

**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

Jigawa state continues to demonstrate great commitment in scaling up the ESSPIN School Improvement Programme (SIP) model with an allocation of N125 million approved from the state budget. This money is for Teacher Training and School Based Management Committee (SBMC) development for 303 additional schools in 18 Local Government Areas not initially covered. The state has also committed N115 million from its federal UBEC Intervention Fund to support the SIP.

ESSPIN has continued to make strides towards Access and Equity targets in Jigawa by reaching 3,000 pupils under the Nomadic Education Initiative funded through its Challenge Fund. With the training of Community Volunteer Teachers by the State School Improvement Team (SSIT) and strategies such as the Targeted Voucher Scheme in 40 pilot schools there has been remarkable increase in enrolment figures and improved attendance.

## ESSPIN's contribution

ESSPIN continues to provide necessary support as Jigawa scales up its SIP. More School Support Officers have been selected and trained. 40 Staff of the State Universal Basic Education Board (SUBEB), 65 at LGEAs and 198 Head Teachers have all been sensitized to take appropriate roles and responsibilities in the process.

ESSPIN has worked with SUBEB to develop an implementation work plan as well as budgetary/disbursement plans to fast track the process. Alongside SIP, the state is also committing to replicating and consolidating SBMC development in 501 schools / communities. 54 Social Mobilization Officers (SMOs) have been trained to work with contracted Civil Society Organizations in the process.

Meanwhile significant progress has been recorded in the Islamiyya, Qur'anic, Tsangaya Education (IQTE) and Girls Education (GE) pilot initiatives where 98% attendance (under IQTE) and 258 girls re-enrolled (under GE) have been achieved.

## ESSPIN Impact in Schools

**State School Improvement Team Support** - ESSPIN and the state Ministry of Education and SUBEB have concluded arrangements to implement the scale up of the SIP model with corresponding Monitoring and Evaluation processes. There has been an increase from 198 to 501 schools to be supported.

**Teacher Training and DFS** – A total of N59,400,000 has been released to selected pilot schools under the Direct Funds to Schools initiative. This process has been supported by rigorous financial and leadership training for the Head Teachers to enhance prudent utilization of the funds. This initiative has generated strong school-community collaboration for improved school performance.

**Improved Teaching and Learning** – *“I really enjoy and appreciate this call to service. I have always desired a means through which I can affect the lives of people positively and being a member of the SSIT has offered me that chance. ESSPIN has built our capacities to highly appreciable levels. Binta Useni Umar SSIT member.*

**Challenge Fund** – *“ESSPIN stands for quality and always exceeds our expectations”* says Alhaji Lukman Idris, Secretary, SUBEB Jigawa State. Responding to ESSPIN investments, the School Support Committee (SSC) in Kwanar Bulba mobilized resources worth about N80,000 adding it to the maintenance funds given them to build a block of two classrooms. Another SSC in Kullumi Community Nomadic School in Birnin Judu raised N70,000 to construct shelters for pupils whose numbers have increased from 154 to 340.

*“This is a competition and ESSPIN has increased the stakes for us. Whenever ESSPIN beckons, it is always worthy of immediate response because its gestures towards us have always been worthy.”*-Alhaji Ali Manu, Chairman, Jigawa Agency for Nomadic Education.

**The Girls’ Education Initiative** – ESSPIN’s initiative in supporting education in local communities in Jigawa has gathered momentum and is becoming a template for the state government in addressing gender issues in basic education.

*“We are very proud and happy with ESSPIN for the regular support given to us and our children especially our girls”*-Zainab Liman, parent of A’isha Liman in Dagacheri community.



**Targeted Education Voucher Scheme:** Community heads and head teachers of nomadic schools receiving school materials purchased with ESSPIN funds.

## ESSPIN Impact in Communities

**Community participation** – ESSPIN’s work in the communities continues to witness unrivalled improvements in community participation within Jigawa state.

Auno Community Nomadic School in Kafin Hausa had collapsed due to the lack of community support. When ESSPIN stepped in with its Challenge Fund initiative, the community was mobilized and the school was resuscitated. Enrolment in the school has increased to 144 (91 boys and 53 girls) while attendance has increased from 13% to 79%.

*“We have now been awakened to support basic education for our children”* says the Chairman of the Auno Community Nomadic School Support Committee.

Lami Muhammad Nafada is the mother of Khadija Nafada, a beneficiary of ESSPIN’s GE work in Miga LGA. She says: *“I am very happy that my daughter is one of the beneficiaries of this great work. This will encourage her attendance in school and also her completion of primary education and even beyond”*.

Three orphans, two of whom are twins, in Dabi community abandoned school due to their poverty and lack of adequate care. The School Based Management Committee supported the children to return to school. The SBMC sought the collaboration of other community groups like the Dabi Worker’s Forum and provided the children with school uniforms, exercise books and money for feeding at school during break time. *“I feel very happy about this help which the community has given to us and much more happy to be back in school with my friends”* says Hassan, one of the twins.

The community members in Dabi now have a better understanding of the role of the community in enhancing basic education due to the mentoring visits supported by ESSPIN through the Kamala Community Health Initiative Civil Society Organization.

Rakiya Bagana, a woman member of the SBMC and parent to A’isha Bagana a primary 5 pupil, contributes to the running of Nurul Huda primary school by providing pap for pupils in the school. She states enthusiastically, *“We must support these children as they strive to be educated, especially the girls because the times are changing and we cannot be left behind when such an opportunity has come calling.”*



**Nomadic Education:** Pupils attending classes in one of the structures built with the ESSPIN Challenge Fund TEVS to nomadic schools.

Case Study –Ubale’s teaching inspires pupils at Garbo Cluster in Miga  
“A lot of the children from the community want to come into the class when my lessons are going on. They find the methods I use in teaching appealing, especially when they hear my pupils singing songs” says Mustapha Ubale, a 22 year old community teacher trained by ESSPIN and working in the Garbo cluster at Miga Local Government, Jigawa state. Mustapha teaches in an Islamic Tsangaya school. As he teaches, other pupils from the community want to get a glimpse of what is happening in his class. “The children in the community are always at the window wanting to learn these new songs and join in the games and group work that we engage in during the lessons”.

ESSPIN’s involvement with the Islamic, Quranic and Tsangaya Education (IQTE) initiative in Jigawa has ensured that well trained and trusted individuals from within the community serve as teachers to Muslim children, thereby increasing access to basic education – in many cases to those from very poor backgrounds. Whilst maintaining their traditional approach to education, these schools are responding to local demands for other subjects (initially mathematics, social studies and English) to be taught.

ESSPIN understands the challenges of integrating elements of a modern curriculum into religious schools and is always in dialogue with the communities to ensure a shared understanding of the process and its anticipated outcomes. School Management Committees include the malams who are the proprietors of the schools, the parents of some of the pupils and also the support teachers.

*“I am learning a lot from my teacher, and my friends as well as we work together. I hope that one day I will complete school, get a job and be able to help the needy”* says Adamu Idris, a pupil in Mustapha’s class.

*“I don’t beat the children because we have been trained not to do this since it does not aid the process of learning. The children are now very responsive and participative in class. I have never seen children so enthusiastic and confident in answering questions”,* notes Mustapha. This has been the hallmark of almost all the Tsangaya schools whose teachers have been trained by ESSPIN.

Mustapha adds, *“Other teachers want to be trained in these methods as well”*



Mustapha Ubale, a community teacher under ESSPIN’s IQTE initiative, involves a pupil in a mathematics lessons.