

**GLOBAL PARTNERSHIP FOR EDUCATION/ NIGERIAN PARTNERSHIP FOR
EDUCATION PROJECT**

GPE/NIPEP

KANO

PROGRESS AND IMPLEMENTATION REPORT FOR 1ST QUARTER 2018

The Global Partnership for /Nigerian Partnership for Education is a multilateral intervention of \$100 M grant to Nigeria, which is notionally allocated to 5 States of Northwest; Jigawa, Kaduna, Kano, Katsina and Sokoto with Kano having a share of \$27 m.

- A. The Project Development Objective is to improve access and quality of Basic education with emphasis on Girls as well as to strengthen Planning and Management System. The Project became effective in February 2016. Significant changes in terms of increase in enrollment, bridging gender gaps, improved learning Environments, quality delivery of teaching and learning activities as well as improved community participation and school based management are recorded.
- B. *Project Coordination, Steering Committee and Technical Teams*
- C. The State Project Steering Committee meeting for the 2nd quarter was conducted on 25th June 2018 at The Deputy Governor's conference hall government house. Critical issues on progress of Implementation were thoroughly discussed . The Project management has improved communication with Stakeholders by providing fortnightly briefings. The Technical Team is composed of 52 out which 9 emembers from the M&E/EMIS attended Training at Kaduna in May 2018 which was organized by Supreme Management Consult.

PROMOTING SCHOOL EFFECTIVENESS AND LEARNING OUTCOMES

- a) 1. **SIG a**, A total of 2176 primary school are targeted from the 44 LGEA's to benefit from the grant and same number were screened, verified and are now ready to receive 2018 grant after the SBMC training which is ongoing. This is in addition to the 2773 primary schools who have received and utilized 2016/17 grants from the grand total of 6333 primary schools in the State which includes both Integrated Islamiyya and Nomadic.This indicated that by the end of 2017/2018 disbursement in August 2018 92% of the total schools would have benefitted from the Intervention. In addition, works on special

intervention given to Maitasa Primary school was finally concluded having installed the solar powered bore making a total of two bores holes in the school. Similarly a total of 1000 3 seater and 45 sets of teachers table and chairs are being provided to be distributed to 5 most needy schools within the 3 senatorial district.

2. **SIG b**, A total of 742 ECC centers are targeted, screened and verified across the 44LGAs awaiting to receive disbursement. This is also in addition to the total of 1086 ECC 2017 centers who have benefitted representing 52% of the total of 3500 ECC Centers.

3. **1c** The Teacher Professional Development: All the institutions in the State were officially informed and invited to submit Expression of Interest on Teacher Professional Development Training for 22,000 Teachers. The evaluation on the submission was concluded. A request for no objection will be forwarded to the TTL as soon as received. Similarly the State COE is contracted on single source to train 4,800 teachers as 1st batch on Reggio Emilia and other Child Centred teaching approaches and 4,400 on pedagogical, literacy and numeracy skills. The training on 'Teacher pedagogical skills will be concluded on June 30th while on Reggio Emilia will start as soon as training materials are ready and are provided by UBEC. While on Jolly Phoenix, 3000 teachers are targeted to be train. A meeting with Jolly Phoenix was carried and proposal including MOU was submitted to Project management on which request for No Objection will be submitted to the Bank after receiving the required information from SUBEB. Already 25.6% of the total Primary Teachers including Pre-Primary Teachers were trained which comprised 1350 Quality assurance evaluators, External evaluators SSIT and SSOs in 2015/2016. However, in 2016/17, 11,000 teachers, 10 master trainers in Reggio Emilio approach were trained which was stepped down to 500 ECCD teachers/care givers. Consequently, SUBEB in collaboration with GPE/NIPEP supported the conduct of training of 1650 beneficiary teachers and pupils on summer camp in August 2017. The effectual approach of providing training on 3 contacts with follow up in between has further quality assured effective delivery of learning in classrooms. The State has a total of 45,500 Teachers teaching in Basic Education and thus, before the end of 2017/2018 Session 74.5% of the total teachers would receive training.

INCREASING ACCESS TO BASIC EDUCATION FOR OUT OF SCHOOL

4. **2a** in this component 106,000 Primary 1 girls for 2017/2018 Session are targeted in 21 LGAs across the State which were identified, validated and registered. However, a request for No Objection commence on Monday 30th April. This number represents 72% of the total girls from 21project LGAs.

2b in this is component 1507 Female in service teachers were verified, validated and waiting to receive scholarship for 2017/2018. It has been recorded that 550 Female In service Teachers benefitted from the grant 2015/2016 session and a total of 1757 also benefitted in 2016/2017. Additional information relating to attendance, punctuality and performance (app) of the beneficiaries is being collated to form basis for eligibility of 2018 trench from various institutions.

2c A total of 21,557 SBMC Members were identified to receive training for 2017/2018 session on, accountability, record keeping child abuse and resource mobilization in all the 44 LGAs out of which 44% are female. The training will be conducted in 330 clusters in 10 batches with involvement of Civil Societies. However, 8800 SBMC members in 2016/2017 session were trained out of which 20% are female, the training were conducted in 330 clusters in all the 44 LGAs was conducted 2016, however Radio Programmes and jingles for sensitization was regularly carried out. Members are now better empowered and school management has improved evidently.

Component 3 Strengthening planning and Management Systems and Learning Assessments

This Component is responsible for the overall coordination and Management of the project. The steering Committee meeting for the second quarter was conducted on the 25th June 2018 at the conference hall of the Deputy Governor who chaired the event. The project is improving communication as directed during the meeting. The Grievance Redress Unit has taken up. Grievance mapping was undertaken and a sensitization program involving 3550 participants was concluded. A separate detailed report on GRM will be forwarded to the Bank and the federal ministry for consideration and review. Donor coordination meeting was conducted twice, the first in May 6th and June 14th 2018 to finalize partner commitment on EMIS. It was resolved that in view of the need to assure transparency, value service and sustainability, on EMIS functionality NIPEP should start its roll out to 9 LGEAs, which will be followed by an assessment to form basis for subsequent roll out by other partners.

3b **Monitoring and Evaluation** the 1st Quarterly report was completed with observation and request for additional information by the national M&E.

4. **The learning Assessment:** Distributed learning materials to some schools in preparation for **EGRA** was undertaken. Hausa literacy materials were provided to eight LGEAs. Arrangement to conduct baseline studies is ongoing to validate the results of previous studies.

SUMMARY OF PROGRESS OF IMPLEMENTATION BY COMPONENTS 2018

| Component | Target | Base Line | 2017 | % Achieved | 2018 | End Target |
|-----------|---------|-----------|--------|------------|---------|------------|
| 1A | 6333 | 0 | 2772 | 44% | 4946 | 78% |
| 1B | 3501 | 0 | 1978 | 73% | 2702 | 77% |
| 1C | 44255 | 0 | 14,500 | 32% | 36,500 | 82% |
| 2A | 148,691 | 0 | 41691 | 28% | 147,961 | 99% |
| 2B | 3752 | 0 | 2307 | 61% | 3752 | 100% |
| 2C | 6333 | 0 | 4238 | 67% | 6243 | 98% |

| Indicators | ASC 2014/2015 | ASC 2016/2017 |
|------------|---------------|---------------|
| Enrolment | 2,876,367 | 3,187,687 |

| | | |
|---|-------|---|
| %increase in Enrolment | 4% | 10.1 |
| %increase in Enrolment (Project Schools Only) | | 9.6% |
| % of Female Enrollment | 49.5% | 50% |
| Attendance Rate of Girls Beneficiaries | 75% | 96% |
| Attendance Rate of Girls non – Beneficiaries | 75% | 78% |
| <u>Training Evaluation</u> | | |
| i. Literacy & Reading | - | 98% of the participant convince and agreed that the objective of the training was met. |
| ii. Reggio Emalia | - | 95% of the participant agreed that the objective of the training was met and they can be able to deliver same in the class. |
| GPI | 0.96 | 1:1 |
| Performance of Female Teachers Scholarships Beneficiaries | 80% | 100% |

2013-2017 Trend analysis of girls enrolment in class one in beneficiaries LGAs

| Local Government Areas | Enrolment of Girls into Class one from 2013-2017 | | | | Percentage increase and decrease in enrolment from 2015-2017 | | |
|------------------------|--|---------|---------|---------|--|---------|---------|
| | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 |
| | Class 1 | Class 1 | Class 1 | Class 1 | Class 1 | Class 1 | Class 1 |
| AJINGI | 3,369 | 3,432 | 3,017 | 4,477 | 2% | -3% | 23% |
| BUNKURE | 5,645 | 5,272 | 4,279 | 6,704 | -7% | -9% | 8% |
| GABASAWA | 3,675 | 3,879 | 3,632 | 6,348 | 5% | -8% | 43% |
| GARUN MALAM | 3,944 | 4,073 | 3,296 | 4,793 | 4% | -11% | 33% |
| KUNCHI | 3,405 | 3,237 | 2,829 | 5,028 | -5% | -3% | 44% |
| KURA | 4,353 | 5,269 | 3,943 | 6,124 | 8% | -25% | 36% |

| | | | | | | | |
|-------------------|--------|--------|--------|--------|-----|------|-----|
| MAKODA | 2,233 | 2,019 | 2,137 | 3,588 | -9% | 6% | 42% |
| RIMIN GADO | 3,806 | 3,974 | 3,222 | 4,359 | 6% | -9% | 27% |
| TAKAI | 3,758 | 3,736 | 3,020 | 4,731 | -1% | -10% | 38% |
| UNGOGO | 13,734 | 16,527 | 11,745 | 18,038 | 7% | -29% | 36% |
| WARAWA | 4,003 | 3,873 | 3,105 | 6,051 | -4% | -10% | 49% |
| WUDIL | 6,369 | 5,659 | 5,593 | 6,265 | -3% | -3% | 11% |

Source Kano State Annual School Census Reports from 2014-2017

The percentage in minus shows the decrease in enrolment of girls in the beneficiaries LGAs in 2014 to 2016. There is notable increase in the enrolment all through 2017.

| Enrolment trends from 2014-2017 in LGAs without scholarship Scholarships | | | | | Percentage of increase and decrease in enrolment in LGAs without girls scholarship from 2015-2017 | | |
|--|---------|---------|---------|---------|---|---------|---------|
| | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 |
| LGAs | Class 1 | Class 1 | Class 1 | Class 1 | Class 1 | Class 1 | Class 1 |
| KANO MUNICIPAL | 6,886 | 5,917 | 6,536 | 5,254 | -6% | 10% | -10% |
| BICHI | 9,883 | 9,343 | 7,532 | 12,177 | -5% | -11% | 32% |
| DALA | 11,662 | 11,645 | 10,683 | 12,739 | -1% | -9% | 8% |
| DAWAKIN KUDU | 9,380 | 8,769 | 8,391 | 9,488 | -7% | -6% | 12% |
| FAGGE | 9,544 | 9,604 | 7,747 | 11,234 | 1% | -21% | 33% |
| KARAYE | 6,066 | 5,554 | 4,948 | 11,792 | -8% | -11% | 69% |
| ROGO | 8,207 | 8,686 | 6,967 | 9,222 | 6% | -20% | 26% |
| SHANONO | 5,190 | 4,927 | 3,817 | 7,521 | -6% | -23% | 50% |

Note Kano Municipal which continue to experience decrease in enrolment even in 2017 while Karaye experience the highest increase in enrolment in all the LGAs in Kano State.

Recommendations:

1. There is need to provide clear roles and responsibilities for key stake holders at the LGEA and school level.
 2. Continuous capacity building of key officers at all levels should be conducted and maintained
 3. The Monitoring and Evaluation and EMIS should be adequately provided with the required resources as well as strengthening to provide the much needed quality service,
 4. Web plat form should be establish to assure uniform standard in Evaluation
- ✓ The Funding of Monitoring and Evaluation should be strengthen to produce the desired result.
 - ✓ Government to recruit teachers most especially in literacy and numeracy.
 - ✓ The EPC to be strengthen to provide the much needed sustainability of the project.
 - ✓ Project officers at the LGA should enjoy a form of incentives to minimize or eliminate the possibility of fraud on the grant disbursed to beneficiaries.
 - ✓ Donor coordination in the Ministry to be established to assure synergy and proper coordination of partner activities within the sub-sector.

Above is for your perusal and further necessary action please.

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