

KANO STATE MINISTRY OF EDUCATION
GLOBAL PARTNERSHIP FOR EDUCATION/ NIGERIAN PARTNERSHIP FOR
EDUCATION PROJECT (GPE/NIPE)

PROJECT PROGRESS REPORT 2019.

The Global Partnership for Education /Nigerian Partnership for Education Project (GPE/NIPEP) is a multilateral intervention of **\$100M** grant to Nigeria, which is notionally allocated to 5 States of Northwest; Jigawa, Kaduna, **Kano**, Katsina and Sokoto with Kano having a share of **\$27.4m**. The Project Development Objective is to Increase **Access** and Improve **Quality** of Basic education especially for 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. In addition, project officers have attended various capacity building training Including international Education tour to Bangladesh, Pakistan and Indonesia. We are grateful to the state Government for its support to the project as well as the initiative of establishing a sustainable structure 'the Education Promotion Committee (EPC)' in all the 44LGAs.

Project Coordination, Steering Committee and Technical Team

The Technical Team is composed of 52 professional officers drawn from the Ministry Headquarters, SUBEB, KSSMB, 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 inturn 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 the 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, it is now a year old with its GEP3 Programme.

Annual Workplan

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

- A. Fourteen different contracts were executed and the Portfolio Performance Review (PPR) was conducted by the Bank to determine status of practice.
- B. 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.
- C. Monitoring and Evaluation: the unit collates monthly and quarterly evaluation reports of activities from the LGEA monitoring officers. Relevant tools are developed and sent down for collection. The ASC 2018 was successfully conducted as well as the tracking of project's activities. The challenge has been on third party interference more especially at the LGEA level. Further, some individuals deliberately prefer to air their grievances without substance on Radio. The Project grievance unit is there to listen and pursue their needs.

D. Special Interventions

▪Maitasa primary school Gwale :	N38,000,000.00
▪900 three seater to 10 PS across the State senatorial district	N 27,000,000.00
▪Provision of Aqua green Hausa literacy and numeracy books	N 70,000,000.00
▪Establishment of 20 centres and Training of Teacher of Early Child	N 95,000,000.00
▪Establishment of a web platform at SUBEB	N 2,000,000.00

▪ Procurement of 795 digital tablets and Training of Teachers	N102,000,000.00
▪ conduct of Jolly Phonics and trainings for 1 and 2nd year	N190,000,000.00
▪ 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:

- Training on letter sound which enhances the teacher 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

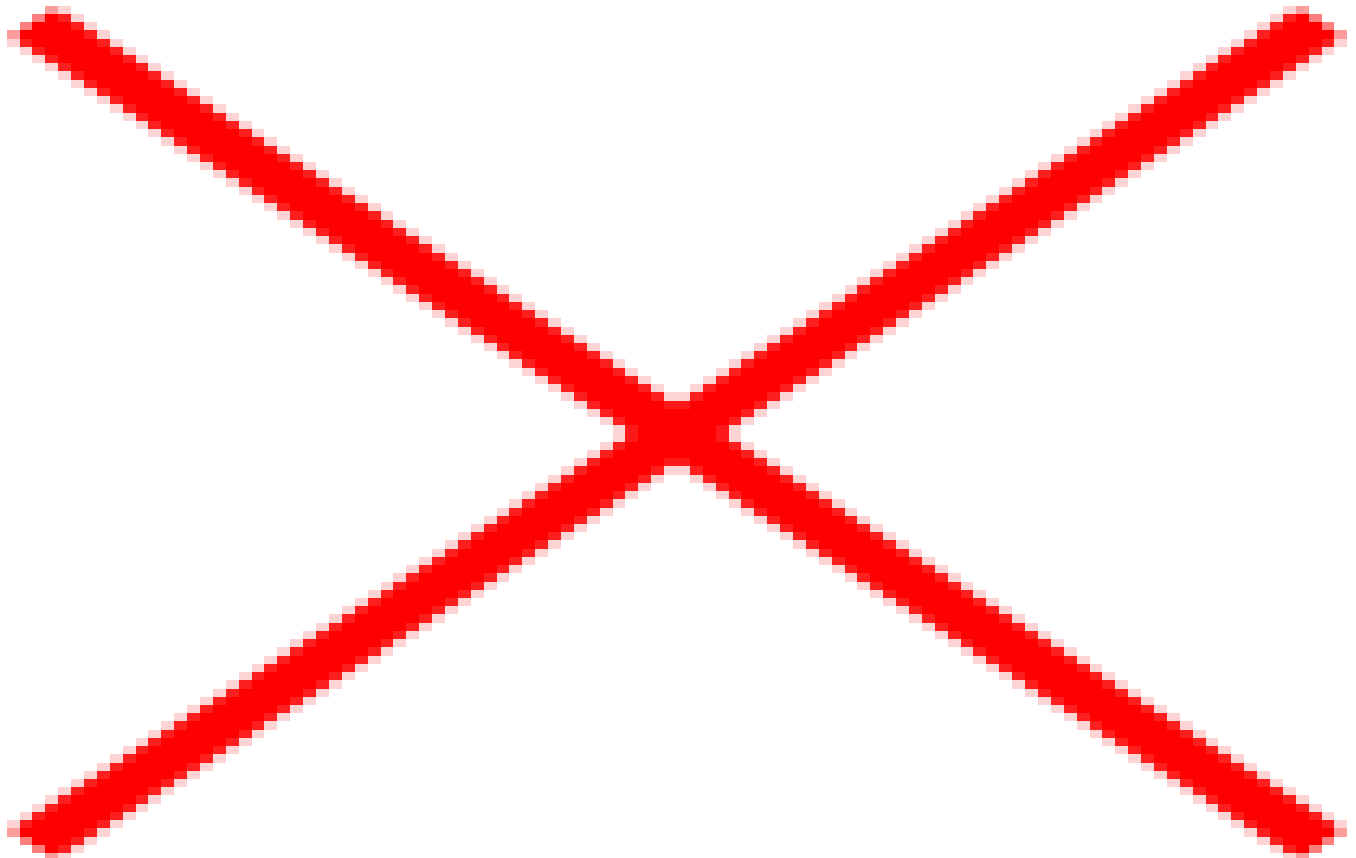
The following Trainings were given NO Objection by the World Bank and would soon be conducted:

- 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.

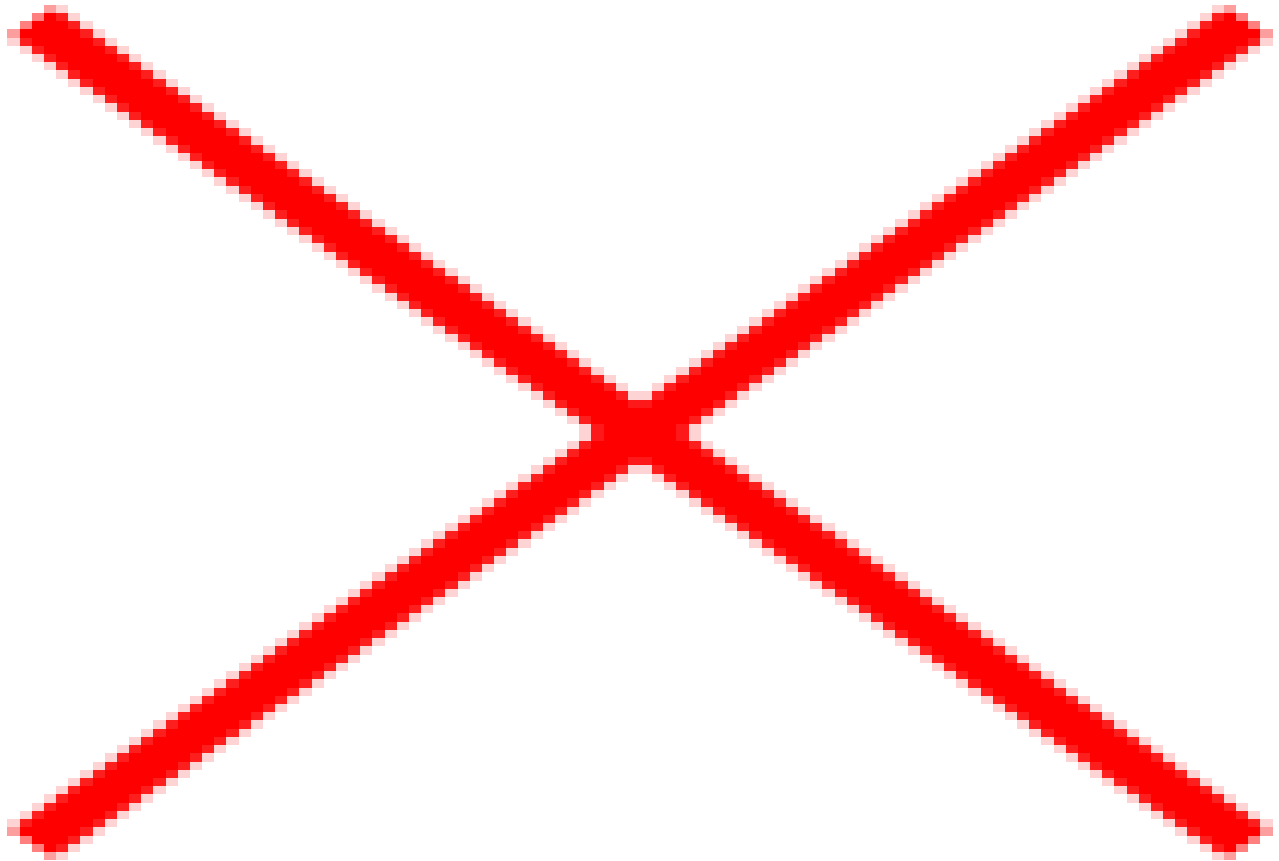
INCREASING ACCESS TO BASIC EDUCATION FOR OUT OF SCHOOL

. **2a** the Girls beneficiary of 2016 were 6993 from the target of 7000, additional 4238 balance of the remaining girls in p2 were identified and validated in 2017, while 30460 p1 were identified and validated. The disbursement to 41691 beneficiaries was concluded on the 18th September 2017, beginning with the formal launch on 15th August 2017 by His Excellency the executive Governor. Significance increase of girls enrolment and attendance, especially out of school (OOS) with 20% and is recorded. In addition, 34,287 now p3&4 beneficiary girls from the 12 LGEAs have accessed their grants through their bank accounts amounting to a grand total of N1,542,915,000.00 However, there are still some beneficiaries in Bunkure, Garun Mallam and Makoda whose ATM were damaged or not produced by the Bank. This is being resolve. Details available at a separate report on this.



The above chart clearly indicated the massive enrolment in Class One in the 12 benefiting LGA's of Girls Access Scholarships especially in 2016/2017 session. This shows that poverty plays a vital role and is a strong contributing factor in the drop-out rate of pupils. However, the support helps a lot in influencing parent as well as enabling them to send and enrolled their children in school. Similarly with regards to the Attendance, the monitoring team at State and LGA level conducts monitoring in some selected LGEAs and Schools. The monitoring report shows that over 90% of the beneficiaries remained in school and the level of their attendance

is above 80%. Those that failed to record 80% attendance are not eligible for the next grant.



Conversely, with regards to the Gross Intake Rate which indicates the level of children that are enrolled in Primary One, the above graph shows that the level of intake in the 12 benefitting LGEAs indicates that Girls enrolment is higher than boys, except Takai LGA where that of boys is higher than girls with 2%.

. **2c** No training for SBMC was conducted in 2016, however for 2017, 8477 were trained. All benefiting schools were made to have functional SBMC'S before accessing school grant. Training on Child protection and safety was also conducted.

Component 3 Strengthening planning and Management Systems and Learning Assessments

This Component is responsible for the overall coordination and Management of the project.

1.The project has undertaken the following activities :

a. Total Renovation of 11 classrooms, construction of additional 3 seater toilet and rehabilitation of 2 seater, provision of motorised solar water bore and handpump, provision of classroom furniture for pupils and teachers at the cost of N 37,847,888.5

b. Provision web platform at SUBEB- N2,000,000.00.

c.Establishment of 10 ECCE Centre's at the total cost of N 50,000,000.00 and leadership training with educational tour at the cost of N9.2 million.

d. Establishment of additional 10 ECCE Centre's at the cost of N45,000,000.00

2. **Communication:** A YouTube account, twitter and Face book are added in addition to the whats up. A radio jingles on the Programme in the state public and private stations are currently ongoing.

3. **The safe guard officer** is the Director physical Planning (DPP) of the Ministry assisted by his counterpart from SUBEB. They handle safe guard issues.

4. **The learning Assessment** have distributed learning materials to some schools in preparation for **EGRA**. At the moment, baseline evaluation in EGRA has started this June and the Endline will come up next year 2020. A study on Non state Actors of Early Child was conducted using the as sample to determine area of Need for the Intervention. Currently a social study for determining the impact of Intervention on social norms of beneficiaries is being undertaken in Kano and Jigawa as pilots from among the five NIPEP States.

II.The project has keyed in to RANA which is yielding positive development. The State is among those to participate on the scale up RANA II.

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 ii. Reggio Emilia	- -	98% of the participant convince and agreed that the objective of the training was met . 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
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	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 2017/18.

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
	4	5	6	7	Class 1	Class 1	Class 1
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.

Summary of Status of Implementation:

From the total Grant allocation to the State of \$27.36 million , a total of **\$26,638,879.43** was expended and **\$721,000.00 is now remaining.**

Challenge

The greatest challenge in the Project Implementation is third party interference which thwart progress towards satisfying project development objectives.

Recommendations:

1. Government to sustain the cash transfer by expanding participation to corporate and individuals bodies having interest in promoting Girls Education and school Development.

2. Strengthen Monitoring and Evaluation to assure utilization of Grants according to guidelines to assure the satisfaction of objectives
3. Government to recruit teachers most especially in literacy and numeracy subjects
4. There is need to scale up the use of Teacher Digital tablets to improve Quality delivery of teaching /learning in classroom as well as improve generation and collation of quality Data required for effective Planning and Management
- 5 The EPC to be strengthen to provide the much needed sustainability of the project.
- 6 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.
- 7 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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