

Beneficiary assessment

What do our beneficiaries say?

The Beneficiary Assessment provided beneficiaries of ESSPIN the opportunity to share their perspectives on how ESSPIN has impacted on their knowledge, attitudes and practices. The study complements previous studies undertaken and provides evidence of how beneficiaries feel they have personally gained by participating in ESSPIN activities at Federal, State, community and school levels. An online questionnaire, interviews and focus group discussions were conducted in November 2016 across six states: Enugu, Jigawa, Kano, Kaduna, Kwara and Lagos.

95% of questionnaire respondents agree or strongly agree that teaching has improved in the last few years.

“Our teachers have improved on how they teach us. We now understand lessons better.” (Children’s committee member, Enugu)

“My teaching has changed and improved. Before ESSPIN intervention, I use teacher centred approach to teach children but now use child-centred teaching methods.” (Teacher, Jigawa)

“I have been transformed. My leadership skills have improved. Though I no longer rest but I enjoy it. It makes me active.” (Head teacher, Enugu)

“The school is better run now.” (Questionnaire respondent)

The perception of most beneficiaries in the study is that their schools have improved over the last few years. They believe that teaching is more child-centred and of a higher standard than it was before ESSPIN and that children’s learning has improved, including the way children engage in lessons and interact with their teacher. Significantly, most beneficiaries feel part of this movement towards school improvement and are proud to describe ways in which they have personally contributed to improving their school.

“Our school is now neat; security is better”. (Children’s committee member, Enugu)

“There is a bush that is scary but we have cleared the bush and the place is safer for pupils”. (Children’s committee member, Lagos)

“We participate in school environmental sanitation and clean our toilets. This makes us be in a good learning environment.” (Children’s committee member, Jigawa)

An important element of school improvement for children is making the school environment safe. Through ESSPIN, improved sanitation, water supply and furniture are commonly commended by children for improving their learning experience.

Across several states, teachers and SBMC members described the improvement of their public primary schools by comparing with private schools.

In their eyes, private schools are a benchmark of quality that public schools are now meeting and in some cases exceeding because of ESSPIN interventions.

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“ESSPIN has changed outsiders’ perception of public schools.” (SBMC member, Lagos)

“There is a lot of improvement. Even now you can see many children are removed from private schools and are in this school just because we are also doing the way the private schools are teaching”. (Teacher, Kano)

“Nobody will say they have not benefitted from ESSPIN. Even private schools are benefitting strongly. They are stealing our method.” (Teacher, Enugu)

On the whole, beneficiaries believe that ESSPIN has improved their knowledge and skills to enable them to do their job better now than before. Across all states and job roles, beneficiaries are able to list technical skills that they have developed and attribute to ESSPIN training. These include leadership, planning, financial management, pedagogy (teachers only) and advocacy. Beneficiaries positively describe how these skills have enhanced their work and how it connects to improved outcomes in their role.

99% of questionnaire respondents agree or strongly agree ‘participating in ESSPIN activities has made a difference to my leadership’.

99% of questionnaire respondents agree or strongly agree ‘Through ESSPIN I have a better understanding of the planning process (and planning has improved my work)’.

99% of questionnaire respondents agree or strongly agree ‘I am able to manage finances better now than I was a few years ago’.

“My capacity has been strengthened towards effective lesson delivery”. (Teacher, Jigawa)

Many beneficiaries have gained confidence and built soft skills through their interaction with ESSPIN. Responses demonstrate a professionalising of their roles; they know what to do and why and they demonstrate confidence in what they are doing and see value in their job.

“I feel as a new person doing something new that I never thought I can.” (Women’s committee member, Kano)

“Before in our class, I am always shy but now I feel bold to talk.” (Pupil, Lagos)

“I love my profession more and I am motivated to do better”. (Teacher, Kaduna)

“Ah, yes my attitude to teaching has changed. I was thinking that I just start teaching before I get another job but now I am proud of teaching”. (Teacher, Kano)

“We are now dedicated, focused and more prepared”. (Teacher, Enugu)

“I have a sense of satisfaction and authority/mandate to serve my community as well as being there for the children”. (Women’s committee member, Kaduna)

“Commitment is the word for me. I have learnt that if the community are voluntarily contributing to the school, then how much me as employed teacher. No more lukewarm attitude.” (Teacher, Kaduna)

“I now have job satisfaction”. (SSO, Enugu)

“But now I do it with joy.” (Head teacher, Enugu)

Almost all beneficiaries (99%) in the study confirm that their views on access and inclusion in education have changed because of ESSPIN.

“This will help to integrate them and give them opportunity to succeed in life.” (SBMC member, Kano)

“All children are created by God and have right to education”. (Children’s committee member, Jigawa)

“The awareness I got from ESSPIN training has helped me and changed my perspective. We pay special attention to children with disabilities or slow learners so that they can come up to speed with others. At times we put them in front row or pair them to those who are faster to support them.” (Teacher, Enugu)

“I believe all children should have access to this school irrespective of their disability or ethnicity to learn in the same environment”. (SBMC member, Jigawa)

There is increased ownership and shared responsibility amongst education stakeholders for ensuring children access school, especially the most marginalised children. Most beneficiaries (95%) state that they have contributed to enrolling more children in school.

SBMC member in Kwara said: “We move from one house to another to mobilise children, some children are physically challenged, some might be deaf, as long as they can talk, we tell their parents they are not meant to be kept at home, bring them to school and we have them in the school and make their parents realise that they cannot be cast away in the future”.

“We go to the market and meet market women who has their children working with them to allow their children to come to school” (Women’s committee member, Lagos)

“Yes I helped a girl to enroll when I go to their mother and say I want her to come to our school and she leave the Islamiyya and come to our school, she is in primary five. She is my friend and they don’t learn singing and the addition with number line in their school. She can go to Islamiyya in the evening after school.” (Children’s committee member, Kano)

Beneficiaries believe that women and children should be involved, and evidence shows they are now actively involved in school management, planning, communication, advocacy and ultimately contributing to school improvement. This is attributed to ESSPIN’s introduction and strengthening of children’s committees and women’s committees.

98% strongly agree or agree that ‘it is important to involve women and children in school development planning’.

100% of respondents agree or strongly agree that ‘it is important to have an SBMC meeting where everyone is free to talk and their contributions are listened to and acted upon’.

“The teachers in the school are now accepting our opinions as members on children’s committee. They respect our opinions and views and makes us happy and important” (Children’s committee member, Jigawa)

“The chairman gives equal chance for everybody to talk and our contribution are considered when discussions are taken and we are happy”. (Women’s committee member, Enugu)

“We attend meetings now and monitor attendance of children in the school. Prior to ESSPIN intervention we were not participating in meetings for school improvement”. (Women’s committee member, Jigawa)

“I now think differently about women and participation. I now know women have capacities and should be given opportunity to contribute”. (SBMC member, Enugu)

Beneficiaries self-identify that through ESSPIN they have developed skills, attitudes and practices to work collaboratively across institutions and with education stakeholders, who were previously working in silos, for the common goal of improving schools and learning. Importantly, they see value in working with others and see opportunities to improve through better teamwork and supportive relationships.

“I now see other stakeholders as partners in progress”. (Questionnaire respondent)

“It has brought about team spirit; that is working together as one”. (SBMC member, Lagos)

“Everyone is important and we can only progress when we work together. The community is more closely knit now.” (SBMC member, Kaduna)

“It has created relationship between school and community, the church, and teachers. Head teacher cannot manage the school alone”. (Head teacher, Enugu)

“There is better understanding between the school and community. There are things that government can do and what the community themselves can do”. (SBMC member Kaduna)

“The teachers in the school are now accepting our opinions as members on children’s committee. They respect our opinions and views and makes us happy and important”. This is a repeat quotation – already used above. (Children’s committee member, Jigawa)

“Another area of change is attitude between the head teacher and class teacher. They now relate as a family”. (Teacher, Enugu)

“Now I know how to lead my school and support my teachers and pupils and relate with SBMC. It is no more that old method of shouting and flogging, now we do more of support”. (Head teacher, Enugu)

“It’s because of ESSPIN. Teachers now promote pupils’ self-esteem.” (Teacher, Enugu)

“My relationship with pupils has improved, they related with me and the class teachers freely.” (Teacher, Lagos)

“A parent came to school to see who I am because she said her child told her with pride that ‘my teacher loves me’”. Another parent wrote me a letter of appreciation for supporting her son to improve in school”. (Teacher, Enugu)

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