cost	Target Total Spend	Target Result	Target Unit Cost	RAG Rating
3.1 Schools trained to use a SDP	3,867,601	13,124	294.70	3,893,665	5,194	749.65	Green
3.2 Headteachers trained to operate effectively	8,198,930	13,124	624.73	7,754,944	5,547	1,398.04	Green
3.3 Teachers trained to deliver competent lessons	10,934,626	107,292	101.91	10,481,377	30,291	346.02	Green
3.4a Learners with access to toilets (Direct ESSPIN Funded)	9,898,035	156,495	63.25	n/a	n/a	n/a	n/a
3.4b Learners with access to toilets (Total Results All Funding)	9,898,035	378,846	26.13	9,877,917	337,060	29.31	Green
3.4a Learners with access to clean water (Direct ESSPIN Funded)	10,002,475	180,715	55.35	n/a	n/a	n/a	n/a
3.4b Learners with access to clean water (Total Results All Funding)	10,002,475	727,867	13.74	9,936,600	440,438	22.56	Green
3.4a Learners benefiting from new/renovated classrooms (Direct ESSPIN Funded)	902,548	103,859	8.69	n/a	n/a	n/a	n/a
3.4b Learners benefiting from new/renovated classrooms (Total Results All Funding)	902,548	262,841	3.43	907,191	256,964	3.53	Green
4.1 Community members trained to set up SBMCs	7,760,420	228,152	34.01	7,150,037	77,910	91.77	Green
4.1 Communities where SBMC reflect women/children concerns	4,382,008	15,603	280.84	4,189,966	4,591	912.65	Green

Key: **Green** – Target results met at lower than target unit cost

Amber – Target results met but target cost exceeded

Red – Target results not met and target cost exceeded

97. When the first Efficiency table was developed in 2011, it based projections of lifetime targets for the programme (2014) on the version of the logframe available at the

time. That version of the Efficiency table is what was incorporated into the VFM Strategy and informed subsequent Economy and Efficiency tables. As part of ongoing updates of the VFM Strategy, the 2014 targets have been updated to bring them in line with the new Extension logframe as requested by DFID. This accounts for the changes in targets compared with the last Quarterly Report (March 2014).

98. The actual results for 3.1 (SDP) and 3.2 (Head-Teachers) have reduced from the previous QR due to the fact that quality assurance checks at state and programme level have identified erroneous double-counting of some cumulative results figures which has now been corrected.
99. The three infrastructure indicators (Toilets, Water and Classrooms) now contain two lines – one based solely on ESSPIN funding and the results achieved by that ESSPIN funding; the second, as was always the intention, the results achieved by both ESSPIN and State Funding.

Efficiency

100. Efficiency indicators measure how well inputs are converted into outputs with a view to improving input to output ratios, i.e. cost per output result. ESSPIN's efficiency indicators and how their unit costs are calculated have not changed from the last Annual Report.
101. The VfM strategy allocates total programme expenditure across 13 key results derived from Logframe outputs. Programme Support Activities (e.g. infrastructure, school grants, and direct training costs) are allocated directly to the results they support. TA time is allocated across the range of results to which the TA work contributes. The % of combined PSA/TA spend per result is then calculated. Management, support staff and reimbursable costs are then allocated, using the same percentages. For example, if 8% of PSA and TA combined budget was spent on Result 1, then 8% of management, support and reimbursables costs would also be allocated to Result 1.
102. The following table presents programme expenditure and results to date and provides indicative unit costs. Projected unit costs for the lifetime of the programme are also presented as an internal benchmark.

Table 17 Efficiency indicators and cost per result 2013/14

		Total Programme Spend	Actual Result for Programme (June 2014)	Logframe Target Result for Programme (June 2014)	Unit Costs		Original 2011 Target Unit Cost	Revised Unit Cost Based on Revised Extension Logframe	Unit Costs to Extension Logframe	
1	No of schools using a school development plan	3,867,601	3,171	5,194	1,219.68	per school	415.5	749.65	Red	
2	No. of headteachers operating effectively	8,198,930	7,329	5,547	1,118.70	per headteacher	711.34	1,398.04	Green	
3	No. of teachers who can deliver competent lessons in literacy (English) and numeracy									
	a) Public Schools	7,871,782	37,819	29,124	208.14	per teacher	139.55	259.52	Green	
	b) Non-state schools	3,062,845	1,167	1,167	2,624.55	per teacher	810.32	2,504.88	Amber	
4	Number of learners benefiting from infrastructural improvements:									
	a) No. of learners with access to toilet	9,898,035	378,846	337,060	26.13	per learner	24.14	29.31	Green	
	b) No. of learners with access to clean water	10,002,475	727,866	440,438	13.74	per learner	22.01	22.56	Green	
	c) No. of learners benefiting from new or renovated classrooms	902,548	262,840	256,694	3.43	per learner	12.12	3.53	Green	
	Output 4									

5	a) No of schools with functioning SBMCs									
	i) Public Schools	7,760,420	10,442	5,194	743.19	per school	761.36	1,376.60		Green
	b) No. of communities where SBMCs reflect women and children's concerns	4,382,008	10,442	4,591	419.65	per community	468.18	912.65		Green
6	Quality of civil society advocacy and community mobilisation for school improvement and marginalized groups	3,494,965	10,442	5,194	334.70	per community and for State to achieve level B by 2014	396.84	641.80		Green
7	Inclusive policies and practices at State level	845,214	18,458	17,050	45.79	per school and for State to achieve level B (2014)	56.54	44.39		Amber
	Inclusive policies and practices at School level	1,753,802	3,639	5,194	481.95	per school	188.14	324.01		Red
	Inclusive policies and practices at Community level	4,607,734	10,438	5,194	441.44	per school	750.56	952.50		Green
	Output 2									
8	Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at state and LGEA level	4,775,002	18,458	17,050	258.70	per school and for State to achieve level A by June 2014	264.02	277.21		Green
9	Quality of procurement, infrastructure development/maintenance and supplies management at state and LGEA level	3,271,672	18,458	17,050	177.25	per school and for State to achieve level B by June 2014	186.16	199.88		Green

10	Quality of school support and QA services at state and LGEA level	4,774,474	18,458	17,050	258.67	per school and for State to achieve level B by June 2014	263.9	277.19	Green
11	Capability of education agencies at state and LGEA level to engage and collaborate with local communities	2,269,804	18,458	17,050	122.97	per school and for State to achieve level B by June 2014	134.33	140.17	Green
Output 1									
12	Utilisation rate of UBE-IF funds for basic education in partner states Disbursement rate of UBE-IF funds for basic education in non-partner states	1,718,290	18,458	17,050	93.09	per school	197.35	143.08	Green
13	National systems established for MLA	577,411		n/a	n/a		n/a		n/a
	National systems established for Assessment of Teacher Competence	669,479		n/a	n/a		n/a		n/a
	National systems established for Annual School Census	1,003,027		n/a	n/a		n/a		n/a
	National systems established for Quality Assurance	616,354		n/a	n/a		n/a		n/a
	National systems established for Accreditation of Teacher Education Colleges	609,951		n/a	n/a		n/a		n/a
	National systems established for SBMC implementation	530,659		n/a	n/a		n/a		n/a

Effectiveness

103. ESSPIN has retained its approach to effectiveness as assessing the overall costs of achieving programme impact through a set of cost effectiveness measures. The following table updates the cost effectiveness indicators for 2013/14 and compares with last year's results.

Table 18 Costs of achieving programme impact (Effectiveness)

Outcome/Impact	Cumulative result	Cumulative DFID Investment	Effectiveness measure 2013/14 unit cost	Effectiveness measure 2012/13 unit cost
1. Children benefitting from school improvement	4.72m children	£66.6m	£14.12 per child	£15 per child
2. Additional children in primary schools	456,713	£66.6m	£145.93 per child	£366 per child
3. Schools improved	10,947	£66.6m	£6,088.28 per school	£6,247 per school
4. State resources leveraged for basic education	£13.6m	£91.7m	£1 leveraged per £6.74 spent by DFID	£1 leveraged per £12.70 spent by DFID
5. P2 and P4 children with improved learning outcomes ⁵	tbc	£91.7m	tbc ⁶	£14.12 per child

104. Cost per child benefitting from school improvement allocates cumulative spend on Outputs 3 and 4 (the service delivery outputs) to the total number of children benefitting in SIP focus schools. The number of children takes State level primary enrolments and applies proportions of SIP coverage in each State to estimate the number of children reached by the programme (Logframe Impact indicator 2b).

105. Cost per additional child in primary school allocates the cumulative total spend on Outputs 3 and 4 (the service delivery outputs) to the total number of additional children in ESSPIN focus LGEAs between 2010 and 2014 based on analysis of year-on-year increases in enrolment (Logframe Outcome indicator 2).

106. The cost of improving a school is derived from allocation of the cumulative total spend on Outputs 3 and 4 (the service delivery outputs) to the total number of SIP focus schools by June 2014. Reduction of unit cost is, therefore, driven by SIP rollout.

⁵ To be updated when CS2 data becomes available

⁶ Relies on Composite Survey 2 still in progress

107. When Composite Survey data becomes available, a further indicator can be defined allocating a unit cost to schools meeting the benchmarks of a good quality school (Logframe Outcome indicator 1).
108. The leverage indicator compares ESSPIN's total programme spend to date with amounts leveraged from governments to date, specifically on school improvement activities. The State figures used are funds that have actually been expended on school improvement as opposed to nominal commitments. Leverage data has only been captured systematically (through Quarterly Reports) since July 2012, so the current estimate is conservative (Logframe Outcome indicator 3).
109. This indicator on learning outcomes was made possible by the availability of learning outcomes data following the publication of the 2012 Composite Survey (CS1) report in March 2013. The number of P2 and P4 pupils with improved learning outcomes was extrapolated from CS1 data. ESSPIN's total programme spend to date was then allocated to these. The indicator will be updated when CS2 data becomes available (Logframe Impact indicator 1b)

Equity

110. ESSPIN's equity measurement is work in progress. The aim is to track selected indicators which enable assessments of whether programme and State government resources are deployed equitably and whether the benefits are reaching all potential beneficiaries, particularly disadvantaged groups. The cost of achieving equitable outcomes, e.g. education of children in special circumstances, tends to be additional to mainstream programme investment.

Financial equity

111. This tracks deployment of State government resources to basic education in relation to total education budget and allocations to other sub-sectors, to assess whether budget releases and utilisation are sufficient to support improvements in primary and junior secondary education. Annual allocations and quarterly releases to SUBEBs are currently used as a proxy for basic education investment.

Table 19 State budget performance in 2013 fiscal year – cumulative by Quarter 4

		Year allocation (Nbn)	% Release	% Utilisation
Benchmark			100%	100%
Enugu	All Education	16.4	66%	58%
	SUBEB	0.18	69%	69%
Jigawa	All Education	8.5	94%	94%
	SUBEB	2.5	111%	111%
Kaduna	All Education	21	35%	31%
	SUBEB	4.8	20%	19%

Kano	All Education	30.3	62%	62%
	SUBEB	3.8	113%	113%
Kwara	All Education	9.2	44%	26%
	SUBEB	4.3	34%	24%
Lagos	All Education	34	75%	83%
	SUBEB	7.7	54%	63%
Programme	All Education	119	63%	61%
	SUBEB	23.3	59%	60%

Reaching the most marginalised

112. In addition to the mainstream School Improvement Programme (SIP), ESSPIN invests in a number of special initiatives to improve school participation amongst marginalised groups of children.
113. The Kano Conditional Cash Transfers project invested £203 per head to support transition from primary to junior secondary school for 2,572 girl with a 71% survival rate. The return would be much higher if the State government had provided its counterpart funds. [No external benchmarks currently exist as other CCT pilots are in very early stages]
114. It cost ESSPIN an additional £35 per unit to attach a Safe Space to every SBMC, thereby ensuring that the concerns of women and girls are addressed at SBMC meetings. Evidence of improved participation of women and girls in SBMCs and resulting actions justifies the additional investment.
115. In Jigawa where an estimated 20% of school age children live in pastoralist nomadic communities and do not attend conventional schools for a variety of socio-cultural reasons, ESSPIN has invested £30 per nomadic child receiving basic literacy and numeracy through a rural community education programme. It currently benefits 12,400 children who would not have received any education otherwise. The cost of an additional child in a conventional ESSPIN focus school is £146.
116. Also in Jigawa, a Girl Education Initiative is helping to keep 5,000 girls in school in 3 LGAs at a cost of £35 per girl.
117. Across ESSPIN's 3 northern States – Kano, Jigawa and Kaduna, 11,500 girls and 16,000 Almajiri boys are receiving basic literacy and numeracy lessons in their Islamiyya and Tsangaya centres at a unit cost of £56.15

Using VFM analysis for strategic planning and decision making

118. This section provides some examples of applications that ESSPIN is making of VFM data. It is a new addition to the VFM reporting framework.

School Improvement Programme (SIP) unit cost data used for State planning

119. SIP unit cost data (relating to training of headteachers, teachers and SBMCs) is used for State costed workplans for rollout to additional schools and assists States in determining:

- the scale of rollout that available resources can support;
- whether a phased approach to rollout is required, e.g. Jigawa – 501 schools a year; Kano – teacher training, then school leadership, then SBMCs rather than all at once, etc.;
- what funding gap exists and where ESSPIN should reallocate some PSA funds, e.g. Kwara – financial shortfall for SBMC rollout was filled by ESSPIN in 2013 to deliver on relevant logframe targets;
- costed workplans for other donor support programmes, eg. Applications for funding (\$20m over 3 years per State) from the Global Partnership on Education (GPE) programme – ESSPIN has supported Jigawa, Kano and Kaduna at DFID’s request
- financial projections for Medium Term Sector Strategies (MTSS)

ESSPIN annual budget driven by individual State needs

120. ESSPIN’s annual budget is no longer driven by a uniform TA package for all States. A State’s TA allocation is dependent on:

- the scale of rollout in a given year – ESSPIN’s commitment to ensure that quality delivery is not compromised by large scale rollout;
- special initiatives, e.g. pilots, requiring results/evidence to secure State buy-in (girl education and nomadic education initiatives in Jigawa, rural teacher housing in Kwara, C-EMIS in Kwara and Jigawa, etc.);
- co-financing agreements between a State and ESSPIN on specific activities, e.g. Out-of-School-Children survey in Jigawa, IQTE and the Teaching Skills Programme in Kano, etc.

Data on resources leveraged used for estimation and reporting of State financial performance

121. State leverage ratios - e.g. State direct spend on SIP rollout equalling 15% of total DFID spend by December 2013 – used to

- report VFM (programme efficiency) to DFID
- support advocacy and lobbying with organisations requiring evidence of State buy-in and capacity to provide counterpart funding, e.g. GPE and the Educate-A-Child (EAC) programme for which Kano State is preparing a proposal
- demonstrate State accountability to UBEC in the utilisation of federal Teacher Professional Development (TPD) funds

122. Data on State resources leveraged and quarterly leverage patterns are used to validate State reports on budget release and utilisation, e.g. a quarter in which substantial State resources are leveraged is expected to coincide with one for which the State reports significant budget release performance. Where a State reports budget release progress but the ESSPIN leverage table records little or no leverage, e.g. Kwara in 2013, discussions arise around how the State is deploying resources and why SIP commitments are not fully funded.

Reduction and monitoring of Overheads ratio

123. Post-MTR, VFM data on overhead ratios was used to guide the reduction of programme overheads from 35% of budget, and subsequently for monitoring to ensure it stays around a defined 20% threshold.

Investment in technical capacity development

124. Investments in State implementing capacity (support to SSITs, SSOs and SMOs – officers already in government employment and, therefore, fully compensated) offers good VFM as it minimises the volume of TA commitment in the medium to long term. Similarly, internal investments in training and development of ESSPIN State Specialists are demonstrably minimises STTA requirements.

Discontinuation of activities with unsustainably high unit costs

125. High value of programme investment relative to results has led to a review of teacher training in non-State schools in Enugu (high Efficiency unit cost – five times the cost of a public school teacher). Discussions are ongoing to determine future prospects of sustainable funding from the Missions without which the intervention will have to be discontinued. Similarly, ESSPIN has recommended closure of the Kano Conditional Cash Transfers (CCTs) pilot due to a lack of buy-in and counterpart funding from the State government severely limiting number of beneficiaries and pushing up unit costs to an unsustainable level.

Monitoring and improvement of programme support services

126. ESSPIN's quarterly tracking of key Economy indicators (selected on the basis that they are within ESSPIN's control and can be improved) have resulted in some important management actions:

- Traffic light rating of States performance on Economy indicators reported on in Quarterly Reports form the basis of discussions in Technical Team Meetings and introduction of practical measures to be taken by State Administrators to drive down costs, e.g. maximising mileage from a litre of fuel, driver management, etc.
- Establishment of a procurement committee within each State programme to ensure that goods and services are procured at the best possible price relative to value required.

Colocation of offices with sister programmes

127. VFM analysis data showing significant savings made through the decision to colocate ESSPIN with the new Teacher Development Programme (TDP) in Abuja resulted in a decision to implement a similar arrangement in Lagos where ESSPIN now colocates with DEEPEN.

Risk Monitoring and Management

Health, Safety and Security Risk Assessment, Management and Mitigation

128. The Nigerian operating environment contains chronic and acute risks to the health, safety and security of national and international residents and visitors alike. Terrorism and Ebola Virus Disease have dominated Nigerian coverage in international media in 2013/14, and have elicited comprehensive mitigation responses from ESSPIN. Road traffic accidents, criminality, political violence, malaria and the weak health care system present the greatest material hazards faced by our personnel.
129. The risk of catching Ebola Virus Disease (EVD) in Nigeria is extremely low but the consequences of doing so are catastrophic. Of the 5,000+ fatalities from EVD to date in the 2014 West Africa outbreak, just 8 have occurred in Nigeria with a further dozen cases confirmed but patients now fully recovered. Successful containment of the disease in Nigeria was achieved primarily through drastic isolation of infected persons including health workers, combined with an effective national public health campaign, including the contentious decision to keep all schools closed for an extended period. A heightened state of alert remains in force, with screening at airports and ESSPIN offices, and successful compulsory 'Stand Down' health information and discussion sessions completed at all sites.
130. An unexpected spin-off from the disease is greater usage of school water and sanitation facilities, and increased awareness of teachers and children of the importance of hand-washing and use of latrines, which are expected to result in decreased incidence of dysentery and diarrhoea—far more common than EVD and which cause higher morbidity and mortality each year. The most serious direct impact on ESSPIN staff has been quarantining of a British visitor on return to UK who reported symptoms of illness to NHS Direct (suspected malaria, since proven to be negative). ESSPIN personnel are advised not to travel internationally if suffering from illness, particularly a high temperature, and to carry sufficient medicines for pre-existing conditions lest a travel ban is imposed whilst in country.
131. The Boko Haram (BH) insurgency in Nigeria persists and has deepened this year, despite the State of Emergency imposed since May 2013 in three north-eastern States. Drawing inspiration if not direct support from ISIS, BH has latterly declared a Caliphate covering a significant number of large towns and local government areas in Borno, Yobe and Adamawa States. The implications of this for ESSPIN-supported States is being constantly monitored. The step-change in insecurity is symbolised by the continued inability of the Nigerian authorities to locate and release the 200+ schoolgirls kidnapped from Chibok and other communities. A recent announcement by a government spokesman of a ceasefire and imminent release of the abducted children proved to be erroneous and has, if anything, triggered an uptick in violence across the north.

132. ESSPIN closely monitors and liaises with DFID Risk Management Office and other partners regarding insecurity relating to the education sector in particular. A number of lethal attacks have been perpetrated against educational institutions and there is no sign of that ending. All school- and college-based activities are reviewed by senior management, and staff visiting such sites are briefed and given every opportunity to withdraw from activities with which they feel uncomfortable.
133. Three massive lethal explosions occurred in Abuja at shopping and transport hubs approximately 2km and 12km from the ESSPIN head office during the summer months. Kano City educational institutions were also attacked, indicating that BH retains the capability to operate outside its north-east heartland.
134. At this stage in the electoral cycle, the main political parties are currently engaged in varying degrees of factional positioning to secure key nominations in the primaries system, ahead of Feb 2015 elections for Federal President, State Governors and State Houses of Assembly. ESSPIN monitors rallies and political meetings using a variety of security information channels, networks and partners, and is careful to avoid travelling through such areas as violence can break out without warning.
135. The majority of kidnap victims are Nigerians in southern states who are abducted for ransom, and normally released largely unharmed after money changes hands. Foreigners are also targeted for similar reasons. In northern Nigeria the motive is primarily for political capital, is more directed against foreign nationals, and frequently end in fatalities. Stringent efforts are made by ESSPIN to avoid kidnap, with journey protocols, patterns of movement, information, security briefings, approved activities and risk mitigation measures enforced during all northern visits.
136. With respect to criminality and communalist violence, ESSPIN personnel are advised to maintain a low profile, particularly taking care in Lagos and other main urban centres. The Middle Belt states are witnessing increased levels of violence between herdsmen and farmer communities. Although often lethal in impact, this is relatively unlikely to affect ESSPIN staff or visitors directly.
137. Regarding health matters, malaria is relatively common in all parts of Nigeria and at all times of the year, and regularly afflicts some members of staff. Early diagnosis and appropriate treatment is important. Excessive working hours, stress, sedentary working and lack of work-life balance in an increasingly restrictive environment are other risk factors in the programme's health, safety, security and risk assessments, with mitigation measures identified. Road travel is particularly hazardous, and the Senior Management Team invests a lot of effort in ensuring that journeys are completed in accordance with defensive driving principles and sound vehicle management, plus convoy travel inter-state to ensure back up help is to hand.

138. A weekly bulletin digesting the key issues in the country and drawing on multiple networks for information is issued by ESSPIN and regarded as good progress.

139. In risk management terms, the programme aims to be risk aware not risk averse. Procedures exist to control travel to and within Nigeria, together with journey management, communication and security protocols, to help to make the working environment tolerably safe. Greater emphasis is being placed on accident and near miss reporting, and safety/risk management training, to ensure that systematic responses to risks are observed consistently on the part of the company and individuals alike.

Programme Risk Assessment, Management and Mitigation

140. The ESSPIN logframe identifies critical risks to achievement of programme results that must be monitored, assessed periodically and managed. The ESSPIN risk table has been updated for 2014 and is as follows.

Table X ESSPIN Programme Risk Register

Risk	Assessment	Management
<p>UBEC TPD funds not utilised for bona fide school improvement and professional development activities.</p> <p>Over-dependence of SIP on States allocating all/large share of UBEC TPD to SIP Roll Out.</p>	<p>Productive relationship between UBEC and ESSPIN has substantially reduced this risk in terms of probability.</p> <p>National replication of ESSPIN's SBMC model by UBEC has created a trusting partnership.</p> <p>UBEC specifies use of its TPD funds for SIP rollout in its guidelines to ESSPIN States.</p>	<ul style="list-style-type: none"> • Diversity SIP funding base through engagement with budget process, ExCo subventions, etc. • Maintain the partnership by providing TA to UBEC in its drive to establish functioning SBMCs in all Nigerian schools • Support UBEC's efforts in other intervention areas, e.g. Inclusive education, IQTE and QA.
FME lacks vision and commitment to national systems	<p>Priorities of the relatively new Minister and State Minister not necessarily aligned with ESSPIN and States' own. Probability: high. Impact: medium (primarily Output 1).</p>	<ul style="list-style-type: none"> • Ongoing technical support to the Office of the Minister offered (in partnership with TDP). • Engagement with wider definition of education sector leaders.
Lack of state government commitment to ASC	<p>The risk of lack of funding is currently at medium probability and high impact. Medium rating is based on the good progress in leveraging state resources in year 6 in all states, but the risk of problems in election year 7. Funding opportunities from federal and international sources will be sought.</p>	<ul style="list-style-type: none"> • Substantial mitigation through the quarterly meetings of Commissioners and SUBEB Chairs from focus states hosted by ESSPIN. • Targeted political engagement to secure commitment of senior government officials, including Governors and Deputy Governors, in tandem with DFID (State Reps, DFIDN and DFID UK). • Periodic meetings of State Education Steering Committees at state level. • Engagement in with State Houses of Assembly and LG Chairs. • Involvement of civil society (CSOs and the media) in school improvement advocacy issues to improve
Lack of state government commitment to planning, budgeting and organisational reform		
Insufficient state resources and persistence of financial malpractice		
Failure of state governments to sustain commitment to school improvement and release funds for SSIT/SSO and SSO/teacher interactions		
Insufficient resources to accommodate additional children in schools		

Risk	Assessment	Management
		<p>accountability and transparency in delivery of services.</p> <ul style="list-style-type: none"> • Proactive investigation of federal funding sources, e.g. MDGs & TETF (former ETF); GPE. • Encouragement of non-government / private sector funding sources, e.g. Oando Foundation, EAC in Kano. • Collaboration with other SLPs and IDPs where possible.
<p>Failure of states to respond to severe school quality problems, including using the SIP approach to raise standards.</p> <p>Failure of Mission Schools to commit and release funds for MSIT.</p>	<p>States have responded well in Y6 with funding allocations and releases for SIP roll out, in view of evidence of low standards of teaching and learning outcomes. The findings, learnings and response to CS2 will be significant.</p>	<ul style="list-style-type: none"> • ESSPIN continues to demonstrate effectiveness of the school improvement model through consolidation work in phase 1 schools and roll out to new schools • Ongoing dissemination of the Composite Survey report endorsed by State Commissioners of Education. • Support States to incorporate Composite Survey findings in their annual Sector Performance Review reports.
<p>Infrastructure programmes continue to side-step sound procurement and supervision practices</p>	<p>This remains medium risk given weak procurement management systems in many states which may undermine the quality of infrastructure works and engender financial leakage.</p>	<ul style="list-style-type: none"> • ESSPIN supporting use of standard prototypes for classroom construction and W&S facilities • Supervision of infrastructure projects now supported by independent consultants contracted by SUBEB in states • SBMC Chairs are signatories to all payment certificates ensuring that communities get to sign off construction work • Dedicated project bank accounts set up for infrastructural projects to protect funds • ESSPIN supporting review of financial systems and practices within the functional review of SUBEBs (Output 2) • Community participation in monitoring of infrastructure promoted through SBMCs
<p>Failure to recognise the role of women and children in school governance</p>	<p>Improved rating as every SBMC established through the school improvement programme has willingly supported the idea of Safe Spaces (women and children committees) where views can be expressed freely and channelled into decision making</p>	<ul style="list-style-type: none"> • This risk is being internalised into the programme through ongoing mentoring of SBMCs by CSOs • Documentation and dissemination of examples of women contributing effectively to school improvement is also proving a good advocacy tool
<p>Marginalised groups in states continue to be side-lined due to overriding cultural factors</p>	<p>Progress on enabling policy environment for inclusive education in ESSPIN States as evidenced in State self-</p>	<ul style="list-style-type: none"> • Every State now has an inclusive education programme with a clear policy basis

Risk	Assessment	Management
	assessments.	<ul style="list-style-type: none"> • Selected States conducting surveys of out-of-school children with ESSPIN technical assistance. • Ongoing CSO advocacy work including regular interaction with traditional / religious leaders. • Policies and practice on posting of rural, local language and female teachers.
Lack of state government recognition of CSOs	States have officially contracted CSOs, using their own funds, to help expand the SBMC support programme. Risk level now significantly lower.	<ul style="list-style-type: none"> • ESSPIN consistently encourages states to engage CSOs directly to help train, mentor and monitor SBMCs. • ESSPIN's SBMC model now includes the concept of Civil Society/Government Partnerships (CGPs) that brings CSOs and LGEA Desk Officers together as SBMC training and support teams. • Evidence gathering on the impact that CSOs are helping to achieve with regards to voice and accountability. • New challenges to CSOs and States to forge sustainable service delivery partnerships through a proposal and grant funding mechanism.
Degradation of infrastructure investments	Probability is diminishing as maintenance and supervisions contracts are being used to identify faults early.	<ul style="list-style-type: none"> • Build ownership and capacity of the problem by school communities. • Monitoring tools transferred to state actors from consultants. • Active approach to sustainability integrated into Y7 work plan. • Climate change, adaptation, sustainability and resilience component launched.
New Ebola out-break leads to extended school closures	Probability relatively low, as containment measures have proven successful to date.	<ul style="list-style-type: none"> • Close monitoring of local, national and international data, news and information sources. • Preventive measures in place.
Northern insurgency spreads.	Few grounds for optimism at present, although capacity for territorial expansion and holding large areas remains unproven. Possibility of increased incidence and disruptiveness of attacks on schools. School visits by programme personnel become too risky.	<ul style="list-style-type: none"> • Education and conflict study findings. • Coalitions with partners and stakeholders. • Capacity of the education sector to respond to conflict enhanced (not necessarily by ESSPIN itself). • Use of Safe Schools funds to secure school premises. • Continual reassessment of security protocols.
Election cycle diverts funding and resources and personnel from education reform.	High probability of some choking off of resources for SIP; movement of knowledgeable change agents.	<ul style="list-style-type: none"> • Front-loading spend and activity in the school year. • Secure support of technocrats who will out-stay political partners.
Teacher (re-)postings dissipate impact of training and critical mass of change agents at school level	Weakened impact of output results on Outcome indicators (learning outcomes).	<ul style="list-style-type: none"> • Re-assess theory of change. • Re-assess intervention model.

Risk	Assessment	Management
Climate change drives conflict between herdsmen and crop farmers	Violent conflict disrupts school attendance and leads to possession of school buildings/shelters for displaced persons.	<ul style="list-style-type: none"> • Conflict and education study. • Climate change resilience and sustainability consultations with stakeholders, analysis, recommendations.

Annex Quarterly Results Table, April-July 2014

The reporting period, August to September 2014, coincided with the end of year school holidays. Resumption dates were then postponed nationwide as part of government's efforts to stem the spread of Ebola. Consequently, there was no school level activity during the period and the results table remained the same as for the last quarter.

The tables below summarise progress on achievement of key results in the current quarter. The results have been collated from the states' Results Monitoring Tables (RMT) which track progress against annual targets defined in the Logframe and explained in the Logframe Handbook. For each result, the quarterly period actual and cumulative actual total for the programme to date are reported.

Aggregated data for each of the key results are presented first for the whole programme (portrait orientation tables with commentary and red/amber/green (RAG) coding), and then disaggregated state by state (landscape tables, with programme aggregates also included for ease of reference).

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

- Column 1 – Target: this is the result that the programme was expected to achieve by July 2014, the end of Programme Year 6. Results in this column are drawn from the 2014 milestone column in the Logframe.
- Column 2 – Period Actual: this is the result achieved in the quarter, Apr – July 2014, and repeated for the current quarter.
- Column 3 – Cumulative Actual to Date: this is the result achieved in the programme to date since reporting in this format began (July 2012 – July 2014).
- The Comments column provides a brief explanation of progress towards targets. At the programme level, RAG ratings indicate whether progress is on target to achieve the year-end milestone, action is required to achieve the milestone, or there is a high risk that the milestone will not be achieved.

Results Monitoring Tables

Table 1: Programme level results to July 2014 by latest quarter and cumulative against targets

	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	No rating: missing data required.
Key results	Target July 2014 (end Prog Yr 6)	Apr-Jul 2014 actual	Cumulative actual Jul 2012 - Jul 2014	Notes
Number of target schools (public)				States are approaching saturation: SIP expected in all schools in 2014.
Primary	8,533	10,497	10,497	
JSS (and SSS Kano only)	635	489	489	
Total	9,168	10,986	10,986	
Number of learners in target schools (public)				Target exceeded substantially.
Male	1,665,851	2,096,024	2,172,490	
Female	1,480,543	1,988,156	2,046,810	
Total	3,146,394	4,084,180	4,219,300	
Number of target schools (non-state)	820	776	906	Target exceeded; institutionalisation continues. Further roll out expected.
Number of learners in target schools (non-state)				Continued progress beyond target.
Male	23,350	48,387	48,387	
Female	23,330	40,395	40,395	
Total	46,680	88,782	88,782	
Children accessing water from new units				Figures shown are results for direct ESSPIN expenditure. Annual Report will contain attribution of SUBEB infrastructure as required by Theory of Change.
Male	147,156	5,273	94,214	
Female	95,628	4,314	86,501	
Total	242,784	9,587	180,715	
Communities (at 300 Households [ave.] per Unit) in Kaduna only	22,800	-	27,600	
Girls with access to separate toilets	73,452	818	73,553	Targets achieved with direct ESSPIN spend alone. Annual Report will include attribution of State investments, in line with Theory of Change too.
Learners benefiting from new/ renovated classrooms				Overall target achieved (female exceeded, male not) with ESSPIN spend alone. Attribution of State investments will be included in Annual Report, in line with Theory of Change.
Male	76,894	13,292	54,383	
Female	20,859	10,875	49,476	
Total	97,753	24,167	103,859	
Learners benefiting from direct school funding				Further progress depends on State allocations. Target achieved.
Male	390,558	-	525,123	
Female	359,650	-	462,630	
Total	750,208	-	987,753	

	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	No rating: missing data required.		
Community members sensitised/ trained and supported to support school improvement.	Functioning SBMCs			No numerical targets, but SBMC functionality responding well in qualitative measures.		
· Person Training Days (PTDs)						
Male					137,227	880,594
Female					88,500	568,846
Total					225,727	1,449,440
· Actual numbers						
Male					58,120	138,043
Female					42,309	90,109
Total	100,429	228,152				
CSO members trained to support school improvement	Effective CSOs			Strong results continue to increase due to State buy-in and CSO capability.		
· Person Training Days(PTDs)						
Male					1,442	6,143
Female					376	3,039
Total					1,818	9,182
· Actual numbers						
Male					214	605
Female	116	349				
Total	330	954				
Safe spaces for women and children	Functional SBMCs with women's and children's sub- committees	15,603	15,603	Results doubled since last quarter. Results at 203% target.		
Female learners benefiting from cash conditional transfers (Kano)	Nil: revised strategy recommended.	-	11,050	Revised strategy recommended.		
Additional girls in school (girl education project - Jigawa & Kaduna)	6,000	7,735	12,647	Achievement at 200%+ of target.		
Teachers trained and supported (Public Schools)	Competent teachers			Massively exceeded expectations due to scaling up by most States.		
· Person Training Days (PTDs)						
Male					157,363	679,600
Female					45,751	563,416
Total					203,114	1,243,016
· Actual numbers						
Male					27,998	73,238
Female					13,367	30,826
Total	41,365	104,064				
Teachers trained and supported (non-state schools)	Competent teachers			Teacher competence demonstrated through 97% successful transition to JSS in Kano 2014.		
· Person Training Days(PTDs)						
Male					1,712	41,830
Female					4,514	34,725
Total					6,226	76,555
· Actual Number						
Male					980	1,488
Female					1,515	1,740
Total	2,495	3,228				
				Transfer of learning to DFID Almajiri Skills Development Pilot.		

	Shading key: Milestone achieved or on track.	Action required to achieve milestone.	High risk that milestone could be missed.	No rating: missing data required.	
Head teachers trained and supported (public schools)	Competent Headteachers			SIP scale up providing foundations for better performance.	
· Person Training Days(PTDs)					
Male		42,803	240,549		
Female		6,019	92,072		
Total		48,822	332,621		
· Actual Number					
Male		8,296	10,620		
Female		1,996	2,320		
Total		10,292	12,940		
Head teachers trained and supported (non- state)		Competent Headteachers			
· Person Training Days(PTDs)					
Male	132		1,606		
Female	728		5,268		
Total	860		6,874		
· Actual Number					
Male	40		40		
Female	144		144		
Total	184	184			
State/LGEA officials trained to support school improvement	<i>This target will be refocused on SSIT, SSO, SMOs.</i>			ASC cycle has recovered. Training inputs continue. Refocus on SSIT, SSO,SMOs needed.	
· Person Training Days(PTDs)					
Male		85,085	23,559		162,156
Female		21,605	5,545		54,467
Total		106,690	29,104		216,623
· Actual Number					
Male		<i>Not applicable</i>	8,045		19,418
Female		<i>Not applicable</i>	2,422		6,417
Total		10,467	25,835		
Schools inspected using QA methodology	1,726	475	3,922	Target to be revised in line with new Self Assessment criteria.	

