



***THIRD-PARTY INDEPENDENT VERIFICATION OF
ACTIVITIES AND VALIDATION OF GRANTS
DISBURSED
TOWARDS THE STATE EDUCATION PROGRAM INVESTMENT
PROJECT (SEPIP) FOCAL STATES:
ADAMAWA, BAUCHI, BORNO, GOMBE, TARABA AND YOBE***



BY



**CIVIL SOCIETY ACTION COALITION ON EDUCATION FOR ALL (CSACEFA)
DRAFT FINAL REPORT
JUNE 2020**

Table of Contents

Table of Contents	ii
List of Tables	iv
List of Figures	v
Acronyms	vii
EXECUTIVE SUMMARY	1
1.0 PROJECT BACKGROUND	4
1.1 DEVELOPMENT OBJECTIVES:	4
1.2 TERMS OF REFERENCE	5
1.3 KEY FOCUS OR SCOPE OF THE VERIFICATION EXERCISE	5
1.4 METHODOLOGY	6
2.0 STATE DATA ANALYSIS	7
2.1 ADAMAWA STATE	7
2.1.1 Teacher Pedagogy and Psychosocial Support	7
2.1.2 Teacher Incentive/Salary Top Up	8
2.1.3 School Improvement Grant	9
2.1.4 School Based Management Committee Training	9
2.1.5 Gender Parity Index	10
2.1.6 Pupil Teacher Ratio	10
2.2 BAUCHI STATE	12
2.2.1 Teacher Pedagogy and Psychosocial Support	12
2.2.2 Teacher Incentive/Salary Top Up	13
2.2.3 School Improvement Grant	13
2.2.4 School Based Management Committee Training	14
2.2.5 Gender Parity Index	14
2.2.6 Pupil Teacher Ratio	15
2.3 BORNO STATE	16
2.3.1 Teacher Pedagogy and Psychosocial Support	16
2.3.2 Teacher Incentive/Salary Top Up	17
2.3.3 School Improvement Grant	17
2.3.4 School Based Management Committee Training	18

2.3.5	Gender Parity Index.....	18
2.3.6	Pupil Teacher Ratio.....	19
2.4	GOMBE STATE	20
2.4.1	Teacher Pedagogy and Psychosocial Training	20
2.4.2	Teacher Incentive/Salary Top Up	21
2.4.3	School Improvement Grant.....	21
2.4.4	School Based Management Committee Training.....	22
2.4.5	Gender Parity Index.....	22
2.4.6	Pupil Teacher Ratio.....	23
2.5	TARABA STATE	24
2.5.1	Teacher Pedagogy and Psychosocial Support.....	24
2.5.2	Teacher Incentive/Salary Top Up	25
2.5.3	School Improvement Grant.....	25
2.5.4	School Based Management Committee Training.....	26
2.5.5	Gender Parity Index.....	27
2.5.6	Pupil Teacher Ratio.....	27
2.6	YOBE STATE	28
2.6.1	Teacher Pedagogy and Psychosocial Support.....	28
2.6.2	Teacher Incentive/Salary Top Up	29
2.6.3	School Improvement Grant.....	29
2.6.4	School Based Management Committee Training.....	30
2.6.5	Gender Parity Index.....	30
2.6.6	Pupil Teacher Ratio.....	31
3.0	LESSON LEARNT	32
4.0	RECOMMENDATIONS	32
5.0	CONCLUSION	33
	ANNEXES	34

List of Tables

Table 1: Summary of Disbursement and Expenditure	2
Table 2: Adamawa State summary	7
Table 3: Bauchi State summary	12
Table 4: Borno state summary	16
Table 5: Gombe state summary	20
Table 6: Taraba state summary	24
Table 7: Yobe state summary	28

List of Figures

Figure 1: Teachers Verified, Deployed and Trained in Adamawa	8
Figure 2: Beneficiaries of Teachers' monthly incentive in Adamawa state	8
Figure 3: Total amount of School Improvement Grant across LGAs in Adamawa	9
Figure 4: SBMCs and trained members	10
Figure 5: Trend of GPI across schools in Adamawa	10
Figure 6: Trend of Pupil-Teacher Ratio in Adamawa State	11
Figure 7: Number of Teachers verified, deployed and trained in Bauchi	13
Figure 8: Statistics of teachers' incentive beneficiary in Bauchi	13
Figure 9: Amount of School improvement grant disbursed across visited LGAs	14
Figure 10: School Board Committee Members and trained members in Bauchi	14
Figure 11: Primary and Junior school GPI in Bauchi.....	15
Figure 12: Pupil-Teacher Ratio in primary and junior secondary school in Bauchi.....	15
Figure 13: Teachers training and development in Borno.....	17
Figure 14: Monthly teacher's incentives beneficiaries in Borno	17
Figure 15: Amount of school Improvement Grant disbursed LGAs in Borno	18
Figure 16: SBMCs and trained members in Borno.....	18
Figure 17: Trend of Primary and JSS gender parity indexes in Borno	19
Figure 18: Primary and Secondary schools Pupil-Teacher Ratio in Borno.....	19
Figure 19: Number of verified, deployed and trained Teachers in Gombe	21
Figure 20: Number of teacher's top up beneficiaries in Gombe.....	21
Figure 21: School Improvement Grant	22
Figure 22: SBMCs and trained members in Gombe.....	22
Figure 23: GPI across primary and junior secondary schools in Gombe.....	23
Figure 24: Pupil-Teacher Ratio in Gombe	23
Figure 25: Verified, deployed and trained teachers in Taraba.....	25
Figure 26: Beneficiaries of Teachers' incentives in Taraba	25
Figure 27: Taraba School Improvement Grant	26
Figure 28: Taraba SBMCs and Trained Members.....	26
Figure 29: Primary and Junior Secondary GPI in Taraba.....	27
Figure 30: PTR across primary and junior schools in Taraba.....	27

Figure 31: Teachers verified, deployed and trained in Yobe state	29
Figure 32: Beneficiaries of teachers' monthly incentives	29
Figure 33: Amount of School Improvement Grant disbursed to schools in Yobe	30
Figure 34: SBMCs and trained members in Yobe	30
Figure 35: Gender Parity Index in Primary and junior schools across LGAs in Yobe	31
Figure 36: Primary and Junior secondary schools Pupil Teacher Ratio in Yobe	31

Acronyms

CSACEFA	Civil Society Action Coalition on Education for All
CSOs	Civil Society Organizations
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 Organization
UNICEF United Nations Children`s Fund

EXECUTIVE SUMMARY

The continued commitment of the Federal Government of Nigeria (FGN) towards improving access and quality of Basic Education led to the Global Partnership for Education (GPE) funded State Education Program Investment Project (SEPIP), in collaboration with other International Development Partners to support the implementation of education programs in the six states of the North East (Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe). The development objective of the State Education Program Investment Project for Nigeria was to support: (a) need-based teacher deployment; (b) school-level management and accountability; and (c) measurement of student learning in Participating States. The project has two components. First component is results-based support to education sector reform program. The aim of this component is to support participating state governments' program priorities through selected disbursement-linked indicators focusing on the achievement of tangible and measurable results over the project period as follows: (a) improving teacher effectiveness through better deployment, based on needs, including: (i) deployment to hard-to staff schools; and (ii) deployment in core subject areas (English Language, Mathematics, Physics, Chemistry and Biology); (b) improving regular measurement of student achievement; (c) strengthening school-based management committee's participation and capacity for supporting school management and accountability; and (d) supporting stronger partnerships with the private sector to improve the relevance of technical and vocational schools, with emphasis on skills for employment. The second component is technical assistance. The objective of this component is to provide technical assistance channeled through two levels: (a) state level; supporting participating states towards achievement of Disbursement-Linked Indicators (DLIs), and the associated institutional capacity strengthening; and (b) federal level; supporting the Federal Ministry of Education (FMOE) and Universal Basic Education Commission (UBEC) in overall project coordination and in providing the enabling environment in line with national policies, and in ensuring sustainability and scaling-up of successful activities in other potential states

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 Project Implementation Manual (PIM). The verification was subjected to a rigorous verification assessment in 20% of the intervention schools across the 6 focal states and their utilization of the Additional Finance intervention fund for the project. The total number of beneficiary schools could not be reached for verification due to the difficulty in reaching the school location which is partly caused by the insurgency in the region and also by the challenges faced as a result of the COVID 19 pandemic at the time of the verification exercise. The table below shows breakdown of disbursements and expenditure by states as at the time of the verification exercise.

Table 1: Summary of Disbursement and Expenditure

S/N	STATE	GRANT TRACKED DURING VALIDATION	
		RECEIVED (NGN)	SPENT(NGN)
1	<i>ADAMAWA</i>	121,500,000	120,329,849
2	<i>BAUCHI</i>	55,150,000	54,668,000
3	<i>BORNO</i>	242,000,000	242,000,000
4	<i>GOMBE</i>	11,900,000	11,699,000
5	<i>TARABA</i>	35,200,000	34,150,000
6	<i>YOBE</i>	89,000,000	85,721,634

A massive subscription for Teacher pedagogy support and psychosocial training was observed across all the states. 6,730 teachers benefited from the training with Gombe having the highest number of training beneficiaries at 1,644 teachers and Borno state having the least with 767 which is largely as a result of similar activities in other projects. Similarly, the Teachers Incentive Scheme for in-service teachers towards encouraging teachers in schools mostly located in insurgency affected areas of the state also had a positive impact with 3,689 female and 3,240 male teachers benefiting from the scheme. Gombe had the highest number of beneficiaries (1,595) and Taraba had the least with

819 beneficiaries. The Additional Financing grant was judiciously utilized to bridge the gap of inadequate teaching workforce in schools by contracting 4,706 teachers in the focal states. Gombe and Taraba states recruited the most teachers through SEPIP using the grant with 1,612 and 1,108 respectively.

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

1.0 PROJECT BACKGROUND

The Federal Government, with the support of the World Bank, is committed to the implementation of a results-based financing operation in the education sector using a program approach through the State Education Program Investment Project (SEPIP). Thus, the project would support the selected Additional Finance states in improving governance in the education sector through:

- (i) Strengthening school autonomy and accountability through local and state level management;
- (ii) Improving teacher performance and management;
- (iii) Strengthening planning, monitoring and evaluation; and
- (iv) Enhancing the fiscal sustainability and effectiveness of public expenditures in education.

The project supports the implementation of educational activities at Basic and Secondary Education level over the period from 2013 to June 2020. Moreover, the original project was scaled-up through Additional Financing to address emergency support to the North East States of (Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe), following the continued insurgency challenges in the North-East region of Nigeria.

1.1 DEVELOPMENT OBJECTIVES:

As expected, this project was developed to address specific challenges in the education sector based on Education Sector Analysis and other surveys in the country and more specifically in the North East Region of Nigeria, A region faced with unprecedented challenges in the education sector as a result of prolonged insurgency activities by the Boko Haram terror group. The main project development objective is to strengthen the educational system by supporting the following critical activities:

- a. Need-based teacher deployment;
- b. School-level management and accountability; and
- c. Measurement of student learning (learning outcomes) in the participating States.

1.2 TERMS OF REFERENCE

Based on the above, the general understanding of the objectives of the assignment was to:

- i. Carry out an *assessment* and *verification* of all activities that *no objection* was given in the last one year and confirm its completion or otherwise before June 30, 2020.
- ii. Confirm value for money including *effectiveness*, *efficiency* and *compliance of procedures* i.e. whether due process was followed and in particular, financial management and procurement activities.
- iii. Briefly mention the opinion of external auditors – *from copies of annual audit reports on project fiduciary (Financial Management & Procurement) performances*.
- iv. Assess impact and sustainability of grant and incentives activities etc and possibly, *based on review of all completion reports*

1.3 KEY FOCUS OR SCOPE OF THE VERIFICATION EXERCISE

We focus on a quick verification exercise to validate the achievement of indicator targets of incentives to teachers that have been trained in psychosocial support and pedagogy, and the disbursement of grants to schools whose members have been trained in the Additional Financing States of North East. The exercise also included the following:

- 1) The impact of the project's performance indicators;
- 2) Compliance of procedures i.e. whether due processes were followed and in particular, financial management and procurement activities.
- 3) The long-term sustainability of performance indicators. This would cater to the sustainability of the project after completion of SEPIP.
- 4) Verification of training carried out including period/number of training, number/list of participants, locations, amount paid to all beneficiaries, period covered by payment (with evidence), name of service provider and any other verifiable data

such as attendance, punctuality, number of teachers and pupils in school, meeting with SBMC members (with evidence of attendance) etc.

- 5) The verification exercise would be a survey and cover 20% of grants and teacher's incentive beneficiaries.
- 6) Based on the findings of this current verification exercise, the Independent Civil Society Organization (CSO) will provide recommendations for improving the verification process, both from the perspective of the implementing States and the Federal Project Support Unit (FPSU), and present areas for increased efficiency along the two themes (Improving Access to Quality Education, and Learning Environment in the North East States).

1.4 METHODOLOGY

In order to successfully undertake the project monitoring objectives, CSACEFA and its network of over 100 Civil Society Organizations (CSOs) from the six implementing states, with technical assistance from MPM Insight convened stakeholders from the focal states for a 2 day capacity building and training of trainers' workshop which was done through a live zoom meeting from 9th to 10th June, 2020 due to the challenges of the COVID 19 pandemic. The workshop reviewed field instruments and reporting templates. A step-down training of enumerators was also done by the State representatives immediately after the workshop and the field monitoring and verification exercise commenced on June 15th, 2020 across all the states. (See appendices 1, 2 and 3 for training agenda, list of workshop participants and sample of adopted monitoring instrument). State level reports were collated and submitted to the National office using the certified instruments.

2.0 STATE DATA ANALYSIS

2.1 ADAMAWA STATE

A total of 119 Schools were verified in the Three Local Government Areas that was visited in Adamawa State. 85 Primary Schools and 34 Junior Secondary Schools were visited.

Table 2: Adamawa State summary

Number of Schools Verified	119	Total School Grant Verified	N213,500,000
Number of Teachers Verified	3107	Monthly Incentives /Salary Top Up	N27,963,000
Number of Teachers Trained	1,539	Number of Teachers Deployed By SEPIP	7
Number of Teacher Receiving Incentives	1,579	Amount of Top Up	N9,000
Number of School Grant Received	144	Amount of Grant Per School	N1,000,000 – N2,500,000
Number of SBMC	1,971	Number of SBMC trained	497

2.1.1 Teacher Pedagogy and Psychosocial Support

3,107 teachers were verified in the State of which 1,539 (50%) indicated that they participated in the pedagogy and psychosocial training carried out in the State. Each of the training participant got a training allowance of between N5,000 to N10,000 depending on the distance from the training venue and duration of training.

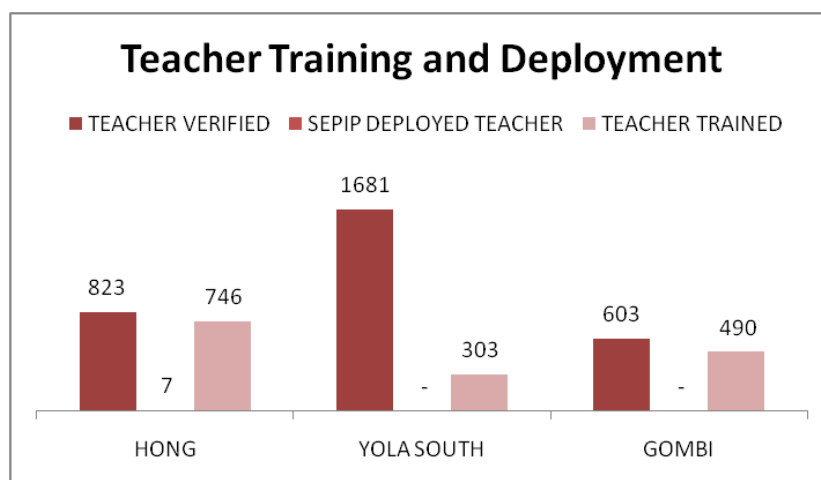


Figure 1: Teachers Verified, Deployed and Trained in Adamawa

2.1.2 Teacher Incentive/Salary Top Up

Verification of Indicator Targets in the - North –East Adamawa State Teacher Incentive Grants showed that there is a total of Three Thousand One Hundred and Seven (3,107) teachers in the Three insurgency affected LGAs that were verified. A cross validation with the SMOE data showed that primary school teachers account for Two Thousand Three Hundred and Two (2,372) teachers making up 76% of the total number of teachers and the remaining Seven Hundred and Thirty-Five (735) teachers are in Junior Secondary Schools. The Junior Secondary School teachers make up 24% of the teaching population. Verified data on analysis shows that of the 3,107 teachers verified, 1,539 were trained and a total of 1,579 (51%) indicated that they benefit from the monthly salary top up of N9,000 each. The total monthly top up for the verified beneficiaries sum up to N27,963,000.

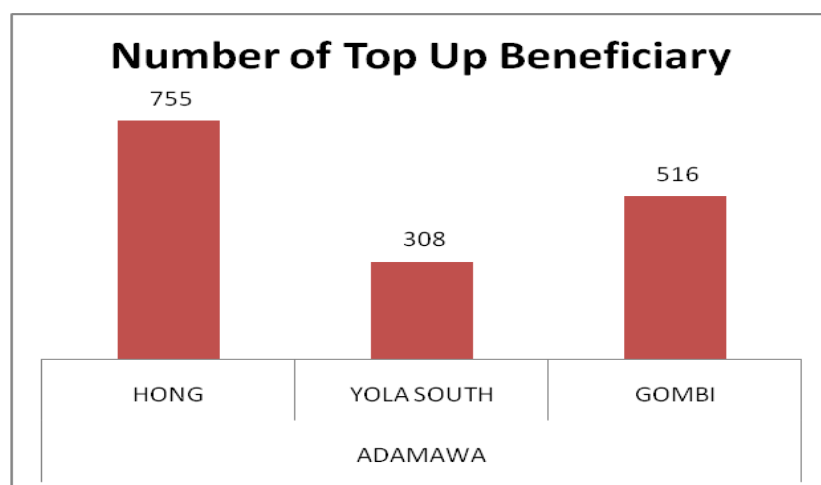


Figure 2: Beneficiaries of Teachers' monthly incentive in Adamawa state

2.1.3 School Improvement Grant

The school improvement grant disbursed in Adamawa State range from N1,000,000 to N2,500,000 with the exception of Babalamdila Primary School in Hong Local Government that received N500,000 for the 2018/2019 session but received N1,000,000 naira in the subsequent session. A total of 144 grants were disbursed to the schools verified for the period. Of the total number of schools that benefited from the grant, 91 Primary Schools and 1 Junior Secondary School indicated that they have School Development Plans (SDP).

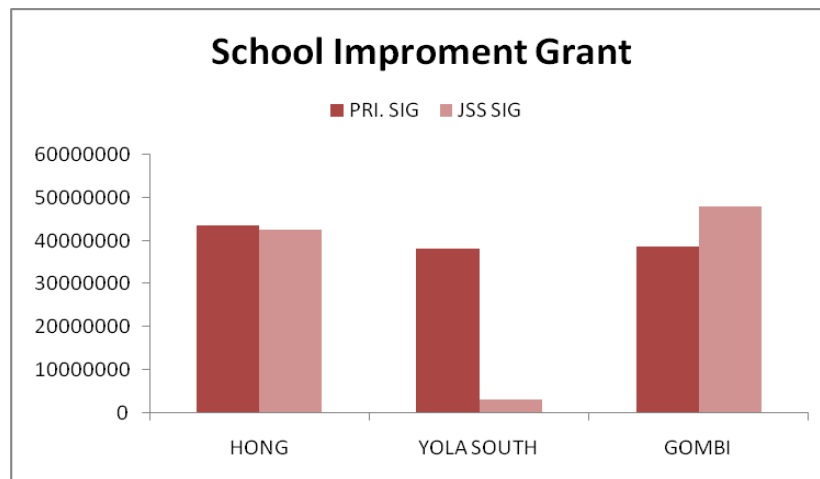


Figure 3: Total amount of School Improvement Grant across LGAs in Adamawa

2.1.4 School Based Management Committee Training

1,971 SBMC members were verified in the 3 Local Governments visited. 497 (25%) SBMCs consisting of 348 males and 149 females were trained. Training allowance of N5,000 to N10,000 were given to the participant of the training depending distance from the training location.

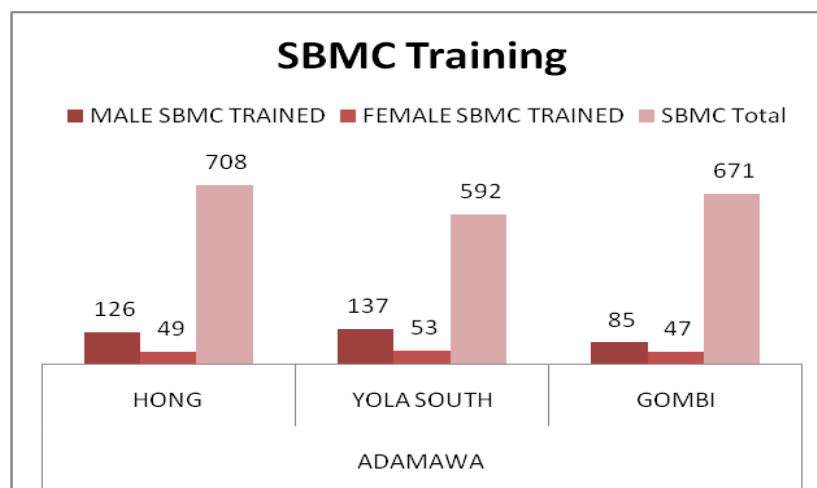


Figure 4: SBMCs and trained members

2.1.5 Gender Parity Index

Adamawa State has a general Gender Parity Index of 0.96 in the Primary School section and 1.08 in the Junior Secondary School section. Of the 3 Local Government Area verified, Yola South LGA has the highest Gender Parity with the highest been 1.81 in the Junior Secondary section of the LGAs.

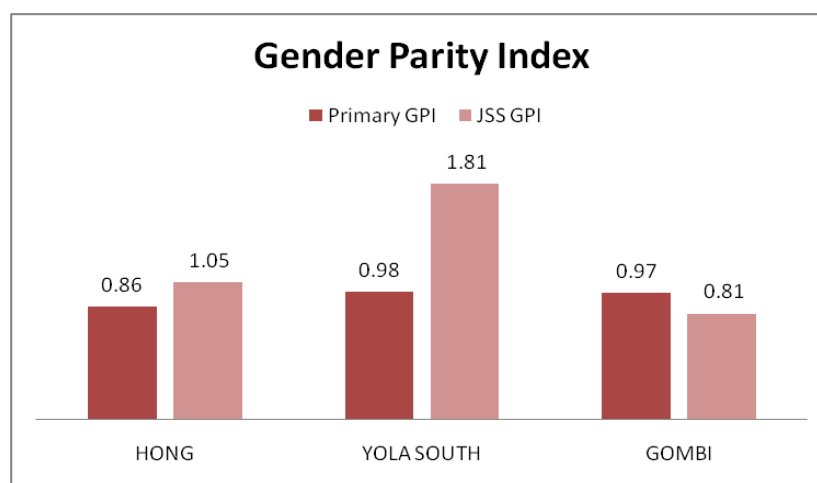


Figure 5: Trend of GPI across schools in Adamawa

2.1.6 Pupil Teacher Ratio

From the field report analysis of the Local Government that was visited, Adamawa State generally has a low pupil teacher ratio with a value of 20.8 in the Primary section and 17.4 in the Junior Secondary section. The lowest recorded PTR is 11.1 in the Junior Secondary section of Hong Local Government.

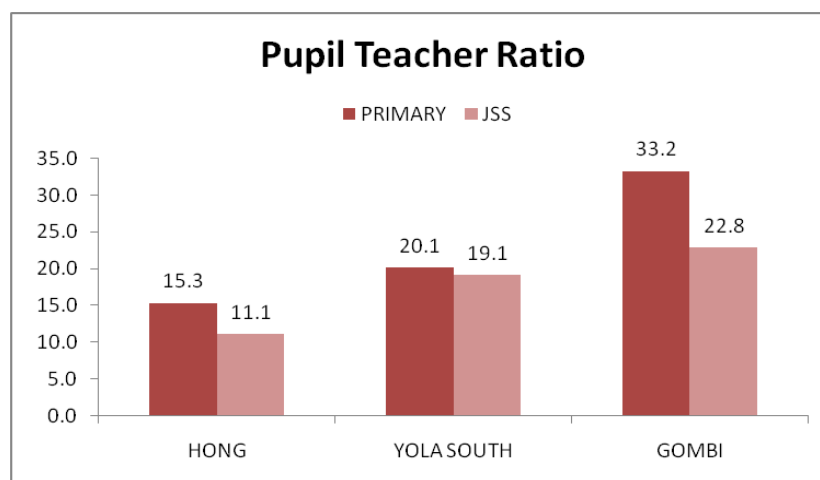


Figure 6: Trend of Pupil-Teacher Ratio in Adamawa State

2.2 BAUCHI STATE

The verification exercise in Bauchi covered 100 schools, 10% of the total beneficiary schools. Six LGAs namely Darazo, Ganjuwa, Toro, Katagum, Shira and Zaki were targeted for the exercise but because of the total lock down of some LGAs due to COVID 19 spread, the exercise could only be conducted in three LGAs; Shira (25 Schools), Ganjuwa (35 Schools), Toro (40 Schools). The field work verified 71 Primary Schools and 29 Junior Secondary Schools in the State recording 48,244 pupils and 13,069 students in Primary and Secondary respectively.

Table 3: Bauchi State summary

Number of Schools Verified	100	Total Amount School Grant Verified	₦79,196,000.00
Number of Teachers Verified	1,270	Monthly Incentives /Salary Top Up	₦4,880,000.00
Number of Teachers Trained	943	Number of Teachers Deployed By SEPIP	980
Number of Teacher Receiving Incentives	976	Amount of Top Up	₦5,000
Number of School Grant Received	170	Amount of Grant Per School	₦200,000 – ₦700,000
Number of SBMC	1,701	Number of SBMC trained	930

2.2.1 Teacher Pedagogy and Psychosocial Support

Through the SEPIP, an additional 980 teachers were deployed across the verified Primary and Junior Secondary Schools in these 3 Local Government Areas and about 99% of these deployed teachers were qualified. Those who have been trained in psychosocial support and pedagogy skills cover 96% showing that 943 teachers were involved in the training. Each received a training allowance of ₦5,000.00 during the period of training.

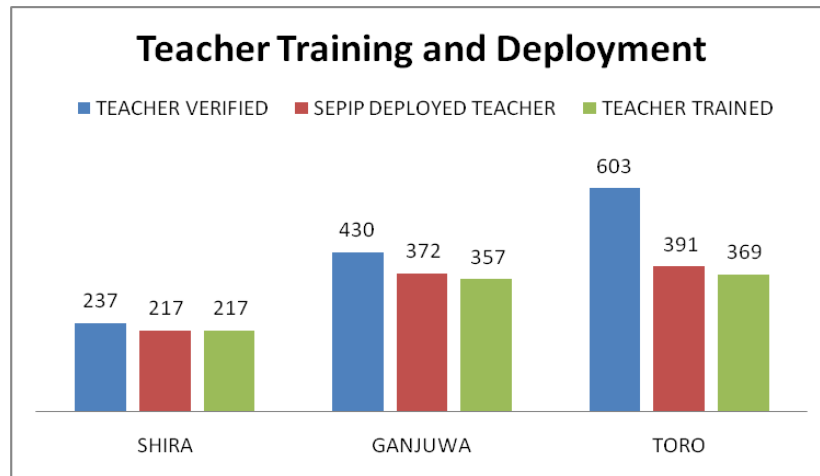


Figure 7: Number of Teachers verified, deployed and trained in Bauchi

2.2.2 Teacher Incentive/Salary Top Up

1,270 teachers were verified in Bauchi State. 976 (76%) indicated that they benefited from the monthly salary top up of N5,000. The amount paid as teacher's incentives is homogeneous across all LGAs.

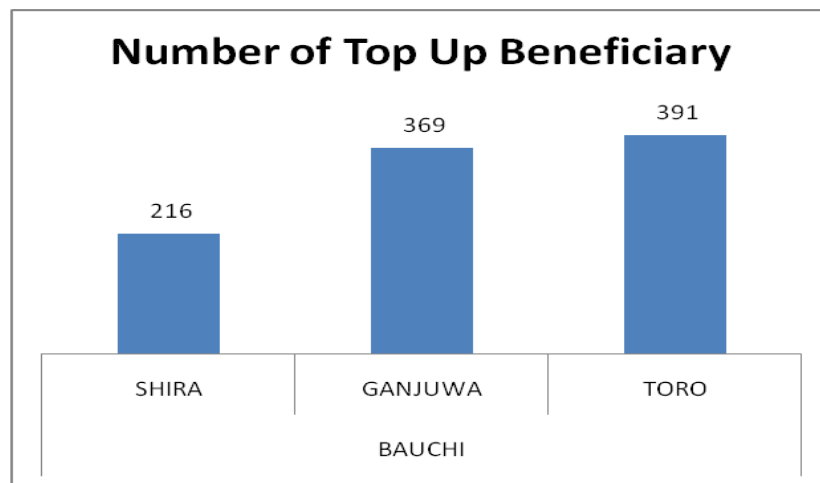


Figure 8: Statistics of teachers' incentive beneficiary in Bauchi

2.2.3 School Improvement Grant

In the three LGAs visited, 99 schools were verified to have received a total of 170 School Improvement Grants in 2019 being used for reconstruction of dilapidated school facilities and purchase of learning/teaching materials. The amount of grant disbursed to schools range from ₦250,000.00 to ₦700,000.00 per school and the total money disbursed to schools amounts to ₦79,196,000.00.

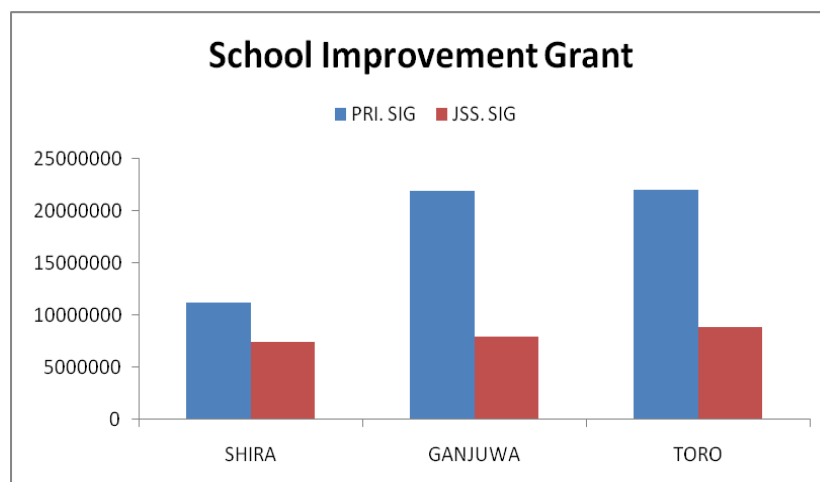


Figure 9: Amount of School improvement grant disbursed across visited LGAs

2.2.4 School Based Management Committee Training

1701 SBMC members were verified during the exercise and 930 (55%) indicated that they have received training. Members that participated in the training received a training allowance of N5,000.

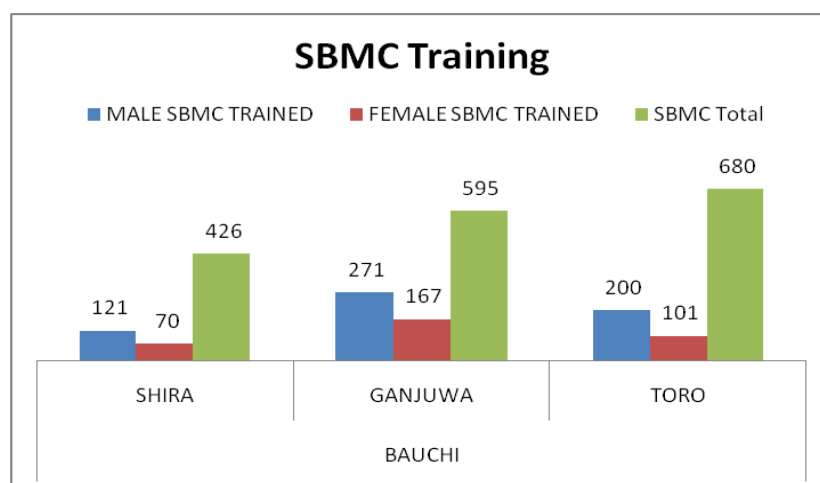


Figure 10: Statistics of School Board Committee Members and trained members in Bauchi

2.2.5 Gender Parity Index

The overall Gender Parity Index for Bauchi State is 0.98 for Junior Secondary and 0.89 for Senior Secondary schools. Ganjuwa Local Government has the lowest gender parity of 0.68 in the Junior Secondary section.

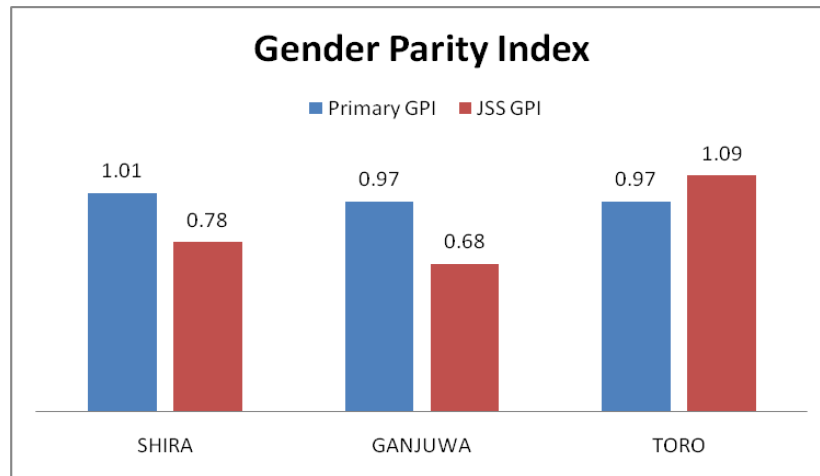


Figure 11: Primary and Junior school GPI in Bauchi

2.2.6 Pupil Teacher Ratio

The pupil teacher ratio for the Local Government that were visited varies from 24.5 to 94.8. Shira Local Government have the highest PTR overall. The state has a PTR value of 64 in the Primary Section and 25 in the Junior Secondary section.

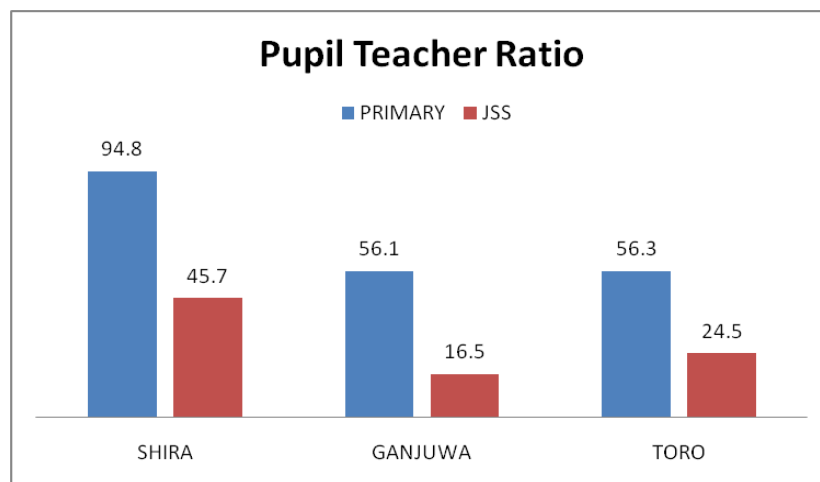


Figure 12: Pupil-Teacher Ratio in primary and junior secondary school in Bauchi

2.3 BORNO STATE

The verification exercise in Borno State took place in 3 Local Government Areas; Jere, Gwoza and Konduga. 58 Primary Schools and 8 Junior Secondary Schools were verified. A total of 66 schools was visited across the 3 LGAs in the state, 147,312 Primary School pupils and 11,661 Secondary School students was recorded. The overall Pupil Teacher Ratio in Primary Schools stood at 99 while the Secondary section has a student teacher ratio of 101. Between 2018/2019 and 2019/2020 academic session, 13,055 increase in overall Primary pupil enrollment was recorded, likewise in Junior School with 757 students increase. The Gender Parity Index is at 0.8 in Primary School but reduces to 0.7 after transition into Junior Secondary School.

Table 4: Borno state summary

Number of Schools Verified	66	Total Amount of School Grant Verified	₦262,000,000.00
Number of Teachers Verified	1,606	Monthly Incentives /Salary Top Up	₦6,390,000
Number of Teachers Trained	767	Number of Teachers Deployed By SEPIP	488
Number of Teacher Receiving Incentives	1,065	Amount of Top Up	₦6,000.00
Number of School Grant Received	63	Amount of Grant Per School	2,000,000.00-4,000,000.00
Number of SBMC	1,087	Number of SBMC trained	588

2.3.1 Teacher Pedagogy and Psychosocial Support

Through SEPIP, an additional 488 teachers have been deployed across the verified Primary and Junior Secondary Schools in the 3 Local Government Areas and about 87% of these deployed teachers are qualified. The field report shows that 767 teachers were involved in the psychosocial support and pedagogy skills training.

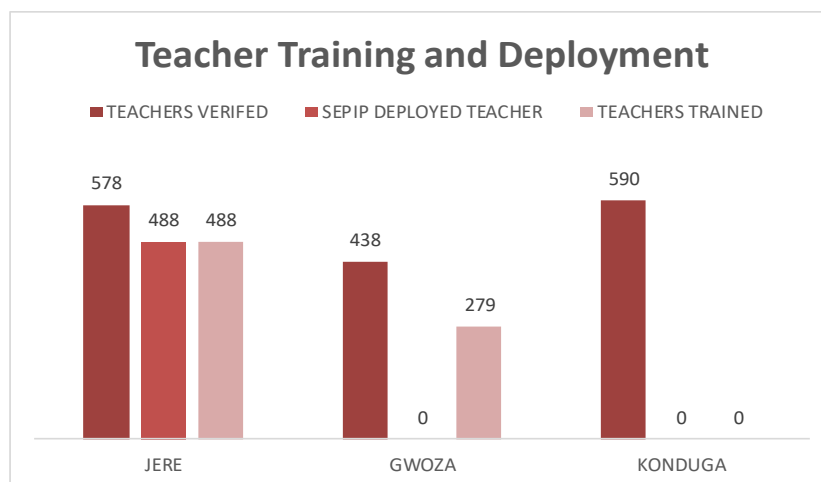


Figure 13: Teachers training and development in Borno

2.3.2 Teacher Incentive/Salary Top Up

The amount paid as teacher's incentives is homogeneous across all LGAs as all trained teachers were verified to have received salary top up of N6,000.00. The total number of teacher's incentive beneficiaries verified is 1,065 teachers across the LGAs visited. There is gender inclusion as female teachers constitute higher percentage of the TIG beneficiaries.

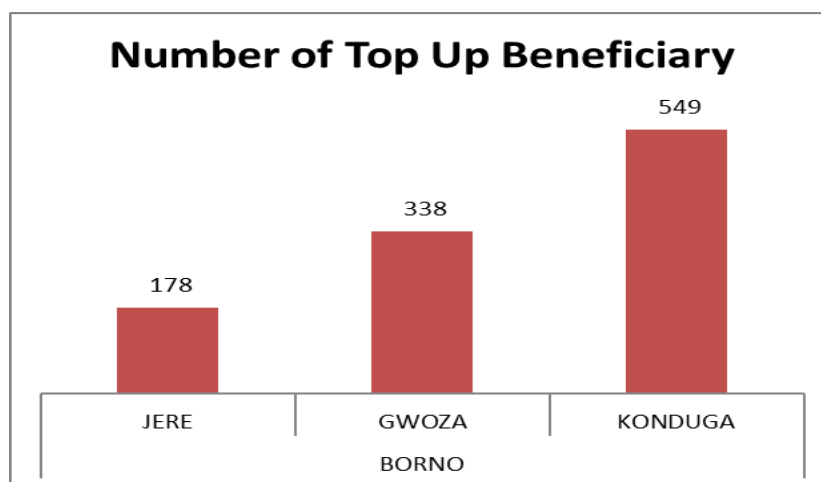


Figure 14: Monthly teacher's incentives beneficiaries in Borno

2.3.3 School Improvement Grant

In the three LGAs visited, 63 schools were verified to have received a total of 67 School Improvement Grants in 2019 that was used for reconstruction of dilapidated School facilities and purchase of learning/teaching materials. 99% of all Schools that benefited from the SIG received ₦4,000,000.00 disbursement both in Primary and Secondary Schools while only One Primary School in Gwoza LGA received ₦2,000,000.00 as school

grant. The total amount of school grant disbursement verified in the state summed up to ₦246,000,000.00 in 2019.

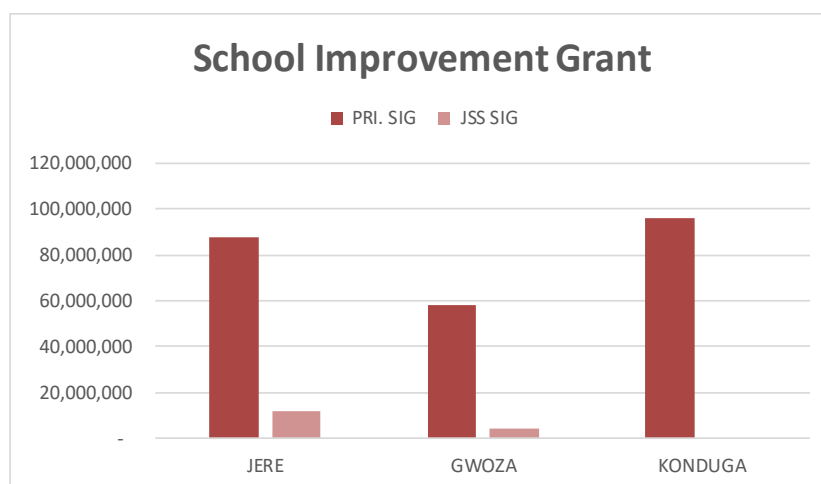


Figure 15: Amount of school Improvement Grant disbursed LGAs in Borno

2.3.4 School Based Management Committee Training

There was training of SBMC members in all schools visited. A total of 1,087, covering 54% of committee members were verified to have received trainings with allocated allowances. Only a few schools (about 7) did not participate in the training even as they have a functional School Based Management Committee.

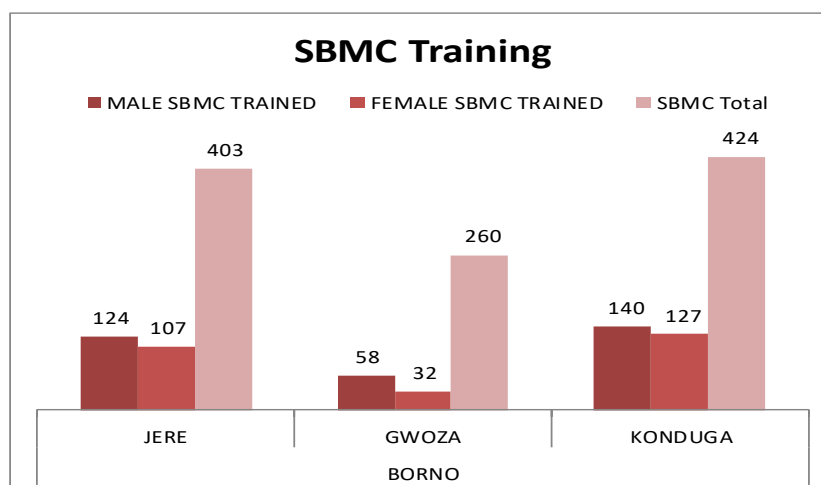


Figure 16: SBMCs and trained members in Borno

2.3.5 Gender Parity Index

The overall gender parity index for Borno State is 0.81 in Primary and 0.75 in the Junior Secondary. The GPI for Junior Secondary Schools in Konduga LGA could not be

calculated as the field data does not capture the population of the students. Primary Schools have the highest GPI in all the local government visited.

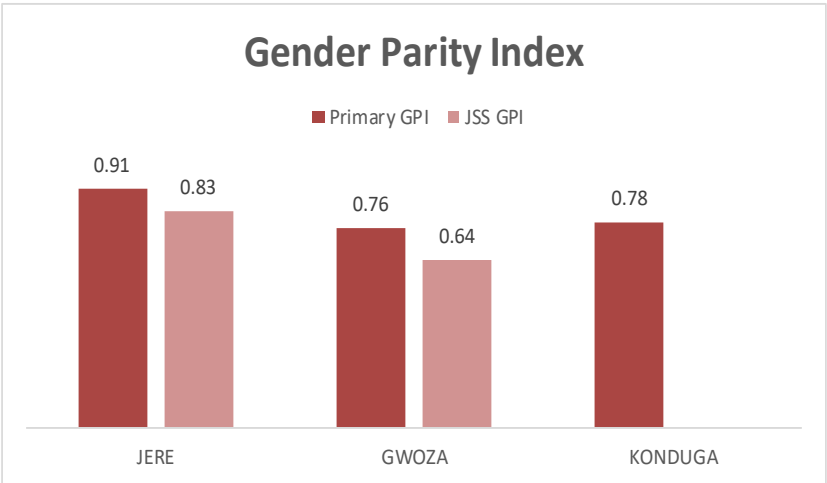


Figure 17: Trend of Primary and JSS gender parity indexes in Borno

2.3.6 Pupil Teacher Ratio

The total PTR in the Schools visited are 98.8 in Primary and 101.4 in the Junior Secondary. The value of PTR could not also be obtained for the Junior Secondary Schools in Konduga Local Government because of the student population that was not captured.

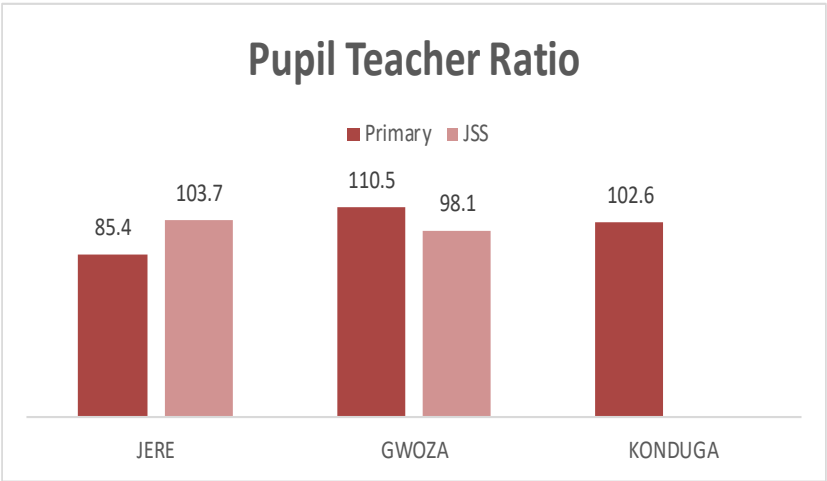


Figure 18: Primary and Secondary schools Pupil-Teacher Ratio in Borno

2.4 GOMBE STATE

In Gombe State, 190 Schools representing 15% of 1269 Schools reached by the SEPIP project were covered during this verification exercise. The verification exercise covers 4 Local Governments (Akko, Gombe, Kaltungo and Kwami).

Table 5: Gombe state summary

Number of Schools Verified	190	Total School Grant Verified	N21,750,000
Number of Teachers Verified	4,455	Monthly Incentives /Salary Top Up	N6,077,141.40
Number of Teachers Trained	1,644	Number of Teachers Deployed By SEPIP	1,612
Number of Teacher Receiving Incentives	1,595	Amount of Top Up	N3,810
Number of School Grant Received	106	Amount of Grant Per School	N 200,000 - N 300,000
Number of SBMC	3,115	Number of SBMC trained	641

2.4.1 Teacher Pedagogy and Psychosocial Training

A total number 4,455 teachers were verified. 1,612 teachers were deployed by SEPIP to the 190 Schools in the Local Government Areas visited. 80% (3,544) of the teachers were verified in the Primary Schools and 20% (911) in the Secondary Schools. Only 36.9% (1,644) of the verified teachers were trained in psychosocial and pedagogy support. Every trained teacher received a training allowance of about N3,000 to N5,000 during the training period of three to five days.

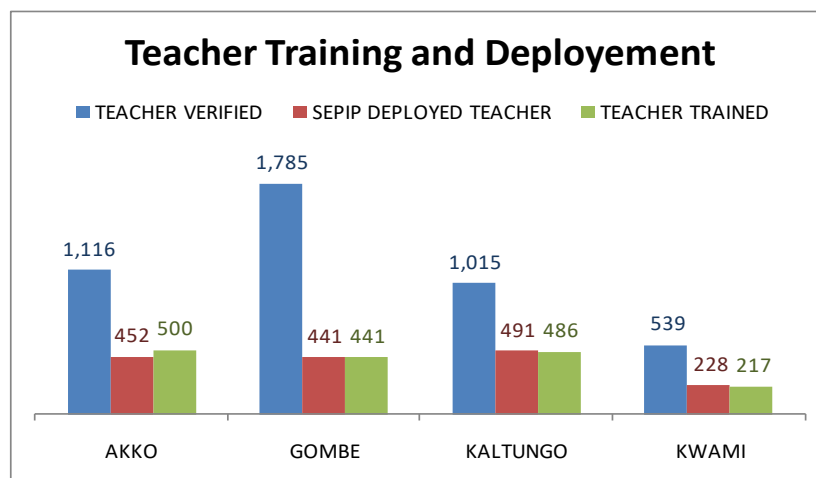


Figure 19: Number of verified, deployed and trained Teachers in Gombe

2.4.2 Teacher Incentive/Salary Top Up

From the field survey, 97% of the teachers who have successfully passed through trainings received a top up on their salary on a monthly basis. The total salary top up was N6,077,141.40 which is paid monthly to the 1,595 (35.8%) teachers that were verified to be receiving salary top up in the state.

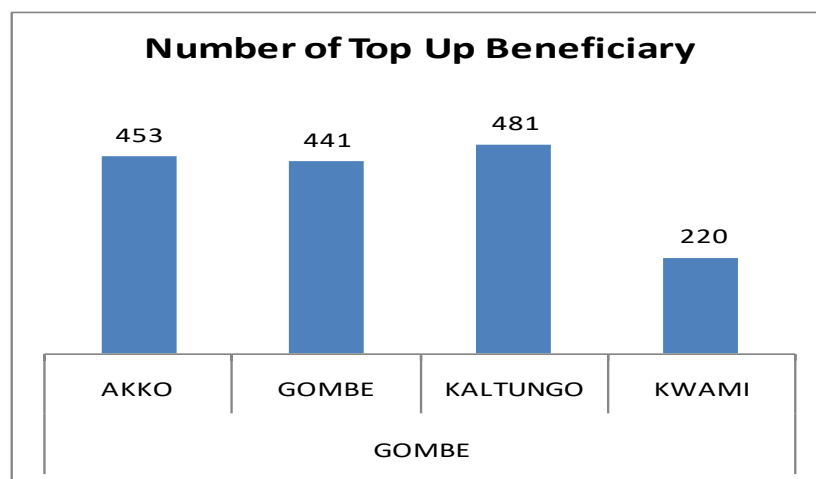


Figure 20: Number of teacher's top up beneficiaries in Gombe

2.4.3 School Improvement Grant

55% of verified schools amounting to 106 Schools (Primary and Secondary inclusive), benefited from School Improvement Grant in 2019. Each School receive an average of N200,000 or N300,000 to finance the School Improvement Plan developed by SBMC. Analysis of the verified schools data show that N28.28m was received by schools. Some Schools received grants without any evidence of School Development Plans. In Gombe.

41 Junior Secondary School indicated that they have School Development Plan while 123 Primary Schools indicated having School Development Plan.

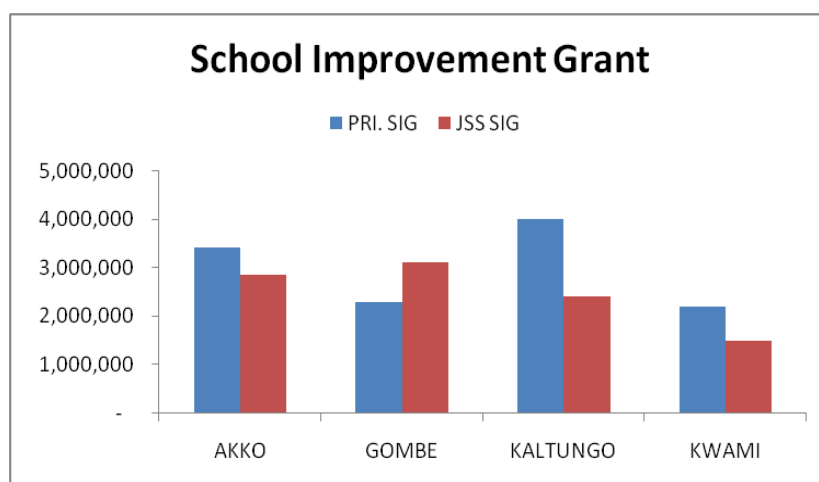


Figure 21: School Improvement Grant

2.4.4 School Based Management Committee Training

3,115 SBMC members were verified and 21% (641) indicated that they were trained.

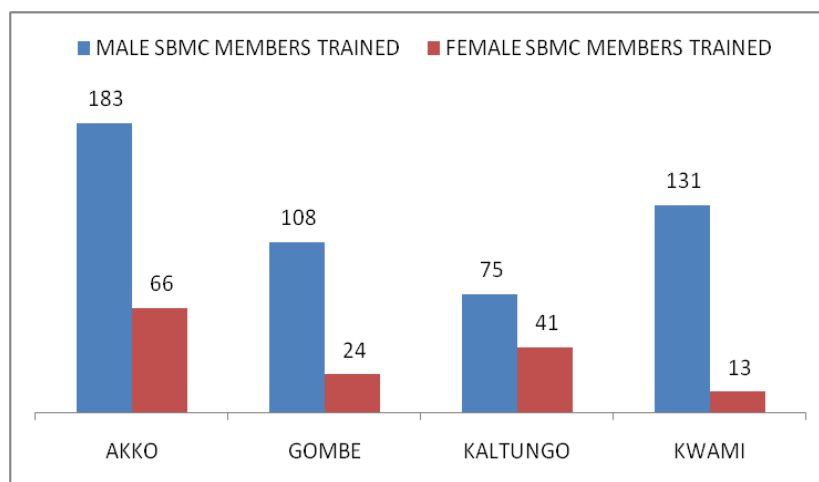


Figure 22: SBMCs and trained members in Gombe

2.4.5 Gender Parity Index

Gombe have an overall gender parity of 0.8 in the Primary Schools and 0.87 in the Junior Secondary Schools which varies across the Local Governments.

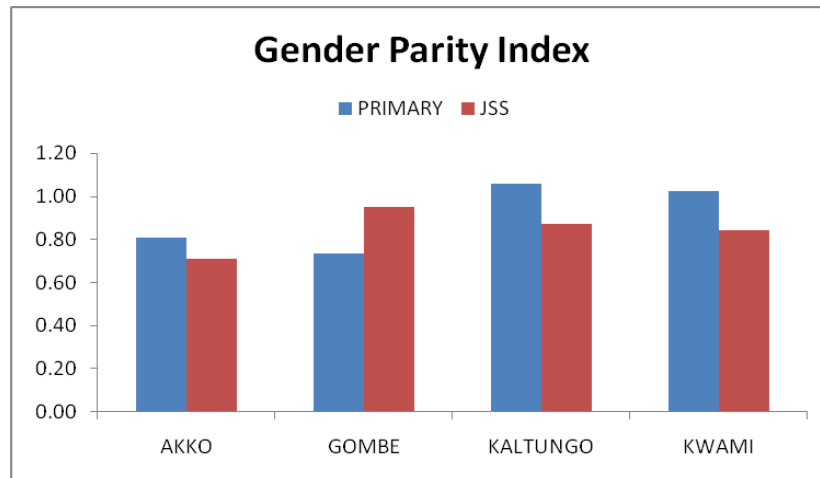


Figure 23: GPI across primary and junior secondary schools in Gombe

2.4.6 Pupil Teacher Ratio

The PTR across the state is 37.5 for Primary and 38.9 for the Junior Secondary Schools. The highest value 101.49 is seen in the Senior Secondary School of Gombe Local Government while the lowest ratio is in the 10.76 which is in the Primary Schools of Kaltungo Local Government.

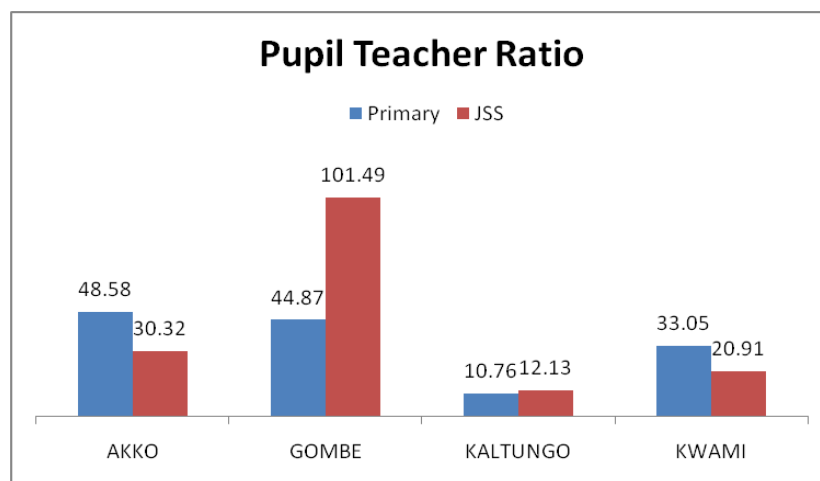


Figure 24: Pupil-Teacher Ratio in Primary and JS schools across visited LGAs in Gombe

2.5 TARABA STATE

The Taraba State verification exercise took place in 3 Local Government Areas of the State; Ardo-Kola, Bali, and Wukari LGAs. The enumerators visited and verified 115 Schools; 31 in Ardo-Kola, 32 in Bali, and 52 in Wukari Local Governments. Two schools in Ardo-Kola local government area; JauroGanah II Primary School and JauroGanah III Primary School were reportedly not in existence. All recommendations given during 2018 verification assessment were adopted and the implementation is ongoing in the State. The field work verified 106 Primary Schools which represents 92% of schools covered and 9 Junior Secondary Schools in Taraba State recording 34,342 pupils and 1,245 students in Primary and Secondary Schools respectively.

Table 6: Taraba state summary

Number of Schools Verified	115	Total Amount School Grant Verified	35,200,000.00
Number of Teachers Verified	2,111	Monthly Incentives/Salary Top Up	5,733,100.00
Number of Teachers Trained	988	Number of Teachers Deployed By SEPIP	1,108
Number of Teacher Receiving Incentives	819	Amount of Top Up	7,000.00
Number of School Grant Received	55	Amount of Grant Per School	300,000.00 – 1,500,000.00
Number of SBMC	1,434	Number of SBMC trained	390

2.5.1 Teacher Pedagogy and Psychosocial Support

Through SEPIP, an additional 1,078 teachers have been deployed across the verified Primary and Junior Secondary Schools in these 3 Local Government Areas, with the highest percentage in Wukari. The field report shows that about 93% of the teachers are qualified. 958 teaching staff representing 89% of deployed teachers have successfully completed the psychosocial support and pedagogy training. Also, 82 non-teaching staff

were among the participants of the psychosocial support and pedagogy training across all the LGAs in the Taraba State.

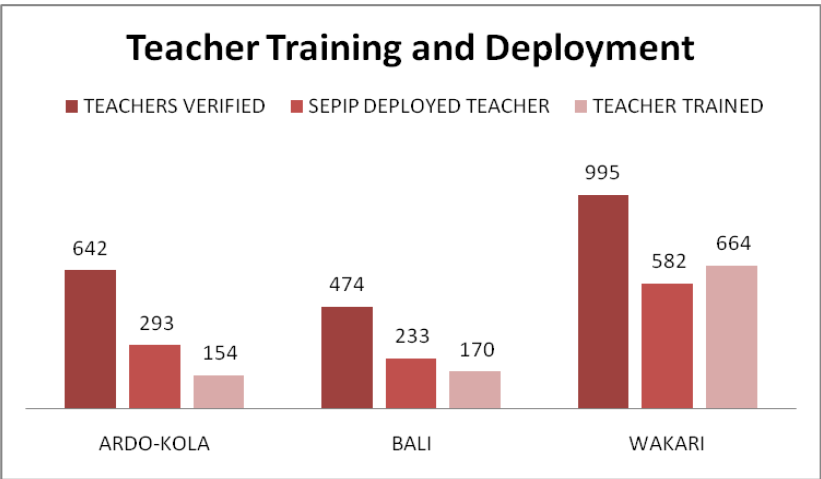


Figure 25: Verified, deployed and trained teachers in Taraba

2.5.2 Teacher Incentive/Salary Top Up

The teacher’s salary top-up given as incentives to trained teachers was seen to be homogenous in all schools. The amount of the monthly incentive was 7,000.00 and 819 teachers benefited from the Incentive. However, 55 teachers are reportedly trained without being captured as beneficiaries of the salary top up.

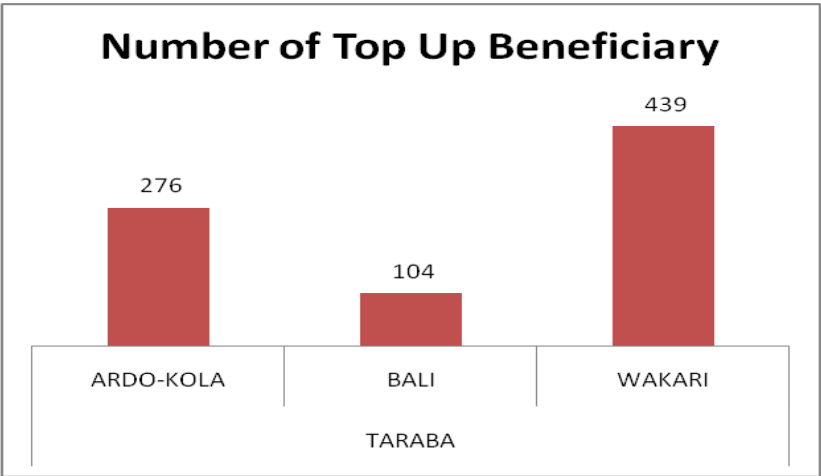


Figure 26: Beneficiaries of Teachers' incentives in Taraba

2.5.3 School Improvement Grant

In the three LGAs visited, the School Improvement Grant was disbursed to only Primary Schools, there was no verified grant given to any of the Junior Secondary Schools visited. 55 Primary Schools indicating 48% of verified schools received the School Improvement

Grant in 2019. About 99% of the school grant beneficiaries had their School Development Plans approved by the SMBCs. The amount of grant disbursed ranges from N300,000 to N1,500,000 per school and the total money disbursed to schools amounts to 35,200,000 in the three LGAs visited.

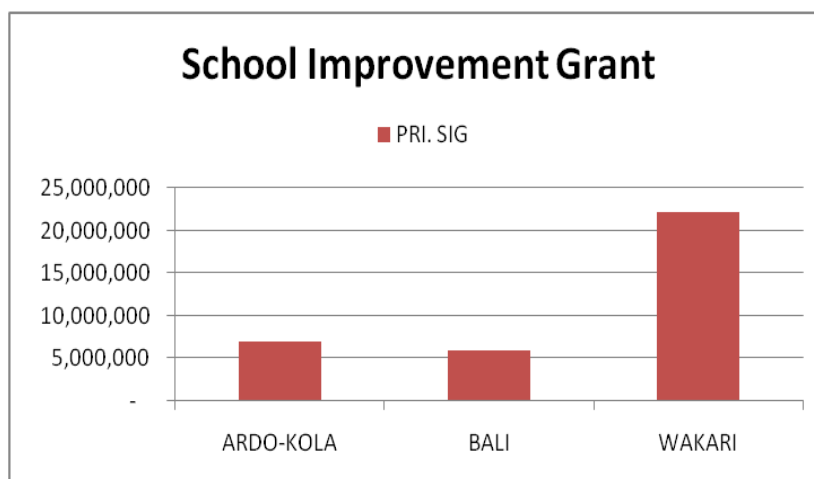


Figure 27: Taraba School Improvement Grant

2.5.4 School Based Management Committee Training

The School Based Management Committee is functional in 99% of schools visited. The state records about 1,398 SBMC members in the 3 LGAs. However, only about 28% of these committee members (390) were trained. A total of 282 male and 108 female SBMC members were trained.

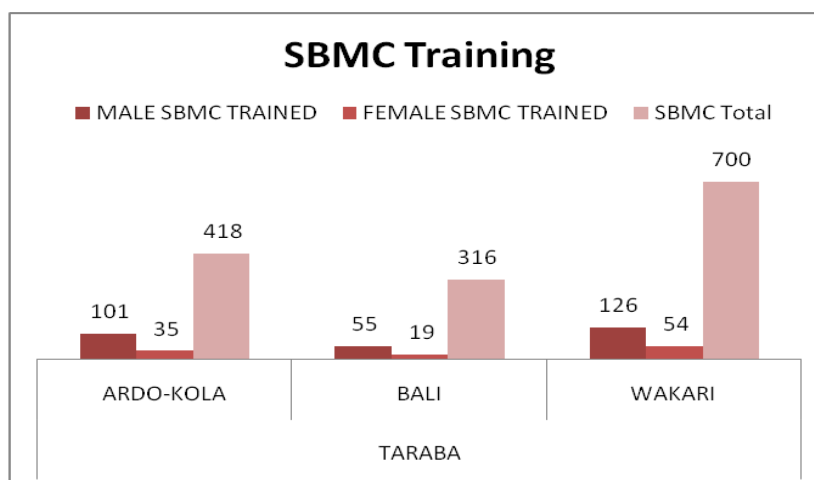


Figure 28: Taraba SBMCs and Trained Members

2.5.5 Gender Parity Index

The overall Gender Parity Index for the state is 0.89 for Primary Schools and 0.71 for Junior Secondary Schools. Wakari Local Government have the highest Gender Parity Index in both Primary and Secondary section of the state.

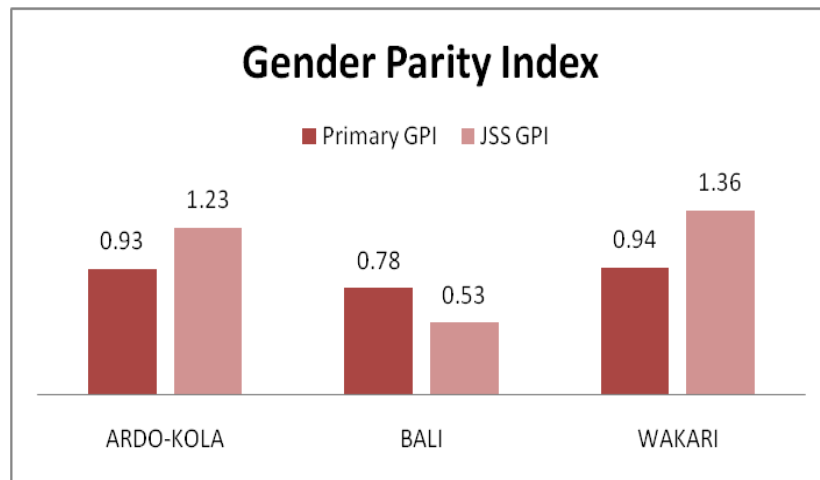


Figure 29: Primary and Junior Secondary GPI in Taraba

2.5.6 Pupil Teacher Ratio

In Taraba, the pupils to teachers ratio in the three LGAs visited is relatively low. The verification shows an overall Pupil Teacher Ratio of 18 in Primary Schools and 16 in the Junior Secondary Schools. The lowest PTR is recorded in the Junior Secondary section of Ardo-Kola Local Government of the State.

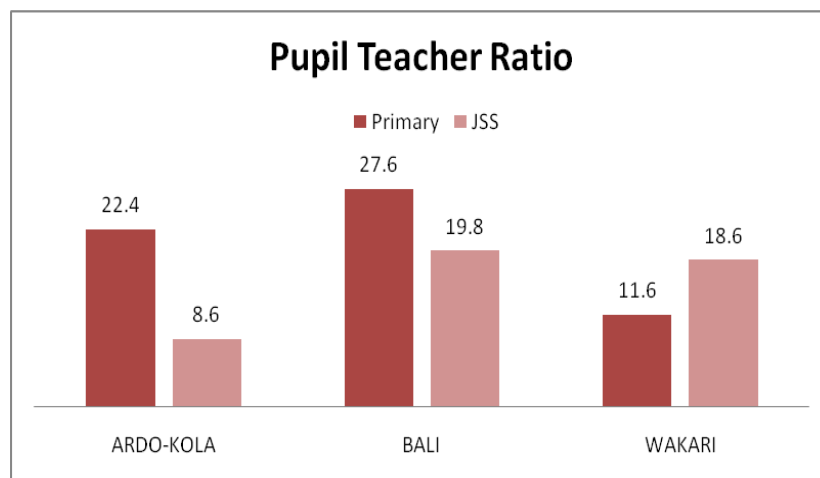


Figure 30: PTR across primary and junior schools in Taraba

2.6 YOBE STATE

Seven Local Government Areas were visited for verification in Yobe State. There are 5 schools per local government visited with the exception of Yunusari Local Government where 4 schools were visited bringing the total number of School to 34. 25 Primary Schools and 9 Junior Secondary Schools was verified.

Table 7: Yobe state summary

Number of Schools Verified	34	Total School Grant Verified	N138,000,000
Number of Teachers Verified	938	Monthly Incentives /Salary Top Up	N5,370.000
Number of Teachers Trained	849	Number of Teachers Deployed By SEPIP	511
Number of Teacher Receiving Incentives	895	Amount of Top Up	N6,000 – N22,000
Number of School Grant Received	58	Amount of Grant Per School	N500,000 – N5,000,000
Number of SBMC	509	Number of SBMC trained	203

2.6.1 Teacher Pedagogy and Psychosocial Support

The collated data showed that 849 teachers were trained across the 34 Primary and Junior Secondary Schools visited. Female teachers who took part in the training exercise accounts for 49% of the total number of teachers that were trained, showing that there was gender inclusiveness in carry out this project element in Yobe. The training allowance allocated to each teacher trainee was ₦10,000

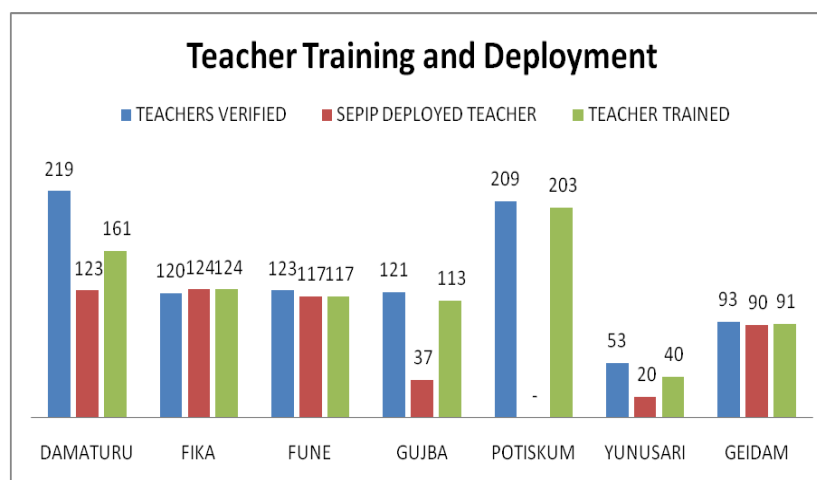


Figure 31: Teachers verified, deployed and trained in Yobe state

2.6.2 Teacher Incentive/Salary Top Up

The monthly salary top-up has 804 beneficiaries receiving between 6,000 to 22,000 as incentives. The difference in the amount received is due to the different salary grade of beneficiary teachers. A total number of 895 teachers reported that they are beneficiary of the salary top up. However, about 12 teachers did not benefit from the incentives.

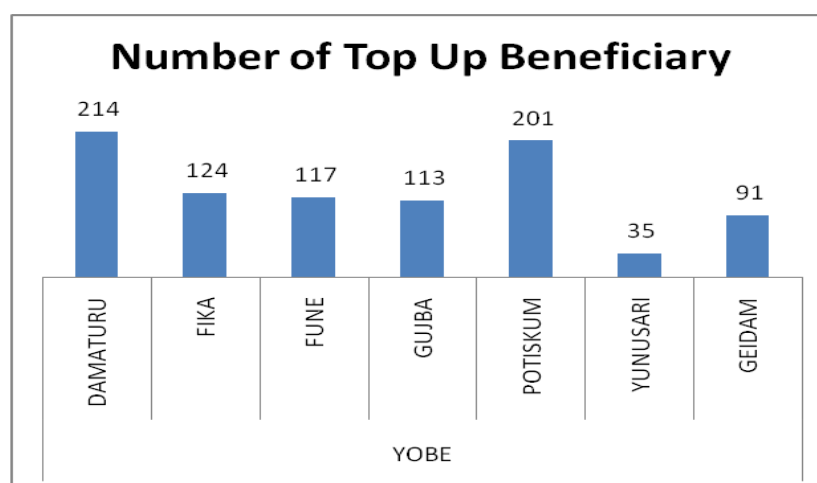


Figure 32: Beneficiaries of teachers' monthly incentives

2.6.3 School Improvement Grant

A total of 33 out of 34 schools visited have had access to the school improvement grant. The school grant was disbursed to 22 Primary Schools and 11 Junior Secondary Schools. The total amount of grants received by these schools in 2019 amounts to 138 million Naira upon verification. All schools that received grants had a School Development plan. The Primary School verified received a total sum of N84,000,000 for school improvement while the Junior Secondary School received a total of N54,000,000.

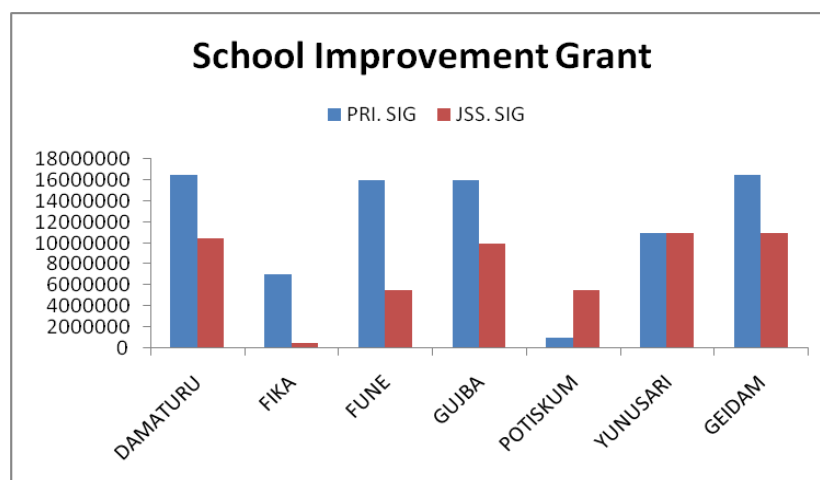


Figure 33: Amount of School Improvement Grant disbursed to schools in Yobe

2.6.4 School Based Management Committee Training

From a total of 5091 SBMCs, 43% accounting for 203 members (both male and female) had been trained across these 7 LGAs. Further analysis shows that most of the SBMC members are male. With Geidam having the highest number of SBMC.

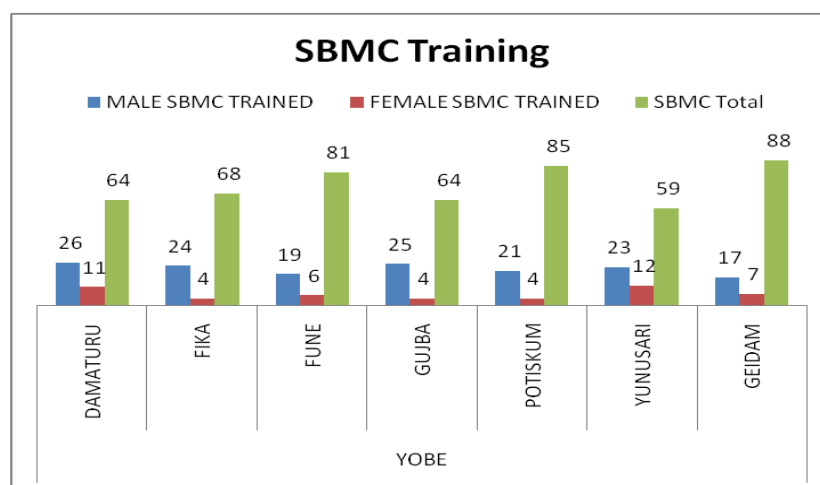


Figure 34: SBMCs and trained members in Yobe

2.6.5 Gender Parity Index

The overall Gender Parity Index for Yobe State is 0.92 for Primary School and 0.68 for Junior Secondary School. Gujba Local Government has the highest gender parity with female student having higher population than male in the Junior Secondary School.

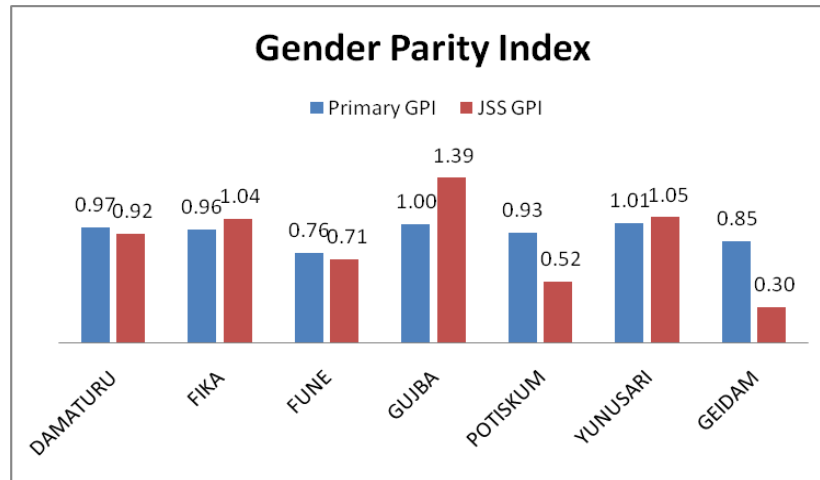


Figure 35: Gender Parity Index in Primary and junior schools across LGAs in Yobe

2.6.6 Pupil Teacher Ratio

Yobe state have an overall Pupil Teacher Ratio of 134.6 in the Primary School and 89.2 in the Junior Secondary School. The highest pupil to teacher ratio was recorded in Primary Schools in Potiskum Local Government with a value of 277 pupils to a teacher.

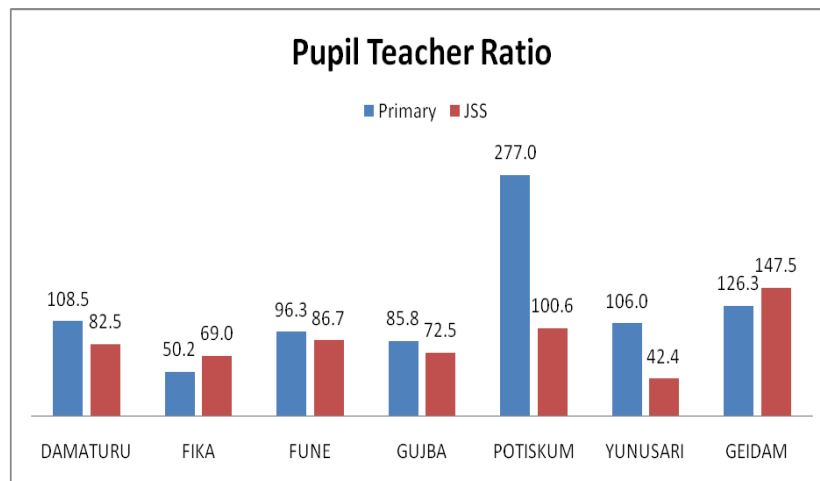


Figure 36: Primary and Junior secondary schools Pupil Teacher Ratio in Yobe

3.0 LESSONS LEARNT

- ❖ Due to the covid-19 pandemic, there were difficulties in reaching some schools as some of the Local Government Areas listed to be verified were totally locked down hence not all LGAs were covered in the various states.
- ❖ Proper documentation and supporting document for project execution were not available in some schools.
- ❖ Some schools were unable to show evidence of training any member of their SBMC although they have a functional school based management committee. This may have affected the active participation of members in community mobilization, planning and management of grants.
- ❖ The School Development Plan which is one of the criteria for disbursement of grant to school was not available in some of the visited schools.
- ❖ There are teachers who were trained in the psychosocial and pedagogy skills but had not benefited in the monthly top-up incentives as expected.

4.0 RECOMMENDATIONS

- ❖ All focal states are advised to explore possibility of adopting the key outcomes of this project and integrate same in order to maintain the increased teacher availability in crisis-affected areas of their state.
- ❖ There should be continuous training and support to SMBC members to fully integrate them into the school management system so they can develop other resource mobilization strategies outside of the grant and statutory allocations.
- ❖ Schools should be encouraged to use and continuously review a well-structured SDP as part of standard school management requirement in the states.
- ❖ The State SUBEB and MoE should institutionalize a functional and timely M&E practice, in order to track the progress of project executions.

5.0 CONCLUSION

The Additional Financing to the North East states of Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe was intended to address the adverse effect of Insurgency crisis and conflicts on basic education in these states especially the add to reach communities. The main focus of the project being to redeploy teachers back to schools in affected areas, help them acquire psychosocial and pedagogy skills and motivate them with monthly salary top-up to compensate for the difficult teaching environment. Secondly, the project also focused on disbursing school improvement grants to schools in affected communities, training their school based management committee (SBMC) members on how best to use these grants and improve the school learning environment appropriately.

The 2019 assessment and verification exercise of this project was successfully carried out and the field findings shows that the project has made a great impact on the educational systems of the focal states. There is increased teacher population in schools which directly reduces the pupil-teacher ratios. School structures and facilities in some of the affected schools (especially damages caused by the insurgency) have now been renovated and most of the SBMCs are trained in the best school management practices. Although the verification exercise was faced with several challenges most especially the Covid-19 pandemic, but CERCEFA and their local partners, using the local knowledge and experience at community level managed to device creative solutions to counter most of the challenges. Progress was made in achieving the various project components and there is need for the state to establish its own strategy in order to take full advantage of the project achievements and sustain its benefits.

ANNEXES

Annex 1: Field Verification Sheet

CIVIL SOCIETY ACTION COALITION ON EDUCATION FOR ALL (CSACEFA) SIPEP PROJECT THIRD PARTY VERIFICATION EXERCISE 2020 <div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> </div> <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> </div> <div style="color: red; font-weight: bold;">Field Verification Sheet</div> </div>				
NAME OF SCHOOL		LGA	COMMUNITY	
School Type:	Primary	Secondary		
School Location	Urban Area	Rural Area		
NAME OF HEAD TEACHER/PRINCIPAL:			PHONE NUMBER	
Years of Experience:		Number of Years as Head Teacher/Principal in this School.		
SCHOOL STATISTICS		Male	Female	Total
	Number of Teachers in Primary School			
	Number of Pupils			
	Number of Teachers in Junior Secondary School			
	Number of Students in JSS			
	Number of Teachers in Senior Secondary School			
	Number of Students in Senior Secondary School			
	Number of Qualified Teachers			
	Number of Classrooms in School			
	Primary:	JSS:	SSS:	

COMPONENT 1: IMPROVING EDUCATION SECTOR REFORM PROGRAMS

A. TEACHER AVAILABILITY IN RURAL AREA		Male	Female	Total
	Number of Teacher deployed to school through SEPIP			
	Number of Qualified Teachers deployed through SEPIP			
	Pupil/Teacher ratio			
B. CORE SUBJECT TEACHERS	Total Number of Core Subject Teachers in School	Male	Female	Total
	Core subject Teachers deployed to School through SEPIP	Male	Female	Total
	Mathematics Teachers			
	English Teachers			
	Sciences Teachers			
	Grand total of Core Teachers by SEPIP			
C. STUDENT ACHIEVEMENT	Primary School (P5)			
		· 2018/2019	· 2019/2020	
	Enrolment rate			
	Completion rate			
	Ratio of Students who Passed English			
	Ratio of Students who Passed Mathematics			
	Junior Secondary School (JS2)			
	Enrolment rate;			
	Completion rate;			
	Ratio of Students who Passed English			
	Ratio of Students who Passed Mathematics			
	Senior Secondary School (SS2)			
	Enrolment rate;			
	Completion rate;			
	Ratio of Students who Passed English			
	Ratio of Students who Passed Mathematics			
D. COMMUNITY MOBILIZATION & SBMC	· Composition of SBMC	Male	Female	Total
	· Number of SBMC Members Trained			
	Is SBMC Functional in School?	Yes No	Minutes of last SBMC Sighted	Yes No
	· Is SBMC newly activated or re-activated?	Newly activated Reactivated	Is SBMC Functional in School?	Yes No
	Number of Communities engaged in planning and implementation of school-level management activities:			
	Checklist: Sight or take pictures of minutes of last SBMC meeting.			
	Comments/Observations (If any)			

COMPONENT 2: TECHNICAL ASSISTANCE

A. TRAINED TEACHERS	Number of Teachers trained in Psychosocial Support & Pedagogy	Male	Female	TOTAL
	No. of Non-Teaching Staff trained in PSSnP			
	Training Provider:			
	Amount of Training allowance per Teacher	N		
	Number of Teachers Deployed through SEPIP but not yet Trained	Male	Female	Total
	Number of Teacher Trained without		Was School Affected by Insurgency?	Yes No

COMPONENT 3: IMPROVING ACCESS TO QUALITY EDUCATION AND LEARNING ENVIRONMENTS

A. TEACHERS' INCENTIVES	Number of Teachers that benefited from SEPIP Teachers Incentive Grant	Male	Female	Total	
	Amount of Salary Top-Up/Teacher				
	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 PRIMARY SCHOOL	· Amount Received from SEPIP School Improvement Grant	· 2016/2017	· 2017/2018	· 2018/2019	
	· Amount Spent				
	· Amount Not Spent				
	· Any School Improvement Plan for Primary School?	Yes No	· Is the SIP Approved by SBMC	Yes No	
	Is there Internal Audit Report of SIP?	Yes No	Are there Evidence of Transactions?	Yes No	
	· Any Improvement in Enrolment for Primary Schools between 2018/2019 session and 2019/2020 session?	Yes No	· State difference (Positive or Negative)	Positive Negative (Write Figure)	
	Focus of SIP (tick appropriate options below):				
	Rehabilitation of Damaged structure	Temporary Structure (tent & Mobile Classroom)	Purchase of Teaching & Learning Aids	Acquisition of Equipments	
	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 JUNIOR SECONDARY SCHOOL	· Amount Received from SEPIP School Improvement Grant	· 2018/2019	· 2019/2020	
		· Amount Spent			
· Amount Not Spent					
· Any School Improvement Plan for Primary School?		Yes No	· Is the SIP Approved by SBMC	Yes No	
Is there Internal Audit Report of SIP?		Yes No	Are there Evidence of Transactions?	Yes No	
· Any Improvement in Enrolment for Primary Schools between 2018/2019 session and 2019/2020 session?		Yes No	· State difference (Positive or Negative)	Positive Negative (Write Figure)	
Focus of SIP (tick appropriate options below):					
Rehabilitation of Damaged structure		Temporary Structure (tent & Mobile Classroom)	Purchase of Teaching & Learning Aids	Acquisition of Equipments	
Checklist: Sight or take pictures of SBMC approvals, SDP, receipts/vouchers, statement of account showing receipt of grant.					
Comments/Observations (If any)					
C. SCHOOL IMPROVEMENT GRANT TO SENIOR SECONDARY SCHOOLS		· Amount Received from SEPIP School Improvement Grant	· 2018/2019	· 2019/2020	
		· Amount Spent			
	· Amount Not Spent				
	· Any School Development Plan for Secondary School?	Yes No	· Is the SDP Approved by SBMC	Yes No	
	Is there Internal Audit Report of SIP?	Yes No	Are there Evidence of Transactions?	Yes No	
	· Any Improvement in Enrolment for Secondary Schools between 2018/2019 session and 2019/2020 session?	Yes No	· State difference (Positive or Negative)	Positive Negative (Write Figure)	
	Focus of SIP (tick appropriate options below):				
	Rehabilitation of Damaged structure	Construction of Temporary Structure (tent & Mobile Classroom)	Purchase of Teaching & Learning Aids	Acquisition of Equipments	
	Checklist: Sight or take pictures of SBMC approvals, SDP, receipts/vouchers, statement of account showing receipt of grant.				

ATTESTATION
COMMENTS:

Name of Visitor/ORGANISATION:

Phone Number(s):

Signature & Date:

**CSACEFA-SEPIP 3rd Party Verification Training for Masters
Trainers/Coordinators**

Tuesday 9th June, 2020

MEETING AGENDA

1. Overview of 2018 SEPIP state based reports
2. Compliance with PIM
3. Discuss 2018 Recommendations
4. Field Instrument for Data Capturing
5. Field work plan and reporting
6. Conclusions

**CSACEFA SEPIP
Training of Trainers - Attendance List**

S/N	NAME	STATE	ORGAN	EMAIL	PHONE	SEX
1.	Cleoba Jame	Gombe	Foundation for Youth Awakening and Empowerment (FOYAE).	cleobasj@yahoo.com	0803-096-9826	M
2.	Boniface Koson	Taraba	Taraba Youths Progressive Association	youthintaraba@gmail.com>		
3.	Ezekiel Sukumn	Bauchi	Women Development Association for Self Sustenance	nsukumun@gmail.com		
4.	John Manabet		CSACEFA Adamawa	bakenmanabete@gmail.com fuldanaadamawa@yahoo.com		
5.	Ishaku Adamu	Borno	born coalition for democracy and progress	mgwuyo@yahoo.com, mgwuyo@gmail.com,		
6.	Ali Abubakar	Yobe	CSACEFA Yobe	alikoabubakar27@gmail.com		
7.	Adeleke Damian-Mary	Abuja	CSACEFA National Secretariat	Damisreal2380@gmail.com	08026209000	
8	Joy Anthony	Abuja	CSACEFA National Secretariat	joytonex@yahoo.com		
9	Dogara Gbaja-Aku	Abuja	CSACEFA National Secretariat			
10	Ahanonu Odinakachi Mbama	Abuja	CSACEFA National Secretariat			
11	Kopdena Boniface John	Bauchi	Difference Factors Consultants			
12	Olusoji Adeniyi	Abuja	CSACEFA Consultant	sojiadeniyi@gmail.com		

Review of Recommendations from 2018 SEPIP Verification Assessment

ADAMAWA



S/N	Recommendation	Adoption Yes or No	If Adopted, Progress	Remark
1.	Develop a data capturing form for SMOE investigators or monitors with a form for systematic collection of information.			
2.	SMoE to setup a database to store collected field data to avoid inconsistencies, both at the level of data collection and data entry.			
3.	Train SMOE EMIS and M&E staff on how to document events, to make sure they share a common approach.			
4.	Incorporate teacher-identified priorities e.g. strong principals, skilled and supportive colleagues, adequate resources for teaching, smaller student loads, autonomy, and high-quality professional development into incentive programs geared toward recruitment and retention.			
5.	Project implementation team should use biometrics in the payment of teacher top-up.			
6.	Introduce mentoring and induction programs so as to reduce teacher turnover and attrition.			
7.	Allowing for five-year awards of School Grants to sustain follow up, reforms or continue implementation.			
8.	Strengthen M&E practices in school for quality project supervision and delivery.			
9.	Outline minimum standards in all facets of the school improvement plan (SIP) adhered to by the SBMC			
10.	Close supervision of SBMC by the quality assurance officers during the implementation stages of the school improvement plan to ensure that there is a proportionate value for the grants disbursed to the SBMC.			
11.	Increase the number of training consultants so as to reduce training cluster size.			
12.	Test teachers on training topic after training and the performance be used as criteria for deployment.			
13.	Use schools geo-location as EMIS numbers as this will actually make them visible on the world map from anywhere.			
14.	Conduct an annual school census			
15.	Share school censuses information with key stakeholders such as national and local governments, community leaders, parents and the general public.			
16.	Kick start a regular in-house workshops and trainings for teachers and SBMC member to review issues and be at the fore front of moving the AF project forward.			
17.	Provision of professional development opportunities for teachers by SMOE			

Review of Recommendations from 2018 SEPIP Verification Assessment

BAUCHI

S/N	Recommendation	Adoption? Yes or No	If Adopted, Progress	Remark
1.	Training of members of EMIS of the <u>SMoE</u> on effective methods of data collection, reporting, analysis and documentation.			
2.	Design a uniform template for data collection and reporting across schools in the state to enhance data quality and improve documentation process.			
3.	State SEPIP Office to liaise with the intervention Local Government Education Officers to ensure correct data is always collected and analyzed for the purpose of proper record keeping especially in the area of deployed staff.			
4.	Strengthen M&E practices through capacity development and corresponding resource allocation to avoid misinterpretation of main thrust of SEPIP intervention			
5.	Implement security through inter-institutional partnerships, effective resource mobilization and information sharing			
6.	Scale up SEPIP intervention to cover the remaining five hundred and seventeen (517) schools that were yet to be covered in the six (6) intervention local government areas in terms of accessing the SBMC grants.			
7.	Sensitization of SBMCs on supplementary financing to avoid misinterpretation of main thrust of SEPIP intervention.			
8.	Periodic trainings and workshops to enlighten SBMC stakeholder on their perception of considering the SEPIP intervention as a replacement fund instead of a supplement/intervention.			
9.	Investigate the reasons for including watchmen, drivers and administrative staff in the training instead of the core teaching workforce.			
10.	Document the mortality records in the state and appropriate steps taken regarding resource allocation decisions.			
11.	Collaboration with financial institutions to make access to information on payments wrongly made and tracking of unauthorized transaction easy.			
12.	Set up an assessment or infrastructure appraisal committee to vet proposals for refurbishing/renovating or even reconstructing the lost buildings and procurement of materials as the case maybe.			

Borno



S/N	Recommendation	Adoption? Yes or No	If Adopted, Progress	Remark
1.	Implement School Self Evaluation (SEE) in all schools, especially in volatile areas where inspection/monitoring and evaluation teams could not easily reach			
2.	Significant steps put in place to achieve near teacher gender parity in some LGAs.			
3.	Train the remaining twelve thousand four hundred and forty-eight (12448) teachers in the 27 LGAs on psychosocial and pedagogy to enhance their efficiency and enable them benefit from the top up.			
4.	Commence the top up payment for seven hundred and seventy-two (772) teachers already trained but yet to benefit from the top up			
5.	Improve <u>Borno</u> State SEPIP EMIS office to capture information related to data gathering, monitoring & evaluation and expenditure on the project by LGAs be improved.			
6.	Redistribution of teachers' across the schools and LGAs where there are excesses			
7.	Recruitment of new teachers.			
8.	Extend school grants that have also met eligibility criteria for the grant.			
9.	Encourage non-grants receiving LGEAs and schools to establish social mobilization unit (replication of functions of SBMC) for advocacy, community sensitization and resource mobilization			
10.	Ensure that all SBMCs' account are audited and covered by reports.			

GOMBE

S/N	Recommendations	Adoption? Yes or No	If Adopted, Progress	Remark
1.	Payments of top up and training allowances to teachers and SBMC members should be made.			
2.	More teachers should be employed and more classrooms should be constructed.			
3.	Village heads should not be made Chairmen of SBMCs since they have a custom of not appearing in public.			
4.	There is need for regular assessment, trainings and re-training of teachers.			
5.	Non-teaching staff found receiving teachers top up should be delisted.			
6.	The banks that have hindered schools from getting their grants should be delisted.			
7.	All eligible schools that are yet to receive their grants should be paid.			
8.	Grants and teachers top up should be scaled up, as the present amount is too small.			
9.	The State Government should provide additional funding to avoid abandonment of projects started by SEPIP AF.			

TARABA




S/N	Recommendations	Adoption? Yes or No	If Adopted, Progress	Remark
1.	There is the urgent and immediate need to have a comprehensive data base of the teachers and schools with unique identification number.			
2.	Deployment of Teachers: Available records at the SEPIP office and the verification exercise indicate that the records of SEPIP teachers' deployment were not updated. Hence, the record of the number of the deployed teachers at the project -office did not tally with number of teachers available at the schools. This happened because the Education Secretaries (ES) has the mandate to repost teachers based on the need in other schools and also for effectiveness. It is therefore important to recommend that the ES make immediate returns of teachers' deployment on regular basis to ensure updated records at the project office.			
3.	Schools and Teachers' Personal information: The EMIS, M&E should be strengthened through capacity building to ensure efficiency and creativity in collating, updating and managing education data such as accurate data of schools, number of teachers, Teachers details including but not limited to precise account details, telephone numbers, residential address and other information should be improved and readily made available to stakeholders on request.			
4.	Missing fields in the Data Set: The missing fields in the data set such as the grade levels, salaries etc should be provided			
5.	Technological innovation practices that will improve the services of the SEPIP project officers should be employed in other to meet up with the timely payment of teachers top-up. This will minimize the incidences of backlog and outstanding top up and incentives.			
6.	The SBMC should also be closely supervised during the implementation stages of the school improvement plan. The quality assurance officers should be on the field to ensure that there is a proportionate value for the grants disbursed to the SBMC			
7.	The SBMC members should be clearly sensitized and well informed to understand the role of SEPIP AF INTERVENTION as supplementary but not a replacement fund.			

YOBE

S/N	Recommendations	Adoption? Yes or No	If Adopted, Progress	Remark
1.	The EMIS of the <u>SMoE</u> should be adequately and consistently trained on effective methods of data collection, reporting, analysis and documentation.			
2.	There is need to have a uniform template for data collection and reporting across schools in the state. This will ensure better data quality in the documentation process.			
3.	There is need for increase in the number of EMIS staff in the state who <u>were</u> inadequate to properly accomplish data collection, cleaning and monitoring processes in the state.			
4.	The SEPIP Office in <u>Yobe</u> state should collaborate with the intervention LGEA Officers to ensure correct data is always collected and analyzed for the purpose of proper record keeping especially in the area of deployed staff.			
5.	To ensure increased efficiency, teachers must be comprehensively covered in the SEPIP-AF intervention for better expansion of coverage. This will works towards exclusion avoidance, suspension and duplication of payment except where the problems cannot be handled by the coordinating unit.			
6.	The culture of M&E practices must be strengthened through capacity development and corresponding resource allocation to avoid misinterpretation of main thrust of SEPIP intervention.			
7.	Similarly, security infrastructure must be ensured through inter-institutional partnerships, effective resource mobilization and information sharing.			
8.	The SEPIP intervention should be scaled-up to cover the remaining 184 schools that are yet to be covered in the intervention LGAs in terms of accessing the SBMC grants.			
9.	The practices of monitoring and evaluation must be strengthened through capacity development and corresponding resource allocation while sensitization of SBMCs on supplementary financing must be pursued with the vigor it deserves to avoid misinterpretation of main thrust of SEPIP intervention.			
10.	There should be a periodic trainings and workshops to enlighten SBMC stakeholder on their perception of considering the SEPIP intervention as a replacement fund instead of a supplement/intervention.			
11.	Similarly, security infrastructure must be ensured through inter-institutional partnerships, effective resource mobilization and information sharing.			

Annex 3: Stepdown Training Attendance



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

Activity: STEP DOWN TRAINING

State: TARABA

Venue: TYPA CONFERENCE HALL

Date: 13-06-2020

S/N	Name of Participants	Organization	LGA	Position	Phone Number	Email address	Signature
1	Lawrence Zachariah	CEDEC	Bali	P.O	08020627663	zachariah@cedec.org	[Signature]
2	Dorothy Kojins	CEDEC	Bali	ACCOUNTANT	0812560854	Perpetuaforadornitya@gmail.com	[Signature]
3	Usue Michael	CEDEC	Bali	M & E	07042144453	Michaelusue@gmail.com	[Signature]
4	Ezecharia T. UAFV	CEDEC	Bali	Volunteer	08104816173	Constanus@uafv.org	[Signature]
5	Charles Fey UAFV	CEDEC	Bali	"	07087005880	Constanus@uafv.org	[Signature]
6	Danguma PETEREN	FANF	WUKARI	CEO	08087000814	fau2016@gmail.com	[Signature]
7	Douglas Solomon	TYPA	TARDOKLA		08069099774	SolomonDouglas2020@gmail.com	[Signature]

Taraba stepdown training attendance

ATTENDANCE

**CSACEFA SEPIP STEP DOWN TRAINING ON THIRD PARTY
VERIFICATION EXERCISES ADAMAWA STATE**

S/N	NAME	ORGANIZATION	PHONE NUMBER	SIGN
1	Salihu Abbas	FULDAN	09066915768	[Signature]
2	Nicholas Tait	Our Common Humanity Initiative	0703055560	[Signature]
3	Salome Sylvanus	ADSEPIP	07063893300	[Signature]
4	Ibrahim H. Abubakar	Fulcom	08138035595	[Signature]
5	Adams Abdullahi	A P I	07061853585	[Signature]
6	Hamza Babu	Fulcom	08062281770	[Signature]
7	Bwamala Ben Andrew	Clear vision initiatives for	07037287572	[Signature]
8	John Manabete	P.D.	0706161489	[Signature]

Adamawa stepdown training attendance

CIVIL SOCIETY ACTION COALITION ON EDUCATION FOR ALL						
ATTENDANCE						
EVENT	THIRD PARTY MONITORING OF SEPID ACTIVITIES (STEP DOWN TRAINING FOR ENUMERATORS)					
DATE	15/06/2020					
VENUE	CONFERENCE HALL BUCHI STATE NETWORK OF CIVIL SOCIETY SECRETARIAT.					
S/No	Name	Sex	Organization/LGA	Position	Phone No	Signature
1	YAHAYA ABUBAKAR	M	CANJUMA	ENUMERATOR	08132495517	
2	HAKILA A FATE	F	CANJUMA	ENUMERATOR	08061234455	
3	KHANSA'U YUSUF	F	TORO	ENUMERATOR	08101722222	
4	Halima Ibrahim Sade	F	DARAZO	ENUMERATOR	0806951466	
5	ABDUL ALHADI GARBA	M	DARAZO	ENUMERATOR	07038378658	
6	WATTA JOSHUA	F	SHIRA	ENUMERATOR	07031900667	
7	WANLADI PETER	M	SHIRA	ENUMERATOR	08030716241	
8	ABDULRAHMAN MUHAMMAD YAKAR	M	TORU	ENUMERATOR	07031348259	
9	SUKUMUN N. Ezele	M	MODASS	State Coordinator	08025710469	
10	KOPBENA BONIFACE JOHN	M	DFC	STATE COORDINATOR	080262592882	

Bauchi stepdown training attendance

SEPIP VERIFICATION MEETING & TRAINING ATTENDANCE BORNAO STATE CSACEFA

S/N	NAME	ORGANIZATION	PHONE	AMOUNT RECEIVED	SIGN
1	Abdul Ayuba	CSACEFA	08099346242	1,000	
2	Rinda Edson	LHI	08169422960	1,000	
3	Prudiah Elibus	LHI	08099429643	1,000	
4	Victor Luca	CSACEFA	07039225722	1,000	
5	Rabiatu Abubakar Atiku	HILLMARK LEADER	08037615850	1,000	
6	Mohammed Kajima Dapchi	Hillmark Leader	0708659081	1,000	
7	ATUBCI I. O. F. O.	CSACEFA	08145713804	1,000	
8	BENIAMIN BARNABAS	CSACEFA	08138125648	1,000	
9	Kilaji Mutagha Benigama	Host Officer LGA	08065154599	1,000	
10	Umaru Suleh	TCI	0803071969	1,000	
11	Abba Ali	TCI	0802126106	1,000	
12	Muhammed Kelani	GERI	08122190607	1,000	
13	Gitrya Zephania	GERI	04033434162	1,000	
14	Hasan Bashir	GERI	07023361195	1,000	

Total Number of Male..... Total number of Female..... Total Number of Participants.....

Date: 16/06/2020

Verify by: *Ramatu Barabas*

Sign by: *[Signature]*

Conducted ToI by *Ishaku Adams*

Shot on M7 Power

Borno stepdown training attendance

CSACEFA ATTENDANCE LIST								
STATE <u>Yobe State</u>					IGA Date/Time			
ACTIVITY <u>CSACEFA - Yobe Training of Field Enumerators for Verification of Achievement of Indicators for School Grants and Teacher Top-up for Yobe State</u>					DATE <u>12/06/2020</u>			
S/N	NAME	NAME OF ORGANIZATION	SEX	AGE	DESIGNATION	PHONE	EMAIL	SIGN
1	Abdulrazak Rufai	Yobe Peace & Community development initiative (YPCDI)	M	32	M/E Manager	0916164873	abulrazakr@gmail.com	
2	Aithne Bulcar	Female Role Model Initiative	F	48	Program Officer	09035106688	aithnebulcar234@gmail.com	
3	Ibi Garba Bulcar	CSACEFA Coordinator Yobe	M	50	State Coord	07022056220	ibigarba@gmail.com	
4	Umar Yakubu Bularam	Waka R.D	M	27	Programme Support Officer	0815427070	umar.yakubu@gmail.com	
5	Faustin Akwei Mamer	CSACEFA - Yobe Fin. Off	M	33	Finance Officer	0803367059	faustinmamer@gmail.com	
6	Abubakar Umar	Chasson Economic Empowerment & Education Development	M	52	Programme Officer	09033785333	garimu@gmail.com	
7	Aisha Umar Mod	Yali CDA	F	26	Program Officer	0912472877	aishamod@gmail.com	
8	Ari Abubakar	CSACEFA - Yobe PLO	F	39	Program Officer	0837297090	arikarabulcar@gmail.com	
9	Mohammed Dahiru Dahiru	CSACEFA - Yobe M/E	M	40	M/E Officer	08039663067	mohammeddahiru@gmail.com	

Yobe stepdown training attendance

Annex 4: Photo Gallery



Training on SEPIP project in Adamawa state on-going



Cross section of participants at the training



Bauchi stepdown



Yobe stepdown training

Borno stepdown training





