

**ESSPIN is supporting schools to become effective centres of learning at the heart of the community. We are working to improve the way education is managed at all levels of government and to get more and better resources in schools. ESSPIN is helping Nigeria's children to grow.**

## Background

Driving for programme consolidation and state ownership is now the focus in Kaduna. The Ministry of Education took full responsibility to conduct the 2013/ 2014 Annual School Census and produce the final report. The report shows that the average pupil to classroom ratio in public pre-primary schools improved from 70:1 in 2012 to 54:1 in 2013 while pupils' repetition rates decreased from 4.1% in 2012/ 2013 to 2.6% in 2013/ 2014 (falling progressively from 2.8% at Primary 1 to 1.6% at Primary 6).

Capacity building at the LGEA level has been intensified with LGEA School Improvement Team development, orientation for consolidation workshops for community participation and inclusion, and the likes. Also, the government's willingness to provide matching/counterpart funding to donor supports in education development has been rumoured.

## ESSPIN's contribution

In 2014, ESSPIN supported the development of the Kaduna state 2015-17 Medium Term Sector Strategy and this was used as one of the documentation for applying for the Global Partnership for Education Fund. ESSPIN has also supported data collection for the Integrated School Development (ISD) Plan using credible from the 2013/ 2014 Annual School Census; and the results have been presented to SUBEB and LGEAs for intervention in schools.

To strengthen inclusion, a third review of the Gender Champion Initiative was organised with 116 participants gathered to share work experience.

ESSPIN also organised a high level meeting of MoE and SUBEB senior managers including the Ministry of Education's Directors, Permanent members, SUBEB's Executive Chairman, and Education Secretaries to synergize and share ideas on how to facilitate roll-out of

## ESSPIN Impact in Schools

Kaduna state is rolling-out School Improvement Programme to 3,167 new schools; covering a total of 4,225 public primary schools in the state. A-64-member School Improvement Team from the LGEAs has been supported to conduct step-down training on Leadership, Literacy and Numeracy for head teachers and class teachers across all schools. Mallam Kabiru Tukur of School Services Department, Kaduna SUBEB said, *'by the time these SIT members are trained, Kaduna SUBEB would be able to boast of good capacity to strengthen school improvement across the public schools in the state.'*

ESSPIN has delivered a-13-episode radio discussion programme titled: *'What are children learning'* in both English and Hausa languages (making 26 episodes), to help promote and share knowledge on the Learning Outcome Benchmark (LOB) developed in order to strengthen delivery of quality lessons in literacy and numeracy in schools. Parents who have acquainted themselves with the LOB have been helped to assess their children's learning achievement. *'Every day, parents are requesting for a copy of the benchmark.'* Haruna Ibrahim (HOD SM&KMO Kaduna South).

ESSPIN has commenced second term training for 300 persons including zonal directors, principals, quality evaluators and senior academic staff to support the roll-out of SIP to Junior Secondary Schools. The participants are being trained on school leadership and good classroom practices. Shekarah Yaki (SM Academic GSS Fadan-Wate) said *'the training is very educative because it has exposed me to teaching skills and techniques I did not have before'*.

An experience sharing workshop on Water Sanitation and Hygiene conducted by SUBEB across 3 senatorial zones, with support from ESSPIN, brought together all beneficiaries of ESSPIN WASH intervention in schools. *'This workshop has exposed school managers and pupils to the true values of the WASH facilities in their schools'* said Tsanha Barau Bagaji HOD Social Mobilisation in Lere.

An IQTE assessment on English and Hausa Languages, Mathematics and Social Studies was conducted for 13, 591 learners in 222 schools across nine LGEAs. *'It is a great privilege that our children are supported with an initiative as this, I will appreciate that they take learning seriously in this rare privilege'* said the head of Kawo district Alhaji .A. Jibril Hassan Dan'makwayan Zazzau.



### Caption

*School Support Officer - Maraya Danmusa, facilitating a session during a Leadership Training workshop for Head Teachers at a centre in Kudan LGEA.*

## ESSPIN Impact in Communities

A total of 274 volunteer teachers have been supported to deliver Module 18 and 16 of the IQTE lesson plans across 182 Tsangaya schools in Kachia, Jema'a, Kagarko, Kaduna north, Kajuru, Igabi, and Kaduna south. Mallam Armayau said *'the mode of training in the Tsangaya schools is similar to the support provided to teachers in the ESSPIN pilot public schools, and, because of this, it is not very difficult for Tsangaya pupils who transit to government schools to cope with class work'*.

Capacities of 32 volunteer teachers and 6 Support Officers were developed in order for them to be able to support 18 cluster schools in three Pilot LGEAs '. An IQTE Master Trainer, Obadiah Joseph said, *'we have been able to run through the modules and we have learnt so much as a result.'*

A-13-episode radio discussion programme was developed and broadcast on a local radio station to educate stakeholders on ESSPIN/ SUBEB support to Almajiri children in Kaduna state, and to promote achievements. *'The programme is very rich and inspiring- listening to the Mallams and the benefitting children encouraged us. The message is spreading and will make Almajiris to stop feeling neglected'* said SBMC Chairman Kaduna north LGEA Honourable Jibrin Abdullahi.

To deepen community participation in schools, ESSPIN has facilitated a knowledge sharing and activity planning meeting for 11 civil society coordinators and facilitators, 23 LGEA Education Secretaries, 23 Social Mobilisation Heads of Departments and 9 SMD Master Trainers and Director. The CSOs said *'we (CSOs and ESSs) should be held responsible if we fail to achieve set objectives.'*

In Kaduna south LGEA, Women Committee at Army Children School identified and returned 104 out-of-school children to school, *'the mothers took it upon themselves to go from house to house to talk face-to-face with parents of identified children, and this has yielded so much'* said HOD Social Mobilisation Mallam Haruna.

A second round of Albino sensitisation awareness was held with about participants. The President Albino Foundation Jake Epelle said, *'the Emir of Zaria has agreed to become one of the foundation's patrons.'*



### Caption

*Mallam Naibi, IQTE school proprietor in Kachia with one of the learners recording intervention experience in a radio studio.*

## **Case Study – LGEA School Improvement Team deliver training to improve schools.**

Magaji Lawal is very happy to be an LGEASIT member; he now has a capacity to help School Support Officers, Head Teachers and Teachers in his Local Government Area to improve learning achievement in their schools.

The UKaid's Education Sector Support Programme in Nigeria is helping staff of Kaduna LGEAs to deliver quality SI training to all Head Teachers and Teachers. In order to improve the quality of education that learners receive and to help them achieve more, 64 members of staff were drawn from the LGEAs and supported with School Improvement Training so that they can assist to facilitate the effort to roll-out SIP to all public primary schools in the state.

*'This new knowledge is an efficient and effective way of improving our schools; Head Teachers seem to have just become aware of what their actual roles are'* according to the cheerful and enthusiastic Magaji.

*'Head Teachers could not properly manage their schools; School development planning was not done in our schools in the past, and teachers were often not skillful enough to deliver quality literacy and numeracy lessons to learners. As a result, our schools were not effective,'* the LGEASIT member continued.

Pupils' school results were not very impressive in the past, even when a pupil takes first position in class, the aggregates were not always attractive. Some say it was because they lacked sound self esteem, availability of teaching aids and proper school management. But now, Head Teachers have been supported to understand and manage schools; teachers also are being trained and retrained on lesson delivery skills. *'I am happy about the work, I am also more relevant today than I used to be; I support the Head Teachers and the SSOs and they in turn support class teachers'* said Magaji.

Just like Magaji, there are other LGEA staff whose capacity have been built to deliver school improvement support across schools in the communities. ESSPIN is partnering with Kaduna State Universal Basic Education Board to build capacities of education workers in order to improve the learning achievement of children in Kaduna public primary schools.



### **Caption**

*LGEASIT Magaji Lawal (extreme left), supporting a Head Teachers' training on School Development Planning at a centre in Ikara LGEA.*