

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

**Assignment Report**

**Journalism Development Programme**

**Report Number: ESSPIN 533**

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This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies.

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## Note on Documentary Series

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The documentary series is arranged as follows:

- ESSPIN 0-- Programme Reports and Documents
- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
- ESSPIN 2-- Support for State Level Governance (Reports and Documents for Output 2)
- ESSPIN 3-- Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
- ESSPIN 4-- Support for Communities (Reports and Documents for Output 4)
- ESSPIN 5-- Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

- JG Jigawa
- KD Kaduna
- KN Kano
- KW Kwara
- LG Lagos
- EN Enugu

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## Acronyms and Abbreviations

CSOs	Civil Society Organisations
DevComs	Development Communications Network
ESSPIN	Education Sector Support Programme in Nigeria
JDP	Journalism Development Programme
FCT	Federal Capital Territory
FRCN	Federal Radio Corporation of Nigeria
NGOs	Non- Governmental Organisations
NTA	Nigerian Television Authority
Q& A	Question and Answer

## Abstract

1. The assignment supports improved media attention to comprehensive and analytical approach to reporting the education sector. From an initial baseline the project progressed through sensitization of about 130 journalists at the six ESSPIN focal states and Abuja to two state level trainings covering about 60 journalists followed by national level training for 18 journalists with mentoring and immersion component as key part of the process. These culminated in the award presentation based on the stories filed in by the participants after the national capacity building training and mentoring.

## Executive Summary

2. The Journalism Development programme was aimed at informing the public of their rights, responsibilities and roles to securing a better quality education for all Nigerians. Through strategic partnership and capacity enhancement of journalists in ESSPIN focused states the programme drew public attention to the importance of good quality education empowering them to make informed choices about their (and especially their offspring's) educational decisions, raise demand for policies supporting quality education and accountability of budgetary allocations in the education sector.
3. Specifically the programme addressed the following objectives:
  - Support the development of the media in addressing the need for a comprehensive and analytical approach to reporting the education sector - covering governance in education management (including expenditure/budget tracking, Whole School Development and community involvement.
  - Build capacity of media professionals through strategic trainings and technical support to write and produce effective (informed) reports that would promote high quality education reporting in the context of development in Nigeria
  - Generate a significant volume of articles highlighting the need for development of quality basic education in Nigeria.
4. The project achieved a number of milestones. The programme reached out to more than 130 journalists from all the ESSPIN States including the FCT through an initial sensitization. Approximately 60 Education senior correspondents and Line Editors drawn from state and national newspapers as well as Public Relation Officers of education Ministry, Department and Agencies were then trained on contemporary issues in the education sector in Nigeria. The programme recorded a total of 63 stories from both print and broadcast media. This has gone a long way to register the activities of ESSPIN in Nigeria in the minds of the journalists but more as a development issue rather than just a project of an organization.
5. Eleven out of the 18 journalists trained at the national level capacity building submitted stories for the Award component of the programme.

## Introduction

6. The Nigerian education sector is facing manifold challenges encompassing inadequate and timely statistics; lack of planning and management capacities, as well as good governance and transparency in educational management. The sector is also bedevilled by an inherent funding gap, rationed allocation and utilization of resources lack of innovative educational provision services to meet the challenges of Universal Basic Education, poor and inadequate infrastructure and facilities.
7. There is also gender gap at all levels, ineffective quality control, lack of qualitative knowledge impartation by teachers at all levels, and dearth of equipment, facilities and resources to promote vocational, science and technical education as well as the use of Information and Communication Technologies (ICTs). The weakness in the educational system is a major obstacle to sustainable development in Nigeria, as it cannot prepare Nigerian pupils and graduates to compete favourably at the global level.

## Purpose of the Consultancy

8. The programme focussed on supporting the development of the media in addressing the need for a comprehensive and analytical approach to reporting the education sector – covering governance in education management (including expenditure/budget tracking, Whole School Development and community involvement).
9. Media coverage of the Nigerian Education sector is an ongoing and organic process that requires continued attention to ensure long term growth. The training was considered an all round success by journalists and media correspondents, though it was clear from participants' feedback that there exists a large appetite for more training programs of this nature. Overall consensus suggested that to satiate this industry demand for capacity building events, media focused NGOs should continue to expand the breadth, depth, and frequency of their training with an in-built institutional engagement of media organisations and utilization of New Media platforms.
10. Objectives of the programme include:
  - (i) Creation of capacity building opportunities that improve competence of journalists in reporting the education sector
  - (ii) Opportunity for on-site coverage of breaking news on emerging educational development issues, bringing a sense of responsibility and quality information management to reporters and media organizations
  - (iii) Support the need for an integrated approach in education reporting covering budget tracking and the public sector angle of education

## Structure of the Report

11. Reports were sent based on the milestones achieved in the implementation of the project. Specifically the implementation began with an initial desk review of education reports in five newspapers. A questionnaire was also developed to gather information from correspondents and senior journalists on journalism practice and coverage of the education sector. Findings from these and subsequent pre- and sensitization activities were utilized in planning other components of the programme.

## Methodology and Main Activities

12. The ESSPIN Journalism Development Programme (JDP) began in August 2010 with a desk review from 5 national dailies which includes the Guardian, Punch, Champion, Daily Trust and the Sun Newspapers on how well these newspapers report the education sector especially universal basic education.
13. The desk review provided an initial critical perspective on the level of commitment to basic education reporting in the media. Findings from this (see Annex 8) was utilised in developing key components at all stages of the programme. It provided new insights to how best basic education can be reported with development of strategies for the capacity building component.
14. About 130 journalists participated in an initial sensitization in the 6 ESSPIN States and the Federal Capital Territory (Lagos, Enugu, Kwara, Kaduna, Kano, Jigawa and FCT), thereby setting the pace for future engagement.
15. An application guideline was developed for selection of those who will participate at State level trainings conducted between December 6 and 16 2010. (see Annex 11). The successful journalists from Lagos, Enugu and Kwara attended the capacity building in Lagos State, while those from Kano, Kaduna, Jigawa and FCT attended theirs in Kaduna State. The trainings had presentations with Q&A, interactive roundtable discussions, and group exercises meant to emulate real life scenarios addressing issues crucial to the effective development and prioritization of education within the household unit and the community as a whole. A field trip was also conducted during the two trainings.
16. The State level training activity deepened the knowledge of the journalists in reporting unreported development and issues in the education sector. It also empowered them with skills to hold their various state governments accountable on education and other related issues. After the states capacity building participants reported stories from their various base as it affects the education sector.
17. Of all 53 journalists that were trained from all the various state 18 were successful based on the review of their reports by senior journalists (Mentors) who evaluated their reporting



output using a set of content analysis criteria. Although the plan was to have 20 participants at the National Capacity training only 18 were able to scale through the rigorous selection process.

18. Two Journalists were co-opted into the programme from Abuja, Boco Edet of Daily Trust and Erasmus Alamere of Champion Newspaper. The two publications form part of the baseline study with majority of the stories based on assignment and news reports among others.
19. The national capacity building was conducted for the 18 successful participants from the ESSPIN States and FCT between 27<sup>th</sup> and 29<sup>th</sup> of March 2011. These participants had a Boot Camp in Abuja where media experts, education professionals and stakeholders in the education sector came to deliver presentations, as well as engage in robust discussions. Mentors provided the journalism perspectives of the presentations and helped story ideas development process.
20. Mentoring of the journalists started immediately after the national capacity building, and individual journalists were guided and directed on how to go about their various stories. The Mentors were also used as presenters and facilitators so that they could have an insight to where the journalists were coming from, and also to have an in-depth understanding of the process. They helped in the development of story ideas in the course of the programme.
21. The climax of the Journalist Development Programme (JDP) was the award ceremony which took place on October 19<sup>th</sup>, 2011 in Abuja. The award presentation had eight awardees drawn from the eighteen journalists who were trained during the national capacity building held between March 27<sup>th</sup> and March 29<sup>th</sup> 2011.

## Findings

22. Impact of stories leading to holding government accountable in some of the media has begun yielding positive responses already. A number of anecdotal evidences abound within the journalists and their media organizations depicted by a number of examples not limited to the following:
  - Holding government accountable on the Nigerian education sector is expected to lead to better governance and improved socio economic development. This requires consistency in media reports beyond the issue-attention cycle of media coverage. Participants agreed that the media can enhance the transparency of the decision making processes of government through collaborative and syndication of story ideas among them and between their media organizations. This is to be explored further.
  - To impact on the policy-making processes require access to credible information and alliance with key stakeholders in the education sector. There are elements of

networking with civil society and senior government officials in the education sector but the reporters still need to explore a more interactive approach in developing their stories utilising the skills set developed during the training.

- Mentees are expected to still keep in touch with their Mentors beyond the JDP to ensure that there is an interactive scheme where high-standard of reporting is ascertained, as well as ensure that there is an effective flow of information in ideas development and stories they write.
- Gathering data with credible analysis is a good tool for targeted advocacy with government and decision makers. Thus the participants resolved to use this as a way of influencing and affecting decision making processes from the government. However more expertise needs to be developed by the participants through other capacity building opportunities.

### Achievements

23. A number of milestones were achieved in the implementation of the programme. Eleven out of the 18 journalists were submitted stories for the Award component of the programme. A number of others had been assigned to focus more on politics as the country went into elections during the programme since they were mostly state correspondents and had to report other beats at the same time.
24. The Journalism Development Programme in its totality was able to reach out to more than 130 journalists from all the ESSPIN States including the FCT. The programme recorded a total of 63 stories from both print and broadcast media in the following sequence 35 from the state capacity building and 28 from the national capacity building. This has gone a long way to register the activities of ESSPIN in Nigeria in the minds of the journalists but more as a development issue rather than just a project of an organization.
25. **Bashir Muhammad Inuwa of Freedom radio** before the inception of the JDP was not covering the education beat but has been able to introduced three programmes addressing the education sector. These include “Girl-Child Education, The plight of Almajiris, and Tsangaya Schools” all geared towards covering education sector issues and ensuring accountable government education issues.
26. Six of the journalists who attended the capacity building had done stories which brought about immediate response and action from the government. In Enugu, **Lawrence Njoku** of The Guardian, **Ita Etim** of The Champion and **Tony Edike** of The Sun all did stories on the deplorable state of education infrastructure in Enugu. This brought them to wrath with the State Governor, who immediately called for them and in less than 24 hours after they did their story, the school they all reported about was roofed and renovated. The case of the headmistress who was placed under suspension because she granted the reporters interview is receiving attention by the journalists. However ESSPIN Enugu State can explore ways to assist the headmistress. Also in Lagos, **Kikelomo Ifekoya** of Radio Nigeria, Lagos,

**Gabriel Dike** of The Sun and **Kayode Falade** of The Compass did stories on the abysmal state of the infrastructure in the education sector in Lagos State, and were accused of being among the people that hindered the state Deputy Governor from returning for second term.

27. The need to deepen the understanding of the reporters on how to use data to convey human angle stories in a way that would appeal to the reasoning and conscience of their audiences is seen as a critical issue. Therefore the participants agreed to learn more on this, to help expand the impact of their stories. **Tony Akowe** of The Nation Newspapers utilized this approach and was able to get support for a primary school drop-out, in Kaduna State, to continue her education. However there was poor linkage with ESSPIN Kaduna State for further action on this development. Future links with the participants need to be strengthened as the project continues.
28. **Tony Akowe, the Nation Newspapers Kaduna** emerged as the best in print and the overall winner of the Journalism Development Programme.
29. **Kikelomo Ifekoya, Radio Nigeria Lagos** emerged as best in radio category based on her detailed reportage of the education sector if compare to the two other radio journalist in the competition.
30. . **Anthony Forson, Nigerian Television Authority NTA Kaduna** was also another journalist whose story triggers concerns by the management of Nigerian Television Authority which for them was not government friendly and was seen as antithesis to government policies on basic education. But the same story the management of NTA complained about was aired all through the day before the award presentation upon notification that the story was nominated for the award.
31. **Toyin Adurodija Adebayo, National Life Newspaper Ilorin** emerged as the winner from Kwara State based on her human angle stories and her willingness to learn. She also created an online platform for publishing her stories during the project and has since been using it as an alternative platform beyond her organization.
32. **Boco Edet, Daliy Trust of Abuja** emerged as the winner from Abuja. The publication sent three reporters to cover the event.
33. . **Binta Lawan Umar, Freedom Radio Jigawa** emerged as the winner from her state with her news report in Hausa and English language. Two reporters were sent in from Kano to cover the award.
34. . **Lawrance Njoku, Guardian Newspaper Enugu**, emerged as the winner from Enugu State.
35. **Bashir Muhammad Inuwa, Freedom Radio** emerged as the state winner from Kano state.

## Conclusions

36. The Journalism Development Programme has proven to be a good methodology for engaging the journalist as the voice of the voiceless and holding the government of Nigeria accountable and ensuring that, child education is taken with all sense of seriousness. It is imperative that this monument is continued to ensure that the desired change is achieved.
37. The poorest of the poor are most affected by budget cuts, having no other alternative to public services like education. Thus there is a tremendous need for journalists to better understand the budget and allocation process that drives funding for government initiatives meant to serve the public interest and society by the journalists. Holding government accountable on the Nigerian education sector will lead to better governance and socio economic development. This can enhance the transparency of the decision making processes of government.
38. The media has the social responsibility of setting the National Agenda especially in developing countries. As such they should ensure that the opinions of the people on government policies and programs are related back to the government through effective feedback mechanisms.
39. An effective journalist must understand the need to effectively gain access and change their attitude when developing relationships so that they can more effectively develop their stories and help get information into the hands of important policy shapers and decision makers
40. The media plays important roles in grassroots mobilization and empowerment of the citizenry. Journalists need to know how to effectively harness the full power and guiding force of their voice when mobilizing those in civil society.

## Options and Next Steps

41. As a result of experience sharing of some journalists whose stories triggered immediate government reaction and response, all the participants resolved to engage in in-depth and investigative approach, aimed at a more people-center policy development and programmes reporting.
42. ESSPIN at state and federal levels can support the process of linking journalists to relevant sources of information which will help them in terms of analysis of document on regulatory policies and budget, community involvement in terms of benefits derived, numerous interviews with on the record sources and interview with anonymous sources. ESSPIN website should be explored for some of these efforts.
43. There is a need for further development of skills in the area of financial education of the participants. While the participants were empowered with a basic knowledge of public

finance analysis and budgeting so as to function effectively in national development there is a need to build on this for future utilization in their work. This is being looked at as collaboration with other agencies with core-competence in budget tracking such as Action AID.

44. There is need for continued field reporting, media Forum, unreported development in the education sector, Online Platforms and the New Media. To this end Devcoms will continue to make requisite contact with the journalists while relying on issue focused input by ESSPIN and key actors in the Education sector.
45. A regular monthly or quarterly Media Forum is hereby proposed in each ESSPIN states anchored on the JDP participants and led by the award winners. An integrated focus with opportunities in other journalism focus areas is also proposed with the participants trained and mentored in related areas like public health, science and other education sector relevant issues.
46. ESSPIN should provide regular case studies which Devcoms can share with the JDP awardees for further investigation and story development. Also an investigative story grant can be instituted in a competitive manner with application open to a wider spectrum of journalists coupled with an end of program award as follow-up to the initial JDP.
47. Other possible areas are the utilization of new media platforms like face-book, monthly news bulletin adapted from research findings from ESSPIN and other education sector organizations. ESSPIN collaborating CSOs should also be trained on media skills as a precursor to a robust relationship with the media.
48. A continuous interaction between the journalists (mentees) and their mentors is still imperative. This is needed for continuous knowledge management and communication of relevant information to the journalists at periodic times.

## **Annex 1: Terms of Reference for ESSPIN Journalism Development 2010 - 2011**

### **Background**

#### **ESSPIN**

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year UK Department for International Development (DFID) programme of education development assistance and is a part of a suite of State Level Programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in five States (Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education and runs in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

#### **ESSPIN Communications and Knowledge Management**

Communications and Knowledge Management (C&KM) has a vital role to play in raising issues, promoting solutions and explaining stakeholders' rights, roles and responsibilities in order to encourage greater transparency and accountability across the Nigerian education sector and to achieve ESSPIN's higher level governance objectives. ESSPIN and the programme partners need a two-way engagement with diverse audiences at all levels of the sector to ensure the flow of relevant information to facilitate the supply and demand of improved education services. In promoting the "reform agenda" at Federal, State / LGA, School and Community levels we seek to create understanding as to why the system is broken and what is needed to fix it, with the opportunity to highlight success and failure. We can prompt the questions and indicate the answers and, by working with the various media (an integral part of civil society), ESSPIN can help create a critical mass of advocates willing to actively seek systemic change from inside and outside the Nigerian education sector. This translates into pressure for funding to flow to schools, for comprehensive improvements in the delivery of quality education and for greater community participation in the management of schools. Ultimately, in the progression from information and awareness raising to mobilisation and engagement, C&KM is about provoking a response and a spur to action. In the long term this promotes institutional development and behavioural change.

The Journalism Development programme is one of a range of communication activities, ideally interlinked, which is proposed under the ESSPIN Communications and Knowledge Management strategy. This strategy is based on the premise that C&KM do not constitute distinct programme outputs but are cross cutting. C&KM activities, including journalism development, must therefore

support the delivery of the four programme outputs and the achievement of the programme purpose<sup>1</sup>.

### **Key Reference Documents on Communications and Knowledge Management for ESSPIN**

- Annex V Communications and Knowledge Management, pp 183 to 188, ESSPIN Technical Proposal, February 2008
- Communication & Knowledge Management Approach Paper, April 2009
- ESSPIN Inception Report (including Implementation Plans), May 2009
- [www.esspin.org](http://www.esspin.org)

### **Concept of ESSPIN Journalism Development**

Education is a public trust as such, the public has a fundamental right to know and contribute to its development from conception to implementation. Thus agencies in the education sector need the buy-in of the Nigerian public for its programmes to succeed. This is based on the premise that social sector service is about the people and communication is an important component fundamental for a re-branded education sector.

This programme will support Nigeria's education sector development and growth through a constructive media engagement and support. The strategy is to utilize the inherent power of the media to build broad based understanding and engender action towards the acceptance and support for initiatives to reform education.

ESSPIN therefore wishes to commission a Journalism Development programme aims at developing a collaborative approach with a selected but sizeable group of journalists that will raise their awareness and understanding of education sector issues and develop their capacity to identify, investigate and present education stories to the public. By developing their professionalism and the quality of their reporting we hope to bring lasting improvements to the way the sector is reported.

ESSPIN's programme of support will also elicit a stream of informed stories and articles over an extended period to ensure continuous coverage of education in Nigeria for consideration and comment by the literate public. Whilst promoting the press' role as the "fourth estate", to act as a guardian of the public interest and as a watchdog on the activities of government, we are as keen to create space for dissemination of a positive reform agenda as we are to represent the voices of the uneducated. These stories will also document progress towards the achievement of the programmes goals and will be available for wider syndication.

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<sup>1</sup> = "The planning, financing and delivery of sustainable and replicable basic education services in terms of access, equity and quality are improved at Federal level and in up to six States"

## **Purpose**

The ESSPIN Journalism Development programme will contribute to informing the public of their rights, responsibilities and roles to securing a better quality education for all Nigerians. The use of the Nigerian media will draw public attention and appreciation of the importance of good quality education will empower the Nigerian society to make informed choices about their (and especially their offspring's) educational decisions, raise demand for policies supporting quality education and accountability of allocations, increase the literacy level and will thereby contribute to increased wealth, and gender equity which would further boost Nigeria's autonomy and economic development.

## **Objectives**

The ESSPIN Journalism Development Programme will address the following objectives:

- Support the development of the media in addressing the need for a comprehensive and analytical approach to reporting the education sector - covering governance in education management (including expenditure/budget tracking, Whole School Development and community involvement).
- Build capacity of media professionals through strategic trainings and technical support to write and produce effective (informed) reports that would promote high quality education reporting in the context of development in Nigeria
- Generate a significant volume of articles highlighting the need for development of quality basic education in Nigeria.

## **Outputs**

- Approximately 60 Education senior correspondents and Line Editors drawn from state and national newspapers as well as Public Relation Officers of education Ministry, Department and Agencies sensitised on contemporary issues in the education sector in Nigeria
- Increased capacity of approx 60 journalists/PROs on comprehensive and analytical approach to reporting the education sector
- Approximately 70 articles, suitable for publication, focusing on governance and / or service delivery in the education sector

## **Scope of Work**

Prospective service providers for the Journalism Development must detail their proposed approach and methodology to delivering the programme.

Key areas of activity will include:

- The development and management of a Journalism Development programme:
  - The programme will involve a preliminary desk review of stories on education and developmental issues written by reporters in various print media houses. These



reporters will be shortlisted as participants for a sensitization programme on education issues.

- Upto approximately 140 participants drawn from Abuja, Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos will participate in a one day sensitization programme in each state and FCT. (Journalists from Abuja could join one of the state programmes).
  - Further to the sensitisation, there will be a call for applications to the more focused ESSPIN media development programme. Applications should include drafts / outlines of proposed stories – ideally with evidence of publication.
  - The average of 10 applicants in each state who show most potential will be brought together for a more intensive capacity building programme. This will involve individual journalism assignments to produce stories / articles for publication which will be assessed to determine winners of awards at the state level.
  - The best state participants will be offered a higher, national level of training with elements of mentoring and immersion (possibly including attachment to education sector MDAs). The participants will undertake further assignments with support from ESSPIN and partners to generate in-depth features / articles on a chose education topic related to the ESSPIN programme.
  - Assessment of published work will determine a national ESSPIN award winner
- Liaison and collaboration with ESSPIN Lead Specialists to ensure the programme is integrated with the delivery of the ESSPIN programme outputs. Interaction with Communications and Knowledge Management team at Abuja and the states is critical.
  - A process of quality assurance and monitoring and evaluation to be developed with ESSPIN.
  - Linking to other media being used for ESSPIN communications, e.g. radio, film/video and theatre.
  - Project management, including the management of other technical inputs as required, logistical arrangements and financial management.
  - Reporting (see below).

## Timeframe

The overall timeframe of the project is estimated at approximately 12 months starting by 31 July 2010 and final evaluation by 31 December 2011. A provisional timetable is shown below

Event	Deadline
Submission of Proposals and Budgets	16 July 2010
Contract Agreement	30 July 2010
Mobilisation	15 August 2010
Desk review Pre Sensitisation Activities	30 September 2010
State Sensitisation Events	31 October 2010
State Level Capacity Building	30 November 2010
Assessment	31 January 2011

National Capacity Building	15 March 2011
Mentoring/Immersion (submission of articles)	30 May 2011
Assessment	30 June 2011
National Awards	15 July 2011
Print Media Programme Evaluation and Final Reporting	31 August 2011

## Management Arrangements and Reporting

The Service Provider will optimise use of, and development of Nigerian personnel in providing its services. The Service Provider, working in close coordination with ESSPIN will develop an appropriate and lean project management structure, and identify and mobilise personnel to provide technical assistance for the implementation of the project.

The Service Provider will report to the Lead Specialist Information Management. Monthly progress meetings will be held between ESSPIN and the Service Provider. ESSPIN will provide technical guidance on education sector issues to be covered by selected journalists.

The contract will be designed on a milestone basis with subsequent engagement dependent on satisfactory achievement of agreed milestones. The milestones of the programme will reflect key deadlines shown in the table above and provisionally are: Contract Signing, State Level Sensitisation, State Level Awards, National Level Awards, and Final Reporting.

Technical and Project Reports, and other documentation as appropriate, are required relating to the Outputs as described above. All reports should use the prescribed template and formatting styles. (NB all ESSPIN reports are potentially public documents for widespread circulation and should therefore be written with due sensitivity and the use of appropriate language. Any necessary comment likely to cause offence should be made in an accompanying memo).

## Organisational Background, Experience and References

Organisations / companies intending to undertake the Journalism Development programme for ESSPIN must provide a brief organisational profile indicating the organisation's governance and management structure and staffing. Evidence is required of the organisation's registration with appropriate Nigerian authorities (right to operate in Nigeria) and financial probity, including bank account details.

Proposals for undertaking the Journalism Development programme must include evidence of previous relevant contracted experience including the project title, duration and dates, total contract budget managed by the organisation, client and a brief description of the project (max 200 words). Named referees at executive management level within a minimum of two previous client organisations must be provided.

## Qualifications and Competencies

The prospective organisations/companies must provide the names and CVs (maximum 3 pages) of key personnel to be deployed on this project indicating their:

- Qualifications
- Professional experience
- Other experience relevant to this project
- Other knowledge relevant to this programme
- Other skills and abilities relevant to this project

## Response to Terms of Reference

ESSPIN invites proposals and budgets from bona fide organisations / companies in response to these TORs. The General and Technical Proposal must detail their proposed approach and methodology to delivering the ESSPIN Journalism Development programme.

These should be sent by email to [bankole.ebisemiju@esspin.org](mailto:bankole.ebisemiju@esspin.org) by 16 July 2010.

General and Proposals should be written in MS Word, minimum font size 11 and no longer than fifteen pages (not including CVs) and should cover:

Executive Summary (max 1 page)

Section 1 Any Qualification to these Terms of Reference (can be blank)

Section 2 Technical Response (including your approach and methodology and your proposed management arrangements)

Section 3 Names and intended roles of personnel to work on this programme

Section 4 Relevant previous organisational experience

Section 5 Any other matters of significance (can be blank).

Section 6 CVs of personnel to work on this programme

The separate Proposed Budget should be produced in MS Excel, minimum font size 10 and no longer than 3 page Annexes should be used to collect together charts, tables, diagrams, etc., which might detract from the flow of the text if included in the main body of the report.

They can also allow for much more detailed descriptions or whole technical documents, which are not essential to the main text but which the reader might find useful to understand the background better, or to read more detail.

Include any relevant supporting information, such as statistical information, organisational diagrams, equipment specification lists, training proposals, supplementary materials, references, etc. e.g. people involved, training programme, immediate course evaluation, detailed methodology, reference to a more detailed technical report that stands alone.

Include also the full terms of reference for the assignment, and the final version of the programme of activities.

Formatting in each Annex should, as much as is practical, use the same styles as the main body of the document but paragraph numbering should start again in each annex and section and sub-section headings should be used judiciously in long annexes to avoid developing an overlong Table of Contents. Divide Annexes with section breaks.

## Annex 2: Agenda for State Capacity Building

### JOURNALISM DEVELOPMENT PROGRAMME ON EDUCATION SECTOR IN NIGERIA CAPACITY BUILDING TRAINING AGENDA

#### DAY 1: 6<sup>th</sup> December 2010.

Time	Activity	Key Person
12:00pm-5:00pm	Arrival & Registration	All Participants
5:00pm-6:15am	Pre Climate Setting	DevComs
6:15pm-7:30pm	Dinner	All Participants
<b>DAY 2: 7<sup>th</sup> December 2010</b>		
Time	Activity	Key Person
8:00am-8:30am	Registration	All Participants
8:30am-8:45am	Introduction & Climate Setting	DevComs
8:45am-9:30am	Overview of Nigerian Education Sector: An analysis of the Universal Basic Education.	ESSPIN
9:30am-9:45am	Discussion and Feedback on Presentation	All
<b>9:45am-10:00am Tea/Coffee Break</b>		
10:00am-10:45am	Budget Tracking: an imperative tool to accountability and transparency in the education sector.	Emeka Nsofor
11:00am-11:15am	Discussion and Feedback on Presentation	All
11:15am- 12:00pm	Determining accountability and transparency through investigative reporting.	Declan Okpalaeke
12:00- 12:15pm	Discussion and Feedback on Presentation	All
12:15pm-1:00pm	Media's role in covering governance in education	Yinka Oyegbile/ Sanya Onayoade
1:00pm-1:15pm	Discussion and Feedback on Presentation	All
<b>1:15pm-2:15pm Lunch Break &amp; Recess</b>		
2:15pm- 3:15pm	<b>Group Work:</b> Strategic Media engagement with government to mitigate falling education standard	Participants
3:15pm – 3:45pm	<b>Plenary/presentation by the groups</b>	All
3:45pm-4:15pm	<b>ESSPIN Documentary</b>	All
<b>4:15pm-4:30pm Tea/Coffee Break</b>		
4:30pm-5:00pm	Feedback, story ideas and field trip preparation	All
<b>5:00pm Feed Back &amp; Wrap up</b>		

**DAY 3: 8<sup>th</sup> December 2010**

<b>Time</b>	<b>Activity</b>	<b>Key Person</b>
8:00am-8:10am	Registration	
8:10am-8:30am	Recap of Day two	Kayode Iyalla
8:30am-8:45am	Roll out of field trip itinerary	DevComs
8:45am-3:00pm	Field trip	All
3:00pm: 4:00pm	Practical session: Developing and writing of stories from outcome of field trip	All
<b>4:00pm-5:00pm Lunch</b>		
5:00pm-5:30pm	Review of field trip outcome	
<b>5:30pm-5:45pm Tea/Coffee Break</b>		
<b>5:30pm Feed Back &amp; Wrap up</b>		

**DAY 4: 9<sup>th</sup> December 2010**

Time	Activity	Key Person
8:00am-8:10am	Registration	
8:10am-8:15am	Recap of Day three	Kayode Iyalla
8:15am-9:00am	Generating and producing effective reports to promote education development	DEVCOMS
9:00am-9:15am	Discussion and Feedback on Presentation	All
<b>9:15am-9:30am Tea/Coffee Break</b>		
9:15am-10:00am	The place of the media in shaping public perceptions and opinions on universal basic education.	Group Work
10:00am-10:15am	Discussion and Feedback on Presentation	All
10:15am-11:00am	Reporting Education issues to Precipitate Positive Action (Immersion journalistic style)	Akin Jimoh
11:00am-11:15am	Discussion and Feedback on Presentation	All
11:15am-12:00pm	Using new media (blog, Skype etc)	Akin Jimoh
12:00pm-12:15pm	Discussion and Feedback on Presentation	All
12: 15pm-1:00pm	Media / Community involvement, for whole school development	Yinka Oyegbile/Sanya Onayoade
1:00pm-1:15am	Discussion and Feedback on Presentation	All
<b>1:15pm-2:15pm Lunch Break &amp; Recess</b>		
2:15pm-4:00pm	<b>Group Work:</b> Story ideas and presentation	Participants
<b>4:00pm-4:15pm Tea/Coffee Break</b>		
<b>4:30pm Feed Back &amp; Wrap up</b>		

**DAY 5:  
10<sup>th</sup>  
Decem  
ber  
2010.**

<b>Time</b>	<b>Activity</b>	<b>Key Person</b>
8:00am-8:10am	Registration	
8:10am-8:25am	Recap of Day four	
8:25am-9:10am	Saving the falling standard of the Nigerian Education Sector: The Media's Role	Rotimi Oyekanmi
9:10am-9:55am	Discussion and Feedback on Presentation	All
<b>9:55am-10:10am</b>		<b>Tea/Coffee Break</b>
10:10am-10:50am	Developing a Communiqué ( call to action)	All
10:50am-11:20am	Feed Back and Next Steps	DevComs
11:20am-11:30am	Presentation of Certificates	DevComs/ESSPIN
<b>11:30am</b>		<b>Departure</b>



### Annex 3: Agenda for National Capacity Building

#### EDUCATION SECTOR JOURNALISM DEVELOPMENT TRAINING March 27 to 29, 2011.

##### DAY 1

Time	Activity		Key Person
12:00pm-4:00pm	Arrival & Registration: 19 participants expected		All Participants
4:00pm-6:15pm	Pre-Climate Setting: <b>GROUP ACTIVITY</b>	Objective <ul style="list-style-type: none"> <li>Share personal experience of writing/producing education stories</li> <li>Group journalists into a focal group to analyse 3 reports each generated from education field to ascertain from their own perspective factors such as richness of content, accuracy, relevance and logical sequence of reports</li> <li>Group presentation by representative of Group</li> <li>Organiser Introduction on sequence of the training</li> </ul>	Devcoms
6:15pm-7:30pm	Dinner		All Participants
DAY 2			
Time	Activity		Key Person
9:00am-9:15am	Registration		All Participants
9:15am-9:30am	Introduction & Climate Setting	Components: <ul style="list-style-type: none"> <li>Review of previous day</li> </ul>	DevComs
9:30am-10:15pm	<b>PRESENTATION 1:</b> Whole School Development for improved Basic Education in Nigeria		David Strawbridge ESSPIN
10:15am-10:35am	The Journalism: Discussion and Feedback on Presentation		Anselm Okolo/Akin Jimoh All
10:35am-10:50am Tea/Coffee Break			
10:50am-11:20am	<b>PRESENTATION 2</b> Overview of	Components of PRESENTATION <ul style="list-style-type: none"> <li>Analysis of current trends in</li> </ul>	Clement Wasah Alubo Peoples Rights

	Nigerian Education Sector: An analysis of the Universal Basic Education.	basic education by geo-political zone <ul style="list-style-type: none"> <li>• Issues Emerging From Media Reports</li> <li>• A look at present education policies by region and how media reports can influence policy</li> <li>• Highlights of secondary determinants of education standard: budgets and policy implementation</li> </ul>	<b>Initiative (APRI)</b> <a href="mailto:clementwasah@yahoo.com">clementwasah@yahoo.com</a>  <b>08033737253</b>
11:20am-11:40am	The Journalism: Discussion and Feedback on Presentation		<b>Anselm Okolo/Akin Jimoh</b> <b>All</b>
11:40am-12:10pm	<b>PRESENTATION 3</b> Budget Tracking of Education Sector Allocations		<b>Andrew Mamedu</b> <b>08037175377</b> <b>Action AID</b> <a href="mailto:Andrew.mamedu@actionaid.org">Andrew.mamedu@actionaid.org</a>
12:10pm-12:30pm	The Journalism: Discussion and Feedback on Presentation		<b>Anselm Okolo/Akin Jimoh</b> <b>All</b>
12:30pm-1:00 pm	Telling Education Stories with Pictures		<b>Diran Onifade</b> <b>NTA</b>
1:00pm – 1:20 pm	Discussion and Feedback on Presentation		
<b>1:20pm-2:20pm      Lunch Break &amp; Recess</b>			
2:20pm-3:20pm	<b>Group Work:</b> Group Discussion on analysis of presentations and story ideas discussion		<b>Participants</b>
3:20pm – 5:20pm	<b>Plenary/presentation by the groups and individual story ideas</b>		<b>All</b>
<b>5:30pm      Feed Back &amp; Wrap up</b>			

<b>DAY 3</b>		
<b>Time</b>	<b>Activity</b>	<b>Key Person</b>
8:00am-8:30am	Registration	
8:30am-8:45am	Recap of Day two	
8:45am-9:15am	PRESENTATION 4: Policy Analysis and interpreting Education Statistics for journalistic reporting	<b>CSACEFA</b> <b>Wale Samuel</b> <a href="mailto:wale.samuel@yahoo.com">wale.samuel@yahoo.com</a>
9:15am-9:35am	The Journalism: Discussion and Feedback on Presentation	<b>Anselm Okolo/Akin Jimoh</b> <b>All</b>
9:35 am – 12:00pm	<b>PRESENTATION 2:</b> Review and Analysis of select Education Reports submitted by journalists	<b>Sanya Onayoade, Anselm Okolo</b> <b>Yinka Oyegbile, Akin Jimoh</b>
12:00 = 12.30pm	Story Expectations	<b>Bankole Ebisemiju/Richard Hanson</b>
12:00pm-2:00pm	Story Development with mentors in groups	<b>Sanya Onayoade, Anselm Okolo</b> <b>Yinka Oyegbile, Akin Jimoh</b>
<b>2.00pm-3.00pm</b>	<b>LUNCH BREAK</b>	
2.00pm-4.00pm	Group plenary, Mentoring process and presentation of story structure	<b>ALL</b>
4:00pm-5:00pm	Next Steps	<b>Devcoms</b>
5:30pm-6:00pm	WRAP-UP AND CLOSE	<b>ALL</b>

## **Annex 4: SAMPLE PRESENTATION**

### **NATIONAL OVERVIEW OF NIGERIAN EDUCATION SECTOR: AN ANALYSIS OF THE UNIVERSAL BASIC EDUCATION.**

#### **NATIONAL OVERVIEW OF NIGERIAN EDUCATION SECTOR: AN ANALYSIS OF THE UNIVERSAL BASIC EDUCATION.**

By  
Clement Wasah

**A presentation at Education Sector Journalism Development Training Organised**

**By Devcoms Network**

**At Villa-U Hotel Wuse 2,**

29, Alexandria Crescent off Aminu Kano Wuse II, **Abuja**

**On Monday March 28, 20**

PREAMBLE

#### **INTRODUCTION**

Nigeria is a study in great complexity; it is home to over 350 distinct languages and nationalities. Though sometimes distinguishable by geographical location, specific cultural traits and patterns of life, there are overlaps. Hence we talk of unity in diversity. Religion, commerce, and deliberate political actions have had a considerable influence on many aspects of the indigenous cultures, including approaches to education. However, contact of the varied nations and regions with Islam and Christianity at different times and circumstances seems to have impacted more on education than any other influence. For instance, Islam was introduced to the northern part as early as the eleventh century AD and it gradually spread to other parts of the country, while Christianity came around 1842, through Christian missionary activities in the areas bordering the Atlantic Ocean in the southern tip of the country. Not only does each of these religions have different forms of education and world view, they have become the two major religions of the country. Thus at the dawn of the 20<sup>th</sup> century, three fundamentally distinct education systems existed in Nigeria - the indigenous system, the Quranic schools, and formal European-style educational institutions. This is the root of educational disparities between regions, states and local government areas in Nigeria.

#### **POLITICAL EVOLUTION**

Prior to the era of British colonization, the geographical space now known as Nigeria was home to independent contiguous nationalities, each of which had its distinctive political systems.. The groups interacted with one another through trade and commerce, as well as diplomacy Contiguous groups also occasionally engaged in wars and territorial conquests. The British, through a combination of wars, treaties, trade agreements, and territorial mergers occupied most of the country (divided into the Protectorates of Northern and Southern Nigeria) by the beginning of the 20<sup>th</sup> century.

For ease of control the two protectorates were amalgamated in 1914 and became known as *The Colony and Protectorate of Nigeria*. Constitutional changes were to follow in periodic successions in the decades following the amalgamation. In 1939, the country was divided into three regions North, East and West. By 1946, the nationalist struggle had led to a constitutional review (the Richard's Constitution), which established Houses of Assembly in the three regions. The McPherson's Constitution of 1952 established Nigeria as a Federation of three regions, with a federal territory of Lagos (the national capital).

Nationalist pressures paid off towards the end of that decade with the granting of self-government to the Eastern and Western regions in 1957, to the Northern region in 1959, and finally political independence on 1 October 1960.

On independence the Federal system was retained with the regions. The regions have since been split into states. The federal Republic of Nigeria is today composed of 36 States and a Federal Capital Territory (FCT), and 774 constitutionally recognized Local Government Areas (LGAs). Education is on the concurrent list and so it is the business of all tiers of government

In principle the main responsibilities of the Federal government in education, especially basic education are in the realm of policy formulation, coordination and monitoring while the manage secondary schools and Local Governments provide primary education.

However, a handful of institutions at the secondary level (the Unity Schools and technical colleges) enjoy federal direct control, and the states are also directly responsible for a considerable proportion of the tertiary institutions.

The private sector and non-governmental organization also provide basic, secondary and tertiary education services. Currently, primary and junior secondary education constitutes basic education that is supposed to be free and compulsory. Thus the first nine years of formal education constitutes basic education, which is supposed to be universal and compulsory for all school age children.

#### **GENESIS OF EDUCATIONAL DISPARITIES IN NIGERIA**

The origin of Nigeria's universal educational policies/programmes dates back to the 1955 comprehensive education laws of and the western Nigeria, 1957 Universal Primary Education (UPE) of the Eastern region. Although regional disparities in education are as old as Nigeria, they accentuated at this period.

Perhaps due to the hangover from the British colonial policy of "if you educate the Northerner you will produce progressive Muslim intellectuals of the type we have in Egypt and India"(Sanusi Lamido Sanusi,2011), the Northern region did not launch UPE. The establishment might have reasoned that "if we give universal education to the mass of the people, we will lose their loyalty". Or how would we explain the demand of the northern establishment, symbolized by the emirs, for review of the

1976 Local Government Reforms and the Universal Basic Education (UBE) Law to give them authority over the education sector? (ThisDay, 26/10/2010).

Note that even though the Northern Region had established primary schools in cities and villages and opened secondary schools and Teacher Training Colleges in major towns, the policy of UPE first applied in the region only in 1976 when the Federal Government introduced UPE. Indeed, one of the reasons for UPE was to reduce the educational imbalance between the North and South, note here

It is worthy to that, incessant military intervention and changes in government in quick succession, variations in the non-uniformity in the system of primary education... led to changes in educational policies most especially, at the primary school level. ( Okugbe , 2009). Another scholar has observed that the Nigerian education sector, policies / programmes change like the wind vane with every successive government (Ejere, 2011). Up until UBE, policy diversity and summersaults have characterized educational development in Nigeria. Indeed, previous education initiatives failed because of lack of proper planning, inability to project the estimated population that would be in school during the period, lack of knowledge of the number of teachers that would be required, inability to estimate the cost of providing the accurate number of school buildings, learning facilities and the financial implication of the entire programme.

Few examples of policy summersaults:

1. Between 1970 and 1985 government took over schools from private and voluntary organizations.
2. In 1975 the Federal Government took over all universities in Nigeria.
3. The 1979 Constitution of the Federal Republic of Nigeria lifted ban on establishment of universities by state governments, voluntary agencies, or private persons enabling some states in the south to establish state universities, e.g. Lagos State university, Ambrose Ali University at Ekpoma,
4. Between 1977 and 1999 private universities were banned and unbanned twice (1977, 1984), (1979, 1999).
5. 2005 the Federal Government withdraw from participating in JSS in its Unity schools but resumes this year to set the to for disarticulation, but today NECO is to conduct entrance examination into JSS.

### **OBJECTIVES OF UBE**

The current UBE programme was launched in 1999 but the enabling law, UBE Act 2004, came almost five years later. UBE is an attempt to enhance access to education especially among children irrespective of their socioeconomic status and geographical background. It represents a milestone in the enhancement of individual's right to formal education, especially to the disadvantaged groups which are identified as the children of nomadic pastorals, migrant fisher folks, migrant farmers and hunters, who due to their lifestyle are unable to have access to the conventional educational provision (Federal Republic of Nigeria, 2004).

UBE is also in response to advocacies of the Jomtien and Dakar World Conferences on Education, MDGs, and also a national action plan for achieving the globally agreed EFA goals.

From human rights angle education is a pre-condition for the emancipation of the individuals from ignorance, poverty and human slavery and for economic empowerment. Indeed, education is a right in itself. It is in this line the UBE policy and programmes should be analyzed. The objectives of UBE are:

**a) Vision Statement**

“At the end of 9 years of continuous education, every child through the system should possess appropriate level of literacy, numeracy, communication, manipulative and life skills and be employable, useful to himself and the society at large by possessing relevant ethical, moral and civic skills”.

**b) UBE Mission Statement**

To serve as a prime energizer of a rational movement for the actualization of the nation’s UBE vision working in contact with all stakeholders thus, mobilizing the nation’s creative energies to ensure that, EFA becomes the responsibility of all.

**c) UBE Objectives**

- (i) Ensuring unaltered access to 9 years of formal basic education.
- (ii) Provision of free, universal education for every Nigerian child of school going age.
- (iii) Reducing drastically the incidence of dropout from the formal school system through improved relevance, quality and efficiency.
- (iv) Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulation, communication and life skills as well as the ethical, moral and civic values needful for laying a solid foundation for lifelong learning (*Source: UBE 2000*).

The UBE policy, the enabling act and the programmes are laudable and progressive. But as with other sectors of our national life , implementation is the challenge. Pre-dating UBE was the National Policy on Education provides for a hierarchical 6-3-3-4 structure (six years of primary, three years of junior secondary, three years of senior secondary and four years of higher education).

**EMERGING ISSUES**

.. This paper sees policy as a statement of action and intentions while programmes are the means designed to achieve the action and intentions. As with other policies and programmes in Nigeria, the emerging issues in UBE include the following:

**1) Policy and programmes**

UBE was launched in 1999, but it took nine years (2008) to unveil the UBE curriculum and five years to have the enabling law, UBE Act 2004. There are also issues with the curriculum released last year. Most of the policies to address specific needs and challenges only became available only from 2006-7, examples include National Policy on Gender in Education, National Policy on Integrated Early Childhood Education, National Policy on HIV and AIDS.

The policy on the disarticulation of junior secondary schools from senior secondary schools has not been faithfully implemented. In fact, the Federal Government has reversed itself on disarticulation in its unity schools. NECO has been giving the responsibility of conducting common entrance examination for junior secondary sections of the schools. Community Accountability and Transparency Initiative (CATI) died on delivery.

Policies for teacher welfare and motivation such as Teachers Salary Scheme (TSS), National Health Insurance Scheme (NHIS), Housing for Teachers Scheme (HATS) are haphazardly implemented or remain on drawing boards.

The delay is not unconnected with absence of accurate and reliable data required for evidence planning and budgeting

## **2) Financing**

There is glaring inadequate funding occasion by non-prioritization of education, low budgetary allocation, misapplication of allocation, corruption, and non-payment of counterpart funds from state governments, etc. Nigeria needs N51.8 billion for basic education annually but provision for UBEC in 2009 was only N39.7 billion in Nigeria is said to need N51.8 billion for basic education annually but provision for UBEC in 2009 was only N39.7 billion indicating a shortfall of 23.4% (ThisDay 30 October, 2009). UNESCO National Education Support Strategy (NESS) for Nigeria 2006-2015 projected a funding gap of between 28% and 30% annually. The problem is compounded by poor management of available resources and corruption due to weak planning and budgeting, poor financial management and procurements practices (World Bank, 2008).

In spite of the funding gaps, some states have not been accessing their grants from UBEC due to their inability or unwillingness to meet the conditions which include counterpart funding, Acton plans and retirement of previous grants. For instance, as we speak today 33 states have not accessed N30 billion UBE funds for 2010! Similarly, by 2009, N69 billion had not been accessed in fact, many have not even accessed the funds up to 2006/2007 due to non-provision of matching grant.

## **3) Teacher Quantity and Quality**

Insufficient, unqualified and low teacher quality is still serious issues . particularly in Northern states. Many states still employ non-qualified teachers, without national minimum teaching qualification requirement of Nigeria Certificate in Education (NCE). For instance, of all the teachers teaching in the public education system in Kano only 23% are qualified and this is low in comparison with other states in Nigeria. Levels of in-service training are also low and contribute to poor learning outcomes. (*Kano State Revised Education Strategic Plan, 2009-2018*)

## **4) Instruction quality and learning outcomes**

Increased enrolment without commensurate increase in funding, personnel, facilities, curriculum development and monitoring has exacerbated issue of low learning achievements at, as depicted by



MLA and other related results at national and state levels. UBE schools, without exception, are characterized by high pupil classroom ratios, poor infrastructure, low teacher quality and motivation. Surprisingly, the Federal Teachers Scheme (FTS) that is meant to assist state respond to the increasing demand for teachers in public schools, are not being treated well.. Participants of FTS have suffered untold hardship in their states of deployment- accommodation and non-absorption after mandatory 2 years service.

### **5) Equity**

UBE is based on three pillars of access, equity and quality; 12 years on disparities persist among states, LGAs, and between rural and urban areas and by gender and socio-economic groups. Poverty appears to play a significant role in determining primary school attendance and learning outcomes are strongly correlated with the socio-economic status of student households; poor children tend to have lower levels of literacy and numeracy compared to their non-poor counterparts in Kano State. Furthermore, fewer girls than boys attend school and these gaps grow as students progress through the system. Gender gaps are highest in poor households where decisions on schooling tend to exclude some children in the household. We also see inadequate commitment to implement gender - in-education policy, despite the global focus on the issue.

In Northern states there is the challenge of imbuing life skills in Tsangaya/Qur'anic Schools attendees.

A related issue is disparity in the lack of participation of communities in school management as provided for in the UBE Act 2004

### **Others**

Other emerging issues refusal of most states to domesticate Child Rights Act (CRA), absence of FOI Act, non-domestication AU protocol etc

### **AGENDA SETTING**

The Constitution of Nigeria mandates the media to uphold the responsibility and accountability of the government to the people. Education is not only a fundamental right but the means for accessing other rights. We can, therefore, not afford to ignore it; the media must set the agenda. The power of the news media to set a nation's agenda, to focus public attention on a few key public issues, is an immense and well-documented influence. Newspapers provide a host of cues about the salience of the topics in the daily news – lead story on page one, other front page display, large headlines, etc. Television news also offers numerous cues about salience – the opening story on the newscast, length of time devoted to the story, etc. These cues repeated day after day effectively communicate the importance of each topic. In other words, the news media can set the agenda for the public's attention to that small group of issues around which public opinion forms.( Maxwell McCombs).

We believe that the Nigeria media, if it chooses, can influence the outcomes of UBE, hence we list the following issues and sources:

**a) Policy Issues:**

Federal Ministry of Education, National Council on Education (NCE) composed of Minister of Education and State Commissioners of Education, Joint Consultative Committee on Education (JCCE)-provides forum for consensus building on policy articulation, Legislative Committees on Education in the Senate, Federal House of Representatives and State Houses of Assembly ( LGA Education Committees?)

**b) Supervision and regulation**

State Universal Basic Education Commission (UBEC), Universal Basic Education Boards (SUBEBs), Federal Inspectorate Service (FIS) National Commission on Colleges of Education (NCCE), National University Commission (NUC).

**c) Research, Development and training**

National Educational Research and Development Centre (NERDC), National Mathematical Centre (NMC), National Library of Nigeria (NLN), National Teachers Institute (NTI), National Institute for Education Planning and Administration (NIEPA).

**d) Measurement, Evaluation and Examination**

National Business and Technical Education Board (NABTEB), National Examination Council (NECO), Teachers' Registration Council (TRC)

**e) Language training and development**

Nigerian Arabic Language Village (NALV), Nigerian French Language Village (NFLV),

**f) Voluntary and Civil Society Organisations**

National Union of Teachers (NUT), Parents Teachers Associations (PTAs), International NGOs, National Education Networks, NGOs, CBOs , School Management Based Committees

**CONCLUSION**

Basic education is a right in itself: an instrument for changing traditional attitudes, beliefs, and practices that are inimical to human and rational development; it significantly correlates with improved living standard, reduced infertility, reduced maternal and child mortality, reduced early marriage, and improved hygienic and nutritional awareness and practice. The media should therefore treat it like a cross cutting issue in politics and development. The media should name and shame governments that toy with basic education.

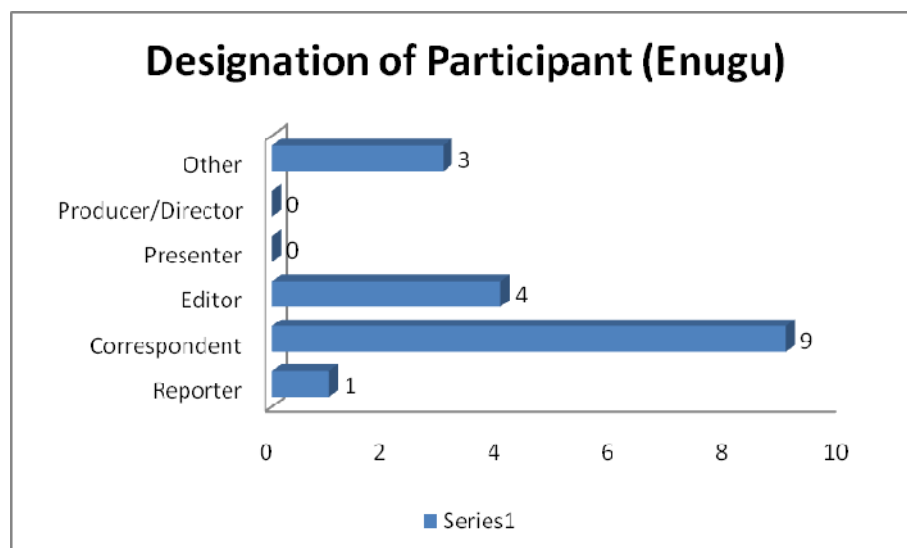
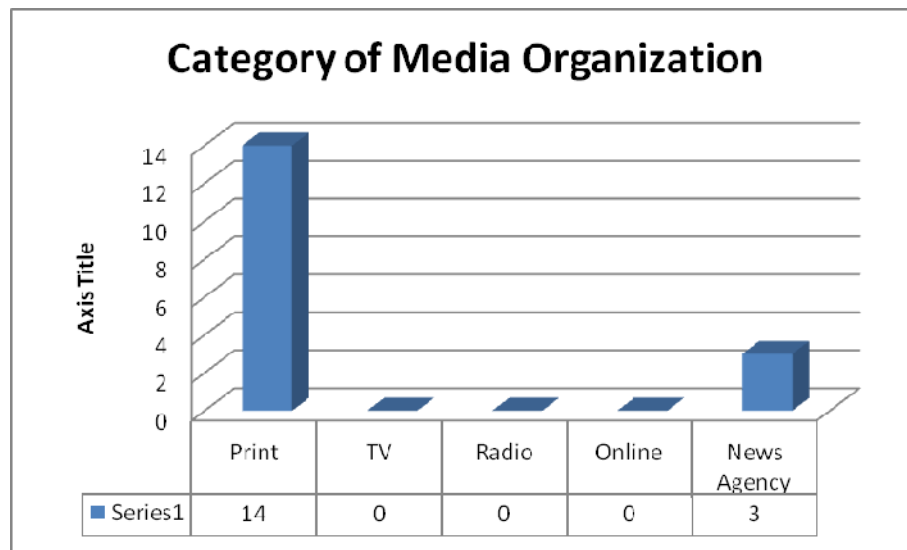
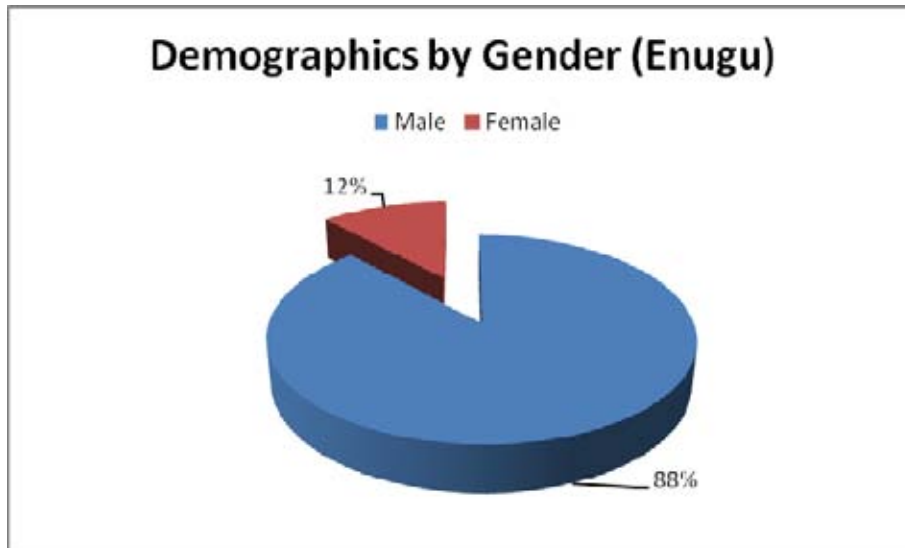
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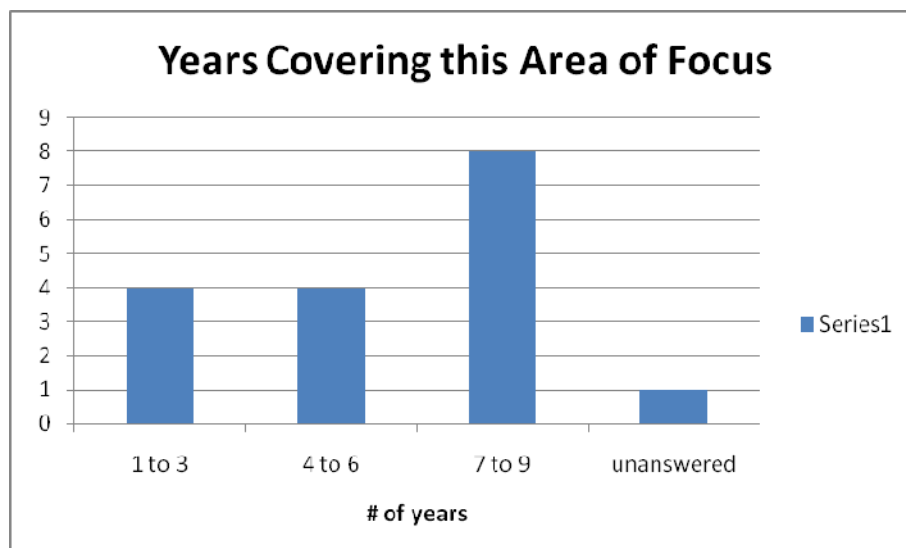
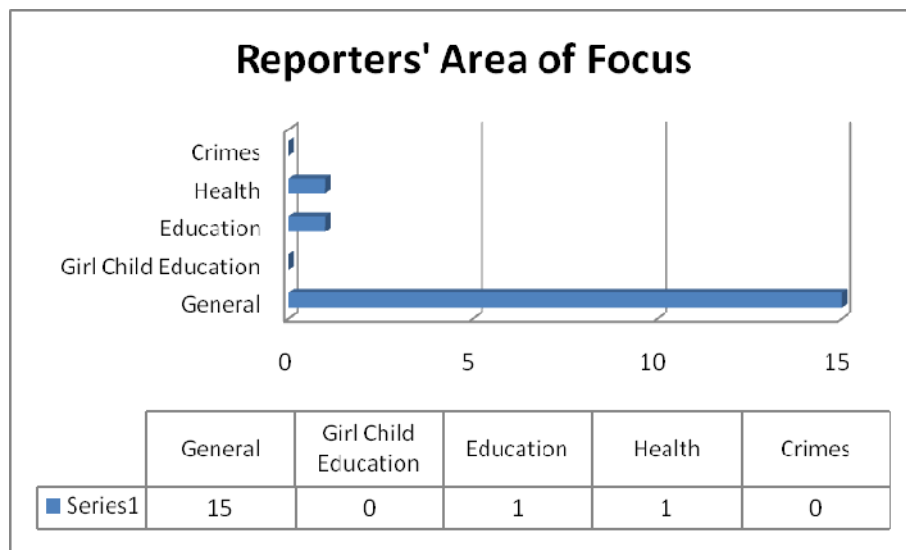
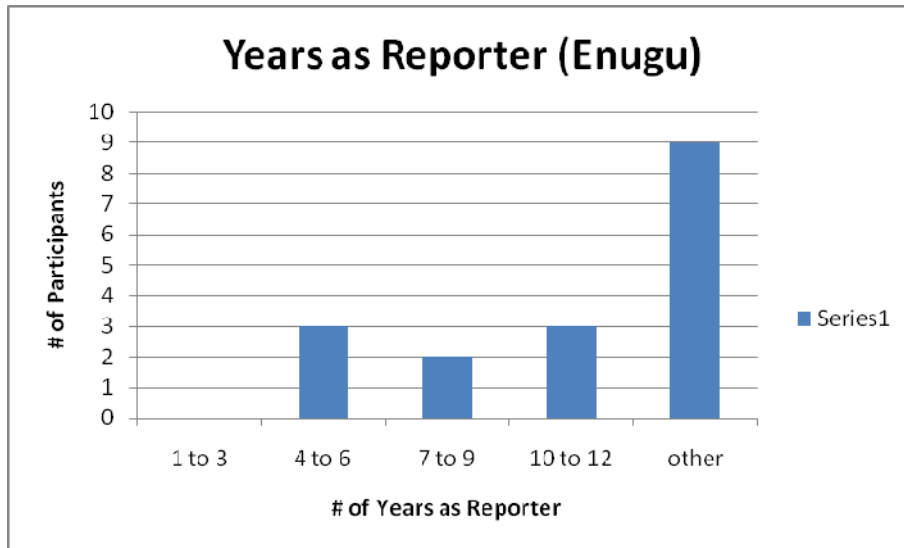
- a) Aluede.R.O.A *Universal Basic Education in Nigeria: Matters Arising, Ekpoma, Edo Nigeria*
- b) FME The Development of Education National of Nigeria, 2008
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- e) Basic Education (UBE) in Delta State, Nigeria
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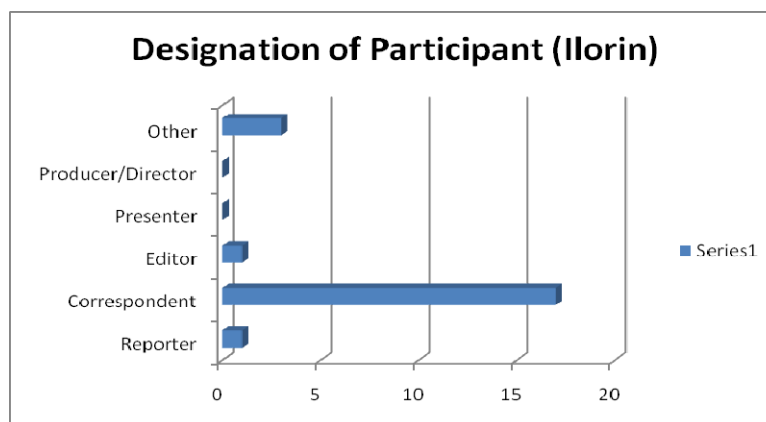
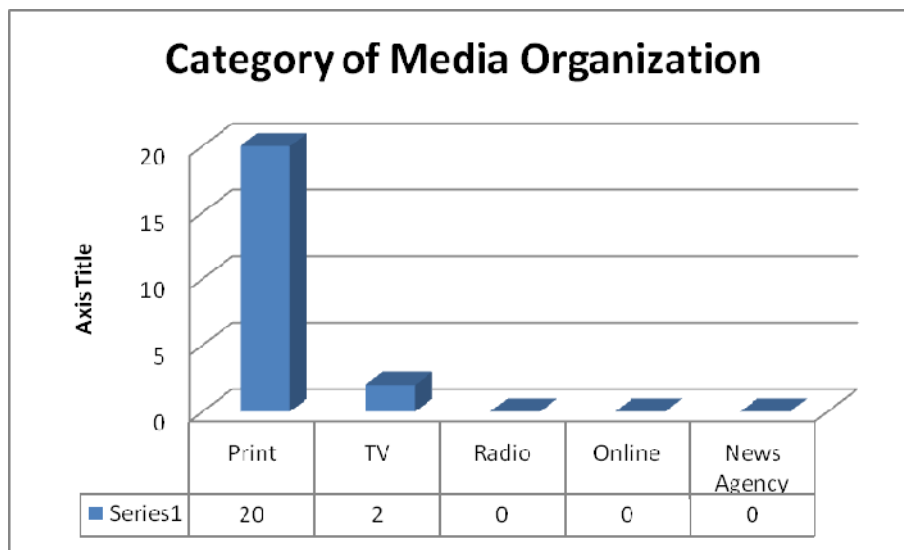
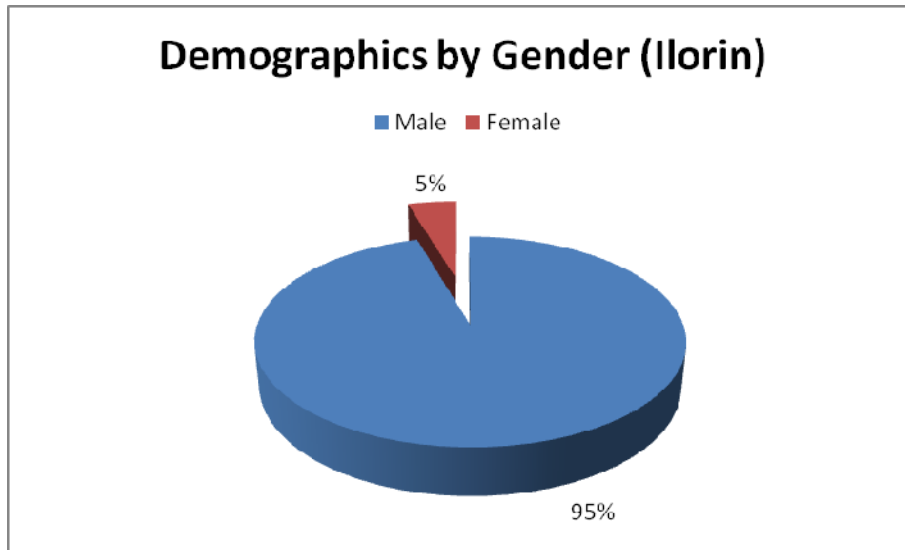
**Annex 5: Baseline Survey**

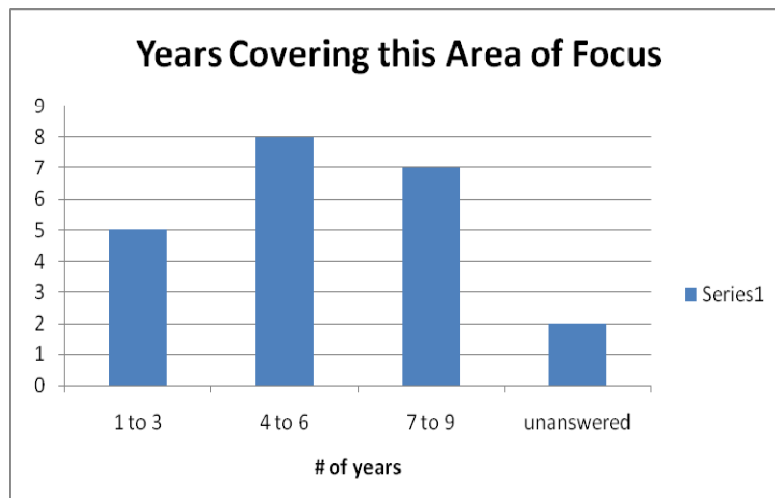
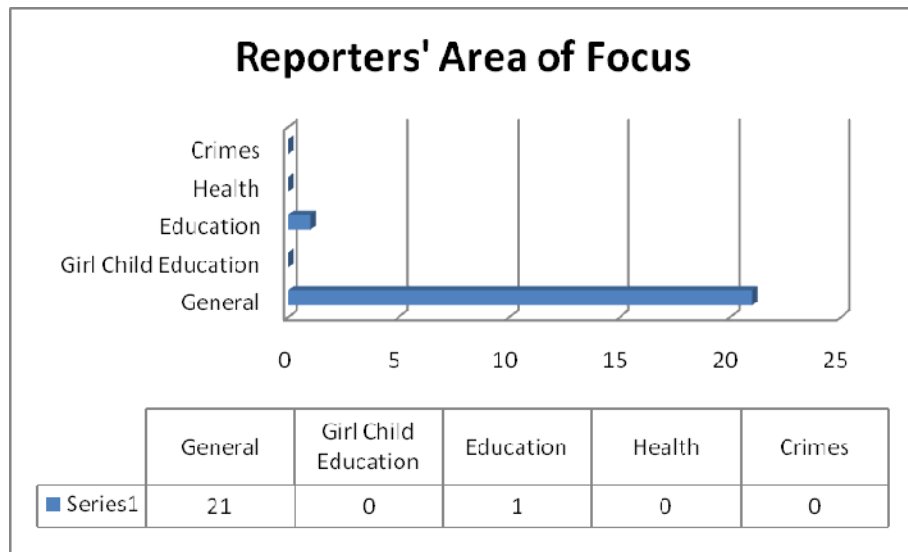
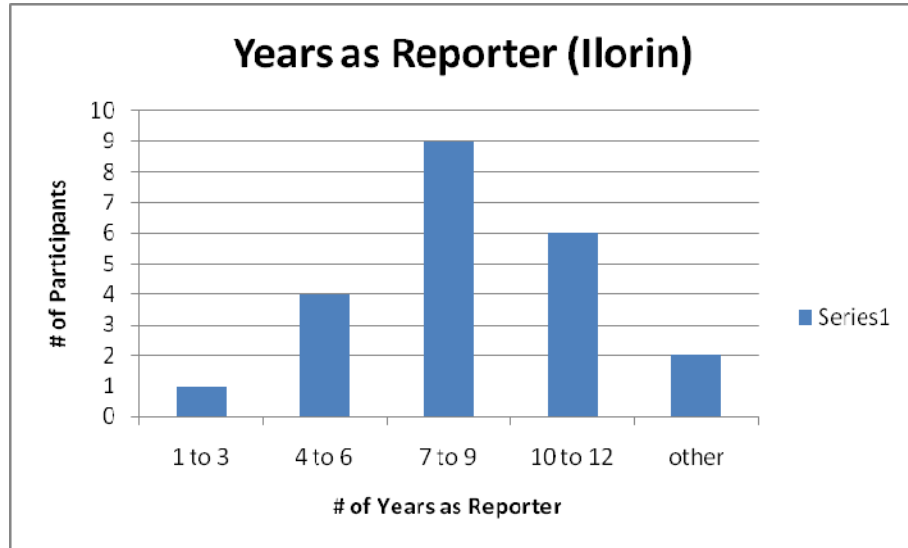
	Kano	Jigawa	Lagos	Ilorin	Kaduna	Enugu
Male	10	6	4	21	3	15
Female	9	5	6	1	1	2
Category of Media Organization						
Print	6	3	7	20	2	14
TV	0	1	0	2	1	0
Radio	9	5	0	0	1	0
Online	3	1	1	0	0	0
News Agency	1	1	2	0	0	3
Designation						
Reporter	13	3	4	1	1	1
Correspondent	4	3	3	17	2	9
Editor	0	1	2	1	0	4
Presenter	2	0	0	0	0	0
Producer/Director	0	3	0	0	1	0
Other	0	1	1	3	0	3
Years as reporter						
1 to 3	5	4	2	1	0	0
4 to 6	7	1	3	4	1	3
7 to 9	3	1	0	9	0	2
10 to 12	2	3	4	6	3	3
other	2	2	1	2	0	9
Beats Covered						
General	9	3	2	21	3	15
Girl Child Education	1	1	0	0	0	0
Education	5	5	7	1	0	1
Health	2	2	1	0	1	1
Crimes	2	0	0	0	0	0
Years covering this beat						
1 to 3	5	5	6	5	0	4
4 to 6	5	3	1	8	2	4
7 to 9	4	1	2	7	2	8
unanswered	5	2	1	2	0	1
Have you reported on Ed. Issues						
Yes	18	10	10	21	4	15
No	1	1	0	1	0	2

Have you benefited from any education reporting training activity						
Yes	5	2	4	2	0	2
No	14	9	6	20	4	15
Have you written or produced stories on the education sector recently						
Yes	15	10	9	17	4	15
No	4	1	1	5	0	2
If yes, then which activities have you carried out						
Feature Stories	8	4	6	12	3	12
News Story	12	6	9	17	3	14
Radio or TV Documentary	1	4	2	1	0	1
Interview	6	5	8	11	4	10
Editorials	0	0	3	2	0	0
Others	0	0	1	0	0	1
Have you produced stories on the girl child education recently						
Yes	10	8	3	7	1	7
No	8	3	6	13	3	8
unanswered	1	0	1	2	0	2
As a journalist, Describe the level of the girl child access to basic education in Nigeria						
Very High	2	0	0	1	1	2
Medium	7	3	8	13	1	9
Low	9	7	2	6	1	4
Very Low	1	1	0	2	1	2
Rate the interest of the management of your organization regarding education issues						
High	15	9	5	16	4	12
Medium	4	2	3	6	0	5
Low	0	0	1	0	0	0
Very Low	0	0	1	0	0	0
What prominence is given to education in your medium						
Opinion/Editorial	5	2	3	5	0	3
News Item	10	5	3	11	1	8
Regular Column	4	2	3	4	2	3
Other	0	2	1	2	1	3

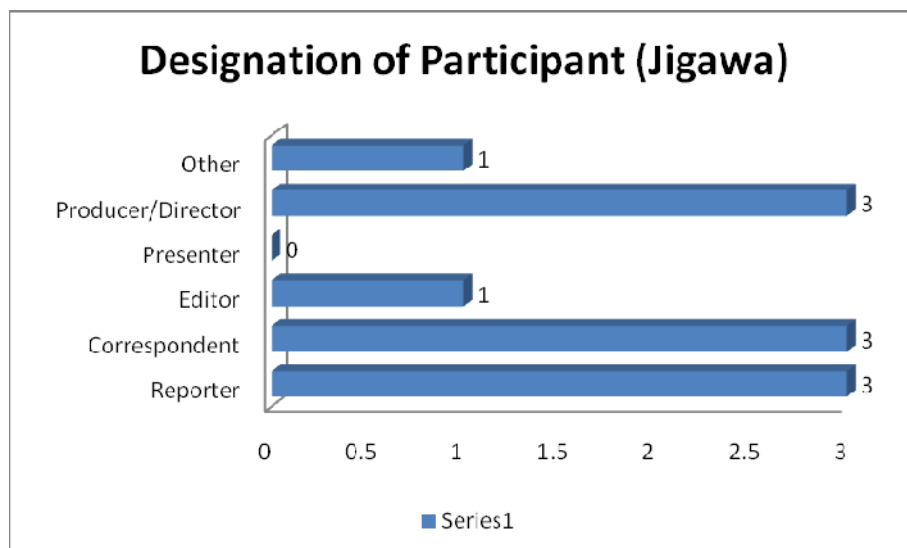
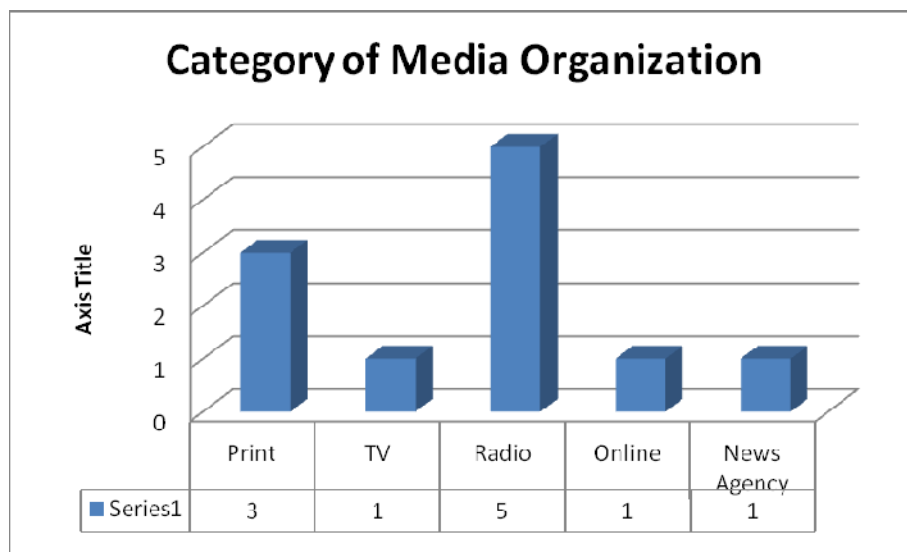
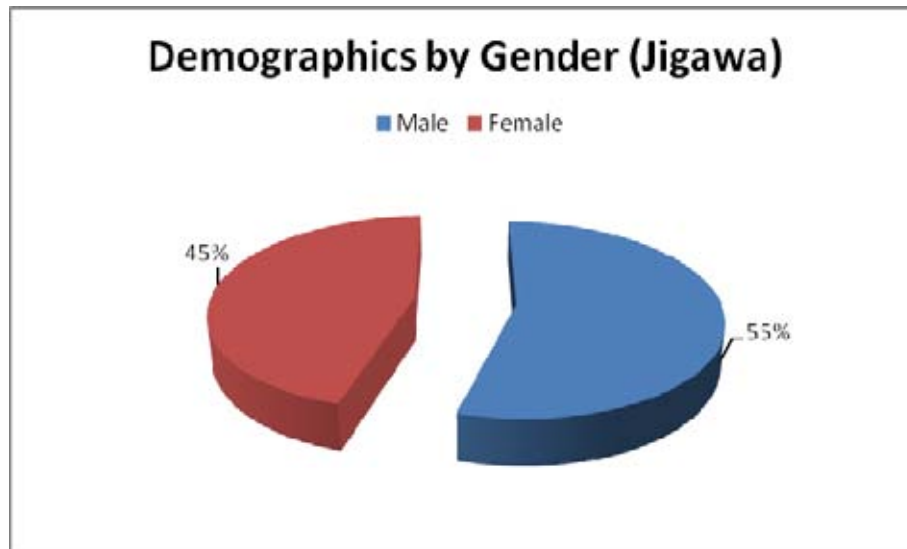


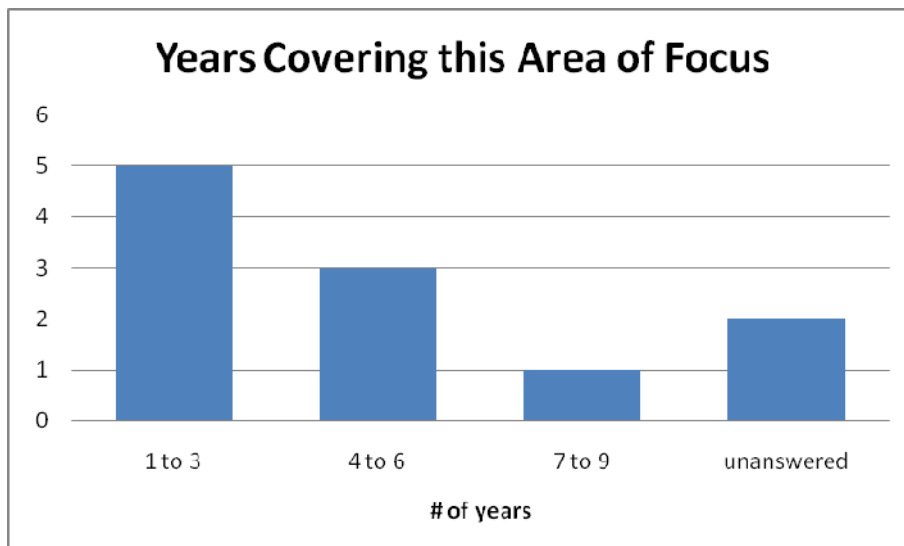
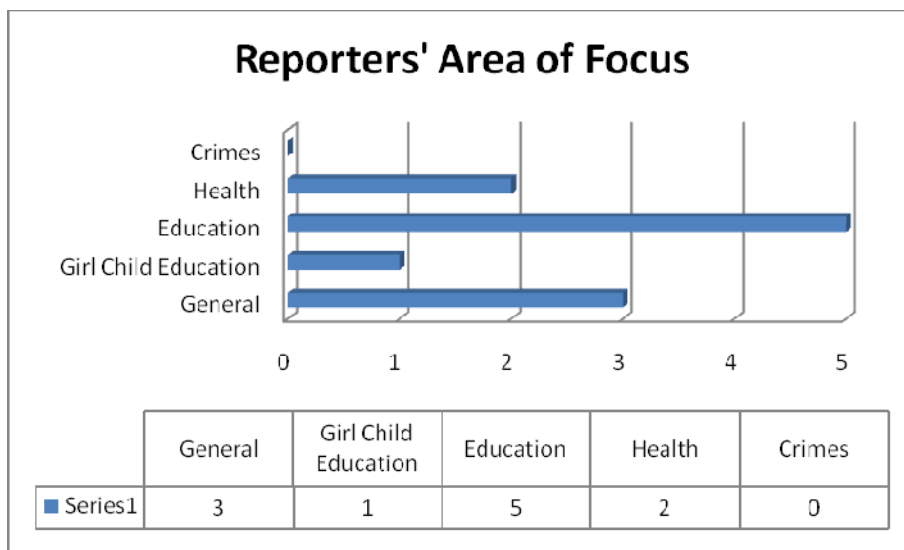
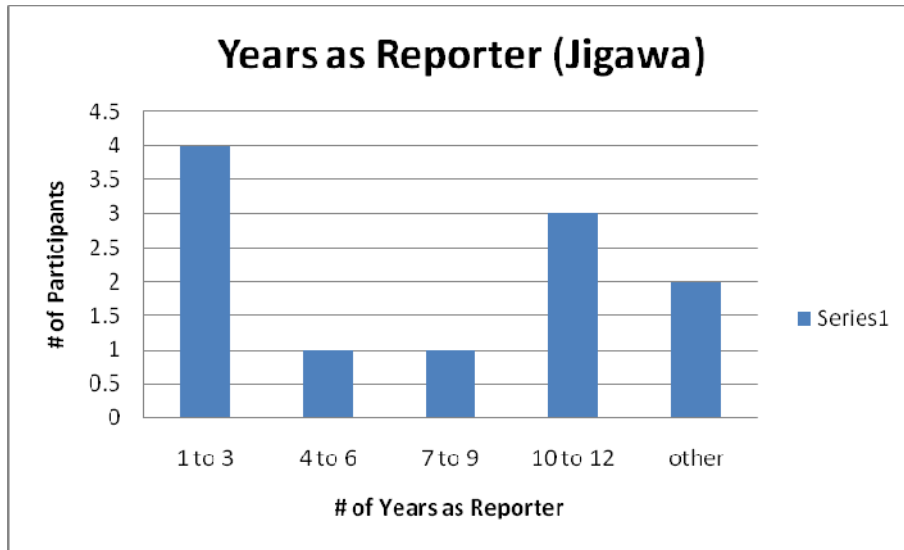


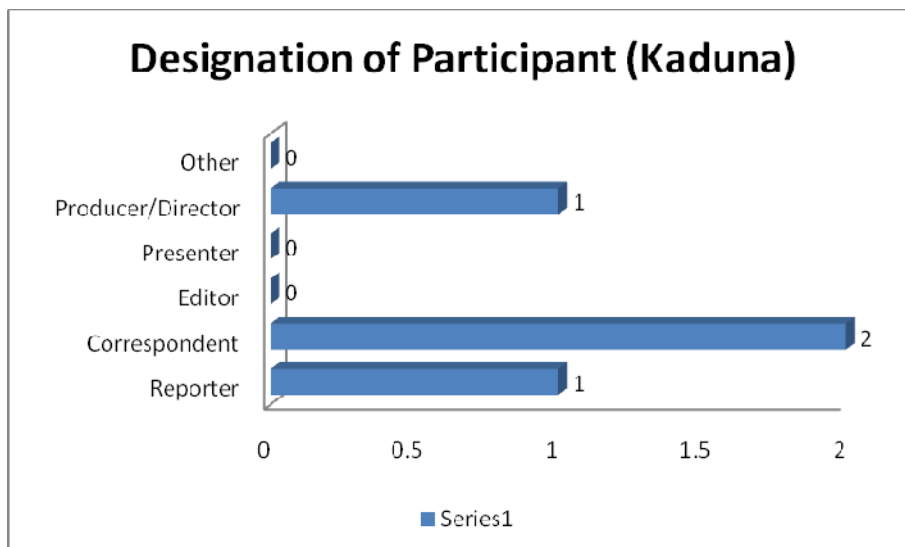
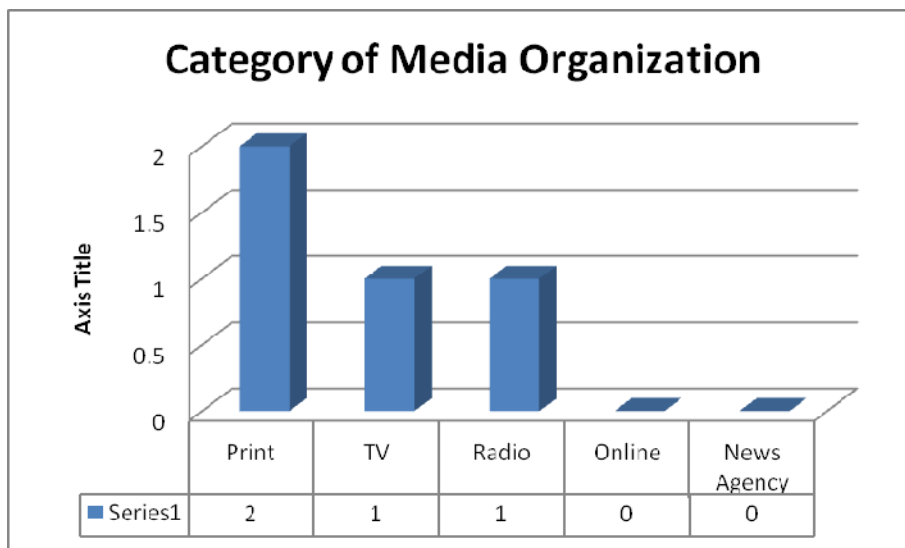
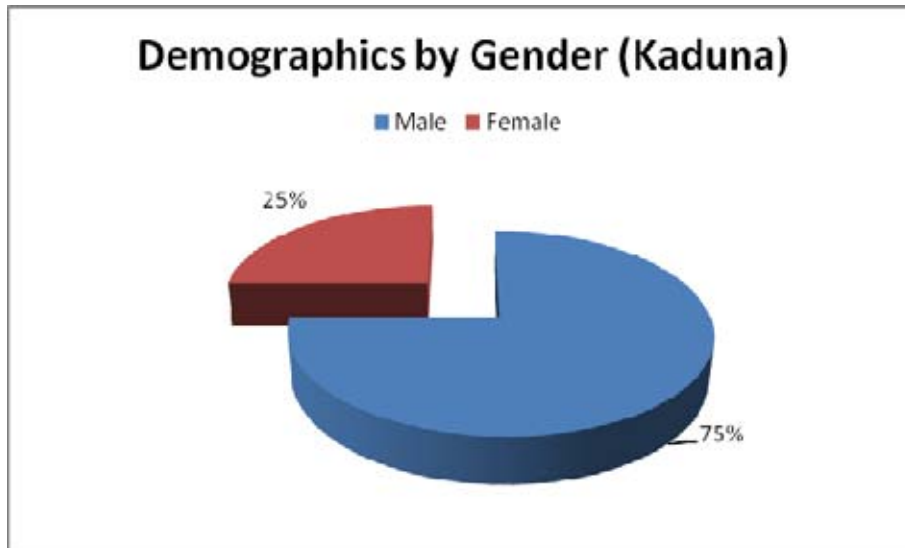


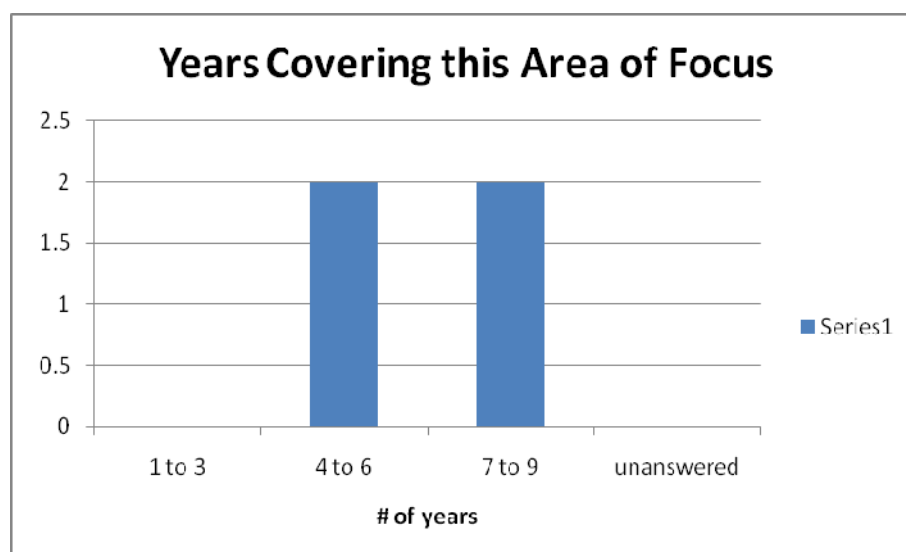
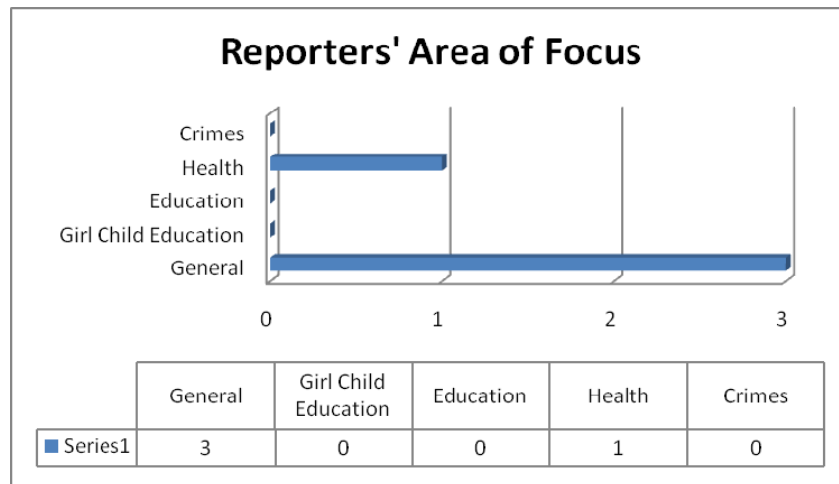
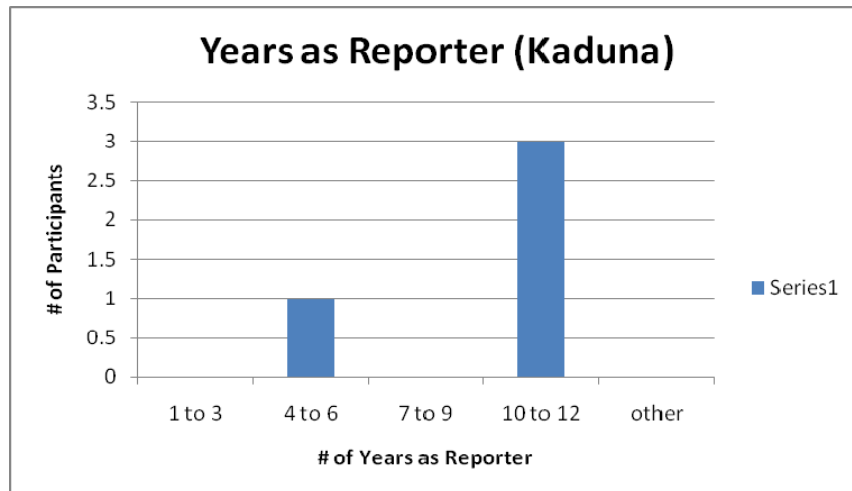


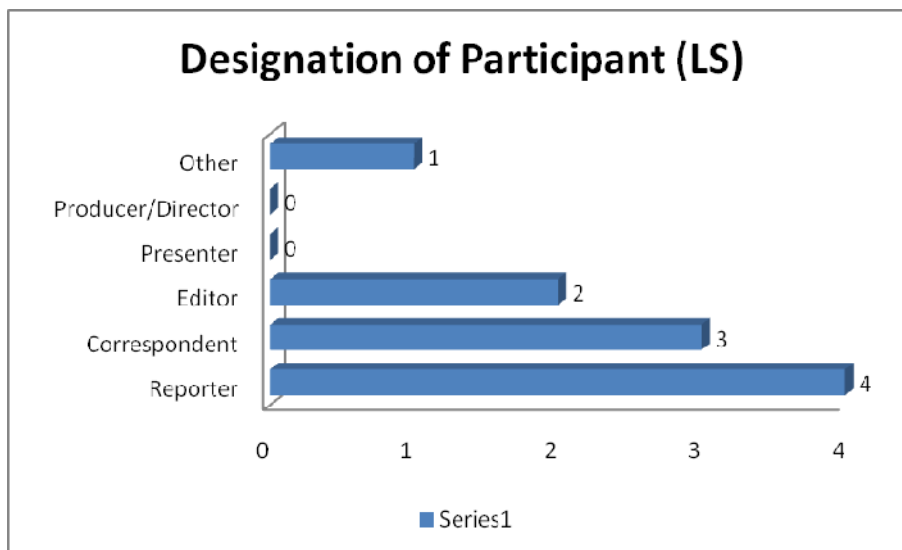
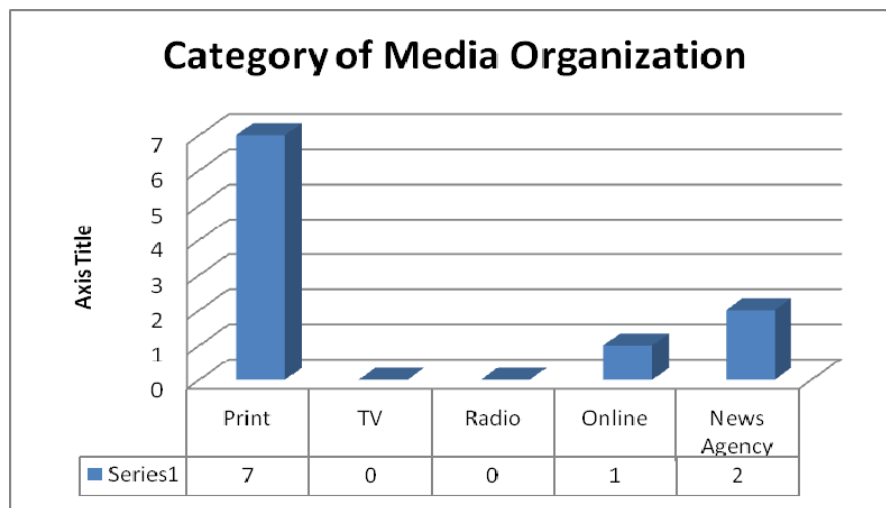
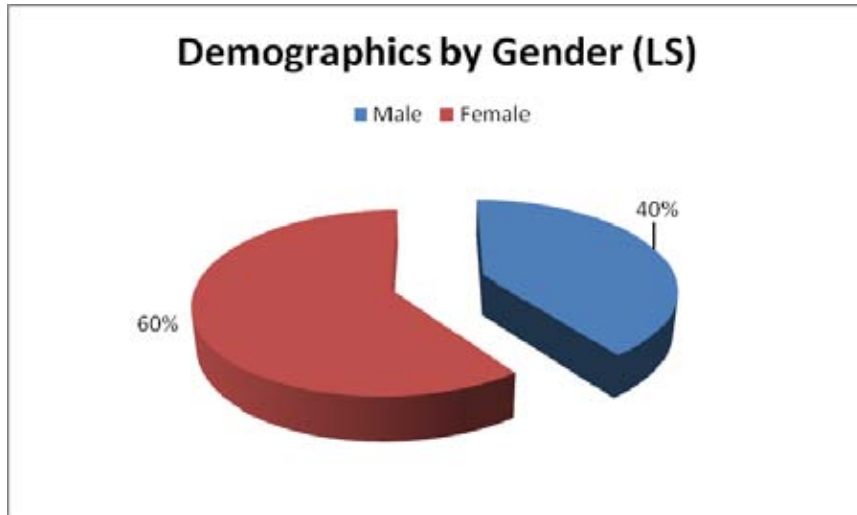


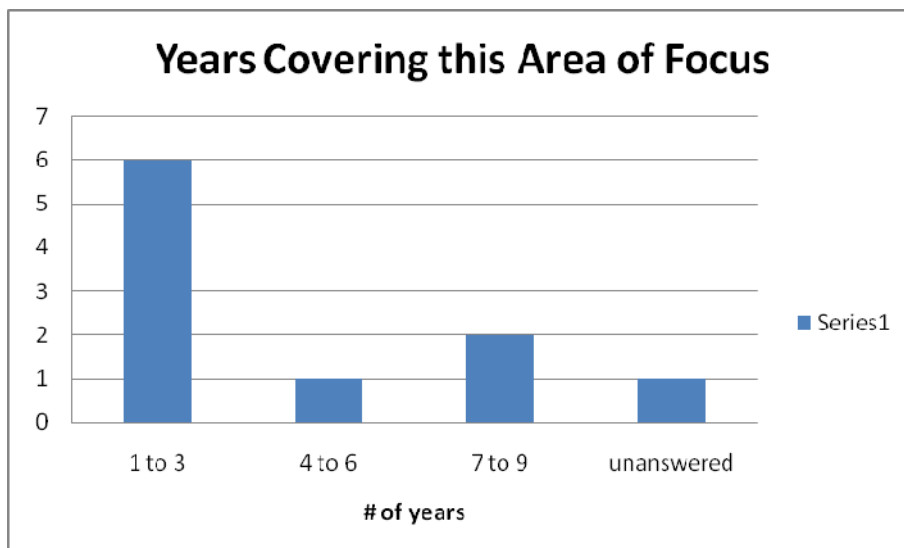
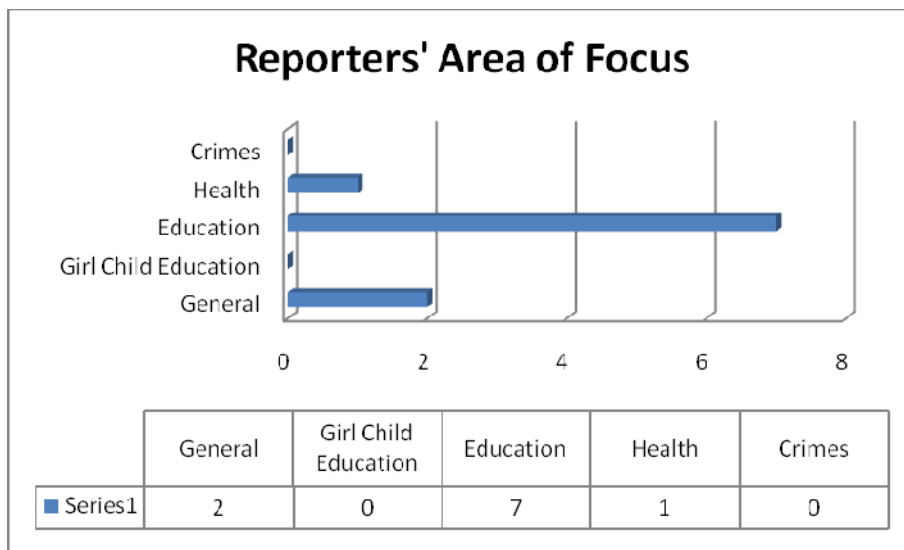
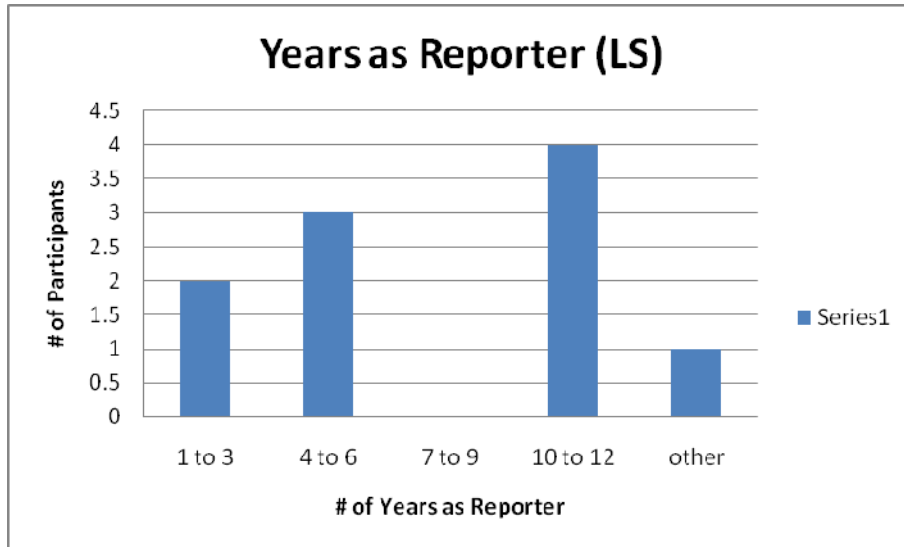












## Annex 6: Group Work

### Strategic Media engagement with government to mitigate falling education standard

#### Group 1

##### Areas of focus

- Quality
- Curriculum
- Teaching methodology
- Infrastructure
- Training
- Welfare
- Funding
- Policy implementation
- Environment
- Educational institution
- Access and equity

##### Quality

- Teachers education level / Recruitment
- What measures is government putting in place to employ teachers
- Review of curriculum of the institution
- career development
- Teacher / pupil ratio 1:30
- Absence of child centered learning
- Training institutions are not teaching the curriculum

##### Curriculum

- Curriculum confusion / How far is the government carrying the schools along
- Impact of the new curriculum

##### Infrastructure

- Suitability or otherwise of existing infrastructure
- Access roads – distance to schools
- Learning environment – Water & Sanitation; classroom, laboratories, libraries, furniture

##### Policy Implementation

- Inconsistency in government policy due to lack of political will
- Getting policies institutionalized, get legislative

##### Welfare

- Poor remuneration
- Rewards
- Incentives

##### Funding

- Awareness of funds from govt. budget
- Issues of accountability

- Clash of interest/ duplication
- Are the funds applied properly
- 26% budgetary allocation

#### **Monitoring / Inspectorate**

- Improper supervision of schools

#### **Engagement strategies**

- Advocacy visits – schools, ministries relevant agencies
- Coalition with CSO`s
- Periodic publications, monitoring a evaluate stories, analysis, features
- Review of activities and follow-up stories
- Virtual Communication – through network of journalists etc.

#### **Group 2**

##### **Story ideas**

1. School meal program
2. How free is free education in Nigeria
3. Confusion over new education curriculum
4. 6-3-3-4, 9-3-4 : Where is education headed
5. How effective is school inspection
6. MDGs / EFA; Wither the score card
7. Political affiliation and provision of facilities/ infrastructure in schools
8. 40bn Naira UBEC Fund: Why some states are not accessing
9. Inconsistency in textbook policy
10. Fed Min of Education and UBEC: Who does what?

#### **Group 3**

- ❖ Poor quality of teaching
  - Need for training and retraining of teachers
- ❖ Inconsistency in Govt. Education Policies
  - Poor policy implementation
- ❖ Inadequate funding of the education sector
  - UNESCO`s Benchmark
- ❖ Poor remuneration for teachers
- ❖ Provision of adequate infrastructure
  - Teaching aids
  - Classrooms
  - Libraries
  - Laboratory
  - Toilets etc. – will ensure a child friendly school environment
- ❖ Corruption in the education
  - Diversion of education funds by corrupt teachers
  - Parents, teachers, principles – aiding and abeting
- ❖ Poor reading culture
  - Debate competitions
  - Provision of scholarships
- ❖ Provision of textbooks that conform with the new curriculum
- ❖ Re- orientation program for education stakeholders



## Names of mentors and mentees for ESSPIN Journalism Development Programme

Mentor Anselm Okolo					
Mentee	Organisation	State	Telephone	e-mail	Story ideas
Tony Ita Etim	Champion	Enugu	08037269329	<a href="mailto:itaetim@yahoo.com">itaetim@yahoo.com</a>	<ol style="list-style-type: none"> <li>1. Funding of primary schools: who pays what?</li> <li>2. Poor staffing in public primary schools in Enugu State.</li> <li>3. Why Enugu State cannot access UBEC fund</li> <li>4. How political activities disrupt school programmes.</li> </ol>
Gabriel Dike	The Sun	Lagos	08035065565	<a href="mailto:gabrieldike2003@yahoo.com">gabrieldike2003@yahoo.com</a>	<ol style="list-style-type: none"> <li>1. School meal programme in primary schools</li> <li>2. Confusion over new basic education curriculum</li> <li>3. EFA &amp; MDGs goals: score card so far.</li> <li>4. Learning environment – toilet, water, furniture, classroom and others.</li> </ol>
Toyin Adurodija Adebayo	Natinal Life	Kwara	08035026323	<a href="mailto:adurodija@yahoo.com">adurodija@yahoo.com</a>	<ol style="list-style-type: none"> <li>1. Educational funding (ETF, UBEC, internal donors and budgeting allocations)</li> <li>2. Corruption in the education sector in politicians, SUBEB/LG</li> <li>3. Poor reading culture as it affects education in Nigeria.</li> </ol>

Boco Edet	Daily Trust	Abuja	08034412903	<a href="mailto:ninaedet@yahoo.com">ninaedet@yahoo.com</a>	<ol style="list-style-type: none"> <li>1. Education and Election – how politicians kill Nigerian education system.</li> <li>2. UBEC funding - states not accessing funds</li> <li>3. EFIA and MDGs goals – score card so far.</li> <li>4. How free is education in Nigeria?</li> <li>5. Corruption in education sector – ministries, teachers, parents, schools.</li> </ol>
Baba Negedu M.	Daily Independent	Kaduna	08056701053	<a href="mailto:saintmartins157@yahoo.com">saintmartins157@yahoo.com</a>	<ol style="list-style-type: none"> <li>1. The fallen standard of education, what is responsible and what needs to be done</li> <li>2. The issue of Girl-child education, imperatives for development with emphasis on Northern Nigeria</li> <li>3. The inability of state government to access UBEC fund and implication on the education sector.</li> <li>4. The impact of Northern education summit on education in the North.</li> </ol>

## Names of mentors and mentees for ESSPIN Journalism Development Programme

<b>Mentor Sanya Onayode</b>					
Mentee	Organisation	State	Telephone	e-mail	Story ideas
Kayode Falade	Nigeria Compass	Lagos	08033440706	<a href="mailto:kayodefalade@gmail.com">kayodefalade@gmail.com</a>	1. Cost of electioneering: A cross for students to bear  2. Doctors strike: who gets charge for manslaughter  3. UBEC unaccessed funds and states: matters arising.  4. Jonathan's new varieties: A priority misplaced?  5. 6-3-3-4- where heads education?
Olatidoye Akeem	The Herald	Kwara	08033910735	<a href="mailto:Firstbrothers1@yahoo.com">Firstbrothers1@yahoo.com</a>	1. Education: conflict of interest  2. How excellent is Nigeria Education system  3. Thorns in the education system.  4. 6-3-34, 9-3-4: where is education headed  5. political affiliation and provision of facilities/infrastructures in schools
Erasmus Alaneme	Champion	Abuja	08034291832	<a href="mailto:mememuo@yahoo.com">mememuo@yahoo.com</a>	1. UBEC un-accessed funds and states: matters arising.  2. Why States cannot access UBEC fund  3. How political activities disrupt school programmes.

Tony Edike	Vanguard	Enugu	08033218180	<a href="mailto:toniedike@yahoo.com">toniedike@yahoo.com</a>	<p>1. How one month closure of schools for voters' registration has affected pupils performance in second term.</p> <p>2. Teachers' involvement in electioneering campaigns and election duties: the politicians gain, education suffers.</p> <p>3. Why some state Universal Basic Education Boards fail to access UBE funds.</p> <p>4. Neglect of Rural Primary Schools in Enugu State. The dangers ahead.</p> <p>5. The impact of teachers' retaining programme on education standard in Enugu.</p>
Ibrahim Musa Giginyu	Media Trust	Kano	08054137150	<a href="mailto:ibrotrust@gmail.com">ibrotrust@gmail.com</a>	<p>1. IQTE: the progress so far</p> <p>2. Infrastructural Development and its impact on knowledge in Kano State</p> <p>3. poverty and illiteracy as catalyst to girl-child education promotion</p> <p>4. Poverty and illiteracy as catalyst to promote poor Girl-child education.</p>

## Names of mentors and mentees for ESSPIN Journalism Development Programme

<b>Mentor Diran Onifade</b>					
Mentee	Organisation	State	Telephone	e-mail	Story ideas
Anthony Forson	NTA	Kaduna	0803326 2167	<a href="mailto:toneeforson@yahoo.co.uk">toneeforson@yahoo.co.uk</a>	<ol style="list-style-type: none"> <li>1. Infrastructural decay in Kano primary schools- a focus on one of the schools within the Kano metropolis</li> <li>2. Poverty and illiteracy as catalyst to promote poor Girl-child education</li> <li>3. Neglect of Rural Primary Schools in Northern Nigeria. The dangers ahead</li> </ol>
Binta Lawan Umar	Freedom Radio	Jigawa	0803232 0219	<a href="mailto:bintumaa1@yahoo.com">bintumaa1@yahoo.com</a>	<ol style="list-style-type: none"> <li>1. Election and education in Nigeria, Effects on students, parents and teachers.</li> <li>2. Girl child education in Northern Nigeria: focus – Jigawa State.</li> <li>3. The intergration of Tsangaya and Modere schools, the road so far: focus-Jigawa.</li> </ol>

Bashir Muhammad Inuwa	Freedom Radio	Kano	08056368722	<a href="mailto:inuwabashirmuhammad@yahoo.com">inuwabashirmuhammad@yahoo.com</a>	<ol style="list-style-type: none"> <li>1. Girl Child Education – Rising to the college</li> <li>2. Election and Education, how politicians contribute in the downfall of education in Nigeria e.g Northern Nigeria.</li> <li>3. Accessing UBEC funds by States.</li> <li>4. Educational system in Nigeria,</li> </ol>
Kikelomo Ifekoya	FRCN, Lagos	Lagos	08028461579	<a href="mailto:kifekoya@yahoo.com">kifekoya@yahoo.com</a>	<ol style="list-style-type: none"> <li>1. The impact of teachers' retaining programme on education standard in Enugu</li> <li>2. Funding of primary schools: who pays what?</li> <li>3. Policy somersaults and the fate of educational development in Nigeria.</li> </ol>

## Names of mentors and mentees for ESSPIN Journalism Development Programme

Mentor Akin Jimoh					
Mentee	Organisation	State	Telephone	e-mail	Story ideas
Lawrence Njoku	Guardian	Enugu	08037005486	<a href="mailto:mailablelaw@yahoo.com">mailablelaw@yahoo.com</a>	1. Fallen standard Education in Enugu  2. Girl Child Education in South East  3. UBEC/SUBEB Funding: What impact?
Tony Akowe	The Nation	Kaduna	08036371853	<a href="mailto:akowetony@yahoo.com">akowetony@yahoo.com</a>	1. Improving the standard of Education in the North  2. UBEC/SUBEB funding: what impact on schools in Kaduna State?  3. 100 Tsanganyya schools: what progress?  4. Transforming policies to realities  5. 2011 election: How politicians are impacting education
John Alechenu	The Punch	Abuja	08033283632	<a href="mailto:John_alechenu05@yahoo.com">John_alechenu05@yahoo.com</a>	1. Northern Education Summit, in whose interest 2. Politically motivated closure of schools and its adverse effects  2. Politically motivated closure of schools and its adverse effects  3. How free is free education in Nigeria?  Policy flip flops and the fate of educational development in Nigeria.
Adamu Abuh	Guardian	Kano	08037867160	<a href="mailto:adabuus@yahoo.com">adabuus@yahoo.com</a>	1. A second look at the Almajiva: phenomenome in

					<p>Kano: a human angle perspective looking at it from an encounter with one out of the thousand almajivas prowling the streets of kano.</p> <p>2. Infrastructural decay in Kano primary schools- a focus on one of the schools within the Kano metropolis</p> <p>3. Girl/child education remains a big problem in kano. I will do a story by talking to one out of hundreds of girls who are forced by circumstances beyond their control to hawk wares on the streets.</p> <p>4. Forced holidays, impact on the schools, a cursory look at one of the schools affected in Kano State.</p>
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## Annex 7

SANYA ONAYOADE

### GENERAL COMMENTS

1. 38 stories received
2. 36 stories assessed
3. 2 could not be assessed. The print in “Nigeria’s tortuous journey towards education for All” by Erasmus Alaneme in Champion is tiny and blurred. The story “Teenage Pregnancy: Teachers advocate sexuality Education in Schools,” by Funmi Ogundare in Thisday, though looks good from the initial paragraphs, is inconclusive. The continuation page is missing.
4. One of the assessed stories, “I am happy, blind – school teacher” by Boco Edet in Daily Trust should have been a great story if it had been written in prose, and done like an investigative which will include more participants (interviewees) with all necessary angles covered. It has the biggest human angle, but lacks all other criteria for good story.
5. Of the 38 stories, only 9 have ingredients. Others are mere reports of events/announcements or one-person interviews.
6. Without prejudice to the below criteria, general assessment based on initiative, number of sources and depth of reports

### ASSESSMENT

	NAME	MEDIA	CONTENT	ACCURACY	RELEVANCE	LOGICAL SEQUENCE	TOTAL
1.	Tony Akowe, (In Search of Education)	The Nation, kaduna	20	15	20	15	70
2.	Gabriel Dike, (States shun N36 billion grants from UBEC)	Daily Sun, Lagos	15	14	23	13	65
3.	Tony Akowe, (Kaduna’s sore learning environment)	The Nation, Kaduna	20	15	15	10	60
4.	Tony Ita Etim (Shameful plight of Enugu Pry. Schools)	Daily Champion, Enugu	20	8	22	10	60
5.	Binta Lawan Umar, (Significant role of the Tsangaya system in Northern Nigeria)	Freedom Radio, Jigawa	10	15	15	12	52
6.	Lawrence Njoku (Pupils study under tree in Enugu)	Guardian, Enugu	15	10	20	5	50
7.	Binta Lawan Umar (Girl Child education – Are we there yet?)	Freedom Radio, Jigawa	13	10	20	7	50

## NOTES TO ASSESSED STORIES

Tony Akowe, (In Search of Education)	Shows causes of prevalent backwardness in the Nigerian education sector, especially in the North. Highlights particularly poor use of English in the North. Had a very strong initiative, had a good spread of cases. Good investigative
Gabriel Dike, (States shun N36 billion grants from UBEC)	Shows the contradiction of wallowing in the midst of plenty: available grants for schools, but curious refusal to assess for strange reasons. Good initiative though it emanates from a report. But deep with good sequence and grammar
Tony Akowe, (Kaduna's sore learning environment)	Shows infrastructural decay, using a primary school as reference. Shows gradual degeneration of the school premises with its health hazards. Observational story, deep in analysis but shallow in interview spread.
Tony Ita Etim (Shameful plight of Enugu Pry. Schools)	Shows infrastructural paucity in a school just 20 minutes drive from the seat of state power. Shows gradual decline in enrolment due to these challenges and obvious corruption as shown in the illegal conversion of school land by state officials. Good story not well presented. Good spread of contacts (interviewees) but bad grammar and fair logical sequence.
Binta Lawan Umar, (Significant role of the Tsangaya system in Northern Nigeria)	Talks about the essence of quranic school in educational development but fails to give the story the needed flesh. Good topic, but opinionated rather than investigative. Not a strong initiative. No widespread contacts
Lawrence Njoku (Pupils study under tree in Enugu)	Talks about the unpleasant condition under which children learn in a local government in Enugu, especially studying under tree after wind blew off the roof. Contract awarded but contractor fails to finish construction because of apparent corruption in the ministry. Good initiative, but no depth. Fair spread of people interviewed.
Binta Lawan Umar (Girl Child education – Are we there yet?)	Talks of poor girl-child enrolment and lack of national focus on the problem. Good initiative and grammar, but lack of depth and widespread of contacts. (Please note that she is disadvantaged in this assessment because comments of those she interviewed were not shown)

## Annex 8: Sample Application Form

### CALL FOR APPLICATION: 2010 Journalism Development Programme.

Development Communications (DEVCOMS), Network winner ONE Africa Award 2008 on innovative work with the media and contribution towards the achievement of MDGs 4 & 5, is pleased to call for **applications** from all eligible professional journalists in Nigeria. This application is for Journalism Development Programme in Nigeria. This training is supported under Department for International Development (DFID) programme of education development assistance called The Education Sector Support Programme in Nigeria. (ESSPIN).

#### BACKGROUND

The Education Sector Support Programme in Nigeria (ESSPIN) is a six year UK Department for International Development (DFID) programme of education development assistance and is a part of a suite of State Level Programmes aimed at improvements in governance and the delivery of basic services. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in six States (Kano, Kaduna, Kwara, Jigawa, Enugu and Lagos) and at the Federal level. ESSPIN builds upon previous technical assistance projects in education and runs in parallel with World Bank credit-funded projects in four of the States (the State Education Sector Project (SESP) in Kano, Kaduna and Kwara and SESP II in Lagos).

#### PLEASE FILL THE FORM BELOW TO APPLY.

**Surname:** ALIYU

**Last name:** YUSUF

**Other Names:**

**Name of Media Organization:** TRIUMPH PUBLISHING COMPANY LIMITED, KANO, NIGERIA

**Type of Media:** PRINT

**Print/Online journalists only**

Please submit five copies of past stories on the Nigerian education sector you have reported in the past 1 year. Otherwise scan and send to [devcoms@yahoo.com](mailto:devcoms@yahoo.com)

**Field Experience:** 9 YEARS

**Previous Story Coverage:** Education

**Reason for Selection** Why do you think you should be on this training? In 150 words, give a concise description for your reasons.

*As a journalist whose main duty is to educate and inform the larger society through the medium of mass communications, I think participating in a training of this nature will afford me the opportunity to learn and be exposed to certain challenges as they affect the development of the educational sub sector so as to achieve the set objectives of the Millennium Development Goals (MDGs). Therefore, the knowledge acquired can be used to further sensitize both the government and the people in the society on community participation in education so that the society would fit in to the present global challenges.*

*The current trend in education reporting has been politically motivated and not inclusive of demand and voice creation. Strategic media involvement in education can bring about positive changes that will facilitate Nigeria's trek towards MDG 2. I believe my years on the field and expertise in reporting can contribute greatly towards achieving this in Kano State and Nigeria as a whole.*

## **Annex 9: Awards Ceremony**

### **Journalism Development Programme in the Education Sector in Nigeria**

**Date: 19<sup>th</sup> October, 2011.**

**Venue: Bolingo Hotels and Tower Independence Ave., CBD, Area 10, Garki, Abuja**

**Time: 6 pm prompt**

- 1. Pre-dinner drinks/small chops**
- 2. Welcome Address - - Akin Jimoh, Program Director, Devcoms Network**
- 3. Key note presentation by the National Coordinator Mr. Wale Samuel of CSACEFA**
- 4. Goodwill Messages by Development Partners/CSOs**
- 5. Experience sharing by the beneficences of the Programme.**
- 6. Awards Presentation/ Certificate**
  - Best in Print**
  - Best in Broadcast (Radio)**
  - Best in Broadcast (Television)**
  - Presentation of awards to the Overall Winner**
- 7. Vote of Thanks**
- 8. Dinner! Dinner!! Dinner!!!**

## Annex 10: Some Published Stories

DAILY TRUST Thursday, June 2, 2011

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## EDUCATION

## Give us tools to work – FCT teachers

By Ben Léét

LESS than a book for each pupil official figures released by the Federal Ministry of Education in May show total absence and limited supply of most amenities in Nigeria's primary schools but areas hardest hit are those of instructional materials for teachers and textbooks for pupils.

According to the ministry which oversees the education sector, statistics for 2006/2007 indicate that for the more than 16 subjects offered, there were only 20 million books in circulation across Nigerian public schools which were to be distributed to 95 million pupils. It meant that each pupil's chance of getting a textbook was less than one percent, exactly 0.21 per cent. The pupils were in need of more than triple the amount of books available, over 75 million books.

As for the teachers and their instructional materials, the Federal Capital Territory's official figures reveal that in 2006/2007, teacher to core guide book ratio was 1:2 per cent.

The FCT can boast of fine structures for schools. In 2009, the grant accessed from the Universal Basic Education Commission (UBEC) by FCT was used to construct and rehabilitate classrooms, libraries, toilets, bore holes among others. As a result, the nation's capital won the gold medal as Best Performing State in the North-Central zone for outstanding implementation of the UBE programme. But in that same year the only furniture and equipment project was the supply of 16 set furniture in Kubwa for Early Child Care and Development Education.

#### Qualified teachers & Training

The FCT Universal Basic Education Board (UBEB) can hardly be faulted in the areas of physical structures, training and re-training of its teachers and qualified manpower. As at last year out of its 6,228 teachers, 5,574 were qualified. Chairman of the board Musa Maikano Yakubu said: "The board is doing very well in the area of capacity building for teachers. On Tuesday we flagged off a training programme for 4,025 teachers that are undergoing capacity building in various subject areas.

"All our teachers are trained and professional teachers. We do not have anybody less than NCE. We have teachers with degrees, Masters and even PhD. The training we give them is in line with the new curriculum developed by NERDC because of the basic education."



FCT UBED Chairman Musa Yakubu displaying the UBE gold medal for best performing state in Northcentral zone

But primary school teachers continue to complain that despite being trained and re-trained, teaching is difficult because of lack of instructional materials.

Maryam, the others and a computer

Eleven-year-old Maryam Sanka who attends a public school in FCT could not power on a computer. But she could define a computer and name its parts without stress. The only computer she had access to, was the one her teacher drew on the board during computer studies.

She shares the same fate with pupils of Festival Road Primary School in Garki who have not been receiving computer studies lessons because there is not a single computer in the school.

"Allow us specialise"

Madam Lilian, a primary four teacher has been teaching in government schools for 22 years but was only sent on training two years ago under the Millennium Development Goals (MDGs)

project. She said: "The training actually helped but the problem we always have is that we come back to do what you are asked to do but the motivation would not be there."

You are not supported by those who sent you out; the classrooms are not equipped to help your work. As teachers you are expected to dip your hand in your pocket from allowances you are not even getting to improvise for effective teaching.

"You have been asked to go and improve yourself, you have done that but you are still compelled in the primary school to teach all the subjects which would never bring out the best in you. So long as the stakeholders and employers of labour insist on not employing more professional teachers in the different subjects then teaching would be difficult."

"We are tired of improvising" Julian Mato a primary six teacher who has been teaching

since 1999 has attended up to five training programmes. She said: "I have gone on two or three computer training sessions but the challenge is that we do not even have a computer in the school so whatever I learn is wasted. You know you cannot teach computer studies in theory because they would just be speaking and they would be imagining things. We have not been teaching computer in the school because there are no computers."

"Other workshops, it is still the same thing. I went out during the break to buy this book as there are new topics that have been introduced. It is on the use of drawing instruments and as this topic is introduced these children are supposed to be seeing these things practically. I told them to buy mathematical sets but it is not all of them that are in there. When you complain, they will say improvise. We have to draw on the wall. The materials are not on ground."

When training ceases

A teacher in LEA Primary School, Ibe, Abuja who gleaned anonymity said she has attended three workshops in the 11 years she has taught. The last workshop she attended was in 2010 on child centred learning. According to her, "we were taught how to teach large classes. By the time we came back we were able to organize the

pupils in groups and the result has been impressive because the pupils are really improving."

But her complaint is that, "we lack books and even when the books are available the children find it difficult to buy them because of poverty. We usually improvise with something that is similar to the natural object."

Zakki started teaching in 2001 and he has participated in 11 workshops. He said the series of training has helped improved his teaching and reflected on the children who used to be so timid, they refused to speak.

His words: "Teaching in the private school available. Almost everything is available. Everything you need to lay hands on for teaching the children is there. But in the public school you are told to improvise. How do you do that? Sometimes you don't have the money to go to the class and you have to use your money to do this improvisation."

The FCT UBED chairman has, however, denied that primary schools are lacking instructional materials. According to him, "we have enough instructional materials. Any trained teacher has the capacity to develop materials that would suit what he is going to teach that is not a problem at all. We have books that teach any teacher to improvise where there is no standard instructional material."

"So long as the stakeholders and employers of labour insist on not employing more professional teachers in the different subjects then teaching would be difficult"

## EDUCATION

# Rainstorm destroys school, leaves 215 pupils stranded

By Boco Edet

A fierce rainstorm has partially destroyed a public primary school in Niger State, leaving 215 pupils stranded. The roofs of two blocks of classrooms of Gauraka LEA Primary School collapsed in the early hours of Sunday morning, May 22. Three weeks on, the pupils of Day Care and Primary One class who were affected by the storm are being taught in the school's open field, under a tree.

Gauraka Primary School has its fair share of troubles. It is not the first time it is in the news. In January, Daily Trust reported how the school had turned to a dump site for those living in the community. Located in Gauraka Tafa local government, after Madalla, the school accommodates children who come from homes of mostly low income earners.

Since 1976 when the school was first established, it has not enjoyed the needed renovation to keep it up to standard. When I visited yesterday, the children, all less than seven sat under the tree in the dust barely listening to their teacher shout, "the table is under the chair."

As it were, if there was another rainstorm, more classrooms would fall casualty. Their roofs were rusty and already caving in.

It is not the first time rainstorm is affecting the classrooms but this particular incident is by far the worst, a source in the school said.

The headmaster has moved



UNDER this tree is where the pupils receive lessons

to the library, a cramped space, since his office was also destroyed by the storm. He was negotiating with the principal of the Secondary School to release one of their

classrooms for the children's use as a temporary measure when I arrived.

"We run two shifts because the classrooms are inadequate. The

school also needs fencing because we have many trespassers. Our fear right now is for the children. When there is rain where would we put them? When the storm happened, we used our resources to repair some of the other roofs so that not everyone ends up outside," the source said.

Two accidents have occurred because of the lack of fencing.

At one time, a child suffered a fracture, another source told me. Sometimes people come to defecate in the classrooms since there is free entrance.

After the rainstorm incident, the school lost some of its zinc, wood and fans to thieves.

"When it happened, we notified the Niger State Universal Basic Education Board. We were told to write a formal letter and attach pictures as evidence which we did. But we are yet to receive any response," the source said.

The Parents Teachers Association (PTA) has partially been funding the school. They did a mini-fencing, bought seats and employed two voluntary teachers because teachers were complaining of being overburdened by the large population of students.

The teachers of the classes affected by the rainstorms are not

happy with the situation. They teach outside without blackboards. They scream at the top of their voices for the pupils to hear. They struggle to control the pupils.

The pupils sit on cartons under the tree. They are dispersed before their usual closing time. This is before noon when the sun gets harsh. They have no desks and chairs so they cannot write. Their teachers have only been teaching them orally.

"The children are fighting every time. They keep moaning about. They are always tearing their books and getting their pencils missing. We cannot give them homework. We wrote lesson notes but we cannot teach what is there. We are supposed to write midterm test but that cannot happen in this kind of environment. Both classes, that is Day Care and Primary One, are mixed and it has reduced the knowledge of the latter because they are now more playful," one teacher complained.

Soon the pupils would write promotional examinations but they have wasted over three weeks without effective teaching.

"The authorities should assist us urgently. They should as a matter of urgency reconstruct the classrooms," the teachers pleaded.



NOTHING was recovered from the rainstorm.



The almajiri culture in the north is a system in need of reformation. In this report, Tony Akowe examines what needs to be done

# Taking the almajiris out of the streets

The school is supposed to integrate western education and Qur'anic education and according to the SUBEB Chairman, the state government is taking the issue of educating the almajiri very seriously that it has selected 40 Qur'anic schools in various villages and towns across the state as a pilot scheme in the education of the children. He argued that "by so doing, their normal learning is not affected because there will be an arrangement between the teachers and the local government education authority on when the western education should be taught and when the

On December 12, 2010, Vice President Mohammed Namadi Sambo announced the intention of the federal government to build 100 Qur'anic/Tsangaya schools for street (street urchins) across the country. The decision was aimed at taking away from the streets, the over 9.5 million almajiri across the country. It was aimed at addressing the issue which has been a problem to most Nigerians, especially residents of the northern states. These schools, according to the Vice President, were to be constructed in selected places across the country between December 2010 and March 2011. However, investigations revealed that six months after the promise which the government re-emphasised in February 2011, there is nothing on ground to show the seriousness of the government with the implementation of the scheme which drew wide applause from many.

**A promise broken**  
So far, the implementation has remained a mere promise while the almajiri have continued to roam the streets at the risk of their lives and in total disregard to the Universal Basic Education (UBE) Act which stipulates that every child is entitled to basic education for six years. Part 1, section 1 (b) of the UBE Act 2004 states that "every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary

and junior secondary school age". With the north contributing over 90 percent of the nation's almajiri, the Vice President had argued that it is the responsibility of the government to provide affordable education for its citizens in line with the UBE scheme and eradicate public begging by the young children. He had said that after completion of the schools, which would be integrated in modern school system, the federal government would then ban street begging, adding that the time has come for states to take responsibility for the recruitment of teachers to teach the children Western and Arabic education. The vice president also disclosed that the new national policy on education recognised the almajiri system of education and seeks to integrate it into formal school system.

Tom Maiyashi, an educationist and former Commissioner for Education in Kaduna State, did not see why the federal government should talk of building schools for the almajiri when the responsibility for basic education is that of the local government. According to him, it is a shame that it is the federal government that will drive the intervention in the training of almajiri in the country.

**Shared line of responsibility**  
He said, "We are talking of basic education and that is supposed to be the responsibility of the local government and the

states. What are the states and local government doing that they have to wait for the federal government to drive that intervention? We say it is Universal Basic Education. It is universal which should be accessible to children of school age irrespective of class or creed. That is the law and every state has its own law which is the same thing. So, why should the states wait for the federal government to come and intervene? That tells you a big story. A lot of discussions have been held even with the Northern Educational Research Project. When you are talking of education, you should look at it from the point of development. Children in Islamiyya schools are Nigerian children and they are entitled to education."

Maiyashi observed that the UBE scheme is a right every child is entitled to and therefore the implementation should not be viewed as doing the child a special favour. He regrets that "what we are having is that our government are playing politics with it. All those who have been making noise about this integration of Qur'anic system of education you will discover that there is near to nothing on ground. Do you know that the Education Tax Fund (ETF) has made substantial investment into this integration? So, why are we pretending that this is one big innovation that somebody is bringing from somewhere? It is just hypocritical because these children are entitled

to education and so, whatever the challenges, what this means is that since the Nigerian state is committed to providing basic education, we must plan and develop appropriate strategies."

He believes that what is militating against the system is lack of honesty on the part of those charged with the implementation of the programme.

**Working toward integration**

On the other hand, Dr. Bashir Balarabe Jai, the Chairman of the state UBE Board had told The Nation that because of the importance the state government attached to basic education, especially getting the almajiri back to school it decided to build a special boarding school for them. The school which has been completed is aimed at ensuring that each school age children get access to basic education rather than roam the streets begging.

According to him, "The number of the Almajiri is very large. About one quarter of the total population of our children in Kaduna State are Almajiri and are roaming the streets. They may not be our children. They may be children from other states because Kaduna is a very a central place as the capital of the North you find many of them coming from other states to settle here. So, if a large segment of the children we have in the society are not actually captured in the UBE, then it is not achieving the desired result. It has to be at least 90 percent to achieve its aim."

Continued on Page 58



In need of education



# Taking the *almajiris* out of the streets

•Continued from Page 55

Quranic education should be taught. We hope that as time goes on, we will capture more of them.

Studies have shown the issue of the *Almajiri* has remained one of the biggest problems for successive governments in Northern states. They have been associated with crises and incessant religious uprisings in the region as they are believed to have been recruited to cause havoc. Some stakeholders spoken to are of the view that if the federal government can make good its promise, it will go a long way in enhancing the education of these young Nigerians.

According to Alhaji Saïdu Muhammed, "this integration policy is a welcome development, it will reduce the rate at which crises occur in the region because they will not be *Almajiri* to use for causing disturbances." He argued that in view of the importance of education to the survival of any nation and the importance of Quranic education to any Muslim, a combination of both should be encouraged.

Hassan Ibrahim, a Kaduna based journalist told *The Nation* on Sunday that the *almajiri* issue has continued to be on the increase because many parents believe that the attainment of Islamic education is far greater than the proper handling and care which little ones should receive. He believed that what is required is the collective zeal on the part of all to ensure the success of the government's intervention. But one aspect that has continued to be of grave concern to many followers of educational development in the country is the politicisation of education.

Prof. Awazie Achuzia, Chairman of the Academic Staff Union of Universities



•Society must cater for him

(ASUU) argued that "the government has always made promises. They have even held what they called stakeholders meeting on education. But we believe that if the government wants to address issues regarding education, they should stop playing politics with it. I am sure this is not the first time you are hearing these promises being made. Can you show me one thing on ground to show that they are serious about what they are saying?"

A university don and President of the Southern Kaduna Peoples Union (SOKAPU), Prof Ishaya Nock said that the government must make good its promise on the *almajiri* education if only to help solve the social problem it poses to the society. According to him, it is not enough to build structures for their education, but believe that "education must be made compulsory and free at the primary and secondary school levels while the federal and state governments should implement very rightly their policies on education for the *almajiri* and the area boys and their likes in other parts of the country."

While believing that the children have been used to perpetuate violence, he asked "who are the *almajiri* that are often used to perpetuate violence? Where did they come from and who are their parents?"

As the nation awaits the federal government's promise to build schools for the *almajiri*, one thing that has continued to agitate the mind of most Nigerians is why parents should choose to abandon their children to roam the streets without any form of education in a world that has gone *ajabai*?

At the end, the children are the ultimate losers because they cannot boast of any form of education, whether western or Quranic. They have therefore become ready tools in the hands of politicians and other mischief makers.

House Of Reps Plc

The NEWS

...defining the present, shaping the future

EDUCATION

# How Kaduna rioters burnt primary schools

**M**OHAMMED Sari is a Primary Five pupil of the Ungwan Muazu I LEA Primary school in the Ungwan Muazu area of Kaduna metropolis. He had looked forward to writing his promotional exams when the school reopened from the Easter break. But that hope was dashed because the school was burnt down during the violence that trailed the outcome of the April 16 Presidential election. Ironically, Ungwan Muazu is a Muslim-dominated area and most of the pupils in the school are supposed to be Muslims. But it was not immediately clear who led the mob that burnt the school which has a population of 1,876. The school was not the only one affected. A private primary school nearby was not spared.

As at the time of this report, there were plans to relocate the children to other schools so that they don't lose out in the third term academic work. But there were fears that the move might affect the promotion examinations of the children, especially primary six pupils who are preparing to take their school certificate examination.

There are two versions to the burning of the schools. Even though there are two primary schools in the same place, LEA I and II, each of them is believed to take care of children from Kabala West and Ungwan Muazu. One version of the story has it that the burnt LEA school had children from the Christian-dominated Kabala West and was therefore burnt by the Muslims in whose midst the school is located.

Another version said a group of people led by the daughter of a retired police officer stormed the school from Kabala West to destroy the school. Sources told *The Nation* that some people allegedly hid inside the classrooms, using them as a shield while shooting at others.

"Those who hid there used it as a base and, through that place, they burnt a place of worship close to the school and that was when some armed youths stormed the place and set it on fire," the source said.

However, there are those who believe that the school was merely a target of neighbouring communities

From Tony Akowe, Kaduna

who felt aggrieved that that no school was cited in their areas.

*The Nation* could not find a motivation for the burning of the private school. But eyewitnesses claimed it was burnt by a mob led a woman said to have terrorised the area during the crisis.

The mob first attacked the office of the District Education Officer in the school before looting and burning the library with learning aids worth over N5 million.

The Education Secretary in charge of Kaduna South Local Government, Mallam Sanusi Sirajo, told *The Nation* that vital documents were lost.

He said religious bodies, such as the Christian Association of Nigeria (CAN), Jama'atul Nasr Islami (JNI) and the headquarters of the State Universal Basic Education Board have all visited the school to assess the extent of the damage. He added that the religious bodies have since distanced themselves from such unfortunate act, while calling on the government to ensure that perpetrators are punished.

The Education Secretary blamed the vandalism on the lack of perimeter fencing around the school which, he said, is a major cause of insecurity. He called on the state and local governments to consider constructing a primary school for the Kabala West Community and replacing the burnt building and providing a fence for Ungwan Muazu Primary School.

Sirajo said: "I want to also call on the government to hasten the repairs of the school because we are in third term and most of those affected are the 420 Primary Six pupils who are expected to benefit from the lessons that would have prepared them for the School Certificate examinations. The government should as well assist in fencing the entire Ungwan Muazu 1&2 Primary Schools to provide security against miscreants and future attack which cost government huge amount and time to fix".

Mordhecal Sunday Ibrahim who contested the House of Assembly elections on the platform of the Action Congress of Nigeria (ACN) described the burning of the school as misdirected anger since primary



•The burnt Ungwan Muazu Primary School building

schools are already in a very bad shape and in need of attention.

"It is not wise burning any school for whatever reason and I must add that it is not good because our primary schools are already in a very bad shape and unkempt. They have been begging for attention for a long time and yet, people will go and destroy the little state of functionality they have because of crisis. That is a misdirected anger because the pupils who are the users of those schools are innocent and have nothing to do with the elections. They have not even reached the age of voting let alone to be voted for," he said.

On his part, Senator-Elect for Kaduna Central under whose constituency the school is, Major General Mohammad Saleh (rtd) blamed such action on the high level of illiteracy and poverty in the society, adding that the government should be held responsible for the problem.

"The fact that people will think of attacking schools shows the thoughtlessness of the people who don't know the value of education either to themselves or the society. It is only an illiterate that would burn

down a school for whatever reason.

"To me all this recurrences of violence are caused by poverty which had led to the loss of personal and national values. The primary cause of poverty is injustice and inequality caused by government at all levels. I accuse government also of not showing enough capacity to address the recurrence of violence in the country. I also accuse the security agencies of inefficiency and demonstration of lack of self appraisal to evolve new ways and methods of addressing re-occurring issues just like armed robbery which they still use the fire brigade approach," he said.

Religious leaders have also condemned the acts. The Secretary of the Christian Association of Nigeria (CAN) in the state, Revd Yunusa Nmadu and the Administrative Secretary of JNI Mallam Ibrahim Kufena told *The Nation* in separate interviews that schools are places where children of both faiths are trained and, therefore, should not be destroyed for whatever reason and no matter the provocation.

"We had gone to most refugee camps irrespective of religion to talk with people and give some relief for

distribution to those affected by the unfortunate violence. If we really want progress we must promote peace and admit that God gives leadership to whomever he wants just as we have agreed that it is contained in both religions. Having witnessed what happened in Kaduna State and in most states of the north, we feel that we should share our concern with people who share the same opinion on how we can foster peace and live peacefully amongst ourselves, particularly between the two major religions, CAN and JNI said.

Special Adviser to the Governor on Media and Public Affairs, Reuben Buhari told *The Nation* that the state government was taking stock of the destruction during the violence with a view to taking a position on how to assist in rehabilitating them.

Describing the burning of the schools as unfortunate and uncalled for, Buhari said government had constituted a committee that will look into issues of displaced persons during the crisis, pointing out that the issue of the burnt school will be adequately addressed by the government.

## Indomie seeks child heroes for scholarship

**T**HE search is on for five to 15-year olds who have displayed acts of bravery in the past to be rewarded with cash prizes to support their education.

By Kotoworoia Belo-Osagie

emulate those acts," he said. Asiwaju shared the intriguing stories of some past winners including Kati Bala, who suffered burns



# Education agenda for Northern governors

ON October 11, 1962 while opening the Ahmadu Bello University, the late Premier of the region, Sir Ahmadu Bello was full of hope that the region's educational sector in the region has suffered will be addressed. He told the gathering that he was determined to address the educational backwardness of the region and would therefore "labour continuously to develop and expand the educational system of Northern Nigeria as I saw that with all the trained and educated manpower, the north could not develop as we wished". One year after, the Premier expressed his frustration as, according to him, the progress was not fast or good enough. He told all institutions of learning in the north at a meeting on September 10, 1963 that "my government is not satisfied with the standard set by you. This is not meant to belittle your past achievements which are quite good. But when you praise and compare the steep rise in the number of secondary schools and the number of boys and girls of northern origin who have gained admission into universities, you will agree with me that your recent achievements are not good enough for northern Nigeria.

It was apparently with this in mind that former Vice President, Atiku Abubakar convened the Northern Education Summit while serving as Vice President in 2000. One of the decisions of the Summit was the establishment of the Northern Educational Research Project headed by renowned educationist, Prof Adamu Bako to work hand in hand with Arewa House to find a way of addressing the down ward educational fortunes of the north. It was also decided at one of the summits that northern governors should contribute a minimum of N1 million annually to the Northern Education Trust Fund. But at the 2002 Summit, Atiku regretted that despite his personal letters to the governors, the response was poor. He said while addressing the third summit on Saturday April 27, 2002 that "you will recall that I request you to make some contribution to this project last year. It is disheartening that only four out of the 19 northern states have made some contributions. I therefore would like to use this opportunity to appeal to all northern states to pay up their dues as it were". Several years after initiation which was considered laudable, education in the north has degenerated for the worst with many of the states not being able to fill their admission quota in institutions of learning across the country, especially in the north. Experts have expressed concern over the poor state of education in the region, especially at the basic level. Many of the states have not been able to access their UBE funding due to what many referred to as the lack of political will to actualize the government agenda on improving the standard of education in the north. Interestingly, investigations revealed that community efforts at educational development in the north are at its lowest ebb unlike the practice in the southern part of the country.

Investigations revealed that the communities are on their parts, not encouraging those willing to assist in the development of education in their areas. One of the corporate bodies in Kaduna that has decided to assist in the rehabilitation of Primary schools and the provision of desks complain of lack of encouragement from the government and the communities. A source within the company told *The Nation* that "we are not encouraged at all. The government doesn't even care about what we do. We recently renovated some schools and handed them over, but the state government did not consider it necessary to send a high level officer to the handing over. Even the Commissioner for Education and the Universal Basic Education Board in the state did not bother to send anybody. The worst is the community. If you tell the leaders of the communities that this is what we are doing here, they will say well done, but what is in it for us? This is not encouraging at all. We are not saying that they should do anything for us in return because we believe that it is part of our corporate social responsibility. But let them show appreciation if only to encourage us. Don't forget, this is not the only place where we operate in Nigeria and in other places, when we do something for them, they celebrate it".

But Metanaki Tom Matiyashi, a former Education Commissioner in Kaduna state



•Yakowa



•Babangida



•Nyako

From Tony Akowe, Kaduna

and member of the Northern Education Research Project believe that unless leaders of the region stop playing politics with educational issues, the educational system will not improve. He noted that even though there has been a growing realization that the quality of education in the country is on the decline, the situation in the north is particularly disturbing. Matiyashi who is currently an education consultant to several development partners is however worried about the level of political commitment by leaders of the region to developing the education sector. He argued that developing education must start from a sound primary school system, adding that this requires a high level of political commitment on the part of government which should be expressed in terms of policy development and policy analysis, resource appropriation, resource utilization which he believe is currently lacking. According to him, "if the political commitment were there, everybody will be up and doing, every state and local government will be up and doing in terms of developing strategic plans on how to address this decline. The level of decline is so deep and so complex that it requires a very thorough analysis and well laid out strategic plan, long term plans on what types of strategies are required to address these declines. For example, if you take the major issues, and talking about access, it is not just getting the children to go to school. It is getting them to go to school and acquire knowledge and skills. If you just limit access to getting the children to go to school, the number of children that are out of school in most states of the north is staggering. You can take Kaduna to be the oldest state in the north because it was the seat of the northern regional government. Today as we speak, current population figure shows that there are about 700,000 children that are completely out of school in Kaduna. The drop out ratio is also very high. In some state, it could run as high as 35 percent or more and this is attributable to a number of factors".

However, available records revealed that the 19 northern states excluding the Federal Capital Territory accessed total sum of N66,446,595,896.62 from the UBE fund between 2005 and 2010. However, the north also top the un-accessed funds chart with Borno state leading the northern chart with over N2 billion lying un-accessed. Ironically, Kaduna state which has accessed almost all its UBE fund since 2005 failed to do so in

2010. As at December 31, 2010, the state has had accessed About N3,655,079,262.98, leaving N23,340,033.16 un-accessed. Officials of SUBEB in the state could not be reached for comment on this.

However, experts attribute the growing decay in education in the north to high level poverty, lack of political will on the part of the government and a general high level of incompetence in the management of education in the country. According to those spoken to by *The Nation*, the issue of poverty cannot be ignored when talking about educational development in the north. Tom Matiyashi argued that "for parents to keep their children in school, poverty is deepening. If you take it terms of teacher demand and supply, how many states in the north will you go and they will be able to tell you that in the next five to ten years, this is the number of teachers that we require in Physics, Chemistry or Biology and we have already set out strategies on how to meet the demand? You must remember that you cannot produce a teacher in one year because he has to go to primary school, secondary and go for his degree. If you talk of infrastructure, the class room pupil ratio especially in the urban centres is sometimes one to one hundred and sometimes more. How can you keep 100 pupils in one class and expect the teacher to be effective? It is not possible. Similarly, if you take the pupil-teacher ratio in terms of qualified teachers, in some local government, the ratio will be 1 to 200 or even more. There is a high number of unqualified teachers in the system. We still have secondary school graduates, people who have not even passed their SSCE teaching. They lacked two fundamental things. They lack content because you have to know the subject; they also lack the methodology. So, both ways, they are not fit to be in the class room, but they are there in their thousands. These are not issues you just sit down and with a wave of the hand, you say you are resolving them. You need thorough analysis of these factors and have long term plans to address them. Remember that nothing is static. The population is growing and the socio-economic impact of what is happening is also affecting what is happening in these schools. The timidity that children use to have when they are in school is no more there because of the influence of science and technology and these things are making classroom management more and more complex. These are not issues you just sit down and say, they have been resolved. To further worsen this situation, poverty is deepening and poverty is the greatest weapon

against education. The little stipend that parents give to their children to go to school daily and come back, if you multiply the number of days that the child has to go to school in a year, you realize that it is a lot of money and there are many parents who have about five children in school. So, how can such parents keep their children in school? These are very fundamental issues".

Further investigations revealed that majority of primary schools in the state lack qualified teachers. While government has designated a few primary schools in Kaduna as model primary schools, with a lot of attention paid to them in terms of teachers and facilities, many others have only one teacher teaching most of the subjects in many classes and experts believe that this does not augur well for good teaching and learning. Investigations revealed that despite alleged budgetary improvement to the sector, the standard of education in the north has not improved. Some students in senior secondary schools in the north cannot speak simple English and cannot even write their names and this has been attributed to poor standard at the basic level. The question then is how did these people get to the level they are currently in school? When it come to recruitment of teachers into the various levels of education in the north, political considerations, rather than qualification and the ability to deliver has become the prime factor. It was learnt that many teachers have been employed to teach either in the primary or secondary schools because of their relationship with those carrying out the employment or based on who they know in the Ministry of Education. In the same vein, those saddled with the responsibility of managing education in the region seems not to be interested in what goes on in the schools.

However, with new governments in place across the country and a few others continuing in office, the question being asked is whether the political class will muster the courage to attack the monster being created by the decay in the educational system in the region. With a lot of campaigns being mounted for improved funding of the sector, the argument still remains that developing the political will to address the problem is what is required as it will work faster than improved budget and infrastructural development. The purchasing power of the ordinary Nigerian must be improved upon in order to sustain the number of children in schools.

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**THE NATION**

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**EDUCATION**

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Website- <http://www.thenationonline.ng.com> email- [education@thenationonline.ng.com](mailto:education@thenationonline.ng.com)

In the past, cowry shells, stones, broomsticks, among others, were used in teaching pupils. Some schools have returned to this method of learning, which has long been forgotten, and pupils are the happier for it. **TONY AKOWE** reports that stakeholders want the method replicated in all schools.



\*Pupils learning in groups in a Social Studies class

## Back to the basics in child-centred learning

**S**ARAH Gwom is seven, and a Primary Two pupil of Chori Primary School in Kaura local government, Kaduna State. Before now, Sarah dreaded going to school because she hardly understood what was taught because of the attitude of her teacher.

But things have changed for her with the introduction of the child-centred learning system in the school which personalises rather than centralises teaching. The system also encourages the sourcing of materials, such as broom sticks, stones and bottle tops for teaching and learning.

Now, Sarah is fascinated with the use of materials around her, which has renewed her interest in school.

"I now attend school regularly and I am punctual because I always look forward to seeing my teacher use broomsticks, stones and empty cartons and cans to teach me. I know how to do my mathematics at home and help my mother calculate change in her trade. I am really excited. Now, I can help myself and my

mother do some small calculations. Before now, not only did I not like school because of calculation, but because of my teacher also. I use to think that she does not like me as she flogs me at any mistake. But now, she takes her time to listen, teach and correct me. She is friendlier now and so, I like to come to school."

Sarah is not the only one that has fallen in love with school. The pedagogy now in use is also encouraging her friends and other children in her neighbourhood to go to school.

Chori Primary School is one of the pilot schools in the seven local governments in Kaduna State where the child-centred learning scheme has been introduced and is being tested.

The story of these children is not different from that of pupils in other pilot schools. The child-centred learning, according to Mrs. Veronica Suku, Head Teacher of Kagoro Model Primary School, has impacted positively on the pupils.

She said teachers now relate very well with their pupils, carrying them along in their teaching. One of the teachers, Halima Timothy, told *The Nation* that the child-centred learning method has enhanced the capacity of teachers to teach and better understand the learning needs of the children.

She noted that the method has made teaching easier for her as the children carry out most of their learning activities individually with her supervision.

"All I do is to introduce the subject, divide the children into groups and ask them to interact among themselves, while I go from group to group supervising them and ensuring that they are doing the right thing. Before now, I used to stand in front of the class to teach. But all that has changed", she said.

The fact that schools can source learning materials from within their environment to implement the method is a big plus, said Mrs Suku.

"When it comes to subjects like mathematics, we have been able to look inward. The children now use crown corks, stones and sticks to count and this has made understanding on the part of the children easy and we do not have to wait for government to supply teaching aids before we can teach," she said.

The Head Teacher added that the level of hygiene in the school has also improved. This, in addition to child-centred learning means that the pupils now participate in the teaching and learning process better thereby enhancing their understanding and retention of what they are taught.

*The Nation* observed the Primary Four pupils of the school during a Social Studies class and asked Mrs. Ladi Felix Chinyio, the class teacher how beneficial the method has been.

She said: "The new method has improved my teaching a lot. Right now, the children are encouraged to use stones and bottle covers to count, and they do this on their own. In the past, we use the board to count and the teacher does this most time".

She, however, complained that the textbooks provided for the children are too advanced for their understanding, adding: "Most times, we rely on the curriculum to teach. But the textbooks sent to us are too advanced. They find it difficult to understand the text and I think that the textbooks should be improved upon".

The improvement in the teaching and learning process in the pilot schools has resulted in a demand that the project be expanded to other schools.

Analysts believe that with the improved learning environment in the pilot schools, there will be a great demand for the method across the state. But there are fears that teachers already trained for the programme may be transferred to schools where they may not be relevant since such schools may not be using the new method.

However, to ensure the workability of the programme, a state sector improvement team (SSIT) has been put in place to coordi-

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