



PLANE NEWSLETTER **May 2023**



Dear PLANE community, welcome to the first edition of our newsletter!

As the Team Leader of PLANE Window One, I am thrilled to share the latest updates and achievements from our programme with you.

For those new to PLANE, our programme – which started in 2021 and will end in 2028 – works directly with subnational governments in Jigawa, Kano and Kaduna to strengthen governance systems and address Blockages to quality education delivery with specific emphasis on foundational skills in literacy and numeracy. We support government with teacher trainings, educational materials and facilitate an improvement in children's learning experiences.

PLANE Window One operates at the Federal level and in these three states, funded by the UK Foreign, Commonwealth & Development Office and implemented by DAI and our nine Consortium Partners. We partner with the National Universal Basic Education Commission and its state counterpart as well as the Federal and State Ministries of Education. Our vision is to create a more inclusive and effective education system that ensures better learning outcomes for children.

I am proud to report significant progress in the past few months. Almost 2,000 schools, over 5,000 teachers and more than 350,000 learners have accessed PLANE's packages to enhance instruction and learning

outcomes. Additionally, we are supporting school-level monitoring and mentoring activities, aided by our new learning dashboard that aggregates real-time education data for decision-making.

We have successfully built trust and collaboration with state governments, generating demand for Technical Assistance in replicating our reforms. We received requests for Technical Assistance from Kaduna State Ministry of Education to conduct assessments, implement foundational learning and conduct a Learning Poverty Assessment. In Kano State, the Arewa Consultative Forum sought our support to replicate Hausa foundational skills delivery. Furthermore, we established public-private partnerships to improve teaching and learning quality in state and non-state schools.

One of our most significant achievements is the development of a school-based referral pathway to enable children to feel confident and safe to report safeguarding concerns. We held focus group discussions with children to understand their protection needs and design a referral pathway that is fit for purpose. The feedback we received was eye-opening and reinforced the importance of listening to children when planning for their welfare.

We express our gratitude to our state partners, federal government officials, education providers, media and civil society for their unwavering support. We also acknowledge the exceptional contributions of our consortium partners: DAI, FHI 360, AHNI, ODI, TEP Centre, Social Development Direct, Sightsavers, Accadian, The Policy Practice and BlueTree Group.

We call on all stakeholders, including parents, teachers and community members, to continue supporting us in our mission to improve education and governance. Your engagement and feedback are vital to our success and together we can make a lasting difference in the lives of learners and communities in Nigeria.

Sincerely,
Dr. Nguyan Feese
PLANE Team Leader

PARENT, COMMUNITY & PUPIL STORIES

PARENT, COMMUNITY & PUPIL STORIES

Research has demonstrated the efficacy of safeguarding as a catalyst to optimize educational outcomes for children. In December 2022 our partners in Kaduna State convened to develop a school-based referral pathway, enabling children to feel confident and safe to report safeguarding concerns.

Our next step was to hear from the children themselves through focus group discussions, to understand their needs and design a referral pathway that is fit for purpose.

Emotions were high during the discussions conducted across various schools in Kaduna. We witnessed both joy and sadness, eye-opening moments, and a reinforcement of the importance of listening to children when planning for their protection. For some children, this was the first time an adult had truly paid them any attention or showed interest in what they had to say.

One girl in Class Two, who is unable to hear, struggled to communicate her experiences with bullying. When asked who she could talk to besides her parents, she responded by nodding her head and waving her hands to insinuate “no one.” She then signed to her interpreter, “No one understands me, so I talk with my fists,” holding up her fists as if to fight.

A 7-year-old boy with Downs Syndrome, who never talks to anyone, surprised us all by approaching a PLANE staff member after the focus group discussion. He said, “I don’t talk because they always tell me to shut up ‘ba ka iya ba’” (‘you don’t know it’) then added,

“amma na iya ABCD,” (‘but I know my alphabet’) before asking, “should I read it to you?” it to you?” We listened to him recite the alphabet and clapped for him, telling him well done. He felt accomplished and valued and wouldn’t let go of us when we made to leave.

At the referral pathway validation meeting, we learned that children are willing to talk if someone will listen, and inclusiveness is a refreshing element much needed in the educational system. One headteacher from a conventional school shared how learning to listen to her deaf daughter saved her daughter’s life. She said, “I put my daughter in a special school where she learned to communicate, and I thought I had done my best. But the more my daughter learned to communicate, the more she hated me, at least that’s what I learned later. Her school headteacher took my place because she understood sign language, and my daughter felt seen and heard whenever she was in school.

One day, my daughter almost got raped, and she came home frantic, but I couldn’t understand what she was saying. I had to wait two days to meet with the headteacher of her school so she could communicate with her to realise what had gone wrong. I immediately enrolled for sign language classes and have had teachers in my school also learn the basics. I am so happy about PLANE’s initiative for inclusive education.”

After our safeguarding training, a participant, a Gender Officer from the Kaduna State Universal Basic Education Board, said, “In fact, the training was very educational. We have had a peripheral introductory

training to safeguarding, but nothing as in-depth as this, especially on referral pathways and mechanisms.” She ended by saying, “Next week, we have a Training of Trainers planned and even

though I am not the facilitator of that training, I plan to ensure that everyone at that training gets this knowledge

Beneficiary Testimonials from Participants of the Safeguarding Training in Kano

“After receiving this important training, we now understand the importance of safeguarding for our children. In our action plan we committed to develop a Safeguarding Policy and next we will create awareness to make our people understand safeguarding and the role they need to play to safeguard children. We will also train teachers and pupils and get their commitment to the practices and measures that will help keep our children safe in Karaye local government.”

Aliyu Ya’u School Based Management Committee Chairman, Karaye Local Government Area, Kano State.

“I pledge to immediately step down this training on Safeguarding to my teachers, school prefects and class monitors to get rid of non-safeguarding issues in our school.” **Rakiya Abdullahi, Head Teacher - Girl Child Primary School, Kunya, Minjibir Local Government Area, Kano State.**

Beneficiary Testimonials from Participants of the Teacher Training in Kaduna

Using their mother tongue has made it easier for learners - they feel like they do when learning at home, they feel relaxed. We now have less absenteeism because of the engaging books given to learners as they are always eager to

come to school and submit their homework to get praised. **Mairo Ibrahim, Headteacher, Unguwar Sarki Primary school, Kaduna North Local Government.**

Learners understand mathematics better because of PLANE pedagogy. As for literacy, learners now understand that there are additional letters in Hausa that they were not aware of such as the hooked letters B, K, D. Also, parents are happy with the books given to their children and wards.

Hadiza Ibrahim Mailafiya, P2 teacher, LEA Kagoro primary school, Kaduna South Local Government.

The project has played a significant role – provision of teaching and learning materials, such as teachers guide, pupils’ books, anthology books and posters. Training of teachers and school support officers has improved their pedagogy and school management. The trainings also taught teachers gender equality and understanding how to safeguard learners. Our teachers are more motivated, creative, and productive because of the training they received from PLANE. Community awareness is seriously improved because of the involvement of education stakeholders in the community. Supervision, coaching, and mentoring is now a continuous routine by the school support officers which is really improving the teaching and learning process across the local government area.

Muhammed Umar, Education Secretary, Soba Local Government, Kaduna State.

PLANE PROGRESS UPDATE - KADUNA



PLANE Progress Update KADUNA

Teaching and Learning

PLANE Kaduna Team has been providing technical assistance to the State as they work to ensure that learners have the necessary learning materials for improved education. Recently, 97 school support officers in PLANE-supported Local Government Areas received coaching, mentoring and classroom observation training.

Community Stakeholders Engagement

Community stakeholders were trained on effective utilisation and management of PLANE books by pupils. The outcome of the training was subsequent step-down training held in Sanga and Jaba Local Governments, in which 253 participants from 100 schools discussed various strategies for pupils to use and manage their newly received books.

Community Learning Hub

To facilitate and ensure effective management of community learning centres, 120 partners were trained on community engagement, community mobilisation, conduct of community learning hub sessions, and safeguarding. The trained facilitators will manage the PLANE established Community Learning Hubs where trained facilitators will establish and manage learning Hub sessions with children including out of school children.

Non-State Education Sector Regulation

The Kaduna State quality assurance authority has engaged with PLANE on the development of a Private School Policy for effective regulation of private schools. The policy is an update to the existing Kaduna State private school guidelines

and is expected to support the quality assurance authority in effective engagement and regularisation of non-state sector schools.

External Engagement and Media Coverage

State Universal Basic Education Board in collaboration with PLANE, participated in three radio programmes on the International Day of Education. The radio programmes created awareness on the need for parents to send their children to school and highlighted the support PLANE is providing.

Education Governance Strengthening

Kaduna State Basic Education Accountability Mechanism and Kaduna State Local Government Accountability Mechanism are mechanisms, that were established with technical assistance from the PERL programme. Both are State mechanisms to monitor public schools. PLANE's holistic approach to improving learning includes support to the non-state sector, thus, we are working to ensure the mechanisms extend to the monitoring of non-state schools.

Supporting the Learning Poverty Study

PLANE provided technical assistance to the State Bureau of Statistics in conducting a Learning Poverty Study, which aims to establish the learning poverty status of learners in the state. Our team trained state enumerators on data collection and data cleaning and analysis, contributing to the success of the study.

PLANE PROGRESS UPDATE - KANO

PLANE Progress Update KANO

Developing M&E Capacity for Kano State Ministry of Education

The Kano State Ministry of Education has established a new Monitoring and Evaluation department tasked with tracking and documenting education interventions and outcomes in the state. PLANE is working with the State develop their M&E capacity.

Reading Festival and Quiz Competition

In collaboration with the Gabasawa local government council, PLANE held a reading competition for primary school pupils - 12 finalists from six primary schools were in the running. It was attended by the Honourable Councillor for Education, the Education Secretary, representatives of School Based Management Committees, teachers and PLANE staff. The competition enhanced pupils' knowledge, personality and reading skills.

PLANE Boosts Coaching and Mentoring Capacity of 101 School Support Officers

PLANE has successfully trained a cohort of 101 School Support Officers on effective coaching and mentoring of teachers in the 532 schools. The training was aimed at ensuring the fidelity of implementation by trained teachers.

Support for Disability Inclusion

As part of PLANE's ongoing support to entrench Disability Inclusion in schools, the team met with the representatives of the Organization of Persons with Disability in Kano State. We introduced PLANE's approach to GESI, safeguarding and disability inclusion, articulated PLANE's strategy for engagement with the OPD, and explored areas of collaboration and partnership. The participants were

able to develop an action plan for activities that they could support, cutting across all the four PLANE output areas. Stakeholders have committed to advocating for the implementation of the State Disability Law, conducting a census to collect data, and supporting the inclusion of learners with disabilities in schools.

PLANE Support for Education Policy Review and Development

PLANE, in collaboration with key stakeholders, has been supporting the Kano State Ministry of Education in reviewing and developing policies that will improve the education sector. The 2017 Kano Teacher Policy provides an overall framework for human resource management in the education sector. PLANE is working with the state to update the policy and strengthen it.

Education Sector Annual Operational Plan (AOP)

PLANE and partners supported the Ministry of Education, Ministry of Planning and Budget, and other education MDAs in the development of the Education Sector Annual Operational Plan (AOP) for Kano State.

Baseline on Socio Demographic Survey and Findings

PLANE disseminated findings from a graded assessment and baseline on a socio-demographic survey to key stakeholders in Kano State on February 9, 2023. The meeting was chaired by the Director Planning Research and Statistics on behalf of the Permanent Secretary, Ministry of Education.

PLANE PROGRESS UPDATE - JIGAWA



World International Day of Education celebrated

PLANE Window One collaborated with Window Three (implemented by Save the Children) to celebrate World International Day of Education. It was the first celebration of its kind in Jigawa State and the all-inclusive celebration drew commitments from the state, particularly on policy approvals and increased financing of educational activities.

PLANE Delegation Congratulates New Emir of Dutse and Pays Condolences

PLANE led a delegation of staff from FCDO-funded programs in Jigawa to congratulate the new Emir of Dutse, HM Alhaji Hameem Nuhu Muhammadu Sanusi, and pay condolences following the passing of the previous Emir. The delegation included staff from PLANE Window One, PERL/ARC, ESPID, Action Against Hunger, and Save the Children and PLANE Window Three. During the visit, PLANE offered prayers for the late Emir and expressed their support for the new Emir. The message conveyed sought the Emir's support in the delivery of FCDO programs, particularly in the areas of stronger advocacy for sustainability at the state and local levels. The visit was successful in establishing a connection between PLANE and the Emir of Dutse and the delegation received a warm welcome. The partnership with the palace will be instrumental in achieving PLANE's goals of creating more inclusive and effective education systems in Nigeria.

Teacher training for Primary One and Two completed

We kicked off the year with the successful completion of teacher training for primary one and

two on January 16th. This training is a crucial part of our efforts to Reposition teacher capacity gaps and influence school-based activities that encourage stronger professional classroom practice.

Safeguarding reporting mechanisms validated with children's inputs

PLANE Jigawa facilitated a Focus Group Discussion with primary school pupils from public, Islamiyya, and private schools to validate the safeguarding reporting mechanism for schools and the community earlier developed by stakeholders. The focus group discussion was conducted in four local governments. We gained inputs from children to ensure a safeguarding reporting mechanism for schools that is fit for purpose, culturally sensitive and responsive to needs of children. 124 pupils participated in the focus group discussions, that included people living with disability.

Training of School Support Officers

In late November to early December, PLANE organized a refresher teacher training for 66 master trainers and school support officers. This training aimed to equip them with the knowledge and skills needed to effectively step-down the training to the teachers, head teachers and school support officers. Divided into two classes, the training covered essential areas of literacy and math pedagogy, formative assessments, teacher training circles, classroom management and routines. The consultants also conducted field testing of P3 math textbooks in Takur Primary School Dutse.

PLANE PROGRESS UPDATE - FEDERAL



PLANE Supports Federal Ministry of Education to Improve Education Data Management

The Nigeria Education Management Information System (NEMIS) is set to get a boost as PLANE lends its support to the Federal Ministry of Education (FME) to improve their education data and information management system. PLANE and FME, along with PERL-ARC and UNICEF, conducted a needs assessment to determine the status of NEMIS, its operational effectiveness and efficiency, and identification of gaps in the use of NEMIS to meet the education data and information needs of the Education sector.

Collaboration and Partnerships Strengthen PLANE's Visibility

PLANE's collaboration and partnerships with FME, PERL-ARC, and UNICEF continue to yield fruitful results. PLANE, PERL-ARC, and FME worked together to review the Ministerial Strategic Plan (2018-2022). This review provided insights into

challenges and potential areas of support at the federal level. Subsequently, UNICEF and PLANE are developing the next strategy to support FME on Ministerial Strategic Plan 2022-2026.

Workshop Enhances Public Private Partnership Model

Federal Ministry of Education, Lagos State Ministry of Education, and PLANE organised a Public Private Partnership (PPP) learning and experience sharing workshop with non-state school associations and corporate organizations. The workshop, which took place on 25th November 2022, aimed to develop a workable PPP model and enhance the capacities of federal and state agencies to design policies for successful implementation.

From the Editor



I am excited to share with you our 1st newsletter, which highlights the progress we have made towards our goal of working in partnership with the Nigerian government to strengthen its capacity to deliver more inclusive and effective education systems in Nigeria. As you know, our programme is dedicated to improving the quality of education in target schools, increasing teacher competency, and improving primary school completion rates.

In this month's edition, we feature updates on our various activities and initiatives aimed at achieving our goals. From our training programmes for teachers to our efforts to improve state education governance, to raising awareness about child

protection practices – we are committed to ensuring that underserved children have access to quality education.

We invite you to engage with us on [Twitter](#) and [LinkedIn](#), where we share more regular updates on our activities and insights on education in Nigeria. We value your feedback and suggestions as we continue to work towards our goal of improving education outcomes for all Nigerian children. I want to express my gratitude to all our readers for your continued commitment to our shared mission and we welcome your thoughts, so:

- Share your feedback and suggestions with us on social media.
- Stay tuned for next month's edition, where we will feature more updates on our progress towards improving education outcomes in Nigeria.

We welcome your feedback and suggestions on how we can continue to improve our newsletter and our work towards creating more inclusive and effective education systems in Nigeria.

Sincerely,

Enene Ejembi

Editor, PLANE Newsletter

PLANE in the news

- [PLANE launches Community Learning Hubs in Kano](#)
- [The Education Partnership \(TEP\) Centre Summit](#)
- [Dr James Fadokun on Dearth of Teachers](#)
- [PLANE: Kano inaugurates state steering committee](#)
- [Kaduna inaugurates committee for policy on private school](#)
- [Kaduna State education sector budget trend analysis](#)
- [Kaduna](#)
- [Blog on DAI website](#)

BRIEF ORGANISATIONAL OVERVIEW

Partnership for Learning for All in Nigeria (PLANE) is a seven-year Education Programme funded by the UK Government focused on fostering a more inclusive and effective education system in Nigeria. The PLANE Programme goal is to drive sustainable improvements in learning outcomes for Nigeria's children. The PLANE programme works with federal and state leaders, legislators, education providers and parents across Abuja, Jigawa, Kaduna, Kano, Borno, Yobe, the South-East and the South-West. PLANE works on basic education across state and non-state education systems with a focus on marginalized groups, especially girls. PLANE operates through three intervention windows, together these will enable a more inclusive and effective basic education system:

Window One: Getting the foundations right: Focused on strengthening education systems through better teaching and learning, improved governance for state and non-state education delivery, and increased use of data and evidence.

Window Two: Education in emergencies: Focused on creating access to foundational learning for marginalized, conflict affected children and supporting the recovery of systems to enable their continued access and retention.

Window Three: Community support to learning: Focused on building community support for inclusive learning for all children, especially the most marginalized children through advocacy and behavioral adaptation.

