

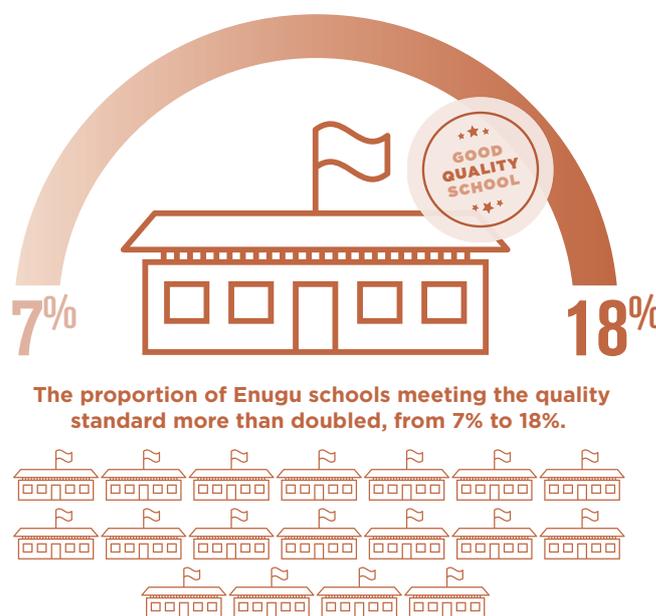
Improving access, quality and learning outcomes in Enugu schools

Enugu schools improved significantly between 2012-14, with some performing at the top of the range in Nigeria's School Improvement Programme (SIP). This is particularly true for quality of teaching, school management and learning outcomes. Enugu schools seem to be improving even without directly being targeted by the SIP, sometimes more rapidly, reducing the gap between targeted and non-targeted schools. This may be due in part to state-wide capacity development support by ESSPIN technical assistance to bring lower-quality schools closer to higher performing ones, which must continue if Enugu schools are to increase equitable access, quality and inclusiveness.

Enugu is one of six partner states identified by the Nigerian and UK governments to form part of the Education Sector Support Programme in Nigeria (ESSPIN). In Enugu, the first phase of the SIP began in 2011-12 and in years 2012-13 and 2013-14 was targeted to two more groups of schools. This expansion involved a changed model for delivery of training, which made the scale-up possible and located training closer or within schools.

By 2014, 45% of Enugu's primary schools had benefited from at least one year of the School Improvement Programme. As well as government schools, ESSPIN worked with Catholic, Anglican and Methodist low fee-paying missionary schools in Enugu.

Surveys were conducted in 2012 and 2014 to assess Enugu's school performance. **The full reports can be accessed on ESSPIN's website www.esspin.org**



THE KEY FINDINGS ARE:

Children in all schools are learning more and performing better

Average pupil test scores increased in Grade 2 and 4 literacy and Grade 4 numeracy in both SIP schools and others. Moreover, pupils in the programme

are improving faster than those in other schools, with more students scoring above 75%.

There remain subject-specific challenges. Learning outcomes in lower-grade mathematics appear to be static, with no significant change in Grade 2 numeracy.



Pupils in the SIP are scoring above 75% on average

“Though literacy rates improved, over one third of students scored below 50% in tests at Grades 2 and 4.”

Over one third of the schools that have improved in quality were those in the School Improvement Programme

Quality scores for schools supported by ESSPIN were generally around 65%, as opposed to 51% for other schools.

“All performance indicators increased, with a higher proportion of SIP schools (35%) meeting the standards, compared to 14% non-SIP.”

Enugu teachers recorded some of the highest test scores in Composite Survey 2, though many still struggle with primary English and mathematics

There was a significant improvement in teachers meeting the competence standard, from around half in 2012 to three quarters by 2014. Teachers in the SIP were more likely to pass literacy and numeracy tests, though teachers in non-SIP schools actually improved faster. This may be because their lower scores in 2012 provided more room for improvement.

Schools became more inclusive and SBMC functionality greatly improved - jumping from 9 to 23%

SBMCs meeting the functionality standards significantly increased by almost 15%. They were more inclusive of women and children in 2014 than 2012 and more likely to have taken action on commonly excluded groups or to have raised issues around children's exclusion with the school.

“All schools became more inclusive between 2012 and 2014, rising by almost a quarter, though SIP schools met the standard by 46% compared to 32% for other schools.”

Head teacher effectiveness and school development planning increased in all schools across Enugu State

Head teachers who had received SIP/ESSPIN leadership training were significantly more effective than those who hadn't.

“By 2014, over a quarter of schools met the criteria for effective school planning.”

The schools receiving interventions performed better than others, though they were already better in 2012.

Management and teaching standards in SIP schools did not alter much between 2012 and 2014. This may be because these schools were already performing fairly well in these areas in 2012, compared to other Enugu schools.

There is strong evidence that the SIP improves equitable access to better quality education for Nigeria's children. State governments need to consistently fund school improvement in their states to raise standards across schools, and improve long-term prospects for Nigeria's economic and social development.