

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

Kaduna's School Improvement Programme (SIP) has success in improving the quality of the schools that receive interventions. However, this does not appear to have yet translated into learning outcomes, which have fallen across both groups of schools (SIP and non-SIP), perhaps as a result of challenges related to teachers' lack of subject knowledge. The context in Kaduna presents a challenging environment for increases in average learning outcomes, as most schools show signs of difficulties related to a 16% increase in pupil enrolment (largely from disadvantaged backgrounds) and higher pupil-teacher ratios. Continuous state financing for these interventions is crucial to ensure all Kaduna's children can learn more and better in school.

Kaduna 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), which provides technical assistance to foster equitable access to improving quality schools and learning outcomes. The School Improvement Programme began in Kaduna in 2009-10. Since 2011, further schools have been brought into the programme, meaning by 2014 27% of Kaduna's almost 4000 public primary schools had received at least one year of intervention through SIP.

Surveys were conducted in 2012 and 2014 to understand how schools in Kaduna are performing. **The full reports are available on ESSPIN's website [www.esspin.org](http://www.esspin.org)**

### THE KEY FINDINGS ARE:

**The quality of schools in the SIP appears to have improved, while the quality of other schools appears to have declined**

On a series of measures of school quality, schools in the SIP generally function better than other schools, and this gap widened between 2012 and 2014.

**“15% of schools supported by ESSPIN met the overall standard, while none of the other schools did.”**

While the overall quality of schools in the SIP appears to have increased since 2012, the quality of other schools appears to have decreased. Therefore there has been no significant change in the average quality of schools across the state between 2012 and 2014.

**Improvements in school quality have not yet translated to learning outcomes, which have fallen on average**

Average test scores fell across Kaduna between 2012 and 2014 for pupils in Grades 2 and 4. This fall was seen in schools in the SIP, as well as in other schools. While scores in schools in the SIP were slightly better than those in other schools, the difference was small. This worsening of learning outcomes may be related

to teachers' limited subject knowledge, as well as increasing enrolment of children from disadvantaged backgrounds and higher pupil:teacher ratios.

### Headteacher effectiveness has increased slightly but teacher competence has fallen

On some measures, headteachers in Kaduna became more effective between 2012 and 2014. The proportion that met at least five out of seven criteria for effectiveness increased slightly, from 8.5% to 13.2%.

In contrast, teacher competence fell, with the proportion meeting a competence standard declining from 76% to 62%. There is little evidence that the effectiveness of headteachers and teachers in schools in the School Improvement Programme improved more, or declined less, than those in other schools.

### Schools in the SIP are relatively more inclusive and have better SBMCs although overall schools became less inclusive

Across the state, the proportion of schools meeting at least three of four standards for inclusiveness has halved, from 23% to 11%. While schools in the SIP are more inclusive than others, the decline in inclusiveness has been similar in both groups of schools.

Nearly all schools have SBMCs, and these remained largely unchanged between 2012 and 2014.

“However, SBMCs are functioning better in schools in the SIP, with 35% of those in the SIP schools meeting the standard for inclusiveness of women and children, compared with 18% of those in other schools.”



**SBMCs are functioning better in SIP schools - 35% met the standard compared to 18% in other schools**

### The context in Kaduna has made it more difficult to achieve good learning outcomes

There has been a 16% increase in pupil enrolment in Kaduna, from 970,000 to 1,150,000 from 2009 to 2013. While it is a positive development that 180,000 more children are being educated in Kaduna, it has also made it more difficult for schools to deliver effective learning outcomes for each pupil, for example by significantly increasing the pupil-teacher ratio.

At the same time, the increased violent conflict in Kaduna, particularly since 2010, is likely to have had a significant negative effect on education. It is believed that the violence has deterred children and teachers from attending schools and has reduced the level of engagement between schools and communities.

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.