
Transforming Basic Education in Jigawa

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 to schools. ESSPIN is helping Nigeria's children to grow.

Background

The Jigawa State education sector has been facing some major challenges: dilapidated school buildings; lack of basic facilities such as water and sanitation; poor coordination of school inspection; head teachers' lack of understanding of their crucial leadership role; lack of community support; poor coordination between state and LGA; limited resources for teachers and students; large number of unqualified teachers; unmanageable numbers of pupils in a class etc.

ESSPIN's main priorities in the rural state of Jigawa have been to help schools and communities work together to improve basic facilities, to train the head teachers in how to manage schools and support their teachers effectively, to provide water and sanitation to the poorest communities and to encourage the enrolment of girls. In response to the achievements so far, the State Universal Basic Education Board (SUBEB) is using its federal funds to replicate the ESSPIN school improvement and training model in other schools and LGAs.

ESSPIN's contribution

ESSPIN has given vital support to the Ministry of Education and the State Universal Basic Education Board in their action plans and policy decisions.

Initiated by ESSPIN, a comprehensive school improvement scheme is working in 198 pilot schools across 9 Local Government Authorities. This includes the State School Improvement Team (SSIT) which has been driving forward a programme of training and in-school support for head teachers, class teachers and school support officers.

Working alongside the SSIT, a team of CSOs and Community Support Officers have been supporting and training communities to establish School Based Management Committees (SBMCs).

An Infrastructure Improvement Programme has provided water and toilet facilities in 100 schools, benefiting over 23,000 pupils.

Exciting steps are being taken to integrate modern with traditional Islamiyya, Qur'anic and Tsangaya Education (IQTE) and bring elements of the state curriculum to many more pupils.

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Education Sector
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ESSPIN Impact

SSIT Support - The SSIT have developed the skills of 198 Head Teachers, 73 school inspectors, 900 Class Teachers and 1,389 SBMCs to support the provision of better leadership, improved pupil performance and effective school governance and community support.

Increased enrolment - In the past, the enrolment of Karnaya Primary School in Dutse LGEA was 122 pupils (87 boys and 35 girls). Although the school had good school buildings, a play-ground and water, it lacked any toilet facilities. It also lacked effective leadership. With the support of the SSIT, the Head Teacher, Isa Abdullahi, conducted a School Self Evaluation and discovered how to increase his pupil performance, teacher's motivation and community support. The community was happy with the immediate improved performance of the school and donated books and games facilities and contributed money to build a much needed toilet block. The school enrolment has since increased to 209 students (159 boys and 50 girls).

Improved Teaching and Learning - Tsubut Primary School in Roni LGEA has an enrolment of over 500 pupils. The Head Teacher, Mallam Musa Bala, was struggling to manage the school and spending all his resources on school infrastructure. Since being trained by the SSIT on the School Improvement Program he has discovered how to gain high attainment from his pupils. He is now leading his 18 teachers more effectively and supporting them in child-centred teaching methods to improve teaching and learning. In witnessing the improved success of the school and enhanced achievement from the students the SBMC immediately sprung into action and renovated the 6 school toilets, procured 3 First Aid boxes and donated N10,000 to support the opening of the school bank account - in anticipation for the expected School Development Funds to be provided by ESSPIN.

Jigawa SUBEB has agreed to expand and replicate the Teacher Training programme in to other schools and LGAs using the UBEC training funds beginning from September 2011.

Tsangaya Model - Ahmadu Dudu is a 67 year old man from a small village in Roni LGA who has never had access to basic education before. At the commencement of the IQTE Tsangaya model, bringing basic primary education to Sabon Gari village, 30 children were mobilized to receive education in English, Maths, Hausa and Social Studies. So excited and impressed at the opportunity now given to him, the 67 year old man asked to be enrolled too. Saying *'this is what we have missed, and now the opportunity is here'*



Caption

Tsangaya Model. A Community Teacher, Wakili Muhammad, giving instruction in one of the 10 Tsangaya pilot schools in Roni LGA: Tsangaya Tsinkahna. Students are learning how to greet in English.

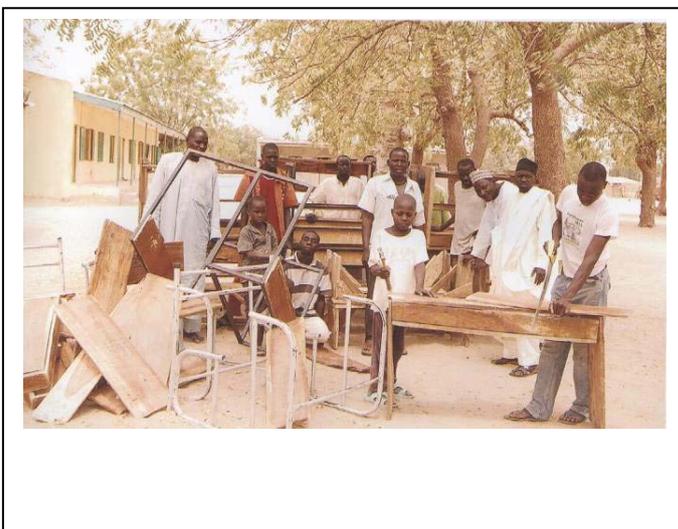
ESSPIN Impact

Teaching aids - In Gabasmari Primary School there were only 16 pupils (11 boys and 5 girls). With the intervention of the School Improvement Program, the school community began to show interest in the education of their children. To encourage the pupils the community contributed to purchase school uniforms for the children and 20 units of furniture. With the regular support of SSIT and School Support Officers, the teachers introduced child-centred teaching methods in their lessons, allowing children to learn in a child friendly and effective way. The community supported the collection of locally available materials and improvised teaching aids to support the participatory learning. The school attendance has since risen to 80 pupils (45 boys and 35 girls) by November 2010.

Girls Enrolment - Hajiya Sakabu is an SBMC member from JSS Zango in Gumel LGA. After attending a community mobilization meeting based on the challenges of girls' low attendance rates in the community she organised a 'feeding programme' providing N5,000 weekly to feed around 17 girls in the school. This has supported and encouraged attendance of girls from poorer families.

Improved Security - "It is our responsibility, not the governments!" said Alhaji Habu Ahmed, an SBMC member from Bariki Primary School in Gumel LEA, after donating money to provide 50 sets of school uniforms for the pupils of the school. The SBMC also repaired all the broken windows and provided padlocks for the doors. The donations which amounted to around N50,000 have provided a safe learning environment for the pupils and helped increase attendance which usually drops during the colder harmattan weather.

Teachers' dedication attracts community response - A member of JSS Zareku SBMC, Alhaji Abdullahi Zareku, was impressed when he saw the dedication of the teachers providing child centred teaching methods using improvised teaching aids on the bare, broken floor. He said " ***If teachers can be this serious in their work, we should all be involved***". He instantly donated N20,000 to support the activities in the School Development Plan and sent carpenters to repair the broken desks and benches in the school.



Caption

SBMC, JSS Zareku. Undertaking repairs of school furniture in response to the monthly meeting held in the school. 150 desks and chairs were provided for classes 3, 4 and 6 pupils. About 300 pupils will benefit from this effort.

Case Study - School planning leads to improved school / community relations

Abba Musa (Solo), a 55 year old Head Teacher of Nasoro Science, Special Primary school, Gumel, Jigawa State was amazed by the amount of change he saw happening in his school recently. He said *“It is wonderful, and indeed surprising and amazing too. In my over twenty years as the Head Teacher of this school, there has never been a time the community is more focused on children’s achievement than now. The amount of support pouring into the school from the community is really encouraging.”*

To Abba Musa, Head Teacher of the primary school in Jigawa State with most children (2969 boys and 2081 girls), the re-awakening among stakeholders and their focus on children’s development can be easily traced to ESSPIN’s intervention for school improvement. Before the intervention, the school had no vision and the relationship between the school and the community was poor. Nasoro Science Special PS feels lucky to be selected as a target school in Gumel LGEA. This marked the beginning of a positive change for the school.

After attending the ESSPIN trainings, Abba Musa completed the School Self Evaluation (SSE) and shared the results with the SBMC and the wider community. Later he organised several meetings with the SBMC to share the School Development Plan (SDP). Thereafter, drastic changes in school-community relations began to manifest. People started trooping in to assist the school in many ways to support the implementation of the SDP and help the school achieve its vision. Instructional materials such as books and other stationery were donated by parents. 1,745 children were provided with uniforms, school bags and exercise books. 16 Children with special needs were also provided with learning aids and wheel chairs.

Abba Musa now feels that with the support of the community behind him he can continue to lead and develop an effective school and provide successful support and mentoring to his 78 class teachers to improve teaching and learning. He looks forward to the future.



Caption

The SBMC presenting writing materials and other resources to 1745 pupils at Nasoro Science Special Primary Gumel in Support of the implementation of the SDP on 25th Feb 2011