

Introduction

Kano State is among the five participating state benefitting from the \$100 Million USD with project development objective of improving access and quality of basic education with particular attention to girls' participation and out-of-school children. The GPE grant would finance selected aspects of the states' sector programs that contribute to the achievement of this development objective and are aligned with ongoing and planned investments by the LEG. The grant builds on ongoing government expenditures and commitments, IDP activities and experience and provides a targeted program of support reflecting several critical areas needed to improve education service delivery as well as a means for coordinating interventions among government and development partners. The GPE/NIPEP has 3 Components with different objectives and activities in achieving the desire PDO. However each one of these components have sub components of either One to three.

Project Coordination, Steering Committee and Technical Team

The Technical Team is composed of 52 professional officers drawn from the Ministry Headquarters, SUBEB, KSSSMB, STSB and QISMB. Each of the 9 component is headed by a director or deputy director with an average of 5 members including the representative of Dfid. They meet bi-monthly while emergency meetings are conducted as required. Grievances Redress Unit (GRM) is well established to handle grievance issues which are likely to impede on project Implementation when not addressed.

The project provides periodic information to the Honorable Commissioner, Ministry of Education, who in turn brief His Excellency the Executive Governor and the State Executive Council on status of Project implementation. This included the overseeing commissioner, commissioner of works, transport and housing and the former commissioner for Education.

Technical Assistance

Similarly, partner coordination has improved tremendously, having the Ministry of Planning and Budget as the coordinating entity for all World Bank projects in the state, providing fora for discussions and learning on best practice. The number of Development partners for the project has now increased bringing in Pearl (Dfid), Fitila (Dfid), USAID, RTI-LEAD and Mercy Corp (Mc author foundation) and Development, Research and Project Council (DRPC) who have agreed to support in the areas of M&E/EMIS and SBMC to meet up the challenges within the units. In addition UNICEF has been added to the fold of partners with its new GEP3 Programme.

Annual Work plan

The implementation of annual work plan is 98% achieved as all planned and approved activities have been completed, with exception of the project office renovation.

Fourteen different contracts were executed and the Portfolio Performance Review (PPR) was conducted by the Bank to determine status of practice.

The Project was restructured following the outcome of Midterm Evaluation which rated the Project performance from moderately satisfactory to Satisfactory level and thus disbursements to 1a, 1b and 2b were stopped as their allocations were exhausted. An audit exercise was conducted by external auditors for 2018.

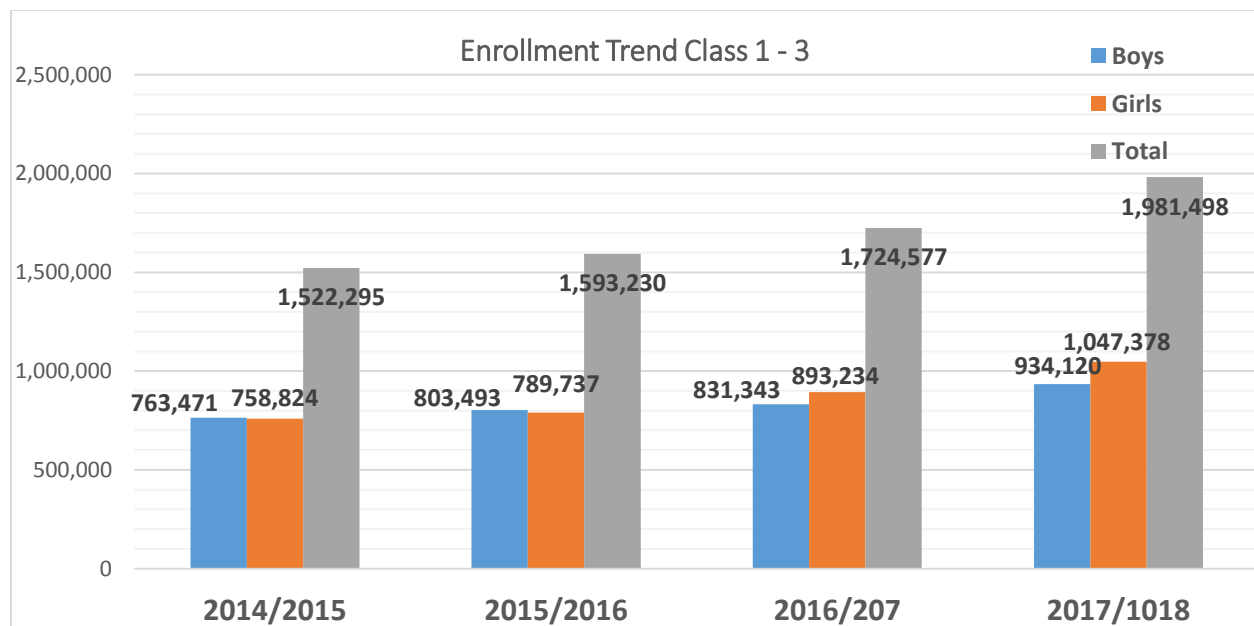
The implementation has commence since June 2016 and a lot has been achieved components by components.

| Components | Targets | Baseline | Number Disbursed | | | | Target Achieved | % |
|--|---------|----------|------------------|--------|--------|------|-----------------|-----|
| | | | Yr1 | Yr2 | Yr3 | Yr4 | | |
| Primary School Grant | 2562 | 0 | 0 | 1418 | 1355 | 0 | 2773 | 108 |
| Pre - Primary School Improvement Grant | 2570 | 0 | 0 | 892 | 1086 | 0 | 1978 | 76 |
| Teacher Professional Development | 44255 | 0 | 1,500 | 12,850 | 10,150 | 4664 | 33,564 | 75 |
| Girls Scholarships | 76,657 | 0 | 6993 | 34698 | 0 | 187 | 41,878 | 55 |
| Female Teacher Scholarship | 2319 | 0 | 0 | 550 | 1757 | 0 | 2307 | 99 |
| School Based Management | 4819 | 0 | 1840 | 1300 | 1098 | 0 | 4238 | 88 |

A total of 2562 was targeted to benefit from the Primary School Grant throughout the years of the project a total of 2773 Primary Schools representing 108% were benefitted from the School Improvement Grant to the tune of 1,279,364,260 from 2015/2016 Session to 2016/2017 Session. This grant was used in improving the effectiveness of schools in enabling pupils to enroll, stay in school and improve learning outcome. While for Pre-Primary School a total of 2570 ECD centres were targeted to benefit from the grant out of which 1978 ECD Centres representing 76% received grant to the tune of 918ive state ,360,000 from 2016 to 2017. In terms of the Teacher Professional Development a total of 28,900 teachers representing 65% of the targeted teachers received training on letter sound, literacy, Padegiolica Skills, Reggio Emilia for ECCD Teachers for better learning out comes of the pupils.

With regards to the girls scholarship a total of 76,657 targeted for life of the project and 41,691 was paid to the tune of 1,876,095,000 in 2016/2017. Another set of 106,270 were targeted in 2017/2018 session but 93,840 were scale out to benefit from the grant. The monitoring report clearly indicated that there are massive enrolment in Class One in the 21 LGAs which are benefiting from Girls Access Scholarships especially in 2016/2017 and sharply increased in 2017/2018 session. This shows that poverty play a vital role and contributing in dropping out of pupils from the school and delay or at all stop parent in Enrolling their child into early primary. However, the project help a lot in convincing the parent to send and enrolled their children to school. Similarly with regards to the Attendance, the monitoring team at State and LGA level conducts monitoring in some selected 6 LGEAs to some Schools. The monitoring report shows that over 90% of the beneficiaries are still retain at the school and level of their attendance are above 80%.

A total of 2307 female teachers received the scholarship in two years out of the 2319 targeted Female in service teachers. It is merely observed that learning outcomes has improved most especially in the intervening schools. Preparations to conduct MLA studies to validate the observation are in advance stage.



The graph above shows the Enrolment of Class 1 – 3 by gender, the 2014/2015 is base year with the total enrolment of 1,522,295 out of which 49% are girls. Likewise in 2015/2016 the total enrolment for class 1 -3 stood at 1,593,230 out of which same 49% are girls. The Enrolment sharply increases to 1,724,577 in 2016/2017 out of which 51.7% are girls. Finally, there is still significant increase of Enrolment in 2017/2018 which stood at 1,981,498 out of which 52.8% are girls. Therefore, the enrolment keep increases across

the three sessions as a result of Community Sensitization by the SBMC and stipend amount given to the girls through her mother as a scholarship. These motivation increases the Gross Intake Rate and increased attendance.

Progress has been made in several areas since 2015/2016 session one year after the implementation of the project. The State in collaboration with GPE/NIPEP conduct Annual School Census, published and disseminate. Quarterly Monitoring Data Collection conducted in 2018 revealed a lot of challenges. The Problems were rectified, measures have been taken and corrections been made. The Report of National Personnel Audit conducted by UBEC shows that there is sharp increase of Enrolment especially for girls. Likewise. The 2017/2018 session Annual School Census exercise conducted earlier in 2018 also shows similar increase in Enrolment particularly for girls. The result of the two exercise have shown a positive correlations.

It appears that the project has made progress towards achievement of the Project Development Objective. The table below describe the enrolment trend.

Immediate Result has a

| No. School | No. School | Enrollment Trend | | | Teachers Trend | | |
|-----------------|------------|------------------|----------------|----------------|----------------|--------------|------------|
| | | Boys | Girls | Total | Male | Female | Total |
| 2014/2015 | 5,824 | 1,455,054 | 1,421,313 | 2,876,367 | 34,928 | 10,874 | 45,772 |
| 2015/2016 | 6218 | 1,505,793 | 1,479,894 | 2,985,687 | 34,928 | 10,874 | 45,802 |
| 2016/2017 | 6,333 | 1,597,350 | 1,590,346 | 3,187,696 | 31,690 | 8,363 | 40,053 |
| 2017/2018 | 6,719 | 1,828,704 | 1,978,884 | 3,807,588 | 34,593 | 11,715 | 46,308 |
| Variance | 877 | 373,650 | 557,571 | 931,221 | -880 | 1,416 | 536 |

From the above table in 2014/2015 session, the State has a total of 5,824 schools and 6,719 in 2017/2018 this shows an increase of 877 representing 13%. The pupil's enrolment for both boys and girls in 2014/2015 stood at 2,876,367 and 3,807,588 in 2017/2018 session, this shows a significant increase of 931,221 representing 24.4% while for the girls only the figure stood at 1,421,313 in 2014/2015 and 1,978,884 in 2017/2018 session this shows an increase of 557,571 girls representing 28%.

There is a shortfall of teachers from the male side with a significant number of 880 representing 2.5% while an increase of 1,416 female teachers representing 12%.

However, indicators have continued to improve since 2015/2016 Session. The data shows:-

- i. The Gender Parity Index in 2014/2015 session as base line stood at 0.97 while in 2017/2018 session stood at 1:03.
- ii. The Transition rate of girls to JSS stood at 56.5 in 2014/2015 and increases to 83% in 2017/2018
- iii. Pupils Classroom Ratio stood at 1:94 in 2014/2015 and increases to 1:109 in 2017/2018
- iv. Pupil Qualified Teacher Ratio stood at 1:110 in 2014/2015 and increases to 1:113 in 2017/2018 session.

Special Interventions

| | | |
|-------|--|-----------------|
| i. | Maitasa primary school Gwale : | N38,000,000.00 |
| ii. | 900 three seater to 10 PS across the State senatorial district | N 27,000,000.00 |
| iii. | Provision of Aqua green Hausa literacy and numeracy books | N 70,000,000.00 |
| iv. | Establishment of 20 centres and Training of Teacher of Early Child | N 90,000,000.00 |
| v. | Establishment of a web platform at SUBEB | N 2,000,000.00 |
| vi. | Procurement of 795 digital tablets and Training of Teachers | N102,000,000.00 |
| vii. | conduct of Jolly Phonics and trainings for 1and 2nd year | N190,000,000.00 |
| viii. | Leadership Leadership Training to 4,000 Participants | N 64,214,800.00 |

The following progress were recorded as per the project restructuring:

Teacher Professional Development Training (TPD) sub component 1c

The following Trainings were conducted from 2017 to date:

C . ▪ Training on letter sound which enhances the teacher's proficiency in English language. 35,200 were trained with technical assistance from TDP Dfid.

- ECCDE teachers and caregivers, 6300 trained
- jolly phonics approach in teaching English language at P1-2, 1500 trained
- Reading and Numeracy activity (RANA) fhi 360 Dfid piloting Ajingi, Bunkure and Kunchi 20 master trainers and 519 teachers/ Head Teachers trained.

Approved Training

The following Trainings were given NO Objection by the World Bank and would soon be conducted:

- 4500 Teachers/ Head Teachers, 250 SSO's to be train on Jolly Phonics
- 2500 Head and Classroom teachers to be train in Aqua green approach in teaching Hausa literacy and numeracy.

The Project has so far trained 33,780 Teachers on various trainings from the date when implementation became effective.

- A total of 38,000,000 Million Naira was allocated as a Special Intervention to Maitasa Special Primary School to Renovate 11 Classrooms, 2 Pupils Toilet Block, Construction of 2 New Toilets for Pupils, Procurement of 380 sets of 3 – seater, 43 sets of teachers Table and Chair.
- Upgrading 10 Early Child Centre in 10 LGEA to Model ECC Centres.
- Procurement of 900 sets of pupils furniture to 6 Schools
- Production of AQUA Green Alphabet Textbook 6,600 copies, Koyi Rubutu da Karatu 6,600, Alphabet Hand writing Work Book 6,600, Hausa Numerals Text Book, 6600, Hausa Numerals Hand Writing Work Book 6,600, Hausa Consonant and Vowels flash Cards 3000 and Hausa Alphabet Wall Chart 3,450 copies.

- Production of 20,000 copies RANA Book I and II each, 3000 Copies of Teachers guide Book I and II each and 1000 Copies of Wakokin RANA.
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