

ESSPIN is supporting schools to become effective centres of learning at the heart of the community. We are working to improve the way education is managed at all levels of government and to get more and better resources in schools. ESSPIN is helping Nigeria's children to grow.

Background

ESSPIN's evidence from the classroom has convinced the newly elected Governor of Kano State, Engr. Kwankwaso, of the scale of the challenge to raise the quality of teaching and learning in Kano schools. There are over two million primary school children in Kano State. On average 87 pupils share each classroom, and a third of urban schools run double shifts to cope with demand. Of the 45,000 primary teachers, just one in three is qualified, meaning there is one qualified teacher per 114 primary children. Four out of five teachers receive no training of any kind each year. Half the primary schools have no safe drinking water and a third of classrooms lack seating for children.

The average pupil to toilet ratio is 200:1 and in one local government education authority this reaches 1,214:1. With gender parity now seen in Kano primary schools, the state government is actively working in partnership with communities to promote girls' secondary education and better standards of teaching, learning and facilities overall.

ESSPIN's contribution

ESSPIN's evidence-based advice has been heeded: the state has accessed N4bn (£16m) of untapped Nigerian federal government and matching funds for education. The extra money would be sufficient to repair all the illegible blackboards in Kano schools, provide the first toilets for boys and girls in over 2,800 primary schools, recruit enough teachers to make class sizes manageable (40 pupils in primary, 30 in secondary), and supply the on-the-job training that 62,000 teachers desperately need. New primary classroom blocks across the state are the government's first investment priority, along with school meals, free uniforms and mobilisation of community support for schools.

ESSPIN works with the state government, civil society and communities to introduce an integrated package of school improvement measures, focusing on three LGEAs and 312 partner schools that serve 160,000 children.

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Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

ESSPIN innovation in Islamic, Qur'anic and Tsangaya Education (IQTE)

Three million children attend Kano's IQTE schools that teach children to recite the Qur'an, instruct them in the ways of Islam and the teachings of elders of the faith. ESSPIN has built up relationships of trust with the religious leaders (*Malams*) and proprietors of such schools. We invite them to engage a community teacher whom we support to teach maths, Hausa, English and social studies to the children. 2,000 children in religious schools are enjoying core curriculum subjects for the first time.

ESSPIN has also set up a sustainable, high-yield, school farming scheme based on a revolving fund, to end begging by Tsangaya children, improve their nutrition and develop life skills. This demand-driven approach is very well received:

"I never imagined that I could be convinced to appreciate and accept any western ideology. The swift transmission of literacy and numeracy skills to my students who had never been into the four walls of a conventional school has made me withdraw all reservations." Isa Musa, Yanhamar cluster, Kumbotso LGA.

"It's almost impossible in this age and time to find someone that gives the two essentials of life, i.e. education and feeding. ESSPIN has done this and we say thank you." Malam Idris Mohd, Sabon Birni cluster, Fagge LGA.

"I never believed in governmental or non-governmental interventions because they are not sustainable and last for short time. But the structure of the farming scheme is such that, even without ESSPIN, we will continue the process on our own. We thank you for this and everything else." Malam Musa, Saya-saya cluster, Albasu LGA.

"I have never been afraid of participating in any new thing that comes to me or my students; as long as it is good and contains no element of harm. ESSPIN's Tsangaya Literacy program is one such good thing which I am very grateful for." Malam Umar Ibrahim, Sabon Birni Cluster, Fagge LGA.

"We used to farm before, but on a very small scale. The ESSPIN farming scheme has motivated us to pursue farming more vigorously in the future, even on our own." Gwani Sunusi, Dandurumi Cluster, Kumbotso LGA.

"ESSPIN has set the pace; may Allah give them the strength to continue and us the courage to co-operate and give back for the sustainability of the project" Malam Liman, Saya-saya cluster, Albasu LGA.

"The Tsangaya pilot training activities make teaching and learning fun through questioning, group work, role plays, demonstration, singing and many other games". Auwal Ibrahim, community teacher, Farawa cluster.



Standing tall
Malam Mahmuda Shu'aibu of Kumbotso cluster is justly proud of the massive increase in crop yields he expects from the ESSPIN sustainable farming scheme, which will help secure his pupils' welfare and improve their learning opportunities for years to come.

ESSPIN impact replicated by Kano State Government and communities

Through the Kano State School Improvement Team (SSIT), ESSPIN has helped provide over 7,000 person-days of training and support to teachers and head teachers. Our CSO and government partners have provided a further 4,500 person-days of capacity building inputs for SBMC and community leaders. There are now numerous examples of Kano stakeholders using their own resources to adopt ESSPIN's school improvement measures.

Musbahu Sulaiman and Bashir Liman of Danjirima, Kumbotso LGA, have supplied N7,000 (USD43) for exercise books and cartons of chalk to support teaching of the core curriculum in Tsangaya schools.

Two Local Government Authorities and two schools have spent a total of N2.5m of their own resources to provide School Improvement Programme training and support to 1,150 teachers, head teachers and local government officials.

N55m (USD335,000) has been pledged by Tarauni, Nasarawa and Gwale LGAs to establish 250 SBMCs following ESSPIN's School Improvement Programme methodology.

Kano State Ministry of Education has taken on 70% of the expense of the 2010/11 Annual School Census, compared with 30% in 2009/10. It will print the ASC Report.

Kano State Government (KSG) has instigated and paid for a verification exercise of all State education sector employees' salary and allowances. ESSPIN is working with SUBEB to guide KSG to complete a thorough payroll audit, which is expected to yield considerable savings in personnel costs. SUBEB has invested N2.3m (USD14,000) in this exercise.

SUBEB has confirmed plans to access the N50m (USD300,000) allocated for institutionalisation and expansion of the ESSPIN IQTE pilot under the auspices of a new unit within the State Government's apparatus.

ESSPIN is an active member of the Technical Project Team monitoring the N2.2bn (USD13.4m) Kano State/ Federal primary classroom block construction programme.



A new beginning

His Excellency Executive Governor of Kano State, Mohammed Rabiu Musa Kwankwaso, lays the foundation stone at Butu-Butu Primary School, Gwarzo, for the first of 616 new primary school classrooms, with Hon Commissioner for Education (rt) and Executive Chairman of SUBEB (ctr) in attendance.

Case Study – Kano’s resources used to train Kano’s teachers

“I always wondered how I could improve my work as a head teacher” reflects Fatimah Mohammed Fagge, the aptly-named principal of Fagge Special Primary School. “I also desired to leave a legacy in my school but I didn’t know what to do. Then ESSPIN taught us how to involve the community in planning and supervision of the progress of the school. Now the Old Pupils of the school and the School Based Management Committee (SBMC) have come together to support the training of our teachers. I am so happy!”

Fatimah has benefited from ESSPIN’s professional development programme on school improvement which helps head teachers become leaders who effectively and efficiently manage their school’s resources. Inspired to attract additional funding to improve Fagge SPS, Fatimah sought the support of the Old Pupil’s Association (OPA) and SBMC. Jointly they worked to replicate ESSPIN’s integrated School Improvement Programme training and follow-up support in classrooms for all her teachers.

The training at Fagge Special Primary School was facilitated by the State School Improvement Team (SSIT): a group of 30 professionals, gathered from across the education system, with capacity developed by ESSPIN to inspire the professional development of head teachers, teachers and supervisory staff in the state.

The ESSPIN School Improvement Programme places children firmly at the centre of schooling. It encourages the conditions for all children to be included and learn in a safe and comfortable environment. Head teachers are trained to conduct a school self-evaluation in partnership with the SBMC and community, then set and achieve appropriate targets in a school development plan, to work towards the highest possible standards of education.

“I have attended each level of the training supported by ESSPIN and I say, if not for these trainings, I would have laboured in vain” Fatimah enthuses, as she shows off the objectives of her school development plan displayed on her office notice-board.

“I have learned how to approach and involve members of the community in the affairs of the school and now I can see the results.”

ESSPIN is working with the state government, civil society organizations and communities under the banner ‘*Let’s make all Kano schools improving schools*’. We seek to ensure that all state and community resources are used to make this dream a reality.



Self-improvement
Head Teacher Fatimah Mohammed Fagge (left), is consulted by a group of her Fagge Special Primary School teachers, during a professional development session paid for by members of the school community.