



THE WORLD BANK

REPORT ON THE THIRD PARTY INDEPENDENT MONITORING FOR THE VERIFICATION AND VALIDATION OF DISBURSED NIGERIA PARTNERSHIP FOR EDUCATION PROJECT (NIPED)

**GRANT TO THE FIVE FOCAL STATES:
KANO, KADUNA, KATSINA, SOKOTO & JIGAWA**



BY



**CIVIL SOCIETY ACTION COALITION
ON EDUCATION FOR ALL (CSACEFA)**

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ACRONYMS

CSACEFA	Civil Society Action Coalition on Education for All
CSOs	Civil Society Organisations
EFA	Education for All
ESP	Educational Sector Plan
FMoE	Federal Ministry of Education
FPSU	Federal Project Support Unit
FTSS	Female Teachers Scholarship Scheme
GPE	Global Partnership for Education
GSS	Girls Scholarship Scheme
HGSF	Home Grown School Feeding
LGA	Local Government Authority
LGEA	Local Government Education Authority
NCE	Nigerian Certificate of Education
NIPEP	Nigeria Partnership for Education Project
NPE	National Policy on Education
NTI	National Teachers Institute
PIM	Project Implementation Manual
SBMC	School Based Management Committee
SDGs	Sustainable Development Goals
SDP	School Development Plan
SIG	School Improvement Grant
SIP	School Improvement Plan
SUBEB	State Universal Basic Education Board
TPD	Teachers Professional Development
UBEC	Universal Basic Education Commission
UPE	Universal Primary Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children Education Fund

EXECUTIVE SUMMARY

The commitment of the Federal Government of Nigeria towards improving access and quality of Basic Education led to the Global Partnership for Education (GPE) funded Nigeria Partnership for Education Project (NIPEP), in collaboration with International Development Partners to support the implementation of education programs in Kaduna, Katsina, Sokoto, Kano and Jigawa States. The project was aimed at increasing access and quality of basic education for all, especially girls by building strong, resilient, and accountable educational systems using multiple interventions as motivation for increased enrolments and attendance, improved quality of learning environment and learning outcomes.

In the years following the approval of the project in 2015 and its formal launch in early 2016, the five focal states for intervention received successive disbursements for 2016/2017, 2017/2018 and 2018/2019 academic sessions to implement key deliverables of the project such as the improvement of eligible primary and pre-primary schools for select activities as set forth in the school improvement/development plan, carry out a program of activities to support professional development of primary school teachers, mentor teachers and head teachers including developing and strengthening their skills in the core areas of reading, writing and mathematics.

In order to validate the intervention outcomes in line with the defined component and sub-components, the Civil Society Action Coalition on Education for All (CSACEFA) was engaged to provide local level monitoring of the implementation status and their alignment with approved School Improvement Plans. The verification was subjected to a rigorous verification assessment in 11, 631 intervention schools across the 5 focal states and their utilization of the US\$100m intervention fund for the project.

This verification report covers 10, 669 schools, a 91.7% representation for the schools that received NIPEP interventions with N7.055bn disbursements and N6.969bn (98.7%) funds utilization as at the reporting period. The table below shows breakdown of disbursements and expenditure by states.

S/N	STATE	GRANT DISBURSED BY FPSU		GRANT TRACKED DURING VALIDATION	
		US\$	NGN	RECEIVED (NGN)	SPENT(NGN)
1	JIGAWA	5,413,696.73	1,732,382,953.60	1,492,223,292.50	1,487,170,797.28
2	KADUNA	9,844,402.89	3,527,292,742.22	3,355,546,400.00	3,282,386,680.19
3	KANO	5,925,024.05	2,133,008,658.00	1,753,750,286.21	1,748,647,992.00
4	KATSINA	3,432,429.08	1,278,710,336.75	551,698,000.00	547,150,000.00
5	SOKOTO	2,384,447.25	748,716,436.50	245,900,000.00	245,759,000.00

All states recorded marked improvements in net enrolment especially in pre-primary schools with Kaduna and Sokoto States reporting the highest enrolment statistics compared with the others. A massive subscription for Girls Scholarship Scheme was observed across all the states. 156, 203 girls benefitted from the NIPEP Girls Scholarship Scheme (GSS) with Katsina having the highest number of grant beneficiaries at 51,566 girls and Kaduna state having the least with 6,930. Similarly, the Female Teachers Scholarship Scheme for in-service female teachers towards achieving the minimum qualification of a National Certificate of Education (NCE) also had a positive impact with 2,273 female teachers benefiting from the scholarship. Kano had the highest number of beneficiaries (860) and Katsina had the least with 289 beneficiaries. The NIPEP grant was judiciously utilized to bridge the gap of inadequate teaching workforce in schools by contracting 7,228 teachers in the focal states. Jigawa and Kano states recruited the most teachers using the grant with 2,521 and 3,136 respectively.

The project could not have been all success stories without challenges. The shortcomings of the project were observed by the assessors and documented and lessons learnt together with suggested actions for the next steps were also recommended in the report.

1.0 PROJECT BACKGROUND

The challenge of education in Nigeria has had many policy interventions ranging from the program on Universal Primary Education (UPE) to the National Policy on Education (NPE) with their various challenges. In recent times, the Universal Basic Education Commission in collaboration with the various State Universal Basic Education Boards (SUBEB) have demonstrated renewed vigour to change the narrative of several years of low enrolment, insufficient workforce and a genuine need to overcome the daunting challenge of meeting the requirements for basic education in the country. Nigeria is the largest country in Africa in terms of population and according to the UNICEF State of the World Children Report 2016, has approximately 20% of the total out-of-school children population in the world. As of 2015, Nigeria was ranked 103 out of 118 countries in UNESCO's Education for All (EFA) development index, which takes into account universal primary education, adult literacy, quality of education and gender parity. (UNESCO 2015). In the Northern part of Nigeria, almost two-thirds of students are reported to be functionally illiterate but in its latest review of Nigeria's educational standing, UNESCO has concluded that although progress has been made in basic education, much more remains to be done both in quantity and quality. The Nigerian Partnership for Education Project (NIPEP) is a \$100m multilateral intervention grant to Nigeria by the Global Partnership for Education (GPE) to build on ongoing government expenditures and commitments; and the International Development Partners activities in the education sector, particularly basic education. Based on evidence of low educational performance and the demonstrated commitment of the governments of Jigawa, Kano, Kaduna, Katsina and Sokoto States in their Educational Sector Plans (ESP), they were selected as beneficiaries of the GPE grant for a 4 year period (2015-2019). The project outlined the following objectives to be achieved in the states on the following components:

I. Promoting school effectiveness and improved learning outcomes: This component supports three activities:

- a. Provision of school improvement grants to eligible primary schools for purpose of funding select activities as set forth in the school improvement plan.
 - b. Provision of school grants to eligible pre-primary schools.
 - c. Carrying out a programme of activities to support professional development of primary school teachers, mentor teachers and head teachers-including developing and strengthening their skills in the core areas of reading, writing and mathematics.
- II. Increasing access to basic education for out-of-school children especially girls. This component supports three main activities:
- a. Supporting selected states scholarship schemes designed to encourage girls to attend school through provision of scholarships.
 - b. Carrying out a programme designed to increase the number of qualified female teachers by awarding scholarships to female teachers in the system to enable them obtain the minimum teaching qualification, the Nigerian Certificate of Education (NCE).
 - c. Carrying out sensitization campaigns, community outreach and mobilization and awareness campaigns to promote girls education and enrolment in schools
 - d. Carrying out training for School Based Management Committees (SBMCs) on grant management, planning and governance.
- III. Strengthen planning management system including learning assessment and capacity development. This component covers project management and implementation support, monitoring and evaluation and learning assessment at both the states and federal level.

1.1 PROJECT VERIFICATION

Based on the provisions of component 3 of the project objectives and in the bid to validate project disbursement and measure level of implementation, the services of the Civil Society Action Coalition for Education for All (CSACEFA) were engaged to carry out project monitoring and assessment through a comprehensive and 100% visits to all implementing schools. The objectives of

the verification exercise include the following:-

- i. Enhance states' capacity for integrated evidence-based education planning, budgeting and sector performance monitoring and reporting.
- ii. Promote efficiency and accountability in education service provision.
- iii. Enhance the quality and credibility of CSACEFA and their use in monitoring of education intervention projects efficiently and effectively.
- iv. Facilitate state ownership of CSACEFA for efficient utilization of resources and quality education service provision.

The verification task involved:

- a) Conducting an independent verification and validation of project implementation.
- b) Verifying receipt of disbursements for school improvement, Girls and female teacher's scholarships from 2015/2016 to 2017/2018, the composition of and training of SBMC's.
- c) Validation of records and the beneficiary schools to confirm implementation in accordance with the work plan.

2.0 METHODOLOGY

In order to successfully undertake the project monitoring objectives, CSACEFA and its network of over 100 Civil Society Organizations (CSOs) from the five implementing states, with technical assistance from MPM Insight convened stakeholders from the focal states for a 3 day capacity building and training of trainers' workshop at the Nigerian Union of Journalists Conference Centre, Kaduna from 14th to 16th May, 2019. The workshop reviewed field instruments and reporting templates, followed by a two day pilot testing carried out in schools within Kaduna metropolis. A step down training of enumerators was also done by the State representatives within 3 weeks of the workshop and the field monitoring and verification exercise commenced on June 10th, 2019 across all the states. (See appendices 1, 2 and 3 for training agenda, list of workshop participants and sample of adopted monitoring instrument)

3.0 FINDINGS AND INFERENCES

The field monitoring instrument collected data relating to the components and sub-components as outlined in the Project Implementation Manual (PIM). Although the enumerators planned to have 100% coverage of the intervention schools, they were only able to achieve 91.7% coverage due to several factors, especially security challenges in some of the states. The assessment distribution is as shown in figure 1 below and the distribution of grant received and utilized as seen in table 1.

Figure 1 – Coverage of Verification Exercise

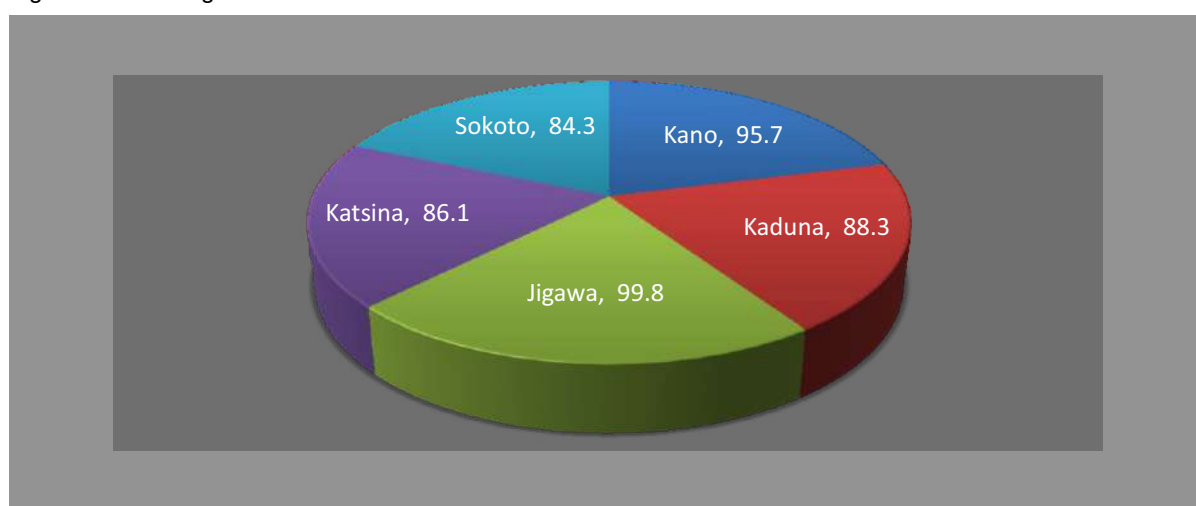


Table 1 shows a snapshot of grant disbursements and distribution in each of the states as collated from the beneficiary schools during the validation exercise.

Table 1 – Grant Disbursement and Utilization Table

S/N	STATE	DISBURSEMENT RECEIVED	DISBURSED FUNDS UTILIZED
1	JIGAWA	1,492,223,292.50	1,487,170,797.28
2	KADUNA	3,355,546,400.00	3,282,386,680.19
3	KANO	1,410,302,586.21	1,406,962,744.00
4	KATSINA	551,698,000.00	547,150,000.00
5	SOKOTO	245,900,000.00	245,759,000.00
	TOTAL	7,055,670,278.71	6,969,429,221.47

3.1 SCHOOL IMPROVEMENT GRANT (SIG)

The School Improvement Grant (SIG) is the monetary intervention received by the schools to address pressing school needs identified in the School Development Plan (SDP). This could be school learning materials, school uniforms, school infrastructure such as tables, desks, chairs and minor renovations. The main objective of the SIG was to improve the learning environment and drive enrolment of out of schools pupils especially the early years and girls. The table below shows a snapshot of schools benefitting from the grant across all the states.

Table 2 – SIG Beneficiaries in Intervention States

S/N	STATE	TOTAL SIG RECEIVED	NUMBER OF VERIFIED BENEFICIARY SCHOOLS	NUMBER OF SCHOOLS WITHOUT GRANT
1	JIGAWA	1,492,223,293	1,768	115
2	KADUNA	3,355,546,400	3,800	18
3	KANO	1,410,302,586	3,070	96
4	KATSINA	551,698,000	897	60
5	SOKOTO	245,900,000	830	15
	TOTAL	7,055,670,279	10,365	304

Form the table above, 10,365 out of 10,699 visited were verified to have benefited from the SIG. A further breakdown of beneficiary schools year on year is shown in the table below.

Table 3 - Breakdown of Beneficiary Schools Year on Year

S/N	STATE	2016/2017		2017/2018		2018/2019		TOTAL NUMBER OF GRANTS
		Pre-Primary	Primary	Pre-Primary	Primary	Pre-Primary	Primary	
1	Jigawa	505	875	1,167	1,576	376	535	5,034
2	Kaduna	715	1,562	1,013	2,757	307	3,133	9,487
3	Kano	909	1,128	1,536	1,917	48	65	5,603
4	Katsina	363	321	617	552	536	488	2,877
5	Sokoto	203	339	250	368	5	6	1,171
	Total	2,695	4,225	4,583	7,170	1,272	4,227	

Overall, SIG beneficiary schools were observed to have dropped in 2018/2019 session except for Primary school beneficiaries in Kaduna state where a steady increase in number of beneficiary schools was seen across all sessions. On the

other hand, the number of NIPEP SIG awarded to pre-primary schools so far is 8,550, exceeding the May 2019 implementation status report by 1,034 but still short of the 11,000 end-year target.

3.1.1 SCHOOL IMPROVEMENT GRANT (SIG) IMPACT ON ENROLMENT

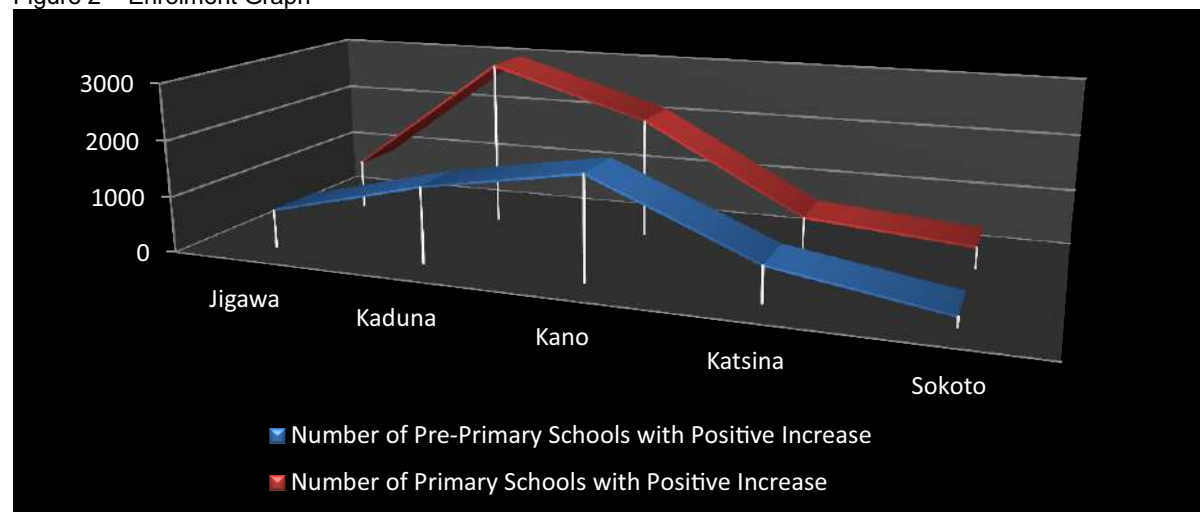
One of the major drivers of the project is the need to reduce the problem of out-of-school children and also increase retention and completion rates for primary education across the states. Enrolment figures captured show a general improvement across board in all the states for both primary and pre-primary schools. Table 4 shows the number of schools with positive net enrolment.

Table 4 – Schools with Positive Enrolment

State	Number of Schools Visited	Number of Pre-Primary Schools with Positive Increase	Number of Primary Schools with Positive Increase
Jigawa	1,883	679	910
Kaduna	3,818	1,365	2,977
Kano	3,166	1,840	2,140
Katsina	957	631	610
Sokoto	539	169	379

Although some schools did not report enrolment gains, some reported small decrease. Positive increases in Kaduna and Kano states represented in the graph below may also be attributed to the introduction of the Home Grown School Feeding program by the States.

Figure 2 – Enrolment Graph

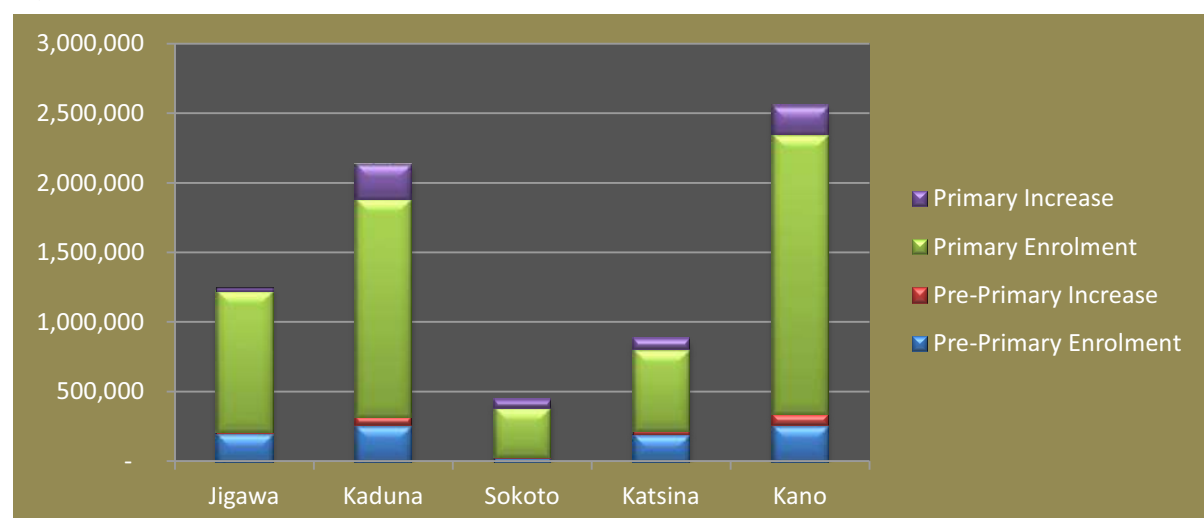


Overall, the net improvement in enrolments for both the pre-primary and the primary schools is represented in the table and chart below.

Table 5 – Overview of Enrolment across Intervention States

STATES	PRE-PRIMARY			PRIMARY		
	Enrolment	Increase	% Increase	Enrolment	Increase	% Increase
JIGAWA	203,235	8,281	4.1	1,017,447	22,298	2.2
KADUNA	260,064	62,956	24.2	1,564,878	249,697	16.0
SOKOTO	27,719	6,780	24.5	352,260	54,294	15.4
KATSINA	194,759	26,278	13.5	586,939	76,048	13.0
KANO	259,567	80,939	31.2	2,009,775	203,379	10.1

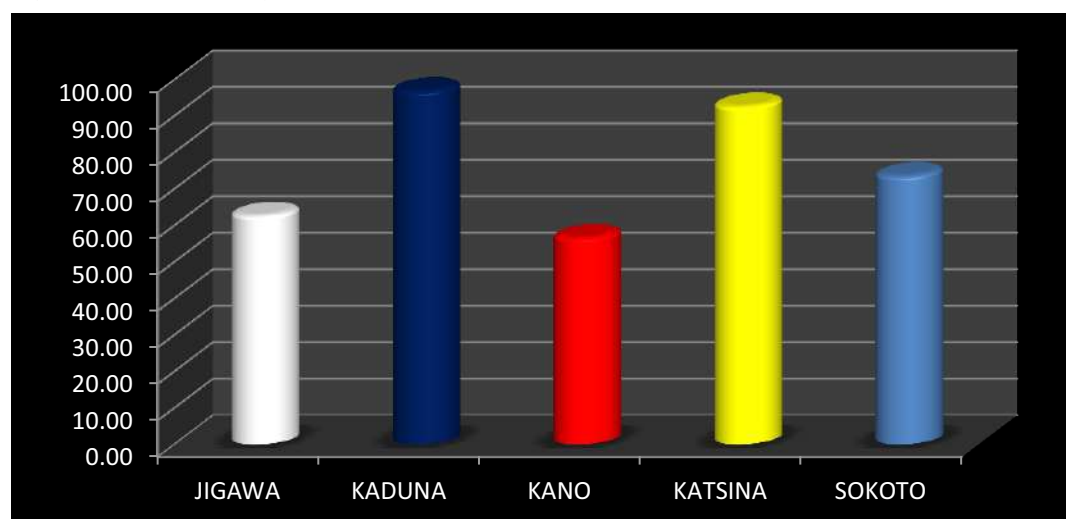
Figure 3 - Graphic Representation of Enrolment Data



3.1.2 GENDER PARITY INDEX (GPI) FOR PRIMARY PUPILS ENROLMENT

The gender parity index for primary school enrolment across the states shows that Kaduna State has the highest parity (96.7%) while Kano State has the lowest (56.5%). The parity indices for Jigawa, Katsina and Sokoto States are 62.6%, 92.5% and 73.5% respectively. The May 2019 implementation status report showed 83% parity while the end-year target for the project is 76%. See figure 4 below.

Figure 4 – Gender Parity Chart



3.2 GIRLS SCHOLARSHIP SCHEME (GSS)

The Girls Scholarship scheme was a special compensation grant provided to care-givers or guardian of the girl-child who ensures the girls enrol and stay in school throughout the year. This has been a huge success, recording massive subscription by parents and caregivers for their female wards in all the intervention states. From the data collected, Katsina State has the highest subscription to the scheme with 51,566 and cumulatively, the number of beneficiaries for the scholarship scheme stands at 168,837, falling short of both the end-year target of 300,000 beneficiaries and the 299,629.00 implementation status report of May 2019.

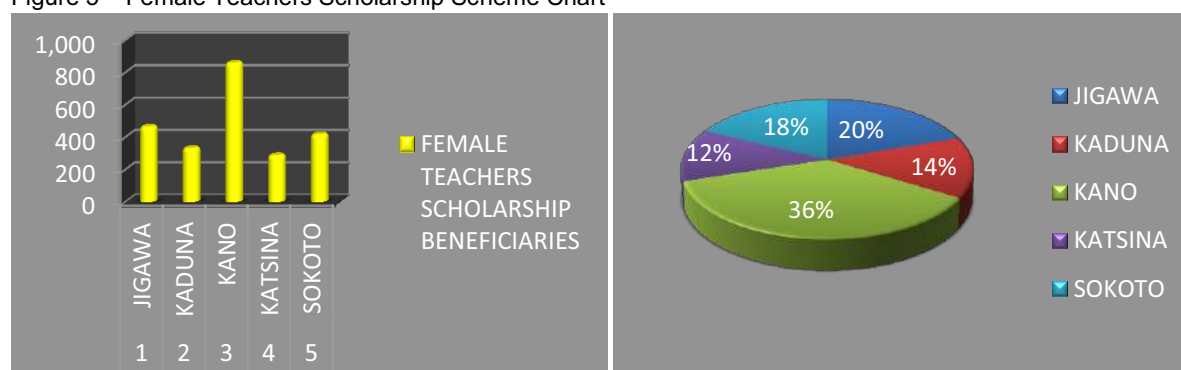
Table 6 – Girls Scholarship Beneficiaries

S/N	STATE	GIRLS SCHOLARSHIP BENEFICIARIES
1	JIGAWA	41,402
2	KADUNA	6,930
3	KANO	31,648
4	KATSINA	51,566
5	SOKOTO	37,291
	TOTAL	168,837

3.3 FEMALE TEACHERS SCHOLARSHIP SCHEME (FTSS)

The high number of largely unqualified/underqualified female teachers-in-service was the motivation for the introduction of the Female Teachers Scholarship (FTSS) in the implementing states. Beneficiaries are targeted based on their readiness to complete an NCE programme in any of the state or Federal institutions especially the National teachers Institute (NTI). Scholarships are renewed based on evidence of success of the beneficiaries in their various examinations in the NCE programme. Data collected show that in-service female teachers in the intervention states took advantage of the Female Teachers Scholarship Scheme to further their education. While some are reported to have completed their NCE training, others are still in training during the reporting period. Kano state recorded the highest percentage of teachers benefiting from the scheme with Katsina having the lowest percentage subscription. The average percentage of NIPEP-supported female teachers receiving NCE scholarship and completing NCE course however falls far short of the year-end target of 60% with Kano State highest at 36% and Katsina State lowest at 12%.

Figure 5 – Female Teachers Scholarship Scheme Chart



3.4 TEACHERS PROFESSIONAL DEVELOPMENT (TPD)

A major element of the project is the need for increased quality of teaching for improved learning outcomes. Teachers across the states have been reported to have severe challenges in some key pedagogy skills making their capacity to effectively teach the children questionable. One of the states actually conducted an assessment of its teachers and removed a large number of teachers from its workforce based on their poor performance in the assessment. Teacher Professional Development (TPD) reported a low output with only 8,899 teachers out of a total teacher population of 94,554 across the 5 States benefitting from various trainings. Table 7 below shows the distribution of beneficiaries by state.

Table 7 – Teachers Professional Development Beneficiaries

S/N	STATE	TEACHERS PROFESSIONAL DEVELOPMENT BENEFICIARIES
1	JIGAWA	1,566
2	KADUNA	984
3	KANO	2,942
4	KATSINA	1,447
5	SOKOTO	1,960
	TOTAL	8,899

3.5 TEACHER RECRUITMENT WITH NIPEP GRANT

One of the biggest gains of the NIPEP grant in the states was the recruitment of teachers in the schools to temporarily fill the gap of inadequate teachers. In almost all the schools visited, the highest needs in the schools were teachers, especially pre-primary school teachers. In most schools, the head teachers teach one or more classes on daily basis. A total of 7,246 teachers have been recruited across the intervention states and their remunerations are catered for by the Grant. Kano state alone account for half of them with 3,136 as seen in table 8 below.

Table 8 – NIPEP Grant Recruitment Table

S/N	STATE	TEACHERS RECRUITED WITH NIPEP GRANT
1	JIGAWA	2,521
2	KADUNA	1,436
3	KANO	3,136
4	KATSINA	100
5	SOKOTO	53
	TOTAL	7,246

3.6 SCHOOL BASED MANAGEMENT COMMITTEE TRAINING

The School Based Management Committees strategy was adopted from previous interventions in the country indicating increased enrolment, retention and better learning outcomes in communities where the SBMC was functional. It was also found to instil a sense of community ownership in the local environment as the members are able to support the school maintenance and also ensure out of school children are tracked and returned to school. Community leaders and stakeholders now take ownership and participate actively in the governance of schools but their training on community mobilization, grant management planning and governance which is an essential component of their capacity may not have been achieved. Out of 165,020 SBMC members in the schools visited, 40% (66,472) reported to have received training which falls short of the end-year target of 120,130 trained SBMC members. A few schools were however observed to have no training for their SBMC members as shown in the table below.

Table 9 – SBMC Training Across Intervention States

S/N	STATE	NUMBER OF SBMC MEMBERS TRAINED	NUMBER OF SCHOOL WITHOUT TRAINED SBMC MEMBERS
1	JIGAWA	8,192	194
2	KADUNA	34,095	559
3	KANO	17,268	233
4	KATSINA	2,842	113
5	SOKOTO	4,075	9
	TOTAL	66,472	

3.7 SCHOOL IMPROVEMENT PLAN (SIP) COMPLIANCE

The introduction of the school improvement plan (SIP) was to introduce the schools to effective education planning even after the NIPEP Project has exited the system. Schools are expected to prepare and appropriately budget for the funding and implementation of activities throughout the session. One of the benefits of having a School Based Management Committee is to ensure they oversee the preparation, implementation and adherence to the School Improvement Plans. 90% of the schools visited had constituted SBMCs with 98% of the schools having approved SIPs and implementing at least 80% of the planned activities contained in the document. Only 2% schools (220) out of the 10,669 schools visited were observed to have no SIP. Table 10 shows the various states and the percentage achievement of SIP activities in their schools as well as the number of schools in each state observed to have no existing implementation plans for their grants.

Table 10 – School Improvement Plan Implementation

S/N	STATE	% BENEFICIARY SCHOOLS IMPLEMENTING 80% SIP ACTIVITIES	NUMBER OF BENEFICIARY SCHOOLS WITHOUT SIP
1	JIGAWA	99	52
2	KADUNA	88	86
3	KANO	99	41
4	KATSINA	100	0
5	SOKOTO	97	41
	TOTAL		220

3.8 SUMMARY OF FINDINGS FOR EACH STATE

The following part of the report will attempt to provide an overview of findings for each state of the project. The key objective is for the states to use the findings as a diagnostic tool towards improvement of their educational system across board.

3.8.1 JIGAWA STATE

TOTAL GRANT RECEIVED		1,492,223,292.50		TOTAL GRANT UTILIZED		1,487,170,797.28		
NUMBER OF INTERVENTION SCHOOLS		1,887	NUMBER OF SCHOOLS VISITED		1,883	NUMBER OF BENEFICIARY SCHOOLS		1,768
Total Number of Pre-Primary School Pupils		211,341	Total Number of Primary School Pupils		1,039,219	Total Number of Pupils in Schools Visited		1,250,560
Number of Pre-Primary School Teachers	3,048	Number of Primary School Teachers	10,100	Number of NIPEP Contracted Teachers	2,521	Total Number of Teachers in Schools Visited		15,669
GIRLS SCHOLARSHIP SCHEME		41,402	FEMALE TEACHERS SCHOLARSHIP		466	TEACHER PROFESSIONAL DEVELOPMENT		1,566
Total SBMC Members		32,670	Total SBMC Members Trained		8,192	Total Number of Schools without SBMC Training		194

Jigawa state showed significant progress in all areas of the interventions as shown in the above table. The state recruited an impressive 2,521 school teachers using the NIPEP grant with Jahun LGA recruiting the highest number of teachers: 169 male and 24 female teachers. Also, 41,402 girls benefited from the Girls Scholarship Scheme ranking second amongst the intervention states. 52 schools of the 1,883 schools visited in the state could not provide evidence of their school improvement or school development plans (SDP/SIPs) while 115 schools listed as grant beneficiaries were unable to show evidence of receiving any disbursed grants. 194 schools did not report having trained SBMC members.

3.8.2 KATSINA STATE

TOTAL GRANT RECEIVED		551,698,000.00		TOTAL GRANT UTILIZED		547,150,000.00		
NUMBER OF INTERVENTION SCHOOLS		1,112	NUMBER OF SCHOOLS VISITED		957	NUMBER OF BENEFICIARY SCHOOLS		897
Total Number of Pre-Primary School Pupils		221,037	Total Number of Primary School Pupils		662,987	Total Number of Pupils in Schools Visited		884,024
Number of Pre-Primary School Teachers	5,249	Number of Primary School Teachers	8,922	Number of NIPEP Contracted Teachers	100	Total Number of Teachers in Schools Visited		14,271
GIRLS SCHOLARSHIP SCHEME		51,566	FEMALE TEACHERS SCHOLARSHIP		289	TEACHER PROFESSIONAL DEVELOPMENT		1,447
Total SBMC Members		15,843	Total SBMC Members Trained		2,842	Total Number of Schools without SBMC Training		113

Katsina state focused largely on the innovative Girls Scholarship Scheme and recorded the highest beneficiaries for the scheme with 51,566 girls and had 100% compliance to the implementation of SIP activities. However, they had the least subscription for Female Teachers Scholarship Scheme with 289 teachers out of 14,171 teachers of which only approximately 10% are female in the state. Also, about 113 schools did not have trained SBMC members. Project verification of some schools was hampered by security concerns in Safana, Batsari, Faskari, DanMusa, Jibia, Sabuwa, Dandume and Kankara LGAs.

3.8.3 KADUNA STATE

TOTAL GRANT RECEIVED		3,355,546,400.00		TOTAL GRANT UTILIZED		3,282,386,680.19	
NUMBER OF INTERVENTION SCHOOLS		4,322		NUMBER OF SCHOOLS VISITED		3,818	
NUMBER OF BENEFICIARY SCHOOLS		3,800		NUMBER OF BENEFICIARY SCHOOLS		3,800	
Total Number of Pre-Primary School Pupils		323,020		Total Number of Primary School Pupils		1,814,575	
Total Number of Pupils in Schools Visited		2,137,595		Total Number of Pupils in Schools Visited		2,137,595	
Number of Pre-Primary School Teachers	7,123	Number of Primary School Teachers	31,441	Number of NIPEP Contracted Teachers	1,436	Total Number of Teachers in Schools Visited	40,000
GIRLS SCHOLARSHIP SCHEME		6,930		FEMALE TEACHERS SCHOLARSHIP		333	
TEACHER PROFESSIONAL DEVELOPMENT		984		TEACHER PROFESSIONAL DEVELOPMENT		984	
Total SBMC Members		60,899		Total SBMC Members Trained		34,095	
Total Number of Schools without SBMC Training		559		Total Number of Schools without SBMC Training		559	

Kaduna state had a major challenge during the implementation period which affected its educational system as teachers who were found to be unqualified and failed the assessment tests of the state government were laid off during the project lifespan. The process of recruiting replacement teachers, changing of head teachers etc. delayed implementation of the NIPEP projects and affected some set targets. However, it is noteworthy that the state achieved the highest gender parity at 96.7% and also the highest number of trained SBMC members with 34,095 out of 60,899 members state-wide membership trained. Similarly, Kaduna ranks joint highest in net enrolment for both pre-primary and primary schools. However, it was observed that SBMC members in 559 schools out of 3,818 beneficiary schools have not been trained. Also, 36 pre-primary schools and 50 primary beneficiary schools had no SDP but received grant. 5 schools in Giwa LGA cited lack of handover by previous head teachers as reasons for this

situation. The state has a disparity of N60.3m in amount received by schools but not utilized for 2018/2019 session. This is due to several schools not spending their grants or spending less of than half of the grant as at the time of the verification exercise. For instance, 31 schools in Jaba LGA, 54 schools in Kachia LGA and 53 schools in Zaria LGA each spent less than half or were yet to spend their grants. One reason advanced for this was the late receipt of funds (June 2019) by most of the schools. Two schools in Zango Kataf LGA reported their grants been taxed by the local education board. The schools: LGEA Kanen Primary School and UBE Ungwan Doka reported been taxed N140,000 and 10% of their grants respectively. Verification exercise of schools in Birnin Gwari LGA was grossly affected due to security concerns.

3.8.4 KANO STATE

TOTAL GRANT RECEIVED		1,410,302,586.21		TOTAL GRANT UTILIZED		1,406,962,744.00	
NUMBER OF INTERVENTION SCHOOLS		3,308		NUMBER OF SCHOOLS VISITED		3,166	
NUMBER OF BENEFICIARY SCHOOLS		3,070					
Total Number of Pre-Primary School Pupils		340,506		Total Number of Primary School Pupils		2,213,154	
Total Number of Pupils in Schools Visited		2,553,660					
Number of Pre-Primary School Teachers	3,641	Number of Primary School Teachers	18,893	Number of NIPEP Contracted Teachers	3,136	Total Number of Teachers in Schools Visited	25,670
GIRLS SCHOLARSHIP SCHEME		31,648		FEMALE TEACHERS SCHOLARSHIP		860	
TEACHER PROFESSIONAL DEVELOPMENT		2,942					
Total SBMC Members		41,138		Total SBMC Members Trained		17,268	
Total Number of Schools without SBMC Training		233					

Kano state remains one of the most populated states in the Country and indeed the most populated in the North West. It therefore has a huge percentage of the out-of-school population and girls were mostly affected. The state had the lowest gender parity index of 56.5% and recruited 3,136 teachers using the NIPEP grant to augment for shortage of teachers in the state, the highest amongst the intervention states. They also recorded the highest beneficiaries for the Female Teachers Scholarship Scheme with 860 teachers. However, 233 schools out of 3,166 beneficiary schools were observed to have untrained SBMC members. 41 beneficiary schools were observed to have no School Improvement Plans (SIP) while 96 listed as beneficiaries could not show evidence of receiving the grant.

3.85 SOKOTO STATE

TOTAL GRANT RECEIVED		245,900,000.00		TOTAL GRANT UTILIZED		245,759,000.00	
NUMBER OF INTERVENTION SCHOOLS		1,002		NUMBER OF SCHOOLS VISITED		845	
Total Number of Pre-Primary School Pupils		34,499		Total Number of Primary School Pupils		406,554	
Number of Pre-Primary School Teachers	638	Number of Primary School Teachers	5,499	Number of NIPEP Contracted Teachers	53	Total Number of Teachers in Schools Visited	6,190
GIRLS SCHOLARSHIP SCHEME		37,291		FEMALE TEACHERS SCHOLARSHIP		418	
Total SBMC Members		14,470		Total SBMC Members Trained		4,075	
						TEACHER PROFESSIONAL DEVELOPMENT	
						Total Number of Schools without SBMC Training	
						1,960	
						9	

Sokoto State has the least investment among the beneficiary states of the NIPEP grant, but seems to have effectively utilized the funds and reported good statistical outputs across interventions especially for school enrolment. The state had a better pre-primary and primary school enrolment statistics, ranking joint highest with Kaduna state. However, it was observed that 21 pre-primary schools and 24 primary schools benefiting from the grant could not provide evidence of their school improvement or school development plans (SDP/SIPs) while 9 beneficiary schools did not have trained SBMC members. Project verification of some schools in the state was affected by security concerns especially in Goronyo, Isa and Gada LGAs.

4.0 KEY ACHIEVEMENTS

Outlined below are the key achievements of the NIPEP project across all states as observed during the project verification exercise.

- Massive subscription into Girls Scholarship Scheme across all the states with Katsina having the highest with 51,566 girl scholars.
- Schools receiving Pre-Primary school grants showed higher enrolment and retention rates across all states.
- Previously unqualified in-service female teachers took full advantage of the female teacher scholarship scheme (FTSS) and are now positive role models for the girls.
- The School Improvement Grant (SIG) was used effectively to purchase learning materials and refurbish aging school infrastructure. This provided conducive learning environment for the pupils and may have contributed to positive learning outcomes in some schools.
- NIPEP grant was judiciously utilized to bridge the gap of inadequate manpower in schools by contracting 7,246 teachers in the focal states. Jigawa and Kano states recruited the most teachers using the grant with 2,521 and 3,136 respectively.
- Capacity building 40% SBMC members across the focal states, which though falling short of the May 2019 implementation status report, shows real intent and had a massive impact on school administration and management.

4.1 LESSONS LEARNT

The following were identified as some of the current challenges of the project.

- Due to high turnover of head teachers in some of the schools and a general weak documentation and handover procedure by head teachers, vital statistics regarding SDPs/SIPs, number of scholarship grants to girls benefiting from the Girls Scholarship Scheme and tracking their mandatory 80% attendance which is a prerequisite to subsequent scholarships was difficult to track in the field.

- About 1,108 schools did not report receiving training for their SBMC members. This may have affected the active participation of members in community mobilization, planning and management of grants. This might also be responsible for 168 beneficiary schools not having SDPs to guide their operation or control of the funds received.
- Some schools identified as beneficiary schools did not receive any grants throughout the life of the project. 304 of such schools were identified across the 5 focal states.
- There is no clarity on the actual number of disbursements expected to be received by the schools. This needs to be clarified by the Federal Project Support Unit (FPSU) taking into cognizance the delayed launching of the project in the states in comparison with the duration of the project.

4.2 RECOMMENDATION

The project has no doubt been received by the states positively and believed to be delivering the outcomes as prescribed in the project delivery manual. However, the assessment team observed certain shortcomings and believe the following recommendations are critical towards achieving the set objectives.

- ✓ Early disbursement of funds to schools and follow up by grant officers to ensure prompt utilization in line with the SDP to harness the gains of the grant.
- ✓ Continuous training and support to SBMC members to ensure the objective of the grant is achieved and community ownership encouraged.
- ✓ Spot checking and supervision of schools to ensure the grants being utilised in accordance with the provisions of the SDP/SIP.
- ✓ Monitor the effectiveness of the grievance redress system to address pressing issues in schools i.e. alleged taxation by LEAs amongst others.
- ✓ Strengthen community ownership of the project and use of Civil Society Organizations such as CSACEFA to support a systemic training and capacity

development (Such as the Teacher Professional Development -TPD) and the skills of relevant state staff to actively partake in project planning, monitoring and evaluation appraisal.

4.3 CONCLUSION

The main objectives of the Nigeria Partnership for Education Project to increase school enrolment, reduce gender parity and encourage increased access to basic education for girls in the affected states were largely achieved. The introduction of the school improvement grant as an innovation in basic education financing model where schools were funded directly and the funds jointly managed by the school management team under the supervision of a school based management committee has proven to be a workable model that has shown significant promise in the basic education ecosystem. Other components such as the girl-child scholarship scheme, the female teacher scholarships all proved to have been quite successful with their target beneficiaries. A few challenges were however noted with the limited coverage reported in the Teacher Professional Development (TPD) component which if improved could significantly increase the basic education learning outcomes across the states. The study also showed the need for increased supervision at the Local Government Education Authority (LGEA) level in order to ensure that head teachers and teachers responsible for learning outcomes are doing their part by teaching the children according to the lesson plans and learning objectives. The various projects should also be integrated into the state education system through the State Universal Basic Education Board (SUBEB) by engaging the state legislature to prioritize the improvement of basic education as a major input into positioning the various states for achieving the Sustainable Development Goals (SDGs).

Appendix 1 – Agenda for Training of Trainers Workshop

NIGERIA PARTNERSHIP FOR EDUCATION PROJECT (NIPEP) **CAPACITY BUILDING WORKSHOP FOR CSACEFA TEAM MEMBERS**

DAY ONE: Tuesday 14th May, 2019

S/N	ACTIVITY	TIME	ANCHOR
1.	Arrival and Registration	8.30am - 9.00am	CSACEFA
2.	Setting the Tone: <ul style="list-style-type: none"> • Welcome/Introduction • Official declaration • Goodwill Message 	9.00am - 9.20am	CSACEFA NIPEP UBEC
3.	Workshop Key Objectives	9.20am - 9.30am	CSACEFA
4.	Overview of NIPEP Project.	9.30am – 10.30 am	Consultants
5.	Tea Break	10.30 -11.00am	All
6.	Basic Concepts of M&E	11.00 -12.00pm	Consultants
7.	Questions, Reactions and Clarifications	12.00 - 13.00 pm	All
8.	Lunch	1.00pm -2.00pm	All
9.	Introduction of Harmonised Monitoring Data Collection Tool	2.0 0 – 4.00 pm	Consultants
10.	Q& A and Conclusions	4.30-5.00pm	All

DAY TWO: Wednesday 15th May 2019

S/N	ACTIVITY	TIME	ANCHOR
1.	Group work – Field Testing of M&E Tool	8.00am - 1.00pm	Field Work in Selected schools
2.	LUNCH	1.00pm - 2.00 pm	All
3.	Review and Feedback of School Visit and Plenary	2pm- 4.0pm	Consultants
4.	Peer Review of M&E Tools	4.00 – 4.30pm	All
5.	Closing	4.30pm	

DAY THREE: Thursday 16th May 2019

1.	Recap of Day 2	8.30am- 9.00am	All
2.	Introduction of Data Consolidation Tools LGA and State.	9.00am – 10.00am	Consultants
3.	State Level Planning for Step Down Training	10.00am -11.00am	Consultants
4.	Development of State Action Plans	11.00am-1.00pm	All
5.	Lunch	1.00pm - 2.00 pm	All
6.	Group Work- State level Spot Checks Procedures. Q& A-Discussion	2 pm- 3.pm	All
7.	Presentation of State Action Plans	3.00pm- 4.00pm	State Teams
8.	Closing	4.00pm	All

Appendix 2 – List of Workshop Participants



CSACEFA

EVENT NIPEP CAPACITY BUILDING WORKSHOP FOR CSACEFA TEAM MEMBERS

DATE: 14th-16th May 2019

TIME: 8:30am

VENUE: NUT ENDWELL HOTEL MOGADISHU KADUNA

S/N	NAME	ORGANIZATION	PHONE	EMAIL	DAY 1	DAY 2	DAY 3
1	ABANKA J. MUSA	REMITO	08036692202	remington@gmail.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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3	Abdul Tashin	Community Youth Volunteer Network	08074016600	abdulrashid@gmail.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Grace Attoh	Empowering Women for EXCELLENCE Initiative	08137585932	graceattoh@ewi.org	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	Tosin Olorunmade	H.4.C.C.I	08166186270	tosinolorunmade@gmail.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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7	motunraya Omo Ayoye R.	GPI/G	08023638888	gpi.gmodu@gmail.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	Mayam Idris	Inshaya For Community development pr.	080 23794726	mayamkhus44@gmail.com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	Name	Organization	Phone	Email	sign	Day 1	Day 2	Day 3
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12	MAGDALENE ILIWOSEY	LEADS-NG	0806527215	Magdalene Iliwosey@gmail.com				
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19	Abdulmajeed Rusari	Youth Sentigation and empowerment Initiative	08074267807	luksonab2@yahoo.com				

	NAME	ORG	PHONE	EMAIL	DAY 1 Sign	DAY 2	DAY 3
20	Isiakor Shi Hu Dayo	MED AN	08031233633	wtariichiqu@gmail.com			
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	NAME	ORGANIZATION	PHONE	E-MAIL	DAY 1	DAY 2	DAY 3
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49							
50							

Appendix 3 – Sample Field Monitoring Instrument

CIVIL SOCIETY ACTION COALITION ON EDUCATION FOR ALL (CSACEFA)

NIPEP/GPE PROJECT THIRD PARTY VERIFICATION EXERCISE 2019

Field Verification Sheet

NAME OF SCHOOL		LGA	COMMUNITY	
NAME OF HEAD TEACHER:			PHONE NUMBER	
	Years of Experience:		Number of Years as Head Teacher in this School.	
SCHOOL INFORMATION	ACADEMIC SESSION		TERM	
	· School population	Total Male Pupils	Total Female Pupils	GRAND TOTAL
		· No of Boys in Pre-Primary	· No of Girls in Pre-Primary	· Combined Total (Pre-Primary Only)
		· No of Boys in Primary	· No of Girls in Primary	· Combined Total (Primary Only)
	· School Teachers population	Total Male Teachers	Total Female Teachers	GRAND TOTAL
		· Male Teachers for Pre-Primary	· Female Teachers for Pre-Primary	· Combined Total for Pre-Primary Section
		· Male Teachers for Primary	· Female Teachers for Primary	· Combined Total for Primary Section
	· Number of Community/PTA Teachers Contracted with NIPEP Grant	Teachers (Male)	Teachers (Female)	TOTAL

COMPONENT 1: PROMOTING SCHOOL EFFECTIVENESS AND IMPROVED LEARNING OUTCOMES

A. SCHOOL IMPROVEMENT GRANT TO PRIMARY SCHOOLS	· Amount Received from NIEP School Improvement Grant	· 2016/2017	· 2017/2018	· 2018/2019
		· Amount Spent	· Amount Spent	· Amount Spent
		· Amount Not Spent	· Amount Spent	· Amount Spent
	· Any School Development Plan for Primary School?	Yes No	· Is the SDP Approved by SBMC	Yes No
	· Any Improvement in Enrolment for Primary Schools between 2015/2016 session and 2017/2018 session?	Yes No	· State difference (Positive or Negative)	Positive Negative (Write Figure)
	Checklist: Sight or take pictures of SBMC approvals, SDP, receipts/vouchers, statement of account showing receipt of grant.			
Comments/Observations (If any)				
B. SCHOOL IMPROVEMENT GRANT TO PRE - PRIMARY SCHOOLS	· Amount Received from NIEP School Improvement Grant	· 2016/2017	· 2017/2018	· 2018/2019
		· Amount Spent	· Amount Spent	· Amount Spent
		· Amount Not Spent	· Amount Spent	· Amount Spent
	· Any School Development Plan for Pre-Primary School?	Yes No	· Is the SDP Approved by SBMC	Yes No
	· Any Improvement in Enrolment for Pre-Primary Schools between 2015/2016 session and 2017/2018 session?	Yes No	· State difference (Positive or Negative)	Positive Negative (Write Figure)
	Checklist: Sight or take pictures of SBMC approvals, SDP, receipts/vouchers, statement of account showing receipt of grant.			
Comments/Observations (If any)				
C. TEACHERS PROFESSIONAL DEVELOPMENT	· Number of Teachers Benefiting from NIEP TPD Grant	Male	Female	Total Beneficiaries
	Comments/Observations (If any)			

COMPONENT 2: INCREASING ACCESS TO BASIC EDUCATION FOR OUT-OF-SCHOOL GIRLS

A. GIRLS SCHOLARSHIP SCHEME	· Beneficiary girls in 2015/2016 Academic Session		· Beneficiary girls in 2016/2017 Academic Session	
	No of Beneficiaries	No of Grants	No of Beneficiaries	No of Grants
	· Beneficiary girls in 2017/2018 Academic Session		<i>Comments/Observations (If any)</i>	
	No of Beneficiaries	No of Grants		
B. FEMALE TEACHERS SCHOLARSHIP SCHEME	· Number of female teachers benefiting from NIPEP Scholarship	Primary	Pre-Primary	TOTAL
	<i>Comments/Observations (If any)</i>			
C. COMMUNITY MOBILIZATION & SBMC TRAINING	· Composition of SBMC	Male	Female	Total
	· Number of SBMC Members Trained	Male: Female:	Minutes of last SBMC Sighted	Yes No
	Checklist: Sight or take pictures of minutes of last SBMC meeting.			
	<i>Comments/Observations (If any)</i>			
ATTESTATION				
COMMENTS:				
Name of Visitor/ORGANISATION:		Phone Number(s):		Signature & Date:

Appendix 4 – List of Participating CSOs in the Project Verification Exercise

KADUNA STATE

1. Abantu for Development
2. Advocacy Nigeria
3. Ask the Girl Child
4. ATAN Care and Empowerment for Children, Youth And Women
5. Bako Youth Development Foundation
6. Bandariko Youth Association
7. Binawa Development Association
8. Blessed Touch Orphanage Home
9. Caring Culture
10. Centre for Development (CONDEV)
11. Empowering Women for Excellence Initiative
12. Fembridge Development Initiative (FEDI)
13. Gangi Achi Youth Association
14. Girl Child Concerns
15. Green Vision Gender Initiative
16. Guild for Protection Of Women Gender (GPWG)
17. Hope For Communities and Children Initiative
18. Human Development Initiative
19. ICARE Women and Youth Initiative
20. International Child Care
21. Kamazou Women and Youth
22. Kindling Hope Across Nations Initiative
23. Legal Awareness for Nigerian Women
24. Madodo Women Association
25. Mobilization for Empowerment and Development Association of Nigeria
26. Naphtali Care Orphanage Home
27. Philadelphia Orphans Empowerment Scheme
28. POHSAC
29. Prime Initiative
30. Sabon Gari Peace Women Multipurpose Cooperative Society Limited
31. Sukapo Youth Association

32. The Saved Explorer Youth Empowerment Initiative
33. Thinkers Children Foundation
34. WATYAP Community Association
35. WATYAP Community Development Association
36. Widows and Orphans Foundation
37. Women and Youth Awareness Empowerment Network (WOYAEN)
38. Women and Youth Initiatives For Development
39. Women New Vision Initiative
40. Women Of Vision Development Initiative
41. Women with Compassion
42. Youth and Women Digital Foundation
43. Youth Sensitization and Empowerment Initiative
44. Youth Widows and Orphans Empowerment (YOWE)
45. Youth With a Mission

JIGAWA STATE

1. Rural Women Orientation Network
2. Gadawur Development Initiative
3. Network for Development of Dutse
4. Madobi Development Association
5. Limawa Alheri
6. Community Intervention and Relief Initiative
7. Garki Women Farmers Association
8. Society for Comprehensive Community Health
9. MB Memorial Society Guri
10. Gwaram Community Health and Development Initiative
11. Sabuwar Gwaram Youth Progressive Change
12. Sara Central Working Committee
13. Voice of NGOs
14. Hadejia Development Circle
15. Health Education Initiative for Women
16. Jahun Galition for Development
17. Federation of Muslim Women Association of Nigeria (FOMWAN) Jigawa
18. COIRI Kazaure

19. Nigerian Union of Teachers (NUT) Jigawa
20. Health Awareness and Rural Girls Education
21. Maigatari Women Awareness on Health & Development
22. Miyetti Allah Cattle Breeders Association of Nigeria
23. Jigawa Initiative for Good Governance
24. Maranda Development Association Roni
25. Danzomo United Development Association

KATSINA STATE

1. Kurami Support Group
2. Women Economic Empowerment Organisation
3. Community Awareness and Development Initiative
4. Equity Solace Initiative
5. TSAGEM Development Association
6. Dutsen Amare, Kofar Marisa, Kerau, Dantura Community Educational Development (DAKKEDAN)
7. Progressive and Development Initiative
8. Sure Hope Initiative
9. Women for Peace in Nigeria
10. FAHUZ Support Group
11. Women in Development
12. Women Rights Development Initiative
13. Association for Social Reforms Awareness in Nigeria
14. Association for Youth Development & Improving the Quality of Life
15. Women and Children Life Advancement Initiative
16. Society for Women Development & Empowerment of Nigeria (SWODEN)
17. RAFINDADI Support Group

SOKOTO STATE

1. Life Helpers Initiative
2. Society for Women and Adolescent Health Initiative (SWAHI)
3. Helping Hands Initiatives (HHI)
4. Rural Women & Youth Development (RUWOYD)

5. Foundation for the Restoration of the Girl Child (FRGC)
6. Centre for Gender and Peace Initiative (CGPI)
7. Bright Capacity Initiatives for Community Enhancement (BCiCE)
8. Children and Family Support Initiative (CAFSI)
9. Centre for Peoples Health, Peace & Progress 3Ps.
10. Education Empowerment Initiatives Nigeria (EENI)
11. Centre for Promotion of Maternal and Child Welfare Sokoto
12. Health and Gender Initiative (HGI)
13. CHANGE Initiative
14. Jama'a Community & Development Initiative
15. Save the Child Initiative (STCI) Sokoto
16. Women and Youth for Rural Health Development
17. Media Advocacy for Rapid Change
18. Centre for Gender Support and Community Development
19. Youth Alliance For Social Change
20. Hikima Community Organization and Development Initiative (COMDI)
21. Integrated Life Support for Women and Children Initiative (ILSWACI)

KANO STATE

1. Inclusive Community Education and Development Association (ICEADA)
2. Youth Education and Health Initiative (YEHI)
3. Support for Women and Teenage Children (SWATCH)
4. Gender and Disability Advocacy Initiative Centre (GADAIC)
5. Global Youth and Women Support Initiative (GLOYWSI)
6. Community Support for Inclusive Education and Development (CSAFIED)
7. National Association of Persons with Disability (NAPWPD)
8. Citizen Initiative for Public Education (CICPE)
9. Arewa Care Educational Foundation (ACEF)
10. Creativity and Change Associates (CRICAC)
11. Institute Community Development Practitioners (ICDP)
12. Elderly Support Organisation of Nigeria (ESON)
13. Revive Africa Initiative (RAI)
14. Participatory Sanitation and Development Initiative (PASDI)
15. Community Development Initiative (CDI)

16. Accelerated Learning and Lifelong Development Initiative (ALALLDI)
17. Friends of The Community Organisation (FOCO)
18. Federation of Muslim Women Association of Nigeria Kano (FOMWAN)
19. Turaki Educational Services (TES)
20. Education Support Group (ESG)
21. Alpha Care

Appendix 5 – Photo Gallery



Cross Section of Participants during the Survey Instruments Review at the Training of Trainers Workshop in Kaduna State



Step-Down Training of Field Enumerators in Kano State



Step-Down Training of Enumerators across Diverse Civil Society Organisations in Kaduna State



A visit of the CSACEFA Sokoto Team to the NIPEP State Project Coordinator in Sokoto Project Office



A Section of Enumerators on Verification Exercise in Kajuru LGA, Kaduna State



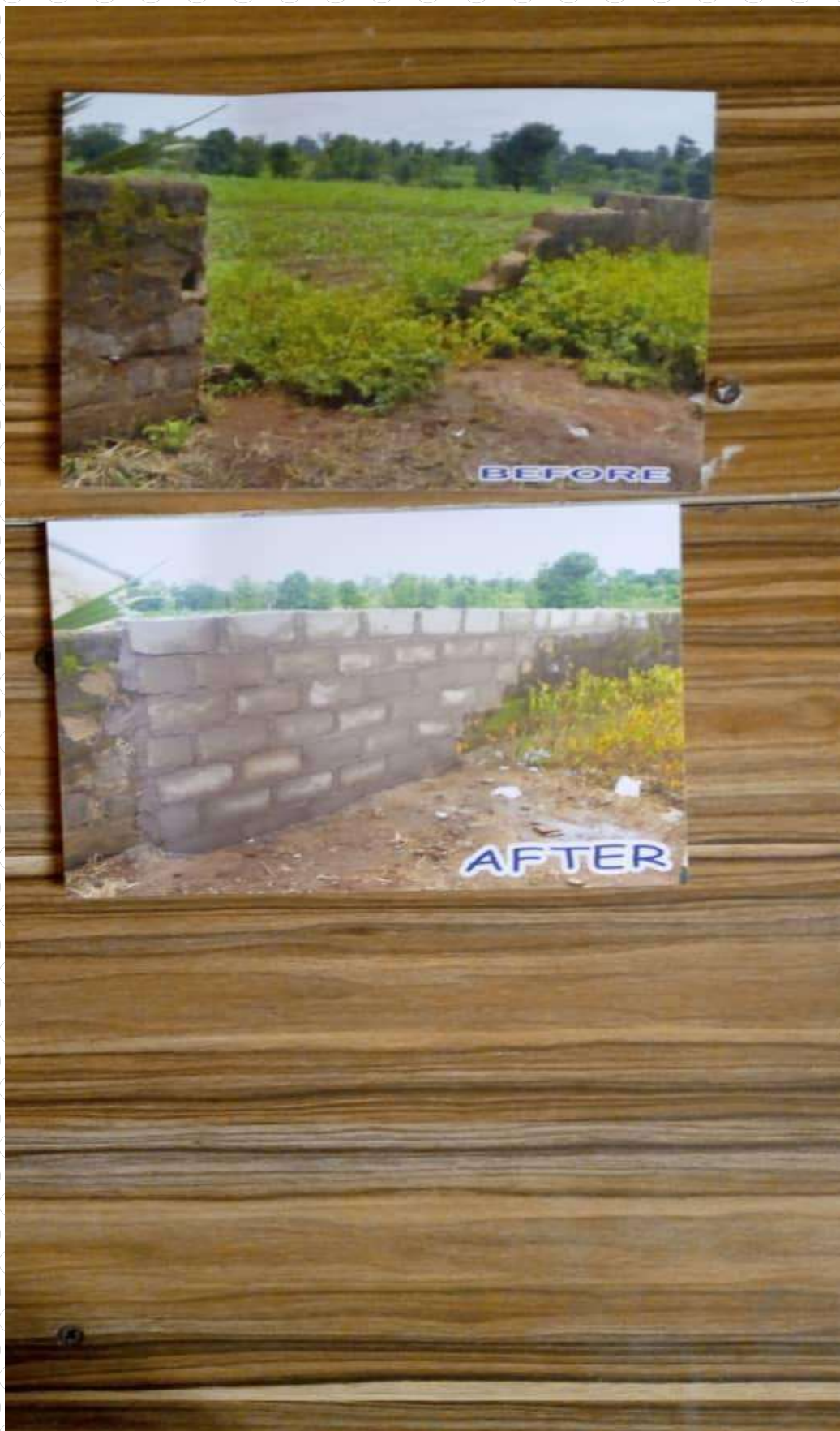
Enumerators Interviewing a Head Teacher and Staff of a School during the Verification Exercise



Enumerator in a Class during the Monitoring and Verification Exercise in Jigawa State



Evidence of Beneficiaries of Girls Scholarship Scheme in a School Visited during the Verification Exercise



Evidence of the Utilization of School Improvement Grants (SIG) in a School Visited during the Verification Exercise



A Section of Sokoto State Stakeholders at the end of the Report Dissemination Exercise in the State



A Section of Katsina State Stakeholders at the end of the Report Dissemination Exercise in the State