

**Education Sector Support Programme in Nigeria
(ESSPIN)**

Assignment Report

Direct Actions Taken by Traditional and Religious Leaders

22 Case studies from six ESSPIN supported states

Report Number: ESSPIN 439

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July 2016

Report Distribution and Revision Sheet

Project Name: Education Sector Support Programme in Nigeria

Code: 244333TA07

Report No.: ESSPIN 439

Report Title: Direct Actions Taken by Traditional and Religious Leaders: 22 Case studies from six ESSPIN supported states

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
02	June 2016	Asmau Durnin	Fatima Aboki	Kayode Sanni	Accuracy, completeness, formatting

Scope of Checking

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- JG Jigawa
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Acronyms and Abbreviations

ESSPIN Education Sector Support Programme in Nigeria

ES	Education Secretary
CSO	Civil Society Organisations
SBMB	School Based Management Committee
TOR	Terms of Reference
LGEA	Local Government Education Authority
LGA	Local Government Area
PTA	Parent Teachers Association
SMO	Social Mobilisation Officer
HM	Head Master/Mistress
HOS	Head of Section
SUBEB	State Universal Basic Education Board

Abstract

This report records 22 case studies on direct actions taken by traditional and religious leaders to improve the delivery of primary school education in the six ESSPIN states; Enugu, Lagos, Kwara, Kaduna, Kano and Jigawa exceeding target for the reporting period.

The studies highlight the areas of successes resulting from partnership between traditional and religious rulers, civil society organisations, SBMCs and the state government to improve schools. Consolidation work on school based management committee (SBMC) development began in 2014 when DfID granted ESSPIN a 2 year programme extension, and the consolidation activities placed more emphasis on voice and accountability, particularly the voice of women and children SBMC committees, SBMCs themselves, and the traditional and religious leaders.

Much focus has been on developing community capacity to engage in and take action for school improvement including making request to government for improving education for all children. As a result, these case studies are rooted in reflecting how voice, empowerment and accountability have been improved during the reporting period.

Introduction

Milestone: 2 case studies from each of 6 states on direct actions taken by traditional/religious leaders following participation in LGEA forums.

Milestone delivered and exceeded: 22 case studies from 6 states on direct actions taken by traditional and religious leaders.

1. ESSPIN's approach integrates community participation through SBMCs as one strand of its efforts to support states to improve schools and school governance in a sustainable manner. It recognizes that communities if organized and informed are able to play a key role in making sustainable positive contributions to promoting equity, children's access to school, to teaching quality and pupils' learning achievement. Over the last 8 years, ESSPIN has supported Government, particularly the SUBEB Department of Social Mobilisation, as the 'institutional home' of the SBMC, to work in partnership with Civil Society to develop SBMC capacity to implement roles and responsibilities set out in state-specific SBMC policy guidelines.
2. Following research conducted in 2009¹ which highlighted that SBMCs were not working well, ESSPIN has provided technical support to the 6 states in which it operates (Kano, Jigawa, Kaduna, Lagos, Enugu and Kwara), through the CSO-Government Partnership (CGP) to establish, train and mentor SBMCs over time strengthening the links between communities, schools and local government, and improving voice and accountability at school and community level.
3. As SBMCs developed and evidence grew to demonstrate that communities, through SBMCs, could articulate their concerns and play a strong role in school improvement, ESSPIN supported the bringing together of a broad forum of all SBMCs in one LGEA as a platform for community voice and participation in education decision-making. ESSPIN also supported SBMCs, via the CSO-Government Partnership (CGP) with basic capacity development on advocacy and presentational skills to enable them to make the most of the opportunity for community voice afforded by the forum. The LGEA-SBMC forums have resulted in stronger partnership between community and government and the establishment of a mechanism through which community demand for quality inclusive education is articulated. It has also resulted particularly in stronger voice for marginalised and commonly excluded groups. (LGEA Milestone Report, July 2015). Traditional and religious rulers have been part of these forums as key players in supporting SBMCs to develop strategies to improve education in local governments. As rulers of the communities, they hold power and influence to advocate

¹ Poulsen H (2009)

and act on matters for the betterment of the communities which they govern. The evidence from implementing shows that traditional and religious rulers have a key role to play in influencing change at school and community level. Aside from meeting as part of the broader SBMC at the cluster levels, they also form part of the LGEA forums, as well as ESSPIN support during the consolidation with specific traditional and religious leaders meetings across all LGEAs with the objectives of understanding the issues affecting children's education, understanding their roles in improving the school environment, teaching and learning in schools and actualizing sustainable strategies.

4. Great importance is attached to the participation and voice of traditional and religious leaders, as the 'gatekeepers' of community values and the influence they can bear, in supporting and advocating for quality, inclusive basic education.
5. Thus, the objective of this report is to record some of the actions taken following the forums and since the consolidation work began in 2014. Using case studies derived from in-depth interviews with traditional rulers, religious leaders, Social Mobilisation Officers, CSO officers, SBMC chairmen and other bodies at the local governments, this report provides examples of the various contributions made by traditional and religious leaders following ESSPIN's capacity building support received at cluster level, LGEA forums and the traditional and religious leaders workshops.
6. Voice and accountability is the barometer for measuring the ability of members of communities to secure their rights, make demands on the state and ultimately achieve better development outcomes. ESSPIN's supports the improvement of voice and accountability interventions as a strategy to support excluded groups to build the capacity they need to exercise tangible control over their own development, make demand and hold decision makers to account.

Case Studies

Lagos State

7. Lagos state has 20 LGEAs. Reports and interactions with the traditional and religious leaders indicates that progress has been made in supporting their communities. Discussions revealed that they have contributed in various degrees to the issues which affect child education in the local governments ranging from advocacy issues such as gender inclusion and the enrollment and retention of pregnant and disabled pupils to security issues such as child abuse, extreme corporal punishment and child labour. Traditional and religious leaders have also been active in addressing the lack of infrastructure, facilities and teachers in schools. The below four case studies are selected samples of the numerous good works done by these stakeholders in Lagos since the LGEA forums. The case studies narrated in this report were taken from Mushin, Kosofe and Ojo LGEAs.

LGEA Forum Overview:

8. The SBMC-LGEA forums for Lagos state were held in November 2015. Attendance was around 658 people with many traditional leaders present. The forum also recorded a large turnout of both the clergy and the Muslim scholars and gave room for interactive session with all key educational stakeholders, such as the Head teachers, SBMC Chairmen, Pastors, and Imams for positive results on educational issues facing their wards and LGEAs. The issues raised included:
- Inadequate qualified teaching personnel in most primary schools
 - Lack of electricity supply to many schools
 - Recreational facilities not available for the use of children
 - Lack of water and sanitation
 - Lack of toilets in schools
 - Teachers' and pupils' furniture not enough in all schools
 - Teaching and learning materials
 - Teenage pregnancy, enrolment, retention and completion
 - Gender and inclusive issues
 - Menace of gang boys
 - Child abuse and rape
 - Schools land encroachment
 - Children's access to schools in the riverine communities
9. By the end of the forum the religious leaders promised to do their part in impacting knowledge in pupils to behave well in school and also sensitize their congregations on the importance of education in an overall effort to raise community support for schools. The

traditional leaders also promised to sensitize the community and other stakeholders to help the schools financially.

Case Study 1: Preventing Child Labour. Ori-Odi Olowo, Mushin LGEA

Interview with: Mrs Kehinde Ladipo; HOS Social Mobilisation, Mushin LGEA and Mrs Kemi Adewuyi; Programme Officer Quality Life Support Initiative (QLSI)

Thanks to Chief Adeshina Erinfolami, the Baale of Ori-Odi Olowo, Nurat Adefila now attends secondary school. She was previously hawking in the market on behalf of her guardian.

10. Chief Adeshina Erinfolami, the Baale of Ori-Odi Olowo in Mushin LGEA was one of the traditional leaders who attended the last SBMC-LGEA Forum held in November 2015. After the programme, he noticed that one of the children in his community; Nurat Adefila who had completed Primary 6 at Muslim Mission Primary School had stopped going to school. Instead, she was hawking selling goods for her guardian in the market during school hours. He queried the guardian and discovered the girl could not go to secondary school because her parents and guardian were poor and could not afford to provide necessary school materials. The Baale expressed his concerns about Nurat to Mrs. Ladipo, the HOS Social Mobilization. After he had done this, the following steps were taken by the Baale, the SBMC, Nurat's mother and the HOS to ensure that Nurat returns to school;
 - The group visited the Muslim Mission Primary school to see the head teacher.
 - Photocopies of the primary 6 register, log book and schedule from the exam board where Nurat's name appeared were made for the 2015/2016 session.
 - The group visited Ilupeju Junior Secondary School, where Nurat had been posted to see the Principal.
 - Nurat resumed fully to JSS 1 for 2015/2016 session. The Baale paid for everything she needed: School uniform, sandals, stationery and text books.
11. Nurat before entry into secondary school was unhappy anytime she saw her former school mates. She is now very happy, hardworking and ready to assist her guardian as needed. Nurat's guardian who is very grateful to the Baale for supporting Nurat back into education, has equally gained an increased appreciation for the value of community support and importance of education.
12. The Baale has now gained more popularity in the community. The community love him and seek his counsel more than they did in the past on issues hindering children's education. The Baale said, "I am happy with what I have done. I wish to do more. My people respect me more than before. I thank God". (*Chief Adeshina Erinfolami, the Baale of Ori-Odi Olowo noted by HOS Mrs Beatrice Opadoyin*). Nurat's mother was very delighted. In her gratitude to the Baale for giving her child a future, she shared the story with the entire community and they

in turn were reminded of the importance of education particularly for the girl child. They are now more conscious of the role of SBMCs in their schools.



Chief Adeshina Erinfolami (third from the right) participating in the last SBMC LGEA Forum held in November 2015

Case Study 2: Infrastructure Building. Anthony, Kosofe LGEA

Interview with; Mrs Raheemot Banjo; HOS Kosofe LGEA and Mr Thomson Akan; Programme Officer LYNX

Anthony Model Primary School situated at Ajao Estate in Anthony village, Kosofe Local Government, was previously vandalized by hoodlums due to the schools fallen fence. The Redeemed Christian Church of God (RCCG) has erected the fence, creating a safe and more conducive environment, protecting both pupils and the school's infrastructure.

13. Anthony Model Primary School shares a fence with the only secondary school in the community, Ajao Estate Secondary School. The school has a neat compound, computer center, recreational center and qualified teachers, comparable to a good private school in the environment.
14. In the course of SBMC training with the traditional and religious leaders of Kosofe, the representatives of Anthony traditional and religious leaders of the community raised an alarm that the shared fence had collapsed due to flooding.

15. As a result of the fallen fence the school experienced break ins and looting of expensive computers, nursery desks and chairs. The school was also easily littered by the general public who found it easy to hang around the premises. Subsequently, the attendance of pupils plummeted with parents being afraid of their children's safety and the children in turn preferring to stay at home away from abuse by some of the hoodlums who were hanging around the school premises.
16. The situation was aired to the SBMC, LGEA and SUBEB, and the SBMC of Anthony Model primary school involved the parent's forum of both schools sharing the fence to find a solution for re-building it. Lead by Mr Odeyemi, Chairman of the SBMC who also heads a church in the community, the fence was rebuilt. Mr Odeyemi sought help from other religious leaders in the area, particularly drawing from his network within the church community and raised N75, 000 from the Redeemed Christian Church of God which he heads.
17. Linking the Youth of Nigeria, through Exchange (LYNX) is the CSO working with Somolu and Kosofe LGEA. Mr Thomson Akan, the Programme Officer was present at the LGEA forum and spoke extensively with Mr Odeyemi concerning the fallen fence providing an advisory and supervisory role whilst visiting the construction premises on a regular basis during the rebuilding of the fence.
18. As a result of reconstructing the fence, school attendance has normalised and there has been new enrollment of pupils bringing the population of the school students to a total of 590 pupils (328 female and 272 male). The number of pupils was previously 400 (202 female and 198 male). The pupils are visibly happier in school as they feel safer, enjoying the security provided by the new fence. Their families are also happy with the new construction which has spurred an interest towards the school and its activities by the general community at large.

Case Study 3: Waste Management. Somolu LGEA

Interview with Mrs B.O Ogunleye; HOS Social Mobilisation, Somolu LGEA and Mr Thomson Akan; Programme Officer Linking the Youth of Nigeria, through Exchange (LYNX)

Baale Chief Waheed Hassan Owodunni Agiri ensured that pupils in his LGEA could learn in a conducive, odour and waste free environment.

19. During the last LGEA forum for Somolu LGEA one of the pupils from children committee from Alubarikar primary school complained that waste had not been cleared from the school premises for quite some time. As a result the students were being distracted by foul smells and the unsightly presence of rubbish in the school environment. The compound in subject is shared by three primary schools; Alubarikar, Temple and SLG primary. The state waste management board had stopped clearing the school bins as the school authority had not paid the bills for previous clearing. The education secretary for Somolu Mr A.B Oyatope, following the student's complaint liaised with the Baale Chief Waheed Hassan Owodunni Agiri to join efforts to pay the outstanding clearing bills. Within a week the Baale and ES paid out of their pockets to clear the bill (roughly about N7000).
20. They promised to continue paying for the waste management clearing where the school is unable to do so. Attendance has since returned to normal with the new positive development as some students had stayed away from school, bothered by odor from the heaps of waste near their classrooms.



Emptied waste bins; Clean school environment

21. Lynx is the CSO working closely with Somolu LGEA. Mr Thomson Akan, the Programme Officer of this CSO was closely involved with the waste clearing issue. He played an advisory role linking the Baale and school head teacher and also visited the school premise when the waste was being cleared.

Case Study 4: Teacher Deployment. Irewe, Ojo LGEA

Interview Mrs O.A Okedara; Head of Section at the Social Mobilization Section, Ojo LGEA

The Osolu of Iyewe kingdom; Oba Durosinimi Abideen employed teachers to cater for the teacher shortages across schools in the Riverine communities.

22. Following the LGEA forum, in November 2015, the Osolu of Iyewe kingdom, Oba Durosinimi Abideen employed 20 teachers to fill up the teacher shortage in the riverine schools, allocating a total of N300,000 at N15,000 per head being paid to the new teachers for each calendar month. The teachers were deployed in the following schools:
- Irewe: 6 teachers
 - Okoludu: 3 teachers
 - Alagutan: 1 teacher
 - Taffi: 4 teachers
 - Moba sea beach: 2 teachers
 - Salvation Army: 1 teacher
 - Igbo Oja: 1 teacher
 - Ponpoku: 2 teachers
23. A total of 20 teachers were deployed.
24. The increase of teachers raised the population of students in all the riverine schools listed above as families were confident to enroll their children in school given the new staff capacity. The newly recruited teachers are community members and NCE certificate holders currently being enlisted to be recruited by the Lagos State Government.
25. The Osolu of Irewe kingdom, Oba Durosinimi Abideen also renovated staff quarters for Irewe primary school which is located at the city of the Oba so that teachers could stay near the schools and not worry about the cost and cumbersome process of crossing the lagoon on a daily basis. This improved punctuality of both students and teachers and overall efficiency in teaching and learning.

Enugu State

26. Enugu state has 17 LGEAs. The clergy has been one of the corner stones of communities across the eastern parts of Nigeria right from the coming of the Roman Catholic Church in the beginning of the 20th century. The clergy supports and advocates on the development of communities particularly the education of young children. Traditional rulers have also been known to be active in Enugu state acting on the deep rooted culture of the Igbos to take pride and ownership of their lands and support all that concerns the members of their communities. This report covers three case studies from Udi and Nsukka LGEAs, noting samples of the numerous works which religious bodies and traditional rulers have done across the various communities in Enugu state.

LGEA Forum Overview:

27. The SBMC-LGEA Forums took place at Enugu East LGA on the 24th and Uzo-Uwani LGA on the 26th of November 2015 and focused on challenging traditional rulers and the general SBMC into positive action to support schools. The issues raised included:

- Inadequate classroom blocks
- Insecurity
- Dilapidated school structures
- Inadequate teachers/ trained teachers
- Corporal punishment
- Lack of water
- Lack of toilet facilities
- Lack of recreational facilities
- Lack of modern teaching aids
- Handling of physically and mentally challenged pupils

28. As a result of the forum, the traditional and religious leaders present were reminded that they are also among the major stakeholders in education improvement in their communities and promised to actively engage with SBMC to improve education delivery.

Case Study 1: Infrastructure Building. Amokwe, Udi LGEA

Interview with: Chief Dennis Nebo; Amokwe SBMC Chairman, Mr Paul Aneke; Town Union President, Mr Usman Udeoji and Mrs Ani Winifred; Amokwe SMOs, Mrs Agnes Ozoemena; School HM, Chief Richard Ogbuefi; PTA chairman and Mrs Grace Ozioko; Yodel Programme Manager

Igwe N.P Oleje Chinenye Eze and the community Reverend Father Anthony Mike erected quality buildings to accommodate and enhance pupil learning in South West Primary School, Amokwe.

29. His royal highness Igwe N.P Oleje Chinenye Eze 1 of Uwani Amokwe and Community Reverend Father Anthony Mecha have done a lot for the primary school in their community. South West Primary School Amokwe was previously highly congested due to shortage of classrooms. Rev. Mecha built the first structure which is a block of three classrooms. This action led to the Igwe building another block of two classrooms with convenience toilets and a third room for the head teacher's office.
30. Following these developments, the school pupil population has increased from 185 pupils to 257 (142 males and 115 females). The pupil's behavior towards learning has also greatly improved as they are now more positive to take on new tasks daily. Reverend Mecha also conducts periodic sessions with the students teaching them how to behave well in school. These sessions have helped to raise their self-esteem and awareness of good conduct in school and at home.
31. The Youth Resource Development, Education and Leadership Center for Africa (Yordel) is the CSO working closely with Amokwe community. Mrs Grace Ozioko the Programme Manager for Yodel expressed her joy for the works of the Igwe and Reverend father in this school. Her role leading to the construction of extra classrooms was calling for a meeting with the Igwe, community SBMC and later on the Reverend father to spur their attention towards the dilapidated and congested state of south-west primary school, calling for their support with re-building. She is glad to see that her efforts paid off. Aside from the classroom Father Mecha has supported the school pupils with materials for summer school and the Igwe provided



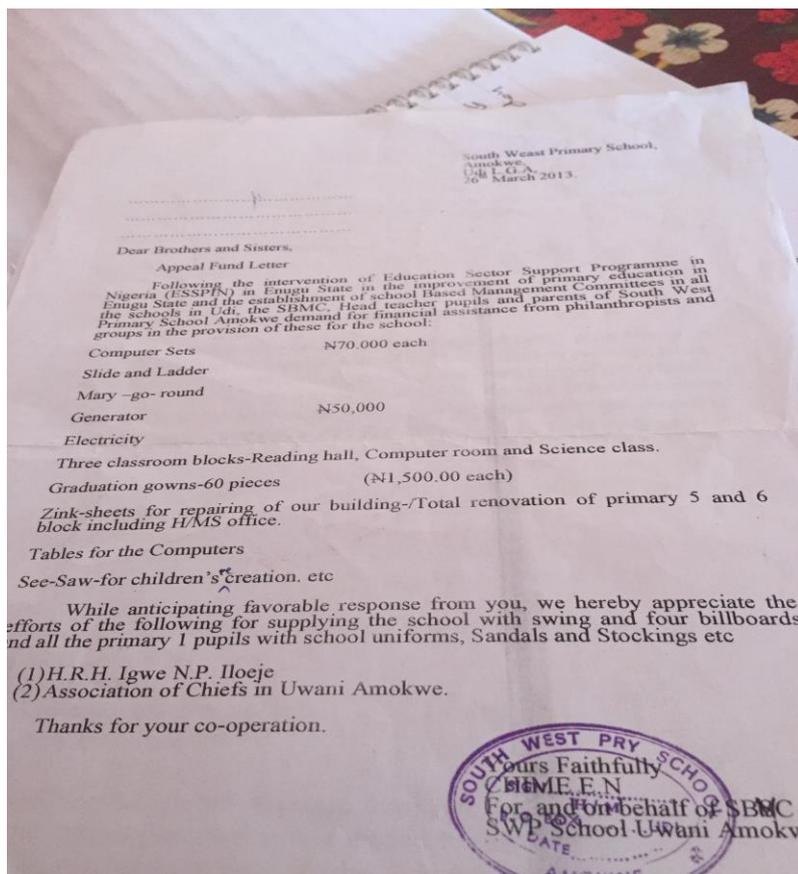
Classrooms constructed by Reverend Father Anthony Mecha



Additional classrooms constructed by Igwe N.P Oleje Chinenye Eze 1 of Uwani Amokwe



Rev. Anthony Mecha (Left) with Igwe NP Oleje (Right)



School facility request appeal letter from CPS primary to the community jointly appreciating the Igwe for his contributions

Case Study 2: Advocacy for Inclusive Education/ School Equipment Supply. Isiakpu, Nsukka LGEA

Interviews : Dr Ambassador Patrick .P. Okolo Chike Nweze; Igwe of Isiakpu Nsukka, Dr Patricia Agu; SMO for Povinna, Mrs Arji Pauline; HM Community Primary School Isiaku, Sylvester Onyia; Programme Officer YEHCHR

Dr Ambassador Patrick .P. Okolo Chike Nweze Igwe of Isiakpu is highly appreciated by his community members for the works he has done towards the development of the primary school in his community.

32. The Igwe plays both a financial role with his contributions to the school infrastructure as well as an advisory role to the SBMC and community at large, sensitizing them of the importance of community ownership regarding the successful delivery of education. Aside from his financial contributions towards school facilities, the Igwe frequently visits the community primary school to ensure that teachers and pupils are punctual and well behaved. He also sensitizes the teachers on the importance of inclusive education. As a result, Community Primary School (CPS) Isiaku accommodates disabled children with learning difficulties and records an improvement in their general health, conduct and development.

33. The Igwe has supported with infrastructure development of the school including;
- The construction of road speed bumps leading to the school gate
 - Putting up a sign post to ease location of the school
 - Purchase of the school band set
 - Purchase of the school bell
 - Purchase of 200 wooden chairs and some desks
34. The community Anglican church headed by Reverend Emeka Ezea has also been paying for grass cutting of the school grounds for the past one year. Overall the former population of pupils which was 200 has now risen to 315 (156 male and 159 female). Student behavior is more positive as a result of the new developments. The pupils are now more punctual to school, turning up bright and ready to learn and wearing clean uniforms. The student performance is at an all-time high. One of the boys who recently graduated from primary six; Uchenna Ezemah wrote an award winning book, acknowledging the excellent teaching he received from his teacher at CPS.
35. Mrs Patricia Agu the SMO for Poverty in Africa Initiative (Povvina), the CSO working with this community expressed her gratitude that the community have an active Igwe who is always ready to participate in activities for the betterment of education. Povvina plays a mentoring and advisory role to the Igwe and also the SBMC, supporting them in resource mobilization and educating their community members to join forces towards improving the local schools in Nsukka.



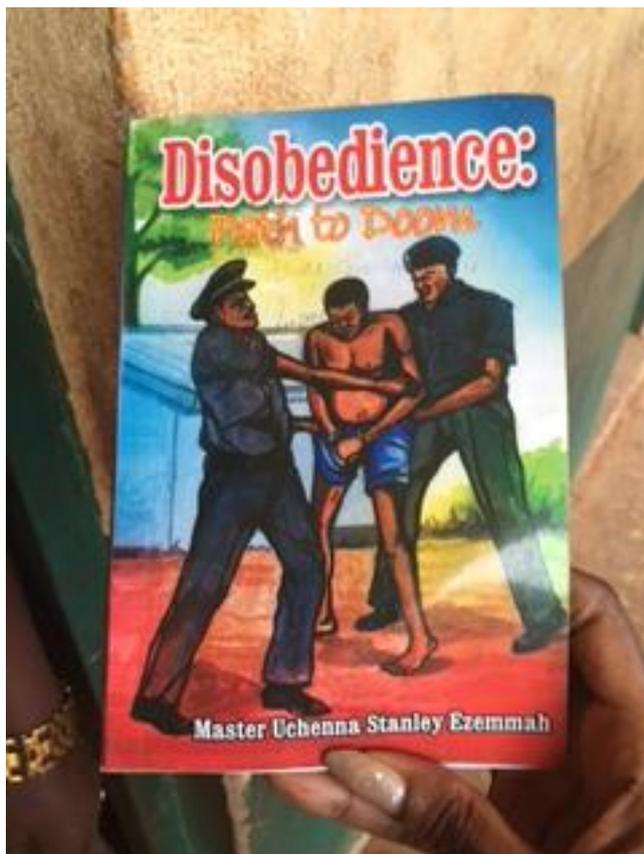
Disabled pupils admitted in CPS Primary; from the left Urama Chekwube, Victor Odo and Eze Ameni



Sign Post Funded by the Igwe



School band funded by the Igwe



Unenna Ezemmah's award winning book

Case Study 3: Toilet Facilities. Iheaka, Igbo-Eze South LGEA

Interviews: Mrs Ukuweze Florence; Assistant HM Central School Iheaka, Mrs Felicia Nwodo and Mr Eke Bernard; SMOs for Igbo-Eze, Sylvester Onyia; Programme Officer YEHCHR and Igwe Dr C.C Nnamani

Thanks to Igwe Dr C.C Nnamani, Central school Iheaka now has a Head Master's office block and modern toilet for its pupils to use.

36. The Igwe mobilized funds from PDP chairman for Enugu State, Mr Ikeje Asogwa to build a block for the Head Masters office where there was none before. He also engaged the same politician to support with the building of a small block of toilets for the schools pupils.
37. Igwe CC Nnamani is active in his community. He visits the community school every few days to monitor the general conduct and punctuality of pupils and teachers. Central school Iheaka shares the same compound with Community Primary School (CPS) both which are under the Igwe's supervision.
38. As a result of the new toilet there have been new school enrolments with the current population of Central School now being 347 (162 Male and 185 female), with the majority of the new students coming from private schools. The population was previously just over 200. The pupil's attitudes have been noticeably more positive with the erection of the new toilet facilities as they now stay in class to learn. They were previously leaving school for long periods in the name of going to the bush to ease themselves or looking for nearby toilet facilities.



New toilet block

39. The Holy Trinity Parish, Igbo-Eze's community church has also been actively supporting the school. The church recently came on the school site with carpenters to repair all the broken furniture in the classrooms and head teacher's office. Holy Trinity Parish actively engages with the SBMC to explore fund raising strategies for supporting primary education at Igbo-Eze.
40. Youth Education on Human Rights and Civil Responsibilities (YEHCHR) is the CSO affiliated with Igbo-Eze LGA. Mr Sylvester Onyia the Programme Officer has been very engaged with this community. Mobilising funds from the SBMC and advising the Igwe on infrastructure development and education delivery at the community schools. He is happy with the recent developments and thinks the SBMC in this community are actively engaging with issues concerning education and displaying a positive attitude towards mobilising the community to continue to contribute and do more.



Newly constructed headmaster's office block

Kwara State

41. Kwara state has 16 LGEAs. Known for placing a high emphasis on education since its inception, SUBEB and the local government authorities in Kwara actively engage the state to provide adequate teachers and the necessary materials for local schools. Unfortunately, due to funding gaps, Kwara state government has not adequately met this need. As a result the issue of teacher shortage, deployment especially to the rural schools and non-payment of teacher salary continues to plague most of the schools at the local governments. Despite the odds, the religious and traditional bodies, often with the support of the SBMC at large have proactively responded by hiring and pay part-time teachers out of pocket. They also continue to make immense contributions to improve access, equity, quality and physical infrastructure of their community schools.

LGEA Forum Overview

42. On Tuesday 11th August 2015 a forum was held with 5 persons each drawn from the 46 engaged LGEA schools in Offa Local government made up of: one traditional ruler, two religious leaders, the SBMC Chairman and the head teacher. The participants were trained at cluster levels and merged together to eventually form the 1st forum meeting of Offa LGEA traditional and religious leaders. Executives of the LGEA SBMC central committee were also part of the forum.
43. The forum which had the main objective of identifying advocacy issues in the LGEAs schools and coming up with strategies to tackle these issues was well attended by 212 participants. There was a huge turnout of traditional and religious leaders and the Oba of Offa was adequately represented by his selected high chiefs across the various districts of Offa LGA.
44. The advocacy issues raised in the clusters bordered largely on inadequate teachers, lack of furniture in the classrooms, inadequate classrooms, no computer laboratory, and lack of security among others. The issue of toilets as well as the provision of portable water were also highlighted by most of the schools.
45. On the 17th of Dec 2015 a second community forum was held in Offa grammar school, well attended by the LGA SBMC chairmen, the Education secretary, Imams from the Muslim communities, Pastors from various churches and Chiefs from the wards. The forum raised the same advocacy issues which were aired in the LGEA forum with a conclusion that the communities need to take ownership of the education delivery to its children. The ward chiefs promised to continue to support and mobilise their respective SBMCs. (*Living Care, Community Development Foundation, End of Tranche 1 Report*).
46. In the same month of December 2015, the LGEA forum was held in Isin LGEA. The turnout was a total of 157, largely women. The community aired the same complaints of lack of teachers, lack of infrastructure, water and toilets as well as security issues around their schools. They found some soluble solutions although finalised that the SBMC need to continue making more efforts to mobilise funds to support schools. (*Hiltrust Foundation, Report of the Education Stakeholders Community Forum, Isin LGEA*).

Case Study: Land Acquisition - Iyeru Okin, Offa LGEA

Interviews: Mr Arowolo Gbenga Simon; SMO, Mrs Ibrahim F.F; Head teacher of Iyeru Okin Special Needs School, Mr Adewoye Olusesan; CEO of Living Care Community Development Foundation

Thanks to Imam Alhaji Hussein Alfa Muhudeen, a new site has been acquired to build the special needs school in Iyeru Okin, Offa LGEA.

47. The school for special needs pupils in Iyeru Okin did not have a permanent site. The school which has a current population of 68 pupils (37 male and 31 female) holds in a small block on the site of Taodeen primary school also in Offa LGEA. A land owner in the community had passed away and the community Imam, Alhaji Hussein Alfa Muhudeen was invited to support the family in sharing the deceased's property. The Imam convinced the family to allocate one plot of land which was owned by the deceased to the special needs school. They did so and the school now has a permanent site to commence building. The SBMC in this community are also raising funds to purchase the plot of land which is next to the plot given by the family so they can double it to build a spacious enough school. The cost of the second plot is approximately N450, 000 which is valued around the same as the first plot. The total dimensions of the two plots once attained will be 50 x 100 feet.

48. The families of pupils at Iyeru Okin special needs school are very happy about the land acquisition as it would mean that their children who are physically and mentally challenged can learn in a private and more spacious area where they can feel free to be themselves. The pupils are also glad about the new development. Since enrolment most of the pupils are now able to read and write. Their general behaviour has also tremendously improved.



The white block is the special needs school on Taodeen school grounds



The land given to the special needs school on influence of the Imam

Case Study 2: School Land Protection. Balogun, Offa LGEA

Interview: Mr Ezekiel J.O; Head teacher School 1 St. James Primary School

Chief Akodemade, the Ward head of Balogun, with the joint effort of the Ofala of Offa, the police, and members of Christ Apostolic Church, ensured that St James Primary school was not evoked from its land.

49. St James Primary school has a total population of 148 pupils (70 male and 78 female). There was a land dispute over the school's grounds between the school and the community. In the sixties many families in this community gave away land they owned to the churches. The churches in turn gave the land for building schools. For economic reasons there have been cases of the families who originally owned the lands returning to collect them back from the church/school to sell them. This was the case with St James Primary School. Fortunately, Chief Akodemade, the Ward head of Balogun Ward where the school is located, intervened by writing a letter to the palace, and involving the police. With the support of the Ofala and police the family were cautioned to leave the land for St James Primary school. The case has now been resolved.
50. Christ Apostolic Church, the parent church of St. James primary headed by Pastor J.O Amaka have gone further to support the school by building a block fence around it to secure the land and shield the school from trespassers.



Fence built by Christ Apostolic Church for St James Primary School

51. St James Primary School students have been visibly happier since the land acquisition issue was settled. Their overall school performance has improved. The families of pupils in this school are very grateful to Chief Akodemade for his proactivity in protecting the rights of their children. Collectively, the Balogun community has been more supportive of the SBMC as a result of all the good works of the Ward head and Christ Apostolic Church.

Case Study 3: Infrastructure Building. Shawo, Offa LGEA

Interview: Mr A.B Agboola; Assistant Head Teacher of Opua Progressive Women’s Association School, Chief Ganiyu A. Lasisi; Arogun of Offa.

Opua Progressive Women’s Association is building new classrooms with the support of the Muslim traditional ruler in Opua, Shawo Ward, Offa.

52. Opua Progressive Women’s Association established a school in 2004. The school presently holds a total population of 438 (195 male and 243 female). The women relinquished the school to the government but continued to support by constructing a two story classroom with the support of the Muslim traditional ruler in this community. The new construction brought in an additional 30 pupils to the school (part of the current 438) as many families were attracted to the construction of modern and spacious looking classrooms on the school premises. The current pupils have also noticeably been happier since the construction began as they now see their school as progressive and look forward to the new block relieving the congestion which they currently face in classrooms.



New Classrooms being constructed by the Muslim traditional ruler and Opwa Progressive Women’s Association (right)

53. Living care is the CSO working with Offa LGEA. Mr Adewoye Olusesan, the CEO of living care was very happy to contribute to the case studies. He clarified the role of living care in Offa LGEA. Aside from conducting training to build capacity of the SBMC, the CSO acts as an interlink between schools and various philanthropists and other members of the community who can advocate the needs of schools. For example, in advising SBMC to solicit the help of traditional and religious leaders during the forum held in December 2015, the CSO was able to stir the commitment from the traditional rulers which prompted Imam Hussein Alfa Muhudeen to influence the family that gave land to the special needs school at Iyeru okin. The CSO also acts as an interlink between the traditional religious leaders and the community, pointing out specific areas of needs to the latter to support the schools in the communities which they govern. The Ajegunle community at Offa is particularly grateful to Living Care for mobilizing the SBMC and community at large towards helping Rofiat Abiodun, A pupil at Ajegunle primary school to gain her eye sight as the community contributed towards a cataract removal surgery for her eyes.



Traditional Rulers from the Various Wards of Offa LGEA during the interview

Case Study 4: Infrastructure Building. Owu-Isin, Isin LGEA

Interview: Mr Adekeye Solomon Olajide; Head Teacher of ECWA Primary School, Oba Dr Gabriel Adewoye; Olowu of Isin, Rev J.A Olatunji; Pastor of ECWA Church, Mr Ibiloye; SMO

Dr Gabriel Adewoye, the Olowu of Isin and Rev J.A Olatunji, Pastor of ECWA church have worked as a combined force to achieve great things in the two main primary schools of Owu- Isin: ECWA primary and Jamat School.

54. Dr Gabriel Adewoye, the Olowu of Isin is a member of ECWA church which is the parent church of ECWA primary school one of the two main schools in Owu- Isin. The church with

the contribution of its members, built a hostel which accommodates 42 pupils (27 male and 15 female). The church has spent N220, 000 so far in the current construction of an extension for the hostel and also provided three vehicles to transport the boarding students from their homes in Ekiti state to school and back home at the end of term.



ECWA school boarding pupils(left)



Hostel built by ECWA church for ECWA primary school

55. At the palace, Oba Gabriel Adewoye went further to highlight the various contributions which he has made to his community and the SBMC at large. The Oba's direct contributions include:
- Hiring a part time teacher which he pays out of pocket (the community has two part-time teachers and ECWA church pays for the second).
 - Every first Thursday in March, the Oba hosts games for all schools in the community. The games have been holding for the past five years, holding a forum for students to participate in multiple sport activities. In 2013, three pupils were picked to represent Kwara state in Calabar and one of the pupils came 5th out of 72 participants. Another 4 students were picked to represent Nigeria in football in Nairobi, Kenya.

BRIEF REPORT TO THE EDUCATION SECTOR SUPPORT PROGRAMME IN NIGERIA (ESSPIN) BY HIS ROYAL MAJESTY OBA (DR) GABRIEL O. ADEWOYE JP, OLOWU OF OWU-ISIN ON BEHALF OF THE SCHOOL BASED MANAGEMENT COMMITTEE OF OWU-ISIN COMMUNITY (SBMC) ON MAY 10, 2016.

The School Based Management Committee are the representatives of various interest group with good reputation that command respect in the society that were based in the community. They were selected from various organs including Headmaster, Teachers, Women, Youth, Pupils, Old pupils, Artisans, PTA, Religious representatives.

OBJECTIVES : the objectives of the activities of the SBMC include many and part of:

1. To serve as a bridge between the community, LGEA, SUBEB and State Ministry of Education.
2. To encourage the children in the community to attend school regularly.
3. To ensure that there is a good and mutual relationship between the community and school.
4. To monitor and supervise all the on going projects in the school.
5. To enlighten the government and community on specific educational needs of the school.
6. To assist, encourage and be involved in the enrolment drive for the schools.
7. To give adequate protection and security for the school infrastructure.

CONTRIBUTIONS : These would be divided into FOUR sections. So far, the following groups have contributed to the upliftment of the standard of the school in one way or the other;

Traditional Ruler : 1. He has partaken in the payment of allowance of ONE part time teacher, through the proprietors costing about #348,000.00 per annum. (2). Donation of some valuable items for the pupils to enhance effective learning in the school. (3). Promoting a yearly Sporting friendly relationship for the pupils which had been extended to all schools in Isin LG by organizing Olympics sports.

Proprietors: 1. They had also partaken in the payment of allowance of another ONE part time teacher costing about #348,000.00, of the same value, per annum. (2). They had been involved in the provision of free feeding and free clothing of the about 45 boarding pupils taking care of to the tune of about #565,000.00 termly, which are available for inspection all at ECWA Primary School, Owu while there was also free supply of uniform for all pupils at Jamaat Primary School Owu-Isin. (3) Based on the increase in population, they embarked on the of the boarding hostel for the pupils at a cost of #220,000.00 (4). Through a philanthropy, they provided TWO sets of computer, a photocopier machine and a printer and also electrify the computer room at a cost

Information from the Oba of Owu- Isin to ESSPIN listing the support received by schools in his community

of #230,000.00. (5). An old pupil of the school donated a generator machine to power the sets of computer in order to serve as a supplement to power failure. (6). They continue in the completion of the abandoned Library building project from the SUBEB which is temporarily serving as a meeting place for the needy, they also provided about 6 dozens of plastic chairs costing about #377,000.00 (7). The school is fenced to provide adequate security for the school at a cost of about #420,000.00 (8). They controlled erosion menace to avoid the danger poised to the school.

Women wing of the SBMC on their own part provided dustbins, Biro, Pencils, Books, Cleaners, Rice, Beans, Indomine noodles, etc to enhance proper and adequate learning.

School on its own did not fold its arms, they made impact and contributions with the little fund raised through the assistance of the PTA by constructing sport pavilion at a cost of #62,000.00, repaired of playing tools known as Merry-go-Round at #4,000.00 and constructed SIX sets of teacher's furniture at a cost of #26,000.00.

THE NEEDS

There are some challenges being faced that are beyond the capacity of the SBMC in the area, these include among others:

1. Appealing to the State Government and SUBEB to employ and post adequate teaching staff and convert the Part Time Teachers being paid by the proprietors to full paid permanent staff.
2. We request for the provision of a modern toilet in the school.
3. To curb the menace of the terrorists, we request for the employment of TWO security guards to provide adequate security for the schools.
4. Help us appeal to the bodies involved for the regular payment of Teachers salary in order to boost their morale and to improve effectiveness and efficiency in their duties.
5. Help us appeal to the concerned body for the completion of the abandoned school library to improve the reading method of the pupils.
6. In order to increase and improve the IT ability of the pupils so as to meet the modern day technological programme, we appeal for more computer sets with photocopied machines so as to use ECWA Primary School, Owu-Isin as a computer training center in the Local Government.

Thanks for your attention. God bless as you proceed on your journey back to your destination.

Information from the Oba of Owu- Isin to ESSPIN listing the support received by schools in his community

56. There is a general sense that education is taken very seriously in Owu-Isin with ECWA church being the bedrock of support to the community's schools. The church Reverend is glad to be of help and promises to continue mobilising his members and SBMC at large to support education in the LGEA. He commented; "Education is our future". *Rev. J.A Olatunji, ECWA Church.*



From the left in black suit- Rev J.A Olatunji, Sixth from the left is Oba Gabriel Adewoye of Owu-Isin

Case Study 5: Infrastructure Building. Odo-Eku, Isin LGEA

Interview: Professor Ezra .D. Bamigboye; Oba of Odo-Eku, Isin LGEA, Mr Akanbi John Oladele; J.S.S principal at ECWA school, Mr Adeniyi G.L; Education Secretary for Isin

With the support of ECWA church, Professor Ezra .D. Bamigboye, the Oba of Isin has erected two hostels to accommodate students at his local primary school.

57. The Oba himself went to Ecwa Primary school in Odo-Eku and eventually taught in the same school in 1960. With his gratuity from Abia State University where he was a former professor, he built two hostels in the school which is primary and JSS to accommodate male and female students separately. The hostels were built in memory of his late wife from a 48yr marriage. All of the school's 212 students (122 male and 90 female) except 4 are boarding in the hostels. The Oba, with the joint effort of the parent church ECWA, have also been providing food and uniforms to the students of this primary school.



Boarding boys in front of the boys hostel built by Oba Ezra .D. Bamigboye



Boarding girls in front of the girls hostel built by Oba Ezra .D. Bamigboye

58. ECWA JSS and Primary school students look generally happy and eager to learn. One of the JSS students commented “I like living in school with my friends”. The Oba is appreciated by his community for erecting these structures, which accommodate children whose families live too far away for the children to have been able to make a daily commute to school.
59. Hiltrust is the CSO affiliated with Isin LGEA, Mr Adeyemo I.A, the Executive Director clarified that capacity building, following up and supporting SBMCs to lobby key persons by building their confidence has been his major role in this community. The CSO has also done well in establishing a relationship with the various Obas, seeing them before and after SBMC sessions to keep them informed of various activities of the SBMC in schools and requesting the Oba’s input where necessary. Mr Adeyemo is very pleased with these developments and commends the joint efforts of the Obas and Ecwa Church in Isin LGA.

Kaduna State

60. Kaduna state has 23 LGEAs. Kaduna is nationally known as the center of learning however the state still has a lot of out of school children in its rural areas. The urban rural dichotomy is very clear when it comes to educational infrastructure, teacher deployment and pupil enrolment. As such SBMCs have been working hard across communities in the state to fill the gap in education delivery where government has been lacking. The traditional and religious rulers have been a key part of driving SBMC activities. This report captures case studies from 3 LGEAs.

LGEA forum overview; Makarfi LGEA:

61. The traditional Leaders forum for Ruma and Gazara; Makarfi LGEA held as part of the activities for tranche one. A subsequent LGEA forum of which traditional and religious rulers were present held in May 2016. However, the tranche one forum was uniquely held by this group.
62. The objectives were; (i) to agree on ways of improving schools in their communities to increase enrolment and also ensure safe school environments for their children. (ii) To identify most pressing areas of school needs which require intervention (iii) to agree on who will do what with regards to contribution of resources. Resolutions were reached to do the following; the Imams and Pastors to inform community members of the decisions taken at the meeting in the Mosques and Churches respectively during Friday and Sunday prayers; Renovation of the damaged classrooms in Ruma and Gazara to commenced immediately and additional classrooms be constructed to accommodate the increased population of pupils enrolled across schools.
63. Following the forum, the Village head of Ruma; Alhaji Zubairu Magaji, was determined to mobilize his community members into active participation in the school improvement campaign. The District head of Gazara also mobilized Village Heads and Mai Anguwas, to meet with the various community members to support schools in the community. Mahangi community decided to build two classrooms with an office to replace the main and only classroom which was destroyed by a wind storm at the village primary school three years ago. The youth leader met with the youths in the village to build sufficient mud blocks that

were used to complete the classrooms for construction. Additional support of wood for rafter and few bundles of zinc were received from some philanthropist in support of the project. Meanwhile, the district heads continued to sensitize the community on the need for school enrolment. Subsequently, some children that were out of school returned to be enrolled. *(Report by: Lifeline Educational Resource & Development Centre, Kaduna May, 2016).*

Case Study 1: Infrastructure Building. Mahangi, Makarfi LGEA

Interview with: Alhaji Adamu Abdullahi, Hakimin Gazara; District head of Gazara, Grace Bilya and Ahmed Aliyu Tijani; Directors Lifeline, Mallam Salisu Rabiyyu; Head teacher of Maagi 2 primary school, Suleiman Muhammadu Tatu; Sarkin Mahangi (Community leader of Maagi), SMO; Armayam Umar Mohammed

Alhaji Adamu Abdullahi, Hakimin Gazara; District head of Gazara, was a teacher for many years. He is also the current PTA chairman for Gazara. This traditional leader has education at the center of his heart being a lead for school aid from various philanthropists in Kaduna state and beyond.

64. UBE Primary school located in Mahangi, Makarfi LGEA has a student population of 262 (114 female and 148 male). The head teacher Mr Murtala Lawal was happy that the only block of classrooms owned by the school was renovated by the community effort on the influence of Alhaji Adamu Abdullahi, the District head of Gazara, who frequently encouraged the members of his LGA to take ownership of school education delivery and infrastructure. The community leader for Mahangi had reported the dilapidated state of the school block to the district head who in-turn summoned a meeting of all the community leaders in the LGA and encouraged them to mobilise people in their wards to make contributions to schools. Aside from UBE primary, many other schools benefitted from renovations following this meeting as the community heads were spurred to understand that it was partly their responsibilities to ensure that the schools were conducive learning environments for children in their communities.
65. Before he retired to become the District head of Gazara, Alhaji Adamu Abdullahi was a head teacher in one of the community schools in Makarfi. He was also a community Social Welfare Officer and retired as the Head of Department for Education and Social Development, Makarfi. Now the PTA chairman for his LGA, the District head re-iterated that child education has always been a major concern for him. He commended ESSPIN's capacity building efforts highlighting how this has increased school enrolments due to the awareness being created.
66. Alhaji Adamu has done much to promote education in his community. During one of the forums he managed to convince a philanthropist; Bako Mahmuda a previous staff of Keystone bank and indigene of Makarfi to give scholarships to 140 pupils across primary and secondary schools in this community. Alhaji Adamu is also building a school with 7 classrooms near the district mosque with future plans to build another school in Gazara.

67. Lifeline, the CSO working with Makarfi community are active in training and monitoring SBMC and organising LGEA forums. The Programme Directors Grace Bilya and Aliyu Ahmed Tijani are confident that the SBMC in this community understand their part in supporting education and will continue to do more for schools.



Reconstructed classroom block at UBE Primary, Mahangi



ESSPIN Staff with Alhaji Adamu Abdullahi, Hakimin Gazara; District head of Gazara (third from the left) and SMO for Makarfi Armayam Umar Mohammed (First from the left)

Case Study 2: Child protection. Kaduna- South LGEA, Railway Quarters

Interview with: Mrs Asabe Safiya Mohid; Head Teacher Railway Primary School, Mrs Juliana Ishaya; SMO, Miss Adejumoke Owoshagba; Programme Officer, Abantu for Development, Mr Balarabe Mohammed; SBMC Chairman.

Late Imam; Mallam Muhammed Danladi was an outstanding religious ruler who impacted his community in several ways.

68. Railway primary school is the prominent school in this community with a total pupil population of 1,656 (888 female and 768 male). The former head teacher, Mr Pius Adamu informed the community Imam, late Mallam Muhammed Danladi to reach out to parents of school pupils through his sermons at the mosque advising them to put on underwear and shoes on their children before sending them to school. The pupils had been showing up to school without these. The Imam followed on to make several emphasis on this matter until there was change as the children started coming to school fully dressed. The new head teacher of Railway school Asabe Mohid said she was privileged to meet the Imam before he passed away in March 2016. She said he religiously encouraged parents and children to take education seriously in his preachings and advocated for inclusive education and conflict resolution in schools. SMO Juliana Ishaya said that he was an active member of the SBMC and made many contributions to strategies on bettering education at the last LGEA- SBMC forum in Nov 2015.
69. Abantu for Development is the CSO working with the Makera community. The Programme Officer Miss Adejumoke Owoshagba re-iterated the Imam’s active engagement in the LGEA forum and added that he was always keen to offer solutions at the traditional and religious leaders meetings. She said that he will always be remembered by the Makera community as a God fearing man who encouraged people to “fear God without sentiment”. This was a common phrase he used. *(Late Mallam Muhammed Danladi).*



Pupils in class at Railway primary school



Late Mallam Muhammad Danladi on the right

Case Study 3: Child Protection, Manchok Tasha, Kaura LGEA

Interview: Kazanka Comfort Dada; Director Fantsuam Foundation

District Head Mr Tabat Gehu Ishaya takes active measures to ensure that the children in his community are enrolled and in attendance at school.

70. Mr. Tabat Gehu Ishaya, is the District Head of Manchok which is a diverse community with different ethnic groups; Igbos, Fulani's, Hausas and the natives who speak the Maro'a language. The community live peacefully with one another and hold a keen interest on the education of their children. The SBMC in Manchok Tasha is one of the 480 schools in the Roll out, which came after the pilot. The women Community are active, with frequent high turnouts at the mentoring meetings. During the mentoring cycle for the first quarter, it was reported that the Hakimi (District Head) had asked that parents not sending their children to school be reported to him. The women committee testified that this policy has help in their mission drive of ensuring every child of school age goes to school. Some male parents had resisted this order, and were immediately reported to the Hakimi who intervened until the children were allowed back to school. The women's committee also noted that the Hakimi's efforts have increased the overall enrolment of children in Manchok Tasha's schools.
71. The District Head also instructed the religious leaders in the Hausa and Fulani Community to preach to parents and guardians to stop sending their children out to hawk on the streets during school hours. He supports the feeding program by Kaduna state government as a good strategy to stabilise and motivate children to stay in school.

Case Study 4: Child Protection, Unguwar Nka, Kaura LGEA

Interview: Kazanka Comfort Dada; Director Fantsuam Foundation

Reverend Thomas K. Ashin is passionate about child protection. He rescues children who have been stigmatized by their communities and enrolls them in schools.

72. Rev. Thomas K. Ashin is a trained theologian, with a wealth of experience in church management. He has got the experience of pastoring a number of Churches in Southern Kaduna. He is the Religious leader of Unguwar Nka SBMC which watches over one of the pilot schools in Kaura. The Reverend has worked closely with the SBMC in areas of child rescue, protecting and relocating children which are stigmatized as witches and wizards in his community. He proceeds to enrol the rescued children within schools in their new communities. The Reverend is an active member of Gawon Foundation Counselling team, which raises awareness on the danger of stigmatization of Children. He also counsels parents and community leaders on child abuse.
73. "I have rescued roughly 30 children who were stigmatized by their communities, keep them in a safe space for one year. For now, I think there is enough awareness in the community. Most of the children rescued by my team a year ago have now been reunited with their parents and reconciled with their communities". (*Reverend Thomas .K. Ashin, reported by Fantsuam Foundation*).

Case Study 5: Child Protection, Lere LGEA

Interview: Kazanka Comfort Dada; Director Fantsuam Foundation

Alhaji Abubakar Garba Mohammed ensured that pupils in Lere are punctual to school.

74. Alhaji Abubakar Garba Mohamed is the District Head of Lere. He has been actively ensuring that all children within school age are in school. This has been a herculean task as so many children within the community are Muslims who have to attend Islamiya (Muslim school) in the morning before school. Sule Ibrahim a pupil of Lere Central Primary School was enduring punishments for coming late to school due to attending Islamiyah. He explained to the teacher that the reason why he comes late to school is as a result of attending Islamiyah early mornings and finishing at 7:30am. The class teacher Mallam Abdulaziz a member of the SBMC representing National Union of Teachers took up the matter with the head teacher of the School. Having gone through the SBMC training on conflict resolution, the head teacher invited the SBMC members of the School for a meeting. At the meeting, it was resolved that Sule Ibrahim's case is genuine and that he is not the only one suffering from lateness. The SBMC decided to hold a meeting with the Mallams who own the Islamiya Schools. The meeting was held but did not result in any positive actions, therefore the case was reported to the district head of Lere Alhaji Abubakar Garba Mohamed who subsequently called for a meeting with all the Mallams and addressed the issue. They complied to do as instructed, to

keep Islamiya time to a minimum so that the children have enough time to get to their mainstream schools.

75. Sule Ibrahim no longer comes to, school late. “I am happy now that I no longer get caned for coming to School late” (*Sule Ibrahim, recorded by fantsuam Foundation*). This particular case was brought up by Sule Ibrahim but he was not the only child or pupil suffering from corporal punishment due to lateness. With the intervention of SBMC, all children in and around Lere now go to School on time irrespective of Islamiya sessions.

Kano State

76. Kano state has 44 LGEAS. The traditional and religious leaders have benefitted immensely from the trainings and forums facilitated by ESSPIN. They boast of having been sensitized of the importance of education particularly for the female child. Since the LGEA forums, this group have been actively supporting their communities to mobilise resources towards schools and ensure that children are enrolled in schools. They have taken active steps to sensitize the Malams (teachers) at many Islamiyah schools to deliver western education alongside the Muslim teachings thereby meeting the gaps for any shortages in education delivery. Below are case studies from two communities in Kano State.

Overview of LGEA forum

77. For Fagge; The LGEA forum was held in tranche 1 in September 2015. In attendance were 221 people comprising of Imams and pastors, the village head, ward heads, district heads, and the larger community. Key outcomes of the forum were that; the traditional and religious leaders would be part of all issues affecting children in schools, particularly school drop outs whose parents are separated. Both the traditional and religious leaders agreed to be a part of all process involved in advocacy planning, action and implementation, having agreed with both the cluster training reports and the research findings. As a result, Hakim Fagge, Alhaji Mahmoud Ado Bayero pledged to support activities of SBMCs in Fagge local government, and urged both the wards and district heads to do the same. The deputy Imam of Fagge central mosque, pledged to include in his weekly sermons, issues that affect children’s participation in education and the group agreed that they would now be paying visits to schools within Fagge to support girl child education, and ensure that all school aged children are retained and given good and qualitative education.
78. For Kombotso; The LGEA forum took place in September 2015 with 140 people in attendance the issues raised at the LGEA forum involved; Child Protection and inclusive education. The traditional and religious leaders agreed on the need for increased community participation in the development of education. They agreed to support SBMC in all its activities to enhance education in schools starting with a survey to collect data of the vulnerable within the catchment area, advocacy for both financial and moral support for the vulnerable from philanthropists and institutions, the promotion of vocational skills acquisition such as tailoring, knitting, computer etc. in primary schools to prepare children for self-support and the pressurising of government to provide the basics needed by schools in Kombotso e.g. teachers, infrastructure and training etc.

Case Study 1: Infrastructure Building and Inclusive Education. Kwachirin Jobe, Fagge LGEA

Interview: Ado Ahmad; Head teacher, Kwachirin Jobe Special Primary School, Alhaji Yau Muhammad; Village head and Chairman of the SBMC, Ibrahim Balla; SMO Fagge, Musa Balarabe Isa; Programme Officer, Magajin Malam.

Alhaji Yau Muhammad, the village head of Kwachirin Jobe is a strong advocate for the education of the girl child.

79. Kwachirin Jobe Special Primary School has 1,730 pupils (960 male and 770 female) and an additional 300 female Junior Secondary School students thanks to Alhaji Yau Muhammad, the village head. Yau Muhammad was formerly the chairman of SUBEB. He used his influence on the current Chairman to resolve a land dispute on the school premises and acquired land for an additional block of classrooms for JSS 1 and 2. The community lacked a Secondary School and graduating pupils had to go miles to the neighboring communities, posing a challenge to their families. The village head did not stop there. He went further to mobilise SBMC to contribute for the block of classrooms for the new female JSS students. As a result, the SBMC and village head jointly build a block of three classrooms in May 2015. Under his supervision, the community is going further to build an additional block of classrooms for JSS 3 on the premise of the Islamiyah School nearby.
80. The head teacher, Ado Ahmad said there had been a notable increase in enrollments since this development. In 2015, 108 graduating students registered for school leaving exams. This number has now increased to 123 in 2016. He added that performance of primary six girls has greatly improved as they now look forward to moving to secondary school.
81. Magajin Malam is the CSO working with this community. The Programme Officer Musa Balarabe Isa said that the transition of pupils from primary to secondary school would not have been possible without the village head, who influenced this process in so many ways. He emphasized that Alhaji Yau Muhammad is passionate about the education of the girl child and constantly preaches to his community on its importance, stopping parents from forcing their daughters to marry early and encouraging them to send the girls to secondary school instead. The CSO rounded up by saying that Alhaji Yau Muhammad is always present at trainings and facilitates the CSOs interactions with the District head on matters to do with education.



Kwachirin Jobe JSS1 and JSS2 students in front of their newly constructed classrooms.

Case Study 2: Infrastructure Building. Chiranci, Kumbotso LGEA

Interview: Lawan Yakubu Bechi; SMO Kumbotso, Isyaku Isah; Head teacher Chiranchi Gabas Primary School, Alhaji Shehu Ilyasu; Village head, Alhaji Sale Musa; PTA and acting SBMC Chairman, Adama Adamu; Representative of the Women Committee, Hafsat Ilu; Programme officer Neighbourhood Education Committee.

Alhaji Shehu Ilyasu the village head of Chiranci ward in Kumbotso LGEA mobilized SBMC to contribute towards a new block of classrooms for Chiranci Gabas primary school.

82. Alhaji Shehu Ilyasu the village head of Chiranci ward in Kumbotso LGEA is involved in everything relating to education in his community. In 2006, he influenced the government to buy the land for Chiranci Gabas primary School, which is now the most popular school in Kumbotso. He went on to influence the building of additional classrooms in 2015 by mobilising the SBMC to make cash contributions. As a result, an additional block of three classrooms has been built, costing a total of N2.4 Million. The community is trying to raise more funds to complete this project.

83. The head teacher, Isyaku Isah is happy that the pupils of Chiranci Gabas primary school are generally happy and academically sound with a good overall performance. The school has a total pupil population of 1,850 (620 female and 1,230 male).
84. Hafsat Ilu, Programme officer of Neighbourhood Education Committee (NEC), the CSO working with this community added that Chiranci Gabas is one of the most successful schools in the area by virtue of its active village head. The newly build classrooms were erected in just one month with almost everybody in the community contributing. Hafsat is very pleased with the activities of the ward head and dedicated teachers at Chiranci Gabas primary school.



Newly constructed block of three classrooms at Chiranci Gabas Primary School

Jigawa State

85. Jigawa state has 27 LGEAs. Congestion due to lack of adequate classrooms and teacher shortage have been the main problems plaguing schools across LGEAs in the state. ESSPIN's SBMC trainings have gone a long way to empower the traditional and religious leaders in Jigawa to advocate for the renovation and building of new classrooms as well as mobilise the communities to contribute allowances for volunteer teachers. The following case studies cover 3 LGEAs and demonstrate that child education is a priority for communities in Jigawa state.

LGEA Forum Overview

86. Traditional and religious leaders from 51 schools (45 phase 1 and 6 phase 2) participated in the LGEA forum in September 2015. The participants raised concern to stakeholders on the need to address issues mitigating against access to quality Basic Education for all children in the LGEA.

87. The traditional and religious forum raised complaints on the need to furnish and rehabilitate dilapidated classrooms and provide additional teachers in schools. The LGEA noted the issues raised and managed to get SUBEB to begin the rehabilitation of classrooms.

Case Study 1: Infrastructure Building, Hammayayi, Dutse LGEA

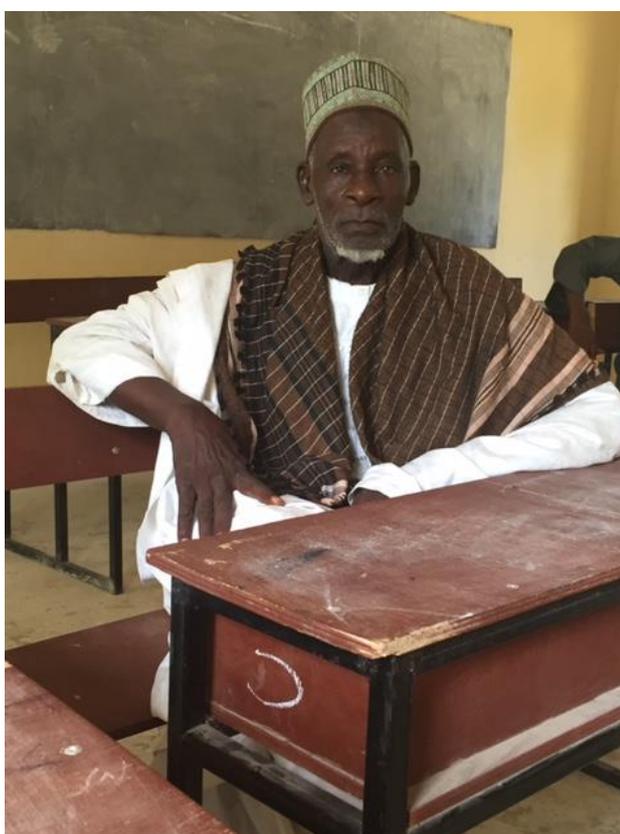
Interview: Aliyu Abdullahi; Village head, Nasir Ibrahim; Ward head, Mallam Garba Umar; Village Imam, Umar Yashau; Head teacher of Hammayayi Primary School, Abba Abdulkadir; SBMC Desk Officer, Bala Usman Chamo; Programme Officer Gadawur Youth Forum.

Alhaji Aliyu Abdullahi the village head of Hammayayi is serious about child education, using his influence where possible to improve the primary schools in his community.

88. Alhaji Aliyu Abdullahi the village head of Hammayayi was in attendance at the last SBMC forum where he raised the issue of congestion at Hammayayi primary school. He appealed to the SUBEB officials present to renovate the dilapidated block of two classrooms so that the school can split the classes. The condition of this block was so poor that it was unused for fear that the roof could collapse on the children. SUBEB noted this appeal and renovated the block in March 2016 and also provided new desks and chairs.
89. The village head commented in Hausa language '*ba ma wasa da makaranta*' (we don't joke with education). He speaks to the members of his community on the importance of sending their children to school and regularly writes letters to philanthropists to mobilise funds for the schools of Hammayayi.
90. Nasir Ibrahim, the ward head who is also an Imam mobilised the community to renovate the same classrooms which had been recently renovated by ESSPIN some years ago and preaches to his community on a regular basis that child education is very important to their future as a community. He was able to support in mobilizing the Initiative for Muslim Women's Association in Nigeria (Imwan) to donate uniforms, writing materials and water containers for Hammayayi primary school.
91. The school head teacher boasts of an improvement in the pupil's general attitude since the renovations and better attendance now that the classrooms are less congested and well ventilated. Hammayayi primary school has a total of 544 pupils. (240 females and 304 males).



Newly Renovated SUBEB Block for Hammayayi Primary School



Alhaji Aliyu Abdullahi, Village Head of Hammayayi Addressing ESSPIN

Case Study 2: Infrastructure Building, Galadanchi, Dutse LGEA

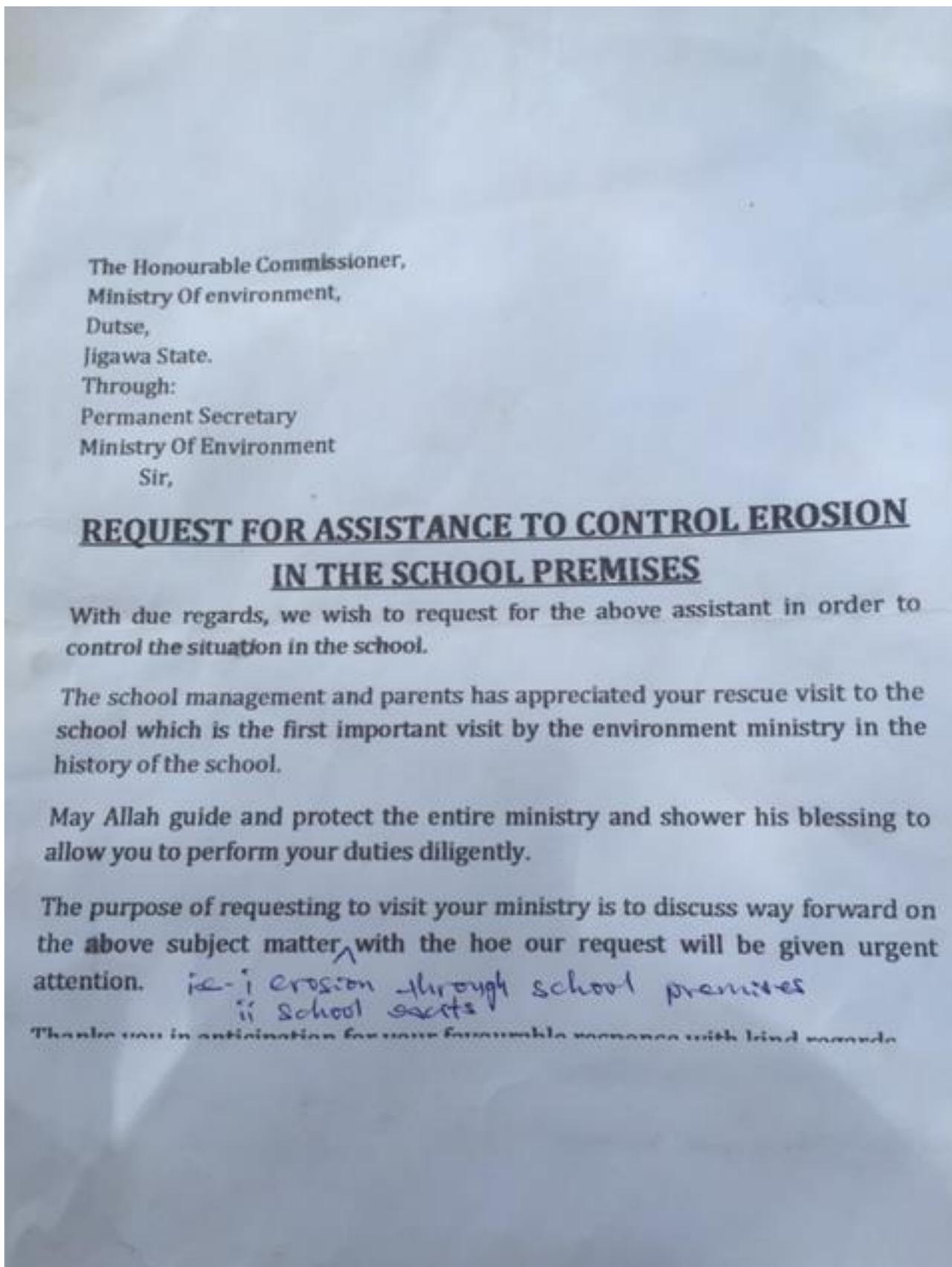
Interview: Alhaji Ibrahim Maisaje; SBMC Chairman and Ward Head, Alhaji Abubakar Yakubu; Chief Imam

Alhaji Abubakar Yakubu, the chief Imam of Galadanchi village is very grateful for ESSPIN's SBMC training which has gone a long way to build his confidence to advocate for schools in his community.

92. During the last SBMC forum, Alhaji Abubakar Yakubu, the chief Imam of Galadanchi village raised concerns with SUBEB for the need for additional classrooms at Galadanchi Special School. The school hosts both primary and secondary schools with students using the classrooms in rotation as there are not enough rooms for all. JSS one to three students come to school in the afternoon after primary school pupils have finished their session. The Imam followed up with many reminders until SUBEB built a new block of three classrooms which costed approximately 16m Naira.
93. He has been the focal point for advocating anything to do with education and children's rights in Galadanchi; praising ESSPIN for the SBMC training which has built his confidence to advocate. Abubakar Yakubu has recently written the Ministry of Environment concerning erosion in the school. The Ministry have acknowledged receipt of his letter and promised to do something. He also plans to visit SUBEB to request for furnishing for the newly built block of classrooms.
94. The head teacher, Nuhu Mohammed said there has been increased enrolment in the school since the new classrooms. The school currently has a total population of 914 students (496 male and 418 female), an increase from 647 before the new classrooms. The children have also been more positive with the primary school pupils being just as happy as the secondary school students who will be moving to the new block as they will not have to share their classrooms anymore. The nursery students will also move from under the tree outside to one of the classrooms.
95. Gadawur Youth Forum is the CSO that works with Hammayayi and Galadanchi communities. Bala Usman Chamo, the Programme Officer is very proud of these communities as people who value child education. He commented that the village head of Hammayayi is from an influential family with his brother being a member of the House of Representatives. He uses his influence where possible for the enrichment of Hammayayi. "We do not have problems with traditional rulers and religious heads advocating education in Hammayayi and Galadanchi. They are the lead". *Bala Usman Chamo, the Programme Officer, Gadawur Youth Forum.*



New Block of 3 Classrooms Built by SUBEB for JSS Students in Galadanchi Special School



Letter written by Imam Abubakar Yakubu to the Ministry of Environment



Alhaji Ibrahim Maisaje; Ward Head (right) Alhaji Abubakar Yakubu; Chief Imam (left)

Case Study 3: Teacher Deployment. Dangyatum, Miga LGEA

Interview: Usman Aliyu; Village head and SBMC Chairman, Alhaji Abdullahi Abubakar; Village Imam, Heat teacher; Abdullahi Abdua, Marka Audua; Women’s Committee Representative.

Mallam Usman Aliyu the Village head of Dangyatum and Alhaji Abdullahi Abubakar, the village Imam were active in mobilising and securing allowances for volunteer teachers in Dangyatum Special Primary school.

96. Usman Aliyu, the SBMC chairman who is also the village head of Dangyatum mobilises the community SBMC to sit twice a month to write letters to the LGEA and Local Government Chairman. Under his guidance, the SBMC actively seek help for their community schools. In January 2016, Usman Aliyu recently got two of the community members, Malam Sabo Aliyu and Haruna Aliyu to commit to paying an allowance to seven volunteer teachers after the SBMC had succeeded in mobilising these teachers from the school alumni of Dangyatum Special Primary school. The philanthropists contribute N8000 per month per teacher and promised to continue paying them this allowance until they have been recruited by the government under the Jigawa state government’s plans to deploy 4,500 teachers across LGEAs in the state.

97. Alhaji Abdullahi Abubakar, the village Imam who was also a teacher in Dangyatum Special Primary School for fourteen years in the past was delighted about the volunteer teacher deployment as teacher shortage had been a major issue for this school. Three years ago he had called for a meeting with the few volunteer teachers at the school and mobilised N3, 000 per teacher allowance to keep them. They were however still limited by hardship and eventually left the school to be manned by the two government teachers based there. The Imam is very pleased with the support from these philanthropists and plans to hold a meeting with SBMC to discuss how the community may be able to get more support from them and other sources.
98. Marka Audua, the Women's representative is pleased that there are more girls in school due to the additional teachers and hopes for the recruitment of more female teachers. Since the school became better equipped with teachers, the women's committee of Dangyatum have been encouraged to speak to mothers about the importance of sending their daughters to school. Following up with homes where girls are absent from school.
99. The head teacher, Abdullahi Abdua said the seven selected volunteers were picked from the community with one holding a diploma in education and all being NCE certificate holders. He is currently writing a thank you letter to the philanthropists paying their allowance. Abdullahi Abdua confirmed that there have been more enrolments since the teacher deployment with the school pupil population now being 629 (347 Male and 282 female). There were previously 519 pupils in the school.
100. Muhammed Ahmed Gurji, the SBMC desk officer added that the teacher deployment at Dangyatum is an indirect positive action of Mohammed Garba Dutse, the District Head of Miga who placed emphasis on the need for SBMCs to mobilise and support schools in their communities at the last SBMC forum. The neighbouring communities have also been encouraged to get more volunteer teachers, taking example from Dangyatum.
101. Rural Education Foundation is the CSO working with Miga LGEA. Hauwa Babayaro, the programme Officer is very pleased at the activities of SBMC in this community particularly with how aggressively they deployed volunteer teachers to the school. She is fond of the Village head who she adds has been accommodating a school drop-out so that the child is able to go to school from his house as the boy had stopped going to school due to the long distance from his parent's home where he was previously living.



The Seven Volunteer Teachers Deployed at Dangyatum Special Primary School

Conclusion

102. ESSPIN has supported a partnership of Civil Society and Government to work together to develop the capacity of SBMCs to mobilise communities positively for school improvement, increased access and better learning outcomes across the six ESSPIN states. Traditional rulers and religious leaders have been integral to the intervention from inception due to the enormously influential role they can play in support of education for all children in their communities. They have also benefitted through becoming more informed of the key role they can play and through their enhanced capacities to support children and their schools in the various communities which they govern. They have been galvanised to support SBMCs in their communities in the mobilisation of resources towards enhancing the delivery of education in schools. In many cases, the traditional and religious leaders have made direct contributions to the schools in their communities by giving their own time and energy, supporting inclusive education, resource contributions, advocacy to philanthropists and government and generally building the morale and motivation of children to want to be in school to learn. This report has reflected these contributions in the 22 case studies captured across the ESSPIN States supported by interviews with the traditional and religious leaders themselves, various SBMC members, Head teachers and Social Mobilisation Officers as well as images which were taken at the time of the interviews.
103. AS ESSPIN gradually closes in 2016 it is clear that the SBMCs which have been trained will continue the good work they have begun in supporting schools and the children in their communities. The traditional and religious leaders have clearly been motivated and re-iterate their enthusiasm to continue to do this as best as they can.

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