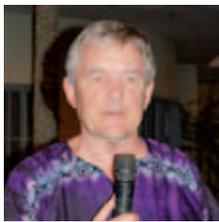




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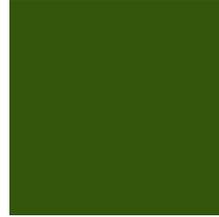
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**Above**  
Members of the SBMC at Unguwan Kanawa LEA Primary School, Kaduna, inspecting a school building.

# esspin express

## SBMCs record significant progress

Two research reports on School-Based Management Committee (SBMC) development in ESSPIN-supported states show that SBMCs are taking ambitious action in response to a range of issues identified in their communities, including enrolment and drop-out, school infrastructure and teacher management. They are increasingly focusing on the more complex issues of child protection and exclusion. SBMCs are also mobilising substantial community contributions to schools.

The qualitative report on how newly activated and trained SBMCs are performing in their communities was based on two rounds of independent research with approximately 1,180 participants. The other report is an analysis of data collected by the ESSPIN supported Civil Society and Government Partners during their mentoring visits to more than 1,500 SBMCs and school communities over a period of 12 months.

Continued inside on page 2.

esspin

Education Sector  
Support Programme  
in Nigeria



UKaid

from the Department for  
International Development



**Above**  
Ron Tuck  
says goodbye.

## Organisational profile

ESSPIN is one of a set of State Level Programmes (SLPs), funded by the UK Department for International Development (DFID), which work on governance, accountability and the delivery of health and education services. ESSPIN supports federal and state authorities as they work to both reform the governance of education and to improve the quality of education that children receive.

ESSPIN is a partnership between the Nigerian Government and DFID. The six-year programme (2008–2014) supports federal and state governments – in Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos – in their efforts to develop effective planning, financing and delivery systems that will improve the quality of basic education.

ESSPIN supports simultaneous action on multiple fronts. Support for schools is accompanied by support for communities, support for state and local government and support to develop federal laws, policies and budgets.

ESSPIN is managed by a consortium of partners led by Cambridge Education, a member of the Mott MacDonald Group.

## Continuation from cover SBMCs record significant progress

Other key highlights from the reports are that SBMCs are engaging government to address issues that communities are not able to tackle on their own. Stakeholders also confirmed that SBMCs' and communities' analysis of problems in schools is enabling better planning and resourcing of education.

## Nigerian Futures: capturing voices on impact of education reforms

'Nigerian Futures', a new collection of short films about education sector reform in Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos has been completed. The films document the school improvement programme being supported by ESSPIN and focus on personal testimonies from schools and communities as evidence of the changes taking place. They are scheduled for broadcast on national and state television stations and will be widely available on DVD and on the web.

## Kano boosts IQTE in eight more LGAs

The Kano State government has approved and released N50 million for the roll-out of the ESSPIN-supported Islamic Qur'anic Tsangaya Education to a further eight Local Government Areas. The amount is additional to N18 million released in 2011 to launch the state's support of the initiative.

## Ron's gone

29 June 2012 was Ron Tuck's last day as ESSPIN's National Programme Manager. In Ron's own words, 'ESSPIN was the best job of my life and the most worthwhile cause.'

Ron worked on ESSPIN for nearly three years. He combined an insightful grasp of the complexities of a major programme like ESSPIN with a personable management style that significantly contributed to a strong team ethos. Ron will be greatly missed and the ESSPIN family wishes him all the best in his future endeavours.

Congratulations to Kayode Sanni, who steps up as National Programme Manager, and Jake Ross, who takes on the Deputy NPM role.

## Lagos makes SBMCs school-based

Lagos State is changing the organisation of School-Based Management Committees (SBMCs) from cluster-based to school-based. Already 603 SBMCs supporting individual schools have been formed in addition to the 154 SBMCs supporting clusters of schools. However the committees are functional in only 80 schools whose SBMC members have been trained and supported.

The state is expecting N150 million UBEC funding which it plans to use to train and support SBMC members and to form new SBMCs.

**Below**

A temporary shelter provided for the beneficiaries of ESSPIN Challenge Fund in Jigawa.



**Targeted Education Voucher Scheme in Jigawa**

'ESSPIN stands for quality anytime. Whenever they reach out to us we know they will exceed our expectations'. These were the words of an excited Alhaji Lukuman Idris, Secretary of Jigawa State Universal Basic Education Board (SUBEB) at the launch of ESSPIN's Targeted Education Voucher Scheme (TEVS).

The initiative seeks to provide access to education for children in vulnerable and hard-to-reach communities, especially nomadic ones. ESSPIN Jigawa uses its Challenge Fund initiative to support nomadic communities who have established schools to provide basic education to their children.

The TEVS is targeted at 40 pilot schools that have been supported in the past and have recorded an increase in enrolment and attendance. TEVSs will help the schools to acquire more learning materials for newly enrolled pupils and to provide them with uniforms. Parents will be encouraged to ensure their children attend school regularly.



**Above**  
Kwara Governor Abdulfatai Ahmed (right) meets ESSPIN.

**ESSPIN Kwara visits Governor Ahmed**

The ESSPIN Kwara Team paid a courtesy visit to Governor Abdulfatai Ahmed at the Government House, Ilorin on Tuesday 15 May 2012. The visit formally introduced ESSPIN to the Governor and briefed him on ESSPIN's support to improving the quality of basic education in the state. The Governor expressed his delight at ESSPIN's interventions, describing the programme as one of the best initiatives in the education sector. The ESSPIN Team was led by the State Team Leader, Emma Mba, and supported by then Deputy National Programme Manager, Kayode Sanni.

**600 Lagos schools to benefit from Integrated School Development model**

Lagos State is applying ESSPIN's integrated approach to school improvement in 500 more public primary schools. ESSPIN introduced the approach as a model for improving the quality of teaching and learning in 100 schools in 2010. Training for head-teachers and teachers in the additional 500 schools has started. Lagos SUBEB is seeking more funds to roll-out the approach to the remaining 401 public primary schools in the state.

**Below**

Enugu drama troupe performing at Community Primary School, Ngwo Uno.



**Enugu community theatre gets an encore**

The use of community theatre as an advocacy tool achieved dramatic results in Enugu state. Following 15 days of theatre performances in the state in April, Commissioner of Education, Dr. Simon Otuanya asked the drama troupe to stage a performance to launch the state's 'Back to School' campaign.

The drama troupe, formed and trained by ESSPIN and the Youth Adolescent Reflection and Action Centre (YARAC), performed 'Back to School' for the Honourable Minister for Education, Professor Ruqqayatu Ahmed Rufa'i, and south east state governors. The play highlighted the importance of enrolling all school-aged children, especially boys - an education priority in the south-east region.

Earlier, the troupe had participated in the ESSPIN community theatre project and presented a drama entitled 'Igwe Bu Ike' (Unity in Strength) to 28 communities. The play advocates the importance of School-Based Management Committees in school management and governance. There have been similar ESSPIN theatre productions and tours in Lagos and Kwara in 2012.

## Kwara State

ESSPIN infrastructure inputs include the provision of water, toilet blocks and classrooms to a limited number of schools. Pupils, teachers and communities in close proximity to the schools are benefiting from improved access to clean water.

‘I used to go outside the school to fetch water to drink, sometimes to Ipata Market where my mummy sells pepper. I don’t do that again. Now we drink water from the borehole they [ESSPIN] gave us. The borehole is very good.’

**Falilat Laro, 10,  
Primary 4 pupil of Ipata LGA  
School A/B.**

‘Since I joined Ipata LGA School in 2007, we have not had as much support as we do now. We have now a borehole, toilet facilities and some classrooms were renovated. We the teachers have been trained on numeracy and literacy up to 3-4 times.’



**Mrs S.M. Abdullahi,  
Primary 2 Class Teacher,  
Ipata LGA School A/B.**

## Lagos State

ESSPIN’s school improvement model provides pilot schools with head teacher and teacher training. State School Improvement Teams (SSITs), have been established in all programme States and are leading the training for head teachers, class teachers and school support officers.

‘We spend less time writing on the chalkboard now, and do less talking. The children don’t sleep in the class again because they are always doing activities. And what they see and do, they remember.’

**Ajape Kafayat Omowumi,  
Teacher, St Peter’s Blessed  
Primary School, Agege.**

‘I used to be shy to answer questions before. But our teachers told us to work together in groups and say whatever we know or think. They also make us to do different activities. Now I answer English Language and Mathematics questions very well.’



**Okeke Daniel, 11,  
Primary 5 pupil of Ajegunle  
Primary School, Agege.**

## Kano State

ESSPIN works with education authorities and communities to help develop ways of bridging gaps between religious and non-religious school curricula

‘The aspirations of the people of the community have been responded to by ESSPIN. This school was not in existence before, but the community demanded for it because they want their children to be educated and ESSPIN was ever ready to help us with its work with Islamic schools.’



**Mallam Mukhtar Abubakar,  
Proprietor of Islamiyya School  
in Fagge.**

‘You can see the transformation that is going on in our school due to ESSPIN’s efforts. We have water and our teachers are being constantly trained and monitored to deliver quality basic education.’

**Head Teacher,  
Gobirawa Special Primary School,  
Fagge.**

## Kaduna State

ESSPIN has focused on the establishment and functioning of School-Based Management Committees (SBMCs) as the main vehicle for strengthening the capacity of communities to support schools and articulate demand for better quality, inclusive education.

‘In all Kaduna Local Government Areas, we were the only one that did not have a primary school. So the members of the community came together and raised the sum of N250,000 to buy land and we started building two classrooms and added six later to start the primary school. ESSPIN has helped a lot in this school, besides the money they have given to us, or the borehole they sank. They have given our teachers series of trainings and we have seen the results.’



**Jubril Abdullahi,  
SBMC Chairman.**

‘School is now viewed by communities as their own. This is different from what it used to be.’

**Grace Billa, Executive Director,  
Lifeline Education Resource  
Development Centre, Kaduna.**

## Jigawa State

SBMC development is also gaining pace in Jigawa.

‘What we do through the SBMCs has never happened before now. I have recently visited one of my pupil’s houses to see why she has not been coming to school. I did not do this before. ESSPIN works with us on the SBMCs and truly change has come.’

**Ibrahim Danfillo,  
Head Teacher Lafiya Community  
Primary School.**

‘I repair the furniture of the school without taking money from them because I am a member of the school’s SBMC and this is my own contribution to the development of the school. That is what we have learnt and have been taught - that we do not have to give only money. So what I have is what I am giving.’



**Isyaka Ilyasu,  
SBMC Member,  
Madabe Primary School.**

## Enugu State

ESSPIN’s Challenge Fund allows children from poor families to access basic education.

‘Some of the children are orphans and come from very poor homes and cannot afford an education. The Challenge Fund has brought hope to these poor children.’

**Ilo Edith – Teacher,  
Queen of the Rosary Nursery/  
Primary school,  
Ugwuanga, Enugu State.**

‘ESSPIN is not like a project that encourages people to think “Come let’s share the money and you go.” No, it’s different! Rather they are saying “Government, we have come to show you a model that can work and you must do the replication throughout the state.” It is a big eye opener. That is why the Missions have vowed to continue even after ESSPIN leaves.’



**Rev. Freeman – Methodist  
Education Secretary.**

# evidence of impact

## Impact Enugu

### ESSPIN Impact in Schools

Improving the quality of teaching and learning in primary schools is at the heart of the School Improvement Plan (SIP). 12 members of the State School Improvement Team (SSIT), 25 School Support Officers (SSOs), 121 head teachers and over 400 primary school teachers are being trained and supported to make a difference where it matters most - in class.

Blessing Ozoike, one of the SSOs in Udi LGA says of her participation in the SIP: 'It gives me joy to work with teachers and see the improvement that is happening in their teaching and learning on the part of the pupils. The ESSPIN school improvement programme has built my capacity and now I'm able to support teaching and learning.'

Antonia Odika, an SSIT member who reported that her participation in the SIP had widened her knowledge and improved her skills in helping to improve teaching and learning in schools, says of her experience, 'I've visited many schools and I'm able to interact with head teachers, teachers and even pupils.'



**Above**  
The SSIT is helping teachers adopt more interactive approaches so learners engage more in their lessons.

The head teacher of Community Primary School, Obioma in Udi LGA is particularly happy about the outcome of SIP on his pupils and teachers. He says the children are happier, enrolment has increased and teachers are teaching better. He is particularly happy about the phonic approach to literacy.

The provision of clean water and sanitation to schools is another important part of the SIP. To achieve this ESSPIN is providing motorised boreholes in 10 public primary schools in Udi LGA of Enugu State.

During the handover of the water project to the school community at Central School, Umuabi in Udi LGA, the head teacher of the school, Mrs. Benedette Ude revealed that children now stay in school instead of wandering about in search of water. She said, 'Since the water started running, our children who used to go out in search of drinking water now stay in the school compound because the water is there. It will help promote quality education and good health among our children.'

Rev. P.C. Ogbozor, chairman of the SBMC said: 'We are assuring that all the equipment and facilities installed will be jealously guarded, secured and maintained.'



**Above**  
 ESSPIN's Challenge Fund is helping out-of-school children to return to class.

### ESSPIN Impact in Communities

At Dinakuttu Primary School, Oghu, there was no furniture, the roof had been blown off long ago and during the rainy season children did not come to school. There was a high rate of absenteeism and truancy amongst pupils and teachers. After the scoping mission and sensitisation visit by the members of the Civil Society and Government Partnership (CGP) working to establish School-Based Management Committees (SBMC), the community realised the need to participate and contribute to education in the community.

By the time the CGP went back for the Community Forum meeting to establish the SBMC, the community had mobilised themselves and roofed the school and cleared the bushy environment. The school had a new look. Most of the money raised came from women.



**Above**  
 Community participation is vital in school development and management.

Ama Breweries is constructing a classroom block in Community Primary School, Ngwo Uno as a result of the efforts of the CGP and newly established SBMC.

The drilling of a water borehole in Central Primary School Nachi, means women and children no longer trek for several kilometers in search of water. Children come to school regularly and feel comfortable learning. As a result, the community mobilised to reinforce the burglar-proofing in the engine house.

SBMC advocacy activities prompted Rev. Father Baba Ene to award a scholarship to one of the pupils, Tobechukwu Ugwu, to allow transferal from primary to secondary school.

In CPS, Obinagu Amaeke Nachi, Dr. Ezinwa, a philanthropist from the community, was encouraged to donate a band to the school. The SBMC Chair and the Head Teacher say this is improving attendance and enhancing completion rates in the school

# evidence of impact

## Impact Jigawa

### ESSPIN Impact in Schools

State School Improvement Team Support - ESSPIN and the state Ministry of Education and SUBEB are working to scale up the SIP model with corresponding M&E processes.

Teacher Training - Following the pilot project work, the state has included the roll-out of the school improvement programme in the 2012-14 Medium-Term Sector Strategy (MTSS) and 2012 annual budget. The SSIT is now domiciled at SUBEB in the Department of School Services, Advisory Services Unit (ASU). The replication will cover all the 27 LGAs. 303 schools have been selected to come on board in 2012, as the state is aiming training 501 head teachers, 128 SSOs and 2,004 Teachers. The state has also planned to continue to reach 501 extra schools each year to train all the teachers in the state by 2015

Improved Teaching and Learning – 'The institutionalisation of the Advisory Services Unit in SUBEB will surely improve the effectiveness of the school improvement process in the state. This will be through the effective utilisation of the SSIT. This has been possible so far because of ESSPIN's technical support as we all know' - Sani Shehu Gagarawa, co-ordinator SSIT Jigawa SUBEB.



**Above**  
ESSPIN is helping teachers to acquire the necessary skills to teach effectively.

Challenge Fund – Hardo Rura Nomadic School has, by pooling its resources, distributed school uniforms to girls. 19 pupils have been newly enrolled in to the school. School Support Committees have led community participation in the construction of shelters to create more spaces for learning in Shatari, Hardo Rura, Darussa, Mosege and Alkalawa nomadic primary schools. More demands are being made by the communities of the local authorities for resources.

The School Support Committee of Darussa Nomadic Primary School has asked Maigatari Local Education Authority for roofing sheets to build a more conducive learning environment for their pupils.



**Above**  
Children in a Tsangaya school reciting Qur'anic verses.

Islamiyya, Qur'anic, Tsangaya Education (IQTE) – The second phase of the ESSPIN IQTE programme to introduce elements of a modern curriculum to traditional Islamic schools is set to begin with expansion into 50 cohort or segmented schools. An estimated 7,500 children are targeted by the year 2013. This will further boost the roll out of IQTE by government using its own funds. The IQTE model schools have already been subjected to a structured assessment with remarkable results which underscore the quality of numeracy and literacy skills being achieved by the pupils.



**Above**  
SBMC members inspecting a newly renovated classroom.

### ESSPIN Impact in Communities

**Community participation –**  
There has been an increase in the level of community participation in the state because of ESSPIN engagement with the SBMCs.

Community members of JSS Nasoro in Gumel LGA have volunteered to give career talks to pupils of the schools in order to strengthen their desire to complete basic education. Volunteers who spoke with the pupils include National Drug Law Enforcement Agency officers, the Police, Customs and medical doctors.

The District Head of Dabi now monitors the activities of the schools in his district such as Kijawal primary school and Gasakole.



**Above**  
SBMC members inspect a water facility provided by ESSPIN.

Members of Lafiya school community have provided urgently needed temporary accommodation for teachers. The same SBMC also provided instructional materials for pupils, as well as utensils, mats and hoes to improve the appearance of the school.

In Madabe Community School, SBMC members have paid for the cost of sewing uniforms for 40 pupils. They have also repaired 23 chairs and provided the school with rakes, hoes and bundles of brooms to improve sanitation in order to provide a better learning environment for the pupils.

Hajia Hadiza Baiye Gambo, a women leader in Miga, has purchased uniforms for 300 pupils in Mudibbawa nomadic school and constructed makeshift classrooms for them as well. 'I go round schools to see what is happening there and it is my dream to see the children become doctors, teachers and leaders from our community and with ESSPIN's support we could achieve more' say Hajia Hadiza.

## ESSPIN's Challenge Fund is demonstrating the difference the release of money to schools can make

**Writer**  
**Tolase Olatinwo**  
Knowledge  
Management  
Specialist  
Lagos/Kwara

**Right**  
Pupils of KLGEA  
Primary School,  
Kaduan in their  
new uniforms.



### Providing quality education in a disadvantaged community

'The Challenge Fund has brought a lot of improvements to teaching and learning in Kaiama. It has helped to increase enrolment, especially of girl children,' notes Yakubu Ahmed Ango, the Education Secretary (ES) of Kaiama Local Government Education Authority (LGEA) in Kwara.

For Yakubu, it is a new dawn for primary education in this largely rural area of the state. As the helmsman guiding the development of primary education, he is happy that things are shaping up for teachers, pupils and the schools in the local government area (LGA). He recalled that three years ago when he became ES, primary education in Kaiama was in a poor state.

The major challenges were poor school infrastructure and a shortage of teachers. 'A school in Banni ward and another in Adena, for instance, had only one teacher each and each was teaching all Primary 1 to 6 pupils. Teachers in other schools were coming late, some residing 18km from their schools, and others not staying where they were posted to' said Yakubu, previously a teacher for 32 years.

'There were many out-of-school children. The communities were not committed or supportive. While some parents refused to enrol their children, others withdrew theirs. Some landlords even ejected teachers from their apartments to store farm produce in the rooms.'

But with the lifeline of the N50 million 'Challenge Fund' provided by ESSPIN, basic education in Kaiama has witnessed a turnaround. The Challenge Fund addressed several of the challenges but focused on getting out-of-school children, especially girls, to school. So far, the number of girls in schools has increased from 217 to 502. Overall the number of pupils has increased from 745 to 1,183. School uniforms, shoes, bags and books were provided for 1,003 children who were either motivated to stay in school or attracted to enroll.



**Above**  
Yakubu Ahmed Ango,  
Education Secretary,  
Kaiama Local  
Government Education  
Authority, Kwara

In addition, 25 teachers were recruited, trained and deployed to 10 schools across the 10 wards in the LGA. Half of the teachers' salaries come from the fund and the other half from the LGA. Communities were also mobilised to support the schools.

The Challenge Fund is also being used to build rural teachers' houses - to help teachers reside close to schools - as well as new classroom blocks to provide a safe environment for the pupils.

Abubakar Sidiq Ahmed, the LGA Chairman, agreed with this. 'The Challenge Fund has gone a long way in improving education in Kaiama LGA, especially in providing school infrastructure and in increasing enrolment of pupils.'

## Children are enthusiastic about new approaches to teaching in traditional Islamic schools



**Writer**  
**Gbenga Adebola**  
Knowledge  
Management  
Specialist,  
Jigawa/Kano

**Left**  
The Holy Qur'an  
remains fundamental  
to the teaching in  
Tsangaya schools.

### Improving learner participation through better teaching methods

'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 the children of Garbo in an Islamic Tsangaya school. As he teaches, other pupils from the community who attend regular public schools can be seen peeping through the windows wanting to get a glimpse of what is happening in his class.

This has been the case in almost all the Tsangaya schools where teachers have been trained by ESSPIN. Children who attend regular public schools want to join in the singing, clapping and group work that takes place during the lessons.



**Above**  
The ESSPIN IQTE project complements traditional with modern teaching methods.

ESSPIN's involvement with the Islamiyya, Qur'anic 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. These schools are responding to local demands for new subjects (initially Maths, Social Studies and English) to be taught whilst maintaining their traditional approach to education.

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.

Community participation in the functioning of these schools is achieved through School Management Committees. These committees include the malams who are the proprietors of the schools, the parents of some of the pupils and also the support teachers who often come together to ensure the smooth running of the schools.

'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 as well' 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', said Mustapha.

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