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December 2012



**Above**  
Alhaji Bolaji Abdullahi  
Hon. Minister of Sports  
and Barr. Lanre Daibu,  
Executive Chairman  
SUBEB Kwara State  
during the political  
engagement meeting  
in Abuja.

# esspin express

## Political Engagement with Government Partners

Budget utilisation is now scrutinised through a quarterly review of education sector budgets to ensure that programmes are being implemented. This development is the result of four meetings ESSPIN held with the Hon. Commissioners of Education and the Executive Chairs of the State Universal Basic Education Boards in 2012. The meetings are part of ESSPIN's political engagement strategy aimed at working with policy makers in the Focus States to put the issue of supporting state school improvement programmes on the political agenda and to secure additional funding to implement the programme in more schools.

The political engagement work is based on the premise that unless the school improvement programme is made a priority of government it will not get funded, and without adequate funding schools will not continue to improve.

Continued inside on page 2.

**esspin**

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.



**Left**  
Hon. Minister of Education, Prof. Ruquayyatu Ahmed Rufa'i

## Continuation from cover Political Engagement with Government Partners

Although it is still early days, indications are that more attention will be paid to ensuring that school improvement programmes are budgeted for and implemented in an integrated and systemic way.

At the last meeting held on 18 October 2012, the Honourable Minister of Sports and former Kwara State Commissioner of Education, Alhaji Bolaji Abdullahi, joined the meeting to share experiences with the Commissioners of Education on education reforms in their states. His contribution was very insightful and well received by the participants.

A delegation, drawn from the participants and led by the Hon. Commissioner of Education Kaduna State, Mohammed Usman, paid the Hon. Minister of Education, Prof. Ruquayyatu Ahmed Rufa'i, a courtesy visit.



**Above**  
Governor Patrick Yakowa receiving ESSPIN communication materials from Nguyen Feese during a visit to Government House.

## ESSPIN visits Governor Patrick Yakowa

'I believe that if the education sector is put in good shape every other sector will fall into place...if we must make lasting changes, we need to start from the foundation and that is basic education,' said Governor Patrick Yakowa of Kaduna State, during a courtesy visit by ESSPIN in October 2012.

The delegation led by Tayo Odekunle, State Team Leader, ESSPIN Kaduna, briefed the governor on the state of basic education in Kaduna and highlighted areas where his support is much needed to effect the necessary change.

He assured his visitors that the necessary support to fund basic education in the state would be provided.



## Kano assessed IQTE

The Kano State government has conducted an assessment of the Islamiyya, Qu'ranic Tsangaya Education (IQTE) programmes in Nassarawa, Madobi and Kabiya Local Government Councils. The exercise covered 58 schools — 30 Tsangaya schools (for boys) and 28 Islamiyya (mixed) - and involved 1,761 children. The state government allocated N900, 000 for the exercise.

The allocation of funds shows that the state has now taken full ownership and responsibility for the IQTE programme, which was initiated and initially funded by ESSPIN.

'The activity was conducted without any hitches. It is an indication that the state officials themselves are now capable of running the programme efficiently,' said Auwalu Diso, a state consultant with ESSPIN.

### Above

Jake Ross receiving literacy award from Governor Rabi'u Musa Kwankwaso.

## Literacy award for ESSPIN

At a World Literacy Day ceremony on 06 Nov 2012, His Excellency the Executive Governor of Kano State, Engr. Dr Rabi'u Musa Kwankwaso presented ESSPIN with an award for services to literacy. Receiving the plaque on behalf of the ESSPIN team, Deputy Programme Manager Jake Ross delivered a goodwill message to the hundreds of Kano children, officials and community members gathered, which was relayed live on TV.

"We are working intensively with [state authorities] to plan a literacy and numeracy training process for head teachers and teachers of Primary 1, 2 and 3 in all 5,068 public primary schools in Kano State [which] can lay the foundations for a quantum leap in the standards of literacy and learning by all children in the state, and help ensure that the next generation of Kano adults does not suffer from illiteracy" said Mr Ross.

## Jigawa State School Improvement Team (SSIT) at the forefront of education reform

SSIT members in Jigawa have recently conducted a step-down training session for their colleagues after attending a leadership training programme at national level. The same training has been cascaded to their colleagues, who in turn will train the School Support Officers (SSOs) for further cascading to head teachers of primary schools across the state.

The expected outcomes of the training include behavioural change on the part of the head teachers - improvement in their record keeping which would impact on the School Self Evaluation processes, and, ultimately, the quality of teaching.

The SSIT in Jigawa is building the capacity and providing support to strengthen the new School Advisory Unit.

## Kwara State

The provision of clean water, school uniforms and teaching aids by ESSPIN has helped pupils and teachers remain focused on education.

'I used to travel about 5 kilometres for water and that made a lot of demand on my time. But now that ESSPIN has given us a borehole, I now have additional time to concentrate on my work in school.'

**Mrs. Ndako Jummai,**  
Teacher, Bani-Sunlla  
KLGEA School.

'Before ESSPIN came, my children were not in school. After they received school uniforms, they now wake up on their own at 6.00 a.m. to prepare for school. They are now able to read, write and count in English...'



**Mr. Sunday Tango**  
Nassarawa-Ngatte community,  
Kaiaama LGEA, Kwara.

## Lagos State

ESSPIN's support involves introducing first-rate teaching standards that put the child at the centre of learning. It also involves providing good buildings and facilities to help pupils learn effectively.

'The children are improving especially in their neatness and academic work. For Nafisa, she is always doing one home work or another...'

**Khadijat Abibulahi,**  
mother of Nafisat Abibulahi,  
primary 6 pupil of Jimoh  
Ojora Pry School, Lagos and  
Financial Secretary of Parent  
Forum of the school.

'I wanted to reject my posting to the school from my first day because of its poor state. But within six months things changed – ESSPIN provided toilets and a borehole, the local council renovated the entire building, and SSIT has been training us. Honestly, there has been a great change.'



**Mrs. Mercy Ukoha,**  
primary 4 teacher,  
Jimoh Ojora Primary School,  
Ifelodun LCDA, Lagos

## Kano State

ESSPIN works with education authorities and communities to help develop ways of bridging gaps between religious and non-religious school curricula.

'This is little short of a miracle; children that are out of school in these Islamiyya schools and the Tsangaya ones are receiving much more quality education - even more than the children that are in the public schools...'

**Sule Usman,**  
Community Teacher,  
Kwana Hudu Tsangaya.

'You will not believe this when I tell you but other proprietors of these religious schools are now coming and requesting that this initiative be carried out in their own Qur'anic schools as the results are obvious for everyone to see...'



**Head teacher,**  
Gobirawa Special Primary  
School, Fagge.



## Kaduna State

The ESSPIN School Improvement Programme has triggered improvement in the lives of Kaduna children. Pupils in the primary schools are performing better; the almajiri children are off the streets and now learning in the classrooms.

'The method we used in teaching primary one before and the one we use now are not the same; this method imparts more knowledge to the children and they learn more quickly than before. Now we use teaching aids, we demonstrate and also allow them to discuss amongst themselves.'

**Mrs. Hannatu Saleh,  
(Primary 1 Teacher) LGEA  
Primary School Mamuda.**

'I am very happy; I can now keep my almajiris out of the street and prevent them from begging so that they can learn. I have got enough maize to feed them for the next one year and we have enough to cultivate in the coming (farming) season. I have never witnessed this kind of harvest since I started farming - fifteen years ago.'



**Alhaji Amodu,  
Gadan Mallam Mamman,  
Abuja road, Kachia LGEA.**

## Jigawa State

ESSPIN's school improvement model provides pilot schools with head teacher and teacher training. State School Improvement Teams (SSITs), have been established in all programme States and are leading the training for head teachers, class teachers and school support officers.

'ESSPIN's drama affected the way people see education in the community. The performance came at a time when there was a need to summarise some of the contributions that ESSPIN had been making in the field of education. What can I say; I am so proud of ESSPIN, so proud of all that they are doing.'

**Mohammed Ahmed Musa,  
School Support Officer,  
Fagge Local Government.**

'The way my colleagues imbibed the training that ESSPIN has provided is quite impressive. I am confident that the training will affect the way head teachers carry out their duties and this will affect education as whole.'



**Mohammed Habu S. T.  
SSIT Member Jigawa State.**

## Enugu State

Schools are at the centre of the education system. For ESSPIN, providing what schools need is critical.

'Availability of teaching materials is not a problem to me now. I can lay hands on anything and it becomes a teaching aid. And using the lesson plans on literacy and numeracy has made my work very easy...'

**Comfort Achine,  
Primary 1 class Teacher,  
Central Primary School,  
Obinagu, Udi LGA, Enugu State.**

'One area that gladdens my heart is the improved sanitation in the school. Before, over 400 pupils in the school shared only two pit latrines. Today we have 28 toilets (4 for teachers and 24 for pupils) with a motorised borehole to supply water...'



**Mr. Ozoude Chinyere,  
head teacher, Ngwo-uno II  
Primary School, Ngwo-uno,  
Udi LGA, Enugu State.**

# evidence of impact

## Impact Kwara

### ESSPIN Impact in Schools

A 2011 Monitoring Learning Achievement study shows that the ability of the pupils in literacy and numeracy has dramatically improved because the SSIT/SSO training covered the entire schools in the state. The head teacher of Baruten LGEA School, Kosubosu notes, 'Our pupils now perform better in written exams. We also have primary one pupils who are able to speak simple sentences in English.' The head teacher of Model LGEA School, Ilorin adds, 'As a result, some parents have withdrawn their children and wards from private schools and have brought them to my school'.

Reports by SUBEB School Support Officers show that 84% of head teachers in Kwara now operate efficiently: 99% of them can carry out lesson observations and 88% of them hold professional development meetings with teachers. 59% of head teachers use the School Development Plan, rising to 92% in the four LGEAs supported by ESSPIN's Direct Funding to Schools.

59% of teachers in the state are delivering a 'good' lesson; 56% of them use praise throughout the lesson, 57% use teaching aids, while 66% know what pupils should be achieving by the end of the term.



#### Above

Pupils engaging in numeracy lessons with learning aids.



#### Left

A pupil demonstrating understanding of learning.

There is a general increase in school enrolment due to ESSPIN's intervention. Notably, in Kaiama LGA enrolment of primary school pupils increased from 10,101 in 2010/2011 to 11,417 in 2011/2012. Enrolment of female children has remarkably increased by 20%, from 4,102 to 4,937 in the same period.

10 rural schools in Kaiama LGA are now enjoying the services of 25 teachers recruited through ESSPIN's Challenge Fund to correct the shortage and uneven distribution of teachers in the LGA.

The Fund was used to train the teachers and is being used to pay 50% of their salaries for two years. The Local Government Council (LGC) is supporting this scheme by adding to the salary of these teachers with the full support of the traditional ruler and State Universal Basic Education Board.

The Challenge Fund has also helped to retain 1,388 children in school in the LGA by providing school uniforms, shoes, bags and books. This has also motivated new enrolments.



**Above**  
New classroom  
block in Oke-Ose  
LGEA School.

**Left**  
DSM official  
engaging the  
SBMC in result-  
based discussion.

### ESSPIN impact in communities

After a series of community sensitisation activities supported by ESSPIN, community and religious leaders are now contributing and actively leading the cause for school improvement - especially regarding school enrolment, teacher attendance and quality project supervision.

At Kanikoko Nomadic, Woromakoto and Banisulla – all in Kaiama LGA – the traditional leaders passed a number of regulations to sanction parents or guardians who fail to enrol their children in school. The SBMC of Oke Ose LGEA School raised N70,000 to renovate classrooms, furniture and the surroundings. The committee also bought two plots of land for school expansion, costing N120, 000.

The communities are also now demanding better education services. The Budo Oyo community in Oyun LGA reported an inefficient head teacher to the LGEA Education Secretary. The head teacher was investigated, found guilty and sanctioned.

Similarly, the SBMC members of Sentu LGEA School in Ilorin East were dissatisfied with the poor quality of a new borehole and called on the contractor and the LGEA to improve it. The school now has a good quality borehole.

The SBMC of KLGEA School, Kemanji II employed two teachers to complement government efforts. They also engaged a vendor to provide meals to encourage pupils to stay in school.

The community of Tunga Kosi in Kaiama LGA provided N200 each to repair broken tables and chairs in their primary school. Women in Odo-Owa community in Oyun LGEA now contribute N50 weekly to support schools in the community. With N3,200 raised, they were able to purchase toys for the kindergarten class.

Through the efforts of the SBMC, Mariam Ibrahim, 16, out of school and about to be married off, was helped to enrol in Tenebo school in Kaiama LGA.



# evidence of impact

## Impact Kano

### Below

Almajiri children now have access to quality basic education



### ESSPIN Impact in Schools

IQTE continues to enjoy strong support from the state. An estimated N2 million has been invested in fertilizers and herbicides for farmers through the agricultural scheme of the IQTE initiative with notable successes achieved. Communities are also responding enthusiastically to the process by willingly joining the School Support Committees and there is an increasing demand for the initiative's expansion. 30 government officers have been trained to mobilise support for the work.

'This is nothing short of a miracle; children that are out of school are receiving much more quality education — even more than the children that are in state school' notes Sule Usman, Community Teacher Kwana Hudu Tsangaya.

### Above

The ESSPIN Conditional Cash Transfer (CCT) project is ensuring that more girls complete basic education.

'You will not believe this but other Alarammas are now coming and requesting that this initiative be carried out in their own Qur'anic schools as the results are obvious for everyone to see.' says Aliyu Ibrahim, Support Teacher.

'The issue of sending my girl to hawk is gone for good. I can only also just thank the Almighty Allah for the work that you (ESSPIN) have come to do for us. We are grateful' - Hannatu Idris: parent of CCT beneficiary.

'The work that ESSPIN is doing definitely needs to be expanded and this is the message I would have for our leaders and other senior education stakeholders. Surely there is a need to be patient as the dividends of this initiative will be felt soon' pleads Yakubu Anas, SSIT member from Kano.

52 staff members of various education bodies took part in the Quality Assurance accreditation exams which would further strengthen the institutionalisation of the process as supported by ESSPIN. Abdullahi Mohammed Koki, SUBEB, reported 'I indeed benefited a lot from this exam and the entire change in the quality assurance process that has been introduced. I can confidently say that we have even started seeing the impact in our schools already'.



## ESSPIN Impact in Communities

Communities within Kano state are increasingly responding to the ESSPIN-sponsored engagement with CSOs to become more actively involved in school management and basic education issues. Various voices from different strata of society indicate positive changes hitherto not feasible are now becoming the norm.

‘This is the first time in the history of my career as an educationist that I see community participation at this level in school development affairs. In the past it was just little financial contributions but today the community members give their time, materials and also visit the school to enquire about events at the school’ - Alhaji Ismail Fanda, Head Teacher Fanda Primary School.

ESSPIN's technical support for School-Based Management Committee (SBMC) development is releasing a powerful force for change. The Education Secretary of Kumbotso Local government in Kano says, ‘When I became the Education Secretary for Kumbotso and started having contact with ESSPIN, I realised the potential and capabilities that my community members have in supporting the course of education. I had never thought that all people have such talent and foresight until the SBMCs gave these people the opportunity to show it’.



**Above**  
SBMC voluntary representatives are committed to making sure schools are a happy and safe environment for children to learn in.



**Above**  
SBMC is empowering communities to have a say in school planning and management.

‘We in the Social Mobilisation Department of SUBEB had been making efforts to establish and make functional SBMCs, as well as bring in the communities to participate in school-level activities, but things proved difficult. However with the coming of ESSPIN and its method of SBMC development we have got the maximum support we need from the community members.’ - Director, Social Mobilisation Department Kano.

Children are also able to speak out: ‘The girls in my schools now meet under the Children’s Committee to discuss what the girls’ problems are and also why they leave school. If we have problems with any teacher or staff of the school that involve harassment, we mention it to members of the SBMC’.- Head Girl Fagge Special Primary School.

**ESSPIN's challenge fund is helping poor indigent children access quality basic education.**

**Writer**  
**Emmanuel Uko**  
Knowledge  
Management  
Specialist  
Kwara

**Right**  
Members of Gaa  
Uthman Community  
in Ilorin East  
discussing school  
improvement.



## Fulani culture endures as community embraces education for all

'I feel happy to be waking up in the morning to go to school....I do not want to be married-off like others, and my friends will no more make jest of me...' said Wasilat Ibrahim with a smile. Wasilat, a 13 year-old girl in Gaa Uthman Nomadic LGEA School in Ilorin East, is benefiting from the basic education programme supported by ESSPIN. After facing a near-marriage experience, Wasilat now 'has high hopes for the future. I want to become a doctor,' she says.

Young members of the Gaa Uthman Fulani community are now encouraged to go to school. These include children already betrothed, boys who married early, and girls who were married without their consent who are now being sent to school by their husbands. This is the result of two years of continuous sensitisation activities in the community led by CSOs and the SBMC and supported by ESSPIN. The school has grown from 12 to 56 students.

According to Ajia Afusat, the head teacher, 'I used to see many children grazing cows or selling cheese at the time they were supposed to be in school.' But now the situation has changed. 'I can write my name now, and I hope to make more progress.... We have greatly improved too in morals and social life', reports Wasilat.

'Before I joined school', explained Usman Aliyu, aged 12 in Primary 3, 'I could neither read nor write, but now I can even help others to read.'

'I am now able to help my customers load scratch cards into their mobile phones', said Primary 2 student Umar Adamu, aged 20 and married for 5 years with two children.

The Gaa Uthman nomadic community is encouraging schooling for all children and young adults whilst respecting traditional beliefs. The SBMC arranged for a female Hausa-speaking head teacher. 'The men to whom the young girls are betrothed would not allow their young future wives to attend a school to be taught by a male teacher. They also want a Hausa speaker who understands them', Adeyemo Adeyemi a CSO member explained.

Asked what message she has for her friends who are not yet in school, Wasilat continued, 'I advise them to come to school. There is future and hope in it. I advise our parents too that they should not see education as a way of losing us. Instead, they should see it as a stepping stone to success and a way forward. We have lagged behind for too long.'

**SBMCs are working in partnership with state and school authorities to improve the quality of education for all children.**

**Writer**  
**Tolase Olatinwo**  
Knowledge  
Management  
Specialist,  
Lagos/Enugu

**Right**  
An old school  
block undergoing  
renovation.



## Lagos SBMCs — working for school improvement

615 pupils at Community Primary School, Egbe in Alimosho LGA of Lagos State are enjoying a newly-renovated block of classrooms, new furniture, and improved toilet facilities.

It was a development which the School-Based Management Committee (SBMC) made possible. The SBMCs are official bodies being established nationwide under government policy to strengthen the link between local communities and their schools and to check schools are working.

‘Before now, almost all the classrooms were in a state of disrepair, some close to collapsing on the pupils’, narrates Pastor H. O. D. Osoba, a retired school teacher and the SBMC Chair. His years of interest in education and his training for the SBMC spurred him to work with community members in Alimosho to create a safe learning environment for the children.

‘We mobilised ourselves and did some minor repairs like re-plastering of walls and floors. The Rotary Club in Egbe came to help and provided water and toilet facilities and classroom furniture. But these were still not enough,’ said Osoba.

‘We approached the local authorities but without results. We thought hard about what other steps we could take. Then I thought about making a case to the Governor. So I emailed the Governor. I attached pictures of the dilapidated school structure and appealed to him for total renovation of the school’, explained Osoba.

Two weeks after his email, repair works started in the school – supervised by the LG Councilor for education. SUBEB also started to construct a new block of 14 classrooms in a school next door! By raising its voice, the Alimosho SBMC moved the Governor to intervene and direct relevant authorities to act.

Now the pupils of Community Primary School Egbe are learning in a safe environment.

‘The rains do not disturb us again and our classroom floors are smooth now’, said Betty Eduvieri, a nine year-old Primary 5 pupil.

As in Community Primary School Egbe, SBMCs in Lagos State are working to improve the quality of education that Lagos children receive. For its part, ESSPIN is promoting the formation and strengthening of SBMCs in all public primary schools in the state.



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