

## Improving equitable access, school quality and learning outcomes in Jigawa schools

Jigawa's School Improvement Programme (SIP) is increasing performance in schools, with better literacy and numeracy rates, improved teacher competence and classroom management, better planning and inclusiveness and higher overall quality. This progress comes from only a third of the state's schools, with even better results expected as SIP interventions are rolled out in remaining schools. State support for continuing this progress is essential, especially given significantly increasing enrolment numbers and the potential for regional insecurity to affect Jigawa school communities.

Jigawa is one of six states identified by the Nigerian and UK governments to form part of the Education Sector Support Programme in Nigeria (ESSPIN), which provides technical assistance to improve equitable access and quality of schooling for all. The School Improvement Programme began work in Jigawa in 2009 before expanding significantly, embracing approximately 800 more schools between 2012-2014.

Surveys were conducted 2012 and 2014 to understand how Jigawa's schools are performing. The full reports can be accessed on ESSPIN's website [www.esspin.org](http://www.esspin.org)

### THE KEY FINDINGS ARE:

**The challenging context of Jigawa, Nigeria's poorest state, affects all aspects of school development, with rapidly increasing enrolment putting exceptional stress on teachers, schools and learning outcomes**

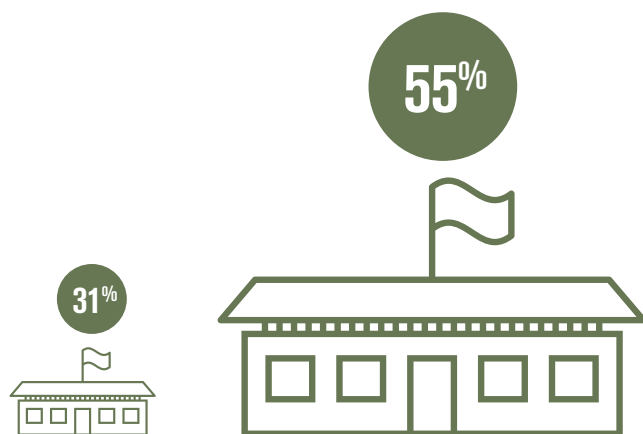
Jigawa is enhancing access and quality in schools through school improvement interventions to improve teacher competence, head teacher leadership and management, and school governance by school-based management committees (SBMCs).

Inconsistent funding has also had an impact, along with threats of violence and insecurity. These factors may partly explain why school quality and pupil's results remain low.

**School quality is better in the SIP schools - progress has stagnated in others**

“In every aspect of school functioning, teaching and learning outcomes, SIP schools met the school quality benchmark by 55% compared to 31% in other schools”

ESSPIN interventions were directly associated with faster improvements in quality.



**SIP schools are performing better than others, with 55% meeting the school quality benchmark, compared to 31% in other schools.**

**Teaching standards have risen, though competence and headteacher effectiveness are not improving significantly**

Teachers use more teaching aids and interact more positively with students in the classroom, though familiarity with English or Mathematics curriculum benchmarks fell between 2012 and 2014. Teacher competence did not change across the state, and it is too early to know the full effects of the SIP's interventions.

In 2014, 26% of headteachers who received leadership training were deemed effective, compared to only 4% who didn't, but it's unclear how much this was a direct result of interventions.

**Pupils in SIP-supported schools scored higher in literacy and numeracy**

“Pupils in the School Improvement Programme scored 20% higher than other pupils in numeracy and 5-10% better in other subjects.”

Overall state tests results in numeracy and literacy dropped slightly between 2012 and 2014 for Grades 2 and 4. Although we cannot yet see that ESSPIN's interventions lessened this drop, the effects of

these interventions in 2012-13 had not yet had time to fully develop.

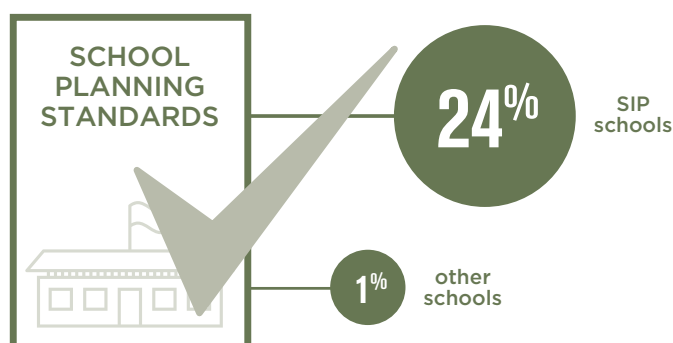
**School inclusiveness, functioning and planning improved faster in SIP schools**

Participation of women and children in School Based Management Committees (SBMCs) increased, and they were likely to have raised the issue of children's exclusion with the school. Levels are still low however, with 14% for women and only 4% for children.

“Overall inclusiveness of Jigawa's schools dropped by 15% in the two years, meaning greater intervention efforts are needed.”

Teachers can be supported to enhance greater inclusiveness of children by encouraging wider acceptance of involving them in school management decisions.

24% of SIP schools met the school planning standards, compared to only 1% of other schools, with an increase of 5% between 2012 and 2014.



**More than 50% of teachers met the spatial and gender inclusion criteria**

In Jigawa, there are only 76 girls enrolled in school for every 100 boys, which may be related to a lack of female teachers (14%). Across states, female teachers and headteachers are more likely to encourage equal participation of girls and boys. In spite of this, over half of teachers engaged boys and girls equally in the classroom.

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