
Transforming Basic Education in Kano

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 to schools. ESSPIN is helping Nigeria's children to grow.

Background

Kano's education system is under enormous pressure. 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 1214:1. 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

"Every school should be an improving school." In Kano, ESSPIN works with the state government, civil society and communities, focusing on three LGEAs and 310 partner schools, to help make this a reality. The Kano State School Improvement Team (SSIT) has already provided over 7,000 person-days of training and classroom support visits to teachers and head teachers; with a further 4,500 person-days of capacity building inputs for SBMC and community leaders supplied through our CSO and government partners. 19,000 children plus their teachers are now enjoying fresh drinking water at school - the first step towards our coverage of 100 schools with clean water and latrines. With 2,000 children in religious schools enjoying core curriculum subjects for the first time, and 11,000 girls enrolled in the innovative Conditional Cash Transfers programme, overleaf we record examples of Kano's improving schools from stakeholders' own perspectives.

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Education Sector
Support Programme
in Nigeria



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International Development

ESSPIN Impact in schools

Aishatu Abdullahi (15) is a pupil of Gobirawa Special Primary School in Fagge LGEA, who used to trek up to five kilometers to and from school for water. Now Aishatu - and 12,000 schoolmates at probably the largest primary school in the world - have a school borehole and two solar-powered pumps, two 22,500 litre storage tanks and 20 tap-stands. At weekends, the SBMC charges community members N5 to fill a jerry-can of clean water, which they can sell for up to N20 in the market. The SBMC has invested this money in a school gate, guard and garden. Local people have good water and an income, whilst ESSPIN's investment costs just N20 (14 US cents) per pupil like Aishatu per year.

The SSIT training workshops at which learner-centred teaching is modeled - and experienced by most teachers for the first time - are having impact beyond the ESSPIN-funded programme.

Mallam Haruna Ado, head teacher of Chiranci Primary School in Kumbotso LGEA, together with colleagues who attended ESSPIN class teacher training, personally donated and raised the money to replicate it themselves for the rest of the teachers in their school.

Mallam Umar D. Gwarzo, a SSIT member, was appointed interim management officer for Doguwa LGEA. He set up and conducted replication training for over 280 teachers and local government personnel for all the schools in Doguwa - a non-ESSPIN LGEA.

Classroom teachers in Faragai Central Primary School, Albasu LGEA, have changed the seating arrangement of their 1,500+ pupils, to suit the child centered lessons, pair- and group-work methods they learnt during SSIT training. Since the training "*the attendance of girls has increased from 60% to 95%*" enthused head teacher Ibrahim Ismaila.

Mallum Musa Muhammed, an Inspector from Fagge LGEA, was so inspired by the class teacher training he received from the SSIT, he organized a replication workshop for 66 teachers in the six metropolitan Kano LGEAs, at no cost to ESSPIN, thereby spreading the positive impact beyond the 310 ESSPIN partner schools and demonstrating local ownership.

Mallam Shuaibu of SUBEB head quarters, who served as an invigilator during the first round of ESSPIN-supported Tsangaya cluster school student assessments, commended the intervention to teach secular subjects in religious schools, and stated that the quality of education is impressively high.



Caption

A refreshing lesson. With ample fresh water to refill their bottle from the borehole and solar pumps provided by ESSPIN, these Gobirawa Special Primary schoolgirls and their teacher can now concentrate fully on lessons.

ESSPIN Impact in Communities

The local men never knew they had a role and responsibility for what is happening in the school, until the coming of ESSPIN, through the empowerment of the SBMCs.” - Alhaji Bashir Abdullahi Albasu, District Head, Albasu.

“In the history of this LGA, women have never had the opportunity to be listened to in community forums, in fact not even to attend—but now ESSPIN has given them this right through SBMC trainings and meetings.” Alhaji Danladi Gadama, Education Secretary, Kumbotso LGEA.

The Chief Imam of Bechi Village, Kumbotso LGA, changed his mind about not sending children to a western education school after his participation in ESSPIN SBMC sensitization training. He now realizes the limitations of leaving them in solely the Qu’ranic form of education and has said they will surely be enrolled.

“I always used to feel uncomfortable when people asked me to give money for school projects, but the design and approach by SBMCs in this new system has made me willing and eager to give both my time and money in order to ensure the development of the schools in my area.” – said a political leader in Fagge.

The SBMC Chairman of Itiqanul Qur’an Islamiyya School in Fagge LGEA has found that with the establishment of SBMCs and their training sessions, he is able to lead and manage people and resources in a much more effective way than he was previously able to with PTAs alone.

“Indeed, ESSPIN has helped us expand and understand our functions. We are now finding it easier to get support from community members because they have been sensitized by ESSPIN. Previously, SUBEB did not have the resources to plan and implement this.” - SBMC Coordinator, Kano SUBEB.

“I feel proud to be allowed to talk during SBMC meetings. There are many things worrying the children but we didn’t know how to report them. Now we have the chance.” - Head Boy, Kumbotso Central Primary School.



Caption

Kano Support Teachers spell out the letters 'IQTE' - Islamiyya, Qur’anic and Tsangaya Education - demonstrating that fun teaching aids need not cost a single kobo.

Case Study – Conditional Cash Transfers – A Ray of Hope

Bilkisu Jamilu grins as she effortlessly completes in English her section of the consent form allowing ESSPIN to take and use her photograph. Her chirpy banter with her mother and sister point to a warm family relationship. Her uniform is clean and her nails cut short, but her rubber sandals are patched, a size too small and covered with the infamous Harmattan dust of Kano.

Bilkisu (12) and her sister Zaliha (10) are beneficiaries of the Kano Conditional Cash Transfer (CCT) programme for Girls' Education: the first of its kind in Nigeria. CCT is a three-year pilot to support girls through upper primary and junior secondary years. In partnership with the Kano State Government, ESSPIN (DFID/UKaid) and the World Bank SESP, 2,500 girls from the three ESSPIN-supported Kano LGEAs currently meet the criteria to benefit from the programme (amongst 11,000 registered across the state).

CCT targets girls from poor communities who need assistance to secure their education and well-being, and who might come to harm if forced into street hawking to eke out a living. Enrolment, attendance and performance are the key conditions for remaining in the cash transfer programme.

CCT should increase the transition rate of Kano girls to Junior Secondary School, which is currently 10% lower than that of boys. Secondary education can help empower girls with knowledge and skills to raise their prospects, stabilise family finances and improve their self-esteem. A longer school career benefits the girl's future family, and is associated with lower maternal and child mortality. For many families, CCT now offers hope for a better future, where previously there was none.

Asked about the CCT programme, Bilkisu says *“the money will help my parents to tend to some of our educational needs. Even though it will not be able to cover all the costs, it will certainly ease the burden, as there are ten of us.”*

Bilkisu's and Zaliha's mother, Hauwa, says that the CCT money will provide uniforms and exercise books for her girls. She has a son at university and vows that against all odds, one day her daughters will also attend tertiary institutions and attain their full potential.

The girls' school, Thimarul Quran Islamiyya Primary School, has also benefited from the ESSPIN water and sanitation programme, with a functional borehole in place and toilets under construction.



Caption

Looking to the future. Sisters Bilkisu Jamilu (left) and Zaliha look forwards with new confidence, as beneficiaries of Conditional Cash Transfers for Girls' Education.