



ESSPIN End-of-Programme Report 2017

Building lasting change

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Education Sector
Support Programme
in Nigeria





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The documentary series is arranged as follows:

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

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

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

Report Distribution and Revision Sheet

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This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies, accuracy of data, completeness of scope and responsiveness to client's requirements.

Acronyms

3Es	Economy, Efficiency and Effectiveness	LGEA	Local Government Education Authority
AESPR	Annual Education Sector Performance Review	MDA	Ministries, Departments and Agencies
ASU	Advisory Services Unit	MLA	Monitoring Learning Achievement
ASC	Annual School Census	MoE	Ministry of Education
BC	Business Case	MSP	Ministerial Strategic Plan
CE	Cambridge Education	MTSS	Mid Term Sector Strategy
CFR	Consolidated Federal Revenue	MLA	Monitoring Learning Achievement
CGP	Civil Society – Government Partnership	NEDS	Nigeria Education Data Survey
C&KM	Communication and Knowledge Management	NEMIS	National Education Management Information System
CPD	Continuing Professional Development	NIPEP/ GPE	Nigeria Education Partnership Project/Global Partnership for Education
CS2,3	Composite Survey 2 or 3	PATHS2	Partnership for Transforming Health Systems (Phase 2)
CSO	Civil Society Organisation	PCU	Project Coordination Unit
CT	Classroom Teacher	PE	Political Engagement
DFID	Department for International Development	PELI	Proficiency in English Language Instruction
EAC	Educate A Child programme, Qatar	PSA	Programme Support Activity
ECCDE	Early Childhood Care Development and Education	QA	Quality Assurance
EDOREN	Education Research and Evaluation in Nigeria	RCT	Randomised Control Trial
EGRA	Early Grade Reading Assessment	RTI	Research Triangle Institute
EMIS	Education Management Information System	SAVI	State Accountability and Voice Initiative
ESSPIN	Education Sector Support Programme in Nigeria	SBMC	School Based Management Committee
GEM	Growth and Empowerment in States	SIP	School Improvement Programme
GEP3	Girl Education Project 3	SLP	State Level Programme
GPE	Global Partnership on Education	SMO	Social Mobilisation Officer
HCS	Honourable Commissioners	SPARC	State Partnership for Accountability, Responsiveness and Capability
HEART	Health and Education Advice and Resource Team	SSIT	State School Improvement Team
HT	Head teacher	SSO	School Support Officer
ICT	Information Communication Technology	SUBEB	State Universal Basic Education Board
IDP	Internally Displaced Persons	TA	Technical Assistance
IDY	Ilmantar Da Yara	TDP	Teacher Development Programme
IE	Inclusive Education	TPD	Teacher Professional Development
IF	Intervention Fund	TSP	Teaching Skills Programme (Kano)
IMN	Islamic Movement of Nigeria	UBEC	Universal Basic Education Commission
IQTE	Islamiyya, Qur'anic and Tsangaya Education	UNESCO	United Nations Education, Scientific and Cultural Organisation
JCCE	Joint Consultative Council on Education	UNICEF	United Nations Children's Fund
JKK	Jigawa, Kaduna, Kano	VFM	Value for Money
L1	First language		
LGA	Local Government Area		

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Acronyms

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1. Realising the vision

Headline outcomes and impact

Introduction

Over the last eight-and-a-half years, the Education Sector Support Programme In Nigeria (ESSPIN) has supported its six partner states¹ to establish an integrated approach to school improvement at scale. It has successfully improved the quality of schools and created enabling learning conditions to help millions of children attend school and raise their learning outcomes.

While learning outcomes are generally in decline across Nigeria², school quality improvement in ESSPIN states and the associated organisation and planning is transformational given the extremely low starting base in 2008³. The transformation was driven by successful management of the transition from pilot to scale, allowing increasing numbers of schools to be exposed to a tested and robust whole school improvement model. Working system-wide in states that account for 25% of Nigeria's total population has been a significant effort to combat the learning outcomes challenge in Nigeria.

The Department For International Development (DFID) has fully backed the state-led reforms through an initial investment of £92m (2008-2014) and, following successful scale up of the school improvement programme, an additional £33m for an extension phase (2014-2017). The extension phase has enabled the six states to consolidate, deepen and embed their own school improvement reform programmes during a difficult period of political, economic and security challenges.

What will success look like?

Key business case outcomes

The overarching vision for ESSPIN was of better learning for more children, providing the foundations for improved quality of life for them and their families.

In line with this, the DFID Business Case (BC) for ESSPIN's extension projected that, by the end of the programme,

- 11,308 schools will be participating in the programme with 3.3 million children benefiting.
- An additional 134,000 vulnerable children in Northern Nigeria will be benefiting.
- 6,300 schools will meet the quality standard benchmark, representing 37% of all public primary and junior secondary schools, and 700 schools will meet an advanced quality standard.
- In addition, support to 32,000 existing students and a further 23,000 in Islamic and nomadic schools will be deepened
- These results will be achieved and sustained through continued government investment in school reform, with government contributions expected to reach 70% of the direct costs of school improvement.

¹ Enugu, Jigawa, Kaduna, Kano, Lagos and Kwara plus a significant federal component

² Nigeria Education Data Survey (NEDS) II, 2015

³ Baseline assessments on pupil learning achievement, teacher competence, head teacher practice and community engagement indicated a basic education delivery crisis. Institutional and governance systems were found to be too weak to support effective service delivery and there was a severe shortage of technical capacity at every tier of the public sector.

Figure 1 The Transformation Vision

The Vision

By the end of the programme in 2016, we expect that all States will have consolidated and deepened the school improvement approach and that the overwhelming majority of primary schools will be benefiting from the programme, thus impacting on the quality of education for around 3 million pupils within the lifetime of the Programme and many more millions thereafter.

The vision is that these children will attend schools with: teachers who have the skills, knowledge and materials to teach English and maths competently; head teachers who provide professional leadership and are focused on quality; schools that have development plans focused on continuous improvement in learning; school-based management committees that provide effective community involvement and support; and inclusive practices that ensure that all children benefit from their time in school.

Finally, the vision is to create sustained political commitment in all six States resulting in continued funding for school improvement (building on the £12m already invested by the States since summer 2012) ensuring a continuing development trajectory beyond the life of ESSPIN.

What does success look like?

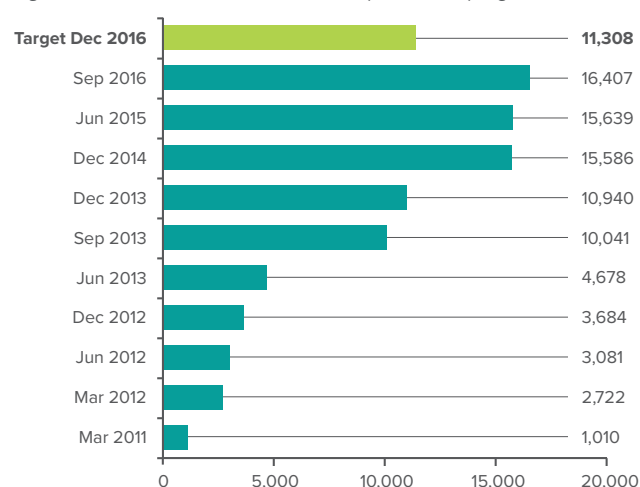
ESSPIN's headline outcomes

ESSPIN's efforts to deliver on DFID's ambitions for the extension phase have been largely successful. Overall results are even more impressive when considered against the backdrop of enduring weaknesses in public sector management (beyond the ambit of ESSPIN), 2015 general elections and consequent political transition, rapid economic decline affecting all states from 2015, and ongoing conflict in Northern Nigeria impacting on the programme environment in Northern states.

Headline outcomes addressing the Business Case requirements above and based on the four elements of ESSPIN's outcome-level objective in the Logframe – access, quality, equity and sustainability - are as follows.

Access and equity

- 16,400 schools have had some exposure⁴ to the school improvement programme, benefiting 6.2 million children (48% girls) across the six states.
- A total of 717,500 additional children (52% girls) have been brought into school across the six states; the three core northern states (Jigawa, Kaduna and Kano) account for 633,555 of these, exceeding the BC target of 134,000 more than four times over.
- Outside the formal school sector, ESSPIN supported provision of basic education in non-formal settings (Islamic and nomadic) to 96,000 children (69% girls), exceeding the BC target of 55,000.

Figure 2 Rollout of the ESSPIN school improvement programme

⁴

Enugu, Jigawa, Kaduna, Kano, Lagos and Kwara plus a significant federal component

Quality

- 3,441 schools (20% of all schools) were found to have met the basic standard for a good quality school. Although this falls well short of the BC target of 6,300 (40% of current schools), it is significant progress over the 2014 result of 1,438 schools (9%) and the 2012 baseline of 447 (4%) schools.
- Of the number above, 961 schools (6%) were found to have met the advanced standard for a good quality school, exceeding the BC target of 700 schools (4%) and considerable improvement over the 2014 result of 320 schools (2%).
- Approximately 840,000 more children are now studying in schools which meet the good quality standard compares with 2012.
- Proportions of Primary 2 (P2) and Primary 4 (P4) pupils demonstrating grade appropriate learning outcomes or achieving functional and emerging learning were found to be consistently higher in Medium and Maximum intervention schools than for Minimum intervention schools⁵.

Sustainability

- A total of N6 billion or £21.9 in direct state government funding of the school improvement model was leveraged between July 2012 and December 2016⁶; this is equivalent to 24% of DFID's lifetime spending⁷ and would easily exceed the BC target of 70% if government recurrent costs were included.
- An average budget release rate of 69% for the six states in the most recent reported fiscal year (2015) exceeds the Logframe target of 60% and demonstrates year-on-year improvements in release of state resources for school improvement (67% and 63% for 2014 and 2013 respectively)⁸.
- An additional \$61m (Jigawa \$12m, Kaduna \$21.6m and Kano \$27.4m) has become available to the core Northern states through the Global Partnership for Education (GPE), with support from ESSPIN, and will help consolidate aspects of the school improvement programme if carefully aligned.
- DFID's Teacher Development Programme (TDP) is consolidating and expanding on ESSPIN's teacher development output, bringing with it a potential investment of £5m⁹ for each of the three ESSPIN GPE states (Jigawa, Kaduna and Kano).

5 Composite Survey 3 tests in Literacy (English) and Numeracy for P2 and P4 pupils

6 This figure is conservative and does not include state government resources invested before July 2012 when we began to actively track resources leveraged. It also excludes recurrent costs, e.g. staff salaries

Delivering long term impact

The challenge of declining learning outcomes

The impact of ESSPIN

ESSPIN has been successful in contributing to positive change in the way state governments deliver education services. It has stimulated systemic change in the sector, leveraged government resources in support of basic education improvement plans, and built capacity continuously to improve basic education access, equity and quality. Its overall long term impact, however, is bringing about improved learning outcomes for all children of basic education school age in partner states.

ESSPIN's approach to raising learning outcomes is driven by the assumption that by improving the quality of a school through integration of five key outputs, children in such a school have enhanced opportunities to improve their learning. The five outputs are an effective head teacher, competent teachers¹⁰, a functional School Based Management Committee (SBMC), school development planning, and inclusive practices.

In this respect, the 2016 Composite Survey (CS3) found that overall school quality in ESSPIN states has improved since 2012 based on the composite measure of quality which integrates the five outputs above. It concludes that each year of ESSPIN intervention is associated with an increase of around 10% in the proportion of schools that meet the quality standard (see Table 1).

Table 1 School quality indicators by ESSPIN intervention group

	Min (1 year)	Med (2-3 years)	Max (4-5 years)	Estimated effect of 1 year of full intervention
Effective head teacher (%)	14.1	26.0	24.2	5.2*
School development planning (%)	11.1	36.3	28.3	8.7*
Inclusive (%)	7.3	17.4	23.4	2.3
Functioning SBMC (%)	27.4	72.5	87.4	18.7*
Good quality school (%)	9.1	34.6	36.4	10.5*
Good quality school (new measure %)	1.1	12.6	17.0	3.1*

* indicates statistical significance (p < .05)

7 Lifetime spend on the school improvement Outputs (Outputs 3 and 4)

9 Rough estimate, based on equal allocation of TDP's Programme Support Activities (PSA) and Fees budgets across its 5 partner states

8 ESSPIN states also consistently drew down and utilised a higher proportion of the Federal Universal Basic Education Intervention Fund.

10 The teacher capacity development programme subsumes use of curriculum based teaching and learning materials

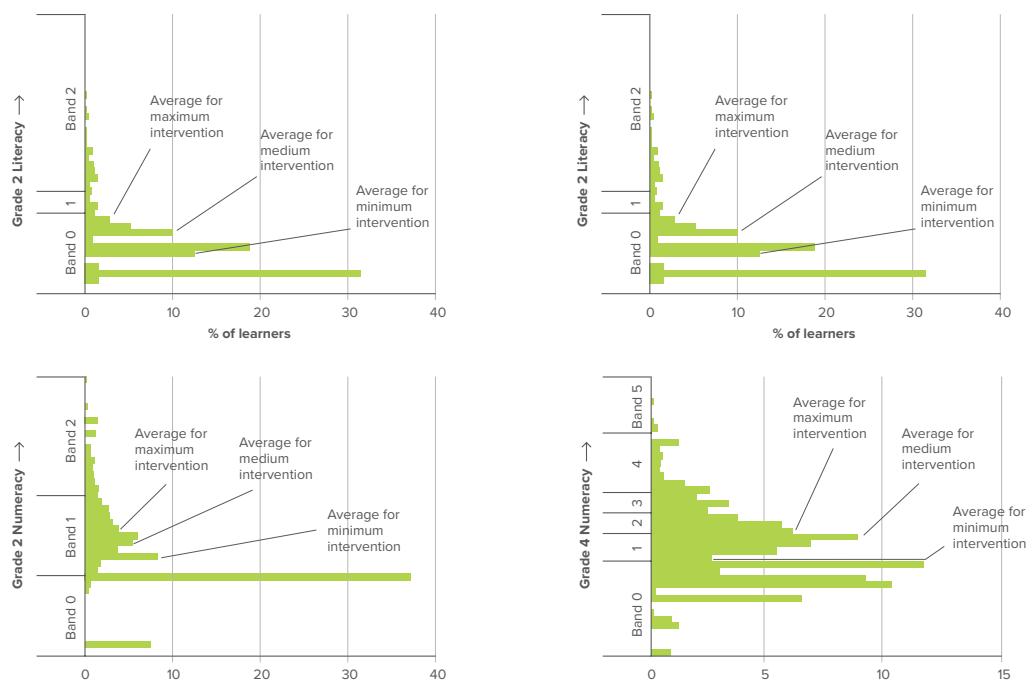
Significantly, the CS3 report goes on to validate the assumption that children in improving schools based on the ESSPIN model have a better chance of raising learning outcomes with reference to literacy tests. In overall terms, the pace of improvement was found to be modest but consistently positive.

“Learning outcomes appeared to be better for learners whose schools have received more ESSPIN intervention. For all four tests¹¹, the estimated effect of a year of full intervention is positive, but it is only statistically significant for the literacy tests. The estimated effect is modest in magnitude: it is in the range of 0.04 to 0.12 standard deviations. In schools with more ESSPIN intervention, there appear to be fewer learners in the lowest achievement bands and more learners in the middle achievement bands¹².”

(CS3 Report, Cameron et al, p. 52)

The following graph illustrates the difference that more years of ESSPIN intervention makes to improvement of learning outcomes. The magnitude of ‘the ESSPIN effect’ is comparable with similar international education development initiatives—and those rarely act on the scale that ESSPIN has achieved.

Figure 3 Distribution of pupil test scores by intervention groups in 2016



11
P2 literacy, P2 numeracy, P4 literacy and P4 numeracy

12
For descriptors of the achievement bands, please refer to the overall composite survey 3 report

13
Composite Survey 2, 2014

14
Nigeria Education Data Survey, 2015

15
Literacy achievement is measured at a rudimentary level of ability to read all or some words in a sentence in either English or any of Nigeria's major languages (Hausa, Igbo or Yoruba).

16
RTI EGRA assessment in Sokoto and Bauchi, 2011; RTI RARA EGRA baseline assessment in Jigawa, Kaduna, Kano and Katsina, 2014

17
FME National Summary Report of MLA national assessment of P4 and P6 pupils,
18
2011 UBEC, National Assessment 2001 and 2003, published in 2007

Contextual factors for low learning outcomes

The 2014 Composite Survey was the first source of empirical evidence indicating that learning outcomes were generally worsening over time, although it found some evidence of “less severe deterioration” in schools that had received ESSPIN interventions up until then.¹³ This finding was validated a year later by the 2015 NEDS survey¹⁴ which found that literacy achievement levels¹⁵ were very low and declining nationally when compared with past surveys in 2004 and 2010.

Other relevant studies point at different evidence but come to the same conclusion – that learning outcomes are low and declining. Research Triangle Institute's (RTI) early grade reading assessment (EGRA) in six Northern states in 2011 and 2014 found low literacy levels in both English and Hausa amongst P3 pupils¹⁶.

The Federal Ministry of Education's national MLA survey supported by United Nations Education, Scientific and Cultural Organisation (UNESCO) found P4 performance scores on the decline between 2003 and 2011¹⁷. The Universal Basic Education Programme (UBEC), in its two national assessments in 2001 and 2003, found the performance of P4 pupils in English and Mathematics to be low, reading ability poor and interest in school subjects lacking¹⁸. Some key contextual factors can be identified which directly challenge the capacity of schools to provide children with the learning that they need.

The teacher factor

Many of the teachers in service start from an extremely low capacity and ability base, particularly in the Northern states, and struggle to translate training into performance. Institutional factors include severe teacher shortages in the context of rising pupil enrolments, poor teacher deployment practices, and unfocused pre-service teacher education.

Poor pedagogical practice

Teachers were all-too-often poorly educated are themselves. They have a limited grasp of literacy, numeracy and learning-to-learn skills, on top of weak subject content knowledge. So they are products of an education system that does not equip them with the skills to effectively teach literacy and numeracy at the primary level of education. Remedial support provided through programmes such as ESSPIN is important but needs more resources to be deepened. How can Kano's 68,000 teachers, for example, be provided with the right level of in-school support that they require on a sustainable basis and given the very low base they have started from? And how can children learn to read when there are literally no reading resources in classrooms?

Enrolment increases

The number of additional children in ESSPIN intervention schools is estimated at 717,531 and driven mainly by increased enrolments in the Northern states of Jigawa, Kaduna and Kano. Annual Schools Census (ASC) data indicates increased enrolments between 2009 and 2013 resulting in rising average pupil-teacher ratios. Recent government policies, e.g. around free school feeding, have further pushed up enrolments. There is a consequent strain on the capacity of schools to provide the required teaching and learning environment.

Although there is no available research on the socio-economic profile of these additional children in schools, they are likely to be from deprived backgrounds and not predisposed to learning, e.g. lacking nursery/pre-primary education, from poor households with few or no literate adults, inadequate nutrition, demands on children's time and energy to work on domestic or income-generating chores, and possibly conflict-affected.

The addition of such children to a class will depress the average learning outcomes attained, other things being equal. That they progress into and through the lowest bands of achievement is a significant success in terms of equitable access to education.

It is also a success in terms of the total learning delivered by the education system to this expanded pupil population, even if it appears in the statistics as flat or declining proportions of children enrolled attaining the grade-appropriate curriculum standard on average.

Insecurity

Three ESSPIN partner states – Jigawa, Kaduna and Kano – have been affected to varying degrees by the Boko Haram insurgency in the North-East and recorded incidents which impacted negatively on schooling. In Kano, attacks have occurred in and near schools leading to unplanned closures and loss of learning time, as well as significant increases in enrolments of children into existing already crowded schools as noted above. In Kaduna, insurgent attacks and conflicts between communities and herdsmen have also led to school closures and, in some cases, migration of whole communities to new settlements. There is a growing incidence of Internally Displaced Persons (IDP) settlements unable to provide children with the learning that they need.

The burden of poverty

A child's socio-economic background is considered a critical factor in achievement of learning. NEDS reports found literacy and numeracy levels to be worse for children from the lowest and second lowest wealth quintiles.

Table 2 Literacy performance by children's economic status (NEDS)

Literacy by economic quintile	2015	2010	2004
Lowest	14%	16%	10%
Second	32%	30%	14%
Middle	52%	48%	22%
Fourth	66%	65%	35%
Highest	82%	83%	67%

It also found that for the lowest quintile, performance had declined between 2010 and 2015.

Private schooling (not the low-cost variety) and attendance of nursery school are often associated with higher learning achievement levels. In Nigeria, both tend to be the preserve of families in middle to high economic quintiles. Children from these families are more likely to have textbooks, supplementary readers and other learning resources, parental support for their education and private tutorials after school. Children from poorer backgrounds, conversely, come to the learning situation at a disadvantage. Poverty levels are higher in Northern states, in rural areas and urban inner cities, the demographic areas correlated with low results in learning assessments.

Language and medium of instruction

Robust research is required to explore the relationship between language and learning achievement. Poor performance in learning assessments is sometimes attributed to children's poor facility in English, although there is no empirical evidence to suggest that performance is better when tests are administered in a Nigerian first language (L1). A language policy is weakly articulated within the National Policy on Education and offers no guidance on how medium transition is to be managed. Many teachers, particularly in Northern states, are themselves not sufficiently literate in either English or L1. Teaching and learning materials in local languages are not readily available.

School/classroom conditions

School and classroom conditions for many children and their teachers remain poor. Children take lessons sitting on the floor, especially in rural areas, many schools lack toilets for girls, boys and teachers, and sources of good drinking water remain a luxury. These constrain the possibilities of learning. Unsanitary conditions are a particular barrier to adolescent girls completing their basic education.

Children's access to textbooks and other learning resources correlates positively with learning achievement. However, across Nigerian schools, non-availability of appropriate textbooks, engaging and age-appropriate literature, writing materials and other learning resources remains a critical constraint.

Time on task

A variety of factors can be responsible for low time on task, meaning that children do not receive the quantum and consistency of learning interactions that they require to secure decent learning outcomes. Teacher and child absenteeism, presence without meaningful activity, insecurity, poor supervision, pedagogical deficiencies, and lack of school leadership, etc. can be responsible and these are common in too many Nigerian schools.

Sustainable funding

Sustainable funding is required to consolidate school improvement efforts and address many of the issues mentioned above. Sadly, this is currently lacking in the public school sector, a situation now made worse by the ongoing economic recession. In Kwara state, substantial learning time was lost in the 2015/16 school year following a state-wide teacher strike due to non-payment of salaries.

Frameworks for learning assessments

What learning assessments there have been in Nigeria have been largely donor driven (the only exception being UBEC's 2001/03 effort). There is no central coordination of pockets of project-related assessments funded by donors, and efforts and resources are sometimes duplicated or wasted. Disparate methodologies, instruments and modes of analysis prevent comparability of findings. ESSPIN has been supporting the Federal Ministry of Education (FME) and its partners to develop a national learning assessment framework but a lot remains to be done to coherently integrate learning assessment and results into sector policy, planning and monitoring.

A regularly conducted national assessment of professional quality, yielding state- and national-level results that are comparable over time and disseminated widely is essential for accountability and quality improvement of Nigeria's basic education system.

2. Stepping stones of change

Programme performance outputs

Summary of output results against business case targets

The ESSPIN extension Business Case specifies five output level targets to be achieved by the programme by 2016. The outputs are the five components of the composite school improvement programme. The BC targets are as follows with actual 2016 performance results indicated against each. All the targets are exceeded. The 'Advanced' results indicate the level of consolidation and deepening that has occurred through ongoing capacity development.

Increase the number of effective Head Teachers from 5,646 to 6,960. Of which 5,125 will meet a higher advanced effectiveness benchmark, compared to 1,620 in 2014.

Result: Total 8,406 | Advanced effective 5,800

Increase the number of competent Teachers from 20,000 to 29,800. Of which 24,300 will meet a higher advanced competency benchmark, compared to 6,500 in 2014.

Result: Total 69,765 | Advanced competency 46,631

Increase the number of functioning SBMCs from 3,590 to 4,482. Of which 3,553 will reach a higher advanced effectiveness level, compared to 806 in 2014.

Result: Total 12,726 | Advanced effective 9,130

Increase the number of schools with inclusive practices from 5,167 to 6,960. Of which 5,125 will have an advanced level of inclusivity, compared to 1,620 in 2014.

Result: Total 7,720 | Advanced inclusivity 5,645






Increase the number of schools using School Development Plans from 3,730 to 4,563. Of which 4,185 will achieve an advanced level of implementation compared to 1,620 in 2014.

Result: Total 6,487 | Advanced 4,470

Performance results by output

The following section provides a visual summary of programme performance against Output level indicators in the Logframe. Detailed results are available in the September 2016 Quarterly Report, Logframe Actuals report and ARIES self-assessment form.

The following key is used to describe performance against targets.

-  Exceeded
-  Met
-  Partially met
-  Unmet
-  Not applicable

In addition, where the numbering of an indicator includes the letters e, a and t in Outputs 3 and 4, these stand for 'effective', 'advanced' and 'total' respectively. In Output 2, an S or L against an indicator number signifies 'State' or 'Local Government Education Authority (LGEA)'.

Output 1

Strengthened federal government systems supporting States' implementation of school improvement

Indicator 1.1

Disbursement rate of UBE Intervention Funds for basic education (3-year rolling) for programme states compared to non-programme states

Indicator 1.2

Quality of national systems established for:

1. Monitoring Learning Achievement (MLA)
2. Quality Assurance (QA)
3. SBMC implementation

Table 3 Performance against Output 1 indicators

	1.1	1.2a	1.2b	1.2c
Programme	●	●	●	●
Enugu	○	○	○	○
Jigawa	○	○	○	○
Kaduna	○	○	○	○
Kano	○	○	○	○
Kwara	○	○	○	○
Lagos	○	○	○	○

Targets were unmet for Output 1 indicators. Substantial progress was still made at federal level however the targets were unmet for Output 1. The federal system is highly volatile terrain with the public sector, not just the education ministry, hit by the economic recession.

The period following the general elections was also difficult as political appointments were delayed for nearly a year and, in the absence of a Minister and other appointments, the sector lacked leadership for an extended period of time. ESSPIN and DFID's pre-election political economy projections did not foresee this depth of inertia and programme targets were ambitiously set with a more positive economic and political outlook in mind.

Indicator 1.1 compares disbursement rates of federal basic education Intervention Funds (IF) to ESSPIN and non-ESSPIN states as a measure of resources available for school sector reform. Although the targets of 84% and 74% respectively for ESSPIN and non-ESSPIN states were missed, ESSPIN states accessed IF at a substantially higher rate (70%) than non-ESSPIN states (61%).

Indicator 1.2 measures progress on establishment of national systems for MLA, QA and SBMCs through an annual self-assessment exercise conducted by government, based on objective evidence and facilitated by neutral monitors. Following the 2016 annual self-assessment, in July 2016, there have been key developments, e.g. finalization of draft policies on SBM, inclusive education and MLA for submission to Joint Consultative Council on Education (JCCE), and national publication and dissemination of a QA Handbook, that show the momentum picking up again. In its closing stages, ESSPIN has productively supported the Minister's Office to develop and launch the Ministerial Strategic Plan (MSP) and is currently helping UBEC to plan domestication of a basic education strategic plan to be rolled out nationally.

Output 2

Increased capability of States and Local governments for governance and management of basic education at State and LGEA levels

The majority of targets were either met or exceeded, indicating better understanding, planning and delivery of basic education services at both State and LGEA levels. There is increased awareness and willingness amongst key state institutions to do the right thing and this is a critical point in their capacity development. Much remains to be done but ESSPIN has laid foundations in its partner states that future programmes can build upon. Detailed scoring and analyses are available in the 2016 Self-Assessment Reports. This Output spoke directly to ESSPIN's governance efforts to support transformational change, underpinning school improvement at scale and beyond the programme lifetime.

See Table 4 on the following page.

Table 4 Performance against Output 2 indicators

Output	Indicator	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
2 Institutional capacity	2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at State level	●	●	●	●	●	●
	2.1 Quality of strategic and operational planning and budgeting, budget execution, performance monitoring and reporting at LGEA level	●	●	★	★	●	●
	2.2 Quality of service delivery systems and processes at State level	●	●	●	●	●	●
	2.2 Quality of service delivery systems and processes at LGEA level	●	●	★	★	★	★
	2.3 Quality of school support and quality assurance services at State level	●	●	●	●	●	●
	2.3 Quality of school support and quality assurance services at LGEA level	●	●	★	★	★	●
	2.4 Level and quality of State engagement with local communities on school improvement	●	●	●	●	●	●
	2.4 Level and quality of LGEA engagement with local communities on school improvement	●	★	★	★	●	★
	2.5 Quality of inclusive policies at State levels	●	●	●	●	●	●
	2.5 Quality of inclusive policies at LGEA levels	●	●	●	★	●	●

Output 3 Strengthened capability of primary schools to provide improved learning outcomes

Table 5 Performance against Output 3 indicators

Output	Indicator	Programme	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
3 School quality	3.1 Number (and percentage) of public primary schools using school development planning (effective level)	★	★	★	★	★	●	★
	3.1 Number (and percentage) of public primary schools using school development planning (advanced level)	★	●	★	★	★	●	★
	3.1 Number (and percentage) of public primary schools using school development planning (total)	★	●	★	★	★	●	★
	3.1 Number (and percentage) of head teachers in public primary schools operating effectively (effective level)	●	★	★	●	●	●	○
	3.2 Number (and percentage) of head teachers in public primary schools operating effectively (advanced level)	★	●	★	★	★	●	★
	3.2 Number (and percentage) of head teachers in public primary schools operating effectively (total)	●	●	★	●	●	●	★
	3.3 Number (and percentage) of teachers in public primary schools who can deliver competent lessons in literacy and numeracy (effective level)	★	★	★	★	★	★	●
	3.3 Number (and percentage) of teachers in public primary schools who can deliver competent lessons in literacy and numeracy (advanced level)	★	★	★	★	★	●	●
	3.3 Number (and percentage) of teachers in public primary schools who can deliver competent lessons in literacy and numeracy (advanced level)	★	★	★	★	★	★	●
	3.4 Number of inclusive schools (effective)	★	★	●	●	★	●	●
	3.4 Number of inclusive schools (advanced)	★	●	★	★	●	●	★
	3.4 Number of inclusive schools (total)	★	●	★	●	★	●	●

Improved school capacity to support better learning outcomes is at the heart of ESSPIN. The majority of targets in this Output were exceeded.

It should be noted that the Logframe reports 2015 results for Kwara are from 2015. As reported over the past year, school support visits in Kwara have been limited due to extended teacher strikes. A fuller discussion of the results for output 3 is available in the 2016 School Support Officer's (SSO) Report Summary.

A total of 6,487 schools (40%), were found to have effective school development plans, of which 4,470 (27%) were at the advanced level. This was against a total target of 4,563 (30%) of which 4,185 would be advanced. A total of 8,406 (51%) head teachers in public primary schools were found to be operating effectively against a target of 8,477 (57%). Despite the overall result being slightly less than the target, the number of head teachers operating effectively at an advanced level was higher than the milestone by about 750.

The target for the number of teachers who can deliver competent lessons in literacy and numeracy (3.3) has been exceeded. This indicator is based upon observations by head teachers. Targets for both effective and advanced teachers are exceeded everywhere, except Lagos. The extremely high achievement of the advanced criteria in Kaduna should be treated with some caution. Work in Kaduna has been sporadic and limited over the last twelve months and so the enhancement in understanding what the advanced criteria mean, and the value of accurate, rather than high reporting, has not been delivered as fully to SSOs and head teachers as it needs to be. There is still considerable work to be done on developing an understanding of effective reporting and of what advanced teaching really looks like.

The target for the number of inclusive schools at programme level was exceeded at the effective and advanced levels. Overall 7,720 schools were judged to meet the criteria for inclusive schools with 5,645 of those judged as advanced effective. This was against a target of 6,960 schools (5,125 advanced effective).

Output 4 Improved community participation in school improvement

A large majority of Output 4 indicators were met or exceeded.

Three of the indicators for community engagement draw from results collected by Social Mobilisation Officers (SMO) of SUBEBs' Departments of Social Mobilisation (4.1, 4.2 and 4.4). Indicator 4.3 is measured by Civil Society Organisations (CSO) self-assessments. The overall targets have been met for each indicator, and the target number of schools which was 12,127 is surpassed by 599 making a total of 12,726, with 9,130 operating at an advanced level. There has been clear progress on SBMC development in 2016 with all states meeting all targets by September. The progress is the result of more SBMCs moving from 'basic effective' to 'advanced effective' level on their key roles and responsibilities as set out in state SBMC policy guidelines, and as a result of the expansion of SBMCs to more schools in a state by state governments. A fuller discussion of the results are available in the SMO results and analysis report.

The target for the number of SBMCs taking measurable action based on issues raised by women and children (indicator 4.2) was exceeded. At the programme level the advanced effective target of 4,507 was exceeded with 7,958 SBMCs achieving that level and indeed the advanced effective targets were surpassed in each state. In Jigawa and Kano particularly, targets were exceeded due to the commitment and resources directed towards SBMC development.

The quality of CSO and community demand for quality and inclusive education target of A was met in all states. The indicator is measured through the CSO self-assessment. The number of SBMCs supporting the Inclusive Education target was exceeded overall with 12,726 SBMCs meeting the criteria against a target of 12,127. In addition, 8,575 SBMCs were judged to be advanced effective against a target of 4,856 with every state exceeding the target set.

See Table 6 on the following page.

Table 6 Performance against Output 4 indicators

Output	Indicator	Programme	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
4 Community	4.1 Number of public primary schools with functional SBMCs (effective level)	○	★	○	○	○	●	○
	4.1 Number of public primary schools with functional SBMCs (advanced level)	★	★	★	★	★	★	★
	4.1 Number of public primary schools with functional SBMCs (total)	★	★	●	●	●	●	●
	4.2 Number of SBMCs in public primary schools that take measurable actions based on issues raised by women and children (effective level)	★	★	○	○	○	●	○
	4.2 Number of SBMCs in public primary schools that take measurable actions based on issues raised by women and children (advanced level)	★	★	★	★	★	★	★
	4.2 Number of SBMCs in public primary schools that take measurable actions based on issues raised by women and children (total)	★	★	●	●	●	●	●
	4.3 Quality of CSO and community demand for quality and inclusive education	●	●	●	●	●	●	●
	4.4 Number of SBMCs supporting inclusive education (effective level)	○	★	○	○	○	●	○
	4.4 Number of SBMCs supporting inclusive education (advanced level)	★	★	★	★	★	★	★
	4.4 Number of SBMCs supporting inclusive education (total)	★	★	●	●	●	●	●

Sub-output results and some key numbers

ESSPIN monitors the sub-outputs required to achieve annual Outputs on a quarterly basis. Every Quarterly Report includes a Key Results Table summarising progress and providing assurance that programme activities are appropriate and of the right quantity. The following table presents cumulative key numbers as at end December 2016.

Table 7 Cumulative key results	Cumulative Actual to date (December 2016)						
	Total	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
Number of target schools (public)							
Primary	16,292	1,223	2,017	4,284	6,218	1,536	1,014
JSS (and SSS Kano only)	618	0	49	106	33	430	
Total	16,910	1,223	2,066	4,390	6,251	1,966	
Number of learners in target schools (public)							
Male	3,150,213	150,256	312,524	751,358	1,505,793	185,160	245,122
Female	2,952,944	145,245	234,745	669,598	1,479,894	171,266	252,196
Total	6,103,157	295,501	547,269	1,420,956	2,985,687	356,426	497,318
Number of target schools (non-state)							
	908	186	180	222	320		0
Number of learners in target schools (non-state)							
Male	51,313	23,332	8447	9,238	10,296		0
Female	43,825	23,002	7225	4,353	9,245		0
Total	95,138	46,334	15,672	13,591	19,541	0	0
Children accessing water from new units							
Male	97,826	2,346	14,593	17,388	45,155	16,290	2,054
Female	90,356	2,129	9890	14,812	46,659	14,728	2,138
Total	188,182	4,475	24,483	32,200	91,814	31,018	4,192
Communities (at 300 Households [avg] per unit) in Kaduna only	27,600	0		27,600	0		

Cumulative Actual to date (December 2016)

	Total	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
Number of target schools (public)							
Primary	16,292	1,223	2,017	4,284	6,218	1,536	1,014
JSS (and SSS Kano only)	618	0	49	106	33	430	
Total	16,910	1,223	2,066	4,390	6,251	1,966	
Number of learners in target schools (public)							
Male	3,150,213	150,256	312,524	751,358	1,505,793	185,160	245,122
Female	2,952,944	145,245	234,745	669,598	1,479,894	171,266	252,196
Total	6,103,157	295,501	547,269	1,420,956	2,985,687	356,426	497,318
Number of target schools (non-state)	908	186	180	222	320		0
Number of learners in target schools (non-state)							
Male	51,313	23,332	8,447	9,238	10,296		0
Female	43,825	23,002	7,225	4,353	9,245		0
Total	95,138	46,334	15,672	13,591	19,541	0	0
Children accessing water from new units							
Male	97,826	2,346	14,593	17,388	45,155	16,290	2,054
Female	90,356	2,129	9,890	14,812	46,659	14,728	2,138
Total	188,182	4,475	24,483	32,200	91,814	31,018	4,192
Communities (at 300 Households [avg] per unit) in Kaduna only	27,600	0		27,600	0		
Girls with access to separate toilets	80,206	6,540	10,128	11,360	41,007	9,565	1,606
Learners benefiting from direct school funding							
Male	657,894	150,256	102,124	28,313	334,385	17,747	25,069
Female	592,620	145,245	77,040	24,119	304,083	16,289	25,844
Total	1,250,514	295,501	179,164	52,432	638,468	34,036	50,913
Community sensitised/trained and supported to support school improvement - Persons Training Day(PTDs)							
Male	936,704	55,638	91,111	371,894	245,685	145,565	26,811
Female	507,068	43,810	27,393	178,718	138,101	101,030	18,016
Total	1,443,772	99,448	118,504	550,612	383,786	246,595	44,827
Community sensitised/trained and supported to support school improvement - Actual Numbers							
Male	214,498	27,661	42,510	28,442	40,768	55,749	19,368
Female	133,162	21,247	11,880	12,337	29,063	46,885	11,750
Total	347,660	48,908	54,390	40,779	69,831	102,634	31,118
CSO members trained to support school improvements - Person Training Days (PTDs)							
Male	11,076	812	1,339	2,265	5,239	802	619
Female	5,882	1,223	730	1,002	1,330	1,068	529
Total	16,958	2,035	2,069	3,267	6,569	1,870	1,148
CSO members trained to support school improvements - Actual numbers							
Male	1404	46	481	97	510	170	100
Female	708	64	137	43	133	221	110
Total	2112	110	618	140	643	391	210
Safe spaces for women and children	23,052	1,252	2,004	3,790	10,322	3,612	2,072
Female learners benefiting from cash conditional transfer (Kano)	11,050	0	0	0	11,050		0
Additional girls in school (girl education project - Jigawa & Kaduna)	12,647	0	9,718	2,929	0		0
Teachers trained and supported (Public Schools) - Person Training Days (PTDs)							
Male	991,563	23,628	193,010	96,001	385,582	248,456	44,886
Female	832,843	161,698	34,996	90,807	107,453	332,978	104,911
Total	1,824,406	185,326	228,006	186,808	493,035	581,434	149,797

Cumulative Actual to date (December 2016)

	Total	Enugu	Jigawa	Kaduna	Kano	Kwara	Lagos
Teachers trained and supported (Public Schools) - Actual number							
Male	113,627	487	20938	16,646	59,002	14,242	2,312
Female	51,265	3,949	3277	16,292	9,300	10,651	7,796
Total	164,892	4,436	24,215	32,938	68,302	24,893	10,108
Teachers trained and supported (non-state Schools) - Person Training Days (PTDs)							
Male	40	40	0	0	0		0
Female	146	146	0	0	0		0
Total	186	186	0	0	0	0	0
State/LGEA officials trained to support school improvement - Persons Training Days (PTDs)							
Male	314,856	20,240	27,767	92,319	143,079	21,639	9,812
Female	127,750	28,730	4,557	46,198	24,151	11,709	12,405
Total	442,606	48,970	32,324	138,517	167,230	33,348	22,217
State/LGEA officials trained to support school improvement - Actual Number							
Male	31,670	473	5781	6673	13955	2080	2708
Female	12,292	682	1344	2759	2758	2471	2278
Total	43,962	1,155	7,125	9,432	16,713	4,551	4,986
Schools inspected using QA methodology							
All states	8,969	259	208	1849	4209	835	1609



3. Counting the costs

Financial summary and value for money

ESSPIN's financial report is presented quarterly through the Quarterly Report to DFID. This section is based on the latest available financial information – up to and including December 2016. The balance of spend against the lifetime programme budget is expected to be incurred in the final month of the programme – January 2017 – and as we finalize all payments in February and March 2017. A summative analysis of lifetime financial performance will only be possible after the programme's completion at the end of January 2017 and when all the finances have been processed in February and March 2017.

The programme's extension phase (August 2014 – January 2017) has operated on an initial budget of £32.4m but reduced by £303,100 at DFID's request in the UK financial year 2016/17. The extension phase enabled consolidation of the school improvement programme following successful initial inception and implementation phases (July 2008 – July 2014) which operated on a total budget of £92m.

Financial Report

By the end of December 2016, ESSPIN had completed 29 months or 96.7% of its 30-month Extension Contract (August 2014 to January 2017). Actual expenditure in the same period stood at 97.2% of the Extension budget, showing the programme to be roughly on track in its spend profile. The remaining balance is firmly committed to a specific set of activities in the approved programme workplan and there is confidence that the programme will achieve its lifetime expenditure target by the end of January 2017.

Table 8 High level summary of ESSPIN finances in the extension phase

Total Extension Budget (millions)	£32.1
Spend to December 2016 (millions)	£31.2
Percentage of Total Budget Spent	97.2%

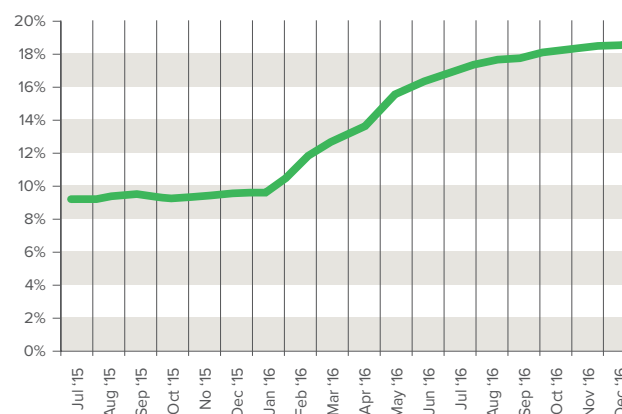
Overall, the programme is on target to reach the total spend target within its approved budget envelope. In terms of specific expenditure lines, however, the reimbursables budget was overspent and required a contract amendment, thereby putting pressure on operations in the final quarter of the programme.

Table 9 ESSPIN finances in the extension phase by area of spend

Area of Spend	Budget (millions)	Spend To December 2016 (millions)	Percentage Spent
Fees	£18.4	£17.9	97.3%
Reimbursables	£4.3	£4.0	93.0%
PSA	£9.4	£9.3	98.9%
Total	£32.1	£31.2	97.2%

The overspend on reimbursables has been driven largely by the spike in inflation and consumer prices in Nigeria from January 2016. Although the Naira devalued rapidly over the same period leading to some savings through variations in currency exchange rates, this did not offset inflation. In fact, the inflation rate rose substantially by 93% from 9.60% in January to 18.55% in December 2016 with its negative impact more than doubling the savings made from exchange rates. Local procurement of goods and services, upward reviews of vendor prices and retainership contracts, and sky-rocketed costs of running vehicles meant the programme was paying out far above the original rationale for its reimbursables budget.

Figure 4 Nigeria's inflation trend 2015-16



Further pressure was put on the ESSPIN budget in 2016 when DFID requested a reduction of £303,100 to the programme envelope. This impacted directly on the workplan for the final year of the programme.

A Contract Amendment was signed in January 2017. The Contract Amendment reduces the overall extension envelope by £303,100 and increases the reimbursables line through reductions of the Fees and PSA budgets.

Allocation of programme spend to workplan Outputs is guided by the impact weighting of Outputs specified in the Logframe – Output 3 (45%), Output 4 (30%), Output 2 (15%) and Output 1 (10%). ESSPIN has had to be adaptive and flexible in its latter stages to respond to the changing needs and priorities of state governments. However, the relative weighting of Outputs has been maintained and the pattern of expenditure across ESSPIN Outputs reflects this scale sequence. In addition to the Logframe Outputs, a proportion of ESSPIN spend is also allocated to Communications & Knowledge Management which effectively exists as a fifth Output. Programme management is distributed proportionally across the Outputs.

In Table 10 below, Years 7, 8 and 9 refer to the Extension phase programme years. Actual spend for Year 9 is as at end December 2016.

From the perspective of cumulative spend against budget over the two phases of ESSPIN (2008-2014; 2014-2017), the programme is 99.0% spent. Underneath this, Output 2 and C&KM are slightly overspent, Outputs 3 and 4 are on track, and Output 1 is significantly underspent. The Year 9 workplan is adjusted to redress the balance and the programme is on track overall.

Table 10 ESSPIN expenditure by Output and Extension programme year

	Output 1	Output 2	Output 3	Output 4	C&KM	Total
Year 7 Spend (millions)	£0.8	£2.7	£5.8	£3.1	£0.5	£12.9
Year 7 Budget (millions)	£0.7	£2.3	£6.5	£4.0	£0.4	£13.9
% Year 7 Budget Spent to Date	114.3%	117.4%	89.2%	77.5%	125.0%	92.8%
Year 8 Spend to date (millions)	£0.7	£2.6	£6.2	£4.1	£0.4	£14.0
Year 8 Budget (millions)	£0.6	£2.1	£6.5	£4.0	£0.4	£13.6
% Year 8 Budget Spent to Date	116.7%	123.8%	95.4%	101.5%	100.0%	102.9%
Year 9 Spend to date (millions)	£0.2	£0.8	£2.0	£1.1	£0.2	£4.3
Year 9 Budget (millions)	£0.3	£1.2	£2.1	£1.2	£0.4	£5.2
% Year 9 Budget Spent to Date	66.7%	66.7%	95.2%	91.7%	50.0%	82.7%

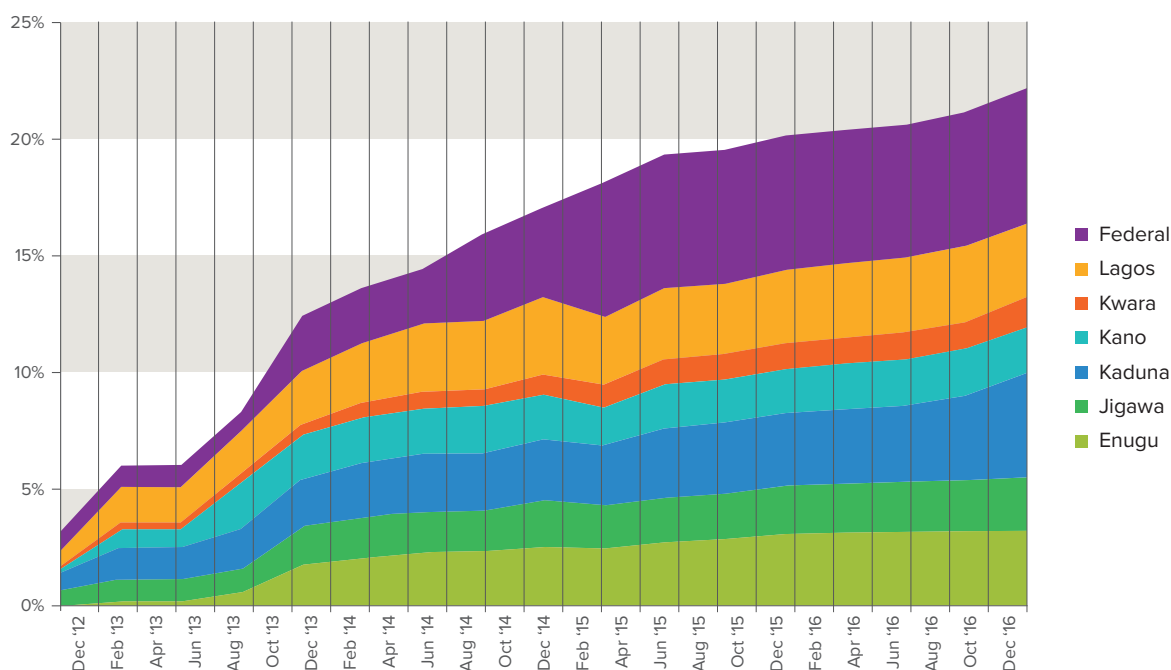
Table 11 ESSPIN lifetime expenditure by Output for the two phases

	Output 1	Output 2	Output 3	Output 4	C&KM	Total
Total Spend 2008 to Date (millions)	£7.5	£21.2	£58.0	£31.3	£5.4	£123.5
Total Budget 2008 to 2017 (millions)	£9.6	£20.5	£57.9	£31.6	£5.0	£124.6
% Total Budget Spent to Date	78.1%	103.4%	100.2%	99.1%	108.0%	99.0%

Government resources leveraged

One of the core assumptions behind ESSPIN articulated in its extension Business Case is that government resources will be leveraged and will contribute to scale up of the school improvement programme. This has certainly been the case. The successful scaling of the school improvement programme from 2,336 pilot schools to just over 16,400 schools by 2016 has been driven largely by state government resources and effective deployment of some of their federal basic education Intervention Funds. A cumulative total of N6 billion or £21.9 million was leveraged through state governments and UBEC between July 2012 and December 2016. This figure is actually understated as it excludes state government direct spending on school improvement prior to 2012, recurrent costs such as teacher salaries, and substantial resources raised at community level through SBMCs. The SBMC validation study found that over three years, N1,841,498,229 (4.8 million GBP) was raised by SBMCs in cash and in kind, almost double what had been estimated in government reporting.¹⁹

Figure 5 Cumulative government financial resources leveraged to scale up the school improvement programme (2012 – 2016)



Value for money

ESSPIN measures value for money through specific metrics for Economy, Efficiency and Effectiveness (the 3Es) and, more recently, Equity.

Economy

ESSPIN measures unit costs of activities completed against spend to date in order to report on programme development and delivery input costs. The costs and results are based upon actuals as at December 2016. Financial information is based on the December 2016 invoice to DFID.

Eight indicators were selected for quarterly monitoring based on ESSPIN's key cost drivers. These workplan activities combined accounted for just over 61% of cumulative programme expenditure by December 2016. They are:

1. Schools trained to undertake school development planning
 2. Head teacher training
 3. Teacher training
 4. Provision of water to learners
 5. Provision of toilets to learners
 6. Other school improvements such as classroom renovation
 7. Training of communities to set up SBMCs that function
 8. Training of communities to be inclusive of women and children
- As Figures 7 and 7 show there have largely been declining unit costs across the programme since 2012.

¹⁹

The SBMC validation study is available at: <http://esspin.org/reports/download/442-file-SBMC-Validation-Joint-Report-final-Oct16.pdf>

The trend between 2012 and 2015 was one of declining unit costs for these cost drivers. However, unit costs for some capacity building areas went up in 2015/16. The reason was that as rollout to all schools became complete, there was generally no more scope for reduction of unit costs, but expenditure on capacity building continued to be incurred as part of ESSPIN’s consolidation objective. Some increase in direct expenditure was required in order to reach 16,400 schools through state, local government and CSO partnerships.

As Figures 6 and 7 show there have largely been declining unit costs across the programme since 2012.

Figure 6 Trends in Economy indicators 2012 - 2016

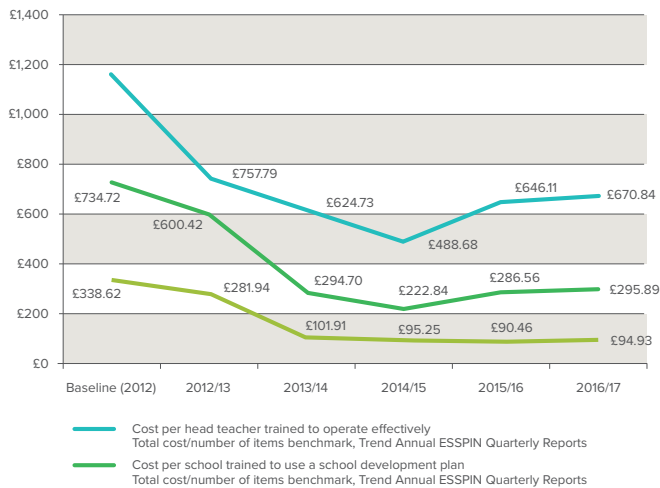
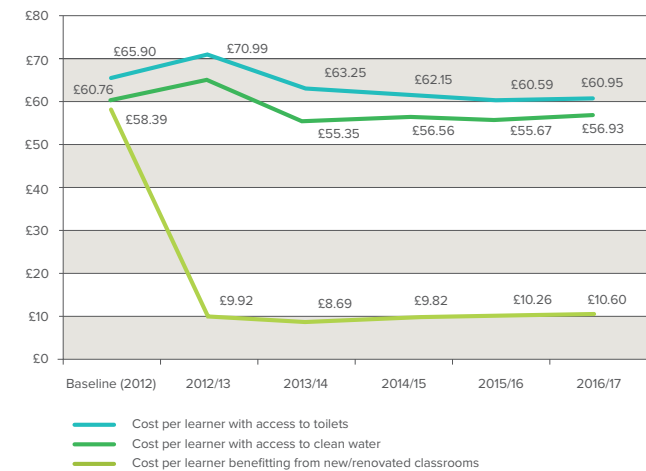


Figure 7 More trends in Economy indicators 2012 - 2016



The reduction of unit costs over time was based on the following actions proactively implemented by the programme.

- Strict adherence to budget
- Benchmarking costs across states
- Use of materials already developed in earlier years of programme implementation to increase rollout of programme elements (e.g. lesson plans and teacher training guides)
- Increased release of state government funding for direct costs, e.g. training venues, participant allowances, transportation, etc.
- Increased emphasis on on-the-job support, as opposed to hiring workshop venues
- Progressive transfer of responsibility for visiting schools and communities to state personnel and CSOs
- Increased capacity of state personnel and CSOs and, therefore, greater efficiency and less wastage in programme implementation

ESSPIN has opted to measure progress by means of internal benchmarking, year-on-year changes in unit costs, because comparative data from other similar programmes is not readily available. However, in 2014, ESSPIN’s teacher training cost of £100 (6 days training and 10 days classroom support) was found to compare favourably with a United Nations Children’s Fund (UNICEF) benchmark of £341 for training a teacher at a 5-day workshop²⁰.

The detailed programme Value for Money (VFM) dashboard and further analyses are contained in the 2016 VFM Self-Assessment Report while the September 2016 Quarterly Report includes the detailed Economy progress table.

Efficiency

ESSPIN’s VFM approach at the level of Efficiency measures the conversion of inputs into outputs with a view to improving the conversion rates and inherently the cost per output result.

Conversion rates of core components of the school improvement programme are on a positive trajectory, reflecting the year-on-year expansion and consolidation supported by both DFID and state governments.

While conversion rates have increased year by year, there are some state specific variations – these are treated in the 2016 VFM Self-Assessment Report. Overall, there are efficiency gains across the programme and these have been driven by:

- Increased focus on in-school support and mentoring of teachers and head teachers
- Improved capacity of LGEA-based SSOs to visit schools and support teachers and headteachers
- Progressive transfer of responsibility for teacher training and support services to SSITs and SSOs
- Establishment of Advisory Service Units (ASUs) within State Universal Basic Education Boards (SUBEBs) to plan and coordinate school support
- Sustained leveraging of state government resources to support school improvement

Figure 8 2016 conversion rates of SIP elements from Composite Survey 3

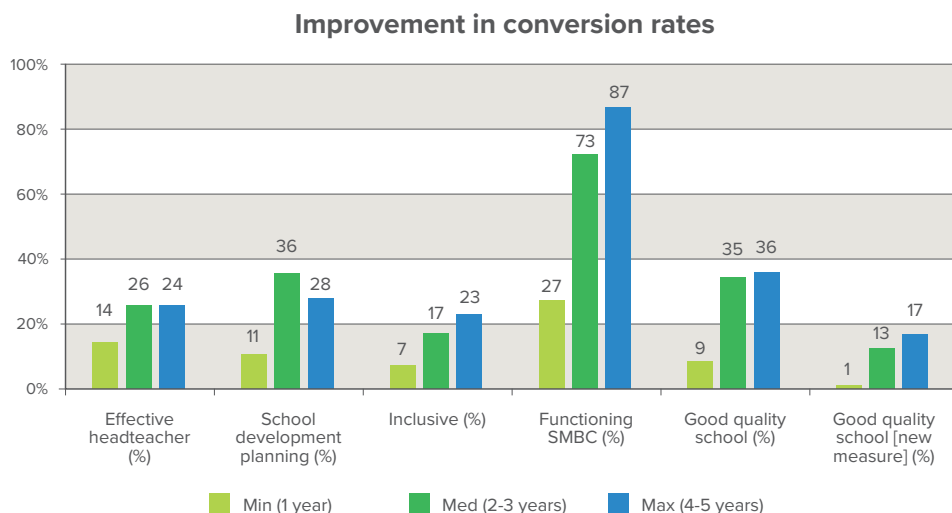
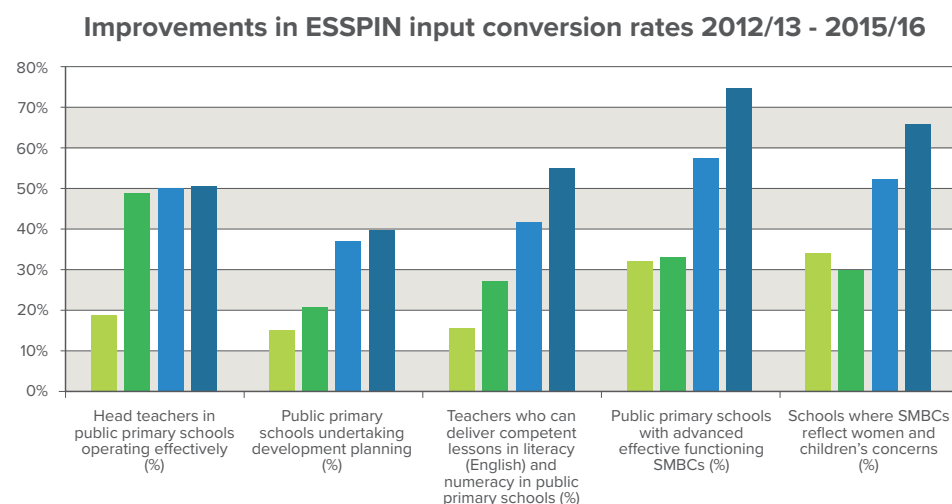


Figure 9 Trend of selected conversion rates 2012 – 2016



Effectiveness

Effectiveness relates to how well outputs are being converted to outcomes and whether the outcomes are being achieved in a cost effective way.

In the 2015 Annual Report, three measures of cost effectiveness were presented – cost per child benefiting from school improvement, cost per school improved and ratio of DFID to state spend on school improvement.

The school improvement programme has expanded year after year driven as much by state government contributions as DFID’s own funding. Increasing numbers of children have opportunities to learn without a substantial increase to DFID’s investment.

Figure 10 Cost per child benefiting from school improvement 2013-2016

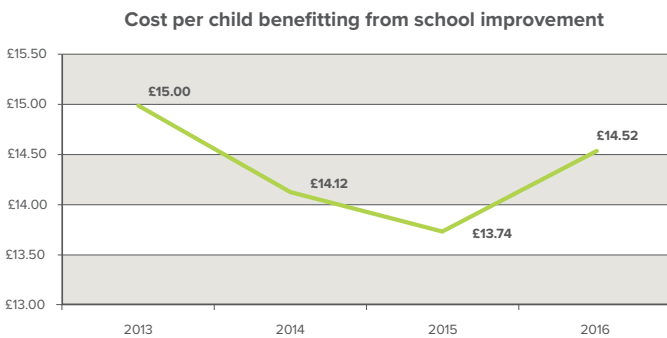
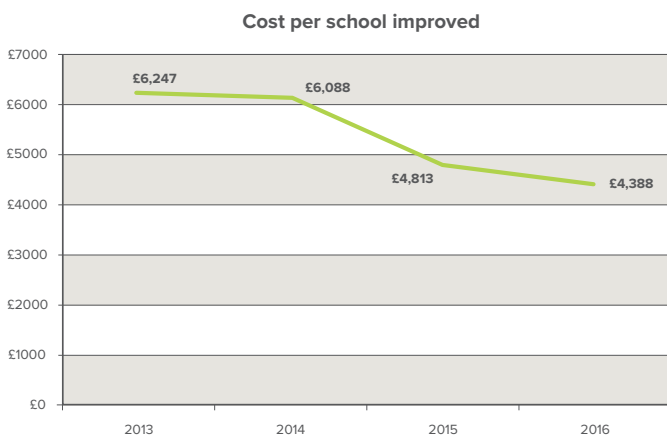


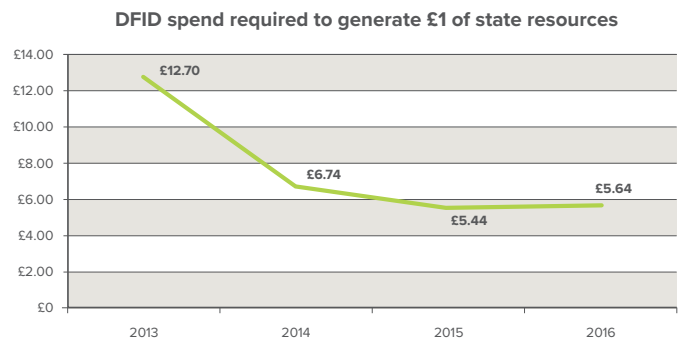
Figure 11 Cost per school improved



Leveraging state funding is essential to programme sustainability.

Despite political uncertainties experienced for much of the year, ESSPIN has continued to ensure that the amount of DFID funding needed to generate this additional investment has continued to fall.

Figure 12 Trend in ratio of DFID to state spend on school improvement



Equity

DFID’s VFM guidance for education programmes recommends monitoring equity through disaggregating Logframe results by factors such as gender, wealth quintile, regional and marginalized and vulnerable groups. ESSPIN’s Logframe disaggregates indicators appropriately and the programme’s Composite Survey 3 includes a Gender Inclusion report which highlights some equity related results.

Gender differences in pupil learning outcomes

CS3 found that boys performed significantly better than girls on all tests except grade 2 numeracy, and that differences increase with grade. In terms of the effect of ESSPIN interventions, it found no significant differences in performance in Medium intervention schools but boys performed significantly better in Maximum intervention schools.

Table 12 Gender differences in pupil learning outcomes in CS3

Mean test score %	Boys	Girls	Significant diff.
N2	442.2	447.3	
L2	451.6	441.8	Boys
N4	469.2	450.7	Boys
L4	456.3	438.3	Boys

At state level, boys in Kano perform significantly better than girls on all tests except grade 2 numeracy while, in Lagos, girls perform significantly better than boys on grade 4 literacy and grade 2 numeracy. For the other states, there is no consistent or significant trend.

Wealth gap in pupil learning outcomes

CS3 classified children by wealth quintiles²¹ on the basis of a household asset index included in the survey and attempted to correlate wealth status with degree of exposure to ESSPIN interventions. The survey found that an increase in the wealth index has a significant and positive impact on the performance of pupils. An increase in the amount of intervention received under ESSPIN Output 3 mitigates this effect to some extent, with the wealth gap in schools receiving maximum Output 3 intervention being relatively lower than the corresponding gap in schools receiving minimum intervention. Children in schools with more ESSPIN intervention were much more likely to reach the standards in the literacy and numeracy tests.

Table 13 Pupils in the poorest quintile by performance level (Grade 2/Grade 4), gender and ESSPIN Output 3 intervention

Pupils in the poorest wealth quintile	All (%)	Male (%)	Female (%)	Minimum Output 3 intervention (%)	Medium/maximum Output 3 intervention (%)
Grade 4 Literacy standard	12.0	17.4	4.8	1.2	33.2
Grade 4 Numeracy standard	4.7	2.9	7.1	0.8	13.1
Grade 2 Literacy standard	19.3	24.3	12.6	4.6	48.0
Grade 2 Numeracy standard	22.3	25.6	17.9	17.0	33.8

Language status and learning outcomes

In CS3, sampled pupils in both grades 2 and 4 were asked to name the main language they speak at home and this enabled categorization as minority or majority language speaker. 16% of children in five states (excluding Lagos) were found to speak a minority language at home. No significant difference in performance was found between minority and majority language speakers in grade 2 grade 4 literacy tests. However, pupils speaking a majority language were found to perform significantly better in both grade 2 and grade 4 numeracy tests.

Table 14 Pupil test scores by language status in CS3

Mean test score %	Boys	Girls	Significant diff.
L2	442.3	434.6	
N2	410.3	436.7	Majority
L4	422.9	434.6	
N4	430.1	448.8	Majority

²¹ Wealth groups are calculated relative to other pupils in the same state, i.e. 'poorest' means the poorest 20% in Lagos, the poorest 20% in Jigawa, etc. rather than the poorest 20% in the six states combined.



Performance of teachers by gender

In all states, and programme wide, ESSPIN has consistently proven that female teachers have better subject knowledge, pedagogical skills and overall competence than their male counterparts. The same is true of head teachers' effectiveness. In almost all cases these differences are statistically significant. This has policy implications for state and local governments in terms of ensuring recruitment systems are not systematically discriminatory against women, and working to ensure suitable retention and professional development opportunities in the conditions of service for female teachers.

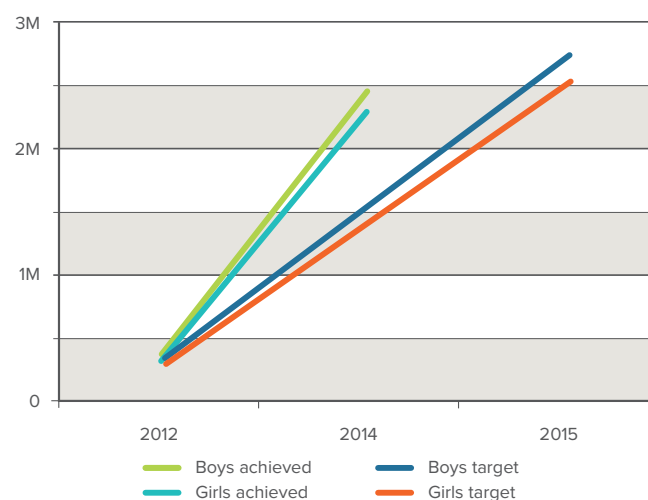
Table 15 Gender differences in achievement of teacher competence criteria

Teacher competence criteria	Male	Female	Sig. diff.
Knowledge of English/maths curriculum	31.7	55.8	F
Use of one or more teaching aid	98.3	98.8	
Use of one or more teaching aid, excl. read/write/copy from blackboard	62.4	79.9	F
Praise more than reprimand	84.1	91.6	F
Assigns two or more ind./group task	23.8	35.5	F
English score (%)	33.9	48.7	F
Mathematics score (%)	51.8	62.8	F
Passes English and mathematics test	24.8	53.2	F
Competence score (CS1 version)	2.5	2.9	F
Met teacher competence standard (CS1)	61.2	73.3	F
Competence score (CS2 version)	2.6	3.3	F
Teacher competence standard (CS1)	23.8	33.7	F
Strict teacher competence standard (CS2 version) by gender groups and states			
Enugu	12.3	24.6	F
Jigawa	25.5	34.1	
Kaduna	25.3	41.4	F
Kano	23.6	29.9	
Kwara	11.9	15.1	
Lagos	39.7	49.3	

Enrolment of girls

Girls are at parity with boys both in terms of number of children benefiting from the school improvement programme and number of additional children brought into improving schools. Between 2012 and 2015, ESSPIN comfortably exceeded the SIP enrolment targets for both girls and boys.

Figure 13 Trend in number of learners benefiting from SIP by gender



52% of the 717,500 additional children in SIP schools are girls. The bulk of these, 633,555, are in the northern states of Jigawa, Kaduna and Kano, a region traditionally noted for low enrolment and retention of girls up to completion of primary schooling.

VFM trigger point

At what point does ESSPIN stop being VFM?

The ESSPIN Extension Business Case in 2014²² notes that unless learning outcomes improve, there is no value for money. However, it also goes on to highlight that learning outcomes are difficult to assess (they take longer to be realized; and, learning assessments are only conducted for P2 and P4 learners and as such may not capture overall sustained impact). In the short term, the Business Case proposes the following measure as a more immediate trigger point for VFM:

“If less than 3,300 schools are at the Quality Standard, then ESSPIN would no longer be value for money”

Ultimately though, the school improvement programme is about raising learning outcomes and the Business Case concludes that:

“Nevertheless, if there are no statistically significant learning gains, then conclusively the project will not represent value for money”

A target of 6,300 schools at Quality Standard was set for 2016, with at least 700 expected at Advanced Quality Standard.

A total of 3,441 schools (20%) were found to have met the Quality Standard in CS3, exceeding the Business Case VFM threshold of 3,300. Although this falls short of the Logframe target of 6,300 (40% of current schools), it marks significant progress over the 2014 result of 1,438 (9%) found in CS2. Of the 3,441 schools, 961 (6%) were found to have met the Advanced Quality Standard, exceeding the Business Case target of 700 schools (4%) and considerable improvement over the 2014 result of 320 schools (2%).

On learning outcomes, CS3 reports statistically significant learning gains attributable to ESSPIN:

“Learning outcomes appeared to be better for learners whose schools have received more ESSPIN intervention. For all four tests, the estimated effect of a year of full intervention is positive, but it is only statistically significant for the literacy tests...We estimate that ESSPIN’s intervention has an effect on learning outcomes of around 0.1 standard deviations... Despite some ambiguity around the state effects, the evidence overall points towards a genuine causal impact of ESSPIN on learning outcomes. The magnitude of the impact is roughly in line with typical effects found for comparable programmes in other countries...”.

From the Business Case’s specified triggers of VFM, ESSPIN represents value for money.



4. A changing environment

Managing the operational context

ESSPIN's operational landscape over the last eight-and-a-half years has been very dynamic with a range of changes in the operational environment, national and regional, directly impacting on programme delivery. ESSPIN has witnessed two general elections (2011 and 2015), the rise of insurgency and its associated humanitarian crises, and an ongoing economic recession.

Political context

ESSPIN was launched by DFID in 2008 as part of a suite of programmes²³ to address central government and social sector reform in states. It had a 'political commitment' assumption in its Logframe, namely that social (education) sector reform will occur only if governments continue to show political commitment. The political environment was, therefore, a key variable within ESSPIN's operational environment and impacted directly on programme delivery.

ESSPIN has implemented an intensive programme of political engagement over the years: engaging with and building relationships with key stakeholders and gatekeepers at all tiers of government, cooperating with other State Level Programmes (SLPs) on regular political economy analyses to monitor and understand political change, and cultivating support of the citizen dimension through productive partnerships with communities and civil society.

These have proved important buffers as ESSPIN successfully navigated two general elections and the sweeping changes at federal, state and local government levels that political transition brings. Active political engagement has also helped ESSPIN to test and prove the assumption in its theory of change that expansion of the SIP from pilot to scale is possible with state government funding (including draw-down of federal Intervention Funds).

In its closing stages, these political relationships remain critical to ESSPIN's sustainability objective. The four pillars for building lasting change – state and LGEA capacity, evidence and knowledge management, leveraging resources and broad-based partnerships – require continued interaction with the political context through DFID and future programmes.

Economy

The economic boom of the pre-ESSPIN years and early ESSPIN period has been replaced by severe gloom from 2015 following the global crash of oil prices. The government's austerity measures do not appear to have achieved any visible impact yet and external reserves continue to deplete, the value of the Naira continues to free-fall, the inflation rate hits an all-time high every month, and salaries remain unpaid in many states in spite of bailout packages.

The impact on programme delivery has been direct and negative. There is now a real risk to sustainable funding of basic education in Nigeria as UBEC Intervention Funds – at least the non-matching grant element awarded to states annually – is beginning to reduce. The Intervention Funds are derived exclusively from oil sale proceeds.

State government budget shares are getting lean and, inevitably, recurrent expenditure is being prioritized over capital and development projects – this directly limits the capacity of ESSPIN partner states to effectively fund SIP consolidation. Non-payment of civil servant salaries is already a national phenomenon, with ESSPIN results in Kwara state in the 2015/16 school year being damaged by a protracted teacher strike, for example. Job cuts and rationalization of personnel are a reality, one that can potentially undermine the ongoing technical capacity that states and local governments require to carry forward SIP implementation. In northern states, the risks are compounded by the need to fund security measures, leading to diversion of social development funds to security.

²³

The others were State Partnership for Accountability, Responsiveness and Capability (SPARC), States Accountability and Voice Initiative (SAVI), Partnership for transforming Health Systems (PATHS2) and Growth and Empowerment in States (GEMS)

On a day-to-day basis, the cost of doing business in Nigeria has increased substantially. Inflation rose from 9.6% in January 2016 to 17.9% by September 2016 and the consequent impact on commodity prices outweighs the gains made on exchange rate differences caused by massive devaluation of the Naira. The programme's capacity to procure goods and services, maintain its retainership contracts, satisfy the demands of its vendors for upward reviews of costs, and maintaining its vehicle fleet has been constrained as a result. The programme's reimbursables budget has been severely hit.

Security

The programme experienced three major security threats that directly impacted on programme delivery over the course of the Extension phase – outbreak of Ebola in 2014, the general elections in 2015, and ongoing insurgency related violence.

The outbreak of Ebola in Nigeria proved a significant risk to ESSPIN's operations following the Federal Government's decision to close all schools from August 2014. The outbreak was successfully contained and schools reopened in late September 2014. ESSPIN lost one month of activities but kept personnel and stakeholders safe through a comprehensive risk management response. (The virus eventually claimed eight lives out of twenty confirmed cases in Nigeria). The general elections in 2015 were predominantly peaceful. However, postponement of the elections from February 2015 to March/April 2015 disrupted ESSPIN's workplan and, in some cases, required rapid scaling down of activities to allow for passage of the elections. Happily, there was no outbreak of violence and ESSPIN's active security protocols ensured that all staff and consultants stayed alert and safe.

The Boko Haram insurgency is ongoing and has so far claimed many lives and rendered homeless an estimated 1.4 million children in Nigeria's North-East and the neighbouring countries of Cameroon, Chad and Niger. The state of emergency states, Borno, Adamawa and Yobe, continue to be worst hit and have severe humanitarian crises to deal with.

In recent times, the Islamic Movement in Nigeria (IMN) has been staging public protests in response to a military intervention in Zaria in December 2015. Contradictory reports have been published – one blames the Shia Muslim sect, the other blames the Nigerian military. However, there has been no widespread unrest linked to this so far and no dangerous flashpoints recorded yet.

In the face of all the unrest, ESSPIN offices have remained open and operational except at moments of extreme peril such as evacuation of personnel from Kaduna during fierce communalist violence and Kano in response to the January 2012 coordinated Boko Haram attacks. TA visits (both international and national) have continued to take place, including to the three Northern states (Jigawa, Kaduna and Kano). ESSPIN's proactive health, safety and security systems ensured that few security incidents were reported impacting on the day-to-day ability to work and function in the affected states. It did, however, become important to revise communications to school communities and LGEAs ahead of school visits by outsiders to avoid creating suspicion or spreading panic.

The latest security rating of ESSPIN states in terms of safety of visits and general security situation is as follows:

Red	None
Amber	Kaduna
Green	Abuja, Jigawa, Kano, Kwara, Enugu and Lagos

Risk management

ESSPIN identifies, monitors and manages key programme risks by means of a Risk Register developed on a state-by-state basis and reported quarterly in Quarterly Reports. Complete risk profiles and management actions are generated by individual states. The following is the latest Risk Register for the programme.

Table 16 Risk Register

ESSPIN				Gross Risk				Net / Residual Risk			
Risk No	Cat.	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	Acceptable Risk Appetite? (Yes/No)
1	Operational	Security risk – attack on staff or offices (northern states)	ESSPIN	5	2	10	<ul style="list-style-type: none"> Review of working hours Travel restrictions Convoy travel for inter-LGA and inter-state trips Identification of safe havens Safety audit of meeting venues Active information networks Security clearance protocols for all travellers Business continuity plans, including evacuation plans, in place Up-to-date communications equipment, including satellite phones 	5	1	5	Yes
2	Delivery	Implementation risk - FME lacks vision and commitment to national systems	ESSPIN	3	4	12	<ul style="list-style-type: none"> Engagement with the FME's Office (in conjunction with DFID) to support national strategy Engagement with wider definition of education sector leaders (particularly UBEC leadership) 	3	3	9	Yes
3	Delivery	Financial risk – states do not utilize or disburse funds as intended	ESSPIN	5	4	20	<ul style="list-style-type: none"> Diversify 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 and effective QA system in all Nigerian schools Support UBEC's efforts in other intervention areas, e.g. Inclusive education, IQTE and QA. Support eligible states to explore other sources of school improvement funding, e.g. GPE, EAC 	4	3	12	Yes
4	Fiduciary	Financial risk - Fraud, bribery and/or corruption	ESSPIN	5	3	15	<ul style="list-style-type: none"> Training and compliance measures on anti-bribery and corruption led by senior management, regularly refreshed, fully documented, and zero tolerance of deviation from the highest international standards. All financial processes checked, approved and authorized in accordance with Mott MacDonald policies, directives and procedures. Monthly spot checks conducted too. Procurement procedures strictly adhered to. Procurement committee in place and functioning. Payment hubs ensure segregation of payment approval, authorization and transactions. 	4	1	4	Yes

ESSPIN				Gross Risk				Net / Residual Risk			
Risk No	Cat.	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	Acceptable Risk Appetite? (Yes/No)
5	Delivery	Sustainability risk – State's commitment to school improvement expansion reduces	ESSPIN	5	4	20	<ul style="list-style-type: none"> Ongoing political engagement, including quarterly meetings of principal State officials Collaboration with DFID in high level engagements with State executives Support of alternative funding partnerships, e.g. UBEC, GPE Capacity building for State technical cadres, CSOs and local communities Development of Sustainability Strategy 	3	2	6	Yes
6	Delivery	Sustainability risk – reduced federal allocations to states due to drop in oil revenue	ESSPIN	4	3	12	<ul style="list-style-type: none"> Ongoing political engagement to influence favourable allocations to education Clear prioritisation of programmes in MTSS and DWPs Close monitoring of allocation and expenditure trends through QMRs Reinforcement of positive evidence of impact of the SIP Support to CSOs to carry out issues based advocacy Proactive exploration of alternative funding sources, e.g. donor opportunities, EAC 	4	2	8	Yes
7	Delivery	Implementation risk – diversion of SIP resources, including UBEC-IF; lack of budget discipline in education MDAs	ESSPIN	5	3	15	<ul style="list-style-type: none"> Ongoing political engagement Quarterly Monitoring Reports by HCs to promote transparency and accountability Robust data management and reporting systems, including access to school performance data by communities Involvement of CSOs in strategic planning and monitoring, e.g. MTSS, budget tracking 	4	2	8	Yes
8	Delivery	Implementation risk - Failure of states to respond to severe school quality problems, including using the SIP approach to raise standards.	ESSPIN	3	4	12	<ul style="list-style-type: none"> Encourage State implementation of teacher recruitment & deployment policies Engage LGAs in provision of rural infrastructure for teachers Improve teacher attendance monitoring systems 	3	3	9	Yes
9	Delivery	Implementation risk - Shortage of teachers in rural areas; retired teachers not replaced	ESSPIN	3	4	12	<ul style="list-style-type: none"> Ongoing political engagement Quarterly Monitoring Reports by HCs to promote transparency and accountability Robust data management and reporting systems, including access to school performance data by communities Involvement of CSOs in strategic planning and monitoring, e.g. MTSS, budget tracking 	3	3	9	Yes
10	Safeguards	Implementation risk - Failure of states to respond to severe school quality problems, including using the SIP approach to raise standards.	ESSPIN	3	3	9	<ul style="list-style-type: none"> Safe Spaces (women and children's committees) created in SBMCs Ongoing mentoring of SBMCs by CSOs Documentation and dissemination of examples of women contributing effectively to school improvement as a good advocacy tool CSOs undertake advocacy campaigns on behalf of women and children 	3	1	3	Yes

ESSPIN				Gross Risk				Net / Residual Risk			
Risk No	Cat.	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	Acceptable Risk Appetite? (Yes/No)
11	Delivery	Implementation risk - Marginalised groups in states continue to be side-lined due to overriding cultural factors	ESSPIN	3	3	9	<ul style="list-style-type: none"> Progress on enabling policy environment for inclusive education in ESSPIN States as evidenced in State self-assessments. Every State now has an inclusive education programme with a clear policy basis 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. 	3	2	6	Yes
12	Delivery	Implementation risk - Teacher (re-) postings dissipate impact of training and critical mass of change agents at school level	ESSPIN	3	4	12	<ul style="list-style-type: none"> Re-assess theory of change. Re-assess intervention model. Work with TDP on sustainable teacher deployment models Ongoing engagement with SUBEBs to encourage retention of trained teachers. 	3	3	9	Yes
13	Delivery	Implementation risk – introduction of new government priorities, e.g. school feeding, takes away resources from SIP work	ESSPIN	5	4	20	<ul style="list-style-type: none"> Working with DFID to provide TA to planners of the school feeding programme to ensure realistic implementation 	4	3	12	Yes
14	External Context	Implementation risk - Climate change drives conflict between herdsmen and crop farmers	ESSPIN	4	2	8	<ul style="list-style-type: none"> Climate change resilience and sustainability consultations with stakeholders, analysis, recommendations Review and implementation of findings from conflict and education study 	4	1	4	Yes
15	External Context	Implementation risk – Climate change produces flood disasters (Jigawa)	ESSPIN	3	3	9	<ul style="list-style-type: none"> Climate change resilience and sustainability consultations with stakeholders, analysis, recommendations Emergency awareness training introduced through child protection work 	2	3	6	Yes
16	Delivery	Sustainability risk - lack of state government recognition of CSOs	ESSPIN	4	3	12	<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. 	3	2	6	Yes
17	Delivery	Sustainability risk – Slow institutional uptake of reform programmes	ESSPIN	3	3	9	<ul style="list-style-type: none"> Ongoing political engagement Sustained capacity building through the Extension phase of ESSPIN Deepening of LGEA engagement strategy 	3	2	6	Yes
18	External Context	Sustainability risk – State Cabinet reshuffles result in new appointees with low commitment to education	ESSPIN	3	3	9	<ul style="list-style-type: none"> Political engagement strategy with incoming administrations Orientation exercise for newly appointed principal officials Ongoing capacity building for technical cadre 	3	3	9	Yes

ESSPIN				Gross Risk				Net / Residual Risk			
Risk No	Cat.	Risk Description	Risk Owner	Impact	Likelihood	Risk Factor	Mitigation	Impact	Likelihood	Risk Factor	Acceptable Risk Appetite? (Yes/No)
19	External Context	Sustainability risk – failure of communities and governments to safeguard school facilities provided by DFID-ESSPIN	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Social Mobilisation Officers mobilising communities to take ownership • Monitoring tools transferred to state actors from consultants • Community asset management introduced into infrastructure maintenance workstream • Political engagement with governments on provision of measures for school security and safety • Climate change, adaptation, sustainability and resilience component launched 	3	2	6	Yes
20	Delivery	Sustainability risk – Conflicting and confusing institutional roles (e.g. Jigawa SEIMU taking responsibility for teacher recruitment and deployment)	ESSPIN	4	3	12	<ul style="list-style-type: none"> • Ongoing discussions with HC for functional assessment of institutional mandates and better coordination across MDAs 	4	2	8	Yes
21	Delivery	Sustainability risk – Failure to meet NIPEP targets due to low capacity of state personnel and coordination challenges in JKK states	ESSPIN	3	3	9	<ul style="list-style-type: none"> • Clarification of ESSPIN's TA role to include advice and coordination with PCU • Political engagement with state leadership for strong supervision of GPE • TA and Team building activities for states teams 	3	2	6	Yes
22	Delivery	Implementation risk – Non-payment of teachers' salaries due to persistent economic crisis	ESSPIN	4	4	16	<ul style="list-style-type: none"> • Organisation of school based activities by ESSPIN to engage teachers • PE with SUBEB to ensure SSO school visits continue 	4	3	12	Yes
23	Delivery	Implementation risk – Conduct of 2015/16 ASC is delayed due to political factors (Lagos)	ESSPIN	4	5	20	<ul style="list-style-type: none"> • PE with MOE, SUBEB and Dep Governor's office • Contributory support from ESSPIN 	4	2	8	Yes
24	Delivery	Implementation and Sustainability risk – SSIT/SSO structure and personnel not retained	ESSPIN	5	3	15	<ul style="list-style-type: none"> • Ongoing PE with SUBEB 	5	2	10	Yes

5. Lessons learned

Achievements, challenges and building lasting change

ESSPIN's achievements and challenges to date have to be understood in the context of an extremely low starting base. When the programme was launched in 2008, a large number of children did not have access to schooling and those that were in school were learning very little. Baseline surveys indicated that many schools had neither the capacity nor the ability to improve. While plenty of plans for improvement existed, little of what was planned translated into implementation. What development did take place in the education sector was often fragmented and had little effect on arresting the steady decline in teaching standards and, as a consequence, a parallel decline in pupils' learning outcomes. Against this backdrop, some important gains have been made in ESSPIN's time to date although significant challenges remain.

Key achievements

What has worked?

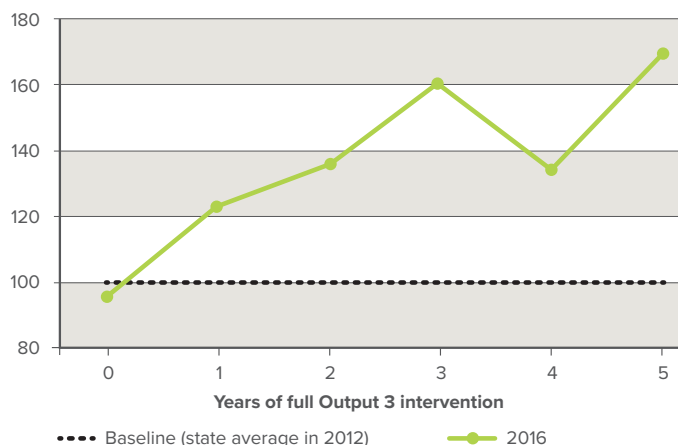
An effective school improvement model

CS2 and CS3 indicated that degree of exposure to ESSPIN interventions correlates with the gradual improvement of schools. On the key outcome indicator of school quality, the principal measure of the SIP model's effectiveness, the number of schools reaching Quality Standard increased from 1,438 (9%) in 2014 to 3,441 (20%) in 2016. In terms of SIP outputs, schools with the most ESSPIN support were found to have more effective head teachers, better school development planning, better teachers, more functional and inclusive SBMCs, and showed more evidence of being inclusive.

School quality has been improving over time across the six states, and is much higher in schools that have received more years of ESSPIN intervention. The estimated ESSPIN effect is robust to controlling for differences in school quality at baseline and controlling for state.

Learning outcomes are better for learners whose schools have received more years of ESSPIN intervention. For all four tests, the estimated effect of spending time in a school which has had two or more years of ESSPIN intervention is positive, but it is only statistically significant for the literacy tests. This would indicate that the school improvement model has validity at scale²⁶.

Figure 14 Positive effect of ESSPIN interventions



More children learning more

The effect of lifting an estimated 3,995 schools to meet the Quality Standard is that 840,000 children are now studying in decent learning environments which would not have been as good had the School Improvement Programme and ESSPIN not existed. Given the correlation between good quality schools and better learning outcomes, this is a significant demonstration at scale that steady State government investment in school improvement pays off.

A successful leverage model

ESSPIN's leverage model based on systematic political engagement to secure state government and federal resources for scaling and consolidating school improvement work has been successful. From July 2012, when ESSPIN began to record and report on resources leveraged from government, to date, a total of £21.9m has been secured for school improvement work. This is in line with DFID's original intention that ESSPIN, and other State Level Programmes (SLPs), support states to utilise their own resources better.

Step change in institutional management of school improvement

There have been positive changes in the way relevant Ministries Departments and Agencies (MDAs) in states organise themselves in support of school improvement. There is a greater understanding at all levels of what matters in education, and where responsibility and accountability for school level outcomes and impact lies. The change is particularly noticeable in the role of SUBEBs in teacher development. Before ESSPIN, SUBEB's role was passive and administrative. Responsibility for teacher development was outsourced to service providers, with the concern of SUBEB being on numbers trained and not on performance, outcomes or impact. The documented decline in teaching and learning standards for over a decade is perhaps, in part, a consequence of this approach. Working with state partners, ESSPIN has helped to shift the responsibility for teacher development back to SUBEB. Operating systems have changed, with greater support and involvement of the LGEAs and their personnel in delivering the training.

Improved individual staff competence has been reinforced by revised structures, including the creation of Advisory Services Units in SUBEBs and formation of State School Improvement Teams at SUBEBs and colleges of education, to institutionalise leadership of school improvement state-wide.

For the changes to be replicable, scalable and sustainable all activities needed to become embedded as integral parts of state policy, systems and processes (including budgetary allocations and releases) within the education sector. This is work in progress. However, MOEs and SUBEBs in all states now recognise and respond to an annual planning cycle beginning with the Annual School Census for generating planning and review data, through MTSS updating, development of Departmental Work Plans and preparation of annual budgets, and culminating in production of an Annual Education Sector Performance Review report.

Adaptive and flexible implementation across states

While there is a common core to ESSPIN's work across the states, the programme in each state is distinct and pertinent to the aspirations, needs and resources of the particular state. There are numerous examples of this: the programme developed in Kwara in response to the then Commissioner's "Every Child Counts" initiative; the Teaching Skills Programme (TSP) in Kano to address state-wide coverage; the formation of LGEA School Improvement Teams in Kaduna in order to reduce the dependence of the state on the State College of Education for teacher in-service development. This approach has been described as 'principled pragmatism': a focus on sustainable end-goals rather than rigid promotion of a particular technical fix or implementation blueprint.

Civil society/government partnership improving community contributions

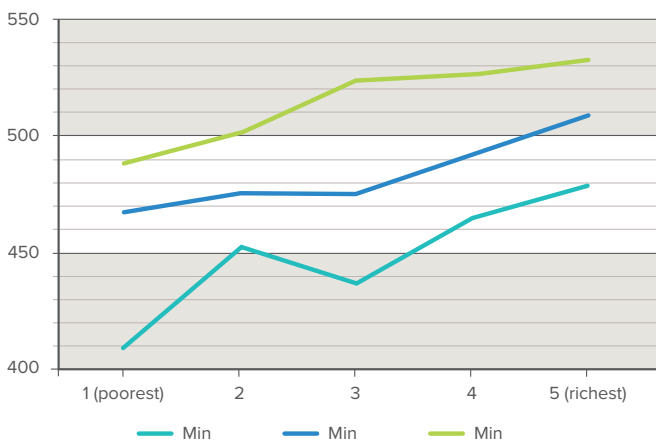
ESSPIN has supported states to strengthen education governance at local levels, bring children into school, mobilise community and philanthropic support for school improvement, and engage meaningfully with government through fully functioning SBMCs. Trained SBMCs in Kwara alone enrolled 20,262 children between 2011 and 2014, while SBMCs' resource mobilisation efforts across all states realised over £2.2m between 2012 and 2014.

SUBEBs, through their social mobilisation departments, are leveraging the energy and drive of CSOs through a Civil Society Government Partnership (CGP). Through CGPs, government and CSOs work together to train, mentor and monitor SBMCs. The collaboration has created a positive dynamic between government and civil society, a departure from what has previously been a fractious relationship. Communication flows between communities and SUBEBs are improving and there is increasing evidence of community demands through SBMCs being responded to by SUBEBs. Sixty ESSPIN partner CSOs' capacity has been developed through concerted technical assistance inputs, leaving them in better shape to contribute to improving the lives and opportunities of people in the communities they serve.

Reaching out to more marginalised children

Most of the 717,500 additional children in SIP focus schools are registered in Jigawa and Kano where equitable access remains a challenge. Consistent community action and improvement of provision in schools is helping ESSPIN to deliver against its equity objective. CS2 and CS3 findings established that the poorest children are benefiting disproportionately from ESSPIN’s classroom interventions, and treatment schools are associated with smaller wealth disparities in learning outcomes than the control ones²⁷.

Figure 15 Reduction in effects of wealth inequality on learning outcomes in numeracy grade 4



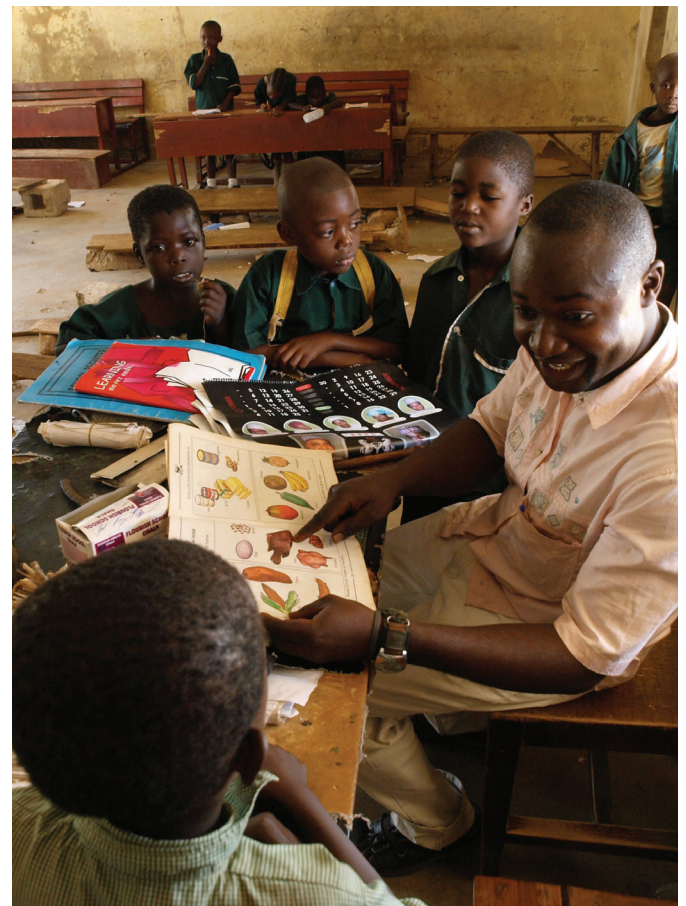
ESSPIN’s successful Islamiyya, Qur’anic ad Tsangaya Education (IQTE) pilot in Kano continues to offer a policy option for helping a significant population of children attending IQTE centres in northern states to access basic education. 60% of children in the first enrolment cohort in ESSPIN-supported centres completed the four-year cycle – an impressive retention rate for the Almajiri and Islamiyya demographic. The delivery model has been adopted by the Kano government. In Jigawa, the ESSPIN-supported nomadic education initiative has produced substantial enrolment increases in community run schools, opening up access for thousands of children in partial movement nomadic communities.

Improving infrastructure maintenance practices

All construction work carried out by ESSPIN (water boreholes, toilets and classrooms) finished in the first phase. Many of the facilities included easy access for children affected by disabilities. In the extension phase, work has focused solely on maintenance for sustainability with the aim of ensuring that school communities are provided with the support they need to keep the facilities installed in good working order. A maintenance monitoring programme is showing evidence that capacity is being built at all levels and that a sense of ownership is evolving as communities are becoming more self-sufficient in managing the resource and aware of who in the system to turn to for help, if a problem arises. All of this augurs well for sustainability once ESSPIN exits.

National replication of ESSPIN approaches

An important spin-off of ESSPIN’s engagement with UBEC at federal level has been UBEC’s decision to adopt ESSPIN’s SBMC, QA and Mid Term Sector Strategy (MTSS) models for national replication. UBEC has also continued to be flexible in its guidelines to states on utilisation of its annual non-matching Teacher Professional Development (TPD) grants. By the guidelines, ESSPIN states are permitted to expend all or part of their TPD grants on SIP support.



²⁷ Composite Survey 3 Gender Inclusion Report <http://esspin.org/resources/reports/composite-survey-3-reports>

Some key challenges

Learning from experience

The cost of SIP expansion

All primary schools in the six ESSPIN states had been reached by the 2015-2016 school year. The expansion came at the cost of the integrity of the full school improvement model as in some states, for example Kano and Kaduna, where the preference was to support the teacher training and school support components at the expense of the other elements in the model. The decision of states to adopt only aspects of the model rather than the whole was not to do with inherent issues with the model, but for political and financial reasons. In Kano, SUBEB wanted to be seen to be doing something for all LGEAs and all schools, and a gradual expansion did not fit in with this political agenda. However, once the coverage agenda had been satisfied, the missing elements of the model are being reintegrated as funding becomes available. In the circumstances, focusing on teacher development and lesson planning demonstrates a welcome concern on the part of the state government for affecting children's learning opportunities first and foremost.

Going to scale and spreading too thin

Going to scale has been dependent on funding being available either from the UBEC Teacher Development Fund, or directly from the States' own funds. Reliance on these sources of funding rather than ESSPIN's has presented its own problems, in that release of funds at times when they are needed cannot be guaranteed. As a result, training and support activities have often been disrupted, with the consequent impact on gains made and outcomes at school level. The expansion has also meant that less training is available at all levels as the funding envelope available could not sustain the training levels implemented during the pilot phase. For example, whereas head teachers and teachers received 12 days of direct support a year during the pilot phase, only 6 days a year are currently provided based on government budget envelopes. Similarly, members of State School Improvement Teams (SSITs) now receive fewer days of training based on introduction of relatively large numbers of LGEA based School Support Officers (SSOs) whose training needs have to be accommodated within existing funding envelopes.

Another consequence of working at scale is the inevitable adoption of a modified cascade model for delivering training and support activities to an ever-increasing number of schools.

Whereas SSITs trained head teachers and teachers directly during the pilot phase, SSOs have been introduced into the support chain during the expansion phase. SSOs receive their professional development support from SSITs and then take charge of day-to-day support of head teachers and teachers. SSOs tend to be less qualified professionally than SSITs, so the quality of support received by head teachers and teachers is weakened.

Time lag between inputs and learning outcomes

The difficulty of assessing how long it takes for educational inputs and policy reforms to translate into learning outcomes is widely acknowledged. A 2013 Health and Education Advice and Resource Team (HEART) report for DFID observed, after a review of the literature, that "attributing changes in results to system-wide reforms can be complex where there are many different programmes and elements affecting outcomes"²⁸. This is certainly the situation in Nigeria where no empirical evidence existed on the correlation between large scale programme inputs and learning outcomes prior to ESSPIN's first composite survey in 2012.

The 2014 survey indicated that learning outcomes were in general decline across the states²⁹, although schools with a high degree of ESSPIN exposure were still performing better than low exposure schools. DFID and ESSPIN are increasingly under pressure to show improved learning outcomes attributable to the SIP. This is challenging given 1) the lack of definitive evidence of the optimal time lag between inputs and results, 2) the relatively recent expansion of the SIP to 100% of primary schools in the six states, 3) the influx of additional children into SIP schools and the consequent strain on teachers who may be under-qualified, new to the SIP, and receiving insufficient training support, as well as 4) the expectation that these additional children are disproportionately from disadvantaged backgrounds with many suffering the effects of malnutrition and others with special needs, thereby lowering average class attainment at least temporarily.

By 2016, the composite survey was more conclusive, stating that "children in schools with more ESSPIN intervention do better in tests, particularly in English literacy, than children in schools with more limited ESSPIN intervention. These effects remain even when controlled for differences in school characteristics such as urban location and facilities, students' socioeconomic background, and learning outcomes at baseline (in 2012). The evidence points towards a genuine causal impact of ESSPIN on learning outcomes."³⁰

28

HEART Helpdesk Report: Time taken for inputs into education or policy reform to affect learning outcomes, April 2013

29

In trying to explain this finding, the CS2 report indicates that measurement error, large expansion of school enrolments or changes in learner profiles over time cannot be ruled out. Interestingly, the 2015 NEDS Report corroborates the CS2 finding of declining learning outcomes and establishes that it is a nationwide development.

30

OPM (2016) Sustaining school improvement in Nigeria: Lessons from the final ESSPIN school survey

The high cost of delivering equity

The unit cost per child benefiting from ESSPIN's 'special' projects, e.g. IQTE and nomadic education, which seek to improve learning opportunities for the poorest and most marginalised groups of children, is comparatively high. In 2014, the cost per child per year benefiting from the Kano IQTE pilot and Jigawa nomadic community education was £56 and £30 respectively, compared with £14 spent on each child benefiting from the school improvement programme in public primary schools. While the benefits of these initiatives are clear, the higher investments required are a risk to scale up and sustainability.

Loss of key implementing personnel

The SIP is a state led programme and its success depends importantly on the retention of key trained personnel at all levels. Arbitrary deployment of personnel continues to be a public sector management issue in Nigeria and staff are often reposted at short notice with little consideration for the impact of redeployment on ongoing programmes. Mandatory retirement when civil servants attain the age of 60 is another common cause of staff attrition, as, sadly, is the death in service of key partners and colleagues, including two ESSPIN State Team Leaders who died in post and are fondly remembered.

A volatile operational context

Nigeria's 2015 political transition occurred alongside an economic downturn linked to the global slump in oil prices. The impact on federal budgets driven by oil revenues, e.g. UBEC's Intervention Funds which is 2% of annual Consolidated Federal Revenue (CFR), was direct and negative. For programmes such as ESSPIN, which rely heavily on state government and UBEC resources to keep school improvement work running, this has emerged as an added challenge and risk. The situation is further compounded in the northern states where insurgency related violence remains in force. State and LGA allocations are expected to be significantly reduced and social sector programmes are likely to face stiff competition from security votes and salary payments.



Building lasting change

Our vision for sustainability

“Years after ESSPIN, millions of children, including girls and other disadvantaged groups, are attending schools with teachers who have the skills, knowledge and materials to teach English and Mathematics competently; head teachers providing professional leadership focused on quality; school development plans focused on continuous improvement in learning being used; SBMCs that provide effective community involvement and support; and inclusive practices that ensure that all children benefit from their time in school. The children complete school with basic literacy and numeracy skills because their government stays committed and provides continued funding for school improvement”.

(ESSPIN Sustainability Plan 2016, CE Technical Proposal 2014)

The ESSPIN Sustainability Plan approved by DFID in 2015 sets out four important pillars for ensuring that states and future programmes effectively consolidate the gains of ESSPIN so far and stay focused on the school improvement vision stated above.

1. Further developing capacity at state and LGEA level
2. Improving evidence and learning for school improvement
3. Leveraging government resources through political engagement
4. Building other partnerships that support school improvement

Ongoing capacity development at state and LGEA level ESSPIN is a state-led programme. Ongoing capacity building for state institutions, their personnel at state and LGEA level, and associate stakeholders is a key condition for sustainability to be possible. Going forward:

- SUBEBs and LGEAs need to plan, implement, manage and review their school improvement programmes as well as organise personnel and resources efficiently.
- SUBEB and EMIS staff need to take full responsibility for their ASC data entry, analysis and reporting with little or no support from federal NEMIS. The data then needs to form the bedrock of the annual planning cycle. The next stage of capacity building is evaluation of annual results and sector performance and rendering account to the public.

- Fully functional integrated databases established through ESSPIN’s seed investment need to be maintained by LGEAs. States’ own funding will be required for maintenance, Information Communications Technology (ICT) upgrades and deployment of relevant personnel.
- It will be critical that SUBEBs and MOEs carefully coordinate all additional resources leveraged from other donors in alignment with SIP implementation. GPE implementation in Jigawa, Kaduna and Kano is a start and can set an example for aid coordination by states.
- State School Improvement Teams, master trainers trained directly by ESSPIN, require Continuing Professional Development (CPD) refreshers to ensure they continue to lead planning and implementation of training and support programmes for SSOs, head teachers and teachers, and to provide academic leadership.
- School Support Officers, LGEA level personnel with day-to-day responsibility for school supervision and support, need to continue to visit schools regularly, to support head teachers and teachers under the guidance of SSITs, and to collect, analyse and understand monitoring data.
- Social Mobilisation Officers, LGEA level personnel with day-to-day responsibility for liaising with communities, need to continue to visit and mentor SBMCs in partnership with CSOs, serve as the first point of dialogue and response for community demands, and collect, analyse and understand monitoring data.
- Civil Society Organisations working in partnership with SMOs need to build on their grant management and CSO marketplace experience with ESSPIN to continue to mentor and strengthen SBMCs, undertake issues based advocacy on behalf of communities, engage governments constructively for better accountability, e.g. through budget tracking, and produce progress reports on community issues and processes.
- SBMCs need ongoing support to look after their schools, ensure school provisions meet the needs of children, and engage governments when better school services are required.

Improving evidence and learning for school improvement

Efficient knowledge management and a clear understanding of what works, what does not, what changes to make and how to make them is key to sustainability. ESSPIN's programme results and experiences to share knowledge and learning will be made accessible to a wide range of audiences, aiming to strengthen understanding and highlight good practice in school improvement.

- Full dissemination of CS3 reports and related communication materials to state partners and other development stakeholders. State officials will learn to use monitoring data to improve SIP implementation and deploy resources in more targeted ways.
- Full document repositories established to store and make available for immediate and future use all ESSPIN qualitative and quantitative research reports, Practice Papers, Manuals and Training Guides, Lesson Plans, audio-visual materials, and the states' own strategic documents (e.g. MTSS, ASC, AESPR reports). A catalogue of these materials is attached as an Appendix.
- Demand for the LGEA integrated database enabling states to process information locally at LGEA level has been created. The demand needs to be sustained and incoming programmes need to recognise and utilise the database as much as possible. Regular data uploading and reference to management information must become part and parcel of the everyday activities of local government officials.

The quality of school output data in states, going forward, would rely on the strengthening of state SSO and SMO reporting systems. It is important that incoming and future programmes contribute to this strengthening process and do not jettison this important institutional mechanism. Leveraging resources to consolidate school improvement In spite of the current economic recession, substantial resources remain available to states to consolidate their SIP if they are politically committed. Systematic political engagement at all levels remains critical for securing state and federal government resources.

- Political engagement at the highest levels of government needs to continue with DFID's active involvement.
- Targeted advocacy using clear evidence of impact and identification of reform priorities from the Composite Survey and other sources needs to continue with education sector leaders.

- Quarterly meetings with education Commissioners, SUBEB Chairs and UBEC need to be maintained to provide insights into political challenges, share best practice and promote peer review.
- Opportunities to engage with influential traditional and religious leaders and public opinion formers in civil society, the private sector and the media needs to be proactively pursued.
- Strategic engagement with UBEC must continue, particularly to help bring to fruition UBEC's current interest in reviewing the funding formulae for allocation of Intervention Funds, and to roll out ESSPIN's strategic planning approach nationally.

Building partnerships that support school improvement

Good working relationships, efficient coordination and aligned strategies amongst development programmes in the education sector are critical to building lasting change. DFID must not give up in its current drive to get development partners working more collaboratively. The recent rollout of the Teacher Development Programme (TDP) to Kano and Kaduna will be key to continuation of technical support to the two states and Jigawa, where TDP already operates. TDP is utilising ESSPIN's lesson plans as the foundation of its multi-media support to schools, and this will help to ensure continuity and sustainability in the drive to improve schools and learning outcomes. Its delivery mechanism also involves the use of the SSIT and SSO cadres established through ESSPIN.

The Ilmantar Da Yara (IDY) funding application made by Cambridge Education to the Educate A Child (EAC) programme of Qatar's Education Above All foundation is still outstanding. If successful, it is expected to back-fill key elements of the ESSPIN SIP outside TDP's ambit, e.g. SBMCs, as well as continue support for SIP, IQTE and nomadic schooling activities in existing ESSPIN northern states, including Kwara. A concept note has also been submitted to DFID's Leave No Girl Behind funding window of the Girls Education Challenge to extend support to girls' IQTE in conflict-affected northern and north-east states of Nigeria.

Private sector participation in education service delivery remains a relatively unexploited option in Nigeria. ESSPIN's experiences of working with private sector organisations in the past, e.g. Oando Foundation, have been largely positive and work with the private sector is a partnership worth cultivating.

6. Looking ahead

Conclusion

Looking ahead, it is important to reflect on and identify key interventions that have had traction in individual states and encourage states to build on them. Similarly, understanding areas of low traction and identifying key intervention gaps constitute vital lesson learning from which future programmes should benefit.

In conclusion, ESSPIN has shown that its model for improvement has been bringing about change both at the pilot stage and at scale, but whether these changes can be sustained or, at least, built upon, is difficult to say. The foundations are there, but much depends on the political environment in the states and the continuity of funding flows. ESSPIN's own work in a number of states has suffered as a result of the regular changes in the political cadre and the ensuing impact on funding flows.

This is an inevitable strength and risk of adopting a systemic sector programme reform approach. The scale of the risks and rewards relate to the remarkably comprehensive design of ESSPIN. It is vertically integrated from policy makers and sector leaders through states, local government, communities, CSOs and schools. It is horizontally integrated in coverage of all public primary schools in each partner state. And it is temporally integrated in having spanned four sets of political leaders and successive cohorts of children across 8½ years. In many ways, ESSPIN stands as a testament to the ambition and wisdom of the 'fewer, larger, longer' mantra of development programming.

Sustainability in the end lies with the people the programme has worked with, how their thinking, skills and learning have been influenced by working with ESSPIN and the way ESSPIN has worked with them. The elements for sustainability are there, but nothing is guaranteed.



Table 17 Levels of traction for key interventions

State	Areas of traction	Comment	Areas of low traction	Intervention gaps
Enugu	<ol style="list-style-type: none"> SBMCs MTSS and budget planning ASC and EMIS Education QA SIP institutional support structure School grants Challenge Fund (to incentivise school attendance by poor children) 	<ol style="list-style-type: none"> Popular with community members, traditional leaders and CSOs as a platform for participating in school governance Embedded in state system through agency of the Enugu State Economic Planning Commission Well established and fully functional Coordination across agencies, renaming of the Inspectorate as QA agency and state funding of QA activities Well established structure of SSITs and SSOs support HTs and CTs and linked to ASU and SUBEB Consistent release of school running costs although payment through HT personal accounts is problematic Opened up access for indigent children and enabled partnership with the Missions (still providing free tuition for indigent children) 	<ul style="list-style-type: none"> Financial commitment from annual state budget (reliance on UBEC TPD) Rollout of LGEA database MoE institutional restructuring 	<ul style="list-style-type: none"> Poor quality of pre-service teacher training graduates Inadequate capacity of SSOs and class teachers to use lesson plans effectively Class teachers and HTs with insufficient skills to cater for children with disabilities and other special needs in their schools as part of the IE agenda School grants not strongly linked to SBMCs and SDPs and SBMCs do not have strong voice on how funds are used Lack of coherent teacher recruitment and deployment policy, including induction programme for new HTs and CTs linked to clear vision of effectiveness Insufficient teaching/learning resources for teachers and children Insufficient depth of institutional capacity at LGEA level Insufficient teacher training coverage (3-4 teachers per school trained by ESSPIN) Shortage of professional capacity for planning, M&E and use of data
Jigawa	<ol style="list-style-type: none"> Reaching OOSC through community (nomadic) education Consolidating SIP (all elements) Community EMIS CSO engagement 	<ol style="list-style-type: none"> Wide support from government, CSOs and community volunteers Consistent state +UBEC funding, new access to GPE funding, and alignment with TDP Only C-EMIS rollout state after Kwara; strong SUBEB interest Community focused CSOs deploying own resources to support communities, e.g. Miyetti Allah 	<ul style="list-style-type: none"> IQTE programme rollout Adoption of full literacy/numeracy lesson plans for P4 – P6 Quality Assurance reform Integrated LGEA database Direct school grants 	<ul style="list-style-type: none"> Insufficient treatment of ECCDE and JSS programmes as dimensions of basic education ESSPIN literacy/numeracy lesson plan model not yet applied to other subject areas Lack of state policy to improve teacher proficiency in English Language Instruction (PELI) Insufficient teaching/learning resources for teachers and children Inadequate attention to non-formal education and skills training for adolescents and young adults Poor quality of pre-service teacher training graduates Insufficient teacher training coverage (3-4 teachers per school trained by ESSPIN) Shortage of professional capacity for planning, M&E and use of data

State	Areas of traction	Comment	Areas of low traction	Intervention gaps
Kaduna	<ol style="list-style-type: none"> 1. Quality Assurance 2. Local Government reform 3. SBMC development 4. SIP teacher training element – consolidation 5. Strategic planning, including ASC, MTSS 6. Inclusive education 	<ol style="list-style-type: none"> 1. First state to establish (by law) an independent QA agency; quarterly budget releases for school evaluation 2. Explicit in reform agenda of new state government; ESSPIN invited to advise on OD at LGEA level through facilitation of an Induction programme for new LGEA Education Secretaries 3. Resources committed to expansion of SBMCs to JSS 4. Earmarking of UBEC TPD funding to consolidation; appropriate focus in state GPE workplan; rollout of TDP to Kaduna state 5. Numerous requests to DFID for support with strategic planning; prompt release of funding for ASC and AESPR based on recognition of the need for reliable data 6. First state to trial IE interventions and successfully access UBEC 'special education funds' based on State IE Policy 	<ul style="list-style-type: none"> • IQTE rollout (low traction compounded by government policy reversal – non-recognition by new government of alternative basic education outside formal school sector) • Financial commitment from annual state budget to SIP rollout (reliance on UBEC TPD) • Direct school grants 	<ul style="list-style-type: none"> • Insufficient teacher training coverage (3-4 teachers per school trained by ESSPIN) • Weak linkages between pre-service teacher training and demand for basic education teachers • Absence of HR systems to manage in-service training and teacher deployment • Reluctance of Bureau of Statistics to align its data collection strategy with the existing nationally-approved ASC process • Insufficient teaching/learning resources for teachers and children • Insufficient treatment of ECCDE and JSS programmes as dimensions of basic education • Poor quality of pre-service teacher training graduates • Insufficient teacher training coverage (3-4 teachers per school trained by ESSPIN) • Shortage of professional capacity for planning, M&E and use of data
Kano	<ol style="list-style-type: none"> 1. Teaching Skills Programme with emphasis on teacher education 2. SBMC development 3. Strategic planning and resource mobilisation 4. Girls education 5. IQTE 6. Accreditation of QA evaluators 7. School infrastructure 	<ol style="list-style-type: none"> 1. Annual state investment, continuing emphasis in GPE workplan and opportunity to sustain through TDP 2. Massive scale of expansion and active CSOs 3. Inauguration of Education Promotion Committees to mobilise non-government support for education; proposal for donor conference to mobilise DP support 4. Successful launch of Summer Camp Academy for girls with KSG commitment to continuing 5. Independent IQTE board established, scale up of ESSPIN pilot from 3 to 16 LGAs, IQTE conference planned for May 2016 6. Great demand by KERD to accredit trained QA evaluators, recognising value of training received 7. Successful infrastructure maintenance programme with all provided facilities still in good working condition 	<ul style="list-style-type: none"> • Conditional Cash Transfers • Use of Departmental Work Plans to improve activity based budgeting • Direct school grants 	<ul style="list-style-type: none"> • Insufficient teaching/learning resources for teachers and children • Weak linkages between pre-service teacher training and demand for basic education teachers • Insufficient treatment of ECCDE and JSS programmes as dimensions of basic education • Inadequate attention to non-formal education and skills training for adolescents and young adults • Marginalisation of children from nomadic communities who may or may not be attending nomadic community schools • Increasing numbers of displaced children from the north-east straining state provision of basic education • Poor quality of pre-service teacher training graduates • Insufficient teacher training coverage (3-4 teachers per school trained by ESSPIN) • Shortage of professional capacity for planning, M&E and use of data

State	Areas of traction	Comment	Areas of low traction	Intervention gaps
Kwara	<ol style="list-style-type: none"> 1. Teacher and Head Teacher support programme 2. SBMC development 3. EMIS and LGEA Database 4. CSO engagement 5. Community EMIS 6. Rural teacher housing (linked to improvement of girls' school attendance) 	<ol style="list-style-type: none"> 1. The SSIT and SSOs are the longest serving of ESSPIN states, been going for 7 years, and monthly allowances and running costs continue to be provided by SUBEB, if sometimes delayed. 2. Expansion of SBMCs to JSS in progress 3. Rollout of Database initiative to all LGEAs; based on LGEA Database units, first state to successfully carry out decentralized ASC data entry; application of database to identify 2000 ghost teachers 4. Highly proactive CSO group working beyond the terms of their engagement 5. Pilot state for C-EMIS with examples of micro planning based on C-EMIS 6. Challenge Fund investment in rural teacher housing has led to adoption of the strategy by Kaiama LGA 	<ul style="list-style-type: none"> • Financial commitment from annual state budget (reliance on UBEC TPD) • Direct school grants 	<ul style="list-style-type: none"> • Insufficient treatment of ECCDE and JSS programmes as dimensions of basic education • Insufficient teaching/learning resources for teachers and children • Large population of OOSC who can be reached through non-formal provision – IQTE, nomadic community education • Poor quality of pre-service teacher training graduates • Insufficient teacher training coverage (3-4 teachers per school trained by ESSPIN) • Shortage of professional capacity for planning, M&E and use of data
Lagos	<ol style="list-style-type: none"> 1. Quality Assurance 2. ASC and EMIS 3. Direct Funding of Schools (linked to SBMC development) 4. Community level fund raising for schools 	<ol style="list-style-type: none"> 1. Establishment of independent QA board with competent leadership; potential platform for harmonising school improvement standards across public and private schools; quarterly release of funds for QA officers 2. Critical decision by LSG to incorporate private schools into the ASC – 2014/15 round expected to be improved upon in 2015/16; will eliminate or minimise need for bespoke survey of private schools 3. N150m approved in 2016 for implementing DFS, the first time since the ESSPIN school grants pilot that state resources will be available 4. LGEAs institutionalised with earmarked funding from LGEAs to support SBMC resource mobilisation 	<ul style="list-style-type: none"> • MoE institutional restructuring • SSIT/SIO institutional structure • Financial commitment from annual state budget to SIP rollout (reliance on UBEC TPD) • OOSC research 	<ul style="list-style-type: none"> • Insufficient depth of institutional capacity at LGEA level (key to supporting Lagos' decentralisation of education management model) • Weak linkages between pre-service teacher training and demand for basic education teachers • Insufficient teaching/learning resources for teachers and children • Poor quality of pre-service teacher training graduates • Insufficient teacher training coverage (3-4 teachers per school trained by ESSPIN) • Shortage of professional capacity for planning, M&E and use of data

State	Areas of traction	Comment	Areas of low traction	Intervention gaps
Federal	<ol style="list-style-type: none"> Productive use of non-matching IF grants in states Policy formulation (SBM and QA) Replication of best practice (SBMC development and QA) 	<ol style="list-style-type: none"> Annual allocation of TPD funds to SIP and QA development in ESSPIN states NCE approval of FEQAS policy on QA; draft policy on SBM UBEC replication of ESSPIN's SBMC and QA development model nationwide 	<ul style="list-style-type: none"> National learning assessment system National EMIS FME institutional strengthening FME knowledge management 	<ul style="list-style-type: none"> Weak capacity for sector planning and monitoring and use of data evidence Weak policy and monitoring environment for education budget release and expenditure tracking Low engagement with the National Assembly regarding education legislation and related issues The UBE Act not reflective of changing basic education needs, e.g. need for statutory funding of SBMCs Amendment of UBE Act required to improve IF disbursement and utilisation Weak coalition of CSOs supporting basic education reform



7. Sharing the lessons Knowledge resources

Over the lifetime of ESSPIN, a substantial number of knowledge resources have been generated, ranging from technical consultancy reports on a variety of implementation subjects, implementation guidelines produced by the programme to guide future practice, reports of quantitative and qualitative research, periodic progress reports to provide information and communication materials for mobilisation and advocacy.

These resources are generated to be fully accessible to implementation partners and the public. They will be available online and state based repositories are being created to ease access for partners who lack facilities for efficient document storage and retrieval.

Table 18 summarizes the main categories of documentation available. A full listing of ESSPIN website documents is attached as an Appendix.

Dissemination of these knowledge resources is a key element of ESSPIN's sustainability plan. Already, end-of-programme events have been held in each of the six partner states and a national event scheduled for late January 2017. In addition, a regional IQTE conference was successfully organised and IQTE lessons disseminated to all 19 Northern states, while a national CSO Marketplace conference in Abuja drew wide attention on school governance issues.

ESSPIN has also taken advantage of national and international conferences to disseminate its lessons.



Table 18 ESSPIN documents and publications

Document	Description / Purpose	Primary Audiences	Some Titles
Implementation Guides	ESSPIN is primarily a capacity building programme and has invested TA over the years in building or strengthening capacity for various cadres of personnel at state and federal level on a range of technical implementation areas. These guides are for ongoing use by partners for refreshers or to guide future training activities.	Partners (MOE, SUBEB, LGEA); development practitioners; other stakeholders interested in ESSPIN's technical approaches	Lesson Plans, Head teacher Manual, Child Assessment Manual, Leadership Manual, SSO Manual, SBMC Mentoring Pack, SBMC Policy Guidelines, IQTE Training Manual, LGEA Strengthening Manual, Learning Outcome Benchmarks, Illustrative Teaching Video
Research Reports	Learning and evidence is central to ESSPIN's work and a number of internal and external research exercises were conducted over the course of the programme. It is expected that the findings will be of interest to stakeholders interested in education sector reform.	Partners (MOE, SUBEB, LGEA); development practitioners; other stakeholders interested in ESSPIN's technical approaches	Composite Surveys 1, 2 and 3; SBMC Impact Studies, SBMC Resource Validation Study, Public Basic Education Finance Study, State Capacity Assessment, VFM Self Assessments, Inclusive Education Review, Nomadic Education Review, IQTE Longitudinal Studies, Education and Conflict Study, Beneficiary Assessment, EMIS Capacity Assessment, ASC Validation Study, Classroom Observation Study, Various Baseline Assessment Studies
Consultant Reports	Short consultant Input Visit Reports and longer Assignment, Technical and Programme Reports on specific pieces of work and documenting programme progress and technical inputs with findings, conclusions and recommendations. Distributed as part of the ESSPIN Documentary Series and available online (Input Visit reports only on intranet).	Client, partners (MOE / SUBEB), Technical Team. Not usually for general distribution	Full list in Appendix

Document	Description / Purpose	Primary Audiences	Some Titles
ESSPIN Experience Papers	<p>Summarised analysis of the challenges ESSPIN is tackling in the relevant technical area (problem statement / situation analysis) and explaining ESSPIN's approach and methodology (solution / objectives) and progress made (implementation), highlighting any innovation and the participation of stakeholders. They indicate future challenges and ESSPIN intentions of further intervention, if appropriate.</p> <p>The Experiences are intended to promote programme learning and best practice, to inspire and inform similar future initiatives and provide a comprehensive record of ESSPIN's progress and evidence of impact.</p>	Client, partners (esp. SMoE / SUBEB). Wide audience of influential education sector stakeholders (decision makers) in Nigeria, including non-ESSPIN states, and beyond who may not be expert but have some basic technical knowledge and practical experience of the issues being discussed. Selected distribution to key contacts.	<ul style="list-style-type: none"> • Planning for better schools: Developing Medium-Term Sector Strategy • Curriculum reform: Kwara State College of Education, Oro • Management reform: Kwara State College of Education, Oro • Raising pupil achievement through school improvement: A practice-based approach • Integrating the old with the new: Islamic education responds to the demands of modern society • School-based management: engaging communities in school improvement • Telling stories: School improvement in the Media
ESSPIN Practice Papers	Introduced in the latter stages of ESSPIN to replace Experience Papers as the emphasis shifted toward supporting long term capacity development with accessible training information and How-To guides.	Client, partners (esp. SMoE / SUBEB). Wide audience of influential education sector stakeholders (decision makers) in Nigeria, including non-ESSPIN states, and beyond who may not be expert but have some basic technical knowledge and practical experience of the issues being discussed. Selected distribution to key contacts.	<ul style="list-style-type: none"> • Making Lessons More Effective • Infrastructure: Improving practice • Introducing Modern Education into Islamic Schools in Northern Nigeria • Developing Institutional Capacity to Support Community Engagement in School Improvement • Community voices transforming education across Nigeria • Using Medium Term Sector Strategies to Support Nigerian Educational Planning • Improving Schools, Local Governments and States Through Self-Assessment • Taking school improvement to scale in Nigeria
ESSPIN Briefing Notes	Brief (2 page), accessible info sheets to describe ESSPIN's programme wide approach to delivering key elements of the programme in the Output work streams and an indication of expected outcomes. Based on more complex and longer Technical Papers.	All ESSPIN partners, stakeholders (may include media) requiring technical overview of programme or its parts.	Strategic planning and MTSS, Public Financial Management, Organisational Development and Management, School improvement and Teacher Professional Development, Quality Assurance, Community Engagement and School Governance, Access and Equity, IQTE: an integrated approach to school improvement
ESSPIN Case Studies	Stand-alone examples of ESSPIN's impact from a personalised perspective of an individual or small group of beneficiaries moving back to illustrate programme and wider development context. Use of "voice" (quotations) and images.	Primarily Client but used in conjunction with other publications for wider audience. Also used with the media.	A wide range of subjects and stories

Document	Description / Purpose	Primary Audiences	Some Titles
ESSPIN Express (Formerly the ESSPIN Newsletter)	The Express document is a restyled digest of ESSPIN developments and a vehicle for carrying other publications / docs to a wider audience with a focus on reporting on results and providing evidence of impact. (Originally a collection of short news items informing of main programme activities with longer output based articles covering key aspects of the programme delivery).	Client, all ESSPIN partners (esp. SMOE / SUBEB), Technical Team, and broad selection of education sector stakeholders staff as well as CSOs and the media	News material
ESSPIN Brochure*	Brief, easy to read introduction to ESSPIN.	General distribution to any newcomers to ESSPIN.	Introductory information (no longer applicable)
Posters / Flyers etc.	IEC materials to inform, sensitise and mobilise.	For targeted mass distribution to primary stakeholders and beneficiaries notably at school / community level	SBMC, SSIT
Partner Documents	ESSPIN's institutional capacity building work has involved supporting partners, state and federal, to develop strategic documents that are critical to their education reform efforts. These documents are of wide interest and contribute to the sector reform objective of planning, monitoring, and evidence-based policy.	Partners (MOE, SUBEB, LGEA); development practitioners; other stakeholders interested in ESSPIN's technical approaches	Annual School Census, MTSS, Annual Sector Performance Review, National Quality Assurance Handbook, Ministerial Strategic Plan, National MLA Policy, National QA Policy, National SBM Policy, National Inclusive Education Policy, National EMIS Operational Guideline, State GIS data for planning
ESSPIN Films and Radio	Introduced in the early years of ESSPIN, these were aimed at engaging the wide public in discussion and debate of education reform issues.	Partners and the general public	<ul style="list-style-type: none"> • Better Schools, Better Nigeria; • Nigerian Futures; • IQTE Talking Head; • State specific film clips, e.g. ESSPIN Impact; • Gbagan Gbagan (Radio series broadcast in all states for sensitisation and advocacy); • State based Radio discussion programmes; • State Radio broadcasts of Learning Outcome Benchmarks
ESSPIN C&KM products	ESSPIN invested in a range of other communications products within the general objective of advocacy and sensitisation. This was about engaging a wide range of stakeholders within and beyond project sites. Full report titles are available in the Appendix.	Partners and the general public	Video Documentary Production, Journalism Development Programme, Radio Drama Production Series, Community Theatre (North and South)

Appendix

ESSPIN published documents

All ESSPIN technical and key assignment reports are accessible from the ESSPIN website esspin.org/resources. A full listing of documents held is as follows.

Programme Reports	
ESSPIN 001	ESSPIN 1st Quarterly Report, October 2008
ESSPIN 002	MTSS Strategy, October 2008
ESSPIN 003	M&E Strategy, October 2008
ESSPIN 004	Inception Strategy, January 2009
ESSPIN 005	Report Re-assigned ESSPIN 204
ESSPIN 006	ESSPIN 3rd Quarterly Report, March 2009
ESSPIN 007	Report Re-assigned ESSPIN 205
ESSPIN 008	National Consultant Capacity Building Programme, March 2009
ESSPIN 009	Report Reassigned ESSPIN 206
ESSPIN 010	Report Re-assigned ESSPIN 218
ESSPIN 011	Development of State – level Logframe for Kano and Jigawa States, April 2009
ESSPIN 012	School Case Study Reports – Kaduna, Kano & Kwara States, May 2009
ESSPIN 013	ESSPIN 4th Quarterly Report, June 2009
ESSPIN 014	ESSPIN 5th Quarterly Report, September 2009
ESSPIN 015	Report of the Nigerian Study Tour to China Gansu Province and Beijing, October 2009
ESSPIN 016	ESSPIN 6th Quarterly Report, December 2009
ESSPIN 017	7th Quarterly Report, March 2010
ESSPIN 018	2010 Annual Review: Technical Papers
ESSPIN 019	8th Quarterly Report, June 2010
ESSPIN 020	Inception Report: Volume 1
ESSPIN 021	Institutional Development Position Paper May 2009
ESSPIN 022	Education Quality Position Paper May 2009
ESSPIN 023	Community Demand Position Paper May 2009
ESSPIN 024	C&KM Strategy May 2009
ESSPIN 025	M&E Framework May 2009
ESSPIN 026	EMIS Approach May 2009
ESSPIN 027	Monitoring Learning Achievement Position Paper May 2009
ESSPIN 028	Access & Equity Position Paper May 2009
ESSPIN 029	Gender & Social Exclusion Position Paper May 2009
ESSPIN 030	IQTE Position Paper May 2009
ESSPIN 031	Quality Assurance Position Paper May 2009
ESSPIN 032	School Infrastructure and Maintenance Support Position Paper, June 2009
ESSPIN 033	Public Financial Management Position Paper, March 2010
ESSPIN 034	9th Quarterly Report, Sept 2010
ESSPIN 035	Annual Education Sector Performance Report, Sept 2010
ESSPIN 036	10th Quarterly Report
ESSPIN 037	ESSPIN Background Paper, May 2011
ESSPIN 038	Output 2 Results and Future Planning Paper, May 2011
ESSPIN 039	Output 3 Results and Future planning Paper, May 2011
ESSPIN 040	Output 4 Results and Future Strategy Paper, May 2011
ESSPIN 041	Programme Forward Planning paper, May 2011
ESSPIN 042	Output 1 Progress and Future Planning Paper, May 2011
ESSPIN 043	M&E Results and Future Planning Paper, May 2011
ESSPIN 044	C&KM Results and Future Planning Paper, May 2011
ESSPIN 045	Private Education Draft Strategy Paper, May 2011
ESSPIN 046	Girl Education and Gender Strategy, May 2011
ESSPIN 047	IQTE Strategy, May 2011
ESSPIN 048	Value for Money Strategy Paper May 2011 - Final

ESSPIN 049	Political Engagement Strategy, May 2011
ESSPIN 050	Early Impact of Community Engagement, May 2011
ESSPIN 051	Partnerships Strategy, May 2011
ESSPIN 052	12th Quarterly Report, June 2011
ESSPIN 053	13th Quarterly Report, Sept 2011
ESSPIN 054	14th Quarterly Report Dec 2011
ESSPIN 055	15th Quarterly Report, March 2012
ESSPIN 056	Access and Equity Strategy 2011-2014, April 2012
ESSPIN 057	16th Quarterly Report, June, 2012
ESSPIN 058	ESSPIN Annual Report - September, 2012
ESSPIN 059	17th Quarterly Report, Dec 2012
ESSPIN 060	Composite survey findings report
ESSPIN 061	Gender analysis of key results: ESSPIN composite survey 1 (2012)
ESSPIN 062	18th Quarterly Report, March 2013
ESSPIN 063	19th Quarterly Report, June 2013
ESSPIN 064	Inclusive Education Approach Paper
ESSPIN 065	ESSPIN Annual Report - 2012-2013, October 2013
ESSPIN 066	ESSPIN 20th Quarterly Report, September, 2013
ESSPIN 067	ESSPIN 21st Quarterly Report, December, 2013
ESSPIN 068	ESSPIN 22nd Quarterly Report, March, 2014
ESSPIN 069	ESSPIN Annual Report - 2013-2014/23rd Quarterly, November, 2014
ESSPIN 070	ESSPIN 24th Quarterly Report, Aug-September, 2014
ESSPIN 071	ESSPIN 25th Quarterly Report, Oct – December, 2014
ESSPIN 072	ESSPIN Annual Report – 2014-2015, September, 2015
ESSPIN 073	ESSPIN 28th Quarterly Report – Jul-September, 2015
ESSPIN 074	Annual Education Conference – Support to FME, December, 2015
ESSPIN 075	ESSPIN 29th Quarterly Report – Oct - December, 2015
ESSPIN 076	ESSPIN 30th Quarterly Report – Jan – March, 2016
ESSPIN 077	ESSPIN 31st Quarterly Report – Apr – June, 2016
Technical Reports	
ESSPIN 201	Analysis of the Role of LGAs and LGEAs in Supporting Basic Education in Nigeria, December 2008
ESSPIN 202	MTSS preparation in Jigawa, Kaduna and Kano State: Planning Task Specialist Visit 1 March 2009
ESSPIN 203	Analysis of the Role of LGAs and LGEAs in supporting basic education in Nigeria, May 2009
ESSPIN 204	Initial Report from the MTSS Task Team Leader, February 2009
ESSPIN 205	Support to completion of MTSS in Lagos and Kwara States: Finance Task Specialist Visit 1, March 2009
ESSPIN 206	Service to support the completion of MTSS in Lagos State: Task Team Leader Visit 2, March 2009
ESSPIN 207	Further Support to the Completion of MTSS in Lagos & Kwara states: Task Team Leader Visit 3, April 2009
ESSPIN 208	Progress Report on the MTSS Preparation in Jigawa, Kaduna and Kano: Planning Task Specialist Visit 2, May 2009
ESSPIN 209	Support to the completion of MTSS for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 1, March 2009
ESSPIN 210	Support to the completion of MTSS for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 2, April 2009
ESSPIN 211	Services to support the completion of MTSS in Lagos & Kwara states: Task Team Leader Visit 4, June 2009
ESSPIN 212	Support to the Completion of MTSS for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 3, May 2009
ESSPIN 213	Services to support the completion of MTSS in Lagos & Kwara states: Task Team Leader Visit 5, June 2009
ESSPIN 214	Support to the Completion of MTSS for Jigawa, Kaduna and Kano: Finance Task Specialist Visit 4, June 2009
ESSPIN 215	Support to the Completion of MTSS in Lagos and Kwara: International Finance Task specialist Visit 2 July 2009
ESSPIN 216	Progress Report on the MTSS Preparation in Jigawa, Kaduna and Kano: Planning Task Specialist Visit 3 July 2009

Technical reports

ESSPIN 217	Support to the Completion of MTSS in Lagos and Kwara: National Finance Task Specialist Visit 1 – 3, July 2009	ESSPIN 237	Strategic Planning and MTSS - Task Leader Visit 9, May 2010
ESSPIN 218	Institutional Development, Public Finance Management - Inception/Scoping Visit 1, March 2009	ESSPIN 238	Public Financial Management Task Leader Visit 6 - 8 Reports, Sept 2010
ESSPIN 219	Support to the Completion of MTSS for Kaduna, Kano and Jigawa: Finance Task Specialist Visit 5, July 2009	ESSPIN 239	Strategic Planning & MTSS Task Leader Visit 10, August 2010
ESSPIN 220	Strategic Planning & MTSS Support at Federal and State (Kwara) levels: Task Team Leader Visit 6, August 2009	ESSPIN 240	Organisational Audits of Lagos & Kano SUBEBs, July 2010
ESSPIN 221	Support to the Completion of MTSS for Kaduna, Kano and Jigawa: Finance Task Specialist Final Report, July 2009	ESSPIN 241	Organisational Development and Human Resource Management, Sept 2010
ESSPIN 222	Public Financial Management Task Leader Visit 1: August – September 2009	ESSPIN 242	Organisational Development and Human Resource Management, Oct - Nov 2010 Visit
ESSPIN 223	Institutional Development, Public Finance Management – Task Specialist Visits 2 – 4 Report, August 2009	ESSPIN 243	Public Financial Management Task Leader Visit 9 & 10, Dec 2010
ESSPIN 224	Progress Report on MTSS development in Jigawa, Kaduna and Kano as of August 2009	ESSPIN 244	Public Financial Management Task Leader Visit 11 Report, Feb 2011
ESSPIN 225	Support to the completion of MTSS for Lagos and Kwara States: Finance Task Specialist visit 4 Report, August 2009	ESSPIN 245	Functional Review of States Ministry - Financial Task Specialist Visit, February 2011
ESSPIN 226	Strengthening the Education System to Make it a Pillar of Nigeria's Vision 20 2020, September 2009	ESSPIN 246	Public Financial Management Task Leader Visit 12, June 2011
ESSPIN 227	Support to Completion of MTSS in Lagos and Kwara -International Finance Task Specialist Visit 3, Nov 2009	ESSPIN 247	Strategic Planning & Medium Term Sector Strategy Task Leader Visit 11, June 2011
ESSPIN 228	Strategic Planning and MTSS - Task Leader Visit 7, Nov 2009	ESSPIN 248	Strategic Planning and MTSS Task Leader Visit 12, July 2011
ESSPIN 229	Public Financial Management - Task Leader Visit 3, Nov 2009	ESSPIN 249	Public Financial Management Task Leader Visit 13, August 2011
ESSPIN 230	Analysis of Federal, Jigawa, Kaduna and Kano UBE Legislation, Sept 2009	ESSPIN 250	Public Financial Management Task Leader Visit 14, Oct– Nov 2011
ESSPIN 231	Analysis of Federal and Lagos State UBE Legislation, Nov 2009	ESSPIN 251	Monitoring and Evaluation, M&E Specialist Visit, March, 2012
ESSPIN 232	Public Financial Management - Task Leader Visit 4 & 5 Reports, March 2010	ESSPIN 252	Strategic Planning and MTSS Task Team Report, March 2012
ESSPIN 233	Coordination of OD Initiatives, Organisational Restructuring of KWSUBEB and LGEAs and Support for LSUBEB - March 2010	ESSPIN 253	Quality Assurance Work in Federal and State level, June 2012
ESSPIN 234	Facilitation of visioning workshops for State SUBEBs and Kwara State LGEA	ESSPIN 254	Strategic Planning and MTSS Task team Report - Refocusing Work with States & Local Government on School Improvement, October, 2012
ESSPIN 235	Support to MTSS Process and Budget Review in Lagos and Kwara, and Scoping Enugu - International Financial Specialist	ESSPIN 255	Technical Support to State Capacity Development on Education Sector Strategic and Operational Planning
ESSPIN 236	Strategic Planning and MTSS - Task Leader Visit 8, March 2010	ESSPIN 256	Self-Assessment and LGEA Engagement, September, 2015
		ESSPIN 301	Teaching and Learning Survey, March 2009
		ESSPIN 302	School Infrastructures and Maintenance Review for ESSPIN States, March 2009
		ESSPIN 303	Preparation for the Main Teaching and Learning Survey, May 2009
		ESSPIN 304	Assessment of Teacher Development Needs, August 2009

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ESSPIN 305	School Infrastructure and Maintenance Support, October 2009	ESSPIN 329	Teacher Quality Improvement - Task Specialist Visit 5, May 2011
ESSPIN 306	The design and development of professional development programmes, Oct 2009	ESSPIN 330	School Infrastructure and Maintenance Support - Task Specialist Visit, June 2011
ESSPIN 307	School Infrastructure and Maintenance Support, Jan - Feb 2010 Visit Report	ESSPIN 331	Review of School improvement cycle, Aug 2011
ESSPIN 308	Report on MLA Instrument Pre-test in Kano & Lagos - March 2010	ESSPIN 332	Teacher Quality Improvement Task Specialist Visit 6 Report, July 2011
ESSPIN 309	Design, Construction and Supervision of Water Supply to Primary Schools in ESSPIN States -Jan 2010	ESSPIN 333	Review of ESSPIN Water and Sanitation provisions - July 2011
ESSPIN 310	School Infrastructure and Maintenance Support - March 2010 Visit Report	ESSPIN 334	School Infrastructure and Maintenance Support - Task Specialist Visit, July 2011
ESSPIN 311	Design, Construction & Supervision of Water Supply project in ESSPIN States, April 2010	ESSPIN 335	Support for States' Reporting and Future Planning for Outputs 3 and 4, July 2012
ESSPIN 312	Support for Education Quality Assurance Reform, April 2010	ESSPIN 336	Support delivered to Kano TSP and EQSs – March 2015
ESSPIN 313	Teacher Development Needs Assessment (TDNA) Update – April 2010	ESSPIN 337	Progress Report of the World Reader's Workshop – December, 2015
ESSPIN 314	School Infrastructure and Maintenance Support: Joint Mission Report, April 2010	ESSPIN 401	School Based Management Committees Research February 2009
ESSPIN 315	Review of Infrastructure for Basic Education in Kano, Kaduna and Kwara States in Nigeria, July 2010	ESSPIN 402	School Based Management Committees Research March 2009
ESSPIN 316	Teaching and Learning Baseline Survey - Summary Report, July 2010	ESSPIN 403	IQTE integration work in Kano, Kaduna and Jigawa: Task Specialist Visit Reports 1 – 4, July 2009
ESSPIN 317	School Infrastructure and Maintenance Support - Summary Visit, Aug 2010	ESSPIN 404	SBMCs in Policy and Practice: Vol. 1 - Research Synthesis Report; Vol. 2 – Guidance and Tools for the Research, July 2009
ESSPIN 318	Teacher Development Needs Assessment, Oct 2010	ESSPIN 405	SBMC Development - Progress Report 1, July 2009
ESSPIN 319	School Infrastructure and Maintenance Support - Summary of Visits, Sept 2010	ESSPIN 406	SBMC Development - Progress Report 2 September 2009
ESSPIN 320	Teacher Quality Improvement Visit Report, Oct 2010	ESSPIN 407	SBMC Development - Progress Report 3, March 2010
ESSPIN 321	School Infrastructure and Maintenance Support - Summary Visit, Nov 2010	ESSPIN 408	SBMC Development Progress Report 4, March 2010
ESSPIN 322	Teacher Quality Improvement, Nov – Dec 2010 Visit Report	ESSPIN 409	Strategy Paper on CSO Role in Community Participation- April 2010
ESSPIN 323	Teacher Quality Improvement – Task Specialist Visit 3, Feb 2011	ESSPIN 410	Coordination and Capacity Building for CSOs, April 2010
ESSPIN 324	Teacher Quality Improvement – Task Specialist Visit 4, April 2011	ESSPIN 411	Social Development Lead Specialist Back to Office Report, May 2010
ESSPIN 325	School Infrastructure and Maintenance Support - January 2011 Visit	ESSPIN 412	SBMC Development - Progress Report 5, March 2010
ESSPIN 326	School Infrastructure and Maintenance Support - Task Specialist Visit, March 2011	ESSPIN 413	SBMC Development - Progress Report 6, May 2010
ESSPIN 327	School Infrastructure and Maintenance Support - Task Specialist Visit, May 2011	ESSPIN 414	Civil Society Coordination & Participation - Task Leader Visit 1, June 2010
ESSPIN 328	Study of Teacher Management and Deployment, Feb 2011	ESSPIN 415	Civil Society Coordination & Participation - Task Leader Visit 2, September 2010
		ESSPIN 416	Civil Society Coordination and Participation - Task Leader Visit 3, December 2010

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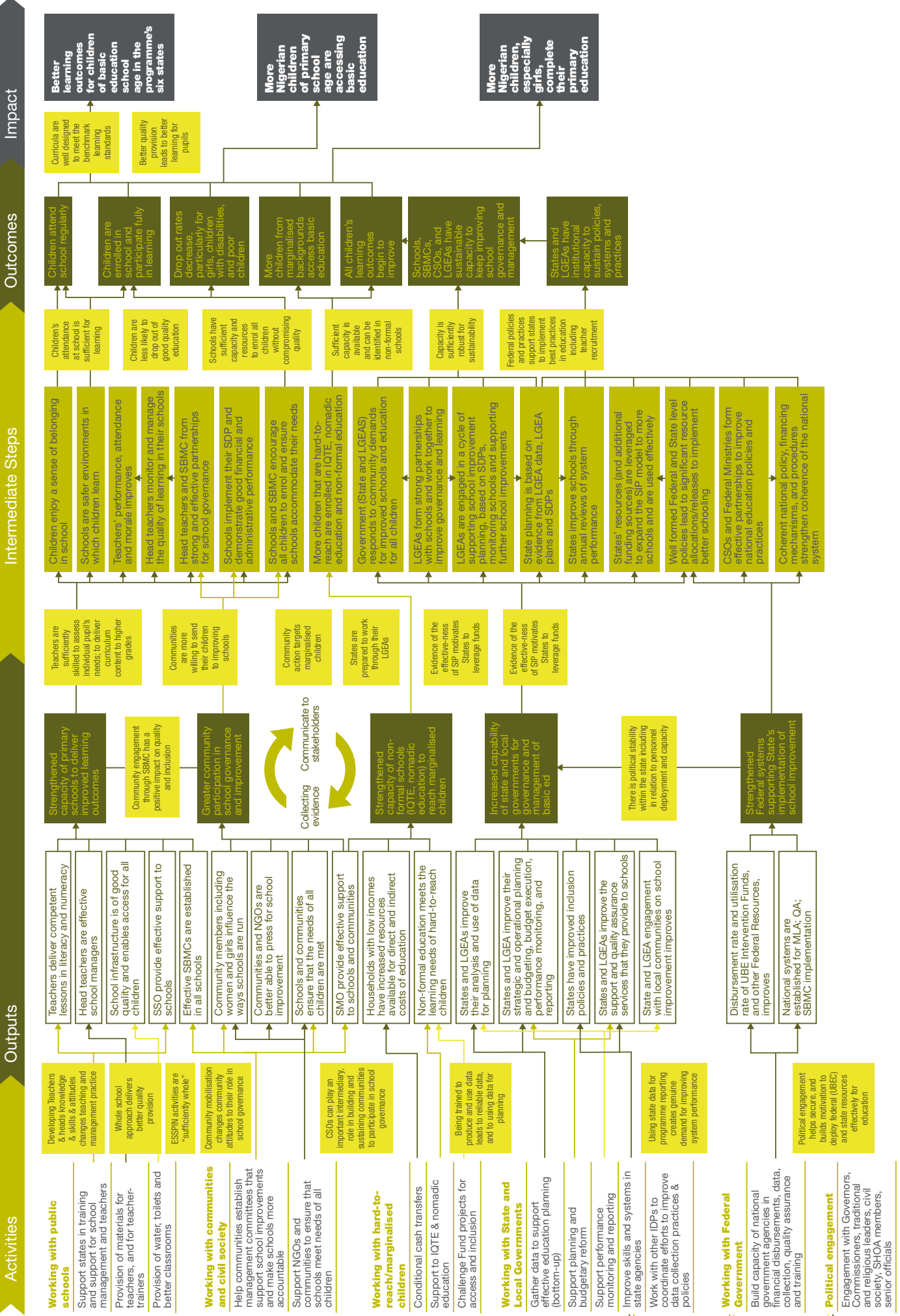
ESSPIN 417	Civil Society Coordination and Participation - Task Leader Visit 4, March 2011	ESSPIN 436	Lagos State CSO Self-Assessment Report July 2015: Quality of Civil Society Action for Quality, Inclusive Education, July, 2015
ESSPIN 418	Organizational Capacity Assessment for Civil Society in Enugu State, March 2011	ESSPIN 437	Overall CSO Self-Assessment Report July 2015: Quality of Civil Society Action for Quality, Inclusive Education, July, 2015
ESSPIN 419	Support to Community Engagement Future Planning, May 2011	ESSPIN 438	Impact Assessment of Challenge Fund in six states, November, 2013
ESSPIN 420	Development of strategies in support of Inclusive Education for ESSPIN, (Kwara and Enugu), February 2012	ESSPIN 439	Case studies on impact of traditional religious leaders, June, 2016
ESSPIN 421	Development of strategies in support of Inclusive Education for ESSPIN, (Lagos), March 2012	ESSPIN 501	Communications and Knowledge Management Strategy, October 2008
ESSPIN 422	Support to Universal Basic Education Board (UBEC) on School Based Management (SBM) System development nationwide, Task Team Visit, February 2012	ESSPIN 502	Communication Task Specialist Visit Report, December 2008
ESSPIN 423	Impact of Support to School Based Management Committee: Stakeholders' view of change – Report of qualitative research in five states of Nigeria, Assignment report, April 2012	ESSPIN 503	Education Management Information Systems (EMIS) - Scoping Mission, February 2009
ESSPIN 424	Performance Analysis of School Based Management Committees supported by ESSPIN: findings from Programme data 2010 – 2011	ESSPIN 504	Communication Task Specialist Visit Report, February 2009
ESSPIN 425	Women's Participation in School-Based Management and Communities within the Complex Socio-cultural Context of Nigeria, October, 2012	ESSPIN 505	Report on Scoping Visit to Develop BBCWST Communications Strategy for ESSPIN, April 2009
ESSPIN 426	Report of National SBMC Guidelines Domestication, September, 2012	ESSPIN 506	Education Management Information Systems (EMIS) May 2009
ESSPIN 427	Qualitative Review of ESSPIN's Support to Nomadic Schools in Jigawa State, June 2014	ESSPIN 507	Communications Task Specialist Visit Report, May 2009
ESSPIN 428	Education, Conflict and Violence Research, September, 2014	ESSPIN 508	Knowledge Management Task Specialist Support Visit Report, May 2009
ESSPIN 429	Islamiyya Schools and Future Life Choices: Results from an ongoing Longitudinal Study with Female Students of Islamiyya and Senior Secondary Schools in Kano, September 2015	ESSPIN 509	ICT Strategy Draft Report, April 09
ESSPIN 430	Self-Assessment of Inclusive Education Policy, June, 2015	ESSPIN 510	ICT Strategy Implementation Plan Draft Report April 2009
ESSPIN 431	Enugu State CSO Self-Assessment Report July 2015: Quality of Civil Society Action for Quality, Inclusive Education, July, 2015	ESSPIN 511	Development of ESSPIN Programme and Management Information Communication System, May 2009
ESSPIN 432	Jigawa State CSO Self-Assessment Report July 2015: Quality of Civil Society Action for Quality, Inclusive Education, July, 2015	ESSPIN 512	Knowledge Management Support Visit Report, February 2009
ESSPIN 433	Kaduna State CSO Self-Assessment Report July 2015: Quality of Civil Society Action for Quality, Inclusive Education, July, 2015	ESSPIN 513	Mapping ESSPIN Research Strategy, April 2009
ESSPIN 434	Kano State CSO Self-Assessment Report July 2015: Quality of Civil Society Action for Quality, Inclusive Education, July, 2015	ESSPIN 514	Education Management Information Systems: Task Specialist Visit 4 Report, June 2009
ESSPIN 435	Kwara State CSO Self-Assessment Report July 2015: Quality of Civil Society Action for Quality, Inclusive Education, July, 2015	ESSPIN 515	Task Specialist Support Communication Visit 4 Report, June 2009
		ESSPIN 516	Monitoring and Evaluation Inception Phase Visit Reports 1 – 4, July 2009
		ESSPIN 517	Communications Capacity Building visit to Lagos, Kaduna and Kano, August 2009
		ESSPIN 518	Scoping Visit and Needs Assessment for NEKnet, April 2010
		ESSPIN 519	Development of Photography Library, April 2010
		ESSPIN 520	Communications Task Specialist Visit Report, April 2010

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ESSPIN 521	EMIS Task Leader Monthly Reports, June 2010	JG 402	Functional Analysis and Training Needs Assessment Report of DSM in Jigawa SUBEB, Aug 2009
ESSPIN 522	M&E Task Leader Reports, June 2010	JG 403	In-Depth Capacity Assessments of CSOs in Jigawa State, April 2010
ESSPIN 523	Video Documentary Production Report, August 2010	JG 501	Situational Analysis of CKM in SMD of Jigawa SUBEB, Oct 2012
ESSPIN 524	Journalism Development Programme Report, Dec 2010	KD 301	Institutional Analysis of Teacher Education Structures in Kaduna State: Task Specialists Visit 1, May 2009
ESSPIN 525	Annual Education Sector Performance Report Process, Sept 2010	KD 302	Institutional Analysis of Teacher Education Structures in Kaduna State: Task Specialists Visit 2, July 2009
ESSPIN 526	Strategy Review & Development training for NEKnet at NERDC, Oct 2010	KD 401	SMBCs in Policy and Practice: Kaduna State Report, April 2009
ESSPIN 527	School Census Follow up Survey Report, Aug 2010	KD 402	Functional Analysis and Training Needs Assessment of DSM in Kaduna SUBEB, Aug 2009
ESSPIN 528	Community Survey Report, Dec 2010	KD 403	In-depth Capacity Assessment of Civil Society Organization, Dec 2009
ESSPIN 529	M&E Task Leader Visit Reports, July 2010 - March 2011	KD 501	Situation Analysis of CKM in SMD of Kaduna SUBEB, Jul 2011
ESSPIN 530	Radio Drama Production - Gbagan-Gbagan Series 1, Aug 2011	KN 301	Education Institutional Development; Teacher Education Strategy for Kano State: Task Specialists Visit1, June 2009
ESSPIN 531	Communication Impact Study Oct 2011	KN 302	Education Institutional Development; Teacher Education Strategy for Kano State: Task Specialists Visit2, June 2009
ESSPIN 532	ESSPIN Radio Drama Production Series 2 and 3, Nov 2011	KN 303	Education Institutional Development; Teacher Education Strategy for Kano State: Task Specialists Visit 3, Oct 2009
ESSPIN 533	Journalism Development Programme Oct 2011	KN 304	Assessment of Teacher Professional Knowledge in Kano State, Sept 2010
ESSPIN 534	ESSPIN Community Theatre for the Northern States, Dec 2011	KN 401	SMBCs in Policy and Practice: Kano State Report, June 2009
ESSPIN 535	Monitoring and Evaluation Framework, February 2012	KN 402	Functional Analysis and Training Needs Assessment of DSM in Kano SUBEB, Oct 2009
ESSPIN 536	Support delivered to support State reporting processes in Kwara and Lagos and ESSPIN's preparation for the composite surveys, May 2012	KN 403	KD 403 In-depth Capacity Assessment of Civil Society Organization Dec 2009
ESSPIN 537	ESSPIN Community Theatre for Southern States, July 2012	KN 501	Situational Analysis of CKM in SMD of Kano SUBEB, Jan 2012
ESSPIN 538	ESSPIN's Experience of Working with Radio, Film, Journalists and Community Theatre	KW 201	Organisational Restructuring of MDAs in Kwara State Education Sector with Focus on SUBEB and LGEAs, September 2009
ESSPIN 539	Journalism Development Programme Phase 2 Report, September 2013	KW 202	Public Financial Management (PFM) Task Leader Visit to Kwara, September 2009
ESSPIN 540	ESSPIN Community Theatre for Development in six states, July 2013	KW 203	Development of the Kwara State Education Policy Reform Law (Framework Document), September 2009
EN 501	Situation Analysis of CKM in SMD of Enugu SUBEB, Jul 2011	KW 204	Progress Report on Development of the Kwara State Education Policy Reform Law, October 2009
JG 301	An Assessment of Teacher Education in Jigawa State: Task Specialists Visit 1, April 2009	KW 301	An Assessment of the Development needs of Teachers in Nigeria – Kwara State Case Study, December 2008
JG 302	An Assessment of Teacher Education in Jigawa State: Task Specialists Visit 2, July 2009		
JG303	Assessment of Teacher Professional Knowledge in Jigawa State, Sept 2010		
JG 401	SMBCs in Policy and Practice: Jigawa State Report, June 2009		

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KW 302	Oro College Review of Strategic Priorities, September 2008	KW 324	Institutional Strengthening of Oro College - Tasks Specialist Visit, April 2011
KW 303	Curriculum Transformation for College of Education Oro, December 2008	KW 325	Institutional Strengthening of Oro College - May 2011 Visit
KW 304	Towards a Transformed Pre-Service Teacher Education Curriculum for College of Education Oro, December 2008	KW 326	Study of Private Schools in Kwara State Oct 2011
KW 305	Institutional Strengthening of Oro College, December 2008	KW 327	Institutional Strengthening of Oro College - Task Specialist Visit, July 2011
KW 306	Teacher Strategy; Improving the Teaching of Literacy and Numeracy: Scoping visit, April 2009	KW 328	Mini MLA Report for Kwara State Feb 2012
KW 307	Institutional Strengthening at Oro College and Teacher Development Strategy, June 2009	KW 329	Institutional Strengthening of Oro College - Task Specialist Visit, Dec 2011
KW 308	Curriculum Transformation at Kwara State College of Education, June 2009	KW 401	Functional Analysis and Training Needs Assessment of DSM (UBEC and SUBEB), May 2009
KW 309	Institutional Strengthening of Kwara State College of Education, Oro: Task Specialist Visit Report, September 2009	KW 402	SMBCs in Policy and Practice: Kwara State Report, April 2009
KW 310	Institutional Strengthening of Kwara State College of Education, Oro: Task Specialist Visit Report October 2009	KW 403	In – Depth Capacity Assessment of Civil Society Organizations in Kwara State, March 2010
KW 311	Transforming Teacher Education - Interim Report, September 2009	KW 501	SMD Situation Analysis and Strategy Development for Kwara - Oct 2011
KW 312	Institutional Strengthening of Kwara State College of Education, Oro _December 2009 Visit Report	LG 201	Development of an Education Simulation Model for Lagos State, Jan 2010
KW 313	Transformation of Teacher Education – Interim Report 2, Dec 2010	LG 301	Lagos State Colleges of Education: An Assessment of the Preconditions and Potential for ESSPIN Support; September 2009
KW 314	Institutional Strengthening of Oro College, March 2010	LG 302	Study of private schools in Lagos, June 2011
KW 315	Transformation of Teacher Education – Interim Report 3, March 2010	LG 401	SMBCs in Policy and Practice: Lagos State Report, April 2009
KW 316	Oro College Information Pack for Visiting Colleges of Education	LG 402	Functional Analysis and Training Needs Assessment of DSM in Lagos SUBEB, Aug 2009
KW 317	Teacher Education Reform: Interim Report 4	LG 403	Mapping of Civil Society Organizations in Lagos State, Oct 2009
KW 318	Institutional Strengthening of Oro College, April 2010	LG 501	Lagos Private School Census 2010-2011, June 2011
KW319	Teacher Education Reform - Final Report	LG 502	SMD Situation Analysis and Strategy Development for Lagos - Oct 2011
KW 320	Institutional Strengthening of Oro College of Education, Oro - August 2010 Visit	LG 503	Household Survey on Private Education in Lagos, Nov 2011
KW 321	Institutional Strengthening of Oro College of Education, December 2010 Visit		
KW 322	A Critique of Management Reform at Oro College, Feb 2011		
KW 323	Institutional Strengthening of Oro College - February 2011 Visit		



Activities

Outputs

Intermediate Steps

Outcomes

Impact

Working with public schools
Support states in training and support for school management and teachers

Provision of materials for teachers, and for teacher-trainers

Provision of water, toilets and better classrooms

Working with communities and civil society
Help communities establish management committees that support school improvements and make schools more accountable

Support NGOs and communities to ensure that schools meet needs of all children

Working with hard-to-reach/marginalised children
Conditional cash transfers

Support to IQTE & nomadic education

Challenge Fund projects for access and inclusion

Working with State and Local Governments
Gather data to support effective education planning (bottom-up)

Support planning and budgetary reform

Support performance monitoring and reporting

Improve skills and systems in state agencies

Work with other IDPs to coordinate efforts to improve data collection practices & policies

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

Political engagement
Engagement with Governors, Commissioners, traditional and religious leaders, civil society, SHOA members, senior officials

Developing teachers & needs knowledge & skills & attitudes changes teaching and management practice

Whole school approach delivers better quality provision

ESSPM activities are "sufficiently viable"

Community mobilisation changes community attitudes to their role in school governance

Teachers deliver competent lessons in literacy and numeracy

Head teachers are effective school managers

School infrastructure is of good quality and enables access for all children

SSO provide effective support to schools

Effective SBMCs are established in all schools

Community members including women and girls influence the ways schools are run

Communities and NGOs are better able to press for school improvement

Schools and communities ensure that the needs of all children are met

SMO provide effective support to schools and communities

Households with low incomes have increased resources available for direct and indirect costs of education

Non-formal education meets the learning needs of hard-to-reach children

States and LGEAs improve their analysis and use of data for planning

States and LGEAs improve their strategic and operational planning and budgeting, budget execution, performance monitoring, and reporting

States have improved inclusion policies and practices

States and LGEAs improve the support and quality assurance services that they provide to schools

State and LGEA engagement with local communities on school improvement improves

Disbursement rate and utilisation rate of UBE Intervention Funds, and other Federal Resources, improves

National systems are established for MLA, OA; SBMC implementation

Teachers are sufficiently skilled to assess individual pupil's needs to deliver curriculum content to higher grades

Communities are more willing to send their children to improving schools

Community action targets marginalised children

States are prepared to work through their LGEAs

Evidence of the effectiveness of SIP motivates States to leverage funds

Evidence of the effectiveness of SIP motivates States to leverage funds

Strengthened capacity of primary schools to deliver improved learning outcomes

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

Greater community participation in school governance and improvement

Collecting evidence

Communicate to stakeholders

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

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

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

Strengthened Federal systems supporting State's implementation of school improvement

Children enjoy a sense of belonging in school

Schools are safer environments in which children learn

Teachers' performance, attendance and morale improves

Head teachers monitor and manage the quality of learning in their schools

Head teachers and SBMC from strong and effective partnerships for school governance

Schools implement their SDP and demonstrate good financial and administrative performance

Schools and SBMC encourage all children to enrol and ensure schools accommodate their needs

More children that are hard-to-reach are enrolled in IQTE, nomadic education and non-formal education

Government (State and LGEAs) responds to community demands for improved schools and education for all children

LGEAs form strong partnerships with schools and work together to improve governance and learning

LGEAs are engaged in a cycle of supporting school improvement monitoring, based on SDPs, further school improvements

State planning is based on evidence from LGEA data, LGEA plans and SDPs

States improve schools through annual reviews of system performance

States' resources (and additional funding sources) are leveraged to expand the SIP model to more schools and are used effectively

Well formed Federal and State level policies lead to significant resource allocations/releases to implement better schooling

CSOs and Federal Ministries form effective partnerships to improve national education policies and practices

Coherent national policy, financing mechanisms, and procedures strengthen coherence of the national system

Children's attendance at school is sufficient for learning

Children are less likely to drop out of good quality education

Schools have sufficient capacity and resources to enrol all children without compromising quality

Sufficient capacity is available and can be identified in non-formal schools

Capacity is sufficiently robust for sustainability

Federal policies and practices support states to implement best practices in education including teacher recruitment

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

Children attend school regularly

Children are enrolled in school and participate fully in learning

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

More children from marginalised backgrounds access basic education

All children's learning outcomes begin to improve

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

Curricula are well designed to meet the benchmark learning standards

Better quality provision leads to better learning for pupils

Better learning outcomes for children of basic education

More Nigerian children of primary school age are accessing basic education

More Nigerian children, especially girls, complete their primary education

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