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**NIGERIA NORTHERN
EDUCATION INITIATIVE**

Final Progress Report

November 20, 2009 – March 19, 2014



ABE-LINK/IQC Task Order No EDH-I-03-05-00026-00

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USAID NIGERIA: NORTHERN EDUCATION INITIATIVE

Final Progress Report
(Draft)

November 20, 2009 – March 19, 2014

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Abstract

Creative Associates presents the Final Progress Report of the Nigeria Northern Education Initiative (NEI) Project. NEI is funded by the United States Agency for International Development (USAID) to strengthen systems for delivery of basic education and to increase access of vulnerable children to basic education and other services in two northern states of Sokoto and Bauchi. When the project commenced in November 2009, basic education indices in northern Nigeria sharply contrasted the national average to the extent that while the national average of children who had never attended school was 31%, the averages were 52% in Bauchi and 66% in Sokoto states [Nigeria DHS EdData Survey (NEDS), 2010]. The challenges faced by basic education were compounded by factors such as poor planning, weak budgeting systems, low capacity of officials, non-involvement of communities and civil society in service planning, delivery and monitoring as well as a poor perception of the concept of vulnerability among children.

NEI in partnership with state and local governments and non-governmental agencies set out to address some of these problems by improving the delivery of quality basic education. To support the project hypothesis two hundred (200) public and Qur'anic schools were selected as demonstration schools. In addition, NEI supported Bauchi and Sokoto states to improve their delivery system by introducing a mechanism to collect and process school-level data regularly to inform a consultative decision-making process involving Local Government Education Authorities (LGEAs), communities and civil society organizations (CSOs). This consultation followed a deliberate, reflective planning process, that utilized tools and methods in setting standards, goals, and benchmarks to establish state-wide policies and procedures which improved classroom instruction, teacher performance and supervision as well as support to vulnerable children (VC) to access and succeed in school.

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Acronyms

ABB	Activity Based Budget
ABE-LINK/IQC	Assistance to Basic Education-Linkages in Health and Education Indefinite Quantity Contract
AEDO	Association for Education Development Options
AGP	Adolescent Girls Program
AGP	Adolescent Girls' Program
AHEAD	Adolescent Health Education Development Centre
AIP	Annual Implementation Plan
ANFEA	Adult and Non Formal Education Agency
ASC	Annual School Census
BACATMA	Bauchi State Agency for the Control of Tuberculosis, Malaria and HIV/AIDS
BASNEC	Bauchi State Network of Civil Society Organizations
BBC	British Broadcasting Corporation
BCC	Behavior Change Communication
BE	Basic Education
BEMIS	Bauchi State Education Management Information System
BESC	Basic Education Steering Committee
BPT	Budget Planning Tool
BSPHCDA	Bauchi State Primary Health Care Development Agency
CAC	Community Action Cycle
CAII	Creative Associates International Inc.
CBMC	Center Based Management Committee
CBO	Community Based Organizations
CC	Community Coalition
CCP	Center for Communication Programs
CEF	Community Education Forum
COA	Chart of Account
COE	College of Education
COP	Chief of Party
COR	Contracting Officer's Representative
CS	Civil Society
CSACEFA	Civil Society Action Coalition on Education for All
CSI	Child Status Index
CSO	Civil Society Organization
DCOP	Deputy Chief of Party
DCOP/SC	Deputy Chief of Party/State Coordinator
DHIS	District Health Information System
DWP	Departmental Work Plan
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information Systems
EOP	End of Project
EPM	Education Planning and Management
ERC	Education Resource Center
ES	Education Secretary
ESD	Educational Services Department
ESP	Education Sector Plan
ESSPIN	Education Sector Support Program in Nigeria
ETF	Education Trust Fund

FBO	Faith Based Organization
FGD	Focus Group Discussion
FLHE	Family Life and Health Education
FM	Frequency Modulation
FMC	Federal Medical Center
FMOE	Federal Ministry of Education
FOMWAN	Federation of Muslim Women’s Associations in Nigeria
GEP	Girls’ Education Program
GIS	Geographic Information System
GON	Government of Nigeria
GPS	Global Positioning System
HAF	HIV and AIDS Fund Grant-CSOs/PSO Response
HCN	Host Country National
HIV/AIDS	Human Immunovirus/Acquired Immune Deficiency Syndrome
HOD	Head of Department
HPDP2	HIV and AIDS Program Development Project II
HQ	Headquarters
ICT	Information and Communication Technology
IDP	International Development Partners
IFESH	International Foundation for Education and Self-Help
IP	Implementing Partner
IQE	Integrated Qur’anic Education
JHU-CCP	Johns Hopkins University Center for Communication Programs
KF	Kids’ Forum
LEAD	Leadership, Empowerment, Advocacy and Development
LGA	Local Government Area
LGEA	Local Government Education Authority
LGP	Local Government Partners
LIC	LGA Implementation Committee
LNA	Literacy and Numeracy Agenda
M&E	Monitoring &Evaluation (M&E)
MCBP	Malaria Control Booster Project
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
MEPB	Ministry of Economic Planning and Budgeting
MLA	Monitoring of Learning Achievements
MLGA	Ministry for Local Government Affairs
MOBEP	Ministry of Budget and Economic Planning
MOE	Ministry of Education
MOH	Ministry of Health
MOLG	Ministry of Local Government
MORA	Ministry of Religious Affairs
MoSD	Ministry of Social Development
MOWA	Ministry of Women’s Affairs
MSH	Management Sciences for Health
MT	Mentor Teacher
MTSS	Mid-term Sector Strategy
NBS	National Bureau of Statistics
NCE	Nigerian Certificate of Education
NCE	No Cost Extension
NEI	Nigeria Northern Education Initiative

NEI	Nigeria Northern Education Initiative
NEMIS	National Education Management Information System
NFE	Non-Formal Education
NFEF	Non-Formal Education Facilitators
NFLC	Non Formal Learning Center
NGO	Non-Governmental Organization
NISER	Nigerian Institute for Social and Economic Research
NMEC	National Mass Education Commission
NMEMS	Nigeria Monitoring and Evaluation Management System II
NOMIS	National OVC Management Information System
NPA	National Plan of Action
NTEP	National Teacher Education Policy
NTI	National Teachers' Institute
OST	Orphans and Vulnerable Children Support Team
OVC	Orphans and Vulnerable Children
OVI	OVC Vulnerability Index
PEPFAR	President's Emergency Plan for AIDs Relief
PES	Primary Education Studies
PfD	Partners for Development
PMP	Performance Monitoring Plan
PRHEYA	Pioneer Reproductive Health and Youth Association
PRS	Performance Reporting System
PS	Primary School
PSC	Psychosocial Counseling
PSS	Psychosocial Support
PY1	Project Year 1
PY2	Project Year 2
PY3	Project Year 3
PY4	Project Year 4
Q1	Quarter One
Q2	Quarter Two
Q3	Quarter Three
Q4	Quarter Four
QA	Quality Assurance
QAWG	Quality Assurance Working Group
RF	Results Framework
RTI	Research Triangle Institute
SAME	State Agency for Mass Education
SBMC	School Based Management Committee
SEA	State Education Account
SESOP	State Education Sector Operational Plan
SG	Sub Grantee
SIDHAS	Strengthening Integrated Delivery of HIV/AIDs Services
SIP	School Improvement Plan
SMART	Specific, Measurable, Attainable, Realistic and Timely
SMEA	Senior Monitoring and Evaluation Advisor
SPORA	State Poverty Relief Agency
SPR	School Profile Report
SPSS	Statistical Package for the Social Sciences
SQL	Structured Query Language
SR	Sub-Result

STAT	Student Assessment Test
STEP	State Teacher Education Policy
STEER	Systems Transformed for Empowered Actions and Enabling Responses for Vulnerable Children and Families
STS	School To School
STTA	Short-Term Technical Assistance
SUBEB	State Universal Basic Education Board
SWG	SEA Working Group
SWS	Safe Water Supply
TAT	Technical Assistance Team
TE	Teacher Education
TEDP	Teacher Education Development Plan
TETFUND	Tertiary Education Trust Fund
TEWG	Teacher Education Working Group
TMIS	Teacher Management Information System
TOR	Terms of Reference
ToT	Training of Trainers
TRCN	Teachers Registration Council of Nigeria
TRD	Teacher Recruitment and Deployment
TRDPG	Teacher Recruitment and Deployment Procedure
TRDWG	Teacher Recruitment and Deployment Working Group
TSB	Teaching Service Board
TSC	Teaching Service Commission
TSHIP	Targeted States High Impact Project
TTM	Teacher Training Module
TV	Television
TWG	Technical Working Group
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
USG	United States Government
VOA	Voice of America
WASH	Water Sanitation and Hygiene
WCDP	Whole Center Development Plan
WG	Working Group
WHO	World Health Organization
WOFAN	Women Farmers Advancement Network
WSDP	Whole School Development Plan

Section 1

1.1 Executive Summary

This document presents the Nigeria Northern Education Initiative's (NEI) Final Technical Report for the period of November 20, 2009 through March 19, 2014. The technical report details the tasks and activities the project undertook during this period in view of achieving project objectives as specified in the Task Order No. EDH-1-03-05-00026-00. The report starts with project overview, continues with the major project accomplishments as specified under key operational indicators and results and discusses how progress was monitored. It also covers strategies on sustainability to ensure continuity of the activities following project close out. In conclusion, the report talks about collaboration with USAID Implementing Partners (IPs) and other partners, lessons learned, challenges and how they were resolved. Finally, the reports spell out some recommendations for future interventions. A Performance Data Table (PDT) and other relevant documents are presented as annexes.

Creative Associates International, leading a consortium of international partners - Research Triangle Institute (RTI) and Johns Hopkins University - Center for Communications Programs (JHU-CCP), and School-to School (STS) - and local partners - Federation of Muslim Women's Associations in Nigeria (FOMWAN) and Civil Society Action Coalition on Education For All (CSACEFA) successfully implemented the USAID funded NEI in two northern states of Nigeria - Bauchi and Sokoto. Although initially a four-year project, NEI was implemented in a four and half-year time span following the award of a No-Cost Extension (NCE) from 20 September 2013 to 19 March 2014.

NEI's approach was based on three fundamental principles: *building on what exists, effecting change through a three-pronged change strategy, (build capacity, promote advocacy for acceptance and support transparency and accountability) and embracing a system approach (horizontal and vertical) that ensures comprehensive coverage of processes the project aims to strengthen*. Therefore, with this conceptual framework underpinning its implementation approach, its well experienced team and dynamic leadership, NEI built on what existed at national, State and Local Government Area (LGA) levels as well as on previous USAID funded projects - Community Participation for Action in the Social Sectors (COMPASS), State Education Accounts (SEAs) and two Qur'anic School Funding Flow studies in Kano and Zamfara, and the Literacy Enhancement Assistance Program (LEAP).

Taking advantage of its wealth of experience in Nigeria, NEI successfully met the project's overarching goal of strengthening states' and local governments' systems in Bauchi and Sokoto, and established functional models to increase access of orphans and vulnerable children (OVC) to quality basic education. This effort laid the foundation for delivering quality basic education services in both formal and non-formal education with unprecedented community participation.

Sokoto and Bauchi states presented poor education indices such as high dropout and repetition rates, high pupil-teacher ratios (93:1 in Bauchi and 60:1 in Sokoto); unqualified teachers (26% in Bauchi and 42% in Sokoto), and high numbers of vulnerable children, including boys leaving home to become Almajari with no systems for identifying and supporting them (Education Data Bank, 2005). The selection of these two states presented an opportunity to confirm the underlying development hypothesis that, the quality and coverage of basic education is a function of both *a responsive policy environment, an investment framework and systems and procedures to operationalize and implement it effectively* at each level of the education system.

The initiative was implemented in twenty LGAs (ten per state), 120 formal schools and 80 Non-Formal Learning Centers (NFLCs)¹. During the life of the project (LOP), NEI built the capacity of 461 (428m, 33f; 246 in Bauchi: 225m, 21f; 215 in Sokoto: 203m, 12f) administrators and government officials (surpassing project target) in competencies directly related to their primary assignment and day-to-day activities. *For details see Sections 1.3 and 1.4.*

The project supported the training of 5,685 (3,323m, 1,362f; 2,077 in Bauchi: 1,402m, 675f; 3,608 in Sokoto: 2,921m, 687f) teachers and educators both in in-service and pre-service surpassing the target by 53%. NEI also reached 1,422,925 (853,418m, 569,507f) children in both states (Bauchi 810,494, 455,486m, 355,008f, Sokoto 612,431, 397,932m, 214,499f), resulting in 33% increase in enrolment during the life of the project. Enrolment increased by 23% in all demonstration schools/centers, 81,600 (46,344m, 35,256f) Bauchi (35,493, 18,187m, 17,306f) Sokoto (46,107, 28,157m, 17,950f). The project also witnessed a 23% increase in enrolment in both states as against the envisaged 15% increase by the end of project. This state wide increase in enrolment is attributed to the system-wide approach of the project which was endorsed and scaled up by the state through the application of plans, budgets, policies and other interventions modeled and supported by NEI to non-project LGEAs and schools.

The project supported the installation of an Education Management Information System (EMIS) in twenty pilot LGEAs in Bauchi and Sokoto states. NEI distributed an updated EMIS Toolbox that incorporated the 2012/2013 Annual School Census (ASC) data. Also, one hundred and twenty (120) School Based Management Committees (SBMCs) and eighty (80) Center-Based Management Committees (CBMCs) were trained on effective schools management strategies and monitoring. NEI supported these structures to develop plans and implementation budgets. In addition, the project supported the State Education Accounts (SEA) Working Groups (SWGs) in both states to take a leading role in the conduct of SEA Round II resulting in the successful and timely completion of the exercise. The use of the “train-do-train” approach built the capacity of the SWGs and gave them a sense of ownership which is demonstrated by their willingness to sustain the SEA.

The project adapted and or developed thirteen (13) policies, guidelines and procedures, to improve equitable access to quality education services. Chief amongst which are the Medium Term Sector Strategy (MTSS); State Teacher Education Policy (STEP); Teacher Recruitment and Deployment (TRD) procedures; and Guidelines for CSO Role in Partnering with Government. The most recent is the Teacher Management Information System (TMIS) - a statewide system that integrates information on teachers in a comprehensive yet accessible and timely way for efficient human resource management. This tool has been used to ensure equitable distribution of teachers in schools and across LGEAs. These documents were approved by the State Basic Education Steering Committees (BESC) following a thorough review.

In order to ensure ownership and sustainability of government projects within the communities, NEI supported the establishment of twenty Community Coalitions² – CCs - (one/project LGA) and 200 OVC Support Teams (OSTs) and provided training to help them support the 200 demonstration schools/center (one/school). The project conducted a symposium on adolescent girls and VC involving

¹ Non-Formal Learning Centers cater to the specific needs of out-of-school children and youth. Operating outside the formal school system, they play a vital role in providing access to basic education for marginalized groups. The majority of NFLCs offer free enrollment and flexible class schedules so that learners may continue to work and support their families while fulfilling their right to a basic education. Most programs last one year with a minimum attendance requirement of six hours per week. Curriculum content often covers basic literacy, numeracy and civic education and is delivered in the predominant local language.

² These community structures bring together representatives from a cross-section of stakeholder groups, including Civil Society Organizations (CSOs), Faith-based Organizations (FBOs), traditional and religious institutions, and local advocacy organizations. Together, participants work to support and strengthen vital OVC services delivered through NFLCs, AGPs, healthcare referral activities and other social programs.

key religious and community leaders, NGOs, and the government agencies. The project also conducted formative research on VC needs including those of adolescent girls and Kids' Forum (KF). This research also led to relevant project interventions on Adolescent Girls Program (AGP), KF, and in creating radio programs used for advocacy purposes.

Over the life of the project the number of OVC enrolled and provided with services (education, health, nutrition and psychosocial information) reached 16,000 (9770m, 6230f). The breakdown is: Bauchi 8000 (4425m, 3575f), Sokoto 8000 (5345m 2655f). *Please See Annex F: Summary DHIS Data on services rendered to VC.* NEI also supported the well-being of these OVC through the provision of support packages, recreational learning to KF and supported 2,686 adolescent girls (Bauchi 1402, Sokoto 1284) by providing literacy, numeracy, life and vocational skills instructions in the twenty AGP centers. In addition, 6, 714 (4,293m, 2,420f; Bauchi: 2,170m, 1,123f; Sokoto: 2,123m, 1,298f) caregivers were trained to support VC education and well-being.

Progress of project implementation was carefully monitored through periodic engagement of government officials, surveys (to identify gaps and plans to redress them), annual data quality assessments (DQAs), and portfolio reviews by USAID. These efforts paid off since it enabled NEI to surpass targets set at the inception of the project. *See Annex C: Final Performance Data Table for further details.*

The last two years of the project were geared towards ensuring sustainability. Specific project interventions such as MTSS, EMIS, SEA, STEP, NEI Teacher Training Model, TMIS, AGP and VC care and support were adopted as models by the two states and approved for mainstreaming by relevant Ministries, Departments and Agencies (MDAs). Project planning, implementation and monitoring were conducted in deliberative consultative forums that involved regular attendance of key government officials. The various inter-ministerial Technical Working Groups (TWGs) at the state and LGA levels were driving the implementation. The Civil Society Action Coalition on Education for All (CSACEFA) and the Federation of Muslim Women Association of Nigeria (FOMWAN), and other Civil Society organizations (CSOs) served as grantees to support project interventions and to engage state governments in the planning and improvement of the education sector. *Please see Section 1.4 for further details.*

In conclusion, the project succeeded in ***strengthening education delivery systems*** in Bauchi and Sokoto states by building the capacity of relevant MDAs. Presently, school-level ***data*** are regularly collected and processed to inform a ***consultative decision-making*** process involving LGEAs, communities and civil society organizations (CSOs). This consultation follows a ***deliberative and reflective planning process***, utilizing established tools and methods to set ***standards, goals and benchmarks*** in establishing ***state-wide policies and procedures*** which in turn improved classroom instruction, teacher performance and supervision as well as supporting VC to access and succeed in school.

1.2 Project Overview, Rationale and Strategy

NEI is a four-year basic education project (a six-month No-Cost Extension was added later) funded by USAID and implemented in partnership with the Government of Nigeria (GON). NEI strengthened the capacity of state and local government to deliver quality basic education services and increased access to education (and related services) for OVC in the northern states of Nigeria - Bauchi and Sokoto. Creative Associates International led a consortium of international and local partners to implement the project. The U.S.-based partners were Research Triangle Institute (RTI), Johns Hopkins University - Center for Communication Programs (JHU-CCP), and School-to-School (STS). Two Nigerian-based partners - Civil Society Action Coalition on Education for all (CSACEFA) and Federation of Muslim Women Associations in Nigeria (FOMWAN) – also made part of the consortium. The project was implemented in collaboration with state governments and several non-governmental organizations (NGOs). Funding sources included Africa Education Initiative (AEI) and the President’s Emergency Plan for AIDs Relief (PEPFAR).

Despite Nigeria’s immense natural resources, more than two-third of the population live below \$2 per day. This high level of poverty limits access to health care and basic education. Bauchi and Sokoto states experience worse indices when compared with the national average. Additionally, the number of vulnerable children (VC), including boys leaving home, remains high in the north and systems for identifying and supporting them are only beginning to develop.

NEI contributed to the achievement of two objectives and nine results (*Please see adjacent text box for details*) through the implementation of several activities to address key issues in the management, sustainability and oversight of basic education. Interventions focused on facilitating policy development and implementation; information management and use of data for decision-making; and human resource development and management including training, monitoring, and supervision. Additionally, the project increased access of VC to basic education and other services through innovative approaches such as learning centers that catered for the literacy needs of out-of-school youth as well as mainstreaming them into the formal education system. Services provided to VC included in-school and out-of-school activities such as literacy, numeracy, life skills education, and psychosocial support. The children were also provided with referral support to the nearest health facilities supported by other USAID-supported health and HIV interventions.

NEI developed or adapted policies to enable planned, data-backed, structured and result-driven implementation of basic education. MTSS, State Education Sector Operational Plans (SESOP), State EMIS policies, STEP, and TRD procedures encourage appropriate management of basic education goals for optimizing results. Additionally, a community-based initiative approach was adopted in establishing and supporting CCs and 16,000 VC through “compassionate communities” from established networks and institutions helping them to integrate into the mainstream. Using community participation approach, the project supported school governance structures such as SBMCs in identifying and articulating priority issues to support basic education. These efforts continued to gain impetus in the education planning and management process, and helped to bridge the gaps between government and the people. Additionally, NEI build the capacities of communities and caregivers to support VC to access basic education and to provide care.

RESULTS FRAMEWORK

Result 1.1: *Strengthened strategic planning systems*

Result 1.2: *Improved financial resource management and budgeting*

Result 1.3: *Strengthened education management information systems (EMIS)*

Result 1.4: *Strengthened teacher education systems*

Result 1.5: *Improved teacher management support and supervision systems*

Result 1.6: *Improved performance management and accountability*

Result 2.1: *Increased support for education and health services for OVC*

Result 2.2: *Increased support for supplementary OVC support services*

Result 2.3: *Strengthened systems for increasing OVC access to education and health services*

1.3 Project accomplishments by indicators

NEI operated under two objectives: 1) Strengthening state and local government capacity to deliver quality basic education services by addressing key issues in the management, sustainability and oversight of basic education and 2) Increasing access of VC to basic education and other services such as health information and counseling. These two objectives branched out to nine results; six for Objective one and three for Objective two.

In order that a broader understanding is established, project accomplishment will be presented using some key operational indicators to demonstrate the lasting impact generated through the NEI project.

1.3.1 Capacity of government officials built in Relevant MDAs

Administrators and officials trained

Table 1: Numbers of Administrators and officials trained with USG Funds during the Life of Project

Project Year	Number Trained								
	Bauchi			Sokoto			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
1(2010)	57	11	68	93	14	107	150	25	175
2(2011)	134	15	149	132	8	140	266	23	289
3(2012)	225	21	246	203	12	215	428	33	461
4(2013)	138	13	151	196	5	201	334	18	352
NCE	48	5	53	53	1	54	101	6	107

Major title of training/workshops

Proposal Writing Workshop for Federal Funding, MTSS Development and Review Workshop, EMIS Guidelines Workshop, State Teacher Education Policy (STEP) Development and Review Workshop, Setting Priorities, MTSS/SESOP Harmonization, Annual School Census (ASC) and EMIS Toolbox and Geographic Information System (GIS), Effective Dissemination of Information on OVC, Standard Setting, State teacher education Policy, TRD Procedure, Quality Assurance. MTSS-Performance Management Plan, Teacher Recruitment and Deployment Policy, Strategic Management, Annual School Census, EMIS, TMIS, Structured Query Language (SQL), Computer Literacy for LGEA Personnel, and MS Power point for TMIS officers, Budget Planning Tool, Computer Literacy, TMIS Installation, Utilization, Advanced searches, and TMIS report.

Table 1 shows the number of individuals and by extension institutional capacity built under both objectives (1 and 2) and title of trainings and workshops. In all, 461 (428m, 33f; 246 in Bauchi: 225m, 21f; 215 in Sokoto: 203m, 12f) administrators and government officials were trained over the LOP. These trainings targeted government administrators/officials from State Universal Basic Education Board (SUBEB), Ministry of Education (MOE), and LGEAs who were trained and retrained on their scope of work to improve education services delivery and decision making processes. Specifically, SUBEB officials were trained on new Performance Monitoring Plan (PMP) to track MTSS implementation as well as strategic planning. Agencies for Mass Education (Agency for Non-Formal Education and Adults – ANFEA - and State Agency For Mass Education - SAME) officials were trained on Non-formal Education MTSS development, while LGEA personnel received trainings on computer literacy and TMIS utilization. These trainings improved their competencies, in addition to the policies, guidelines and procedures that provided an enabling environment for enhancing efficiency. *Details of these trainings and their impact are discussed in Section 1.4.*

1.3.2 Capacity of government officials build for Teacher Development and Management

Teacher-Educators trained

Table 2: Numbers of Teachers/Educators trained with USG funds during LOP (in-service, pre-service, mentors, facilitators, trainers)

Project Year	Number Trained								
	Bauchi			Sokoto			Grand Total		
	M	F	Total	M	F	Total	M	F	Total
1(2010)	29	9	38	25	3	28	54	12	66
2(2011)	1,139	488	1,627	1,419	353	1,772	2,558	841	3,399
3(2012)	1,386	567	1,953	1,323	292	1,615	2,709	859	3,568
4(2013)	263	187	450	1,502	334	1,836	1,765	521	2,286
NCE	NA	NA	NA	NA	NA	NA	NA	NA	NA

Major title of training/workshop

Content Development Workshop, TRD Assessment Training, NTEP Adaptation and Sensitization Workshop, Mentoring and School Support Activities, Activity-based Method on the Teaching of Literacy and Numeracy, Introductory Literacy and Numeracy Materials (Primary Education Studies (PES) lecturers), Life Skills and Psychosocial Counseling (in-service and pre-service teachers), Incorporation of Contents of the Literacy, Numeracy, Life Skills and Psychosocial Counseling Manuals in Teacher Training Curriculum (Teachers Educators or College Lecturers), Literacy, Numeracy, Life skill and Psychosocial Counseling (Scaled up training of teacher).

Teachers are key drivers in the achievement of any meaningful learning gains. *Table 2 shows the number of classroom teachers and teacher administrators trained under the project.* A series of training workshops on different topics were organized for in-service teachers as well as those in pre-service (Primary Education Studies' lecturers and student-teachers) or the Colleges of Education (COEs).

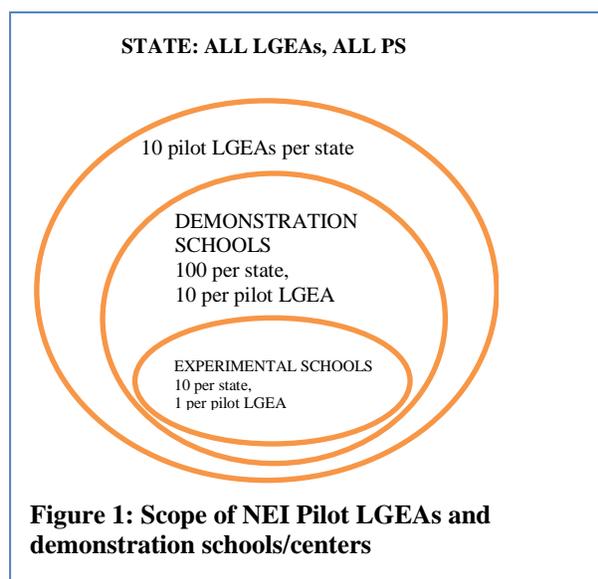
NEI supported the development of teacher manuals and guides on four thematic areas - Literacy (L) Numeracy (N), Life Skills (LS) and Psychosocial Counseling (PSC) in collaboration with major stakeholders and in a participatory way. The project supported in-service and pre-service training of 3,568 (2,709m, 859f; Bauchi - 1,953: 1,386m, 567f; Sokoto - 1,615: 1,323m, 292f) teachers/educators belonging to 200 demonstration schools in LS and PSC. In Project Year Four (PY4), the project trained another set of pre-service teachers in the two COEs (886: 541m, 345f; 424 in Bauchi – Azare COE: 245m, 179f; 462 in Sokoto – Shehu Shagari COE: 296m, 166f) and partially supported the scaling up of the training by state governments (1,400: 1,224m, 176f; 26in Bauchi: 18m, 8f; 1,374 in Sokoto: 1,206m, 168f). This added to PY3 actual that gave a total of 5,685: 3,323m, 1,362f (2,077 in Bauchi: 1,402m, 675f, 3,608 in Sokoto: 2,921m, 687f) teacher educator supported under the project. Additionally, 98 (37m, 12f per state) mentor teachers were identified and trained to develop state capacity in disseminating the new training model. Federal and other donor officials also reviewed the manuals for wider acceptability, sustainability, and ownership. *Please see Section 1.4 for further details.*

1.3.3 Capacity of school and community-based structures built

School-based structures supported

In order to demonstrate that policies, guidelines and systems are effectively implemented in the two states, NEI engaged the states to select twenty LGEAs (ten/state) and 200 demonstration schools/centers (100/state). In each LGEA, ten demonstration schools comprising of four formal schools, two Islamiyya schools and four NFLCs were selected. 200 SBMCs and CBMCs one in each demonstration schools were also set up and supported. Members were trained on effective schools management strategies and monitoring as well as supporting schools/centers to develop plan and implementation budget. A total of 1,410 (1,209m, 201f) SBMC/CBMC members from 120 NEI public schools and eighty NEI-supported NFLCs were trained on School Improvement Plan (SIP) using Whole School Development Plan (WSDP) manual or the Whole Center Development Plan manual.

Project Year/State	Bauchi	Sokoto	Total
1(2010)	0	0	0
2(2011)	60	60	120
3(2012)	100	100	200
4(2013)	100	100	200
NCE	10	10	20
Major title of training/workshop			
Whole School Development Planning, School Improvement Plan, Effective Schools Management, Strategies and Monitoring Developing Plan and Implementing Budget, Conducting Meetings and Decision Making			
Table 3: Numbers of Parent-Teacher Associations (SBMCs/CBMCs) school governance structures supported			



These community and school level structures were supported by twenty CCs and twenty Community Education Forums (CEFs) and 200 OVC Support Teams (OSTs). These four groups formed the major pillars in advocacy and the provision of direct support for school improvement as well as engendering compassionate communities to support VC.

1.3.4 Impact of capacity building on school enrolment

Increase in enrolment statewide

Table 4: Statewide enrolment in both project states by gender, 2010-2013

	Sokoto			Bauchi			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010/11	255,747	120,962	376,709	396,871	291,444	688,315	652,618	412,406	1,065,024
2011/12	316,566	146,089	462,655	426,261	322,923	749,184	742,827	469,012	1,211,839
2012/13	397,932	214,499	612,431	455,486	355,008	810,494	853,418	569,507	1,422,925

Table 4 and Figure 2 show an enrolment increase from 1.065m in 2010/11 to 1.22m in 2012/13 academic years. This accounts for 33% increase in both states (31% m, 38% f). In Bauchi state an 18% increase in enrolment (15% m, 22% f) was registered. In Sokoto there was a 63% increase (56% m, 77% f). This shows greater increase in girls' enrolment in both states. These increases could be attributed to the systems being strengthened by NEI at state and LGAs levels, capacity building of administrators and officials as shown on Table 1 and 2 as well as community mobilization efforts as conducted by the structures set up by the project. It should be

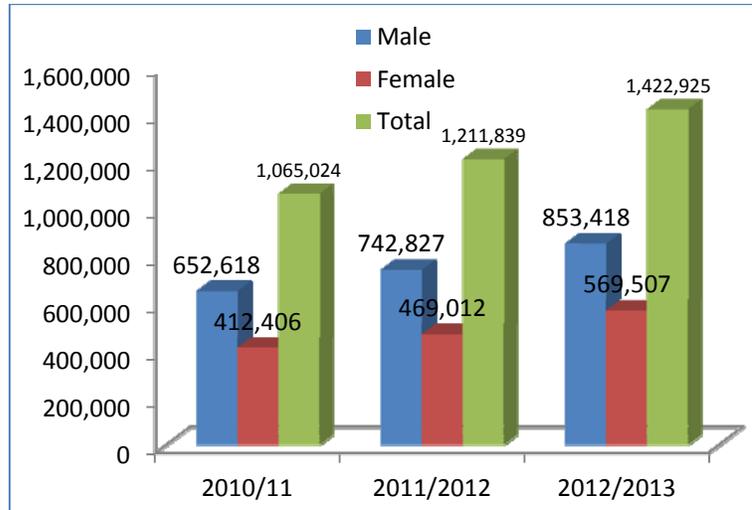


Figure 2: Statewide enrolment in both project states by gender, 2010-2013

be observed that these increments were over the life of the project (i.e. from baseline year 2010 to EOP year 2014). This effectively meant an average of about 21% per year in Sokoto for instance. Additionally, NEI's meticulous tracking of enrolment data contributed to this educational index being validated for the first time in seven years in any USAID funded project in Nigeria (See Section 2.1: Measuring and tracking project progress).

Increase in enrolment in demonstration schools

Figure 3 shows an increase of 23% (Sokoto: 38%, Bauchi: 7%) enrolment in the demonstration schools in both states vis-à-vis the baseline (2010-2013). This was an overall increase of 18% m, 29% f; -4% m, 22% f in Bauchi and 39% m, 37% f in Sokoto.

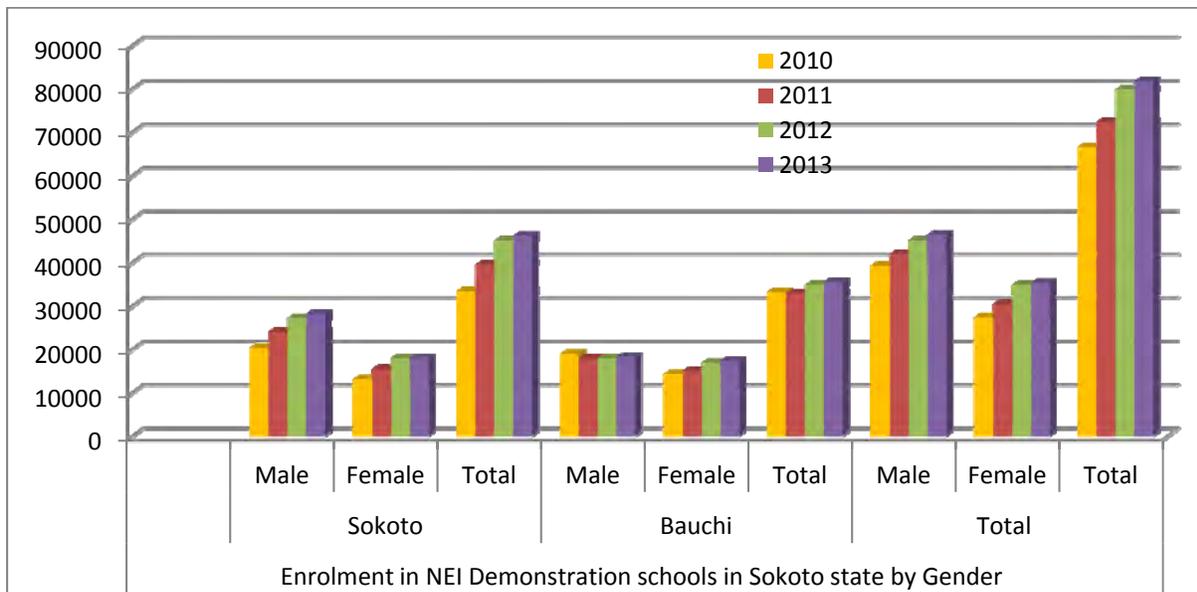


Figure 3: Enrolment in NEI demonstration schools by state and by gender, 2010-2013

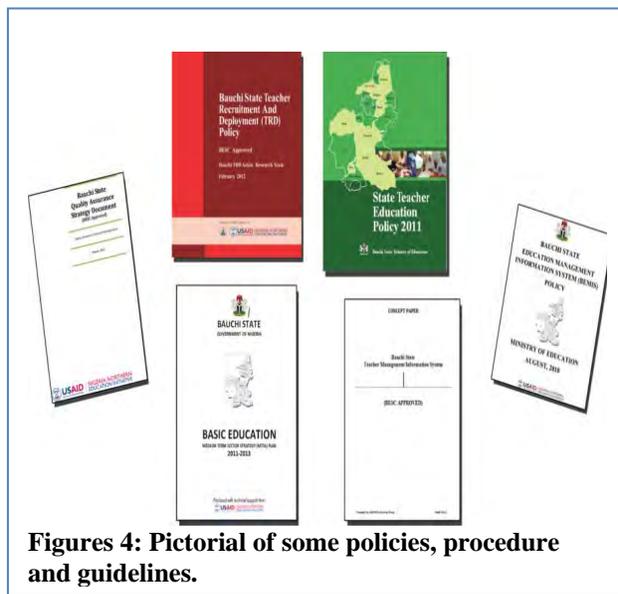
1.3.5 Creating enabling environment for basic education service delivery

Policies, procedures and guidelines put in place

Table 6: Number of policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services

Policies, procedures and guidelines developed and approved by State BESC	EOP Target	EOP Actual
1, MTSS; 2. STEP; 3. TRD Procedures; 4. Quality Assurance; 5. Integration of Core Subject to Qur'anic Education; 6. Guideline and Procedure for Mainstreaming OVC to Formal Schools; 7. EMIS Policy; 8. State OVC Plan of Action; 9. Manual for Ministries and OVC Officers' Roles and Responsibilities, 10. Manual on Community Coalition (CC) Formation and Community Action Cycle (CAC), 11. A Guide on How to Find Resources for the Development of Communities, Conducting Community Group Discussions for Behavior Change Communication (BCC) and Setting Up and Running CCs, 12. Information Booklet for Adolescent Girls Program; 13. Guidelines for CSO Role in Partnering with Government in MTSS Advocacy, Planning, Implementation and Monitoring	10	13

NEI collaborated with government partners to adapt or operationalize policies, enhance (or create) systems, and develop procedures so that educational and other services are routinely and effectively delivered to schools and children by government, and NOT the project. The underlying development hypothesis is that the quality and coverage of basic education is a function of a responsive policy, an investment framework and the systems and procedures to operationalize and implement it effectively at each level of the education system. NEI's work on policy and system development for both Objectives 1 and 2 was executed through Technical Working Groups (TWG) and sub-TWGs comprising government technical personnel and other stakeholders charged with carrying-out tasks and specific activities. Where such groups existed already, the project worked with them and where they did not, they were established in collaboration with government counterparts. The TWGs and sub-TWGs were supported technically by NEI staff members and consultants. Clear terms of reference (TOR) were defined for each group that outlined tasks, products and schedules. *Figure 4 shows a pictorial view of some policies, procedures and guidelines developed by NEI in collaboration with state counterparts.*



Figures 4: Pictorial of some policies, procedure and guidelines.

1.3.6 Management Information System (MIS) for improved service delivery

Functional MIS in place and in use (EMIS, TMIS & NOMIS)

Education Management Information System (EMIS): Functional EMIS system was established in SUBEB and MoE in Bauchi and Sokoto as well as in 43 LGAs (Bauchi: 20, Sokoto: 23). NEI trained MoE, SUBEB, LGEA officials of two states to use EMIS database for educational planning and management. LGEAs and SUBEBs now have EMIS departments that periodically update aggregate school records for planning; efficient generation of education information related to distribution of resources, redistribution of teachers, recruitment of teachers and education management from EMIS

Toolbox. They have been empowered to use EMIS as a tool for generating basic education reports for senior management at state and LGEA.

Table 7: Number of Institutions with functional MIS installed and in use

	EMIS		TMIS		NOMIS		No of Institutions
	Bauchi	Sokoto	Bauchi	Sokoto	Bauchi	Sokoto	
SUBEB	1	1	1	1	0	0	2
MOE	1	1	0	0	0	0	2
MOWA	0	0	0	0	1	1	2
TSC/B	0	0	1	1	0	0	2
LGEA	20	23	20	23	0	0	43
Total Number of Institutions							51*

*Eight state institutions have functional EMIS/TMIS/NOMIS installations, plus 43 LGEAs

Teacher Management Information System (TMIS): TMIS was introduced and installed in the two states (43 in LGEAs, 2 in SUBEBs, two in Teacher Service Commission/Board (TSC/B). TMIS database is used at state and LGEA levels in performing routine human resource procedures such as documenting and editing new/existing staff data, postings, deployments, leave processing, commendations, promotions and queries. The software also helps to generate basic reports from the database that can be used to take teacher management decisions.

National OVC Management Information System (NOMIS): Functional NOMIS system was established in the Ministry of Women Affairs (MOWA) in Bauchi and Sokoto states. NEI provided Desktop PCs at each MOWA and installed the USAID-supported NOMIS software. In collaboration with USAID-FHI360 and USAID-Links for Children, NEI trained seventy-three (61m, x12f; Bauchi: 35, 27m, 8f; Sokoto: 38, 34m, 4f) MOWA and LGA officials of both states in data entry and reporting of VC data. Currently, VC data generated from the LGAs are entered at MOWA. Both ministries plan to procure PCs and deploy at LGAs in order to scale up the NOMIS system.

1.4 Project Accomplishments by Results

1.4.1 Objective 1: Strengthen state and local government capacity to deliver basic education services by addressing key issues in education management, sustainability and oversight.

System strengthening is a pre-requisite to improving educational service delivery, but it is not an end in itself. During the life of the project, NEI succeeded in improving the education delivery system in order to create more effective schools by supporting the development of MTSS and budgets; supporting the tracking of expenditure and funds flow in basic education; installation of functional MIS in relevant institutions for improved service delivery, capacity building of teachers and teacher educators to improve learning gains; tracking educational progress for improved accountability and transparency in schools; and mobilizing communities for involvement in school improvement. *Full details of these activities provided under Results 1.1 to 1.6.*

Result 1.1: Strengthened strategic planning systems

When the project set off to implement mandated activities, there were weaknesses in the planning process of the basic education sub-sector in both Bauchi and Sokoto states. These weaknesses included unclear priorities or goals that reflect unattainable standards, lack of critical details in planning, frequently ignored sequencing of activities, redundancies between Federal, state and LGEA plans that led to cost inefficiencies, non-involvement of CSOs in the basic education interventions, and bureaucratic logjams and stalemates. To address these weaknesses, NEI built on what existed in developing the mechanism for effective strategic planning systems.

Approach

NEI established and trained TWGs and Steering Committees (SCs) in Bauchi and Sokoto states to spearhead the development and implementation of a comprehensive MTSS process to improve the planning and budgeting system. The project also provided technical assistance to develop the 2010 – 2013 and 2014 - 2016 MTSS for basic education sub-sector and helped in converting it into annual plans and budgets. To further promote build capacity, transparency, and foster advocacy, NEI organized a series of study tours and inter-state conferences for educational administrators, decision makers, and technocrats in states where the Education Sector Support Program in Nigeria (ESSPIN) - DFID-supported education project - is active. Furthermore, NEI reinforced accountability by building the capacity of CSOs to participate in the educational planning and performance monitoring process.

Result

In line with the approach stated above, NEI inaugurated two SCs in each state (one for Basic Education and the other for OVC) chaired by the Commissioners for Education and Women Affairs respectively. The committees approved all policies, documents, procedures, guidelines and plans brought before them by the TWGs for subsequent implementation. Through this participatory process, NEI developed two MTSS documents (2010-2013 and 2014-2016) from which state SUBEBs drew their Annual Implementation Plan (AIPs) and Departmental Work Plan (DWPs). The sector strategies contain a mechanism with which to review performance based on specific indicators and targets and allow for flexibility in implementation. The 2014 – 2016 MTSS was developed by the state with minimal technical support from NEI. NEI supported twenty members of the CSOs (Bauchi: 10, 3m, 7f, Sokoto 10, 5m, 5f) to develop a strategy document on CSOs/government engagement. The document was approved by the BESC. In the same vein, a joint Bauchi and Sokoto training of CSOs was conducted to develop evidenced-based monitoring strategies for MTSS, DWP/and Activity Based Budget (ABB). In attendance were twenty seven (22m, 5F) CSO members.

Impact

As a result of NEI's support, the states are now committed to an annual sector review process. The review is now considered as a regular feature of the annual budget calendar aimed at assisting budget planning. This review helped ensure transparency and accountability in resource management. Equally, the medium-term operational documents guide the education sector reform agenda in the two states. In the same vein, the establishment of BESC helped to advise, oversee, and guide the system strengthening activities of the project so that these activities met the immediate and distant needs of the government in strengthening its institutional processes to deliver good quality basic education to all the children with special attention to socially VC. As a result of the MTSS process, the Ministry of Budget and Economic Planning (MBEP) requested training on the Budget Planning Tool (BPT) and for the purpose of statewide scale up. It also facilitated the budgeting process in the State Houses of Assembly. As the project closes out, a current MTSS will still run through 2016. Hopefully, subsequent sector plans will be developed entirely by the TWGs.

Result 1.2: Improved financial resource management and budgeting

To improve financial resource management and budgeting in the states, NEI supported two State Education Accounts (SEA) studies in each state which investigated the sources and use of education sector financing. NEI also revised budgeting practices by establishing Chart of Accounts (COA) for proper coding of budget line items and developing a BPT software to automate budgeting processes in the states and improved management efficiency in SUBEB - the institution responsible for basic education – by conducting an institutional review of the agency in each state to realign its departments and human resources with its core functions.

Approach

NEI's approach to conducting SEA studies for Bauchi and Sokoto commenced with identification of roles and key people for an inter-ministerial SEA Technical Working Group (STWG) as well as an SEA SC of policy makers. The SC's main function is to consider the results of the studies in view of directing the implementation of the recommendations as appropriate. NEI also contracted the Association for Education Development Options (AEDO), a local NGO, to provide technical assistance to the SWGs. Furthermore, AEDO and the SWGs were supported by a team of international experts to build local capacity in conducting SEA. The SWGs were trained to prepare the framework document, identify data sources, gather data, clean and enter data into the database, and finally to generate reports.

The findings of SEA identified that the COA was too general to show whether funds are spent against budgeted items. In order to ensure transparency in the use of public funds NEI supported the training of forty-five (41m, 4f) financial officers from relevant MDAs on refined state Budget Classification (BC) and a new COA financial coding system. In the same vein, ABB was developed based on each state's MTSS document in a series of training workshops. Also, a BPT was developed to automate the annual SUBEB budgeting process.



Sokoto State Governor, Aliyu Wamakko receives the SEA report from NEI's deputy chief of Party (Sokoto) Mohammed Nura Ibrahim

In order to address conflicts in roles of SUBEB departments and ensure efficiency in the discharge of their mandates (provision of quality basic education delivery), NEI contracted Administrative Staff College of Nigeria (ASCON) to undertake institutional reviews to assist the SUBEB in the two states in conducting mandate mapping and human resource capacity assessments. As a result of the mandate mapping, each department became fully aware of its roles and responsibilities as identified in the MTSS and annual implementation plan.

Result

Two rounds of SEA studies conducted in each state covering the 2008/2009 and 2009/2010 school years showed each state's sources of education sector financing, flow of funds, and the use of education funds. Bauchi state's total education financing of ₦35,396,962,729 in 2008-09, came from public funds (74.2 percent), private funds, 24.3 percent, the rest of the world, 1.5 percent and per capita spending on education was ₦7,569.

Both Bauchi and Sokoto SUBEB now use the new COA as a basis for legally appropriating funds, budgeting, analyzing and presenting financial information and recording expenditure. This has facilitated the planning, budget discussion, and full implementation of the MTSS. NEI also supported the states in the design of an automated BPT to synchronize with the national COA. A report on the intensive institutional review conducted in each state was submitted to SUBEB. The recommendations are awaiting implementation by each state government.

Impact

SEA findings and recommendations influenced an increased budget allocation to education sector in Bauchi state from seventeen percent in the study year to twenty six percent in 2011 and 2012 financial years. SUBEB Bauchi used the SEA findings in compiling an action plan for federal funding from UBEC in its 2012 intervention. In addition, the SEA report has influenced the State House Committee on Education to set up a sub-committee to monitor utilization of resources committed to education. SUBEB's successful demonstration of the BPT software motivated each state MBEP to request for statewide rollout of the BPT to other sectors such as health and agriculture. The observations from the institutional review identified that greater capacity building of staff on their functional roles would benefit the SUBEBs to improve efficiencies across functional areas.

Result 1.3: Strengthened education management information systems (EMIS)

Significant challenges surrounded the supply and use of data in both Bauchi and Sokoto States before the inception of the NEI project. In responding to these challenges, the project looked at areas of policy gaps, training needs, provision of hardware and software, conduct of national Annual School Census (ASC) exercise as well as identification of capacity gaps of officers in data collection, processing, and reporting. All these were aimed at facilitating data driven planning and budgeting processes.

Approach

During the life of the project, NEI facilitated the formation of State EMIS Technical Working Group (TWG) with Task Teams saddled with specific responsibilities; conducted a review and assessment of the status of existing databases in the states; organized a series of workshops on the ASC questionnaire review, addendum; conducted computer training for state and LGAs EMIS officers, and provided hardware and software to the SUBEBs.

Result

The project responded to the challenges of data supply and use by adapting the NEMIS policy to suit to the needs of Bauchi and Sokoto states. The result was the development of BEMIS policy in Bauchi state and SEMIS in Sokoto state through a participatory and consultative process. These policies were approved at the BESC levels in each state. Six training manuals and documents were also developed. These included: Data Management Practice, Data Dissemination Reference Guide, EMIS Toolbox Manual, School Profile Report Manual, and Validation Report and GIS Report during the four and half years of the project. After adapting the EMIS policy, an implementation committee was set up to draw up an implementation plan. The adapted documents now serve as a reference material on issues relating to ASC, data generation, and other related matters in the state.

The EMIS Toolbox was developed and installed in 43 LGEAs, SUBEB and MOE of both states along with its operation manual. Thirty-nine (Bauchi: 20, Sokoto: 19) personal computer (PC) with accessories and four servers were distributed to 25 LGEAs, two SUBEBs and two MOEs. Both states provided desktops to augment distribution of one PC and accessories per LGEA. Trainings were conducted for fifty-four (53m, 1f) technical staff in MOE, SUBEB and LGEA on Microsoft (MS) Office applications and EMIS Toolbox installation and utilization. The project also conducted trainings on data collection tools. Furthermore, the project collaborated with the ESSPIN project on ASC data entry, and specifically on MS Access based data entry software. In addition, 200 head teachers and facilitators of 200 schools and centers were trained across the twenty pilot LGEAs on data management, school profile report and school self-assessment in addition to 400 (378m, 22f) teachers and LGEA staff that trained on school profile reports and evaluation.

An addendum to the ASC data collection instrument was developed to capture additional state level information such as: special programs, transitions, examinations pass rate and students by vulnerability. Integrated Qur'anic and Tsangaya (IQTE) and Early Childhood Care Education (ECCE) databases were

developed, installed and used. The states successfully conducted three years ASC exercise in 2010/11, 2011/12 and 2012/13 with the support of NEI. This was made possible as a result of on the job training and sensitization of government and data collection officers. Data sets from various departments in SUBEB were mapped and domiciled in the SUBEB's Planning, Research and Statistics (PRS) departments as the origin and custodian of data and information.

Impact

The strengthening of EMIS units in Sokoto and Bauchi states improved awareness, effectiveness, and efficiency in data-driven planning for the education sector. Both states now use EMIS data to identify school needs (teachers, classrooms, furniture, toilet, etc.), preparation of MTSS and annual implementation plans and budgets, and submission of proposal for federal funding by UBEC. Both Bauchi and Sokoto accessed UBEC funding on teacher training up to the 2012/2013 cycle using EMIS data to support their proposals. Using the EMIS Toolbox, SUBEB Bauchi was able to pinpoint the exact schools with the highest demand for new teachers in deploying 2,000 newly recruited teachers in 2011.

Result 1.4: Strengthened teacher education systems

The strengthening of Teacher Education (TE) systems involved a multi-pronged initiative at the level of policy and service delivery. The achievement of Result 1.4 was thus contingent on the development of a coherent TE policy consistent with the National Teacher Education Policy (NTEP), enhancing the capacity of the government departments and Teacher Education Institutions (TEIs) to prioritize and finance TE activities, and availability of high quality materials for use by teacher educators, teachers-in-training, and classroom teachers.

Approach

To effectively create an enabling policy framework for TE, NEI constituted a Teacher Education Working Group (TEWG) whose mandate was to steer the activities of TE in both states. Working with the TEWG, NEI supported Bauchi and Sokoto states to adapt NTEP to suit to the states' needs and develop State Teacher Education Policies (STEPs) on the basis of an assessment of local priorities. The adaptation process involved the conduct of an assessment of pre and in-service teacher training priorities in TEIs of each state. NEI also supported stakeholders in CoEs and other government departments to use STEP as the basis for prioritizing teacher education activities and tapping into available federal funds to finance the activities through viable plans and development of fundable proposals.

Based on teacher training needs and curriculum assessments conducted by NEI in collaboration with State counterparts, NEI supported the SUBEB to develop Continuous Professional Development (CPD) scheme for teachers by supporting the development of training plans and Teachers'/Trainers' Guides (TGs) in the four thematic areas of Literacy (L), Numeracy (N), Life Skills (LS) and Psychosocial Counseling (PSC). The TGs were developed through a participatory approach with the involvement of major state and federal level stakeholders. These included Teachers Registration Council of Nigeria (TRCN), SUBEB, UBEC, ESSPIN and Teachers Service Commission/Board (TSC/TSB). These activities were tied to viable education system support from related MDAs and the state level policy planning processes of MTSS in order to deliver quality basic education services.

To develop state capacity to use and disseminate the new training model, the TEWG collaborated with NEI, CSACEFA and FOMWAN in the screening of teacher educators called "Mentor Teachers" (MTs) mainly drawn from COEs (teacher trainers) and professional officers from MoE and SUBEB. The MTs were trained as trainers and now lead teacher training and school support activities in the states. The MTs were selected through a process that included advertisement as well as written and oral interviews. In order to ensure the continual usage of the TTMs in pre-service training, the training manuals in L, N, LS & PSC were integrated in the pre-service curricula through training workshops and seminars attended by

24 (9f, 15m; Sokoto: 15; 8m, 7f; Bauchi: 9; 7m, 2f). The lecturers at the COEs were also trained to establish Professional Learning Communities (PLCs) as a professional development support group for teacher educators to improve their professional practice.

Result

Through the participatory approach described above, two policy documents BSTEP and SSTEP were developed, considered, and approved by the BESC. STEP Implementation Guidelines (IMG) were developed by TEWG and other stakeholders in each state spelling out in greater detail the administrative and management requirements for the successful implementation of the STEPs. Trainings and workshops were conducted for developing eight proposals (4 Bauchi, 4 Sokoto) for submission to federal funding agencies with four proposals already submitted. In addition, NEI also supported the SUBEBs to incorporate TE priorities including training and instructional materials into the 2010-2013 and 2014-2016 MTSS/ SESOP).

The project supported the training of 5,685 (3,323m, 1362ff; Bauchi 2077: 1,402m, 675f; Sokoto 3608: 2921m, 687f) teachers in L, N, LS and PSC which in turn enabled them to provide improved literacy and numeracy instruction to the 81,600 (46,344m, 35,256f) Bauchi (35,493, 18,187m, 17,306f) Sokoto (46,107, 28,157m, 17,950f) learners enrolled in the 200 demonstration schools. NEI also supported the training of (886: 541m, 345f; 424 in Bauchi: 245m, 179f; 462 in Sokoto: 296m, 166f) PES student teachers in the four thematic areas. In addition, on the job training/mentoring were provided to the teachers through the MTs.

The teachers' guides developed are now being used in both pre and in-service trainings to provide ample support to teacher educators and teachers to practice learner-centered instruction while covering the key curricular content at the primary level.

Impact

The STEPs policy provisions guided the SUBEBs to integrate CPD activities into the MTSS and consequently into AIP and DWP as well as ABB as an output of the BPT. Both states action plans submissions to UBEC are now being used as models for other states. In addition, the two project states currently use data-driven selection process in choosing participants for the trainings with support from the TMIS database.

Sustainability in this area is attributed to the adoption of the TTM, TGs and MTs. The SUBEBs of both Bauchi and Sokoto states have scaled-up the trainings in literacy, numeracy, life skills and psychosocial counseling to 1,400 teachers drawn from 43 LGAs.



Teachers develop teaching aids during NEI supported training

Result 1.5: Improved teacher management, support, and supervision systems

A major bottleneck to high quality teacher management in Bauchi and Sokoto states were the absence of a functional TMIS, non-standardized TRD procedures and inefficient school management, supervision and

pedagogical support necessary for an effective school system. Accordingly, NEI's interventions under result 1.5 were tailored towards reform in these problem areas.

Approach

To improve teacher management, support, and supervision, NEI supported the formation of sub-working groups from the TEWG, whose functions were to lead the processes of TMIS, TRD, and quality assurance (QA) reforms respectively. NEI also supported the states in the screening of existing supervisors/school support officers and followed up with necessary training for capacity building.

Result

In collaboration with the TMIS task team, NEI facilitated the development and approval of Bauchi State and Sokoto State TMIS concept papers. NEI further supported the development and deployment of the relational TMIS database for effective human resource management in the SUBEBs, TSC/TSB and the 43 LGEA in both states. In a one-day sensitization meeting, the TMIS database was presented to 63 (51m, 12f; Bauchi: 35 - 26m, 9f; Sokoto: 28 - 25m, 3f) stakeholders from MOE, SUBEBs, TSC/TSB, and 43 LGEAs of both states.

To prepare for a state-wide rollout of TMIS in both states, 107 (98m, 6f; Bauchi 50; 48m, 5f, Sokoto 54:53m, 1f) human resources officers from MoE, SUBEB, TSB/TSC and 43 LGEAs were trained on basic computer skills required for the utilization of the TMIS tool box. From the same cohort of HR staff; 98 (92m, 6f; Bauchi 48:43m, 5f, Sokoto 50:49m, 1f) officers were trained on how to conduct advanced searches and generate reports using case studies. The State TMIS officers were provided on the job support through a mentoring visit process. In collaboration with the SUBEBs, teachers' data collection and data entry into the TMIS data base were concluded in both states.

Using the new NTEP as a reference, NEI, through the TRDWG, supported the two states using an action research approach to assess current TRD practices as well as developing standardized procedures for each state. The TRD procedures and guidelines were approved by the states' BESC's and subsequently used to train SUBEB and LGEA officials in the states.

NEI has supported the Quality Assurance Working Groups (QAWGs) in the assessing management, supervision/inspection, and pedagogical support systems in both states. This culminated in the development and approval of QA strategic documents on revised roles and responsibilities of quality assurance officers. NEI also supported the screening and training of 138 (130m, 8f; Bauchi: 65 - 58m, 7f; Sokoto: 73 72m 1f) supervisors/school support officers using the QA training manual. In addition, 120 (115m, 3f; Bauchi: 57 - 55m, 2f; Sokoto: 63 - 60m, 3f) head teachers were trained in management and school pedagogical support. The training activity was complemented by school support mentoring/monitoring visits conducted by Mentor Supervisors, and Mentor Teachers in the demonstration schools. Sokoto SUBEB also considered the improvements registered in the QA reforms and conducted a statewide screening (oral and written interviews) of all 960 school support officers in the state. An orientation session was conducted for the 548 successful school support officers.

Impact

The demonstrations of the TMIS database prompted the utilization of TMIS in the selection of 1,020 participants for the 2013 UBEC funded in-service training by Sokoto SUBEB using the NEI teacher training model and the statewide deployment of teachers in Bauchi State. In all, TMIS is facilitating a need for equity-based selection of participants for CPD and deployment of teachers in the state as well as in staff management. SUBEB Bauchi used TMIS for teacher redeployment activities while Sokoto SUBEB recently used the TMIS package for the selection of 1,020 teachers for 2013 UBEC funded in-service training. In addition, Sokoto SUBEB has printed 2,600 copies of the QA strategy document on roles and responsibilities at the cost of N500,000 (\$3,225.81). This document was distributed to head

teachers and school support officers in the state. Finally, both SUBEBs sent out circulars to all LGEA QA departments for a statewide implementation of the QA document.

Result 1.6: Improved performance management and accountability

At the launch of the NEI project, few formal mechanisms existed for cross-ministry/department coordination of operational plans. Thus, there were clear accountability problems. In addition to developing a modality for civil engagement and public accountability at the state level, similar processes for civil engagement and accountability were planned for at school, community and LGEA levels with focus on the utilization of resources and maximization of local opportunities for additional resources and problem solving. At state level, accountability focused on the provision of inputs to the education sector. Whereas school accountability focuses on transforming those inputs into learning gains. This result focused on developing tools and processes that allow for improved performance management and accountability.

Approach

NEI initiated a participatory data collection procedure in which actors from state, LGEA, school, and community levels used SPR for purposes of advocacy, capacity building, and accountability. NEI also facilitated the setting of minimum performance standards through a series of forums which brought together education stakeholders, community members, and education authorities and designed and used three assessment processes for pupils' learning – Students' Achievement Tests (STAT), Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) to assess pupils' learning; facilitated the establishment of SBMCs/CBMCs/CEFs/CCs/LICs, and trained the members in the development of WSDPs.

Results

For the STAT, 120 NEI and 36 non-NEI (comparison) schools were selected using a stratified random sampling to assess pupils' knowledge in literacy, numeracy, and life skills over four years following two cohorts of pupils. The results showed with minimum performance standard set at 35%, few pupils met the minimum performance standards in literacy, numeracy and life skills over the four years of the project. The results also showed that Bauchi pupils scoring marginally (but not significantly) higher than Sokoto pupils; and performance in Life skills being the best, as given in Table 8 above.

Table 8: Pupils meeting minimum standards

Subject	P4-2011	P5-2012	P6-2013
Literacy			
Girls	27.3%	20.1%	23.7%
Boys	29.0%	24.4%	33.4%
Numeracy			
Girls	7.1%	4.7%	13.4%
Boys	6.9%	5.3%	16.5%
Life Skills			
Girls	41.8%	32.5%	48.5%
Boys	39.9%	35.9%	55.9%

EGRA and EGMA were conducted orally and one-on-one with the pupils. The items covered letter sound identification, non-word decoding, reading fluency and comprehension and listening comprehension in EGRA and number identification, addition and subtraction levels 1 and 2, quantity discrimination, missing numbers and word problem in EGMA. Like in the STAT, many pupils also performed below average in EGRA and EGMA, with very few children being able to read in either Hausa or English as even fewer showed knowledge of foundation mathematics, with the majority of them scoring zero in the sub tasks. Ironically however, the 2013 results showed that children in IQTE schools performed better than their peers in government primary schools. This trend in performance is similar across states and school types. Tables 9 and 10 give greater details of the EGRA/EGMA results.

Table 9: EGRA Results – English scores by states

Area of items	Correct letter sound per minute		Oral reading fluency (words per minute)		Reading comprehension (average number of questions correct)		Listening comprehension (average number of questions correct)		
	State/Level	P3	Stage 2	P3	Stage 2	P3	Stage 2	P3	Stage 2
Bauchi		2.8	4.0	1.8	9.0	0.0	0.2	0.2	0.3
Sokoto		0.6	1.2	2.2	19.0	0.0	0.4	0.1	0.4

Table 10: EGMA Results – Maths scores by states

Test item coverage areas	Bauchi State				Sokoto State			
	P2	P3	IQTE Stage 1	IQTE Stage 2	P2	P3	IQTE Stage 1	IQTE Stage 2
Number identification	16.8	30.3	37.3	50.7	11.7	18.1	30	46.3
Addition (level 1)	22.9	36.8	48.6	58.4	10.1	23.6	34.1	51.5
Subtraction (level 1)	18.2	30.1	38.2	54.3	9.5	19.9	26.7	41.3
Quantity discrimination	13.1	24.4	31.1	38.1	12.4	17.0	29.3	41.1
Missing number	7.7	12.0	15.7	21.8	5.2	8.5	14.2	19.7
Addition (level 2)	4.1	8.3	12.8	19.6	2.2	4.1	13.3	20.1
Subtraction (level 2)	2.5	5.2	10.6	15.7	0.8	4.2	7.9	14.7
Word problems	22.9	32.9	45.4	60.6	19.1	28.4	37.8	54.0

Both of these results were very revealing and were fed into MTSS to address the problems. Also, 1,410 SBMC members (1209m, 201f) in both states were trained to develop their School Improvement Plans (SIPs) using the Whole School/Center Development manuals. Community education forum met each year in the pilot LGAs, during which roundtable discussions were held by different stakeholders (SBMCs, CCs, LICs and Civil Society groups). Issues were identified, prioritized and develop into action plans in WSDP.

Impact

SUBEBs in Bauchi and Sokoto incorporated EGRA/EGMA in MTSS. This will ensure provision of budgetary allocation for the conduct of the next round of the assessments in the two states. They have also adopted the recommendation of the EGRA/EGMA report and began implementation. Civil society groups and NGOs are now participating in educational planning and delivery. They draw up SIPs that are in operation, and indeed, some of them passed NEI selection criteria.

SBMC/CBMC/CC/Civil Society actions led to classrooms construction, renovation, and purchase of teaching and learning materials support to OVC and provision of supports to the schools with increased enrolment and attendance rate of pupils. For example in Jama'atul Nasril Islam (JNI) Primary School, Gada, Sokoto state they planned and renovated one block of two classrooms, Aliyu Fodio Model Primary School in Bodinga LGA has water as their priority and their SBMC was able to connect to pipe borne water from the neighborhood to the school premises. Fourteen of twenty pilot LGAs conducted their CEF meetings on their own through membership contributions, fundraising, support from philanthropists, Local Government council and education authorities.

1.4.2 Objective 2: Increase access of orphans and vulnerable children to basic education and other services (e.g. health information, counseling, referrals) in NEI states.

NEI's approach for Objective 2 focused on building and mobilizing the capacity of local communities and government agencies to support and provide education and health services for vulnerable children (VC). The project also supported the provision of supplementary support activities through KF. Furthermore, the project strengthened systems for increasing access to education and health services of VC and

established procedures for integrating core subjects into NFLCs and mainstreaming of VC into formal schools. NGOs and CSOs including CSACEFA and FOMWAN were engaged in the implementation of project activities at the school and community levels. This was a major source of project outstanding accomplishments.

Result 2.1: Increased support for education and health services for OVC

In Nigeria about ten million children of school age do not have access to basic education and health services. These children also live without adult care, and support for their physical, cognitive, and social development. Some of these children are found in Qur'anic centers in Northern Nigeria including. Efforts to increase OVC access to education and other services are numerous but uncoordinated due to overlapping roles and responsibilities among ministries and Agencies. In addition, services are underfunded compared to needs as well as poor coordination within communities to address educational issues and to identify and support VC. NEI addressed these issues through programming that ensured community involvement by providing educational services to NFLCs as well as vocational skills programs which served as a form of improving the well-being of VC.

Approach

The project promoted compassionate communities to champion OVC care through the establishment of CCs using CAC. NEI supported eighty existing Qur'anic centers which were managed by selected NGOs including FOMWAN and CSACEFA. NEI supported the identification and registration of 16,000 OVC in schools and NFLCs and supported teaching of literacy, numeracy, vocational skills training, apprenticeship activities as well as providing OVC support packages geared to satisfy their education, health and psychosocial needs of VC.

Result

NEI facilitated the establishment of twenty CCs in both states, identified and registered 16000 VC in 120 demonstration schools and 80 reinforced NFLCs across twenty pilot LGAs. Teachers and facilitators were trained to deliver literacy and, numeracy, psychosocial counseling and life skills services to this group. In addition, 5,214 vulnerable children received vocational skills training, of which 2,868 received it through community-based apprenticeship program. Furthermore, 16,000 VC received support packages that comprised scholastic materials and primers over the life of the project.

Impact

NEI project introduced a system that entailed and enforced community participation in monitoring and supporting schools. Replication of CCCs in non-project LGAs served as evidence of high reception on the part of the communities of the concept of CC involvement in the delivery of basic education services. Most communities, as demonstrated in Shagari, Ilesha, Boding LGAs in Sokoto and Dass, Alkalari, Bauchi LGAs in Bauchi state, took the responsibility of feeding, providing schools materials, and leveraging resources for VC needs in their localities on permanent basis.

Result 2.2: Increased support for supplementary OVC support activities

NEI realized the need to provide supplementary support activities which fell outside of the realm of formal and non-formal learning activities such as kids' clubs, out of school mentoring, psychosocial support (PSS), and hygiene education. These services were to serve as wrap-around activities in the provision of access to basic education for vulnerable children.

Approach

NEI addressed these issues by building the capacity of teachers and OVC support persons in mentoring, PSC and implemented adolescent program which trained young women in acquiring vocational skills. KF

were also established to meet learners' psychosocial needs. In addition, NEI built the capacity of communities and caregivers to support OVC education and well-being.

Result

NEI trained 2,286 (1,765m, 521f) teachers to provide Family Life and Health Education (FLHE) instruction in 200 demonstration schools. The project also trained 538 (Bauchi: 268 - 201m, 67f; Sokoto: 270 - 206m, 64f) CBOs members of OVC Support Team (OST), KF and AGP facilitators on life skills (LS), FLHE, water, sanitation and hygiene (WASH), and safe water supply (SWS). In order to deepen sustainable support for VC, the project trained 6,714 (4,293m, 2,421f) caregivers on VC care and household economic strengthening activities. In addition, 860 (Bauchi: 440, Sokoto: 420) adolescent girls graduated from nineteen AGP skills training centers while 16,000 (9,770m, 6,230f) participated in 320 KF. In collaboration with USAID-FHI360, the project trained seventy- three (61m, 12f; 35 in Bauchi: 27m, 8f, 38 in Sokoto: 34m, 4f) OVC desk officers and representatives of NGO on the application and use of National OVC Management Information System (NOMIS) software.



Kids cut out old rubber slippers as alphabet and paste them on white paper at the Kids' Forum at Hande Nizamiyya School, Sabon Birni, Sokoto state. PHOTOS: KABIRU ALIYU/CONDI

Result 2.3: Strengthened systems for increasing OVC access to education and health

NEI realized that adapting the National Plan of Action (NPA) to each state's peculiarities posed numerous challenges. Issues such as early marriage and stigma attached to the orphan label made consensus difficult to achieve. More so, efforts to provide services to OVC and Almajirai were poorly coordinated, and the absence of a coherent policy framework and coordination mechanism constrained the development of effective strategies to meet OVC needs. Staff capacity to implement OVC programs was weak, and the lack of standard guidelines for the integration of OVC into schools and the incorporation of academic subjects into Qur'anic schools impeded greater enrollment in formal schools. Furthermore, once in school, OVC retention was often low. These issues therefore, formed the basis of the project's OVC programming in the two states.

Approach

NEI supported the establishment of the OVC Steering Committees and TWG and facilitated the adaption of the NPA for the States. The project also built the capacity of ministry and OVC Desks officers to perform better, developed procedures and manuals for integrating academic subjects into Qur'anic schools, and designed the process of mainstreaming OVC into formal schools

Results

The project established and inaugurated VC Steering Committee (SC) and TWG in Bauchi and Sokoto states and facilitated the adaptation of the NPA for the states. It supported the development and approval of the Manuals for the Integration of Core Subjects into Qur'anic schools, Guidelines for Ministry and OVC Officers, Roles, Responsibilities and Procedure for mainstreaming OVC into Formal Schools. NEI facilitated a joint study tour to Kano state for forty selected Qur'anic school proprietors, Desk Officers and other key stakeholders in Bauchi (20 male) and Sokoto (20 male). Experiences were shared and recommendations made for more effective integration of Qur'anic schools in both states. The project has also facilitated the mainstreaming of 736 (152 in Bauchi: 79m, 73f; 584 in Sokoto: 367m, 217f) VC into formal schools in Bauchi and Sokoto states.

A joint Bauchi and Sokoto states symposium on Integrated Qur'anic Education (IQE) was held January 28-29, 2014 at Yankari, Bauchi state, with over 60 participants (including the USAID Deputy Mission Director and her team) from Bauchi and Sokoto states and Abuja. The objective of the IQE symposium was to provide a forum to discuss the integration of formal education subjects in Qur'anic and Tsangaya school system. The event highlighted NEI's previous work and provided an opportunity to bring key stakeholders together to discuss the myriad issues that have surfaced during the project regarding the management, support and oversight of these non-formal schools. The event included a review of data collected which provided insight into current levels of academic achievement at IQE schools, as well as demographic data on the schools themselves, their pupil population, and the head teachers and teachers at the schools. In addition, data from a recent state-wide household survey that focused on education was presented through the lens of IQE education.



Participants at the IQE symposium listen to a presentation on IQE policy issues by Prof. Muhammad Jagaba of the Usman Danfodiyo University, Sokoto. PHOTO: DRAKE WARRICK

Symposium participants discussed what the current levels of support for IQE schools are, the challenges currently facing these schools, how data on IQE schools is collected and used, and what can further be done to strengthen education provision. The event achieved the objective of being another step towards the strategic development of state focused policy. Additionally, participants from shaped a consensus of the priorities to better support IQE education in the states and the next steps required towards achieving the ultimate goal of having a harmonized policy and support plan.

Impact

One of the significant successes registered in this area was the reception of the integration of core subjects in Qur'anic schools in amongst proprietors of Qur'anic schools. This followed the study tour conducted to Kano state. The meetings and workshops organized for TWG members facilitated easy communication amongst the MDAs and enabled the mainstreaming of VC that acquired basic education through the NFLCs. Guidelines and procedure manuals developed by NEI helped to sustain state continuation of

integration of core subjects into Qur'anic education in a systematic and coordinated manner. The procedure for mainstreaming VC into formal schools also served as a transparent guide that made mainstreaming of VC easier. A good example of how mainstreaming of VC was effective and impactful was the story of Ammar Mohammed, now in junior secondary school with a dream to become a doctor (Please see USAID blog - <http://blog.usaid.gov/2013/04/increasing-access-to-education-in-northern-nigeria/> for further details).

1.5 Impact of grants to directly address programming at the LGA, community and school level

NEI managed to build partnerships with community groups and associations, including a number of local NGOs. The process started with the compilation of a data-base of NGOs operating in Bauchi and Sokoto states and went on to introduce them to NEI objectives to acquaint them with the project objectives and consequently to delineate possible areas of collaboration. The involvement of these NGOs later became one of the key factors for the smooth implementation of NEI project despite the security challenges in Bauchi state in particular.

Successful NGOs, in line with USAID approved NEI Grants Manual, were assigned project sites in local communities where they have good understanding of the terrain. They became the primary vehicles for mobilizing existing community structures to implement project activities and provide services. The grant fund under the project was the primary programmatic tool aimed at achieving specific purposes outlined in its technical proposal. These NGOs implemented the accelerated basic education literacy and numeracy program at NFLCs (Tsangayas, Almajirai, adolescent girls etc.) in the two states. This approach was largely responsible for the acceptance of program by Malams, traditional rulers, religious leaders, government, philanthropists, and a host of other stakeholders.

From inception to this day NEI worked with a total of twenty four (24) NGOs including two key national partners - Federation of Muslim Women Association of Nigeria (FOMWAN) and Civil Society Action Coalition on Education for All (CSACEFA). The first grant cycle started in October 2010 to September 2011 with fifteen grantee NGOs, eight from Bauchi and seven from Sokoto. The PY4 grants were awarded to seventeen (17) NGOs, eight in Bauchi and nine in Sokoto to implement activities from Oct 2012 to Aug 2013. Some of them have consistently received awards in the last three years.

The successes registered by these NGOs was the result of careful planning and understanding that the premise 'building NGO capacity to ensure transparency and accountability' will produce a sustainable change. Prior to the NEI project, most of the NGOs were not conversant with program planning, management, and implementation. However, most of the NGOs had significant presence in the states/communities and were participating in the overall development activities as CSOs. The project collaborated with another USAID-funded project (Leadership, Empowerment, Advocacy and Development – LEAD) to conduct Organizational Capacity Assessment (OCA) to determine the capacity gaps/needs of successful NGOs with a view to improving their ability to effectively deliver services. Subsequently, a series of trainings were organized to address the identified gaps. These comprised topics such as Financial Management, Basic Bookkeeping, USAID Cost Principles, Designing Asset Register, Report Writing and Documentation, Maintenance of Stock Control Ledger, Advance Tracking Techniques, Trainings on Literacy, Numeracy, Life Skills and Psychosocial Support as well as trainings on VC. Other topics covered included: Strategies for Identifying VC needs and Program Design, Use of Child Status Index³ (CSI), (CAC) and Resource Mobilization.

³ A Tool for Assessing the Well-Being of Orphans and Vulnerable Children in 2008.1 The Child Status Index (CSI) was designed to meet demand for a tool that could be implemented by low-literate (typically volunteer) community caregivers to periodically capture children's status across the six domains of the U.S. President's Emergency Plan

In order to enable the NGOs to access funds from other local and international sources, NEI provided them with trainings on proposal writing techniques. This impacted positively on most NGOs that collaborated with NEI as they are now able to access funds from Targeted States High Impact Project (TSHIP), LEAD, and Save the Children in Bauchi and Sokoto states. A significant development was that one of the NGOs - Pioneer Reproductive Health and Youth Association (PRHEYA) - secured a grant of N1.2 million (\$8,258.07) from the U.S. Embassy in Nigeria to support the procurement of vocational tools for graduating VC and girls of AGP in Misau LGA of Bauchi state.

Currently, all NGOs working with NEI have well-articulated vision and mission statements. They developed core values and SMART objectives to accomplish their mission and goals. Significant impact on the capacity of NGOs was visible in the area of governance of NGOs with improved understanding of their roles and responsibilities pursuing clearly defined job descriptions and key operational policies such as travel, procurement, personnel, and appropriate financial control systems. The impact is also visible in the area of conducting regular internal financial reviews, using appropriate office equipment, possessing inventory record for all relevant assets, and effective filing systems for easy storage/retrieval of information.

In the area of program implementation, NGOs demonstrated effective and efficient management of community structures especially CCs and OSTs. They also established good working relationships with other CSOs and government agencies at state and local government levels as partners in progress and not 'watch dogs' as previously perceived. Also, a major improvement was registered in NGO capacity to leverage resources resulting in strong bonds among NGOs and project communities. In addition, the NGO demonstrated a broad-based leadership and effective management through meaningful involvement of communities, and fostering cordial relationship with traditional and religious leaders. Apart from systematic expansion, NGOs demonstrated improvement in documentation, report writing and communication skills.

Using OCA as a tool, two NGOs (Rahama Women Development Program and Development Exchange Center) were categorized as *maturing* NGOs having restructured their organizations by putting in place strategic plans, and developing articulate vision, mission, objectives, and core values. The other NGOs were categorized as *emerging* having shown visible improvement in the implementation of OCA recommendations. 80% of NGOs in Bauchi have expertise in working on education, OVC and health related projects in addition to governance and leadership, micro-credit, water and environmental sanitation. In Sokoto, over 90% implement OVC and education projects. 50% of these NGOs worked with NEI since the inception. Although capacity building is a dynamic and complex concept, the project's engagement with NGOs reveals the need for NGOs continued capacity building to ensure sustainability of quality basic education service delivery in the long term.

In ensure quality and feasibility of services, realistic targets supported by clearly defined work plans and budgets were set for NGO. These documents were reviewed and approved, with verified quarterly

NGOs on USAID-NEI Project:

- "We are proud of working with NEI, USAID-NEI has built our capacity to deliver"
- "Working with USAID-NEI has upgraded the standard of our Organization"
- "Enriching."

for AIDS Relief (PEPFAR) programming for children who are orphaned and made vulnerable by HIV/AIDS: food and nutrition; shelter and care; protection; health; psychosocial; and education and skills training. The tool was designed to be child-centered, simple to use, reliable, broadly applicable, and scalable. It compares the current status of OVC's well-being to desired outcomes in six major areas: food and nutrition; shelter and care; protection; health; psychosocial; education/training and performance. The CSI tool is in line with the National Guidelines and Standards of Practice on OVC developed by the Federal Government of Nigeria.

financial and programmatic reports submitted to NEI. In addition, NEI also conducted monthly monitoring and provided constructive feedback along with recommendations to NGOs implementing programs at sites visited.

NGO grantees felt enriched, upgraded and improved, suffice to mention that some representatives have the following to say:

“We are proud of working with USAID-NEI, USAID-NEI has built our capacity to deliver”

“Working with USAID-NEI has upgraded the standard of our Organization”

“ENRICHING.”

Most of the NGOs have high level of satisfaction working with NEI. One major challenge faced with our work with NGOs is shortage of resources to access “hard-to-reach” terrain. In conclusion, building NGOs capacity to implement community related project helps get the service(s) to grassroots beneficiaries faster and promotes project sustainability.

Section 2

2.1 Measuring and tracking project progress

2.1.1 M&E Performance Monitoring Plan

In order to produce accurate, valid and timely information about key results - outputs, and outcomes of the project and track progress, NEI designed a Performance Monitoring Plan (PMP). The plan was used for monitoring, assessment, evaluation, correction and reporting of the impact of the project. Clear and concise Performance Indicator Reference Sheets (PIRS) were developed and reviewed periodically with support from Nigeria Monitoring and Evaluation Management Services II (NMEMS II).

NEI tracked its activities and reported performance/progress quarterly to USAID using appropriate approved instruments/indicators in a participatory approach to create a *community of learning* consonant with NEI principles of inquiry and capacity building of relevant MDAs.

The project collaborated with the Bauchi and Sokoto state MOE, MOWA, MORA, MOBEP, SUBEB, LGEA, teacher training institutions, teacher associations/groups, school and learning center administrators and teachers, local communities and other stakeholders (including other donors and projects) to implement their monitoring systems, using designed/refined instruments for data gathering, analysis and decision making.

The PMP Table presents thirty-two indicators, five of which are Operational indicators (OP). The project met all targets and exceeded targets in twenty-three (72%) of the thirty-two indicators. This in spite of the security challenges the project faced in the two states. This success was due largely to the oversight of USAID team on the project, strong project HQ backstop, skilled management and M&E staff on the field as well as unalloyed support of state and LGA officials in both states.

2.1.2 M&E Data Collection and quality

NEI data can be categorized into three major types: (i) school learning center and service effectiveness-related, (ii) system-strengthening related; and (iii) routine project coverage, monitoring and reporting-related data. Data were collected through multiple methods and sources, both on a project-wide and sample basis, as appropriate. More readily accessible data—primarily used for descriptive and monitoring and reporting purposes—were collected project-wide. For the most part, data that dealt with systems strengthening and capacity-building, such as number of administrators and officials trained with USG support, were reported on a project-wide basis. Some data were also collected from all schools, especially to show the number of service recipients/beneficiaries, such as EMIS data on pupil enrolment by class and sex, pupil attendance by class and sex, pupil-teacher ratio, by gender, by qualification, etc. However, for the more complex evaluative measures of the project's impact on pupils, teacher/facilitator, and school performance and action, NEI used data that were collected from scientifically selected samples identified at different times. NEI staff were actively involved in the collection of data from state and LGAs. These included: the State Education Accounts (SEA), Student Achievement Test (STAT), EGRA and EGMA diagnostic tools and OVC formative research.

In terms of data quality, NEI instituted multiple measures to ensure quality. It ensured that its plan and system correspond to best practices, using the Creative M&E Checklist. Data collection instrument design adapted best examples; all instruments were pilot-tested and refined as necessary. Procedures for data collection were always defined and standardized. Rigorous training was always conducted for field

officers. Supervisors were trained to detect errors, troubling patterns, inconsistencies, and outliers; as spot checks were always conducted by project staff which in some instances involved re-interviewing or testing to verify results. To enhance data integrity, mechanisms for triangulation were usually instituted. Data entry errors were minimized by setting automated parameters in the data program. In all cases, raw data were retained for inspection and re-analysis, as found necessary.

2.1.3 Data Quality Assessments (DQA) and Portfolio Reviews in NEI

The objective of the DQAs was to ensure that the data reported by NEI to USAID on project performance is devoid of any technical quality issues. During the lifetime of the project, the project was subjected to five DQAs (Bauchi: 2, Sokoto: 3) on the five standard indicators (*Please see Annex C – Performance Data Table for further details*). During the DQAs, the data provided on the indicators were examined for validity, reliability, timeliness, integrity, and precision. Issues identified at first attempt were shared with project and appropriate measures were taken to address them. As at end of project, all OP indicators were cleared at the different levels of assessment (validity, reliability, timeliness, precision and integrity).

Since the inception of the project, USAID conducted portfolio review as another progress monitoring layer. It was conducted by the mission to examine strategic, operational and management issues, as well as assess the level to which the USAID-supported activities are leading to the results outlined in the approved project result framework. During the review, USAID analyzed a variety of program-related information, including progress made towards achievement of the objective results, status of partners efforts that contribute to the achievement of these results, future resources requirements, procurement and program coordination issues, security and vulnerability issues, and related corrective efforts where necessary.

Overall, in 2012 the mission wrote “... following this review ..., we acknowledge your steady progress and good performance in achieving suitable result. We encourage you to keep up the good work towards achieving the project objectives”. Similarly, in the most recent Portfolio Review report compiled by USAID (June, 2013), the mission commended NEI for notable continued improvement of state partner capacity to gather, manage and use information to strengthen plans and management of the education systems in Bauchi and Sokoto states; development of teacher management information system (TMIS) database software and its deployment to states working with, and significantly improving the capacity of, 24 NGOs including two key partners FOMWAN and CSACEFA. All these are aligned with the USAID forward priority of the mission

In sum, the various tools and guidelines and oversight responsibilities put in place to monitor the progress of the project paid off with this significant results and outputs.

2.1.4 Summary of Mid-Term Assessment Report

The mid-term performance evaluation of the project was aimed at assessing the extent to which the project was on track in meeting its key objectives; and to identify promising practices, unmet needs, or unintended consequences from implementation of the project. The evaluation was conducted in February 2013 in Bauchi and Sokoto states.

The report showed that key stakeholders perceived the project as largely on track to meet its objectives despite the security challenges being faced on the field; communities in participating LGAs were much closer to their schools, had a sense of ownership, and were demanding service as a right. NEI impacted positively on public sector human capacity, and this specifically resulted in improved budgeting priorities, based on local needs. Through the efforts of NEI established CEF, government authorities in both Bauchi and Sokoto states became more open to civil society contributions to education policy development;

NFLCs supported by NEI offered a promising alternative to formal schools, as well as provided a blueprint for improving the quality of non-formal education; and the project has contributed to reducing gender imbalance in basic education by advocating girls' and supporting capacity development of females teachers, administrators and government officials.

The report observed that uptake of best practices by government agencies in the education sector appeared to be at an embryonic stage and that the enabling institutional environment in Nigeria had not generally been supportive of education, with political bottlenecks and general absence of the parental, caretaker and community clout needed to effect desired change. However, NEI's collaborative efforts with both states showed that states have fully embraced transparent, data-driven planning and budgeting processes involving civil society, community mobilization for compassionate VC support of education, health and psychosocial needs, approvals of policies, guidelines and procedures with a view to scaling up best practices demonstrated by the project.

In terms of recommendations, the mid-term evaluation outlined institutional sustainability, which as would be seen in the next section, NEI pursued vigorously in the last two years and obtained state commitments to sustaining NEI's initiatives. The recommendation that State-level CEFs should be encouraged to lobby for timely release of funds was the major engagement of CSOs in each state, led by CSACEFA and FOMWAN. Inclusion of reading in the language of the environment was an apt observation to which development partners as well as states should commit resources. The expansion of NFLCs and conducting more study tours for Qur'anic school proprietors to visit integrated NFLCs in order to promote buy-in of integration of Qur'anic schools are equally highlighted. The full NEI Mid-Term Evaluation Report has been submitted to USAID by The Mitchell Group, Inc.

2.2 Sustainability of project interventions

In the last three years of the project, NEI supported state and local government partners to own and scale up best practices of the interventions. This was accomplished through a four-step process:

- Reinforcing existing systems and local education institutions;
- Engaging states and local government partners (LGPs) - MOE, SUBEB, MORA, MOLWA staff in every project activity;
- Building the capacity of local NGOs to support and help sustain interventions at the community and school levels; and
- Working with LGPs to identify and mitigate policy constraints and bottlenecks that impede continued implementation of NEI interventions.

In PY4 and during the No-cost Extension, NEI overall activities dovetailed into engaging state and local partners in clearly defining project objectives and supporting structures and systems that sustain the achievement of these objectives, leverage some project activity costs from partners and work with the LGAs to plan for extended costs of roll-out and ensuring proposed activities and targets are realistic and can be sustained after the project ends.

All these were formalized in Bauchi and Sokoto state with the BESC approval of a state sustainability plan of NEI best practices in each state. See Tables 11 and 12 below for BESC approved NEI sustainability plans for Bauchi and Sokoto states.

Table 11: Approved Sustainability Plan for NEI Project Interventions in Bauchi State



USAID
FROM THE AMERICAN PEOPLE

**NIGERIA NORTHERN
EDUCATION INITIATIVE**

NEI/USAID BAUCHI

APPROVED SUSTAINABILITY PLAN FOR PROGRAMS/ACTIVITIES MAINSTREAMING INTO RELEVANT MINISTRIES, DEPARTMENTS AND AGENCIES (MDAs)

SN	PROGRAMS/ACTIVITIES	COMPONENTS	MDAs FOR SUSTAINABILITY	SPECIFIC ACTION(S) REQUIRED TO ENSURE HAND OVER	NEI OFFICER RESPONSIBLE
1	Basic Education Steering Committee (BESC)	TWGs ToR Quarterly Meetings	SUBEB -DPRS	- Review BESC ToR and membership - Council memo to State Executive Council	Lawal Bako
2	Basic Education MTSS/SESSOPP Development and Review	Planning (AIP, DWP) Budgeting (BPT, ABB) PMP Sustenance of MTSS TWG	SUBEB- DPRS	- Handover of electronic copies of documents and manuals	Lawal Bako
3	State Education Account (SEA)	Public expenditure Private expenditure Sustenance of SEA TWG Household expenditure Multilateral/NGOs expenditure	SUBEB- Admin & Finance Mohammed Hussein Giade- Chief Accountant	- Re-orientation of the SEA process and handover of electronic copies of documents and manuals	Abba Wali
4	Education Management Information System (EMIS)	ASC Data Management Sustenance of EMIS TWG	SUBEB- HOU EMIS MOE – HOU- EMIS	- Handover of electronic copies of documents and manuals	Innocent Chukwu
5	Monitoring of Learning Achievement (MLA)	EGRA EGMA STAT Sustenance of EGRA/EGMA TW Committee	SUBEB -Director M&E, DSS. MOE- Director Inspectorate,	- Handover of electronic copies of documents and manuals	Bilyaminu Bello Inuwa
6	Community Education Forum (CEF)	Community participation in planning, & decision making Civil society participation in planning and implementation Sustenance of State/LGA CE Forums	SUBEB- DSM MoSW&CD- DSD	- Handover of electronic copies of documents/ manuals	Sadiq A. Ilelah/ Ahmed Jarmai
7	In-Service Teacher Training	Literacy Numeracy Psychosocial counseling Life skill Sustenance of TE TWG	SUBEB- Dir. School Services Training Unit in SUBEB ANFEA- HOD Training	Handover of electronic copies of documents and manuals	Nurudeen Lawal
8	Pre-Service Teacher Training	Literacy Numeracy Psychosocial counseling Life skill Support to PES Dept.	HOD PES, COE Azare	Handover of electronic copies of documents and manuals Provide TE sustainability concept paper	Nurudeen Lawal
9	Teacher	HR data of teachers by	SUBEB-Dir. Admin	Set up TMIS at SUBEB	Nurudeen Lawal

SN	PROGRAMS/ACTIVITIES	COMPONENTS	MDAs FOR SUSTAINABILITY	SPECIFIC ACTION(S) REQUIRED TO ENSURE HAND OVER	NEI OFFICER RESPONSIBLE
	Management Information Systems Adapted (TMIS)	LGA/schools Maintenance of Hard ware and server	and Finance	and deploy to LGEAs	
10	Teacher Recruitment and Deployment Procedures (TRD)	Recruitment Orientation of newly recruited teachers Deployment Sustenance of TRD TWG	SUBEB-Dir. Admin and Finance TSC- Chairman	Handover of electronic copies of documents and manuals	Nurudeen Lawal
11	Quality Assurance of basic education	QA procedure and implementation plans Sustenance of QA TWG	SUBEB- Dir. M&E	- Handover of electronic copies of documents and manuals	Nurudeen Lawal
12	Adolescent Girls Program (AGP)	Vocational skills acquisition Literacy/Numeracy instruction Graduation ceremony and awards Sub granting	MoWA – Dir. Child Development.	-Handover of electronic copies of documents and manuals -Provide sustainability plan Work with ANFEA facilitators, Office of the First Lady, Girls Education Program, Women Centers at LGAs, & Min. of Poverty Alleviation	Rabi Ekele and Aisha Kilishi Ibrahim
13	Community Coalitions	Plans Resource mobilization to support NFLCs, AGPs and VC in schools/centers Sub granting	MoSW&CD- Director, Soc. Welfare SUBEB- Chief Social Mobilization Officer	-Handover of electronic copies of documents and manuals -Provide sustainability plan	Rabi Ekele
14	Dandalin Yara (Kids' Forum)	Provision of recreational facilities Identification, training and deployment of facilitators Sub granting	SUBEB – Director School Services & Coordinator IQTE	-Handover of electronic copies of documents and manuals -Provide sustainability plan Work with Executive. Chairman, Bauchi State OVC Agency (BASOVCA)	Mukhtar Gaya & Hussaini Aliyu
15	OVC Support Teams (at school and NFLCs' level)	Support packages (scholastic materials, clothing, feeding, ,) Referral – free medical care to OVC	SUBEB- Coordinator IQTE	-Handover of electronic copies of documents and manuals -Provide sustainability plan Work with Executive Chairman, BASOVCA	Mukhtar Gaya & Dalhatu Darazo

SN	PROGRAMS/ACTIVITIES	COMPONENTS	MDAs FOR SUSTAINABILITY	SPECIFIC ACTION(S) REQUIRED TO ENSURE HAND OVER	NEI OFFICER RESPONSIBLE
16	Bauchi State Plan of Action for Vulnerable Children	BSPA	MoWA- Dir. Child Development	Handover of electronic copies of documents and manuals	Dalhatu Darazo S.
17	Tsangaya/Integrated Qur'anic Education Centers intervention	Literacy and numeracy instruction Mainstreaming of learners into formal school Vocational skill acquisition Support packages (scholastic materials, clothing, feeding) Referral – free medical care to OVC	ANFEA- Director With support from SUBEB- IQTE Coordinator ; DG Tsangaya- Chairman QETWG and Min. for Religious Affairs	Handover of electronic copies of documents and manuals	Dalhatu Darazo S.

Table 12: NEI Sustainability Plan for Sokoto State

NEI sustainability Plan Responsible Agencies and Time line for Sokoto State 2013			
S/N	Key Activities	Responsible Agency/Officer	Time-Line (Months/Dates)
1	Coordination of VC programming in the state including: <ul style="list-style-type: none"> - Steering Committee/ TWG meetings - Domestication of National Priority Agenda for Vulnerable children (VC) - Monitoring and Evaluating MDAs implementing VC activities - Coordination of IPs activities - Collaboration with relevant NGOs and CBOs - Attend National and International meetings on VC 	MOWA MOWA/MOE / MORA MOWA/SUBEB/ MOE MOWA/ MOE / NGOs/ SAME/ SUBEB MOWA MOWA/ MOE /SUBEB/ SAME MOWA	Biannually Steering / Quarterly TWG From 2014 First Quarter in 2014 Quarterly from 2014 Continuous as from 2014 Continuous as from 2014 2014
2	Adolescent Girls Program <ul style="list-style-type: none"> • Provision of Vocational equipment (tailoring machine, knitting machine, cookery equipment) • Provision of Hand and Craft materials • Payment of Facilitator allowance • Refreshment 	SPORA, LGCs/ MOWA / SUBEB/ SAME MOWA/LGCs/SUBEB SAME /SUBEB MORA	Yearly from 2014 Yearly from 2014
3	Kid's Forum: <ul style="list-style-type: none"> • Provision of Sporting materials • Payment of Facilitator allowance • Provision of Refreshment • Hand and craft materials 	SUBEB SAME/ SUBEB MORA SUBEB	2014

NEI sustainability Plan Responsible Agencies and Time line for Sokoto State 2013			
S/N	Key Activities	Responsible Agency/Officer	Time-Line (Months/Dates)
4	OVC Support Teams: <ul style="list-style-type: none"> • Payment of allowance/ Stipend • Training on administration of VC forms • Training on management of Non-Formal Learning Centers • Provision of VC forms 	MORA MOWA/SOSACAT / SUBEB	Twice a year from 2014
		SAME MOWA / SUBEB / MORA & SOSACAT	Yearly from 2014
5	Economic Strengthening of OVC Caregivers <ul style="list-style-type: none"> • Training of caregivers / older OVC on small scale business/ Health and Nutrition and formation of cooperatives • Apprenticeship program 	MOWA / MSW & SUBEB/ SPHCDA	Annually from 2014 Annually from 2014 Yearly from 2014
		MSW/SPORA	
6	Community Coalitions: Training on: - Advocacy and Resource Mobilization - Community mobilization - Provision of funds to implement action plan	MLG /SAME /SUBEB MLG / SUBEB/ SAME	Ongoing Ongoing ongoing
		MLG	
7	NFLCs <ul style="list-style-type: none"> - Payment of Facilitators and proprietors allowances - Provision of learning materials - Provision of meals - Provision of support packages - Provision of vocational equipment - Training of Facilitators, Area coordinators, supervisors and other government partners - Development and airing of literacy messages - Monitoring of NFLC and apprenticeship centers - Conduction of examination and certification - Provision of Grants for the running of NFLC - Provision of equipment for special needs vulnerable children 	SAME	2014
		AIEB/SAME/SUBEB MORA MOWA /MSW/ SAME SUBEB & NGOs SAME /SPORA/MSW SAME / SUBEB/AIEB &MOE SAME / SUBEB SUBEB / SAME SAME SAME / AIEB SAME / SUBEB/Dept of Physically Challenged & MOE	Bi annually from 2014 Quarterly from 2014
8	Basic Education Steering Committee (BESC): <ul style="list-style-type: none"> • Review BESC ToR and membership • Council memo to State Executive Council 	SUBEB -DPRS	Done, 2013
9	Basic Education MTSS/SESSOP Development and Review :Handover of Electronic copies of documents and manuals	SUBEB -DPRS	6 th February,2013
10	State Education Account (SEA): - Re-orientation of the SEA process and handover	SUBEB- Admin & Finance, Chief Accountant	6 th -15 th February, 2013 and 2014

NEI sustainability Plan Responsible Agencies and Time line for Sokoto State 2013			
S/N	Key Activities	Responsible Agency/Officer	Time-Line (Months/Dates)
	of electronic copies of documents and manuals		
11	Education Management Information System (EMIS) : Handover of electronic copies of documents and manuals	SUBEB- HOU EMIS MOE – HOU- EMIS	March, June, September and December
12	Monitoring of Learning Achievement (MLA) : Handover of electronic copies of documents and manuals for EGRA and EGMA. Conduct assessment yearly	SUBEB -Director M&E, DSS. MOE- Director Inspectorate,	Annually from 2014
13	Community Education Forum (CEF): Handover of electronic copies of documents/ manuals	SUBEB- DSM MoSW&CD- DSD	Quarterly
14	Develop ToRs for the TWGs	ToR committee (Mal. Zakari)	6 th February, 2013
15	TMIS: - Training personnel staff on computer skills - Training personnel staff on TMIS Utilization, report generation and maintenance - Provision of funds for the hardware maintenance	SUBEB/ DA and SO SUBEB and LGEAs/ DA and ESS	Bi annually from 2014 Bi annually from 2014 Monthly
16	QA: Training of school support officers Training of classroom teachers Provision of transport funds to the school support officers Sustenance of QAWG	SUBEB/ DQA	Annually Annually Monthly Quarterly
17	TRD: Using the TRDPG: Recruitment of new teachers Orientation of newly recruited teachers Deployment of teachers Sustenance of TRDWG	SUBEB/ DA	Quarterly from 2014

Although hand-over of project interventions were completed in July 2013, these plans were already included in each state's 2014-2016 MTSS plans and budget for implementation. In the last six months of the project, NEI organized a bi-weekly Joint Partners Meeting in each state where relevant MDAs reported on the status of implementation of the best practices outlined in Tables 11 and 12 above.

Section 3

3.1 Collaboration with USAID IPs and other partners

3.1.1 *With USAID Partners*

In order to demonstrate coordination and collaboration among USAID supported projects in Bauchi and Sokoto states, the USAID Mission in Abuja emphasized the need for projects to practically demonstrate collaboration and coordination in clear and concrete terms. USAID observed that since all projects and the flagship projects (NEI, TSHIP, and LEAD) in particular were addressing System Strengthening, it called on all Implementing Partners (IPs) to work together in the states to ensure synergy in the application of USAID project resources and to prevent overlaps.

NEI collaborated with the TSHIP project where VC were referred to clinics supported by TSHIP for free malaria drugs. In Sokoto, a meeting was held with 22 (17m, 5f) participants including TSHIP, LGA Directors Primary health care, Women Farmers Advancement Network (WOFAN), Project Directors of NGOs, MOE, MOWA and MORA to discuss effective VC referral. The referral form was reviewed and it was agreed that it met the needs of VC. NEI also participated in the development of TSHIP's reproductive health strategy, pre-service education strategy as well as development and pre-testing of BCC materials. Additionally, NEI partnered with TSHIP and LEAD to develop radio design documents, and radio and TV discussion programs on health and governance issues that affect girls' education.

A community dialogue forum was jointly conducted by TSHIP and NEI in Bauchi where issues around education and health were discussed. To strengthen capacity of care givers to support OVC wellbeing, a series of collaborative activities were conducted amongst NEI, TSHIP and Bridge to MARKETS II. NEI also collaborated with LINKS for Children (LINKS4C) project in conducting OVC activities especially in Bauchi LGA where OVC wrap around (WA) and LINKS4C are both implemented OVC interventions. This is aimed at ensuring synergy in programming.

International Educators for Africa/International Foundation For Education and Self Help (IEAFA-IFESH) provided a teacher education volunteer in PY2 and donated 2,000 books (1900 on basic education and 100 on tertiary) to the COEs and selected demonstration schools in both states. In Bauchi, NEI collaborated with USAID-WOFAN project in the identification and selection of twenty schools in Bauchi state for the construction of WASH facilities. CCs in Bauchi also participated in training on hand pump repairs and maintenance. Office space and furniture were provided by NEI to WOFAN staff. As a result of continuing collaboration with WOFAN, water and sanitation facilities were provide to twenty demonstration schools in Bauchi state to prevent water-borne and water related diseases as well as ensure safe disposal of human waste.

NEI collaborated with another USAID funded education project - Sesame Square – to implement KF activities with special attention to reading in 320 KF in ten LGAs reaching 16,000 kids. A total of 1,625 assorted outreach materials were provided by Sesame for use in KF to encourage reading among pupils.

Sesame Square also facilitated training where Sesame Square outreach materials were discussed in the two project states. To encourage community monitoring of its TV program and outreach for Nigerian kids, Sesame Square donated three sets of 21-inch TV, a DVD player and a power generator, as well as hundreds of brochures, leaflets and some office supplies through NEI to CCs. The items in all were worth an estimated N800, 000 (\$5,333.33). The project also collaborated with Sesame Square to monitor KF activities in thirty-five demonstration schools.

NEI collaborated with the LEAD project in the development of the draft Sokoto Water Policy. With WOFAN, NEI collaborated on Phase II project on the construction of boreholes and toilet facilities in twenty four NEI demonstration schools in five LGAs and the training of thirty-seven members (35m, 2f) of the LGA forum on advocacy and facilitated the training of SBMCs on the WSDP. A team from NEI held a meeting with WOFAN to discuss collaboration on WASH Phase I and Phase II projects in Sokoto and Bauchi states. This resulted in the joint conduct of a geophysical survey in Silame, Wamakko, Kware, Shagari and Bodinga LGAs of Sokoto State for the selection of 24 NEI schools for Phase I WASH project. As a result of the advocacy effort, WOFAN donated five water tanks each worth N15, 000 (\$100) to AGP centers in Dange Shuni, Bodinga, Shagari, Silame and Ilelah LGAs of Sokoto state. NEI has a collaborative agreement with WOFAN in the area of water supply and sanitation. Technical support was also provided to the facilitators on how to document and report daily activities to NEI and the benefiting communities

3.1.2 With Federal, state and LGA agencies

NEI worked closely with all the relevant government agencies (at the federal, state and local levels) that were involved in education financing. It also collaborated with the National Association of Proprietors of Private schools (NAPPS) and CSACEFA in the implementation of SEA in both Bauchi and Sokoto States. The representatives of these organizations, as members of the SWG, actively participated in the various stages of the SEA process leading to the successful compilation of the SEA report. The SEA collaborated with LGAs on sensitizing the public on the benefits of the SEA. The broadcast of Sokoto SEA presentation to the state Executive Council over Rima Radio was also an important collaboration that made the SEA findings known to large number of stakeholders.

At the federal level, NEI, through the TEWG, secured TRCN's endorsement of the project, developed teacher manuals and certificates, and included TRCN teacher standards in states' TRD procedure. At the state level, NEI as part of its TRD action research supported the piloting of some of the recommended TRD procedure in the screening of 300 graduate teachers for the Sokoto state Teachers Service Board (TSB) and the screening of 1,200 Federal Teachers Service Scheme teachers for employment in Sokoto state. Technical support in managing the screening exercises was also provided by NEI. The TEWG also conducted advocacy visit to SUBEB in Sokoto for their buy-in on the use of literacy and numeracy manuals developed by NEI for in-service training. Sokoto state SUBEB's approval from UBEC to scale-up teacher training in all its local government areas using these literacy and numeracy manuals was a major success story.

NEI consistently obtained state government support for utilizing free venues for meetings and trainings to the tune of N7,770,000 (\$50,129), obtained free drugs and treatment worth N1 million (\$6,500) for VC in 100 NEI demonstration schools from Bauchi State Agency for the Control of HIV/AIDS, TB & Malaria (BACATMA), and trained and supported eight (6m, 2f) journalists to investigate and report on community efforts in Bauchi and Sokoto states. They reported thirteen stories on best community practices during the reporting period. The media organizations included *The Guardian* and *ThisDay* newspapers, Bauchi Radio Corporation, Globe FM Bauchi, Bauchi State Television, Rima Radio Sokoto and Rima Television.

NEI collaborated with state partners namely MoWA, SUBEB and MoE in Sokoto in the training of AGP facilitators and in meeting with proprietors of NFLCs on KF activities. The project also collaborated with Radio Nigeria Globe FM Bauchi and Rima Radio Sokoto on the airing and promotion of CC and NEI activities. Furthermore, the Sokoto state Poverty Alleviation Agency (SPORA) pledged to collaborate with NEI and includes caregivers in their poverty alleviation programs.

3.1.3 With other donors

The project had good working relationship with ESSPIN right from Day 1. ESSPIN was always present in NEI Annual Work Plan exercise and vice versa. The project closely worked with ESSPIN to review NEI teachers' guides for state ownership, to develop the QA strategic document, and to conduct a twinning tour to DFID/ESSPIN supported states. NEI also collaborated with UNICEF in adapting the WSDP for SBMC/CBMC and the development of SIPs.

3.1.4 With Communities and CSOs

Apart from state agencies that provided resources for program activities, CCs also leveraged resources to support basic education. NEI collaborated with CCs to take ownership of project activities which resulted in providing VC with educational support (books, bags, pencils and crayons), vocational skills and provision of foodstuff to caregivers of VC. NEI supported communities and CCs to leverage resources, advocate for quality services for VC, and to get involved in the day-to-day running of local schools. Eighteen of the twenty CCs formed by NEI are now registered with LGA authorities to guarantee their access to contributing their quota within their LGA.

Section 4

4.1 Lessons Learned

4.1.1 Building MDA capacity

Identifying key drivers in relevant MDAs whose roles and responsibilities improve service delivery and providing such with technical know-how and exposure, ensures the sustainability of interventions. NEI made a conscious and deliberate effort to work closely with the key drivers that were successful in catalyzing the change from within. It put in place various mechanisms (Steering Committees, Technical Working Groups, Sub-Technical Working groups etc.) to facilitate coordination, implementation of agreed upon activities, and the approval process. The catalysts found space to expedite the change process and hold the government accountable to its sectoral goals and objectives. NEI introduced a culture of efficiency and professional ethics amongst members of the various joint working groups. This resulted in empowering and building the confidence of the key drivers.

4.1.2 Inter-ministerial collaboration

The establishment of TWGs with members from relevant MDAs created synergy and prevented overlaps of responsibility in allocation of resources for basic education. It also fostered clearer understanding and planning towards achieving state educational goals and objectives through strategic planning workshops. The inter-ministerial groups got to understand each other's priorities and where they needed to complement and support each other to further their objectives. This mechanism promoted harmony and generated a sense of belongingness the bigger developmental picture.

4.1.3 Involving communities

Community members, when fully mobilized, will not only ensure sustainability and ownership but provide avenue for their participation and contribution in improving their communities as well as demanding for quality education and health services from the state. Through the efforts of NEI established community support groups, government authorities in both Bauchi and Sokoto states became more open to civil society contributions to education policy development. NEI as thus become a bridge between the government and other civic society organizations.

4.1.4 Use of grants

Engaging local NGOs as grantees and building their capacity promotes program reception by local communities and enables access to difficult to reach target beneficiaries. Under the NEI project, the use of local NGOs masked the project identity in the face of security challenges and project implementation continued unabated. The NGOS became the primary vehicles for mobilizing existing community structures to implement project activities and provide services.

4.2 Challenges and how they were resolved

Project implementation had major challenges that required solutions. Chief amongst them were:

- The ever deteriorating security situation in Northern Nigeria engendered travel restrictions to the Northern states. This became a real concern as activities requiring international Short Term Technical Assistance (STTA) were limited to Abuja, with its attendant budgetary implications. The team responded to this by working harder to plan well in advance and aggregating activities that need STTA.

- General strikes and the political crises that unfolded in 2013 adversely impacted a number of scheduled activities. These forced the rescheduling of some activities.
- The redeployment of government staff was a setback to program implementation, as some of the newly deployed officials had no experience in their new job assignments.
- SEA is made up of eight major tasks and the SEA team was faced with the challenge of completing Tasks 4-8 in Bauchi and tasks 3-8 in Sokoto. In addition to this, the Technical Assistance Team (TAT) faced other pressing commitments which made completing the SEA circle in the two states at the same time a major challenge. To address this challenge the team re-prioritize its schedules sometimes carrying out SEA activities back-to-back in the two states which eventually resulted in the successful and timely completion of the two SEAs.
- Basic literacy graduates of the NFLCs are supposed to continue with post literacy program at the NFLC or mainstream into primary schools. However, post-literacy programs have not commenced in either Bauchi state or Sokoto state as both state agencies claim that they do not have the financial resources to execute it in every center. The project supported ANFEA and SAME in both states to develop MTSS to support VC post literacy programs.
- TMIS data entry commenced at the SUBEBs but at a very slow pace. Considering the schedule of the project, agreements were reached with SUBEBs to engage additional data entry officers to speed up the process. Other challenges included late submission of forms by LGEAs, late release of promised counterpart funding for data entry, and incorrect and illegible completed forms. These have all contributed in slowing down the completion of the data entry. NEI fast-tracked the data entry by engaging data entry clerks to ensure quick completion of the task.
- Basic literacy graduates of the NFLCs are supposed to continue with post literacy program at the NFLC or mainstream into primary schools. However, post-literacy programs have not commenced in either Bauchi state or Sokoto state as both state agencies claim that they do not have the financial resources to execute it in every center. So, non-formal learners will continue to be mainstreamed within available resources as the post literacy program is only in few locations.

4.3 Recommendations for future interventions

- i. Non-formal centers (Tsangaya or Qur'anic centers) are an avenue for rapidly increasing access to basic education and thereby reducing illiteracy among school age children in Northern Nigeria. An accelerated learning program (ALP) drawn from the basic literacy curriculum of SAME and ANFEA broken down into weekly scheme of work is highly recommended in addition to a thematic are that could be mainstreamed into the ALP. Therefore subsequent programs should explore working with relevant MDAs to bring on board proprietors of these centers.
- ii. EGRA and EGMA are useful diagnostic tools for measuring internal efficiency of basic education programs. States should be supported to conduct annual samples to determine the progress of their learners and refocus school programs to respond to issues diagnosed.
- iii. Basic literacy programs in NFLCs should be accompanied with other motivating programs that will boost learners' attendance, parental acceptance and community participation. For example, NEI's model of vocational and apprenticeship training in Tsangaya schools and AGP centers, caregivers' training, WSDP training, training on conducting advocacy and resource mobilization could tie into relevant programs as sustainability mechanisms.

- iv. Identification of entry points through government and community gatekeepers is key to project acceptance, ownership and sustainability. Relevant government institutions should be made to lead in specific programmatic areas so that the capacity of key officers is built and successes recorded are institutionalized.
- v. Training of teachers using the mentoring technique is more effective than relying solely on the usual practice of periodic in-service teacher training. In-service teacher training should be accompanied by mentoring in pedagogy, classroom management, record-keeping, pupil-teacher relations as well as school hygiene.
- vi. Engaging local NGOs and CSOs as grantees has proven to be effective in reaching difficult to reach areas, working during security challenges and building a critical mass of local capacity to implement interventions. For example, CSACEFA – a coalition of NGOs working in the area of education – as well as FOMWAN – an umbrella body of Muslim women associations with national, state and local chapters, have acquired strong management and financial capacity for managing social projects at state and local levels.

4.4 Conclusion

Creative Associates and its partners emphasized the need for exclusive ownership of the program by the host state governments in tandem with the letter and spirit of *USAID Forward*. NEI defined its role as providing technical support to the host governments in order to help them achieve their sectoral objectives. As partners in development the project was part and parcel of the change process; stakeholder in the venture. The project served as trouble-shooter, provoking thoughts and perspectives for real development work, and promoting and sharing research and evidence-based contemporary thoughts in the education domain in general. NEI promoted partnership where equality, reciprocity, and the articulation of shared vision and strategy were at the heart of it. The project made sure that both parties complemented and supported each other in achieving the desired goal or goals. It maintained cordial working relationship with the host governments and other cooperating partners throughout the project cycle.

The project laid emphasis of producing measurable outcomes. The project management tools and our PMP in particular enabled NEI to monitor progress and perform effectively and efficiently resulting in quality services and outcomes on behalf of USAID.

State and LGEA partners demonstrated willingness to own and sustain program interventions because they were involved from the beginning in the planning and implementation of project interventions. The trainings and technical support provided to CCs have continued to spur them into taking actions that improve access to basic education and other services for VC. This demonstrates that when communities are adequately sensitized and leaders motivated, they have the ability to carry out activities to sustain the wellbeing of VC.

The project's success is attributed to host governments' pro-active involvement in the process to bring about the desired change.



USAID
FROM THE AMERICAN PEOPLE

**NIGERIA NORTHERN
EDUCATION INITIATIVE**

Annexes

A. Financial Activity Summary

Implementing Partner: Creative Associates International, Inc.	
Activity Name: Nigeria Northern Education Initiative (NEI)	
Activity Objective: NEI is aimed at strengthening state and local government capacity to deliver basic education services by addressing key issues in the management, sustainability, and oversight of basic education. It will also increase the access of orphans and vulnerable children to basic education and services such as health information and counseling in Nigeria's two northern states of Bauchi and Sokoto.	
USAID/Nigeria SO: Investing in People (IIP)	
Life of Activity: November 20, 2009 – March 19, 2014	
Total Estimated Contract/Agreement Amount:	\$ 43,702,838.00
Obligations to date:	\$
Accrued Expenditures this Quarter:	\$
Activity Cumulative Accrued Expenditures to Date:	\$
Contract balance:	\$ 0 .00

B. Project Deliverables Table

Deliverables	Due date	Delivery date	Approved by client date
Deliverable 1: Start-up period meeting minutes		Weekly since inception of the project	Completed
Deliverable 2: Outline of Startup 1st 90 days	30 days after Task Order award	Dec. 15, 2009	Verbal approval given
Deliverable 3: Plan: 5-year plan	30 days after Task Order award	Dec. 13, 2009	Verbal approval given
Deliverable 4: Detailed thru September 2010	60 days after Task Order award	Feb. 22, 2010 (after obtaining approval for a three-day extension from the COTR)	March 24, 2010
Deliverable 5: Detailed Annual	Due August 1 of each year	4 Annual plans produced and approved	Completed
Deliverable 6: Performance Monitoring Plan	6 months after task order	May 20, 2010 Updated June 2012	July 26, 2010. Revised copy approved 2 July 2012
Deliverable 7: Monthly electronic bulletin	Day 3 of following months	On time.	Acknowledgement received.
Deliverable 8: Monthly meeting minutes	By ten of every month	Submitted along with the weeklies	Acknowledgement received
Deliverable 9: Workshop/Conferences/Training	Include in the progress reports unless otherwise	Submitted right after events	Acknowledgement received
Deliverable 10: Quarterly Progress Reports	Oct.-Dec 30 Jan Jan-March 30 Apr April-June 30 July July-Sep 30 Oct	On time	All approved
Deliverable 11: Summary Annual Progress Reports	30 October	On time	Acknowledgement received
Deliverable 12: Consultant Reports	Two weeks after conclusion of consultancy	On time	Acknowledgement received
Deliverable 13: PEPFAR: Semi-Annual and Annual PEPFAR Reports		March 3, for Semi-Annual Report September 30, for Annual Report	
Deliverable 14: PEPFAR: Country Operational Plan submissions		October	
Deliverable 15: Success Stories	1st year – Once 2 times each year thereafter	30 Jan 2013 30 Apr 2013 30 July 2013	Acknowledgement received
Deliverable 16: Miscellaneous Reporting	Briefings, Press Releases, Scene Setters, Talking Points for Ambassadorial and other High Level Visitor field visits; At TOCOTR request NTE 1 per month	Provided as requested by the COTR	Acknowledgement received
Deliverable 17: Equipment Inventory		As part of the milestone/work plan	Submitted
Deliverable 18: Sub-grants manual	120 days after award	March 18, 2010	May 4, 2010

C. NEI Final Project Performance Data Table (2009 – 2014)

S/N	Types	Performance Indicators	EOP Targets (November 2009 - March 2014)	YEAR 1 (Baseline) Results (November 2009 - September 2010)	YEAR 2 Actual (October 2010 - September 2011)	YEAR 3 Actual (October 2011 - September 2012)	YEAR 4 Actual (October 2012 - September 2013)	NCE Actual (October 2013 - March 2014)	EOP Actual (November 2009 - March 2014)	Comment
NEI GOAL: Quality basic education services delivered to more children in Bauchi and Sokoto States										
1	OP	# of administrators and official trained with USG support	200	175 M150 F25	289 M-266 F-23	461 M428 F33 (Bauchi - 246 M225, F21 Sokoto - 215 M203 F12)	352, 334M 18F (Bauchi 138m 13f, Sokoto 196m 5f)	107 (101m, 6f) Bauchi 53 (48m, 5f) Sokoto 54 (53m, 1f)	461: M428 F33 (Bauchi - 246 M225, F21 Sokoto - 215 M203 F12)	Target exceeded by 261 (130%). Capacity building was extended to key state officials whose schedules are important in improving access and quality Basic education delivery. In addition 107 statewide administrators were trained on TMIS
2	OP	# of teachers/educators trained with USG support	3718	66 M54 F12	3399 M2558 F841	3,568 M2,709 F859 (Bauchi - 1,953 - M1,386; F567 Sokoto - 1,615 - M1,323, F292)	2286, 1765M 521F (Bauchi 263m 187f, Sokoto 1502m 334f)	NA	5685: 3323M, 1362F (Bauchi 2077: 1402m, 675f, Sokoto 3608: 2921m, 687f)	Target exceeded by 53%. In PY4 project trained pre-service teachers in the two COEs (886) and supported (in parts) scaled up training by state governments (1400). This was added to PY3 actual

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3	OP	# of Parent-Teacher or similar school governance structures supported	200	0	120	200	200	20	200 (Bauchi 100, Sokoto 100)	Target met. Project team, in consultation with state governments creatively established 80 centre based management committees (CBMCs) similar to SBMCs in the NFLCs. In these structures, the capacities of 1410: 1209m, 201f (Bauchi 708; 675m, 105f, Sokoto 630; 534m, 96f) SBMC/CBMC members were built on effective school support and management
4	OP, P	# of learners enrolled in USG-supported primary schools or equivalent non-school settings NB. If learners equal OVC, the indicator is essentially “# of OVCs enrolled in target schools and learning centers”	74,222	64,640 F25,990	M38,551 72350 M41915 F30435	79,766 M45,003 F34,763	81,600 (46,344m, 35,256f) Bauchi (35,493, 18,187m, 17,306f) Sokoto (46,107, 28,157m, 17,950f)	NA	Direct (NEI Schools) 81,600 (46,344m, 35,256f) Bauchi (35,493, 18,187m, 17,306f) Sokoto (46,107, 28,157m, 17,950f). Indirect (State Enrolment) 1,422,925 (853,418m, 569,507f) Bauchi (810,494, 455,486m,	Target exceeded by 23% in demonstration schools. Additionally statewide enrolment increased by 34% from 1,065,024 in 2010 to 1,422,925 in 2013 (Bauchi 18%; Sokoto 63%). This increase could be attributed to the project sensitization and advocacy drives, high level community involvement, provision of support packages to learners as a motivation for retention, and the

S/N	Types	Performance Indicators	EOP Targets (November 2009 - March 2014)	YEAR 1 (Baseline) Results (November 2009 - September 2010)	YEAR 2 Actual (October 2010 - September 2011)	YEAR 3 Actual (October 2011 - September 2012)	YEAR 4 Actual (October 2012 - September 2013)	NCE Actual (October 2013 - March 2014)	EOP Actual (November 2009 - March 2014)	Comment
									355,008f Sokoto (612,431, 397,932m, 214,499f)	structured functional data management system put in place
Objective 1: Strengthened state and local government capacity to deliver basic education services										
5	OP	# of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services	10	0	12	1	NA	NA	13	Target exceeded by 30%. The project supported production of additional guidelines and/or procedures on CSO Engaging Government Partner and Sustainability, Freedom of Information Act and CEF role in the LGA budget and planning process to enhance accountability, transparency and good governance in both states
6	C	# of host country institutions with improved management information systems as a result of USG assistance (NB. EMIS and TMIS)	22 (2 STATE , 20 LGAS)	0	24	24	24	51	51 (Bauchi 24, Sokoto 27)	Target exceeded by 123%. Due to state responsiveness, USAID approved a 6-month NCE for statewide scale up of EMIS, TMIS and NOMIS from 20 to

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										43 LGEAs and 8 state institutions.
7	C	# of host country institutions that have used USG-assisted MIS system in administrative/management decisions (NB. EMIS and TMIS)	22 (2 STATE , 20 LGAS)	0	4	24	24	51	51 (Bauchi 24, Sokoto 27)	Target exceeded by 123%. Same as in Indicator 6 above
Result 1.1: Strengthened strategic planning systems										
8	C	% aggregate progress made on state strategic planning capacity. These include:	2 STATE (100%)	25%(1)	50%	75%	100%	120%	120%	Target exceeded.
		a. basic education MTSS indicators, standards and targets packages established	2(1/ST)	0	2	2	2	2	2	Target met
		b. annual costed basic education MTSS annual implementation plans (a)prepared and (b)approved	6(3/ST)	0	2	2	2	2	8	Target exceeded Project supported production of 2014-2016 MTSS in both states during NCE
		c. semiannual internal basic education MTSS performance Review conducted by SUBEB	12 (6/St)	0	4	4	4	NA	12	Target met
		D , formal SUBEB and stakeholders consultation meetings held per schedule	36(18st)	12(6st)	12	12	12	2	38	Target exceeded. BESC held in Bauchi during NCE and joint IQE symposium was also supported during NCE
		e. basic education MTSS annual implementation reports produced	6(3/ST)	0	2	2	2	NA	6	Target met

S/N	Types	Performance Indicators	EOP Targets (November 2009 - March 2014)	YEAR 1 (Baseline) Results (November 2009 - September 2010)	YEAR 2 Actual (October 2010 - September 2011)	YEAR 3 Actual (October 2011 - September 2012)	YEAR 4 Actual (October 2012 - September 2013)	NCE Actual (October 2013 - March 2014)	EOP Actual (November 2009 - March 2014)	Comment
Result 1. 2: Improved financial resource management and budgeting										
9	C	% aggregate progress made on improving financial resource management and budgeting. These include:	2 STATE (100%)	0	33%(2/6)	75%	100%	NA	105%	Target exceeded by 5%. Project supported SUBEB in both states to develop 2014 budget using ABB.
		a. full SEAs and SEA follow-on studies completed	4(2/STATE)	0	1	1	2	NA	4	Target met
		b. recommendations for refined State Chart of Accounts to reflect SUBEB need developed	2(1/STATE)	0	2	2	2	NA	2	Target met
		c. activity-based budgets prepared	4(2/STATE)	0	2	2	2	2	8	Target exceeded. The project, during NCE, supported SUBEB in the two states to develop and submit 2014 budget proposal using ABB
		d. consolidated single investment budget for capital expenditures established	2(1/STATE)	0	0	2	0	NA	2	Target met
		e. Procurement conducted per approved procedures	4(2/STATE)	0	0	2	2	NA	4	Target met
		f. Logistics management conducted per approved procedures	6(3/ST)	0	2	2	2	NA	6	Target met. Accounting procedure and procurement systems established and institutional review and assessment conducted by ASCON
Result 1.3 Strengthened education management information systems (EMIS)										

S/N	Types	Performance Indicators	EOP Targets (November 2009 - March 2014)	YEAR 1 (Baseline) Results (November 2009 - September 2010)	YEAR 2 Actual (October 2010 - September 2011)	YEAR 3 Actual (October 2011 - September 2012)	YEAR 4 Actual (October 2012 - September 2013)	NCE Actual (October 2013 - March 2014)	EOP Actual (November 2009 - March 2014)	Comment
10	C	% aggregate progress made for strengthening education management information system (EMIS). These include:	2 STATE (100%)	0	67%(4/6)	75%	100%	NA	146%	Target exceeded by 46%. In addition to EGRA/EGMA reports, which informed policy reviews, project conducted teacher demand study, HH survey analysis and STAT/EGRA/EGMA standard setting analyses to inform policy decisions in both states. Also, series of training on data handling and quality were conducted for state officials with support from USAID-MEMS II.
		a. National EMIS policy adapted for State EMIS policy	2(1/STATE)	0	2	NA	NA	NA	2	Target met
		b. New EMIS Toolbox software and hardware packages used to process State EMIS data	2(1/STATE)	0	2	2	2	NA	2	Target met
		c. Policy papers on basic education MTSS developed using linked or multiple data sets (1/yr/st)	4(2st)	0	6	2	2	NA	10	Target exceeded. In addition to EGRA/EGMA reports, which informed policy reviews, project conducted teacher demand study, HH survey analysis and STAT/EGRA/EGMA standard setting analyses to inform policy decisions in both states

S/N	Types	Performance Indicators	EOP Targets (November 2009 - March 2014)	YEAR 1 (Baseline) Results (November 2009 - September 2010)	YEAR 2 Actual (October 2010 - September 2011)	YEAR 3 Actual (October 2011 - September 2012)	YEAR 4 Actual (October 2012 - September 2013)	NCE Actual (October 2013 - March 2014)	EOP Actual (November 2009 - March 2014)	Comment
		d. State EMIS units which follow data management and dissemination procedures	2(1/st)	0	2	2	2	NA	2	Target met
		e. Target LGEAs in which school census data collected per procedures and guidelines	20 (10/state)	0	20	20	20	43	43	Target exceeded. ASC, TMIS, and EMIS were scaled up statewide in the two states during NCE
		f. Schools in target LGEAs providing acceptable data	90%	0	100% (120 schools)	100% (120 schools)	100% (120 schools) (Bauchi 60, Sokoto 60)	NA	98% (DQA report)	Target exceeded by 8%. The EoP report of 98% is the actual DQA data from USAID MEMS II. Series of training on data handling and quality were conducted for state officials with support from USAID-MEMS II.
Result 1. 4: Strengthened teacher education systems										
11	C	% aggregate progress made on strengthening teacher system. These include:	2 STATE (100%)	25%(1)	50%	65%	91%	NA	100%	Target met. Collaboration and support from the CoEs to submit fundable proposals to federal funding agencies during NCE facilitated project 100% achievement under this indicator
		a. State Teacher Education Policies reflecting the national teacher education policy (a) drafted and (b) approved	2(1/STATE)	2a	2ab	NA	NA	NA	2ab	Target Met

S/N	Types	Performance Indicators	EOP Targets (November 2009 - March 2014)	YEAR 1 (Baseline) Results (November 2009 - September 2010)	YEAR 2 Actual (October 2010 - September 2011)	YEAR 3 Actual (October 2011 - September 2012)	YEAR 4 Actual (October 2012 - September 2013)	NCE Actual (October 2013 - March 2014)	EOP Actual (November 2009 - March 2014)	Comment
		b. State teacher education plans reflecting new policies an priorities (a) prepared and (b) incorporated into BASIC EDUCATION MTSS	2(1/STATE)	0	2ab	NA	NA	NA	2ab	Target Met
		c. Teachers education proposals (a) developed and (b) submitted for federal funding	4ab (2ab/State)	0	2a	2a	4a, 1b	3b	4a, 4b	Target Met. Three additional proposals were submitted to federal funding agencies during the NCE
		d. teachers Module integrated into in service and pre-service training curriculum or courses (either material or content) being routinely use to train teachers	24 (Pre-service12; In-service12)	0	In -4 Pre-4	In-4 Pre-4	In-4 Pre-4	NA	24 (Pre-service12; In-service12)	Target Met
Result 1.5: Improved teacher management, support, and supervision systems										
12	C	% aggregate progress made on improving teacher management systems. These include:	2 STATE (100%)	0	30%	50%	92%	100%	158%	Target exceeded. System put in place include TMIS, TRD policies, school support systems established
		a. Teacher data linked/transferred/ into new TMIS database	2(1/STATE)	0	-	NA	2	2	2	Target met. Database from 43 LGEAs (20 Bauchi, 23 Sokoto) are now linked to respective SUBEBs
		b. report / analysis prepared on teachers with TMIS and Or EMIS data	4(2/STATE)	0	2 (Both State)	0	2	2	4	Target met. All 43 LGEAs can generate report on TMIS as trained during the NCE
		c. Revised teachers recruitment and deployment policy and procedures packages (a) developed and (b)	2ab	0	2a both state	2b	NA	NA	2ab	Target met

S/N	Types	Performance Indicators	EOP Targets (November 2009 - March 2014)	YEAR 1 (Baseline) Results (November 2009 - September 2010)	YEAR 2 Actual (October 2010 - September 2011)	YEAR 3 Actual (October 2011 - September 2012)	YEAR 4 Actual (October 2012 - September 2013)	NCE Actual (October 2013 - March 2014)	EOP Actual (November 2009 - March 2014)	Comment
		approved								
		d. The target LGEA using revised teachers recruitment and deployment procedures	18 (9/state)90%	0	0	0%	50%	20 (10/state) 100%	20 (10/state) 100%	Target met
		e. Revised support and monitoring definition, roles and framework for providing pedagogical support (a) development and (b) Approval by SC	2 (1/st)	0	0	2ab	2ab	NA	2ab	Target met
		f. Increase in number of school support visits by SUBEB and LGEA officials in target LGEAs	40 (20% of target schools)	5%	10%	15%	50%	90%	450%	Target exceeded. Monitoring and mentoring was scaled up statewide in both formal and NFLCs during the NCE
Result 1.6: Improved performance management and accountability										
13	C	% aggregate progress made on for improving performance management tools, and/or procedures. These include:	100%	25% (2)	50%	78%	100%	NA	111%	Target exceeded by 11%. Through the creativeness of the project, 80 SIPs were prepared and used by CBMCs in the NFLCs
		a. Minimum education quality standards (indicators and benchmarks (a) developed and (b) approved	2 (1/st)	2a	2a	2a	2b	NA	2ab	Target met. Minimum standards set and approved on EGRA and STAT
		b. Results of EGRA/EGMA and student assessment data used to inform basic education MTSS design	6 (3/st)	0	2(1/ST)	2	2	NA	6 (Sokoto 3, Bauchi 3)	Target met

S/N	Types	Performance Indicators	EOP Targets (November 2009 - March 2014)	YEAR 1 (Baseline) Results (November 2009 - September 2010)	YEAR 2 Actual (October 2010 - September 2011)	YEAR 3 Actual (October 2011 - September 2012)	YEAR 4 Actual (October 2012 - September 2013)	NCE Actual (October 2013 - March 2014)	EOP Actual (November 2009 - March 2014)	Comment
		c. School Performance Toolkits (including School Report Cards) (a) developed and (b) approved	2 (1/st)	0	2a both state	2b	20	NA	2ab	Target met
		d. Target LGEAs preparing and distribute School Report Cards	20 (10/st)100%	0	0	20	20	NA	20	Target met
		e. Targets schools SMBCs/PTAs which have prepared SIPs which meet minimum standards (e.g. budgeted SIP)	120 (60/st)	0	120	200	200	NA	200	Target exceeded. 80 SIPs were prepared and used by CBMCs in the NFLC
		f. Target LGEAs hold Community Education fora	20 (10/st)	20	20	20	20	NA	20	Target met
Objective 2: Increased access of orphans and vulnerable children to basic education and other services										
14	P	# of OVC receiving services	15000	15190 M9350F5840Bauchi 7,570 (4140m, 3430f), Sokoto 7620 (5,207m 2,413f)	15060 (9270m, 5790f)Bauchi 7460 (4072m, 3388) Sokoto 7600 (5198m, 2402f)	15190, M9350F5840 Bauchi 7,590 (4152m, 3438f), Sokoto 7600 (5,198m 2,402f)	15200(9,410m, 5,790f); Bauchi 7,600 (4212m, 3388f), Sokoto 7600 (5,198m 2,402f)	800 (360m,440f) Bauchi: 400 (213m, 187f) Sokoto: 400 (147m, 253f)	16000(9770m, 6230f); Bauchi 8000 (4425m, 3575f), Sokoto 8000 (5345m 2655f)	Target met exceeded by 7%.15200 OVC were receiving service as at the end of PY4 and additional 800 OVC during NCE
15	C	% annual increase in enrollment in target schools and learning centers	15%	NA	7% Bauchi 5%, Sokoto 19 %	12% Bauchi 6%; Sokoto 14%	2.3% (Bauchi 2.13, Sokoto 2.43)		Direct: 23% (Bauchi: 7%, Sokoto 38%) Indirect: 33% (Bauchi 18%, Sokoto 63%)	Target exceeded by 8%. This increase is attributable to the project sensitization and advocacy drives, high level community involvement, provision of support packages to learners as a motivation for retention

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16	C	Average attendance rate in target schools and learning centers	90%	0	0	40%	69% (Bauchi 57%, Sokoto 78%)	NA	69% (Bauchi 57%, Sokoto 78%)	Target not met. However, from 2010 (NEDS) data on primary attendance ratio, Bauchi was 31.2% while Sokoto was 28.9%. This (EoP) attainment is a great improvement over the norm in the two states.
17	C	Drop-out rate in target schools	5%	0	0	1%	2.4% (2.3% Bauchi, 2.5% Sokoto)	NA	2.4% (2.3% Bauchi, 2.5% Sokoto)	Target exceeded by 52%. The school support system facilitated by the project whereby SBMCs and CCs developed and implement SIPs and closely monitored the schools has helped to reduce dropout rate.
18	C	#/% of students in target schools meeting/surpassing minimum performance standards on student achievement test	30%	0	25.30%	20.40%	30.20%	NA	30.20%	Target met
19	P	#/% of learners in target schools and learning centers that demonstrate improved knowledge of FLHE, WASH and SWS issues	50%	0	40.80%	34%	52%	NA	52.10%	Target met
20	S	# of OVC acquire vocational skills annually (i.e. participating in skills program)	400 (200/state)	800 (Bauchi 400m, Sokoto 400: 238m 162f)	800 (Bauchi 400m, Sokoto 400: 217m 183f)	618 (Bauchi 210; 133m, 77f, Sokoto 408: 227m 181f)	540 (307m, 233f) (Bauchi 140: 90m, 50f; Sokoto 400: 217m 183f)	189 (Bauchi 69: 50m, 19f, Sokoto 120: 46m 74f)	2868 (1451m, 1417f); (Bauchi 1200; 673m, 527f, Sokoto 1668; 778m, 890f)	Target Exceeded.

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21	S	# of OVC acquiring life skills through Learning Centers (i.e. receiving life skills training) See Indicator 182 (All NFLC students=OVC)	2200 (1100/state)	1471, Bauchi 781, Sokoto 690	1781 (Bauchi 781: 400m, 381f, Sokoto 1000: 539m 464f)	1649: 769m,880f (Bauchi 649: 247m, 402f, Sokoto 1000: 522m 478f)	2472, 954m 1518f (Bauchi 1122: 415m 707f, Sokoto 1350: 539m 811f)	322 (132m, 190) Bauchi: 169 (67m, 102f); Sokoto: 153 (65m, 88f)	5214 (2938m, 2276f) (Bauchi 2279; 1134m, 1145f, Sokoto 2935; 1804m, 1131f)	Target exceeded
Result 2. 1: Increased support for education and health services for OVC										
22	P	# of OVCs receiving improved literacy and numeracy instruction in target schools and in target LGEA	15000 (7500/state)	15190 M9350 F5840 Bauchi 7,570 (4140m, 3430f), Sokoto 7620 (5,207m 2,413f)	15060 (9270m, 5790f) Bauchi 7460 (4072m, 3388) Sokoto 7600 (5198m, 2402f)	15190, M9350 F5840 Bauchi 7,590 (4152m, 3438f), Sokoto 7600 (5,198m 2,402f)	15200 (9,410m, 5,790f); Bauchi 7,600 (4212m, 3388f), Sokoto 7600 (5,198m 2,402f)	Bauchi: 400 (213m, 187f) Sokoto: 400 (147m, 253f)	16000 (9770m, 6230f); Bauchi 8000 (4425m, 3575f), Sokoto 8000 (5345m 2655f)	Target met
23	C	#/% of trained teachers in target schools/LC meeting or surpassing minimum performance standards for literacy and numeracy instruction	25%	0	2260(1769M, 491F)	(754) 27%	(963) 33%	NA	(1876) 33%	Target met
24	S	#/% of CCs and OSTs demonstrating effective use of CSI tool	200(100/state)	110 Bauchi 110 Sokoto	110 Bauchi 110 Sokoto	220	220 Bauchi 110 Sokoto 110	30	220 Bauchi 110 Sokoto 110	Target met
25	S	# of non-formal learning centers established or reinforced (per criteria)	80(40/state)	30	80 (40 Bauchi , 40 Sokoto)	80	80 (Bauchi 40, Sokoto 40)	20	80 (Bauchi 40, Sokoto 40)	Target met
26	P	# of OVCs receiving support packages annually	4000 (2000)	15190 M9350 F5840 Bauchi 7,570 (4140m, 3430f), Sokoto 7620 (5,207m 2,413f)	4000 (2000 Bauchi , 2000 Sokoto)	4,058 M2,238 F1,820	4054 Bau 2054(1088m,970f), Sok 2000(1815m, 185f))	800 Bauchi: 400 (213m, 187f) Sokoto: 400 (147m, 253f)	16000 (9770m, 6230f); Bauchi 8000 (4425m, 3575f), Sokoto 8000 (5345m 2655f)	Target met
Result 2. 2: Increased support for supplementary OVC support activities										

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27	P, C, S	#/% of learners/OVCs in target schools and learning centers receiving supplementary OVC support services including:	15000	15190 M9350 F5840 Bauchi 7,570 (4140m, 3430f), Sokoto 7620 (5,207m 2,413f)	15060 (9270m, 5790f) Bauchi 7460 (4072m, 3388) Sokoto 7600 (5198m, 2402f)	15190, M9350 F5840 Bauchi 7,590 (4152m, 3438f), Sokoto 7600 (5,198m 2,402f)	15200 (9,410m, 5,790f); Bauchi 7,600 (4212m, 3388f), Sokoto 7600 (5,198m 2,402f)	Bauchi: 400 (213m, 187f) Sokoto: 400 (147m, 253f)	16000 (9770m, 6230f); Bauchi 8000 (4425m, 3575f), Sokoto 8000 (5345m 2655f)	Target met
		a• instruction in Life Skills (FLHE, PSS, WASH/SWS, self-advocacy) in target schools and learning centers	15000	15190 M9350F5840Bauchi 7,570 (4140m, 3430f), Sokoto 7620 (5,207m 2,413f)	15060 (9270m, 5790f)Bauchi 7460 (4072m, 3388) Sokoto 7600 (5198m, 2402f)	15190, M9350F5840 Bauchi 7,590 (4152m, 3438f), Sokoto 7600 (5,198m 2,402f)	15200 (9,410m, 5,790f); Bauchi 7,600 (4212m, 3388f), Sokoto 7600 (5,198m 2,402f)	Bauchi: 400 (213m, 187f) Sokoto: 400 (147m, 253f)	16000(9770m, 6230f); Bauchi 8000 (4425m, 3575f), Sokoto 8000 (5345m 2655f)	Target met
		b• receiving/attending counseling services	2000	15190 M9350 F5840 Bauchi 7,570 (4140m, 3430f), Sokoto 7620 (5,207m 2,413f)	15060 (9270m, 5790f) Bauchi 7460 (4072m, 3388) Sokoto 7600 (5198m, 2402f)	15190, M9350 F5840 Bauchi 7,590 (4152m, 3438f), Sokoto 7600 (5,198m 2,402f)	15200 (9,410m, 5,790f); Bauchi 7,600 (4212m, 3388f), Sokoto 7600 (5,198m 2,402f)	Bauchi: 400 (213m, 187f) Sokoto: 400 (115m, 285f)	16000 (9770m, 6230f); Bauchi 8000 (4425m, 3575f), Sokoto 8000 (5345m 2655f)	Target met
		c• participating in adolescent girls' program	600	0	671,(381-Bauchi,290 Sokoto)	731 Bauchi 350; Sokoto 381	780 (Bauchi 360 Sokoto 420)	484 (Bauchi 210, Sokoto 274)	2686 (Bauchi 1402, Sokoto 1284)	Target met

S/N	Types	Performance Indicators	EOP Targets (November 2009 - March 2014)	YEAR 1 (Baseline) Results (November 2009 - September 2010)	YEAR 2 Actual (October 2010 - September 2011)	YEAR 3 Actual (October 2011 - September 2012)	YEAR 4 Actual (October 2012 - September 2013)	NCE Actual (October 2013 - March 2014)	EOP Actual (November 2009 - March 2014)	Comment
		d• participating in kids' clubs	10000	15190 M9350 F5840 Bauchi 7,570 (4140m, 3430f), Sokoto 7620 (5,207m 2,413f)	15060 (9270m, 5790f) Bauchi 7460 (4072m, 3388) Sokoto 7600 (5198m, 2402f)	15190, M9350 F5840 Bauchi 7,590 (4152m, 3438f), Sokoto 7600 (5,198m 2,402f)	15200 (9,410m, 5,790f); Bauchi 7,600 (4212m, 3388f), Sokoto 7600 (5,198m 2,402f)	Bauchi: 400 (213m, 187f) Sokoto: 400 (115m, 285f)	16000 (9770m, 6230f); Bauchi 8000 (4425m, 3575f), Sokoto 8000 (5345m 2655f)	Target met
28	P	# of teachers, facilitators and OVC support persons trained in FLHE, PSS, and WASH/SWS	1200 (600/state)	0	0	1098 M882 F196	2286, 1765M 521F (Bauchi 263m 187f, 1502m 334f)	NA	2286, 1765M 521F (Bauchi 263m 187f, 1502m 334f)	Target exceeded. This was as a result the state governments buying into the project methodologies and thereby scaling up of training to teachers in non NEI schools.
29	P	# of persons (providers/caregivers) trained (or attending meeting) to support OVC education and well being	6500 (3250/state)	0	6535,4697M, 1838F(Bauchi (2282M, 1003F). Sokoto (M,2415 F-835))	6714 M4293 F2421 Bauchi 2170m, 1123f; Sokoto 2123m, 1298f	6597 (4,396m, 2,201f [Bauchi: 3,307 – 2,437m, 870f; Sokoto: 3,290 – 1,959m, 1331f])	NA	6714 M4293 F2421 Bauchi 2170m, 1123f; Sokoto 2123m, 1298f	Target met
Result 2.3: Strengthened systems for increasing OVC access to education and health services										
30	C	# of new OVCs registered annually in state system(s)	4000	4000 (Bauchi 2000,Sokoto 2000)	4000 (Bauchi 2000,Sokoto 2000)	4000 (Bauchi 2000,Sokoto 2000)	4000(Bau 2000, Sok 2000)	800 (Bauchi 400; Sokoto 400)	16000 (9770m, 6230f); Bauchi 8000 (4425m, 3575f), Sokoto 8000 (5345m	Target met

S/N	Types	Performance Indicators	EOP Targets (November 2009 - March 2014)	YEAR 1 (Baseline) Results (November 2009 - September 2010)	YEAR 2 Actual (October 2010 - September 2011)	YEAR 3 Actual (October 2011 - September 2012)	YEAR 4 Actual (October 2012 - September 2013)	NCE Actual (October 2013 - March 2014)	EOP Actual (November 2009 - March 2014)	Comment
									2655f)	
31	C	# of Qur'anic schools applying to integrate academic curricula	80 (40st)	80 (40ST)	80	80	80	20	80 (Bauchi 40, Sokoto 40)	Target met
32	C	% aggregate progress made on OVC access to education and health services. These include:	2 state (100%)	25%(1)	50/50 (100%)	50%	100%	NA	100%	
		a. State Action Plans for OVC (a) developed and (b) approved by SC	2 (1/ST)	2a	2a	NA	NA	NA	2a	Final draft of NPA for vulnerable children was delayed to give the project enough time in supporting state plans
		b. Annual State OVC Work Plans (a) developed and (b) approved by SC	6 (3/ST)	2a	2a	0	NA	NA	4a	Same as above
		c. Revised ministry and OVC officer job descriptions	2 (1/ST)	2a	2ab in Both state	54	0	NA	2ab	Target met
		d. Academic subject integration into Qur'anic schools guidelines and procedures (a) prepared and (b) approved	2 (1/ST)	0	2ab in Both state	53 (Bau: 30, Sok: 23)	0	NA	2ab	Target met
		e. OVC integration into formal education guidelines and procedures (a) prepared and (b) approved	2 (1/ST)	0	2ab in Both state	NA	0	NA	2ab	Target met

D. End of Project Staff List

	Name	Position	Phone Number	Email	Skype Address	DOB	Office Location	State of Origin
1	Ayo Oladini	COP	0803 703 1195	ayoo@crea-nei.com	sayoladini		Bauchi	
2	Lawal Nurudeen	Senior TT Advisor	0818 484 8448	nurudeenl@crea-nei.com	lawal.nurudeen		Bauchi	
3	Aderemi Ajidahun	Field Finance Manager	0805 509 9728	aderemia@crea-nei.com	Remi.ajidahun		Bauchi	
4	Jossey Ogbuanoh	Reporting & Communications Officer	0809 815 9622	josseyo@crea-nei.com	josseyo		Bauchi	
5	Dr Rasheed Sanni	M&E SA	0803 327 8969	rasheeds@crea-nei.com	Rasheed.sanni		Bauchi	
6	Aminu Abubakar	Office Manager	0807 937 0701	aminua@crea-nei.com	aminu-abubakar		Bauchi	
7	Dalhatu Suleiman Darazo	OVC Education specialist	0803 853 2448	dalhatud@crea-nei.com	Dalhatu.sdarazo		Bauchi	
8	Muhammad Nasir	M&E Data Officer	0803 325 8377	muhammadn@crea-nei.com	Muhammad Nasir		Bauchi	
9	Emmanuel Sani	Finance Officer	08039411394	emmanuel@crea-nei.com	emmanuel-sani		Bauchi	
10	Oluwasina Alabi	IT Specialist	0705 745 2392, 0708 847 6193	oluwasinaa@crea-nei.com	o.alabi		Bauchi	
11	Abednego Nathan	Transport Officer	0703 259 0084	kelvinathan@yahoo.com	-		Bauchi	
12	Abubakar Yusuf	Transport Officer	0806 013 8869	yusa2yk@yahoo.com	-		Bauchi	
13	Sadiq Abubakar Ilelah	LGEA Coordinator/Bauchi State Team Leader	0703 670 3838	sadiqi@crea-nei.com	sadiq.ilelah		Bauchi	
14	Innocent Chukwu	Computer Programmer	8033919620	chukwui@crea-nei.com	innomajava		Bauchi	
15	Aisha Kilishi Ibrahim	FOMWAN Program Officer	0803 505 1593	aishatu@crea-nei.com	aishatu_ibrahim		Bauchi	
16	Jummai Joseph	CSACEFA Program Officer	0803 924 8940	jummaij@crea-nei.com	jummaij		Bauchi	
17	Mohammed Nura Ibrahim	DCOP	0803 072 2623	mohammedi@crea-nei.com	Mohammed.nura.ibrahim		Sokoto	
18	Adamu Khalid	SEA/OVC	0807 879 6502	adamuk@crea-nei.com	Khalid5954		Sokoto	
19	Muhammad Alkali	M & E Advisor	0803 688 0900	muhammada@crea-nei.com	muhammadalkali		Sokoto	
20	Sanusi Ahmad	IT Specialist	0806 612 1141	sanusia@crea-nei.com	gwashionline1		Sokoto	
21	Zahra`u Maishanu	M&E Data Assistant	0803 608 2109	zahraum@crea-nei.com	zamaishanu		Sokoto	
22	Bashiru Usman	Transport Officer	0803 251 2611	bashiruu@crea-nei.com	bashiru.u		Sokoto	
23	Oluremi Adeyemo	Transport Officer	0805 190 0566	oluremia@crea-nei.com	oluremi.a		Sokoto	
24	Zainab Yahaya Bawa	Finance Assistant	0703 220 0757	zainaby@crea-nei.com	zpeace1		Sokoto	
25	Ibrahim Baba Shatambaya	Office/Admin. Manager	0803 968 4579	ibrahimb@crea-nei.com	shaatee		Sokoto	
26	Auwalu Sanda Umar	Budget and Finance Specialist/ Field Team Leader	8037869336	auwalus@crea-nei.com	auwalsu		Sokoto	
27	Wasila Ahmed Rufai	Lead Accountant	7036349998	wasilar@crea-nei.com	wasilar		Sokoto	
28	Balbasatu Ibrahim	FOMWAN Program Officer	0703 742 5013	balbasatui@crea-nei.com	balbasatu		Sokoto	

E. Country Publications

Nigeria Northern Education Initiative. (2010). Teachers' Guide: Literacy Primary 4 *Teachers' Guides*. Bauchi: Creative Associates International Inc.

Nigeria Northern Education Initiative. (2010). Trainers' Guide: Literacy Primary 4 *Trainers' Guides*. Bauchi: Creative Associates International Inc.

Nigeria Northern Education Initiative. (2011). Bauchi State Teacher Education Policy *Policy Documents*. Bauchi: Creative Associates International Inc.

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Nigeria Northern Education Initiative. (2011). Jagoran Malami Don Koyar da Dabarun Zaman Duniya Na Yau da Kullum (Teachers' Guide: Life Skills Primary 4) *Teachers' Guide*. Bauchi: Creative Associates International Inc.

Nigeria Northern Education Initiative. (2011). Jagorar Malami Don Koyar da Ilimin Bayar da Shawara Dangane da Halayya da Zamantakewar Dan'adam (Trainers' Guide: psychosocial Counseling Primary 4) *Trainers' Guides*. Bauchi: Creative Associates International Inc.

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Nigeria Northern Education Initiative. (2012). Bauchi State Teacher Recruitment and Deployment Procedures and Guideline *Policy Documents*. Bauchi: Creative Associates International Inc.

Nigeria Northern Education Initiative. (2012). Bauchi State Teacher Recruitment and Procedures and Guideline Training Manual *Training Manual*. Bauchi: Creative Associates International Inc.

Nigeria Northern Education Initiative. (2012). Bauchi Teacher Management Information System Concept Paper. Bauchi: Creative Associates International Inc.

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Nigeria Northern Education Initiative. (2012). Sokoto Teacher Management Information System Concept Paper. Sokoto: Creative Associates International Inc.

Nigeria Northern Education Initiative. (2013). Bauchi State Teacher Education Policy Implementation Guideline. Bauchi: Creative Associates International Inc.

Nigeria Northern Education Initiative. (2013). Quality Assurance Training Manual *Training Manuals*. Bauchi: Creative Associates International Inc.

Nigeria Northern Education Initiative. (2013). Sokoto State Teacher Education Policy Implementation Guideline. Sokoto: Creative Associates International Inc.

Nigeria Northern Education Initiative. (2013). Bauchi State Teacher Management Information System. Sokoto: Creative Associates International Inc.

Nigeria Northern Education Initiative. (2013). Sokoto State Teacher Management Information System. Sokoto: Creative Associates International Inc.

USAID/NEI, Training Manual on the Formation of Community Coalitions and the Community Action Cycle for Community Mobilization: Adapted for a 3 day training for NEI State Teams and Community Coalition: The Community Action Cycle is one of the participatory learning approaches adapted by USAID/NEI project for increasing access of orphans and vulnerable children (OVC) to basic education and other services (Bauchi & Sokoto: USAID/ NEI, 2010)

USAID/NEI, Participant Toolkit for the Formation of Community Coalitions and the Community Action Cycle for Community Mobilization: The Community Action Cycle is one of the participatory learning approaches adapted by USAID/NEI project for increasing access of orphans and vulnerable children (OVC) to basic education and other services (Bauchi & Sokoto: USAID/ NEI, 2010)

USAID/NEI, Situation and Needs of Orphans and Vulnerable Children (OVC) in Bauchi and Sokoto States: Final Report (Bauchi & Sokoto: USAID/ NEI, 2010)

USAID/NEI, How to Form and Manage a Community Coalition: A Community Guide to Community Coalition Formation (Bauchi & Sokoto: USAID/ NEI, 2011)

USAID/NEI, How to Find Resources for the Development of our Community: A Community Guide to Finding Resources and Raising Funds (Bauchi & Sokoto: USAID/ NEI, 2011)

USAID/NEI, How to Hold Community Group Discussions for Behavior Change: A Community Guide to Changing Behavior (Bauchi & Sokoto: USAID/ NEI, 2011)

USAID/NEI, OVC Support Team Procedures Handbook: Guidelines and Procedure handbook (Bauchi & Sokoto: USAID/ NEI, 2011)

USAID/NEI, Information Booklet for Adolescent Girls: Planning for my Future (Bauchi & Sokoto: USAID/ NEI, 2011)

USAID/NEI, Facilitator's Manual on Adolescent Girls: Personal Development and Leadership (Bauchi & Sokoto: USAID/ NEI, 2011)

USAID/NEI, Dandalin Yara (Kids Forum): Sessions to Provide Group-Based Psychosocial Support for Children Ages 8 to 12 years old (Bauchi & Sokoto: USAID/ NEI, 2011)

USAID/NEI, Orphans and Vulnerable Children Care and Support: Training Manual (Bauchi & Sokoto: USAID/ NEI, 2011)

USAID/NEI, Gender Assessment on Education and Living Conditions of Orphans and Vulnerable Children in Bauchi and Sokoto States: Baseline Study on Gender Assessment on Education and Living Conditions of Orphans and Vulnerable Children in Bauchi and Sokoto States (Bauchi & Sokoto: USAID/ NEI, 2012)

F. Summary DHIS Data on services rendered to VC

OVC SERVICES SUMMARY FORM

NEI - Northern Education Initiative

Reporting period: PROJECT YEAR ONE - FOUR & NCE (NOVEMBER, 2009 - MARCH, 2014)

Data Elements	BAUCHI			SOKOTO			GRAND TOTAL	COMMENT
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL		
Number of OVC enrolled into the program	4425	3575	8000	5345	2655	8000	16000	OVC identified, revalidated and enrolled into the program for services based on the vulnerability eligibility criteria and services requirements.
Number of OVC provided with Educational services	4425	3575	8000	5345	2655	8000	16000	The children have benefitted from improved literacy and numeracy teaching in the school and established literacy and numeracy classes in the NFLCs.
Number of OVC provided with Food/Nutrition services	1058	942	2000	1103	897	2000	4000	During the project life OVC in the NFLC received meal support during the literacy and numeracy period as strategy to ensure retention.
Number of OVC provided with Healthcare services	4425	3575	8000	5345	2655	8000	16000	NEI provided First Aid Box and monthly provided medicine for minor treatment as well as provided health referral services in the school and centers.
Number of OVC provided with Psychosocial services	4425	3575	8000	5345	2655	8000	16000	Kid Forum was established with facilitator in the schools and centers where OVC play/perform recreational activities and received life skill and counseling instructions. In addition NEI trained persons on Psychosocial counseling and appointed as counseling facilitator in the schools and centers.
Number of OVC provided with Vocational Skill services	1134	1145	2279	1804	1131	2935	5214	NEI continued to support vocational training centre in each NLFC and provided vocational equipments such as Tailoring, Knitting, Embroidery machines as well as provided trained personnel to facilitate the center.
Number of OVC provided with Economic strengthening services	673	527	1200	778	890	1668	2868	The Project also Identified those older OVC mostly headed their household and send them to craftsmen/women to learn various skills.
Number of OVC provided with Protection services	0	0	0	3072	2984	6056	6056	The project provided Birth Certificate to the children

Data Elements	BAUCHI			SOKOTO			GRAND TOTAL	COMMENT
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL		
Number of Caregivers provided training to improve their ability in caring for OVC	2170	1123	3293	2123	1298	3421	6714	OVC caregivers were identified and trained on OVC support, care, wellbeing and FLHE
Number of Adolescent Girls provided with program services	0	1402	1402	0	1284	1284	2686	The project also continued to support Adolescent Program Centers in the 20 pilot LGAs one each. Girls mostly hawkers and schools dropout are enrolled for the program. This is to provide more access to Adolescent girls to acquire vocational skill as well as received improved literacy and numeracy instruction.
Number of OVC receiving Primary Direct Support (≥ 3 services)	4425	3575	8000	5345	2655	8000	16000	16000 (9770m, 6230f) are identified, revalidated and supported with support package (scholastic) and have also received services of education, nutrition, psychosocial, vocational and apprenticeship. In addition, OVC caregivers were identified and trained on OVC care, support and wellbeing. Moreover, Adolescent girls services vocational skill training, education and FLHE. Moreover some OVC obtained birth registration through protection services provided by the project.

G. Service Demand and Commendation Letters from MDAs



OFFICE OF THE DIRECTOR GENERAL ON TSANGAYA EDUCATION

BAUCHI STATE GOVERNMENT
MINISTRY OF EDUCATION

Office Address:
Gombe Road Behind Himma Filling Station
Bauchi Bauchi State Nigeria

web: www.bhstangayaeducation.com
www.bhstangayaeducation.com/fecebook

Your Ref: _____

Our Ref: _____

Date: _____

The Chief of party

10/02/14

NEI

No 6 buzaye close

GRA Bauchi.

Sir

**SUSTAINABILITY PLAN OF USAID /NEI ACTIVITIES IN NON FORMAL
LERNING CENTERS BY OFFICE OF THE DG TSANGAYA.**

With reference to the above, I write and convey to you, our plans to sustain the activities of NEI after the close out of the project.

This was the agreement reach during our last grants coordination meeting at Azare. Attached to this letter, is the sustainability plans for your information and necessary action please.

Aliyu Sise Dahiru Usman

DG Tsangaya Education Bauchi State

الإدارة السيد والسيد والسيدي والسيدي
المدير العام لمسنون الحفاظ والمدارس القرآنية
وزارة التربية والتعليم ولاية باوتشي نيجيريا
☎ 08032373639, 08076912189, 08026606556
E-mail: Sidi.Sise@yahoo.com

**PRESENTATION OF PLANS FOR SCALE UP OF USIAD/NEI INTERVENTION BY OFFICE OF THE DIRECTOR
GENERAL ON TSANGAYA EDUCATION BAUCHI STATE
JANUARY 17 2014**

The office of the Director General (DG) Tsangaya Education has been partnering with USAID/NEI from day one of its inception in Bauchi State, this is evident since we participated in the NEI Project Year One (PY1) work planning session of the project at Bolingo Hotel Abuja in January 2010.

The office has played the role of gate openers during the advocacies to key stakeholder during project start up. NEI was introduced to Government officials, traditional rulers, religious leaders as well as other key players in the education sector.

The office of DG Tsangaya spear headed the selection of all the NEI demonstration Non-formal learning centers, DG's office has been active participant in series of trainings conducted by NEI some of which include Training of Trainers (TOT) on Community Coalition (CC) training, OVC Caregivers training, Kid forum facilitation and Sesame Square training. Other activities facilitated by the office are OVC Needs Assessment, Non-formal learning center facility assessment, the results of these assessments informed subsequent programs and activity planning in NEI project. We also played critical role in monitoring all OVC related program at community level

SUSTAINABILITY PLAN:

- Office of DG Tsangaya will continue to support Ammar (a vulnerable child mainstreamed into formal school by NEI) with the sum of N10,000 every term to support his educational progression, so far the office have given Ammar this amount for 2 terms.
- The office will continue with payment of monthly proprietor's allowance of N5000 to 30 demonstration schools, the office is scaling up this intervention to other 4,970 tsangaya school proprietors across the state.
- Office planned to improve learning atmosphere by providing mats to the 30 NEI demonstration schools
- DG Tsangaya's office planned to sustain CBMC support in the 30 NEI demonstration NFLCs(Tsangaya schools). The office will scale up CBMC initiative to 70 more Tsangaya schools by establishing CBMCs, training them on development of Whole Center Development Plans (WCDP) and provide N100,000 to each of the 100 CBMCs (including the 30 NEI NFLCs) as School Improvement Grant
- Advocacy and lobby to MOE is ongoing by the DG's office for provision of daily meals to the 30 NEI demonstration schools
- The office will continue with monitoring effective delivery of literacy and numeracy instruction, vocational skills and apprenticeship programs in the NFLCs
- Plans are made to collaborate with CC and ministry of poverty alleviation to provide start up grants in form of equipment and (or) finance to graduants of the apprenticeship programmes in NEI pilot LGAs.

STATE UNIVERSAL BASIC EDUCATION BOARD SOKOTO

TEL. NO. _____

Telegrams _____

Ref. _____

In replying Please quote number and date of this letter



Airport Road,
P.M.B. 2430, Bado Village
Sokoto State.

Date: 16/04/2013

The Chief of party,
NEI Sokoto State,
Nigeria

FAO

The Deputy Chief of party,
NEI Sokoto State.

Handwritten note:
Please find out from
the Dir. QA the
exact details
- [Signature] 29/4/13

REQUEST FOR THE SUPPORT OF THE STATE SCHOOL SUPPORT OFFICERS SCREENING EXERCISE, 2013.

NEI as a tool that capacitate the Sokoto SUBEB In all area of effective and good delivery of the Basic Education in the State, yet we are going into another replication site of the NEI website for effective delivery and strengthening of the LGEAs School Support Officers through the screening exercise conducted by the NEI for 300 School Support Officers of the 10 NEI LGEAs.

Therefore we are now going into the same process so as to identify the right School Support Officers for effective and quality delivery of the Basic Education in the State. We are hereby requesting the usual co-operation and support accorded to the State SUBEB by the NEI to sponsor one of your Teacher specialists from Bauchi M. Nuradeen NEI Office to serve as a consultancy for the Six days exercise coming up before the end of this month April, 2013.

Thanks for the usual support and co-operation.

A handwritten signature in black ink, appearing to read 'Musa Garba Maitafsir'.

**Prof. Musa Garba Maitafsir
Ag. EXECUTIVE CHAIRMAN.**

STATE UNIVERSAL BASIC EDUCATION BOARD SOKOTO

TEL. NO. _____

Telegrams _____

Ref. _____

In replying Please quote number and date of this letter



Airport Road,
P.M.B. 2430, Bado Village
Sokoto State.

Date: 16/04/2013

The Chief of party,
NEI Sokoto State,
Nigeria

FAO

The Deputy Chief of party,
NEI Sokoto State.

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Thanks for the usual support and co-operation.


Prof. Musa Garba Maitafsir
Ag. EXECUTIVE CHAIRMAN.

Handwritten note:
Please find out from the Dir. QA the exact date
29/4/13



MINISTRY OF EDUCATION, SOKOTO
DEPARTMENT OF PLANNING, RESEARCH AND STATISTICS
Shehu Kangiwa Secretariat,
P.M.B. 2111, Sokoto

Tel:/Fax – 060-232753
060-232813

Ref: EST/GEN/2095/Vol II/16

Date: 09th December, 2012

The Chief of Party,
Nigeria Northern Education Initiative,
Sokoto.

RE: SOKOTO STATE EDUCATION DIALOGUE

The Ministry has received, with appreciation, the report of the NEI supported State Education Dialogue conducted in September 2012. The Dialogue explored issues as they affect the delivery of education in the state and had stakeholders to discuss them and proffer recommendations. The report will assist the Ministry in taking appropriate actions for the proper delivery of education in the state in tune with the yearnings and aspirations of the stakeholders.

Please note that the Ministry is studying the report with a view to implementing the recommendations in the best way possible.

I am directed to extend the Ministry's profound appreciation for all the support and logistics in the conduct of the Sokoto State Education Dialogue.

While thanking you for the support, accept the assurances of the Honourable Commissioner's best regards please.

Thank you.

Muhammad Attahiru Ahmad
For: Honourable Commissioner.



BAUCHI STATE OF NIGERIA

Tel: 077-542190, 542151, 542449

Min. Of Budget & Economic Planning,
Ahmadu Bello Way,
P.M.B 0164,
Bauchi.

Your Ref: _____

Our Ref: MOB/EP/5/10/VOL.11

Date: 27th October, 2011

*The Executive Chairman,
State Universal Basic Education Board (SUBEB),
Ran Road, Near Awalah Round About,
Bauchi.*

RE: SUBMISSION OF SUBEB PROPOSED 2012 ANNUAL BUDGET

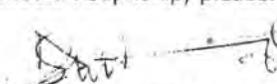
With reference to your submission under letter cover No. BA/SUBEB/S/ADM/20/VOL. 11 of 7th October, 2011, I am directed to acknowledge the receipt of the 2012 proposed estimates.

2. I am further directed to appreciate the new innovation adopted in coming up with the Activity Based Budget (ABB) and translating same to the State Budget template. This has really helped in reducing the cumbersome process in the Budget preparation.

3. After the careful scrutiny, the Budget discussion/defence committee has reviewed the submission as reflected in the table below:

SN	Type of Expenditure	Proposed estimates 2012 N	Reviewed Estimates 2012 N
1	Personnel Cost	285,999,998	285,999,998
2	Recurrent Expenditure (Overhead cost)	1,216,214,299	612,940,000
3	Capital Expenditure	2,433,879,954	2,734,149,954
	TOTAL	3,936,094,251	3,633,089,952

4. The new approach is highly commendable, you should keep it up, please.


DAIRU U. SAMBO
FOR: HON. COMMISSIONER

28TH Nov. 2013.

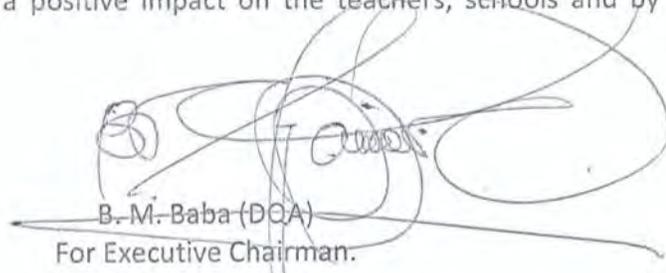
The Education Secretary,
.....
.....

**FORWARDING OF BAUCHI STATE BESC APPROVED QA
STRATEGY DOCUMENT FOR IMPLEMENTATION**

Please find enclosed your own copies of the QA strategy document and its from A, which is for school support – school situation data capture form.

2. You are to ensure implementation through reproduction of more copies its circulation to relevant scheduled officers and above all systematic application of the instrument in the conduct of QA activities in schools of the LGEA by them.

3. We at the Directorate of the QA are quite optimistic that the QA strategy document will most certainly enhance their efficiency and effectiveness as QA officials thereby having a positive impact on the teachers, schools and by and large the system itself.



B. M. Baba (DQA)
For Executive Chairman.

C.C. file copy

STATE UNIVERSAL BASIC EDUCATION BOARD SOKOTO

TEL. NO. _____

Telegrams _____

Ref. _____

In replying please quote number and date of this letter



Airport Road,
P.M.B. 2430, Bado Village
Sokoto State.

22nd October, 2013

Date: _____

The Deputy Chief of Party
Nigeria Northern Education
Initiative (NEI), Sokoto

Sir,

**REQUEST FOR SUPPORT IN GENERATING PARTICIPANTS LIST FOR THE REPLICATION OF NEI
TEACHER TRAINING MODEL FROM THE TEACHER MANAGEMENT INFORMATION SYSTEM
(TMIS)**

In 2011 and 2012, we have replicated the NEI Teacher Training Model in the four thematic areas of literacy, numeracy, life skills and psychosocial counseling with over 3000 teachers drawn from the 23 LGAs in the state. The trainings were conducted using the manual guides developed by NEI and also the teacher trainers (mentor teachers) trained by NEI.

In view of the successes we had in the previous trainings, SUBEB Sokoto has decided to replicate all the training aforementioned.

In addition, SUBEB Sokoto intends to take a step further and wish to select the participants for teacher training by SUBEB using the just completed TMIS database. This will ensure that the participants selected are those teachers currently teaching in the relevant areas at classroom level (eg Mathematics teachers selected for numeracy training). We have confidence that only TMIS at this time can support our process of selection.

The trainings, when conducted will be captured on TMIS. This will give all teachers in the state equal opportunity of attending teacher training as at when due. This process will also ensure the training of teachers in relevant areas which will equip the teachers with the necessary skills needed to effectively deliver in the classrooms.

We are hereby requesting your technical support and collaboration in selecting the participants using TMIS

Anticipating your usual support.

Thank you

ABDULLAHI H K GOBIR
Director Quality Assurance
For: Executive Chairman



MINISTRY OF EDUCATION, SOKOTO
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Ref: EST/GEN/2095/Vol II/16

Date: 09th December, 2012

The Chief of Party,
Nigeria Northern Education Initiative,
Sokoto.

RE: SOKOTO STATE EDUCATION DIALOGUE

The Ministry has received, with appreciation, the report of the NEI supported State Education Dialogue conducted in September 2012. The Dialogue explored issues as they affect the delivery of education in the state and had stakeholders to discuss them and proffer recommendations. The report will assist the Ministry in taking appropriate actions for the proper delivery of education in the state in tune with the yearnings and aspirations of the stakeholders.

Please note that the Ministry is studying the report with a view to implementing the recommendations in the best way possible.

I am directed to extend the Ministry's profound appreciation for all the support and logistics in the conduct of the Sokoto State Education Dialogue.

While thanking you for the support, accept the assurances of the Honourable Commissioner's best regards please.

Thank you.

Muhammad Attahiru Ahmad
For: Honourable Commissioner.