



Briefing Notes
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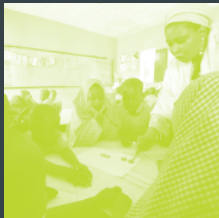
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April 2012



Above
Local communities
are working to make
their voices heard
within schools
and by government.

esspin express

UBEC commits N150 million to develop School-Based Management Committees (SBMCs)

Schools do not operate in isolation. Local communities, in demanding their rights to basic education for their children, must also understand their roles and responsibilities in helping the state to deliver it. SBMCs make community 'voice' heard both within the school and by government. They monitor the performance of schools and provide additional resources.

The Federal Universal Basic Education Commission (UBEC) has now allocated the sum of N150m to fund the development of SBMCs in schools across the 36 states of the Federation and the Federal Capital Territory.

The UBEC and ESSPIN partnership to promote school-based management has resulted in the revision of the guidelines on SBMC development and the drafting of a training manual for SBMC trainers across the country.

Continued inside on page 2.

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Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

Organisational profile

ESSPIN is one of a set of State Level Programmes (SLPs), funded by the UK Department for International Development (DFID), which work on governance, accountability and the delivery of health and education services. ESSPIN supports federal and state authorities as they work to both reform the governance of education and to improve the quality of education that children receive.

ESSPIN is a partnership between the Nigerian Government and DFID. The six-year programme (2008–2014) supports federal and state governments – in Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos – in their efforts to develop effective planning, financing and delivery systems that will improve the quality of basic education.

ESSPIN supports simultaneous action on multiple fronts. Support for schools is accompanied by support for communities, support for state and local government and support to develop federal laws, policies and budgets.

ESSPIN is managed by a consortium of partners led by Cambridge Education, a member of the Mott MacDonald Group.

Continuation from cover

UBEC commits N150 million to develop SBMCs

The roll-out process commenced with a 6-day training course of master trainers from all states and FCT. Plans are underway for each state to adapt the revised guidelines to meet the state's own needs through visioning workshops at state level. Following this visioning, the state's master trainers will train a select cadre of trainers to train SBMC members in schools.

The State Universal Basic Education Boards (SUBEBs) are expected to commit a further N185 million for SBMC roll-out.

Kano provides N50 million to roll out IQTE

The Kano State government has earmarked N50 million to further support the implementation of its Islamic, Qur'anic and Tsangaya Education (IQTE) programme which has adopted ESSPIN's approach. ESSPIN has been supporting the integration of basic literacy and numeracy into the curriculum of IQTE schools in Kano, Kaduna and Jigawa and further modular training programmes for teachers and support staff are planned. A special committee has also been set up to ensure that there is an effective scale-up of the IQTE initiative in all LGAs in the state.



Above

Fatima Aboki, ESSPIN, and Andre Ndikubwayo, Burundi Ministry of Education, visiting the Minister of Education.

Burundi and Ethiopia learn from Nigeria's experience

In February, ESSPIN hosted delegations from the Ministries of Education in Burundi and Ethiopia. They visited Abuja, Lagos and Kwara States to learn from ESSPIN's experience of working with government and civil society to improve the management of primary schools and the delivery of quality basic education. There was particular interest in the role of SBMCs and the work of the State School Improvement Teams (SSITs) in raising standards of teaching and learning.

The Burundians and Ethiopians shared their own experiences with their Nigerian counterparts, notably on the value of direct funding to schools and the importance of sound infrastructure.

In Abuja, the delegation paid courtesy visits to Dr Ahmed Modibbo Mohammed, Executive Chair of the Universal Basic Education Commission (UBEC) and the Honourable Minister of Education, Professor Hajiya Ruqayyatu Ahmed Rufa'i, during which ESSPIN's SBMC guidebooks were presented.

Below

The opening ceremony of the new Lagos SSIT office in Ikeja.



Lagos opens State School Improvement Team (SSIT) office

Without a home since its inauguration in 2010, the Lagos SSIT now has an office. The SSIT's new office, located within the Central Primary School, Ikeja, has fully furnished workstations with modern office equipment, a 40-seater conference room, and a standby generator – all provided by ESSPIN. The office handing over and commissioning ceremony took place in December 2011.

The SSIT works by training and mentoring school support officers (SSOs), head teachers and teachers to ensure that meaningful teaching and learning are taking place in child-friendly primary schools.

ESSPIN and state partners plan integrated approach

In February, ESSPIN held two strategic meetings in Abuja with the Commissioners of Education and Chairmen of State Universal Basic Education Boards (SUBEBs) from the programme's six focal states. The meetings reviewed plans for the next three years and the implications of the focus on school improvement.

The meetings examined the ways in which the six states are approaching the challenge of integrated school development; explored ways in which the results of the annual school census and school inspections can help states target their resources effectively; and identified the mechanisms through which ESSPIN can most effectively support the six states over the next three years.

It was agreed that ESSPIN will continue to support the integrated approach to school improvement, develop states' monitoring and evaluation capacity, review departmental functions and human resource management, and provide quality assurance and capacity strengthening and support to the Local Government Education Authorities (LGEAs).

ESSPIN will also help SUBEBs to mobilise additional resources from the federal government intervention agencies like the Millennium Development Goals Office, UBEC and the Education Trust Fund (ETF).



Above

More children from nomadic communities in Jigawa are able to access basic education.

Jigawa boosts nomadic education

The Jigawa State Agency for Nomadic Education is adopting ESSPIN's approach to making basic education more accessible for children in the state's 1,974 nomadic communities and committing N1.7 million to the task.

ESSPIN collaborates with the Agency and the Miyetti Allah Fulanio Association on a Challenge Fund Scheme. This supports nomadic children through basic education by providing school uniforms and learning materials.

The additional funding means the number of children benefiting will double to 6,000 by 2014.

Kaduna State

The ESSPIN IQTE intervention model sees local community-based schools, run by Mallams, using volunteer teachers to teach basic literacy and numeracy alongside traditional Islamic teachings. 3,150 almajiri boys and 1,320 hard-to-reach girls have already benefited.

Schools now welcome external evaluators as making a contribution to school improvement. 250 schools have benefitted from an evaluation using new instruments. 150 Quality Assurance (QA) reports of a high and consistent standard have been produced.

Kwara State

In Kaiama LGA, 1,033 children (560 male and 473 female) were motivated to return and remain in schools because ESSPIN provided them with a school uniform, shoes, bags and note books through its Challenge Fund intervention.

In Sentu Community, 18 children working at the nearby University as house-helpers were adopted and enrolled into a Junior Secondary School through the actions of the local community.

Lagos State

As a result of an inclusive education campaign, an afternoon school programme has been introduced in some schools in Surulere LGEA to cater for children who hitherto were missing from schools.

The SBMC of Community Primary School, Egbe in Alimosho LGEA contacted the Governor of Lagos State about the poor state of the school buildings. He ordered a total renovation of the school buildings and the construction of a new block of classrooms.

Enugu State

ESSPIN is providing motorised boreholes in 10 public primary schools in Udi LGA of Enugu State. Over 3,000 pupils and 70 teachers and head teachers from the schools are benefitting from the water supply. So are the local communities.

In Community Primary School Nsude, SBMC activities and Civil Society and Government Partnership (CGP) sensitisation and awareness raising about community and private sector participation led to Nigeria Breweries Limited constructing a 6 classroom block, including library facilities.

Kano State

Community teachers, with ESSPIN's support, teach a compressed curriculum of primary Maths, Hausa, English, Social Studies and Science in selected Islamiyya, Qur'anic and Tsangaya Education (IQTE) schools. 2,000 children in religious schools are enjoying core subjects for the first time.

8,840 pupils across 12 schools in Fagge local government area are benefitting from potable water sources this year.

Jigawa State

In Madabe Community School, SBMC members have paid for the cost of making uniforms for 40 pupils. They have also repaired 23 chairs and provided rakes, hoes, and bundles of brooms to help the schools to improve the learning environment.

Members of Lafiya school community have provided urgently needed temporary accommodation for teachers. The same SBMC also provided instructional materials to pupils as well as utensils, mats and hoes to improve the appearance of the school.

Transforming basic education – an integrated approach to school improvement

Introduction

ESSPIN's approach to raising standards in Nigerian schools is to focus support on the key elements that work together to deliver quality education – an integrated approach – rather than tackle problems in isolation.

For schools to be transformed into dynamic learning environments many things need to happen simultaneously. There need to be changes in the educational system as a whole, such as improving educational management, teaching skills, school infrastructure and learning materials. There also need to be changes outside schools, for example in education funding and governance structures and systems, and in the social and cultural attitudes of parents and communities. These elements of ESSPIN's approach are shown in the diagram (opposite) and explained after the results chain diagram (centre pages).

An integrated approach to school improvement



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Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

ESSPIN Results chain

Activities/Sub-outputs (Summary)

Outputs

Working with schools

Support states in training and support for school management and teachers
Provision of water, toilets and better classrooms

Working with communities and civil society

Help communities to establish management committees that support school improvements and make schools more accountable
Support non-government organisations and communities to ensure that schools meet needs of all children

Special projects

Conditional cash transfers
Support to non-state schools

Working with state and local governments

Support planning and budgetary reform
Improve skills and systems in state agencies
Gather data to support effective education planning

Working with Federal Government

Build capacity of national government agencies in financial disbursements, data collection, quality assurance and training

Political engagement

Engagement with Governors, Commissioners, traditional and religious rulers, civil society, SHOA members, senior officials to build commitment to roll-out of school improvement
Engagement with influential Nigerian organisations to promote replication of school improvement
Collaboration with other DFID programmes and programmes of other donor agencies to maximise joint impact

Improving schools in focus states (O3)

Better planning in schools (O3.1)
Competent head teachers (O3.2)
Competent teachers (O3.3)
Learners, especially girls, benefit from better school buildings and facilities (O3.4)

Strengthening community engagement in school improvement and wider access (O4)

Community members, including women and girls, influence the way schools are run (O4.1)
Communities and non-government organisations better able to press for school improvement (O4.2)
Schools and communities ensure that needs of all children are met (O4.3)

Helping focus states and their local governments to deliver school improvement (O2)

Better planning, budgeting, implementation and monitoring (O2.1)
Better procurement, infrastructure development & maintenance and supplies management (O2.2)
Better support to schools and improved quality assurance (O2.3)
Better engagement by state agencies with civil society and communities (O2.4)

Strengthening national systems that support school improvement (O1)

National government education funding disbursed more effectively (O1.1)
National government provides systematic information on quality of schools and offers effective support to reform in states (O1.2)

Outcome

Impact

Risks

Lack of security/political stability

Lack of commitment to education reform

State resources not used for school improvement

Weak federal institutions

Lack of capacity at all levels of education system

No sustainable systems for funding, governance, accountability and responsiveness

Better quality schools in focus states
(Outcome 1)

Increased enrolments of poor children in focus schools
(Outcome 2)

Focus state government funds and systems used effectively to improve schools (Outcome 3)

Other states adopt best education practice

More children achieve basic literacy and numeracy
(Impact 1)

More children, especially girls, enter and complete basic education
(Impacts 2, 3 and 4)

An integrated approach to school improvement

The pillars of effective learning

Head teacher and teacher development

Schools are at the heart of the education system so ESSPIN's package of reforms focuses on strengthening school leadership and management, the teaching and learning taking place, and the relationship with the communities they serve. This work involves developing essential skills through modular programmes of training for head teachers and teachers, and in-school support and follow-up. The process is led by the State School Improvement Teams (SSITS); small teams of carefully selected, committed education professionals.

School-based management committees

Schools do not operate in isolation. Local communities, in demanding their rights to basic education for their children, must also understand their roles and responsibilities in helping the state to deliver it. School-Based Management Committees (SBMCs) make community 'voice' heard both within the school and by government. They monitor the performance of schools and provide additional resources. ESSPIN is helping to develop the necessary policy frameworks and to train SBMC members so communities are actively represented in the education system.

Inclusive schools

Inclusiveness is about meeting the learning needs of all children, acknowledging and respecting groups that are often marginalised because of their gender, disability, ethnicity, HIV status, poverty etc. ESSPIN is promoting the development and implementation of clear state policies on inclusive education. Schools must adopt practices that ensure a welcoming classroom environment for all kinds of learners and must develop the teaching skills to be able to meet individual needs in classes of 50 students or more. SBMCs have a crucial role in getting out-of-school children into school.

Improved infrastructure

ESSPIN is demonstrating how a solid, secure and safe learning environment will enhance the learning process and encourage children to attend school. Schools need well-designed, well-built and well-maintained classrooms, the necessary teaching and learning resources, and an adequate water supply and toilet facilities to meet the needs of the children and their teachers.

A firm foundation for Nigeria's schools

Policy, planning and people

ESSPIN is supporting state and local governments as they work to improve the management and governance of education by developing robust government systems and structures to provide the necessary institutional support for schools. ESSPIN is helping to translate long-term education strategic plans into Medium-Term Sector Strategies (MTSSs), and then into operational budgets. States and Local Government Education Authorities (LGEAs) are being assisted to rationalise financial systems to improve funding flows to schools. We are also building the capacity of the sector with appropriately skilled personnel and other resources to better manage the delivery of quality education.

Management information

An effective Education Management Information System (EMIS) provides solid data for developing policies, and for planning and budgeting. ESSPIN is providing practical support to improve school censuses in order to get accurate data on schools, and is supporting monitoring and evaluation to ensure that the state ministries of education have reliable and timely information on progress against agreed indicators.

ESSPIN is helping to develop systems to monitor learning achievements (MLA) in literacy and numeracy to guide policy makers and to inform the development of appropriate teaching methods and resources. Teacher performance is also being measured.

Civil society and government partnerships

By actively involving people and organisations from civil society, government efforts to reform the education system are enhanced. Civil society also provides eyes and ears on the ground to monitor the changes taking place in schools and to raise voices of concern if progress is being obstructed – holding those responsible to account. Civil society and government partnerships are vital for SBMC development.

ESSPIN is working with mission schools in Enugu to provide the necessary resources for children to go to school.

Right
The Challenge Fund scheme gives scholarships to poor and needy children, helping them into schools and off the streets.



The ESSPIN Challenge Fund (CF) scheme – the story of Nelly

‘Nelly’s father died two years ago unexpectedly and his mother is unemployed. When the CF scheme was announced, we obtained a form for him and filled it out and he was selected. We informed the mother that Nelly has been awarded a scholarship by ESSPIN and she was very happy. Nelly is a very intelligent but quiet boy.’ says Deaconess Charity Ugwu, Head Teacher, Rev Harrison Nursery and Primary School, Ugwuaji village, Enugu State.

Six year old Nelly Ngene from Ugwuaji Village in Enugu State lost his father two years ago and was left in the care of his mother who has no source of livelihood. Nelly’s mother struggled to raise Nelly but her husband’s relatives made life unbearable for her. Nelly’s mother had to return to her poor parents’ home in Ugwuaji village. Nelly and his mother were an extra burden to the already over stretched and aged parents who could barely cater for their own basic needs.



Above
Nelly Ngene in class at Rev Harrison Nursery and Primary School, Ugwuaji village, Enugu State.

Nelly’s grandparents managed to enrol him in a public school which was tuition free. But the only evidence that Nelly was in school was a school uniform he wore every day. A school bag, foot wear or writing materials were out of the question for Nelly, because what was more important to him was where his next meal was coming from. Nelly missed out on a lot of class work and got several beatings from his teachers because his grandparents could not afford to buy books. Thus, schooling became a nightmare for Nelly.

The CF scheme was the opportunity Nelly needed, and indeed a blessing. He was selected and enrolled in Rev Harrison Nursery and Primary School Ugwuaji, one of the Methodist schools where the CF is being implemented.

He was provided with all the basic school supplies – school uniform, footwear, school bag, books, pencils and erasers. Nelly’s mother was overwhelmed with joy. For her, it is indeed a dream come true.

‘Now I love to go to school, and I want to be a banker...’ says Nelly as he smiles.

His head teacher is also pleased, ‘I am happy with what ESSPIN has done, giving Nelly hope. I ask that ESSPIN should continue to support the CF children. Just imagine how many of these children came first to third [in their class]. Out of the 38 CF children I have in my school between primary years 1–3, seven of them! Nelly took first position in the whole of primary 1B...!’

The first term of school has just ended and Nelly’s success in the overall assessment, thanks to the CF scheme, has delighted parents, teachers and the Methodist mission.

‘There are lots of changes since ESSPIN came to our school – if the government copies the types of things that ESSPIN is doing, our schools will be better’ says Deaconess Ugwu.

A functional quality assurance system will promote the delivery of quality education.



Writer
Bankole Ebisemiju
Communications
and Knowledge
Management Co-
ordinator

Left
The QA process supports and guides teachers to deliver quality education through improved teaching and learning.

Kaduna School Inspectorate moves to Quality Assurance (QA)

‘Before now, various Ministries, Departments and Agencies (MDAs) that had something to do with inspection in schools were independent. The officers would go to schools, conclude inspections and then write reports that were kept secret. With the support of ESSPIN, the Quality Assurance Service was established. Now we have all divisional directors of Private School Board, Science and Technical School Management Board, Agency for Mass Literacy, Federal Inspectorate Service and SUBEB working together to ensure quality assurance in Kaduna state’, says Mrs Asabe Makeri, retired Director, Quality Assurance, Kaduna State Ministry of Education.



Above
Mrs Asabe Makeri,
retired Director,
Quality Assurance,
Kaduna State Ministry
of Education.

The unco-ordinated multiple levels of school inspection and the non standardisation of methods and instruments for monitoring, led to inconsistent data and reports. The previous practice of conducting inspection as a ‘policing activity’ to find fault and criticise also had a negative effect on the quality of education delivered in schools.

ESSPIN’s support has given rise to the creation of the Kaduna State Education Quality Assurance Service (KADSEQAS), with its own operational framework. KADSEQAS is now charged with the QA process, based on the Whole School Evaluation model which is holistic, dynamic, vibrant, impartial and objective. The process is managed by professional and dedicated staff offering teachers support and guidance to promote the delivery of quality education through improved teaching and learning. 270 evaluators have been trained on the new concept of Whole School Evaluation.

With a bill to establish the Kaduna State Quality Assurance Board awaiting enactment by the State House of Assembly and the future of QA in Kaduna looking assured, Mrs Makeri reports ‘KADSEQAS now has 250 evaluators carrying out inspections in schools. We have an evaluation cycle of three evaluation visits per school term. Our evaluations have produced 156 reports with ESSPIN’s support. We have also secured a data-base management system where these reports are input for public accessibility.’

Nomadic children need support to access basic education.

Writer

Gbenga Adebola

Knowledge
Management
Specialist,
Jigawa/Kano

Right

ESSPIN is engaging with nomadic communities in Jigawa – helping their children go to school.



ESSPIN's influence on nomadic education

‘Everyone one was leaving the school, and I thought of doing the same. It seemed we were abandoned and there was nothing to look forward to. But I am glad that I stayed because ESSPIN has come to make me realise the value of what I am doing in the lives of these children’. Adamu Abubakar, the head teacher of Rigar Ardo Rura, a nomadic school in Kiyawa Local Government Area in Jigawa state.

As part of ESSPIN's commitment to reducing inequality and providing equal educational opportunities for all children, the programme has engaged with nomadic communities in Jigawa to help their children go to school. ESSPIN also involves civil society in addressing the issues of access and equity. Miyetti Allah, a civil society organisation, is supported by ESSPIN in its work to identify nomadic communities and bring them to the state government's attention.

Adamu is one of the nomadic school teachers benefiting from ESSPIN's support. His participation in ESSPIN's training has led to an increase in enrolment of nomadic children at Ardo Rura LEA primary school. With more children in class, he is now being assisted by Sale Sule Rura, a volunteer teacher from the community. Adamu's pupils enthusiastically turn up for school every day with some of them walking long distances to come to school.

The Ardo Rura community has helped parents with supplies of uniforms, bags and sandals for the pupils. The community has also provided the school with water which is fetched every day by a dedicated member of the community. The pupils, dusty and thirsty from the long walk to school, huddle round the water container as they take turns to drink water during the break time.

‘I thank ESSPIN with all of my heart. I can not show my gratitude enough to these friends...’ says Adamu Anukar with an emotion-laden voice.



Above

Adumu Abubakar, head teacher of Rigar Ardo Rura, a nomadic school in Kiyawa, Jigawa.

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