

Ministry of Education Kano

Global Partnership for Education / Nigerian Partnership for Education Project

Updated Report of Project Progress Report of Implementation April 2020

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 is financing 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 Local Education Group (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/NIEP has 3 main Components with different activities targeted towards achieving the desired Project Development Objectives (PDO). To assure quality and effectiveness of delivery, each activity is assigned as sub component, thus having 9 sub components.

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 in turn brief His Excellency the Executive Governor and the State Executive Council on status of Project Progress of implementation.

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 GEP3 Programme.

Annual Work plan

The implementation of annual work plan is 99% achieved as all planned and approved activities have been completed.

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 and 19.

Project implementation of activities have commenced since March 2016 and the Followings have been achieved components by components from inception to date:

Components	Targets	Baseline	Number Disbursed				Target Achieved	%
			Yr1	Yr2	Yr3	Yr4		
Primary School Grant	2562	0	0	1418	1355	300	3077	120
Pre - Primary School Improvement Grant	2570	0	0	892	1086	20	1998	77
Teacher Professional Development	44255	0	1,500	12,850	15,293	20,922	50,565	114
Girls Scholarships	76,657	0	6993	34698	41691	187	51,878	74
Female Teacher Scholarship	2319	0	0	550	1757	0	2307	99
School Based Management	4819	0	1840	1300	1098	1320	5558	115

A total of 2562 was targeted to benefit from the Primary School Grant throughout the years of the project and a total of 3077 Primary Schools representing 120% have benefitted from the School Improvement Grant to the tune of \$1000 equivalent from 2015/2016 Session to 2016/2017 Session and 2019/20. 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 of \$1050 Naira equivalent while 20 ECCDE model schools were

established within the three senatorial district in the State, from 2016 to 2019 this accounted for 1% raising the total achievement within the component to 77%. We intended to disburse to additional 700 ECCDE 2019/20 session but short of funds made it impossible to do so.

In terms of the Teacher Professional Development a total of 50,565 teachers representing 114% of the targeted teachers received training on letter sound, literacy, Pedagogical Skills, Leadership, child Protection and Safety and Reggio Emilia for ECCD Teachers for better learning out comes of the pupils. Achivement in the component was initially slow given the fact that requests for training was not granted at the start due to the fact that the State is an ESSPIN state which had benefitted much more on Teacher Development Programs . Acceleration become noticeable when the need to continue with the trainings was realised.

With regards to the girls scholarship a total of 76,657 is the total target allocated within the life span of the project. It is worthy to note that 41,691 girls were paid N45,000.00 each at the rate of N15,000.00 per term in 2016/2017 session. We started with 7000 target in 2015/16, but 6996 were identified and 6993 were the actual who got the transfer. At the moment of disbursement, 3 beneficiaries were normads who have moved out from the settlement. Moreso, a total of *106,270 were targeted in 2017/2018 session but 93,840* were the only ones identified as *eligible to benefit from the grant. The monitoring report* clearly indicated that there are massive enrolment in Class One in the 21 LGAs which included 12LGA's benefiting from Girls Access Scholarships especially in 2016/2017 and sharply increased in 2017/2018 session. The other 9 LGA's are also benefitting from the intervention in Schol Improvement, TPD,FTS and SBMC. The impact of the scholarship shows that poverty plays a vital role and contributing in dropping out of pupils from the school as well as filing up the number of out of school by making parent not to enrol their children to school. Thus, the financial responsibility associated with childrens enrolment is now taken care by the project making the process much more easy and exciting to perform by parents. Similarly with regards to the Attendance, the monitoring team at State and LGA level conducts monitoring in some selected LGEAs to some Schools. The monitoring report shows that over 90% of the beneficiaries are still being retained in the school with their level of attendance 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.

However, A total of 5558 Schools representing 115% of the total allocated target of 4819 Schools were trained in Resource Mobilization, Child protection Security, SIP/SDP and School Leadership. The newly established Grievances Redeness Mechanism (GRM) also trained 1320 Stakeholders on GRM/Discussion and outreach activity as well as provision

of complaint boxes and banners towards institutionalizing GRM process into organs of Administration.

Special Intervention

- 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 20 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.
- Procurement of 795 Digital Tablet out of which 375 tablets were allocated to 10 Schools from 3 LGAs.
- 30 Master Trainers were trained and 318 Classroom Teachers also trained on the utilization of the tablet using Classroom all – Inclusive Teacher Empowerment Solution (CATES).
- 420 teachers including officials were trained on the use of CBC tablets in 4 LGA's
- 5 schools in need of urgent attention are provided with special intervention: a. Kafin Maiyaki SPS, Complete renovation, while b.Fagen Kawo, c. GandujeSPS, d. Kiru SPS and e.Kiru child friendly have recieved disbursement of 6m SIG each plus instructional materials worth 9m.
- Master training on RANA p3 was conducted in February 2020 at Zaria Sleeprite involving 70 participants including project officials, Hon. Commisioner and the Permanent Secretary Ministry of education.

Graph

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 become effective. The State in collaboration with GPE/NIPEP conduct Annual School Census, published and disseminate. The Report of National Personnel Audit conducted by UBEC shows that there is a 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 area.

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.

Challenge

The greatest challenge in the Project Implementation is third party interference which thwart progress towards satisfying project development objectives. In particular, the disbursement of funds both the school improvement grants 1a and b as well as Girls Scholarship has much problem of interference which is characterised by struggle among them to have their share. Thus the shift of mode of payment from cash to E- payment has minimized the frequency of cases as well as assured that the intervention will reach the beneficiaries.

2. Poor maintenance culture and commitment to safeguard public property. The case of Maitasa Primary school is of concern where the furniture provided by the Project were vandalised during the last state elections.

Constraints

The E- payment is transparent but we have recieved complaint of non accessibility by beneficiaries where the amount was not credited by the Bank or the ATM is damaged.

Similarly we are still addressing such issues more especially the case of Bunkure where most of the primary 4 beneficiaries were not captured by the

Bank and thus their ATM was not produced. A notice to conclude all outstanding payments by 7th of July 2019 was sent to all the concerned banks . Now that has been completed since August 2019.

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 satisfy Project Development objectives. Technical Assistance is requested from Partners, Dfid, TDP Dfid , DRPC andUnicef.
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. Government to reprint Rana Hausa literacy and numeracy books 1-3 to scale up the use of the approach in more schools. Funds from BESDA can be leverage to do that.
6. Government to initiate the immediate repairs of Maitasa class furniture.
7. The EPC to be strengthen to provide the much needed sustainability of the project.
8. 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.

9. Donor coordination in the Ministry to be established to assure synergy and proper coordination of partner activities within the sub-sector. This has been established as the ' Department of Sector Development Partnership, Support and Coordination.'

Above is for your perusal and further necessary action please.

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