

Annex 3: GEP3 Annual Review report of state level activities directly contributing to GEP3 outputs

NB: Other State activities in promotion of girls' education are not included. Outcome level information is not represented, as the project is at too early a stage to have produced outcome level impact. Information is based primarily on state presentations to the review, review of state level documents, and stakeholder discussions, as these were considered more up to date than the recent draft annual report.

BAUCHI

Output One: Increased parental demand for and support to girls' education

46930 households from 425 communities across the 160 intervention schools have been mapped, involving support from SBMCs, teachers, community leaders and Mothers' Associations working with LGEA consultants and desk officers. 57,625 out of school girls were identified. Sensitisation campaigns have been conducted as follow-up by project SBMCs.

The SBMC Monitoring Tool was developed and shared, with support systems put in place at LGEA level.

Output Two: Increased basic education opportunities for girls

20 LGEA level TWGs have been established, monitoring pupil attendance and transition and being supported by LGEA desk officers.

50 students supported by GEP through FTSS have graduated, with a further 150 supported by the State graduating. Total numbers of students in FTSS from 2008/9 to 2012/13 are 1397 (255 sponsored by GEP3, 60 for 2012/13).

The State government has committed to deploy 117 FTSS graduates into rural primary schools. It was not possible to verify which graduates were currently active in their jobs.

The Bauchi Commissioner said that the first round of FTSS recruitment was problematic as they got the wrong kinds of girls nominated from LGAs but they learned from this experience and have strengthened checks and controls now, undertaking further outreach and more verification checks.

180 IQTEs have accepted integration (100 project, 80 State).

Monthly routine teacher and pupil attendance checking has been established across all 20 LGEAs. The baseline for this has been concluded.

Output Three: Improved teaching and learning opportunities and environment

Mapping of 2nd chance centres was completed and 35 out of 62 2nd chance centres were identified for support in Year 2.

Mapping in 42 out of 245 nomadic schools was conducted.

The SbTD and STUMEC impact study was completed in 9 primary schools in 3 LGAs. The report is awaited.

20 master trainers, 180 head teachers and 20 M&E officers from Bauchi's 20 LGEAs have been trained on school leadership, curriculum management and quality assurance in schools.

Output Four: Increased and more effective participation of women in providing education

Advocacy for increased numbers of female teachers continued at state level.

Partnerships with CSOs FAHIMTA and CSACEFA have been strengthened for establishment and support to Mothers' Associations. (This was confirmed by FAHIMTA and CSACEFA representatives).

34 primary schools and 16 JSS have been identified for establishment of Womens' Spaces.

Output Five: Effective governance in education sector at all levels (school, LGA, State, Federal)

45% of state commitments to GEP were released.

Support from GEP to help the state develop SESOP 1 is ongoing.

LESOPs were produced in 5 LGAs, 3 of which were supported by GEP3.

Members of 72 SBMCs were trained on WSDP by the project, with a further 350 trained by the State. 250 project schools produced WSDPs. It was reported that 40 project-supported SBMCs and 10 State-supported SBMCs were operationalising their WSDPs.

750 SBMC members from 250 schools were oriented on fund management, 150 of whom were female. Grants (N150K) were paid to 250 project SBMCs.

Grants of N80K were paid to 100 IQTEs.

The Annual School Census was conducted with support from GEP consultants.

EMIS personnel were supported in Excel and GEP3 database skills. 18 LGEAs were assisted by the State to set up internet and email use to improve timely reporting. 261 head teachers, school supervisors, and LGEA staff in 6 LGAs were supported to compute 14 Basic Education EMIS indicators.

Output Six: Enhanced knowledge management at State and Federal level.

A SBMC functionality baseline survey was conducted in October 2012. 1280 SBMCs defined as functional (active) were identified.

Research assistants and 15 enumerators had been identified and trained for TDNA, which began shortly after the review visit.

USAID/NEI is working to promote girls' education work closely with GEP3 managers.

Services of 12 Community Radios in 12 LGAs are being utilized by the State to promote enrolment, attendance and transition for girls.

KATSINA

Output One: Increased parental demand for and support to girls' education

In Katsina state, the 4th phase of State CCT disbursement to 6,722 girls across 9 LGAs has been done (as a continuation from GEP2 work).

Community mapping was begun.

Output Two: Increased basic education opportunities for girls

42 FTSS students graduated successfully.

Baseline mapping of Nomadic education and 2nd chance centres has been conducted.

100 IQTEs accepted integration after sensitisation. The IQTE curriculum was reviewed.

Output Three: Improved teaching and learning opportunities and environment

20 head teacher master trainers were inducted using the new head teacher training manual.

Output Four: Increased and more effective participation of women in providing education

Members of 80 Mothers' Associations received training on their roles and responsibilities.

Output Five: Effective governance in education sector at all levels (school, LGA, State, Federal)

LESOPs have been developed in 6 LGEAS and equity tracking systems are being piloted against LESOPs.

The Annual School Census has been conducted.

Members of 150 SBMCs in project schools received WSDP training. (NB: several SBMCs in Katsina had already been trained under GEP2).

492 SMBC members (164 female) received fund management training.

317 project SBMCs have received grants, with a further 90 schools (including 15 IQTEs) receiving grants from the State.

100 IQTEs received grants against WSDPs.

Output Six: Enhanced knowledge management at State and Federal level.

A baseline study of active SBMCs has been completed.

Enumerators have been trained for the TDNA study.

A documentary on good practice from GEP (2) has been produced and will be shared state-wide.

Output One: Increased parental demand for and support to girls' education

Niger State government has made a financial commitment of N21m for PIU establishment and support of technical assistance from consultants. Approval has been given for six LGAs to participate in CCT work.

SBMCs/Mothers' Associations mapped 4,436 out of school girls from 52 communities in 10 LGAs .

Output Two: Increased basic education opportunities for girls

Two FTSS cohorts have completed their initial teacher training courses, and the next year's students have been admitted. 28 FTSS students supported by GEP have graduated. COE efforts to support students by offering childcare during exams and construct more female hostels have begun, as well as moving some FTSS students into pre-NCE programmes to help them catch up with learning.

The state workplan for transition of girls from primary to secondary education has been developed and reviewed, with 14 LGA TWGs developing plans.

138 IQTE schools have accepted to implement the integrated curriculum (38 project, 100 state)

Data collection for mapping was supported for all 15 2nd chance schools in the state and 20% of nomadic schools.

Output Three: Improved teaching and learning opportunities and environment

175 head teachers have been trained on efficiency and curriculum management at school.

An intervention to revive reading culture in schools has begun in one LGA (Tafa).

Output Four: Increased and more effective participation of women in providing education

817 members of Mothers' Associations in 73 primary schools have been trained/oriented on their roles (150 via GEP and 667 from State resources).

Output Five: Effective governance in education sector at all levels (school, LGA, State, Federal)

SESOP 2 has been developed.

21 LGEA officials have been supported by GEP to develop LESOPs, 11 supported by the State. 5 LGEAs have developed LESOPs, 3 of which were supported by GEP3.

GEP3 trained 1140 SBMC members (504 female) on WSDP and the state replicated training to a further 450 (150 female). One LGEA has also stepped down WSDP training to 138 further SBMC members from 9 schools (60 of whom were female).

216 SBMC members (72 of whom were female) were trained on fund management by GEP3.

300 CBMC members have had capacity building on WSDP by GEP3.

98 SBMCs received (N250K) school grants and 100 IQTEs received (N80K) grants.

The Annual School Census has been conducted across the state.

Output Six: Enhanced knowledge management at State and Federal level.

School data on pupils and teachers has been compiled for the TDNA study.

SOKOTO

Output One: Increased parental demand for and support to girls' education

Six LGAs have been selected for Conditional Cash Transfer (CCT). Surveys have been done at the LGA level.

The CCT PIU is being set up by the State.

Output Two: Increased basic education opportunities for girls

TWG Committees have been established at State level and in all 23 LGAs.

30 successful FTTSS candidates graduated (18 by end of May and 12 in June 2013).

The COE has introduced remedial lessons in English and Mathematics for all newly admitted candidates. The College has also increased the number of guidance and counselling officers, all female.

18 FTTSS students who successfully graduated have been employed and deployed to their respective communities.

Output Three: Improved teaching and learning opportunities and environment

430 IQTEs have accepted integration of the core curriculum. Recent sensitisation led to substantial increases in takeup.

Output Four: Increased and more effective participation of women in providing education

48 communities have had State support to set up Girls Spaces which focus on vocational skills training.

Mapping of 2nd chance centers was conducted in 40 communities.

Output Five: Effective governance in education sector at all levels (school, LGA, State, Federal)

Sokoto State MTSS/SESOP was reviewed for the period of 2014 – 2016. The State was supported to develop an annual implementation plan for the Performance Reporting Manual (PRM) for continuous assessment of MTSS/SESOP progress against targets.

LESOPs for 2013 – 2016 - were developed in six LGAs (3 by GEP and 3 by the State).

Sokoto State Government trained members of 100 SBMCs in Fund Management and provided a grant of N100,000 to each school, in addition to the 150 SBMCs receiving project grants of N250K.

Capacity of over 300 (100 female) members of SBMC was built on WSDP by the state, in addition to training of members of 150 SBMCs in WSDP.

EMIS: A data bank at both MOE and SUBEB were updated and connected to the internet for easier data dissemination.

Output Six: Enhanced knowledge management at State and Federal level.

A survey was conducted in 3 schools each from 5 LGA to assess the rate of pupils' and teachers' attendance.

USAID/NEI is working to promote girls education work closely with GEP3 managers.

ZAMFARA

Output One: Increased parental demand for and support to girls' education

A state-wide enrolment drive has taken place, using community radio as well as poster advertising and other media. An increase of 46.6% in primary school enrolment of girls was reported for 2012/13 as linked to this, but attribution could not be verified at this stage, because Zamfara only joined GEP in October 2012 while enrolment would have taken place in September.

Community mapping commenced and is on-going in 150 selected communities.

Output Two: Increased basic education opportunities for girls

State and LGA Girls Education Committees have been established (also referred to as TWGs by stakeholders). Workplans have been developed.

50 project sponsored and 51 state sponsored FTSS students have been selected and allowances of N80K each disbursed. Selection involved referral from 150 rural schools without female teachers, several visits and several validation exercises. Splitting FTSS allowances into four termly instalments was initiated by the COE to make sure that girls had enough funds to last until examinations.

The COE has provided increased (free) creche support for FTSS students, as well as moving some FTSS students into pre-NCE programmes to help them catch up with learning, and providing mentors. FTSS students started 3 weeks after the term started but the college accommodated by shifting their exams by 3 weeks as well.

Mapping of nomadic education centres and 2nd chance centers has taken place.

Output Three: Improved teaching and learning opportunities and environment

Enumerators had been selected and trained for TDNA, which was due to commence immediately after the review visit but which was delayed by ongoing teaching strikes.

Zamfara state quality assurance officers took part in FME training on simplifying the FIS tool.

110 IQTEs have accepted integration (100 with project support).

ELDS for the state have been drafted.

20 master trainers have been identified for training 100 head teachers.

Output Four: Increased and more effective participation of women in providing education

Mothers' Associations have been established in 150 schools across the state's 14 LGAs and members have received orientation in their roles.

Output Five: Effective governance in education sector at all levels (school, LGA, State, Federal)

The State allocated N445m to GEP, of which N114m has been fully approved.

SESOP is in place.

LESOP is in place in three LGAs.

1412 SBMC members from 218 schools were trained in their roles and in WSDP (272, from 68 schools, were supported by the State).

420 SBMC members were trained in grant management. Grants of N250K were paid to 140 SBMCs. Plans have been made to train CBMCs.

The Annual School Census has been conducted and a preliminary report has been produced.

Output Six: Enhanced knowledge management at State and Federal level.

Initial school and pupil information has been compiled to support the TDNA.

SUBEB has developed a website (www.zamfarasubeb.com) for information sharing on education.