

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

Although everyone recognizes that more efforts need to be made to raise standards in schools, the Kaduna State Universal Basic Education Board (SUBEB), in partnership with all 23 Local Government Education Authorities (LGEAs), School Based Management Committees (SBMCs), other Civil Society groups and supported by ESSPIN, has made significant improvements to primary education over the past two years. Positive changes have occurred in enrolment for both girls and boys, including the Almajiri boys from Islamic schools and children with disabilities who are being encouraged to attend school. Head teachers and teachers are showing greater levels of responsibility and accountability and, perhaps most importantly, more teachers are using a child-centred approach in their classrooms. Communities are contributing to these improvements through the work of SBMCs and by actively liaising with their schools and LGEAs on key issues.

ESSPIN's contribution.

In tackling issues of **enrolment and inclusion**, ESSPIN has helped train a 3rd cohort of 106 volunteer community teachers (81 males / 25 females) from Igabi, Kaduna North and Kaduna South LGEAs to teach in their local Tsangaya schools, which many Almajiri boys attend. ESSPIN has also supported an innovative farming scheme under the Almajiri programme. ESSPIN provided 116 Tsangaya schools with 48 bags of fertilizer, 870 bags of seeds, other agricultural products and training for the Alarammas on how to use these materials effectively. The aim is to keep children off the street where they go begging in search of food, by supporting the Alarammas to feed the children and develop the schools by selling the surplus. ESSPIN has also focused on making education inclusive of all children through a special **Challenge Fund** which has supplied twelve schools in Makarfi and Kachia with items such as school bags, daily snacks, and exercise books so poor pupils can attend; some school renovation work and a modest level of teacher training.

Impact in schools – getting more children, including those with difficulties, into school and keeping them there

Children with mobility problems can now ride to school – ESSPIN has donated 15 tricycles to children with disabilities (7 in Kajuru, 4 in Kudan and 4 in Makarfi) so these children can now attend and participate in school. 12 years old Rukaiya Aliyu from Kudan describes how her tricycle has helped her: *“Before, I was forced to stay at home in my village, now I can go to school on my tricycle and join the other children. I am beginning to learn...”*.

Local food production for Tsangaya schools – To help feed children attending Tsangaya Schools, and thus help them to spend more time in school, ESSPIN has supported a farming initiative (outlined on page 1). The Alaramas play an important role in this scheme, and although it’s too early to comment on the full impact, there is already a sense of optimism over the scheme. Alarama Mallam Umar Liman of Kachia says: *“This scheme is a great help to us and an eye opener to the fact that our children can be kept off the streets. We really look forward to our harvest and the changes that will follow.”*

Training of IQTE teachers by the ESSPIN trained-Master Trainers is continuously ongoing. Armayahu Umar Mohammed, an IQTE Master Trainer in Makarfi LGEA says, *“I see it as a great privilege to be trained as a Master Trainer in IQTE, now I have no fear of providing training to any IQTE teacher. I have been improved and I am still improving as I train other people. I am very proud now because I have the skill to support our Almajiri children to acquire education and to have a better future in the long run”*.

The ESSPIN SIP building has also enhanced development in schools. Enrolment is being driven up as a result of a learner-friendly environment created by the efforts of properly trained and supported teachers, functional SBMCs, available resources for minor repairs and better school management.



Children from Kajuru, Makarfi and Kudan LGAs trying out the tricycles donated to them.

ESSPIN Impact in Communities

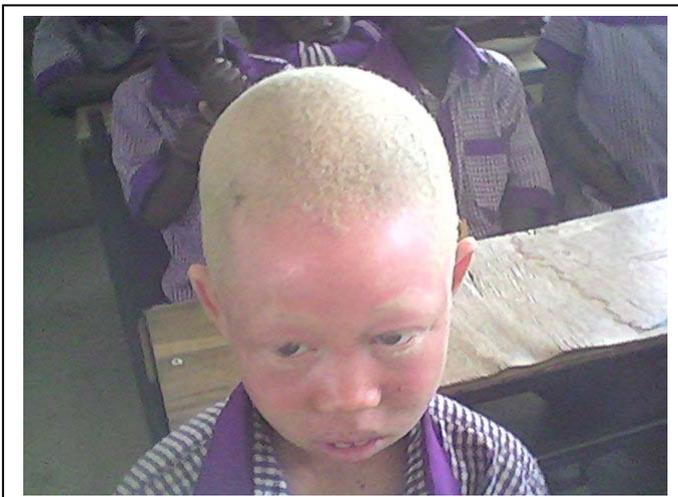
ESSPIN supported the first Albino Sensitization Workshop for teachers, caregivers and parents which focused on helping albino children gain protection from skin cancer. 13 albino children participants had their Albino Foundation registration fee paid for by an anonymous donor, while two albino children (1 girl and 1 boy) were sponsored for one year. The event received national press coverage. Through the sensitization, 21 year old Moses Wasa of Kajuru local government was identified as a cancer sufferer and has been conveyed to the National Hospital Abuja for an operation (costing about N2 million) to be sponsored by the Albino Foundation.

In Jankasa Rimau district, ESSPIN supported over 3,000 people living in the community with potable safe water from a borehole. The people formerly trekked about 2 kilometers in search of water at a stream.

As a result of the implementation of the ESSPIN Challenge Fund initiative in distant communities with poor access to education, the SBMC has made plans to get a permanent site for Tasha Yari III, which is one of the three new schools opened in Makarfi LGEA. Over 500 children currently struggle to get to school across a dangerous road which has seen many accidents.

Community participation in improving schools: In a partnership initiated by ESSPIN, Kaduna SUBEB signed a N56million contract with 12 CSOs in the State to revive and train SBMCs in 480 schools using the ESSPIN model. This will allow successful work piloted by ESSPIN over the past 2 years to be extended to many more schools. Mrs. Lydia of Grassroots Awareness Trust says: *“We are grateful to the state government because this serves as an opportunity for us to do our bit to help”*.

SBMCs collaborated with CSOs in forums in all six ESSPIN LGEAs to share experiences and success stories as well as raise awareness of ongoing challenges. LGA Chairs, Councils, Education Secretaries, HODs, Traditional Leaders and heads of local communities acknowledged government commitments and sensitized participants on SBMC activities. The LGEAs voiced demands that government should provide sufficient teachers, promote teachers due for promotion since 2008, promptly pay salaries and seek to continue with ESSPIN initiatives.



James Isa, aged 6, from St. John's Nursery and Primary School in Banikanwa Mai-ido District of Kachia is one of the albino children to benefit from the Albino Sensitisation Workshop.

Case Study – Title

ESSPIN's interventions in Kaduna are having a positive impact on all the major elements of basic education – head teachers, teachers, interaction with local communities, school infrastructure, and how education is planned and managed.

Islamiya Qur'anic Tsangaya Education IQTE in Kaduna is making rapid progress. The ESSPIN intervention focuses on the Qur'anic schools where the Almajiri children are being introduced to basic literacy and numeracy. The speed at which they are learning is faster than those who are in the normal class room situation.

Volunteer teachers have been trained to help in instructing these children for two hours in between the Qur'anic sessions. Teaching aids have been provided. It is amazing to the Alarammas that their children have been transformed in such a short time.

Mallam Ahmed Dauda, an Alaramma in Ungwar Liman of Kachia LGA says, *“I am very grateful to ESSPIN for the change they have brought to our lives. I have about 150 pupils in my school and four teachers trained by ESSPIN. Today, I am proud to say that some of my pupils can now read letters. In the days before ESSPIN's intervention, pupils could not write their names nor read letters when we receive such, but now it is amazing that we no longer take our letters to outsiders to read for us - we hand them over to students who have learnt to read. Although all the students do not all read at the same pace, they are doing well. We hope that with more instruction they will improve a lot more.”*

It has been observed that learning is fast in the IQTE schools. Ahmed explains, *“Because our pupils are used to memorizing the Quran, learning is faster for them and I believe even faster than pupils within the four-walls of the primary schools. I believe it is a good development to have these children introduced to literacy and numeracy.”*



Ahmed Dauda, an Alaramma from Ungwar Liman in Kachia LGA, standing in front of his farm