
Transforming Basic Education in Kaduna

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

Kaduna will find it difficult to meet the 2015 Millennium Development Goals. On enrolment, the 2009-2010 Kaduna Annual School Census shows Primary 1 enrolment to be quite high - 95% for boys and 80% for girls. But far fewer children complete Primary school and only 40% of boys and 35% of girls enroll in Junior Secondary. Higher enrolment and retention rates might be achieved if schools and teaching were of a high quality. Unfortunately, this is not the case. Many schools are in poor physical condition, often with no water or toilets. Inside the classroom, recent surveys show that teachers do not have sufficient subject knowledge, literacy/numeracy skills or teaching competence to perform well, while leadership of schools by Head Teachers and support to schools from Local Government Education Authorities (LGEAs) is weak.

ESSPIN's contribution

ESSPIN is partnering the State Ministry of Education, State Universal Basic Education Board (SUBEB) and seven LGEAs in a pilot School Improvement Programme. As well as installing water and toilets in 60 schools, the pilot is building Head Teacher capacity to be 'leaders' of schools; improving LGEA support to schools; and training teachers to use child-centred methodologies. 165 Head Teachers, 50 LGEA staff and over 730 teachers are benefitting from a modular programme delivered by the 24-member, ESSPIN-trained, State School Improvement Team (SSIT). ESSPIN is also developing School-Based Management Committees (SBMCs) in the same 165 schools, training nearly 3,000 community members to serve on SBMCs which will provide a bridge between schools and their communities. As the institutional environment also needs strengthening for these school improvements to succeed, ESSPIN is supporting relevant planning and organisational reforms. Successful initiatives to-date include the development of a new Quality Assurance Board and a new Advisory Service Unit within SUBEB.

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ESSPIN Impact in Schools

ESSPIN's water and sanitation programme will help improve the school environment, in particular for girls. So far, 21 bore-holes have been dug across the 7 LGEAs where ESSPIN is operating and work is about to begin on a further 40.

Jemila Bello, a pupil of LGEA Gwari Road Primary School in Kaduna North, says her parents now allow her to go to school because of the provision of water in the school premises: *"I no longer have to carry water when I am going to school and we do not go out into houses to look for drinking water during break time"*

The Modular School Improvement Programme targeting Headteachers, class teachers and staff in the LGEAs began in late 2009. Since then, the 24-member State School Improvement Team (SSIT) (15 males and 9 females) have trained 164 Headteachers (129 males, 35 females) to develop school plans, manage school finances and lead their teaching staff in a professional way. Over 730 classroom teachers (371 males & 360 females) have received their first training in child-centred methodology.

Headteacher of Fadan Model Primary School, Kagoro, Mrs. Veronica H. Suku, says the training she received has helped her support rather than supervise her classroom teachers. *"The training I have received has really improved the quality of learning in classrooms as primary 3 pupils can now read. This has helped increase enrolment in my school from 370 to 430 pupils"*

The 24-member SSIT who are delivering all the School Improvement Training have all received intensive training from ESSPIN. Mrs Hope Gajere, the SSIT member responsible for work in Kauru LGEA, says she has seen a remarkable improvement in the teaching and learning in schools: *"Headteachers now have a clearer understanding of their roles. They delegate responsibilities to teachers, while the District Education Supervisors (DESS) now support Headteachers instead of the usual supervisory roles. The schools are more interesting and welcoming"*



Caption

Pupils sitting in a learner friendly classroom in Chori LGEA Primary school, Kauru LGEA.

Community Participation in School Development

Communities have been sensitized and SBMCs recomposed according to State adopted Policy Guidelines in Kaduna in 165 school communities. 2,839 SBMC members have been trained and are being mentored by 35 members of civil society and government partners (CGP). The CGP is made up of SUBEB Social Mobilization Department staff and partner CSOs trained by ESSPIN in community engagement, voice and accountability in relation to strengthening school governance.

Following the trainings, the SBMC in LEA Kurmin Mata, Kachia LGEA started constructing a block of two classrooms. They applied for support from the Area Development Authority after the roofing stage. The request was approved; the building was completed and painted. Other such stories abound across the ESSPIN schools. Training materials have been purchased, resources have been mobilized and a growing sense of school ownership has begun to spread in selected communities.

The SUBEB pilot IQTE schools for almajiri boys have recorded the enrolment of 76 school girls in 4 ESSPIN focal LGEAs. Evident improvements in teaching methodology and learning have also been observed. This follows a training of 38 integrated teachers, 6 Desk officers from 6 ESSPIN LGEAs and 2 Desk officers from SMOE and SUBEB on use of resource materials and child centered-learning methodologies. Approximately 450 more *almajiri* children in the community are already on the waiting list from 15 Tsangaya schools.

Head Teachers now feel more comfortable sharing and planning for school development together with the community. Education secretaries have noted the positive impact of SBMCs in teachers' attendance and participation in class as well as an increase in learners' motivation.

According to staff from one of the partner CSOs ESSPIN is working with:

"Children participate more freely in discussions and make contributions on their needs" – Lifeline

"Initially, women were reluctant to speak. They however opened up as the meeting progressed... are now carried along in SBMC work and ensure that their children attend school." – Fantsuam Foundation



Caption

Community meeting on the state of Rimau Primary School, Kajuru LGEA.

Case Study – ESSPIN helping more children to stay in school

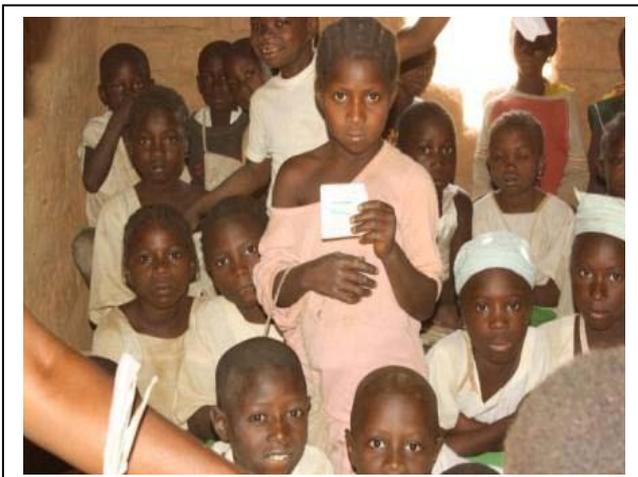
Sarah Gwom, a 7-year old Primary 2 pupil at Chori School in Kauru LGEA, says: *“ I now attend school regularly and I’m punctual at school because I always look forward to seeing my teacher use broomsticks, stones and empty cartons and cans to teach me. I now know how to do my maths at home and help my mother calculate change in her trade, I am really excited”*.

Before now Sarah says she dreaded going to school – she preferred to help her mother either do some home chores or sell her groundnuts and kolanuts. Even then, when it came to calculating the sales she and her mother very often didn’t get it right.

So what has changed? Sarah says: *“Now I can help myself and my mother do these small calculations. Not only did I not like school because of calculation, but because of my teacher also, I used to think she doesn’t like me as she flogs me at any mistake, but now she takes her time to listen, teach and correct me, she is more friendly now, so I like to come to school”*

Sarah is not the only child from Chori School to see change - about 20 more children from the same ESSPIN supported school have reported similar experiences. Sarah is also able to influence her friends in a positive way. She has used her experience to encourage other children: *“As I now enjoy going to school, I have also encouraged my friend Asabe to come to school with 5 of my other friends. We are all in the same class 4. There are more girls now in my class. This is because my teacher now teaches me in a different way. I can express myself, and even when I’m wrong I am not shouted at but corrected. Things are really changing in this school and my village”*

With DFID funding and support, ESSPIN is working to improve the quality of basic education in Kaduna State. ESSPIN sees teacher professional development as a priority. The Ministry, too, sees the importance of reform and is leading the teacher quality process through the Teacher Education Quality Task Team (TEQTT) and by establishing the State School Improvement Team (SSIT). ESSPIN has played a lead role in developing the professional capacity of the SSIT to provide quality training to Head Teachers, LGEA School Services staff and teachers.



Caption

Sarah in class, learning her numbers with pieces of paper as teaching support materials, in Chori Primary School, Pari District , Kauru LGEA.